All-out for Steve Zimmer and Imelda Padilla for School Board

Voter outreach key to winning most expensive school board races in U.S. history.

In the final weeks before the March 7 primary election, UTLA members are stepping up efforts to elect Imelda Padilla and reelect Steve Zimmer to the LAUSD School Board.

On a recent weeknight at Jaragua restaurant in East Hollywood, nine teachers from Alexandria Elementary snacked on pupusas and fried plantains and in three hours called 300 voters to encourage them to cast their ballots for Zimmer in District 4.

“I’ve always felt that Steve Zimmer has been a really good advocate for kids in the district,” Alexandria Chapter Chair Carla McNellis says. “For quite a long time, he has stood up for things I believe in. You come across certain people in your career and you think, ‘I’d like to work for that guy.’ He’s that kind of leader.”

Remote phone banks set up by members at homes and restaurants are happening all over the city, bolstered by precinct walking at UTLA and two field offices in the Valley and Westchester.

“Just a few hours make all the difference,” McNellis says. “Phone banking is also a nice way to bond with staff. We’re under no time pressure and we’re choosing to do something together that will help our school.”

Facing off against the privatizers

Our voter outreach will be the key to winning what are shaping up to be the most expensive school board races in U.S. history.

“ Billionaires pick up pens and write checks; educators pick up phones and make calls,” UTLA President Alex Caputo-Pearl says. “We will win this through talking one-on-one with voters about why we need these pro-public education, pro-community advocates on the board standing up for educators and students.”

Anti-public education forces have powerful new allies in the Donald Trump/ Betsy DeVos administration, which supports all forms of privatization, including nonprofit and for-profit charters and vouchers for religious schools.

The California Charter Schools Association, which praised DeVos’s nomination for Secretary of Education, is coordinating an exceptionally sleazy smear campaign against Steve Zimmer. The political mailers distort Zimmer’s record, accuse him of being behind the iPad crisis (actually the brainchild of former superintendent John Deasy), and attempt to link him to child molesters and even murderers. The L.A. Times called out the low-blow tactics in a series of articles, but the attack pieces continue to arrive in voters’ mailboxes.

CCSA and its lobbying arm have been funded to the tune of $170 million in recent years by familiar names in the privatization movement, including Eli Broad, the Waltons of Walmart, and Doris Fisher of Gap Inc. This election cycle, former Mayor Richard Riordan has already spent $1 million specifically to unseat Zimmer, and millions more will be coming.

CCSA has become a major political player on the local and state level to advance their stated target of moving 1 million students into charter schools and dominating “market share” in education. To accomplish their goal, they fight even the most modest and common-sense accountability legislation, such as the recent Senate Bill 322, which would have protected charter students against unfair expulsions and suspensions. Elected officials who understand the danger of unregulated charter expansion and the negative impact on neighborhood public schools are a threat to CCSA and the privatizers’ agenda, which is why CCSA mounts aggressive campaigns against them.

Zimmer and Padilla: Community connections

Steve and Imelda both have connections to our communities and are committed to a sustainable public education system, with doors open to all. Contrast that vision to Zimmer’s CCSA-supported opponent, Nick Melvoin, who wrote in an op-ed for the Seventy-Four that “a hostile takeover might be precisely what our district needs.”

Zimmer spent 17 years as a counselor and teacher at Marshall High School. As a School Board member, he worked to bring the arts back into our schools, made LAUSD a sanctuary district for immigrants, and helped originate Student Recovery Day, a twice-yearly event that puts district staff in the streets surrounding schools in search of students who have dropped out.

Zimmer was a critical leader in securing LAUSD support for the 2015 UTLA contract agreement that yielded a 10% salary increase, lower class sizes, increased support staff, and other improvements.

In her biography, Imelda Padilla proudly lists the LAUSD schools—Roscoe Elementary, Byrd Middle School, and Polytechnic High School—that launched her onto UC Berkeley. Padilla has been a community organizer for Pacoima Beautiful, advocating for environmental justice, and worked at Los Angeles Alliance for a New Economy to fight for an increase in the minimum wage. She started her own nonprofit called Together We Do More, which aims to help middle and high school students think about higher education and professional development at a young age.

“With Steve and Imelda’s history of working in our communities and with our kids, these are the kind of School Board leaders our schools need and our students deserve,” Caputo-Pearl says. “It has never been more important that we join their campaigns and fight against billionaire attempts to privatize public education.”

Join the campaign effort: There are volunteer opportunities Monday through Thursday evenings and every weekend leading up to election day. See more at utla.net or on page 7.

New UTLA media campaign takes on Trump/DeVos

On the 10 Freeway near downtown L.A., where millions of people will see it, a UTLA billboard juxtaposes the extreme Trump/DeVos agenda with the power of public schools to uplift communities. See images of other ads in our paid media campaign and read more about taking on the billionaires in the open letter to Eli Broad on page 5.

Reopener bargaining: LAUSD must invest in students and educators

Our UTLA bargaining team continues to meet with the district as part of reopener bargaining for the 2016-2017 school year. LAUSD counted our 7% salary demand with 0% and no movement on class-size language. Despite the passage of Proposition 55 and healthy unrestricted budget reserves, the district has started this cycle of bargaining with a disappointing willingness to ignore the need to invest in students and educators.

Our next bargaining session is February 16, after this UT goes on press. Read details of what’s currently on the table on page 4.

Take the UTLA bargaining survey: Increasing salaries and protecting active and retiree health benefits are priorities for every UTLA member, and UTLA leadership is committed to fighting for both. We need input on what other issues should be included in our bargaining for a new successor contract in 2017-2018. Be sure to take the UTLA bargaining survey at www.utla.net/news/bargain-power-survey and let your bargaining team know what you want them to fight for.
**President's perspective**

**The fight of our lives**

Bargaining Survey, School Board elections, and fighting the Trump/DeVos agenda: Your participation is key to winning.

By Alex Caputo-Pearl
UTLA President

February 17 marked the one-year anniversary of the passage of the Build the Future, Fund the Fight (BFFF) initiative. Last year, I spent a lot of time in our BFFF phone-banking room, often with member stalwarts like Vince Fazzii, a health and human services leader. Calling on our members, having great dialogues about the need for the taxes increase, full merger, and Group Legal Services, in support of the strategic plan, seems like only yesterday.

February 17 marked the one-year anniversary of the first nationally coordinated Walk-In for Public Education, organized by the Alliance to Reclaim Our Schools (AROS). UTLA has proudly led the way in ensuring AROS’s development as a national network over the past few years. On February 17, 2016, more than 300 schools and 20,000 educators, youth, and parents participated in Los Angeles, showing love for our public schools and articulating what our schools need. Wonderful educator-organizers like Claudia Rodriguez at 49th Street School, Jennifer Ritz of San Pedro High School, and Helen Piltz of Leichman Special Education Center led the way in the Walk-Ins. February 17 helped shape our ongoing vision in the movement for Community Schools.

The first month of the Trump administration has brought voucher bills, anti-union “right-to-work” bills, the travel ban, stepped-up ICE raids, the confirmation of an anti-public education privatizer billionaire as Secretary of Education, a scramble to get new anti-collective bargaining Friedrichs-like cases to the Supreme Court (Yohn v. CTA), and more. Civil rights, funding for basic needs, and the very existence of unions are under attack.

The first month of the Trump administration has also shown how right we were, collectively as members of UTLA, to pass BFFF and invest in ourselves and our capacity to fight. We are literally now in the fight of our lives, and, without the passage of BFFF, we would have entered that fight severely crippled. It has further shown how right we were, from the UTLA Board of Directors, to Claudia to Jennifer to Helen to many other leaders, to lead in strengthening AROS as a national organization. The fight against the Trump/DeVos agenda is, by its very nature, going to be a long haul in many ways—and AROS is a structure we need.

These national developments affect our students, schools, and classrooms. And, while we must engage at many different levels, our local work at our schools and in L.A. is constant. news, phone/bank-canvas-zimmer-padilla for details. We need you! As always, we approach campaigns knowing that supportive elected officials are key to our success, but our political work must be embedded within a broad and deep social movement-building strategy that can hold those officials accountable.

It is also crucial that you participate in the bargaining survey to inform our priorities as we head into the successor (full) contract campaign, beginning in April. We know that fighting for salary increases and protection of active and retiree health benefits are top priorities and essential foundations—we are 100% committed to fighting for those. The bargaining survey will help us figure out additional priorities alongside salary and health benefits. Change starts locally: School Board races & bargaining survey

At this moment, two of our greatest member stalwarts like Vince Fazzii, a health and human services leader. Calling on our members, having great dialogues about the need for the taxes increase, full merger, and Group Legal Services, in support of the strategic plan, seems like only yesterday.

February 17 marked the one-year anniversary of the first nationally coordinated Walk-In for Public Education, organized by the Alliance to Reclaim Our Schools (AROS). UTLA has proudly led the way in ensuring AROS’s development as a national network over the past few years. On February 17, 2016, more than 300 schools and 20,000 educators, youth, and parents participated in Los Angeles, showing love for our public schools and articulating what our schools need. Wonderful educator-organizers like Claudia Rodriguez at 49th Street School, Jennifer Ritz of San Pedro High School, and Helen Piltz of Leichman Special Education Center led the way in the Walk-Ins. February 17 helped shape our ongoing vision in the movement for Community Schools.

The first month of the Trump administration has brought voucher bills, anti-union “right-to-work” bills, the travel ban, stepped-up ICE raids, the confirmation of an anti-public education privatizer billionaire as Secretary of Education, a scramble to get new anti-collective bargaining Friedrichs-like cases to the Supreme Court (Yohn v. CTA), and more. Civil rights, funding for basic needs, and the very existence of unions are under attack.

The first month of the Trump administration has also shown how right we were, collectively as members of UTLA, to pass BFFF and invest in ourselves and our capacity to fight. We are literally now in the fight of our lives, and, without the passage of BFFF, we would have entered that fight severely crippled. It has further shown how right we were, from the UTLA Board of Directors, to Claudia to Jennifer to Helen to many other leaders, to lead in strengthening AROS as a national organization. The fight against the Trump/DeVos agenda is, by its very nature, going to be a long haul in many ways—and AROS is a structure we need.

These national developments affect our students, schools, and classrooms. And, while we must engage at many different levels, our local work at our schools and in L.A. is constant.

We know that fighting for salary increases and protection of active and retiree health benefits are top priorities and essential foundations—we are 100% committed to fighting for those. The bargaining survey will help us figure out additional priorities alongside salary and health benefits. Change starts locally: School Board races & bargaining survey

At this moment, two of our greatest member stalwarts like Vince Fazzii, a health and human services leader. Calling on our members, having great dialogues about the need for the taxes increase, full merger, and Group Legal Services, in support of the strategic plan, seems like only yesterday.

February 17 marked the one-year anniversary of the first nationally coordinated Walk-In for Public Education, organized by the Alliance to Reclaim Our Schools (AROS). UTLA has proudly led the way in ensuring AROS’s development as a national network over the past few years. On February 17, 2016, more than 300 schools and 20,000 educators, youth, and parents participated in Los Angeles, showing love for our public schools and articulating what our schools need. Wonderful educator-organizers like Claudia Rodriguez at 49th Street School, Jennifer Ritz of San Pedro High School, and Helen Piltz of Leichman Special Education Center led the way in the Walk-Ins. February 17 helped shape our ongoing vision in the movement for Community Schools.

The first month of the Trump administration has brought voucher bills, anti-union “right-to-work” bills, the travel ban, stepped-up ICE raids, the confirmation of an anti-public education privatizer billionaire as Secretary of Education, a scramble to get new anti-collective bargaining Friedrichs-like cases to the Supreme Court (Yohn v. CTA), and more. Civil rights, funding for basic needs, and the very existence of unions are under attack.

The first month of the Trump administration has also shown how right we were, collectively as members of UTLA, to pass BFFF and invest in ourselves and our capacity to fight. We are literally now in the fight of our lives, and, without the passage of BFFF, we would have entered that fight severely crippled. It has further shown how right we were, from the UTLA Board of Directors, to Claudia to Jennifer to Helen to many other leaders, to lead in strengthening AROS as a national organization. The fight against the Trump/DeVos agenda is, by its very nature, going to be a long haul in many ways—and AROS is a structure we need.

These national developments affect our students, schools, and classrooms. And, while we must engage at many different levels, our local work at our schools and in L.A. is constant.

We know that fighting for salary increases and protection of active and retiree health benefits are top priorities and essential foundations—we are 100% committed to fighting for those. The bargaining survey will help us figure out additional priorities alongside salary and health benefits.
incredibly innovative center, the Elysian Valley Community Services Center, which we can use to help us continue to shape our vision of our Community Schools model.

As he has fought for the rights of our students, of educators, and for respect for our union on the School Board since 2009, it is no surprise that Steve has become public enemy No. 1 for Eli Broad, Richard Riordan, and the California Charter Schools Association.

I couldn’t be prouder to have worked with Steve Zimmer for so many years, and I couldn’t be more thrilled that he is an endorsed UTLA candidate for School Board.

**Imelda Padilla: Powerhouse youth advocate**

I am equally thrilled that UTLA, in Imelda Padilla, has endorsed a powerhouse youth advocate and community organizer for the School Board District 6 seat—and I am honored that my path has also intersected with hers.

As I transitioned from teaching in Compton to L.A., I took a couple of years to focus exclusively on community organizing and the Urban Regional Planning master’s program at UCLA. Through this work, I got very involved in the struggle over the Price Pfister faucet manufacturing plant in Pacoima, in the East San Fernando Valley. In 1996, the plant was found to be introducing large and illegal amounts of lead into communities, both through its faucets, and through its factory’s production methods. The workers, many of whom I got to know well, and many of whom were parents of our students in East Valley schools, started an intense organizing drive. Our righteous twin demands were that the faucets, the plant, the production process, and the community be cleaned up, and that Price Pfister, as the largest employer in Pacoima, stay in the neighborhood and keep its jobs there.

The employer was unresponsive. Price Pfister announced that it would move a substantial amount of its production to a region with lower environmental standards and lay off 300 workers in Pacoima. Moreover, the impact of the lead introduction into the bodies of the workers, and into the broader community, went unaddressed.

Though I wasn’t able to contribute as much to the struggle as I would have wanted, I vividly remember being in late-night meetings at churches, community centers, and workers’ homes in Pacoima, planning out strategy, which eventually became a nationally watched hunger strike. It was ultimately unsuccessful: the 300 layoffs in 1996 were followed by a complete shutdown of the Pacoima Price Pfister plant in 1997, and the company did not pay for community clean-up. But many in the community found their voice through the struggle and kept working for positive change.

Over the years, I stayed in touch with some of the worker and community leaders in that struggle. And, about 15 years later, in 2011 and 2012, I started to hear from them about an organizer in those same Pacoima neighborhoods named Imelda Padilla. She had grown up in neighboring San Valley and was with an organization called Pacoima Beautiful, organizing with a base of parents, educators, youth, and community residents. Her organizing was addressing, in a wonderfully proactive way, exactly some of the same concerns I had become familiar with in Pacoima over a decade earlier: green space, access to health care, land use, and toxin clean-up.

I followed the work of the organization with interest. Over the years, Imelda’s name kept on popping up, with close contacts of mine among educators, and in the labor and community organizing worlds raving about her talents, specifically as it related to working with youth and educators in schools. In her role as co-founder and lead organizer of the Adelante Hombre Latino Youth Summit, and as a board member of Girls Today, Women Tomorrow, she has helped thousands of young people in the East San Fernando Valley, and she built a reputation as someone intensely respectful of educators, educator unions, and the public school environment. Imelda’s sister is a teacher and UTLA member, and she credits her own success to LAUSD teachers and UTLA members at Roscoe Elementary, Byrd Middle, and Polytechnic High.

I couldn’t be prouder to have contributed to some of the same movements in the East San Fernando Valley as Imelda Padilla has, to have her as a UTLA endorsed candidate, and to be walking the streets and working the phones for her.

**Bargaining survey: Setting our shared priorities**

In reflecting on my 22 years teaching, I think, about the issues that I and my co-workers might have prioritized in a bargaining survey, like the one UTLA is currently conducting. Fighting for salary increases and protecting active and retiree health benefits are absolutely. It is crucial that every single one of us supports the School Board campaigns of Steve Zimmer and Imelda Padilla. These elections will decide who is on the School Board when that body votes on our health benefits, our contract, and how the board will handle the Trump/DeVos agenda.

Our bargaining survey is your chance to let us know your priorities, in addition to our commitment to fighting for salary and benefits. Our bargaining platform will be made more powerful if all of us take the survey. Please do that before the end of February. You can find a link to the survey in the weekly News to Use emails, or you can go to www.utla.net/news/bargain-power-survey.

There is no question that we live in challenging times for public education locally and nationally. And, the everyday joy of our work can be interrupted by tragedy and sadness, as happened with the sudden passing of beloved educator and chapter chair, Ramona Gedney, from Montara Avenue Elementary.

We will grieve. And, we will continue building the movement we need, that our chapter chairs and members know that we need. The key, as we have learned, is building power at the grassroots, school site level, emanating up to all levels—local, state, and national. We are doing this. I am inspired by Vince Fazzi, Claudia Rodriguez, Jennifer Ritz, Helen Piltzer, Steve Zimmer, and Imelda Padilla, all of whom have fundamentally shaped, and will even more deeply shape, the educational terrain through their grassroots work.

I am inspired by the memory of Ramona Gedney. I am inspired by all of you. Together, we can and will continue the fight for the Schools L.A. Students Deserve. Let’s keep on moving!

---

**In this issue**

4 “Reopener” bargaining
LAUSD must invest in students and educators.

6 Phase 2 of UTLA media campaign takes on Trump/DeVos
Their extreme agenda is wrong for our schools.

7 March 7 primary election endorsements
The educators’ picks on candidates and measures.

14 Special section: matrix & staffing
What to know for smooth uniform staffing procedures.

5 Ballots due for UTLA election

8 In your own words

8 UTLA meeting board

17 Union dues for tax deductions

18 Retirees’ corner

21 CalSTRS preretirement workshops

22 Committee events

23 Bilingual issues

26 Classifieds

---

Gardner Street educators tweeted this photo expressing their “no” vote for Betsy DeVos for U.S. Secretary of Education.
Reopener bargaining: LAUSD must invest in students and educators
LAUSD counters our 7% salary demand with 0% and no movement on class-size language.

Our UTLA Bargaining Team has met with the district twice as part of reopener bargaining for the 2016-2017 school year. Despite the passage of Proposition 55 and healthy unrestricted budget reserves, the district started this cycle of bargaining with a disappointing willingness to ignore the need to invest in students and educators. Our next bargaining session is February 16 (after this UNITED TEACHER goes on press).

Our opening UTLA reopener proposals reflect the belief that, in an environment where privatizers are attempting to systematically dismantle LAUSD in their efforts to kill public education, the district must invest in classrooms to ensure its survival. This means attracting educators with fully paid health benefits for active members and retirees, which we are organizing to protect from district threats by escalating to strike readiness. This means attracting educators with competitive salaries, attracting students by reducing class sizes, and keeping educators and students in LAUSD with learning and working conditions that include less testing and more teaching, stakeholder-driven school discipline plans that administrations are accountable for implementing effectively, well-staffed positive behavior support for students, and assignment protections that encourage educators to consider magnet conversions without fearing displacement.

**UTLA proposals on the table**

As of February 15, before the February 16 bargaining session, UTLA has made the following proposals:

- **ARTICLE XIV: SALARIES**
  - Increase all bargaining unit salaries by 7%. Raise would be retroactive to July 1, 2016.

- **ARTICLE XVIII: CLASS SIZE**
  - Eliminate language that allows the district to violate class size caps and averages (Section 1.5).

- **ARTICLE XXV: ACADEMIC FREEDOM AND RESPONSIBILITY**
  - Create new language providing each classroom teacher with power to determine what, how, and when assessments are used in their classroom, outside of those mandated by state or federal law. This will be essential in this environment for LAUSD to increase our salaries while maintaining fully paid health benefits for active employees and retirees.

- **LAUSD proposals on the table**

As of February 15, before the February 16 bargaining session, LAUSD has made the following proposals:

- **ARTICLE XIV: SALARIES**
  - Increase all bargaining unit salaries by 0% for 2016-2017.

- **ARTICLE XVIII: CLASS SIZE**
  - Eliminate language that allows site principals to skip seniority in displacement process.

With LAUSD salaries among the lowest in the county, it’s clear that the district needs to invest in educator salary increases. Myriad factors, including relentless attacks by billionaire privatizers and fake reformers on our due process rights, defined benefit pensions, and professional voice, have led to a national teacher shortage that is already impacting our district’s ability to attract and retain high-quality educators. It will be essential in this environment for LAUSD to increase our salaries while maintaining fully paid health benefits for active employees and retirees.

**UTLA bargaining timeline**

- **Nov. 2016**
  - Sunshine topics for reopener bargaining
- **Jan.-March 2017**
  - Reopener bargaining for 2016-17
- **April 2017**
  - Sunshine topics for successor bargaining
- **May-Dec. 2017**
  - Successor bargaining for 2017-20 contract
- **June 30, 2017**
  - 2014-17 contract expires
- **August 2017**
  - Deadline for District to notify Health Benefits Committee of intent to bargain new health care agreement for 2018
- **Dec. 2017**
  - 2015-17 health care agreement expires

---

**LAUSD has the funds for UTLA’s bargaining proposals**

LAUSD is required by state law to maintain unrestricted reserves equal to 1% of its total budget. As the chart shows, the district has healthy reserves: By the end of the 2015-2016 school year, with more than 16% in reserves, LAUSD had the second-highest reserves out of 11 surveyed districts.

**LAUSD salaries among the lowest in the county**

With LAUSD salaries among the lowest in the county, it’s clear that the district needs to invest in educator salary increases. Myriad factors, including relentless attacks by billionaire privatizers and fake reformers on our due process rights, defined benefit pensions, and professional voice, have led to a national teacher shortage that is already impacting our district’s ability to attract and retain high-quality educators. It will be essential in this environment for LAUSD to increase our salaries while maintaining fully paid health benefits for active employees and retirees.
National Board: intense process, lasting rewards
Thirty-three LAUSD educators earn the prestigious certification this year.

After 14 years in the classroom, Venice High School social studies teacher Soni Lloyd was looking for a way to test himself and his teaching.

“Tam always looking for new career goals and ways to improve my pedagogy,” Lloyd says. “It’s important for teachers always to improve, especially in this climate with vouchers and charters. Public school teachers are the best—research bears this out—but sometimes we don’t get the credit we deserve, and it’s good to take on challenges that confirm and enhance our talents.”

So Lloyd engaged in an intense professional development experience that’s been embraced by hundreds of LAUSD educators: Pursuing National Board certification.

National Board certification is a voluntary advanced teaching credential offered by the nonprofit National Board for Professional Teaching Standards. The NBPTS has national standards—created by teachers, for teachers—that define what accomplished educators must know and be able to do to advance student learning.

For newly certified Montara Elementary teacher Xochilt Valdivia-Ford, the seed for National Board was planted 12 years ago by a National Board Certified mentor teacher who told her she should look into the process. Fast forward about a decade, and Valdivia-Ford was working at Bryson Avenue with another teacher whose skills blew her away.

“She was the most amazing teacher, and she was National Board Certified,” Valdivia-Ford says of her former colleague, Elena de la Torre. “I thought if National Board could push me to be one-third the teacher she is, I should go for it.”

Achieving certification is a lengthy process that involves intensive study, expert evaluation, self-assessment, and peer review. It takes about 400 hours on top of an already full teaching load, and candidates can take up to five years to certify. It’s a punishing amount of work, and many educators drop out, but what keeps candidates in the program is the relevancy of the work.

“It’s more realistic than most professional development and has actual applications to the classroom,” Lloyd says. “Even if you don’t pass, your teaching gets better from the process. I really had to push myself to come up with creative ways to meet the standards.” Lloyd pursued National Board certification while also serving as UTLA co-chair for his school.

“The National Board process is tough but fair, and it’s deeply connected to the work of the classroom,” Valdivia-Ford says. “I loved that you have to be reflective on every single thing you do in the classroom. It really cements accountability and reflection as part of your everyday practice.”

To help teachers achieve certification, UTLA, in conjunction with LAUSD, runs The Support Network, the largest local union-sponsored program of its kind in the country. The network, coordinated by NBCT Michael de la Torre, offers facilitated workshops and peer support. Valdivia-Ford augmented that peer support by pursuing certification with a group of colleagues.

“Going through it with friends is the difference between certifying and not certifying,” she says.

In LAUSD, certification is also an effective teacher retention program. In 1997, to encourage accomplished teachers to stay in the classroom, UTLA negotiated a 15% salary increase for NBCTs (7.5% increase on each month’s check and up to an additional 7.5% lump sum payment for 92 hours of work). Since 1997, there have been more than 2,600 educators who certified while teaching in LAUSD, and this is the fourth year in a row that our district has led the nation in the number of newly certified educators.

Accolades
Columbus MS teacher named Distinguished Music Educator by Yale.

In recognition of her accomplishments and her innovative approach in the classroom, Columbus Middle School music director Monique Brusca has been selected as one of only 50 teachers nationwide to receive a Distinguished Music Educator Award from Yale University.

Brusca has been teaching at Columbus nearly 25 years, after graduating with a music education degree from UCLA. While she loved the work, she was dismayed to discover there weren’t enough instruments for all of the students, and that most of the instruments the school did have were in disrepair. She became expert at applying for grants and building partnerships that filled her classroom with instruments and created opportunities for her students. In addition to traditional instrumental music, Brusca teaches World Drumming, which focuses on the rhythms of Africa, Latin America and the Middle East. In Modern Band, students learn the basics of guitar, bass, drums, keyboard and vocals, and they’re beginning the process of writing their own songs.

There are classes for beginners and those advanced enough to perform at festivals and other events. Her students also visit music venues and attend live performances, including a rehearsal of the Los Angeles Philharmonic at the Walt Disney Concert Hall. And no matter what their skill level, all of the students perform during twice-yearly concerts for their parents and the community.

“I get a great sense of accomplishment watching my students blossom from making the first sounds on their instruments to performing at a concert,” she wrote in her essay for the award.

“The greatest reward of all is when former students return to visit, and they describe the impact that I have had on their lives. I am proud to know that I have had a profound influence on a soldier in the U.S. Armed Forces, a middle school music teacher, a paramedic, a radiologist, a banker, a mechanic and many others.”

If you are interested in pursuing National Board Certification, please visit www.thesupportnetwork.net for more information or contact The Support Network coordinator Michael de la Torre at mdelatorre@thesupportnetwork.net.

National Board Certified Teachers Class of 2016

LaTonya Berry
Dean Bracamonte
Barbara Cordova
Julie Cortez
Sara Crisostomo
Lucia Escobar
Kyla Fields
Xochilt Valdivia-Ford
Susan Goldman
Maria Gonzalez
Sabrina Greenbaum
Noemi Herrera
Michael Kurdyla
Midsanond Lloyd
Carmen Lopez
Glenda Matos-Watson
Kathy McCluskey
Beatriz Mendez-Ruiz
Jaime Nguyen
Ian O’ourke
Rain Owens
Binh Powell
Margaretas Ramos-Lotter
Jeanine Ritterben
Marica Roman
Prady Ry
Carla Schiller
Tacy Schull
Victoria Stevens
Setaporn Tirawat
Dee Dee Marie Torres
Aurea Vidals de Galvez

UTLA honored the members of the NBCT Class of 2016 in December at the union’s traditional rose ceremony at headquarters.

Ballots due February 27 for UTLA elections

Haven’t filled out your ballot yet for the UTLA citywide elections? There’s still time to make your voice heard. Up for election are the seven officer positions and seats on the UTLA Board of Directors. Ballots (with an online voting option included) were mailed to members’ homes February 3.

If you are mailing your completed ballot: Your ballot must be received at the designated post office no later than 8 a.m. on February 27. It is recommended that you mail your ballot at least one week before the due date.

If you are voting online: If you are not able to mail your ballot in time for it to be received by the February 27 deadline, you can cast your ballot online. Online voting closes at 8 a.m. on February 27. Instructions for the online voting option were included in the ballots mailed to members’ home. Do not discard your paper ballot: Your 8-digit PIN for online voting is located on the stub of your ballot.
Phase 2 of UTLA media campaign goes live

Spreading the positive word about public schools while taking on those who would privatize them.

UTLA has launched the second round of our “We Are Public Schools” paid media campaign to spread the positive message about community schools while taking on those who would privatize them. The public awareness campaign draws clear connections between Donald Trump, Betsy DeVos, and our own local billionaires, such as Eli Broad and Richard Riordan, who share an agenda to dismantle public education through the unchecked expansion of charter schools at the expense of neighborhood public schools. One of our ads calls out the billionaire privatizers for the big-money donations they make to political campaigns (such as the current effort to defeat pro-public education School Board member Steve Zimmer) to secure the political power to advance their goals.

The UTLA ads are appearing online on the L.A. Times, Pandora radio, Univision, and the L.A. Daily News as well as on dozens of billboards, bus benches, and large posters. The outdoor ads are targeted in school districts 4, 5, and 6 to support the Imelda Padilla and Steve Zimmer campaign and Huntington Park City Council members Karina Macias and Manuel Avila, whom the charter school lobby is trying to unseat for their support for a moratorium on charter school expansion. All of the ads point the community to our website, www.WeArePublicSchools.org, where people can find a new “fight back” section with links to send messages to elected officials to urge them to stand up for public education.

Taking on the billionaires

The timing could not be more critical for a campaign targeted at the billionaire privatizers, who have powerful new allies in the Trump/DeVos administration. DeVos’s installation as secretary of education means that we can expect attempts at vast, unregulated charter school expansion and competitive, market-driven models, like for-profit online charters and a national $20 billion voucher system.

The national opposition to DeVos’s nomination was so great that it has forced some of her longtime partners to try to distance themselves from her—most notably Eli Broad, the mastermind behind the Great Public Schools Now scheme to put 50% of LAUSD students into charter schools. In an open letter to Broad that was picked up by two national outlets, UTLA President Alex Caputo-Pearl called out the billionaire for his last-minute protestation of her appointment, which flies in the face of the millions of dollars he has given groups linked to DeVos and candidates who support her anti-public school ideology. The letter (see box on this page) was also copied to all 100 U.S. Senators.

Open letter to Eli Broad about Betsy DeVos

Dear Mr. Broad:

UTLA and public education advocates, parents, students and community members have been fighting against Betsy DeVos’ nomination as Secretary of Education months before your letter, dated Feb. 1, was sent to all U.S. Senators, in which you asked them to vote against her confirmation, which just took place today. You were late to that struggle. We are not surprised.

If you are, according to your letter, “a believer in high-quality public schools and strong accountability for ALL public schools, including traditional and charter,” then you can do something right now: Immediately withdraw your financial support for the California Charter Schools Association (CCSA).

CCSA is a lobbying arm of the charter school industry that has amassed more than $170 million to fight the very existence of our neighborhood public schools. Instead of continuing to fund CCSA, you should take responsibility for the damage you have caused, through your funding, to the school systems in California, Detroit, and New Orleans. In the latter two places, you worked hand-in-hand with Betsy DeVos.

To repair the damage, send your generous donations with no strings attached to the democratically elected school boards in California, especially the Los Angeles School Board, as well as schools in New Orleans and Detroit. School boards and school communities will invest this money appropriately.

In your letter, you say you “have never met Mrs. DeVos” and you have “serious concerns about her support of unregulated charter schools and vouchers as well as the potential conflicts of interests she might bring to the job.”

Forgive us as we take a moment to put this statement in context.

Last year, as one of the largest donors to CCSA, you helped thwart common-sense legislation like SB 322, which would have protected charter school students from unfair expulsions. You, through donations to CCSA, also intensely lobbied against AB 709, an accountability and transparency bill, which would have required that charter schools comply with the same state laws governing open meetings, open records and conflict of interest that traditional public schools do.

You and DeVos teamed up to fund legislative races in Louisiana, a state that, post-Hurricane Katrina, became the poster child for unregulated charter growth and the systematic destruction of the civic institution of public education.

Since 2008, you gave $212,500 to DeVos’ lobbying organization founded and chaired by her called “Alliance for School Choice.” It is a Washington, DC-based lobbying firm that, similar to CCSA, undermines public education and pushes for expansion of unregulated charter schools and school vouchers.

You and DeVos both funded the Educational Achievement Authority in Michigan, which oversaw the mass charter-ization and de-unification of Detroit public schools, resulting in a wasteland rife with student equity and access violations, recently documented in a front page story in the New York Times.

While you claim to have never met her before, you have worked with her on multiple fronts, in multiple cities.

In 2016, with a donation of $2 million to CCSA Advocates, you were the most generous among California’s elite handful of billionaires, including the Walton family of Walmart, Reed Hastings of Netflix and Doris Fisher of Gap, Inc. Your friend and former Los Angeles mayor Richard Riordan donated $50,000 to CCSA. He has also given $1 million in the school board district race against School Board President Steve Zimmer.

You have so much money, maybe there is confusion around what legislation and which candidates your vast wealth is actually fighting or supporting.

Because of your torrential financial support, last year CCSA far surpassed all other funders in state political races, including groups backed by the energy industry and real estate developers.

You and members of your billionaire club gave more than $27 million to various PACs like the Parent Teacher Alliance (PTA), the title of which is sneaky and confusing to parents. PTA has amassed $8 million this year alone.

EdVoice amassed another $9 million. You gave more than $1.5 million to both of these PACs.

These independent expenditures help fund groups like Speak UP, Parent Revolution and Great Public Schools Now, as well as countless CCSA-backed candidates, who then work to undermine public education on your behalf.

When DeVos was first nominated, on Nov. 23, CCSA released a statement with high praise for Trump’s pick, and even said, “Mrs. DeVos has long demonstrated a commitment to providing families with improved public school options and we look forward to working with the administration on proposals allowing all students in California to access their right to a high quality public education.”

CCSA and Great Public Schools Now have since backed off their enthusiastic support for DeVos, sensing it would be unpopular. We hope you have a deeper reason behind sending out your letter to the Senate, and that it will signal a shift in your financial support.

In your letter, you say DeVos is “unprepared and unqualified for the position.” You further say that we must have someone “who believes in public education and the need to keep public schools public.”

We couldn’t agree more.

Our public schools are in great need, many of them suffering from the years of unrelenting attacks from people like you.

Make amends. Join parents, students, educators and community members in our fight to save public education.

Immediately suspend your financial support of CCSA. Give your generous donations with no strings attached to public schools in California, Detroit, and New Orleans, and leave the educational decisions to our elected school boards and local stakeholders, who—unlike billionaires—are truly accountable to our communities.

Sincerely,

UTLA President Alex Caputo-Pearl
### March 7 primary election endorsements

#### UTLA endorsements

**LAUSD SCHOOL BOARD**
- District 4: Steve Zimmer
- District 6: Imelda Padilla

**L.A. CITY**
- Los Angeles Mayor: Eric Garcetti
- LA City District 1: Gil Cedillo
- LA City District 5: Paul Koretz

**L.A. COMMUNITY COLLEGE**
- District 2: Steve Veres
- District 4: Dallas Fowler

**L.A. COUNTY MEASURES**
- Measure H: Yes

#### HUNTINGTON PARK
- City Council: Karina Macias, Manuel Avila

#### SOUTH GATE
- City Clerk: Gil Hurtado
- City Council: Denise Diaz

#### BELL
- City Council: Alicia Romero

#### Additional affiliate endorsements

The LA County Federation of Labor has made additional endorsements, as noted below.

**LOCAL MEASURES & PROPOSITIONS**
- LA City Measure S: No
- LA City Measure M: Yes
- LA City Measure N: No
- LA County Measure H: Yes

**LOS ANGELES CITY**
- Los Angeles Mayor: Eric Garcetti
- LA City District 1: Gil Cedillo
- LA City District 3: Bob Blumenfield

**LA City District 5**: Paul Koretz
**LA City District 7**: Monica Rodríguez
**LA City District 9**: Curren Price
**LA City District 11**: Mike Bonin
**LA City District 13**: Mitch O’Farrell
**LA City District 15**: Joe Buscaino
**LA City Attorney**: Mike Feuer

**LAUSD SCHOOL BOARD**
- District 4: Steve Zimmer
- District 6: Imelda Padilla

**LA COMMUNITY COLLEGE**
- District 2: Steve Veres

**HUNTINGTON PARK**
- City Council: Karina Macias, Manuel Avila

#### Match your vote with a commitment to volunteer

Big money from pro-privatization billionaires and the California Charter Schools Association is flowing to the School Board races, including $1 million from former L.A. mayor Richard Riordan specifically to defeat Steve Zimmer.

You can help counter the spending by wealthy outsiders. Volunteer now to help elect School Board members who support the Schools L.A. Students Deserve and who have been on the front lines supporting public education. It’s also important to note that the candidates elected this cycle will be part of the School Board that will consider agreements on our health benefits package and our contract, including possible pay raises.

**TIMES**
- Monday-Thursday: 4 p.m. to 8 p.m.
- Saturday: 10 a.m. to 3 p.m.
- Sunday: 1 p.m. to 6 p.m.

**LOCATIONS**
- UTLA Building: 3303 Wilshire Blvd., L.A., CA 90010
- Valley Field Office: 7335 Van Nuys Blvd., Ste. 203, Van Nuys, CA 91405
- Westside Field Office: 5710 Manchester Blvd., Ste. 104, Westchester, CA 90045

Sign up online: Email ksalazar@utla.net or call (213) 479-9331

---

Paid for by Students, Parents and Educators in Support of Padilla and Zimmer for School Board 2017. Sponsored by Teachers Unions, Including United Teachers Los Angeles, 3303 Wilshire Blvd., 10th Fl., Los Angeles, California. Major Funding by Committees: Political Action Council of Educators, Sponsored by Teachers Unions, Including United Teachers Los Angeles, and American Federation of Teachers Committee on Political Education. This ad was not authorized or paid for by a candidate for this office or a committee controlled by candidate for this office. Additional information is available at ethics.lacity.org.
Recommended reading for the fight ahead

“Educational Justice” offers a tapestry of tactics for the Trump/DeVos era.

By Mark Gomez

As we enter a new phase of the American experiment, I can’t think of a better time to push “pause” and get back to the basics of understanding what exactly is happening. All you have to do is watch the recent confirmation hearings for U.S. Secretary of Education nominee Betsy DeVos to realize that we are heading for some serious disaster and tragedy in the educational sphere. As educators, we have a responsibility to examine the political and cultural landscape and to further social movements—and not only through our teaching of young people. We think we do this by being who we are, teachers committed to students, and through them committed to bettering the world around us.

But if one really takes a look at what is happening, this is clearly not enough. No other conclusion can be reached.

Our country has been in the clutches of corporate capitalism for a long time now and the recent election does not make clear how necessary it is that we realize collectively what the problem with that is and how we might go about changing this, then the latest book by Chicago author and organizer Howard Ryan, Educational Justice, makes the case more than comprehensible. His book makes collective realization and action for classroom teachers possible.

As educators, we have a responsibility to examine the political and cultural landscape and to further social movements—and not only through our teaching of young people.

Corporate reform strategies and tactics, many of which we find ourselves in the midst of trying to combat daily. Ryan also holds up to a mirror to teachers’ unions and their membership as being complicit at times with the relinquishing of ground in the battle against privatization by focusing too narrowly on service-oriented organizing. This is to say that Ryan and others in the book recognize the need to shift our labor organizing away from one that puts the rights and benefits of our union members above all else. He argues instead for a social justice approach to organizing, leveraging the power of authentic community relationships and shared demands for quality public education. This book picks up right where the UTLA leadership conference left off, calling on our membership to see our cause as one of educational justice for all, students and teachers alike.

Throughout the book I was pleased to be reminded of the amazing work that many of my union brothers and sisters have engaged in throughout their time working for our district. Familiar names jumped out at me, invoking a trip down the memory lane of some of the battles we have waged in this war against corporate takeover. Ryan also draws from the powerful experiences of the Chicago Teachers Union and UTLA before ending with examples from real-life LAUSD teachers. Not all of these examples are completely victorious, yet they accomplish something very important. They help to sew together a tapestry of tactics for our union as we move into quite possibly the biggest fight of our lives with the new administration in D.C. Already, our profession has been spoken about multiple times since the inauguration as an example of the “carnage” Trump proposes to end. But we know better. The question is: Are we prepared to fight back?

On January 21, we saw a glimpse of what is possible when we organize together in the aim of justice. And although the numbers from the Women’s March around the world were historic, it is going to take a lot more than one day of unity and power to stave off the inevitable attempts to complete corporate takeover of everything we hold dear, including our profession. We need to read and study and organize together. We need to hold reading circles about the history of our struggles and engage our communities in resistance. Ryan’s book is more than a good read; it is a tool to aid in this endeavor. Read it—and then resist!

Practical matters

What are you really supposed to be paid?

By Ed Kaz

Compensation and Benefits Specialist

Sometimes, there is confusion about what certificated employees are paid for various types of service. Here is a little cheat sheet to help figure it out.

Calculating your monthly pay

Those who are annualized have their pay spread out over 12 months. To determine monthly pay, divide your annual salary for your schedule and step (at the proper pay basis C, B, A, etc.) by 12.

Most certificated employees are paid on C-basis, so let’s look at Jane Doe, a C-basis employee paid on Schedule 25 at Step 5. Jane’s fiscal year annual pay is $60,332 (effective January 1, 2016). Dividing that figure by 12 equals monthly pay of $5,027.66.

Figuring in extra assignments

Let’s say that Jane does some extra assignments for which she is paid differently. Those extra assignments are noted on the stub. If Jane has an auxiliary period, she is paid at her contract hourly rate (used to be known as Z time), as noted in Article XIV, Section 29.0. To determine Jane’s contract hourly rate, divide the fiscal year pay of $60,332 by 1,224, the contract hours required for a C-basis assignment. Dividing $60,332 by 1,224 equals $49.29. That is Jane’s contract hourly rate. This is the rate at which unpaid time, such as a furlough day, is docked.

Now, maybe Jane does some replacement time, also paid at her contract hourly rate, as noted in Article XIV, Section 28.0. If Jane works in the Beyond the bell program (extended learning) she will be paid at her contract hourly rate multiplied by 1.09224, as noted in Article XX, Section 13.0 for elementary, Section 14.0 for secondary. Multiplying her contract hourly rate of $49.29 by 1.09224 equals $53.85 (rounded off). She will also be paid at that rate for working summer session/intercession, as noted in Article XX, Section 7.0.
Your cardiovascular system moves blood and oxygen throughout your body to keep it going so you don’t miss a beat. In fact, your heart beats about 100,000 times every day.* Show it some love with a few easy-to-do activities.

Reduce your risk for stroke

Being active is important and has loads of health benefits – but when you don’t get regular exercise, your risk of heart disease and stroke goes up by 50%.†

Get smart about salt

Too much sodium raises your risk for heart disease. Instead of using salt to flavor your food, try lemon juice, spices, or fresh herbs.

Listen to your heart

Just 40 minutes of moderate exercise 3 to 4 times a week is enough to lower cholesterol and high blood pressure.† Your heart will thank you for it later!

Want more heart-healthy ideas? Visit kp.org/heart or Twitter @kpthrive.

*American Heart Association
†World Heart Federation

Services covered under a Kaiser Permanente health plan are provided and/or arranged by Kaiser Permanente health plans: Kaiser Foundation Health Plan, Inc., in Northern and Southern California and Hawaii • Kaiser Foundation Health Plan of Colorado • Kaiser Foundation Health Plan of Georgia, Inc., Nine Piedmont Center, 3495 Piedmont Road NE, Atlanta, GA 30305, 404-364-7000 • Kaiser Foundation Health Plan of the Mid-Atlantic States, Inc., in Maryland, Virginia, and Washington, D.C., 2101 E. Jefferson St., Rockville, MD 20852 • Kaiser Foundation Health Plan of the Northwest, 500 NE Multnomah St., Suite 100, Portland, OR 97232. Self-insured plans are administered by Kaiser Permanente Insurance Company, One Kaiser Plaza, Oakland, CA 94612.
**From the Treasurer**

UTLA budget: Solid footing for the challenges ahead

The spending plan for 2017-2018 funds the organizing we need to do.

By Arlene Inouye
UTLA Treasurer
Health & Human Services

February is the month that we begin UTLA budget preparations for the next fiscal year (September 1, 2017, to August 31, 2018). A budget is a detailed plan that outlines future financial expectations in quantitative terms. Budgets give formality to the process and serve as a way of communicating this plan to others. As you can see by the diagram on this page, the UTLA budgeting process involves meetings with officers, managers, the Budget/Audit Committee, and the Board of Directors and ends with a vote by the House of Representatives before the end of the school year. Each year outside auditors evaluate our data to determine if it is properly presented in accordance with the generally accepted accounting principles (GAAP) and whether it properly reflects the events that have occurred during the period in question. The auditors have confirmed that UTLA’s financial position is solid and aligns with the current economic environment.

**Reflections on the budget**

It is striking how different this year is from past six budget cycles since I began serving as UTLA treasurer. From 2011 until last year, we made financial adjustments to address our structural deficit (expenses exceeded income), while we organized our schools and chapters for our bargaining proposals and political battles. With a historic 92% vote of approval last year, UTLA members passed a dues increase for specific purposes, including support for schools around their local issues and contract enforcement, an aggressive media campaign, comprehensive legal services, the elimination of the structural deficit, and much more. The organizing work that we have done over the past three years has also identified and provided training for UTLA leaders on the tools and data to have meaningful one-on-one conversations, to systematically reach out to “agency fee” payers to become full UTLA members, and to connect our political work with the classroom through hundreds of school site and health and human services chapter visits. We have really come a long way, and I am thrilled that we have done this together. It is great that we are now on solid financial footing, because our greatest challenges most certainly lie ahead.

**Looming threats for 2017-18**

Since the November Presidential election, there have been drastic changes to policy and personnel appointments that create an uncertainty about the coming year. Unions are anticipating attacks to the rights of our students and families along with threats to the existence of unions and public education. This includes the following:

- **Federal reductions** to an $8 billion education budget and a $20 billion health care budget that affect our members directly, along with attacks on our pensions.
- **National “right to work” legislation.** House Republicans plan to introduce a bill this month that would institute right-to-work policies in the entire country. Right-to-work laws (presently in 27 states) undermine unions by giving employees the ability to opt out of paying dues while still enjoying the benefits of representation.
- **Friedrichs-style lawsuits** (e.g., Janus v AFSCME Council 31) will be taken to the Supreme Court for a potential spring decision. An ultra-conservative judge is likely to be appointed (Justice Gorsuch has been nominated by Trump) to fill the ninth seat on the Supreme Court. This appointment will shift the courts to institute an end to “fair share” payments and allow “free riders” to receive the benefits of union membership without paying dues.
- **A national school choice initiative** that will disrupt education funding, along with the scaling back of the Office of Civil Rights.
- **A hostile regulatory environment** that will include bogging down unions with unnecessary audits and additional regulations.
- **The elimination of presidential initiatives** passed by Obama such as DACA (Deferred Action for Childhood Arrivals), making our immigrant students and families vulnerable to deportation, detention, and a Muslim registry.

UTLA budget: Solid footing for the challenges ahead

By Arlene Inouye
UTLA Treasurer
Health & Human Services

The spending plan for 2017-2018 funds the organizing we need to do.

How the UTLA budget is put together

**Timeline for September 1, 2017, to August 21, 2018, fiscal year.**

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>UTLA Committee discusses budget at UTLA Board meeting</td>
<td>February 1</td>
</tr>
<tr>
<td>Managers present program needs &amp; proposed budgets</td>
<td>February 10 &amp; 17</td>
</tr>
<tr>
<td>Area Steering Committees recommend Area budgets</td>
<td>February 13-17</td>
</tr>
<tr>
<td>Budget/Audit Committee reviews and proposes budget</td>
<td>March 2</td>
</tr>
<tr>
<td>Area budgets approved at Area meetings</td>
<td>February 22</td>
</tr>
<tr>
<td>Officers review budget proposals</td>
<td>March 6 &amp; March 13</td>
</tr>
<tr>
<td>Full budget presentation to UTLA Board</td>
<td>March 15</td>
</tr>
<tr>
<td>UTLA Board votes on budget</td>
<td>April 26</td>
</tr>
<tr>
<td>House of Representatives votes on budget</td>
<td>May 3</td>
</tr>
</tbody>
</table>

New Course Celebration!

**Every Educator an Advocate **BRAND NEW**

**English Language Learners in Your Classroom**

2 great courses for $220 each with promotion code:
SpringUTLA2017
(expires 4/28/2017)

For more info and to enroll visit cecreditonline.org/lausd

Online • Anytime • Anywhere

Check out the Grapevine on page 27:
Workshops, exhibits, and more
If you're in search of a career challenge, why not lead the transformation in education?

Every year, the Graduate School of Education at California Lutheran University prepares the next generation of teachers to move into roles of educational leaders for the future.

You can earn your Preliminary Administrative Services Credential (PASC) in just nine months, with an option to complete a Master of Arts in Educational Leadership with only nine additional units. The program highlights a flexible, weekend format in one of five California locations: Thousand Oaks, Oxnard, Santa Maria, Woodland Hills, and Ridgecrest.

This is your time to lead.

Financial aid and graduate scholarships available

Learn more.
1 (888) CLU-GRAD
clugrad@CalLutheran.edu
CalLutheran.edu/GSOE
UTLA symposium explores new options under Prop. 58

LAUSD’s dual-language programs will be stronger if classroom teachers and school leaders grow these programs.

By UTLA Elementary VP Juan Ramirez & UTLA Board Member Julie Van Winkle

UTLA is excited about last November’s passage of Proposition 58, the California Non-English Languages Allowed in Public Education Act; however, we know that we cannot wait for the district to “roll out” a plan for dual language on its own. We believe that LAUSD’s dual-language programs will be stronger and more successful if classroom teachers and school leaders—rather than administrators in the Beaudry Building—lead and grow these programs throughout the district.

In collaboration with Powerful Choices Education Consultants (an organization led by former LAUSD teacher Kate Garcia-Beaudet), on February 3 UTLA brought together teachers from schools throughout the district to share ideas and strategize around dual-language programs. The teachers observed the dual-language Spanish/English program at the UCLA Community School at the RFK campus in UTLA North Area, and then returned to UTLA to discuss what they saw, and to dialogue with UCLA CS teachers and administrators about their dual-language practice and procedures.

The symposium offered a variety of topics for teachers at dual-language schools, including incorporating balanced literacy into dual-language programs, leveraging the UTLA contract to advocate for best practices in dual language, solving scheduling/logistics dilemmas, and assessing a dual-language program to plan for growth. Teachers explored the intersection of instructional strategies and contractual rights. For example, many teachers realized that their Local School Leadership Councils are able to plan 50% of the professional development sessions at their schools. They made connections about how successful dual-language programs are fueled by relevant PD and time for dual-language teachers to collaborate and co-plan. This symposium not only showcased the coherent, collaborative dual-language program at the UCLA Community School, but it also highlighted the importance of empowering teachers and parents at school sites to advocate for programs and resources to make our schools successful. UTLA would like the work around dual language in LAUSD to be ongoing. Our goal is to strengthen networks among dual-language schools and to continue to provide our members opportunities to share best practices. This time, the majority of the participants came from Spanish/English dual-language programs (specifically Ellen Ochoa Learning Center, Michel torena Elementary, and Aldama Elementary); however, several representatives from the Mandarin/English program at Castellar Elementary also attended to give feedback about how language-learning strategies might be applicable to teachers from dual-language programs with different target languages. Our strategy moving forward is to identify several exemplar dual-language programs that can be used as models for the district, as the fine print of the procedure to roll out Proposition 58 is being written in Sacramento.

If your school has a dual-language program and would like to be part of the UTLA dual-language network, please contact UTLA Elementary Vice President Juan Ramirez at jramirez@utla.net, UTLA Bilingual Director Cheryl Ortega at cortega@utla.net, or UTLA liaison to the Local Options Oversight Committee Julie Van Winkle at julie.b.vanwinkle@gmail.com.

UTLA is excited about last November’s passage of Proposition 58, the California Non-English Languages Allowed in Public Education Act; however, we know that we cannot wait for the district to “roll out” a plan for dual language on its own. We believe that LAUSD’s dual-language programs will be stronger and more successful if classroom teachers and school leaders—rather than administrators in the Beaudry Building—lead and grow these programs throughout the district.

In collaboration with Powerful Choices Education Consultants (an organization led by former LAUSD teacher Kate Garcia-Beaudet), on February 3 UTLA brought together teachers from schools throughout the district to share ideas and strategize around dual-language programs. The teachers observed the dual-language Spanish/English program at the UCLA Community School at the RFK campus in UTLA North Area, and then returned to UTLA to discuss what they saw, and to dialogue with UCLA CS teachers and administrators about their dual-language practice and procedures.

The symposium offered a variety of topics for teachers at dual-language schools, including incorporating balanced literacy into dual-language programs, leveraging the UTLA contract to advocate for best practices in dual language, solving scheduling/logistics dilemmas, and assessing a dual-language program to plan for growth. Teachers explored the intersection of instructional strategies and contractual rights. For example, many teachers realized that their Local School Leadership Councils are able to plan 50% of the professional development sessions at their schools. They made connections about how successful dual-language programs are fueled by relevant PD and time for dual-language teachers to collaborate and co-plan. This symposium not only showcased the coherent, collaborative dual-language program at the UCLA Community School, but it also highlighted the importance of empowering teachers and parents at school sites to advocate for programs and resources to make our schools successful. UTLA would like the work around dual language in LAUSD to be ongoing. Our goal is to strengthen networks among dual-language schools and to continue to provide our members opportunities to share best practices. This time, the majority of the participants came from Spanish/English dual-language programs (specifically Ellen Ochoa Learning Center, Michel torena Elementary, and Aldama Elementary); however, several representatives from the Mandarin/English program at Castellar Elementary also attended to give feedback about how language-learning strategies might be applicable to teachers from dual-language programs with different target languages. Our strategy moving forward is to identify several exemplar dual-language programs that can be used as models for the district, as the fine print of the procedure to roll out Proposition 58 is being written in Sacramento.

If your school has a dual-language program and would like to be part of the UTLA dual-language network, please contact UTLA Elementary Vice President Juan Ramirez at jramirez@utla.net, UTLA Bilingual Director Cheryl Ortega at cortega@utla.net, or UTLA liaison to the Local Options Oversight Committee Julie Van Winkle at julie.b.vanwinkle@gmail.com.

UTLA is excited about last November’s passage of Proposition 58, the California Non-English Languages Allowed in Public Education Act; however, we know that we cannot wait for the district to “roll out” a plan for dual language on its own. We believe that LAUSD’s dual-language programs will be stronger and more successful if classroom teachers and school leaders—rather than administrators in the Beaudry Building—lead and grow these programs throughout the district.

In collaboration with Powerful Choices Education Consultants (an organization led by former LAUSD teacher Kate Garcia-Beaudet), on February 3 UTLA brought together teachers from schools throughout the district to share ideas and strategize around dual-language programs. The teachers observed the dual-language Spanish/English program at the UCLA Community School at the RFK campus in UTLA North Area, and then returned to UTLA to discuss what they saw, and to dialogue with UCLA CS teachers and administrators about their dual-language practice and procedures.

The symposium offered a variety of topics for teachers at dual-language schools, including incorporating balanced literacy into dual-language programs, leveraging the UTLA contract to advocate for best practices in dual language, solving scheduling/logistics dilemmas, and assessing a dual-language program to plan for growth. Teachers explored the intersection of instructional strategies and contractual rights. For example, many teachers realized that their Local School Leadership Councils are able to plan 50% of the professional development sessions at their schools. They made connections about how successful dual-language programs are fueled by relevant PD and time for dual-language teachers to collaborate and co-plan. This symposium not only showcased the coherent, collaborative dual-language program at the UCLA Community School, but it also highlighted the importance of empowering teachers and parents at school sites to advocate for programs and resources to make our schools successful. UTLA would like the work around dual language in LAUSD to be ongoing. Our goal is to strengthen networks among dual-language schools and to continue to provide our members opportunities to share best practices. This time, the majority of the participants came from Spanish/English dual-language programs (specifically Ellen Ochoa Learning Center, Michel torena Elementary, and Aldama Elementary); however, several representatives from the Mandarin/English program at Castellar Elementary also attended to give feedback about how language-learning strategies might be applicable to teachers from dual-language programs with different target languages. Our strategy moving forward is to identify several exemplar dual-language programs that can be used as models for the district, as the fine print of the procedure to roll out Proposition 58 is being written in Sacramento.

If your school has a dual-language program and would like to be part of the UTLA dual-language network, please contact UTLA Elementary Vice President Juan Ramirez at jramirez@utla.net, UTLA Bilingual Director Cheryl Ortega at cortega@utla.net, or UTLA liaison to the Local Options Oversight Committee Julie Van Winkle at julie.b.vanwinkle@gmail.com.

UTLA is excited about last November’s passage of Proposition 58, the California Non-English Languages Allowed in Public Education Act; however, we know that we cannot wait for the district to “roll out” a plan for dual language on its own. We believe that LAUSD’s dual-language programs will be stronger and more successful if classroom teachers and school leaders—rather than administrators in the Beaudry Building—lead and grow these programs throughout the district.

In collaboration with Powerful Choices Education Consultants (an organization led by former LAUSD teacher Kate Garcia-Beaudet), on February 3 UTLA brought together teachers from schools throughout the district to share ideas and strategize around dual-language programs. The teachers observed the dual-language Spanish/English program at the UCLA Community School at the RFK campus in UTLA North Area, and then returned to UTLA to discuss what they saw, and to dialogue with UCLA CS teachers and administrators about their dual-language practice and procedures.

The symposium offered a variety of topics for teachers at dual-language schools, including incorporating balanced literacy into dual-language programs, leveraging the UTLA contract to advocate for best practices in dual language, solving scheduling/logistics dilemmas, and assessing a dual-language program to plan for growth. Teachers explored the intersection of instructional strategies and contractual rights. For example, many teachers realized that their Local School Leadership Councils are able to plan 50% of the professional development sessions at their schools. They made connections about how successful dual-language programs are fueled by relevant PD and time for dual-language teachers to collaborate and co-plan. This symposium not only showcased the coherent, collaborative dual-language program at the UCLA Community School, but it also highlighted the importance of empowering teachers and parents at school sites to advocate for programs and resources to make our schools successful. UTLA would like the work around dual language in LAUSD to be ongoing. Our goal is to strengthen networks among dual-language schools and to continue to provide our members opportunities to share best practices. This time, the majority of the participants came from Spanish/English dual-language programs (specifically Ellen Ochoa Learning Center, Michel torena Elementary, and Aldama Elementary); however, several representatives from the Mandarin/English program at Castellar Elementary also attended to give feedback about how language-learning strategies might be applicable to teachers from dual-language programs with different target languages. Our strategy moving forward is to identify several exemplar dual-language programs that can be used as models for the district, as the fine print of the procedure to roll out Proposition 58 is being written in Sacramento.

If your school has a dual-language program and would like to be part of the UTLA dual-language network, please contact UTLA Elementary Vice President Juan Ramirez at jramirez@utla.net, UTLA Bilingual Director Cheryl Ortega at cortega@utla.net, or UTLA liaison to the Local Options Oversight Committee Julie Van Winkle at julie.b.vanwinkle@gmail.com.
Literacy comes to life

Saluting educators, who teach the skills that unlock doors to learning.

By Cecily Myart-Cruz
UTLA/NEA Vice President

As educators begin to prepare for Read Across America Day on March 2 with their students, I too seem to have so many books that I wish I could read, analyze, discuss, and debate with my students. It makes me sad not being in the classroom with children, but I am filled with pride that educators “dig into books” the way I did. Educators, I salute you!

I appreciate the work that educators put in to teaching sight words, sentence structure, and all those beginning basics. I used to marvel at the delight when a child finally put all the pieces together and READ ... it makes me emotional just thinking about it. And now, I have a reader of my very own. It seems like yesterday that my son Giovanni was born, and then before I knew it he was learning to walk, starting to speaking (which he can’t stop), and finishing Pre-K and TK. Now he is a six-year-old LAUSD kindergartner who loves to read! I couldn’t be prouder of him, and as I look to summer I must maintain, sustain, and encourage Giovanni’s reading so that he doesn’t forget all that he has learned. Again, educators, I salute you!

It is said that in the United States 34 percent of children entering kindergarten lack basic language skills, but I know that educators like yourselves are providing the literacy skills our students need, the access to multicultural/diverse books and authors so that students can see themselves in the readings, and daily time for you and the students to spend 20 minutes of uninterrupted reading. Literacy is the foundation of learning and the pathway to limitless opportunities and possibilities. I know that we endure much in our profession (including a new Secretary of Education who doesn’t understand what you do every day for students) but don’t be deterred. UTLA sees YOU and what you do for students. So in these uncertain times, there is no time like the present to read more, discuss, analyze, debate, and question. Cheers to YOU.

Resources: Read Across America & California Reads

Thursday, March 2, 2017, marks the national observance of Read Across America Day. Although we celebrate reading and literacy every day in our classrooms, that first week in March educators across the country do something special, creative, or imaginative for our students. Help plan your event with special, creative, or imaginative for our students. Help plan your event with media and in the UNITED TEACHER.

I used to marvel at the delight when a child finally put all the pieces together and READ ... it makes me emotional just thinking about it. And now, I have a reader of my very own. It seems like yesterday that my son Giovanni was born, and then before I knew it he was learning to walk, starting to speaking (which he can’t stop), and finishing Pre-K and TK. Now he is a six-year-old LAUSD kindergartner who loves to read! I couldn’t be prouder of him, and as I look to summer I must maintain, sustain, and encourage Giovanni’s reading so that he doesn’t forget all that he has learned. Again, educators, I salute you!

It is said that in the United States 34 percent of children entering kindergarten lack basic language skills, but I know that educators like yourselves are providing the literacy skills our students need, the access to multicultural/diverse books and authors so that students can see themselves in the readings, and daily time for you and the students to spend 20 minutes of uninterrupted reading. Literacy is the foundation of learning and the pathway to limitless opportunities and possibilities. I know that we endure much in our profession (including a new Secretary of Education who doesn’t understand what you do every day for students) but don’t be deterred. UTLA sees YOU and what you do for students. So in these uncertain times, there is no time like the present to read more, discuss, analyze, debate, and question. Cheers to YOU.

3-Salary Point Courses

Entirely Online

$300 $199 with Promo Code “CHAMPION”
Valid thru 3/14/2017

Enroll today at Education4Equity.com/lausd

3-Salary Point Courses

Entirely Online

$300 $199 with Promo Code “CHAMPION”
Valid thru 3/14/2017

Enroll today at Education4Equity.com/lausd

Class Titles

Closing the Achievement Gap
Arts Integration: Music
Healthy Relationships
Creative Writing

“Thank you for offering classes with helpful content and a format that works for busy teachers.”

Donation per enrollment is made to Save the Children
Special section: Matrix & Uniform Staffing Procedures

Know the uniform staffing procedures for a stable matrix process.

One of the most important—and most complicated—sections of the UTLA-LAUSD contract is Article IX-A, which covers the matrix and uniform staffing procedures for K-12 schools. Here’s a guide to some of the major elements.

**The Elementary matrix**

**Basic principles**
Seniority is one of two equal factors (along with educational program needs) that the principal is required to consider in assigning grade assignments. If anyone believes that the assignment was not made properly, he or she has three days to initiate the Dispute Resolution Procedure to contest the principal’s assignment.

**Key contractual language**
“The site administrator shall assign such permanent teachers who are otherwise qualified to the track and grade level openings available to permanent teachers on the basis of District seniority. The only exception shall occur when the site administrator reasonably determines that any specific assignment is not in the best interests of the educational program .... The site administrator shall assign all teachers at these sites to classes.” (Article IX-A, Section 2.0c)

**The Secondary matrix**

**Basic principles**
Seniority is one of two equal factors (along with educational program needs) that the principal is required to consider in assigning classes. If anyone believes that the assignment was not made properly, he or she has three days to initiate the Dispute Resolution Procedure to contest the principal’s assignment.

**Key contractual language**
“Classes within a department shall be distributed by the principal (or designee) in consultation with the elected department chairs, in a fair and equitable manner, taking into account seniority and educational program needs.” (Article IX-A, Section 2.0d).

---

**Suggested time sequence for staffing procedures**

<table>
<thead>
<tr>
<th>TASK</th>
<th>TIMELINE</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. a. Decision: Coordinators in your School Plan? Dean positions?</td>
<td>ASAP</td>
<td>Principal and Chapter Chair may jointly develop alternate dates See Article IX-A, Sections 4.0-7.0 and 9.0-10.0</td>
</tr>
<tr>
<td>b. Selection Process</td>
<td>Month of April or prior to posting of Matrix</td>
<td>Chapter Chair elections are to be conducted using UTLA procedures—any disputes should be referred directly to UTLA</td>
</tr>
<tr>
<td>II. Election of UTLA Chapter Chair</td>
<td>April Prior to selection of classes</td>
<td>Refer to Article IX-A, Section 2.8, for dates of the Local School Leadership Council Election</td>
</tr>
<tr>
<td>III. Posting of Matrix by Principal</td>
<td>Mid-March No later than four weeks before classes are selected</td>
<td></td>
</tr>
<tr>
<td>IV. Teachers request track, grade level (elementary) or classes (secondary); request class assignment</td>
<td>Month of April Or earlier if a local site determines to use an earlier date</td>
<td>Principal and Chapter Chair may jointly develop alternate dates See Article XXVII, Sec 2.8, for dates of the Local School Leadership Council Election</td>
</tr>
<tr>
<td>V. Contractual date for teacher notification of tentative assignment</td>
<td>21 calendar days prior to the end of the teacher’s work year</td>
<td></td>
</tr>
</tbody>
</table>
class selection

Seniority is one of two equal factors (along with educational program needs) that the principal is required to consider.

Three methods to fill out the matrix

Chapter chairs must help determine which method is used to sign the matrix. There are three typical types, although schools can use any method agreed to by the members, the chapter chair, and the principal.

1. In a meeting with all the teachers present
2. One by one in the principal’s office with the chapter chair present.
3. Preference forms

Chapter chair checklist

- 1. Read UTLA/LAUSD contract (CBA), Article IX-A, Section 2.0-9.0.
- 2. Hold meeting or survey teachers to determine which locally determined method they wish to use for requesting grade levels, classes within a department, and/or tracks. Notify teachers who are on leave in writing (mail, email, website, etc.) of date and time of the matrix selection process.
- 3. Meet with principal to agree on the locally determined method to request classes and the timeline for the process. (If the principal and chapter chair cannot agree, call your UTLA Area Representative.)
- 4. Request an exact copy of the seniority list from the principal.
- 5. Follow process for electing, confirming, or selecting full-time coordinator and/or dean positions; chapter chair; released time for chapter chair, if applicable.
- 6. Principal, in conjunction with chapter chair, determines percentage of permanent to non-permanent teachers for the coming year. Principal posts matrix, which includes type of class, credentials and/or qualifications necessary, and differentials, four weeks prior to the day any track or schedule ends for school year or two weeks before class selection. (If the matrix did not contain the appropriate information, if “qualifications” posted are not reasonable or valid, etc., call your UTLA Area Rep.)
- 7. Elementary permanent teachers request and are assigned positions based on the matrix; non-permanent teachers fill out preference forms and are assigned positions by principal. Secondary permanent teachers request tracks; classes requested and assigned as per CBA, Article IX-A, Section 2.0.
- 8. Principal assigns tentative classes consistent with CBA, Article IX-A, Section 2.0 by May 16, or date as negotiated with LAUSD. (If classes were not assigned consistent with Article IX-A, Section 2.0, immediately initiate the Dispute Resolution Procedure.)
- 9. Give preference forms to the principal in case of vacancies and adjustments.

Filling Vacancies After Initial Selection

- 10. Fill vacant positions after selection and before norm day consistent with the CBA, Article IX-A, Section 2.1.
- 11. Fill vacant positions subsequent to norm day consistent with the CBA, Article IX-A, Section 2.1.

If the classes were not filled according to the contract, call your UTLA Area Representative.

What is the Dispute Resolution Procedure?

- When certain disputes arise related to assignments to class, track and/or coordinator positions, the affected teacher may invoke the Dispute Resolution Procedure found in Article V-A of the contract.
- The process follows the “three-day” rule: Teachers have three days to start the Dispute Resolution process by requesting an informal conference with the site administrator, and administrators have three days to hold that informal conference. The complete steps of the Dispute Resolution Procedure are listed in Article V-A of the contract.
- The Dispute Resolution Procedure is only for permanent teachers and their assignments, coordinators, and five-year out-of-classroom assignments. The Dispute Resolution Procedure is not for leadership assignments, athletic assignments, or grievance procedures.
Safety & discipline symposiums look at best practices

Joint UTLA-LAUSD effort brings staff together to develop positive strategies.

By Colleen Schwab
UTLA Secondary Vice President

It’s that time of year when we start thinking about enrollment at our school sites. We worry because we know enrollment means positions and programs that benefit our students. Our school communities worry too as, without a doubt, parents want to send their children to the closest neighborhood public school; but they also worry about student safety, discipline, and learning.

After a somewhat tumultuous year last year primarily on middle school campuses throughout LAUSD, I reached out to the district in developing symposiums entitled “Safe & Successful Learning,” starting in Valley West, then Valley East, and most recently Central Area.

While each area individualized the symposium for their schools, the concept of bringing together administrators, chapter chairs, and those in charge of discipline on the school sites was universal, along with working together and having the time to develop positive strategies in dealing with students who appear to be the most disruptive and often the most in need. We invited speakers on trauma, presented ideas from other sites, and had time to share best practices.

It is clear from the symposium in Central that schools want to reconvene to share results and learn more from educators around the district. Educators discussed how difficult it was for new teachers to handle some students. Many give up and leave the profession due to a lack of support. Veteran teachers become frustrated at the lack of support and solid collaborative student discipline plans at their school sites. This results in a schism between administration and educators, which we all know often boils to a breaking point.

These symposiums are just a beginning. West Area is developing its symposium this month, with the other local districts and areas to follow. Who benefits? Our educators, our students, and our schools as parents see collaboration in dealing with school safety and discipline.

I hope to see you, chapter chairs, at a symposium near you. Let’s keep striving to get our families back to LAUSD! Sí se puede!

It’s that time of year when we start thinking about enrollment at our school sites. We worry because we know enrollment means positions and programs that benefit our students. Our school communities worry too as, without a doubt, parents want to send their children to the closest neighborhood public school; but they also worry about student safety, discipline, and learning.

Through the entire school year, get $20 off per course... unlimited!

Sessions begin January 20, 2017

For information contact:
TeachStar Online Academy
(818) 677-2591
http://teachstar.lacoe.edu
We can have national impact through local action.

By Daniel Barnhart
UTLA Secretary

With the razor-thin confirmation of Betsy DeVos as education secretary, where Vice President Mike Pence had to cast an unprecedented tie-breaking vote in favor of the unqualified billionaire and anti-public school advocate, we are now unfortunately in the era of the Trump/DeVos education agenda. Before we re-engage in the struggles to come around national education issues such as Title I funding, overtesting, unregulated charter growth, special education, and IDEA, this is a good opportunity to pause and take stock of our role as UTLA in all of this. What is our role as merely one teachers’ union local in shaping or affecting national policy? Should we even bother trying to change stuff in Washington, or do it matter to our most narrow concerns of our own pay, our own benefits, and our own working conditions?

National education politics affects our local context

Only the most narrow analysis ignores the huge role federal education policy can play in our local contract and school-site struggles. Will Washington continue the slow movement away from overtesting and punitive “accountability” policies such as reconstitution? Our Research Department has started to help us better understand the special ed encroachment (the gap between our district’s legal obligation to provide needed special ed services and the actual cost of doing so). With the ignorant disdain DeVos showed for IDEA, does this mean the federal government will now try to remove legal protections for our highest needs students? How these questions are eventually answered will have big impacts on our reopeners and successor bargaining.

Popular movements can help reshape political alignments

At the same time as we contemplate the worst-case scenarios (which is both prudent and frankly depressing to do), I am heartened by the groundswell of popular opposition that DeVos has brought out. Teachers’ unions have been the backbone of massive efforts to reject this nomination, and our collective efforts have both shaped the public narrative and forced some interesting realignments. Noted unregulated charter school booster and political donor Eli Broad (of the Broad-Walmart plan) felt compelled to release a public statement voicing his opposition to DeVos’s nomination. So did—be Democratic congressional candidate and former LAUSD School Board member Yolie Flores, who went so far as to say, “Ms. DeVos’s vision for our schools is anathema to public education. She does not believe in public options for students—she wants private, for-profit companies running our schools without restraint or oversight.” What is striking is that these are exactly the policies that Flores promoted when she brought so-called Public School Choice and school giveaways to LAUSD when she was on the school board. The fact that she says this now shows not that she has changed her ways, but that she is paying attention to the strong winds of resistance starting to blow against unregulated, unaccountable charter school growth.

National strength flows from local strength

The strength to change the tune of some of our public school system’s greatest “enemies” doesn’t come from national leadership decisions and activism; it comes from the small decisions and activism we take part in every day. Calling a senator during nutrition, planning a parent meeting to build connections and trust locally, and talking to a colleague about the need to keep our vision wide and our spirits up—these are the steps that build local strength. Getting out before school with picket “shields” and making plans to attend local marches or rallies is how we build the local strength that feeds our national struggles. And making time to phone bank or precinct walk for our endorsed school board candidates, Steve Zimmer and Imelda Padilla, is crucial to preventing another Yolie Flores-type from having a say over our contract and our schools. We don’t know what exactly is headed our way, but the more we take steps to fight for what we know our school system should be like, the more ready we will be to take on those challenges.

Leadership Matters!
CONSIDER THE USC ROSSIER SCHOOL’S ONLINE MASTER OF EDUCATION IN SCHOOL LEADERSHIP

Our 15-month program prepares experienced teachers, counselors, and other educational professionals for entry into leadership roles in public, private, and charter schools.

- Scheduled for working professionals
- Synchronous online courses
- California Preliminary Administrative Services Credential eligibility
- Now accepting applications for Fall 2014

UTLA-Retired officers for 2017-2020 term

In the election for UTLA-Retired leadership, the following members will serve as officers for the 2017-20 term:

- President: John Perez
- Vice President: Cecilia Boskin
- Secretary: Mignon Jackson
- Treasurer: Mike Dreebin

At the close of nominations, the four leadership positions had only one candidate file an intent to run form for each office. Following the UTLA-R Election Rules, each of the unopposed candidates will be declared elected by the UTLA-R Election Committee at the General Assembly meeting on March 17.

UTLA-Retired Election Committee members are Bruce Lee (chair), Carolyn Tokunaga, Frank Anderson, Deborah Harrison, and Alberto Valdivia.

2016 union dues for tax deductions

The following are deductions for union dues that you might be qualified to make on your 2016 federal income tax return. These figures are meant as a guideline and may not reflect the actual deductions that were taken (for example, if you did not work the full year or you switched job classifications, these numbers may not reflect your deductions). Always consult your tax adviser before taking any of these deductions.

- $836.04 Full-time UTLA member and agency fee
- $419.76 Part-time substitute member and agency fee
- $712.92 Children’s center member and agency fee
- $600.08 Full-time fair share
- $301.24 Part-time substitute fair share
- $511.64 Children’s center fair share
- $1,375.40 Dual-full-time UTLA member
- $208.20 Associate member
Retirees’ corner
Report of the January 20 General Assembly Meeting.

By Mignon Jackson
UTLA-R Secretary

President’s report: President John Perez invited UTLA President Alex Caputo-Pearl to address the meeting. His focus was on the importance of the upcoming School Board elections and the role UTLA-Retired members play in getting positive results. President John Perez then led the General Assembly in the singing of “Happy Birthday” in celebration of Loretta Toggenburg’s 90th birthday. He then began his report speaking about the anticipated actions from the national government, which is 100% controlled by the Republican Party. Medicare, Social Security, and the Affordable Care Act (ACA) are major targets for change.

UTLA-Retired Steering Committee members were elected to serve a two-year term beginning July 1, 2017: Susie Chow, Mary Rose Ortega, Darlene Arcadi, Hilbreth Simmons, and Miriam Schneider. Dr. Sandy Keaton was elected as a delegate to the CFT Convention, which will be held in March 2017 in Sacramento; the alternate will be the CFT Council of Retired Members and directed the UTLA-R Retired delegate to the NEA-Retired Conference, which will be held in June 2017 in Boston, and Lorraine Judson, Judith Klingbeil, Carolyn Albritton, Aldine Haynesworth and Phil Pearson. Bill Brashears, Patrick Arcadi, Jimmy Jones, and Miriam Schneider. The alternates are Geraldine Haynesworth and Phil Pearson. Bill Brashears, Patrick Arcadi, Jimmy Jones, and Miriam Schneider. The alternates are geraldine Haynesworth and Phil Pearson.

New Business:

Note from UTLA-R President
High stakes in School Board races.

By John Perez
UTLA-Retired President

PACE and the LAUSD School Board: As you know we are in two very important School Board races: One with Steve Zimmer running for reelection in the Westside seat that also touches a bit of the San Fernando Valley and one in the East San Fernando Valley, where Imelda Padilla is running for an open seat now held by Monica Ratliff. At the January UTLA-R General Assembly, our members wrote checks to PACE that totaled $910, bringing our UTLA-R total to just over $900 by the end of the General Assembly. UTLA-R members gave more than $900 by the end of the General Assembly. UTLA-R membership is now at 4,330. UTLA-R members are encouraged to continue their PACE contributions. These contributions may be mailed to Cecelia Boskin, 3547 Federal Ave., Los Angeles, CA 90066. She also asked for UTLA-R members to volunteer to join the groups who are phone banking. This will start on January 26, with hours from 4 p.m. to 8 p.m. on weekdays, 10 a.m. to 2 p.m. on Saturdays, and 1 p.m. to 6 p.m. on Sundays.

Legislative report: Mary Rose Ortega, our legislative reporter, presented the legislature’s and the governor’s actions on retirement issues. She also shared two guest speakers: CalSTRS Executive Director Jack Ehnes spoke about the current status of our State Teachers Retirement System and answered questions. He reported that our service retirement benefits are on a sound foundation currently and for the future. The market is stable and good, and the state has a budget plan in place. Currently there are attempts by several political entities to reduce benefits for those still active, but court rulings have upheld that they cannot be altered because of contractual obligations at the time of hire for current employees. CalSTRS unveiled a new, dedicated sustainability section on CalSTRS.com. The sustainability site can be accessed on the home page or by visiting www.calstrs.com/sustainability. For your resolutions solutions, contact our Los Angeles Branch Today!

---

California Charter Schools Association—an association that spent millions in the 2016 primary and general elections getting privatization candidates elected to the legislature. The charter schools association has become one of the major financial backers of legislative candidates, and they will spend millions against Zimmer and Padilla. We need to raise as much money as possible and we will need to volunteer to help at the phone banks. Look in this UNITED TEACHER and the UTLA website for times and locations. As I have mentioned before, UTLA-R will shortly be sending you a signup card to allow you to make monthly donations to PACE from your CalSTRS check. If only 25% of our 4,300 members give $100 a year to PACE, UTLA-R can collect $100,000 a year for the fight against Eli Broad and the privateers! I have already signed up for $10 per month.
Salary Advancement Courses for Educators

Convenient | Relevant K-12 Applications | Practical Curriculum

Contact us for the latest schedule at nine Los Angeles Locations.

West Los Angeles | Carson
Karen Rose | k100pc@yahoo.com | 310-745-1099

Downtown Los Angeles
Craig Yokoi | craig.yokoi@me.com | 310-874-4090

Sherman Oaks
Jennifer Krauss | jenkrauss@gmail.com | 805-559-3060

Monterey Park
Jim Burk | jimburk7@gmail.com | 1-800-664-6130

Santa Clarita | Burbank
Scott Cody | scottm Cody@gmail.com | 323-496-3318

Downey | Los Alamitos
Tim Brown | timbrown1@me.com | 310-292-1039

$329 FOR THREE SEMESTER UNITS OF GRADUATE LEVEL EXTENSION CREDIT

Visit our website http://sandiego.edu/educatorsprograms
Teachers study Lesson Design at UTLA seminar

Through the Institute for Standards, Curriculum, and Assessments, educators collaborate on lesson plans and assessments.

By Day Higuchi
ISCA Associate Director

Thirteen teachers and two administrators from Los Angeles High School, two teachers from Punon College Preparatory School, and one member from the UTLA Board of Directors attended a three-day ISCA seminar January 4 to 6 to work collegially in “design teams” to create lessons addressing the Common Core, ELD, or Next Generation Science standards on writing/making an argument. Participants experienced a technique for developing and practicing an argument published by the National Science Teachers Association called the “Argument White Board Round Robin,” delved more deeply into teaching argument by discipline (Humanities or STEM), conducted an analysis of student work samples and developed assessment rubrics using information from the analysis, developed an embedded lesson assessment for both subject content and argument as a skill, and created supplemental material such as handouts, a PowerPoint presentation about their creations, and a detailed lesson plan preparing students for the assessment. Design teams peer-reviewed each other’s lesson assessment and rubric. The culminating PowerPoint presentations to the entire group were a highlight of the seminar.

One team created an argument lesson for ninth-grade English that required the students to write an essay about Thank You, Ma’am by Langston Hughes as a performance assessment of their ability to argue about their creations, and a detailed lesson plan preparing students for the assessment. Design teams peer-reviewed each other’s lesson assessment and rubric. The culminating PowerPoint presentations to the entire group were a highlight of the seminar.

The mission of the Institute for Standards, Curriculums, and Assessments is to advance student learning by supporting collaborative, teacher-as-researcher-based teaching practice through UTLA Lesson Design Study seminars. The design and development of a school’s curriculum by a faculty trusted and supported to bring their professional judgment and knowledge to the task can be an essential element of creating the Schools L.A. Students Deserve. UTLA Lesson Design Study implements a teaching methodology that provides teachers with tools to do just that. ISCA’s next seminar will be an unit-design project beginning in June 2017.

Seminars are organized as salary point credit courses focused on unit or lesson design around key standards: Common Core, Next Generation Science, and ELD, such as the argument standard. Participants give ISCA seminars high marks for depth, rigor, and immediate positive effects on student performance. Teacher participants who later seek and achieve National Board Certification often attest to the Lesson Design Study process having helped prepare them for that challenge.

UTLA support for housed teachers

Under former superintendent John Deasy, many educators were victims of the “teacher jail” system. Caught off guard and often falsely accused, they were left to suffer alone, under house arrest and unsure of what to do. LAUSD’s abuse of “teacher jail” has lessened since the departure of Deasy, but we still need to be vigilant about each and every case.

Don’t be a victim of unfair job actions and false charges. UTLA wants you to know: You are not alone. We are here for you. Call or email the UTLA offices listed below and attend the Unjustly Housed Teachers Committee Meeting to get the assistance and support you deserve.

UTLA office contacts: If you’ve been recently removed from the classroom, please contact UTLA Second

California Credit Union gives grant for UTLA Lesson Design Study at Los Angeles High

On hand to accept the new grant from the California Credit Union: Richard Trenslor (Marketing V.P., California Credit Union), Charlotte Higuchi (ISCA director), Dipjot Banamal (instructor candidate, English/language arts), Dr. Helena Yoon-Fontemillas (principal, L.A. High), Diane Rabenowitz (instructor candidate, biology), Day Higuchi (ISCA associate director), Gerardo Perla, (instructor candidate, physics), and David Holland (instructor candidate, history/social studies).

Not pictured: Gregg Davis (instructor candidate, culinary arts)

Thanks to the California Credit Union, five teachers at L.A. High School are now candidates to become on-site UTLA Lesson Design Study instructors. All have previously completed Lesson Design Study projects with UTLA’s Institute for Standards, Curriculum, and Assessments (ISCA). The $30,000 2016 California Credit Union Grant will fund “fellowships” to pay training fees for up to six L.A. High teachers to become Lesson Design Study instructors for a training period of up to three years. In addition to the $15,000 for the L.A. High Sustainable Lesson Design Study project, $15,000 will support UTLA-sponsored AFT Strategies for Student Success classes. The California Credit Union has been corporate sponsor of ISCA for 5 years and has been lending its support to many other UTLA programs and events as well. This is the third California Credit Union Grant to ISCA since 2013; $15,000 carried over from the second grant will also support the L.A. High project.

L.A. High Principal Dr. Helena Yoon-Fontemillas’s support of UTLA Lesson Design Study and the idea of building capacity among L.A. High’s teachers to lead and sustain Lesson Design Study, were key to the selection of the school as the project site. For two of the three seminar days, Dr. Yoon-Fontemillas was a participating member of a teacher design team. Assistant principal Estevan Leyva spent all three days contributing to the work of a teacher design team. Teachers were paid their hourly rate by L.A. High to attend the vacation-time seminar.

LAUSD extension on CSET and CTEL exams

LAUSD Human Resources has announced that effective April 1, 2017, the Commission on Teacher Credentialing (CTC) has approved amendments that will change the period of validity for examinations used toward obtaining a credential or other teaching or services authorization from the current five-year validity period to 10 years. California Subject Examination for Teachers (CSET) and California Teacher of English Learners (CTEL) examinations for certification passed after April 1, 2007, will now fall under the ten-year window of validity.

For more details on the exceptions to the extension, the full CTC Coded Correspondence notifying districts of the amendment can be accessed at http://www. ctcc.ca.gov/ notices/coded/2017/1701.pdf.
CalSTRS preretirement workshops

Free workshops are open to all CalSTRS members.

All UTLA members are encouraged to attend a pre-retirement workshop at least three times during their career in order to plan for retirement security: early in their career, again just prior to age 50, and one year prior to retirement.

Each year, the district and CalSTRS partner to offer educational pre-retirement workshops to district certificated staff. The workshops will include details on how retirement benefits are calculated, the LAUSD 457(b) supplemental savings plan, option choices, post-retirement information and on-line resources. The CalSTRS benefits planning specialists will also explain the retirement process, including timelines and the required steps needed for resignation and retirement. Time will be provided at the end of each workshop presentation for questions and answers. The workshops are individual meetings (not a series).

Dates and locations

All workshops are from 4 to 5:30 p.m.

How to register: CalSTRS is asking that you register for the workshop you wish to attend through their website: http://resources.calstrs.com/workshop_registration/index.aspx.

March 2, 2017 (Thursday)
Bell HS (Room TBD)
4328 Bell Ave.
Bell, CA 90201

March 9, 2017 (Thursday)
Sheridan St Elementary (Auditorium)
416 North Cornwell St.
Los Angeles, CA 90033

March 16, 2017 (Thursday)
Eagle Rock High School (Student Dining Room)
1750 Yosemite Dr.
Los Angeles, CA 90041

April 6, 2017 (Thursday)
Woodland Hills Elementary (Auditorium)
22201 San Miguel St.
Woodland Hills, CA 91364

April 20, 2017 (Thursday)
Nevin Elementary (Auditorium)
1569 E. 32nd. St.
Los Angeles, CA 90011

May 4, 2017 (Thursday)
Broad Elementary (Auditorium)
24815 Broad Ave.
Wilmington, CA 90744

FORMAL INVITATION REQUEST FORM

Limited Seating. Reservations Required

name ________________________________________________________
Emp.#_____________
Address _________________________________________________________________________
City __________________________________________ State________ Zip___________
Phone (          )_______________________________Retirement Date:______________ (month) (year)
School/Retiring Site _______________________________________________________________
Email address (non-LAUSD)________________________________________________________

UTLA honors and respects the many years you have given to your profession and our students and invites you to celebrate at the 2017 Retirement Dinner Dance

Saturday, May 13, 2017
Luminarias

If you are retiring between July 1, 2016 and June 30, 2017, request a formal invitation online at www.utla.net/events/2017-retirement-dinner-dance or complete coupon below and mail before April 1, 2017 to UTLA, Attn: Rosa Beasley, 3303 Wilshire Blvd., 10th Floor, Los Angeles, CA 90010. For more information, contact Rosa Beasley at rbeasley@utla.net

DATES AND LOCATIONS

March 2, 2017 (Thursday)
Bell HS (Room TBD)
4328 Bell Ave.
Bell, CA 90201

March 9, 2017 (Thursday)
Sheridan St Elementary (Auditorium)
416 North Cornwell St.
Los Angeles, CA 90033

March 16, 2017 (Thursday)
Eagle Rock High School (Student Dining Room)
1750 Yosemite Dr.
Los Angeles, CA 90041

April 6, 2017 (Thursday)
Woodland Hills Elementary (Auditorium)
22201 San Miguel St.
Woodland Hills, CA 91364

April 20, 2017 (Thursday)
Nevin Elementary (Auditorium)
1569 E. 32nd. St.
Los Angeles, CA 90011

May 4, 2017 (Thursday)
Broad Elementary (Auditorium)
24815 Broad Ave.
Wilmington, CA 90744

THINKFRIENDNOTSKIN

TEACH TOLERANCE
Show Your Students How to Care Unifying People Across the Globe Teach Students to Be Cultural Friendly

Classroom Posters
Buttons  T-shirts

Finally a Cure to Racism-ThinkFriendNotSkin

310-703-4010

www.ThinkFriendNotSkin.com
Ruben Salazar was a journalist for the Los Angeles Times. He was killed in 1970 while covering the National Chicano Moratorium Against the War in Vietnam and the ensuing riot in East Los Angeles. In 1971, UTLA’s East Area initiated a scholarship fund in his memory. It is now sponsored by UTLA’s East and North Areas.

This is the 46th year that UTLA awards scholarships to GHS students who are enrolled at any LAUSD High School, Continuation School, or High School Completion Program conducted in this city. The scholarships are to honor Ruben Salazar’s memory and to support students who are committed to community activism and empowerment for a chance to receive up to a $2,000 scholarship. Scholarships will be presented at the 46th Annual Awards Dinner (date to be determined).

To enter we require the following:

- Submit an 800 word, two-page essay. One page describing your accomplishments and the second page describing the specific details of your project.
- Provide two (2) letters of recommendation from your teacher, Director of community service program or your high school Counselor. At least one recommendation letter should be from a current UTLA member.
- Include photos and/or a video/DVD of your service project (NO web links accepted)

Entries must be submitted by 5 p.m. on May 12, 2017

Winners will be notified by May 23, 2017.

Scholarship Applications & Information may be:
- downloaded at www.utla.net/scholarships
- requested by email at: rsscholar@utla.net
- requested via phone 800/556-8852 ext. 206

Applicant Form & Essay or a Poem must be:
- received by 5:00 PM
- received via mail or can be dropped off to:

United Teachers Los Angeles
C/o Ruben Salazar Scholarship Committee (Eric Barrientos)
3303 Wilshire Blvd., 10th Floor
Los Angeles, CA 90010-1794

For more information, contact Lucy Rothstein (213) 368-6262 or lrothstein@ula.net
Student empowerment through language and culture.

On January 31, UTLA hosted a powerful presentation on student empowerment organized by the Bilingual Education and Raza Education committees. Dr. Stephen Krashen, professor emeritus of education from USC, and Dr. Daniel Solórzano, professor of Chicana/o studies at UCLA, were our speakers. Dr. Krashen, one of the most well-known advocates for bilingual education, spoke about literacy as the entryway to success. According to research, learning to read in one’s own language is the best possible way to learn to read in English, because comprehension takes place immediately. At the same time, developing oral skills in English promotes English reading comprehension. And Dr. Krashen’s mantra is that reading for pleasure is, by far, the best way to increase vocabulary, comprehension, and finally, complete literacy. His many, many years as a bilingual researcher and educator always make listening to him enlightening and eye-opening.

Dr. Solórzano spoke on “Racial Microaggressions in the Classroom.” He has spent years researching how racially contextualized statements that teachers use in class affect how students perceive themselves as learners and how they succeed or fail to learn. For instance, the issue of teachers mispronouncing “foreign” names, or anglicizing them, impacts how students regard themselves or their culture. Self-awareness and purposeful reflection on the part of teachers can counter this destructive attitude in the classroom.

A panel presentation came in between the speakers. LAUSD educator Lorena Valenzuela spoke on the implementation of dual-language education in the district; UTLA-Retired President John Perez spoke on the underserved Latino male youth in education; I shared plans for the implementation of Prop. 58 in LAUSD; and UTLA Board member and 93rd Street teacher Ingrid Villeda, who also moderated, spoke on the importance of ethnic studies.

It was a great conference, and at a great moment for bilingual education, as we move forward to expanding programs post-Prop. 58. Joint UTLA/LAUSD Task Force on Implementation: LAUSD is forming a “transition team” on Prop. 58 in collaboration with UTLA, AALA (the administrators’ union), PCSS (Parent Community and Student Services), and local districts, along with the Personnel, Multilingual Office, Dual Language Office, Special Education, and 10 other LAUSD departments. We will be meeting biweekly until June to roll out policy and/or programs by July 2017 in compliance with the ballot measure. UTLA is developing our own workgroup, with our own brain trust, to advise and collaborate with the team. Please contact me if you would like to be part of this.

Please join us on March 22 at the UTLA building (Room 828) at 4:30 p.m. for the next meeting of the Bilingual Education Committee. We will discuss how your school can participate in dual-language instruction.

—Cheryl Ortega
Director of Bilingual Education
cortega@utla.net

LAUSD HUMAN RESOURCES
Dual-Language Teachers Needed
The District is currently seeking candidates to staff Arabic, Armenian, French, Korean, and Mandarin bilingual programs at the Elementary School level.

There are current vacancies, as well as expected future growth in these programs.

If interested, please email Jacob Guthrie, Talent Acquisition Specialist, Human Resources Division, at Jacob.guthrie@lausd.net for more information.

UCLA Extension
Lifelong Learning for Educators

UCLA Extension’s Education Department offers online courses for teachers and administrators looking to advance their qualifications, performance, and salary.

- Transitional Kindergarten Teacher Preparation
- Education Specialist Preliminary and Clear Credential
- Positive Behavior Support
- College Counseling
- And much more...

Learn more about the many credential and certificate programs we offer by visiting us at uclaextension.edu/UTLA, or call (310) 825-4191.

UCLA Extension Education Programs
Get there from here.
CTA State Council Elections

By Debbi Schneider & Laura Carls
UTLA/NEA Election Committee

UTLA/NEA members will elect CTA State Council representatives in annual elections scheduled this year for the April 5 Area meetings. These delegates will join the other UTLA representatives when the council begins for the 2017-18 school year.

The State Council acts as CTA’s policymaking body, meeting four times a year. Each representative is expected to serve on a standing committee, which debates business items involving academic freedom, retirement, civil rights, political action, teachers’ rights, and statewide negotiation issues. State Council representatives also vote for CTA’s statewide officers. In the 2017-18 school year, all State Council meetings will be held in Los Angeles.

All necessary expenses for representatives are covered by CTA, including hotel, mileage, and food costs. Meetings begin at 9 a.m. Saturday, 7:15 a.m. Sunday, and usually end around 4 p.m. both days. Subcommittee meetings on Friday evenings and voluntary caucus meetings before and after the general weekend meeting times can enrich the representative’s knowledge of issues facing California educators. UTLA delegates are rewarded for their time and effort by getting a chance to make a statewide difference in education.

If you find the idea of participating on a statewide level intriguing, fill out and mail in the self-nomination form on this page to run for CTA State Council. Forms are due by March 2 via U.S. mail (no faxes or emails). Forms may also be dropped off at UTLA headquarters on the 10th floor (attention: Cecily Myart-Cruz, UTLA/NEA VP) during regular business hours from 9 a.m. to 5 p.m.

CTA State Council
Year-Round Absentee Ballot Request

I am requesting an absentee ballot for the CTA State Council Election.

My vote will correlate to CTA’s election guidelines, which allow for voting by mail for CTA members on formal leave. This request must be received by 5:00 p.m., March 2, 2017, by U.S. mail to UTLA, 3303 Wilshire Blvd., 10th Floor, Los Angeles, CA 90010. Attn: Cecily Myart-Cruz UTLA/NEA VP I understand that my request will be checked for accuracy by election committee members. Absentee ballots will be mailed March 18, 2017, and must be received via U.S. mail by 5:00 p.m., April 5, 2017.

Name ____________________________
Employee number __________________
Address ____________________________
City __________________ Zip ______
Home phone ______________________ 
Non-LAUSD email address ____________
School ____________________________
School Phone _______________________
UTLA area (Circle one) N S E W C VE VW H 

Absentee ballot requested for:
☐ April 5  ☐ May 10

Check one: ☐ CTA/NEA Board member ☐ Formal LAUSD leave

I hereby declare that the above information is accurate.

Signature __________________________ Date ________________

Return this request to UTLA/NEA VP Cecily Myart-Cruz by 5:00 p.m., March 2, 2017, via U.S. mail to UTLA, 3303 Wilshire Blvd., 10th Floor, Los Angeles, CA 90010. Forms may also be dropped off at UTLA headquarters on the 10th floor during regular business hours from 9 a.m. to 5 p.m. NO FAXES OR EMAILS.

Form must be received by UTLA by March 2, 2017.

CTA State Council Election Notice for 2018-20 Term

Are you interested in representing UTLA/NEA members at the state level? CTA (California Teachers Association) State Council, a policymaking body that meets quarterly, has openings for representatives to fill expired terms. If you wish to run for one of these positions, complete and return the self-nomination form by U.S. mail to UTLA/NEA VP Cecily Myart-Cruz at UTLA. The form must be received by 5:00 p.m. on March 2, 2017. The election will be held at the April 5, 2017 Area meetings. For those members who cannot vote at their Area meetings, voting will also be held at the UTLA building from 9 a.m. to 5 p.m. on April 5, 2017.

Self-Nomination Form

Name ____________________________
Employee number __________________
Address ____________________________
City __________________ Zip ______
Home phone ______________________ 
Non-LAUSD email address ____________
School ____________________________
School Phone _______________________

I certify that below is the signature of the candidate whose name appears above.

Signature __________________________ Date ________________

Return this request to UTLA/NEA VP Cecily Myart-Cruz by 5:00 p.m., March 2, 2017, via U.S. mail to UTLA, 3303 Wilshire Blvd., 10th Floor, Los Angeles, CA 90010. Forms may also be dropped off at UTLA headquarters on the 10th floor during regular business hours from 9 a.m. to 5 p.m. (attention: Cecily Myart-Cruz).

CTA State Council election timeline

January 27, February 17: Nomination forms, timeline, absentee ballot request forms in UNITED TEACHER.

March 2: Self-nomination forms and absentee ballot requests due to UTLA building by 5 p.m. by U.S. mail (no faxes or emails). Forms may also be dropped off at UTLA headquarters (see the receptionist on the 10th floor) during regular business hours from 9 a.m. to 5 p.m.

March 3: Letters sent out acknowledging receipt of nomination forms.

March 18: Absentee ballots sent out.

April 5: Elections at all UTLA Area meetings and at UTLA headquarters from 9 a.m. to 5 p.m.

April 5: Absentee ballots due back to UTLA building by 5 p.m. by U.S. mail only (no faxes or emails).

April 7: Area and absentee ballots counted, 9 a.m. Letters sent to winners and results will be posted at www.utla.net by the end of the next business day.

April 17: Deadline to submit election challenge in writing to Cecily Myart-Cruz, UTLA/NEA Vice President, provided a runoff election is not required. Please contact Vivian Vega for appropriate form at (213) 368-6259.

May 2: Absentee ballot for runoff sent.

May 10: Runoff election, if needed, at Area meetings and at UTLA headquarters from 9 a.m. to 5 p.m.

May 10: Deadline for absentee ballots to be received back by U.S. mail (no faxes or emails).

May 12: Election Committee meets at 9 a.m. to count all ballots. Letters sent to winners and results will be posted at www.utla.net by the end of the next business day. Those who are not elected delegates will become alternates.

May 22: Final date for challenges to be submitted in writing to Cecily Myart-Cruz, UTLA/NEA Vice President. Provided additional runoff election is not required. Please contact Vivian Vega for appropriate form at (213) 368-6259.
CTA State Council delegates with terms expiring in 2017

Ricardo Abreu  Mel House
Karla Alvarado-Goldberg  Matthew Kogan
Oiga Calacuayo  David Lyell
Alex Caputo-Pearl  Blanca Mejia
Laura Carls  Rosa Melendez
Marcela Chagoya  Paul Ngwoke
Sue Cirillo  Alex Orozco
Wendi Davis  Deborah Schneider-Solis
Lisa Dinwiddie  Colleen Schwab
Carmen Esteman  Loren S. Scott
Kelly Flores  Elgin Smith
Marco Flores  Eddie Smith
Betty Forrester  Adrian Tamayo
Leonard Goldberg  Yolanda Tamayo
Michael Gonzales  Don Terquin
Karla Griego  Zulma Tobar
Darlene Haezaert-Caraveo  Ingrid Villeda
Sergio Hernandez  Sydney Yarbrough-Baune

UTLA 2016-2017 Election Timeline

September 16: Election announcement and timeline published in the UNITED Teacher.

October 21: Election announcement, timeline, Declaration of Candidacy form, Itinerant Assignments Declaration form, and election rules will be published in the UNITED Teacher.

November 18: Election announcement, timeline, Declaration of Candidacy form, Itinerant Assignments Declaration form, and election rules will be published in the UNITED Teacher.

November 21: Deadline to file the Itinerant Assignments Declaration Form (due by 5 p.m.).

December 5: Deadline to file Declaration of Candidacy form (due by 5 p.m.). Deadline to submit candidate petitions (due by 5 p.m.). There will be an orientation meeting for all candidates and the drawing of ballot positions at 6 p.m.

December 16: Election announcement, timeline, and election rules published in the UNITED Teacher.

January 9: Deadline for photo and candidate statements for the special election issue of the UNITED Teacher (due by 5 p.m.).

January 9: Deadline to submit candidates’ flyer for UTLA website (due by 5 p.m.).

January 20: Special election issue of the UNITED Teacher published.

February 3: Ballots mailed to membership.

February 13: Deadline to call for a replacement ballot (due by 5 p.m.).

February 27: Ballots picked up by Election Committee at post office at 8 a.m. First round of ballots counted. Deadline for filing financial disclosures statements (due by 5 p.m.).

March 17: Second round of ballots mailed to membership.

March 24: Results of first round of balloting published in the UNITED Teacher.

March 27: Deadline to call for a replacement ballot (due by 5 p.m.).

April 18: Ballots picked up by Elections Committee at post office at 8 a.m. Second round of ballots counted. Deadline for filing financial disclosure statements (due by 5 p.m.).

April 28: Results of the second round of balloting published in the UNITED Teacher.

May 2: Third round of ballots mailed to membership.

May 16: Deadline to call for a replacement ballot (due by 5 p.m.).

May 31: Ballots picked up by Elections Committee at post office at 8 a.m. Third round of ballots counted. Deadline for filing financial disclosures statements (due by 5 p.m.).

July 21: Results of the third round of balloting published in the UNITED Teacher.

July 21: Candidates’ financial disclosure statements published in the UNITED Teacher.

For election results: In addition to publication in the UNITED Teacher, balloting results will be posted on www.utla.net as quickly as possible. Approved by the UTLA Board of Directors on July 28, 2016. Timeline change due to BOD motion 1360.

* Deadline to call extended to 5 p.m. February 17.

Peer Assistance and Review Program Workshop Schedule

All LAUSD teachers are invited to take ANY of our 6-hour workshops that cover a variety of topics:

- ABCs of Student Engagement
- Using Graphic Organizers to Support the Writing Process
- Informational Text and Project Based Instruction
- Speaking and Listening Strategies in the Common Core
- Common Core Standards-Based Lesson Design
- Designing Lessons for the 21st Century Learner
- Designing Lessons for the 21st Century Learner
- Interactive Student Notebooks
- Human Resources Division
- Building Strong Connections for Student Success (Developmental Assets)
- Literacy Strategies in the Common Core
- Literacy Strategies in the Common Core
- Speaking and Listening Strategies in the Common Core
- Informational Text and Project Based Instruction
- ABCs of Student Engagement

All workshops can be applied toward Salary Point Credit!

Sign up through: MyPLN

UTLA online store re-opens with lower shipping

Stock up & be Member-REaDy

- Red shirt photos
- Rollies
- Organizing
- Solidarity
- School Board meetings

order your union wear today!

UTLA online store is back. We have redesigned the store to be mobile friendly and updated the shipping method to lower delivery cost to you. You can still order online and pickup at the UTLA building or have the items delivered via USPS.

Go to www.utlastore.com, or you can access the store from our main website at www.utla.net (red arrow shows you can access from main site.)
STEAM FIELD TRIP OPPORTUNITY

California Institute of Technology (Caltech) will present a school-day field trip opportunity featuring music from Mauritania, West Africa. Noura Mint Seymali will perform in Beckman Auditorium on Friday, March 10, 2017 at 10:00 a.m. Tickets for this field trip event are only $5.00 per person. For reservations and more information, contact Mary Herrera at mhh@caltech.edu or (626) 735-9356 or email gautamkumarcpa@gmail.com.

UTLA MEMBERS/FREE 2015 tax reviews and 2016 filing DISCOUNTS UTLA-R Andy Griggs, certified tax preparer, specializes in taxes for educators and offers year-round consulting. (310) 704-3217, dhcommunitytaxservices@gmail.com.

LAUSD EMPLOYMENT

Job share/employment available ads in LAUSD employment section are FREE.

JOB SHARE

I’m looking for a job share partner for 2017-18 school year and beyond at your Northwest Elementary school, preferably the Granada Hills, Chatsworth, Porter Ranch area. I need to work the second half of the day. Any grade is ok. Please call Gabby (818) 355-9356 or email gabbygarland@msn.com.

I am seeking a teacher partner that would like to job share at their school site (LD Central or East) for spring 2017 and beyond. I have been a Special Education teacher for 11 years and took a leave of absence for fall 2016 because I was unable to find a job share opportunity before the April 15, 2016 deadline. This time, I am posting my own classified ad in hopes of finding a position before the new deadline November 15, 2016 (for spring 2017 placement). I have a double Ed. Sp. credential and have taught SDC (m/m and m/s), a few years in RSP both at the middle school level and ESY. I taught upper elementary (4-6) the 2015-2016 school year and loved it. I am looking for a partner with approved RWL status or other def. I would prefer a partner with seniority issues in our school. Please call: Cindy Berger at (310) 612-5567 and email your resume and letters of recommendation to cbergenlausd@gmail.com. We must have all paperwork into HR by April 15. There’s not much time!

Looking for long-term sub for 6 weeks, end of September to November. I teach at a small high school in South Gate, 10th Grade World History and elective Intro to Psychology. Please contact me at: thalia.catano@lausd.net or call cell (505) 514-9089.

Seeking a long-term sub for 3 months starting January 2017. I teach sixth-grade science and seventh-grade health. Great school in Sherman Oaks. Prefer someone tech savvy who can use Google Classroom to collaborate with me while I’m overseas in India on a Fulbright award. Please contact Garry at (310) 487-7336 or gary3708@gmail.com.

Interested in job sharing a PLTW teaching position for 2016-2017. Like to be at a school within 12 miles of Long Beach. Call or text (562) 977-7721, energydyn@icloud.com.

I am seeking a teaching partner that would like to job share at their school site (LD Central or East) for spring 2017 and beyond. I have been a Special Education teacher for 11 years and took a leave of absence for fall 2016 because I was unable to find a job share opportunity before the April 15, 2016 deadline. This time, I am posting my own classified ad in hopes of finding a position before the new deadline November 15, 2016 (for spring 2017 placement). I have a double Ed. Sp. credential and have taught SDC (m/m and m/s), a few years in RSP both at the middle school level and ESY. I taught upper elementary (4-6) the 2015-2016 school year and loved it. If you are considering job sharing, please contact me at iris.kennedy@lausd.net. I will respond ASAP.

I am looking for a job share partner. I teach middle school, the moderate to severe class. I am interested in sharing the week. I work at a fantastic school in the city of Bell. Looking to start 2016-2017 school year. Contact: Claudia (626) 230-8258.

Job share partner needed for the 2016-2017 spring semester to teach the ETK program at a small neighborhood elementary school in the West Valley. Looking for a partner with approved RWL status. Pre-K experience preferred. Contact Silvana at (818) 523-4778/spc6665@lausd.net.

How to Place Your UT Classified Ad

Print your ad from your computer or use a typewriter. If you’re using the coupon below, please print clearly. Count the number of words in your ad. Area code and telephone number count as one word. Email and web address count as one word. Street address counts as one word. Abbreviations and numbers are considered words and are charged individually. The classified ad rate is $1.50 per word for each time your ad runs (there is no charge for LAUSD job share/employment available ads). Multiply the number of words in your ad by $1.50. This is the cost for running your ad one time in UNITED TEACHER. If you’re running your ad in more than one issue, multiply the one-time total by the number of issues you wish the ad to appear. We have a ten word minimum ($15). All ads are payable in advance by check or money order. Please make check payable to UTLA. The deadline to receive your classified ad at the UTLA Communications Dept. is noon on the Monday that falls two weeks prior to the publication date. Any questions? Call (213) 637-5173.

CLASSIFIED AD COPY FOR UNITED TEACHER PUBLISHING

March 24 (due date: March 6) April 28 (due date: April 10)

Name:

Street Address:

City: State: ZIP:

Ad Copy: Attach your typed copy to this form or print clearly here:

Total number of words: _______ @ $1.50 = $______ per run date

Number of run dates ___ X $____ each run date = $______

No credits or refunds on canceled ads.

Mail with payment to UNITED TEACHER Classifieds, UTLA, 3303 Wilshire Blvd., 10th Floor, Los Angeles, CA 90010. Ads may also be dropped off at this address.
LAUSD Summer Employment Opportunities

Beyond the Bell anticipates the window for teachers and counselors to apply for summer positions to be February 21 through March 30. The dates for 2017 summer programs are as follows:
- Elementary and Middle School ELOS Program: June 20-July 19
- High School Summer Term: June 22-July 7

Interested teachers and counselors may apply at https://summer.lausd.net. For additional details, please refer to MEM-6819.0 (HS) and MEM-6820.0 (ELOS) once they are available. You may contact Beyond the Bell at 213-241-7900.

LACMA Evenings for Educators on “Art & Social Justice”

For more than 30 years LACMA’s Evenings for Educators series has provided K-12 teachers with opportunities to talk about, discover, and create works of art. On April 4, explore how artists have used their work to inspire dialogue, raise questions, and comment on injustices in their community. Looking at art from LACMA’s permanent collection, participants will discover the many ways in which art can be used as a tool for social justice and a catalyst for change and will learn how to encourage students to use art as a means of getting involved and addressing injustices in their community. Enjoy complimentary parking and dinner catered by the Patina Group as well a thematic curriculum containing images, lesson plans, and resources. Tickets for “Art & Social Justice” are $15 per person for the evening, which runs from 4:30 to 8:30 p.m. For more information, please visit www.lacma.org/programs/education-evenings-educators or call 323-857-6093.

Steam field trip at Caltech

California Institute of Technology (Caltech) will present a school-day field trip opportunity featuring music from Mauritania, West Africa. Nora Mint Seymali will perform in Beckman Auditorium on Friday, March 10, 2017, at 10 a.m. Tickets for this field trip event are $5 per person. For reservations and more information, contact Mary Herrera at mherr@caltech.edu or 626-395-6059.

“Creativity & the Arts in Healing” conference

“Creativity & the Arts in Healing” is an inaugural training conference featuring more than 125 half-day workshops and daylong master classes. Learn arts-based tools for facilitating communication, building connection, promoting positive emotions, fostering engagement, reducing stress, and managing the impact of trauma. A convenient selection for educators and arts professionals features sessions of particular interest to those in non-clinical settings. The conference will run March 30 to April 2 at the Hilton Los Angeles Airport. Select any one or combination of days. Full info at http://expressivetherapiesummit.la.

Have an item for the Grapevine?

Grapevine collects information on workshops, special offers, education websites, grants, and other items of interest to our members. Listings are printed on a space-available basis and need to arrive at least two weeks before the UNITED TEACHER publication date. Appearance in the UT does not imply endorsement by UTLA.

Mail: Grapevine, 3303 Wilshire Blvd., 10th Floor, Los Angeles, CA 90010
Email: UTnewspaper@utla.net

Salary point classes on engaging all students

“Engaging All Your Students” is a new LAUSD salary point course on a body of knowledge called Human Dynamics that identifies innate differences in how people learn, communicate and relate, problem solve, approach tasks, and develop. Participants will explore a new approach to designing lessons and activities that accommodate students’ innate learning differences. The workshop will take place March 1, 8, 15, 22, and 29 from 3:30 to 6:30 p.m. at the Spark Heights Community Center (1613 Glencoe Way, Glendale, CA 91208). Info at humanodynamics.com/lausd.

Math for America Los Angeles now accepting Early Career Teacher Fellowship applications

The Early Career Teacher Fellowship is a four-year program designed to help beginning teachers grow into effective instructors and school leaders. Teachers selected for the fellowship will receive $10,000 annually in salary support, funding to attend math conferences, and more. Selection criteria includes completion of induction within one year of July 1, 2017, currently teaching math/ computer science grades 7-12 in a high-need public school in the greater Los Angeles area, and completion of substantial undergraduate and/or graduate math coursework. Applications are due March 13, 2017. For more information, visit http://mfala.org.

SCHOOL Kids Yoga & Mindfulness Teacher Training

Learn classroom-proven calming methods of school yoga, meditation, and mindfulness, designed specifically for public school classrooms. Kelly Wood, experienced yoga teacher and完成了 School Yoga, Meditation, and Mindfulness, identifies innate differences in how people know, communicate and relate, problem solve, approach tasks, and develop. Participants will explore a new approach to designing lessons and activities that accommodate students’ innate learning differences. The workshop will take place March 1, 8, 15, 22, and 29 from 3:30 to 6:30 p.m. at the Spark Heights Community Center (1613 Glencoe Way, Glendale, CA 91208). Info at humanodynamics.com/lausd.

Salary point workshops at Inner-City Arts

Inner-City Arts, an oasis of creativity in downtown Los Angeles, provides experiential training for PreK-12 teachers in the visual and performing arts through its popular program “Creativity in the Classroom: Transforming Practice.” The series of five Saturday workshops provides teachers with an opportunity to explore a variety of different media, ideas, and methods for integrating the arts across the curriculum and grade levels. The latest brain research and implications for the classroom are explored, as are using creativity and the arts for supporting social-emotional learning, implementing restorative justice practices, and developing strategies for working with English learners. The program emphasizes joyful learning, and participants will experience many ways to deepen student engagement, strengthen school communities, and expand their repertoire of activities for the classroom. Hands-on workshops include

The virtual Token board teachers love! Behavior modification at your fingertips!

An app designed by special education teachers for teachers and everyone else who works with students with disabilities.

United Teacher • for the latest news: www.utla.net

February 17, 2017
CCU Honors Outstanding Teachers and Students with their Annual Grant and Scholarship Programs.

Each Spring and Fall California Credit Union Awards 10 Teacher Grants of $500 Each!

Who’s Eligible: L.A. County’s teachers. California Credit Union is proud to support teachers who want to make a difference. The Grant is designed to assist educators by funding innovative learning opportunities for their students. Now accepting applications online. For more information go to, CaliforniaCU.org/TeacherGrant.

California Credit Union is Awarding 10 Scholarships of $1000 Each!

Who’s Eligible: L.A. County’s top college-bound high school seniors, community college students transferring to a four-year university and adult students returning to college. Get all the details and download an application on our website, CaliforniaCU.org/Scholarship.