LA unites for our students

Measure EE is game-changing funding for public education.

With the landslide election of Jackie Goldberg to the LA Unified School Board, voters stood up for public education and the values educators went on strike for: a robust, well-funded school system. On June 4, voters have another chance to support our students by passing Measure EE, which will bring an estimated $500 million to local schools every year.

Like with our strike, there’s community power behind Measure EE. The broad coalition includes LA Mayor Eric Garcetti, SEIU Local 99, and community groups ACCE, CHIRLA, Community Coalition, Inner City Struggle, Power CA, SCOPE, and Korean Resource Center, which are running weekend precinct walks in neighborhoods throughout the region.

Campaign volunteer and UTLA member Kyoko Bristow sees her Measure EE activism as an extension of her time on the picket lines during our strike.

“My kids and I were on the strike line in January for fully funded schools,” Bristow says. “And now we’re canvassing our neighborhood to ask for help to continue to fight for librarians, counselors, nurses, smaller class sizes—everything students need to succeed. As a homeowner and educator, I’m fully behind Measure EE.”

Measure EE will build on our strike wins and bring the funding we need to lower class size, offer more arts and music classes, expand mental health services, hire more support staff, and offer competitive pay and healthcare to recruit and retain educators.

Even though California is one of the wealthiest states in the nation, it ranks 44th in the country in per-pupil funding and spends thousands less per student each year than the average state. Students needs are going unmet in this underfunded environment.

“My students living in this area deal with a lot of trauma, and they bring that trauma here to school,” Hillcrest Elementary fifth-grade teacher Shondra Pink says. “With Measure EE money, our school will be able to have counselors five days a week instead of three days a week or two days a week or even one day a week. Having the counselors will really help them bridge, talk, and heal, which is something that this community and the students need.”

Corporate greed or funding the schools we need?

In this time of record profits and tax breaks for businesses, the LA Chamber of Commerce, the Howard Jarvis Association, and other reactionary corporate interests are waging a costly and misleading campaign against Measure EE.

The Chamber of Commerce’s marketing materials say that its members “remain committed to the educational success of L.A.’s youth” but the funding and lobbying against Measure EE speaks huge volumes otherwise.

Their campaign implies that most of the money would come from homeowners, but more than 70% of the new funds would come from taxes on businesses and corporate landlords.

Only 18% of the funding comes from homeowners, and the average homeowner will pay only $238 a year—an investment well worth it when it leverages hundreds of millions of dollars from big business. Measure EE funding will be deposited in a separate account, and there will be a citizens’ oversight committee to make sure LAUSD is held accountable when spending Measure EE money.

“Our schools are starved of resources, and our students are the victims of this starvation,” UTLA President Alex Caputo-Pearl says. “That’s why educators, parents, and community members rallied in the streets in January, and that’s why we’re united behind Measure EE. Now is the time for the city to come together and act collectively to provide the local funding our students desperately need.”

FAQ on Measure EE and campaign info: See page 5.

Jackie: “Now we fight for EE”

Fresh off her dominating election win, new LAUSD School Board member Jackie Goldberg wasted no time in rallying her supporters to get out the vote for Measure EE to bring an estimated $500 million a year to LA Unified schools.

“It is a crime that we are not investing in children the way they did when I was a kid,” Goldberg said. “My top priority is EE and other types of funding for public education. Public education is dying. It is dying because it’s being financially killed.”

For more on Jackie’s win, see page 7.

Two UTLA actions to win EE

1. Vote Yes!

With an extremely low voter turnout predicted, it is not an exaggeration to say that every vote counts on June 4. If you live within LAUSD boundaries, mail your absentee ballot today or make a plan to get to the polls on Tuesday, June 4. And commit to getting three friends or family members outside of education to vote yes—and follow up until they cast their ballots.

- Find your polling place at lavote.net/locator

2. Volunteer Today!

Every weekend through Election Day on June 4, we are joining community groups to talk to voters about Measure EE. Make volunteering a group effort! Revive the energy of your time on the strike line by volunteering with your picket line friends or your rally carpool crew. Go to page 5 for dates and times.

- Sign up at utla.net or bit.ly/MeasureEEsignup
President’s perspective

Corporate greed or the funding our schools need?

The fight is on for Measure EE and the values it represents.

By Alex Caputo-Pearl
UTLA President

There is one overwhelming punchline for all of us between now and June 4: We need to vote, we need to get others to vote, and we need to precinct walk to pass Measure EE. Jackie Goldberg’s 71% to 29% landslide victory on May 14 was a watershed moment. She will fundamentally change the power dynamic on the LAUSD School Board. She has indelibly reinforced the positive influence of strikes with her constant reminder to the public that it was our strike that helped fuel her movement victory. And, most importantly, Jackie’s victory was a defining moment in that she immediately and aggressively turned to the importance of passing Measure EE on June 4.

There is some poetic justice to this: the teacher and elected official who has talked for decades about the need for massive funding for our schools has now been elected as we sit on the edge of winning that kind of funding for the first time in years. At Jackie’s election night victory party, parents and teachers who had just walked for her started talking about the next, crucial precipte walks for Measure EE—folks including Maria Osorio, Michelle Mariscal, and Ruby Gordillo from ACCE (Alliance of Californians for Community Empowerment); Eloisa Galindo, Jazmin Garcia, and Julie Regalado from LATF; and 55 helped us avoid immediate layoffs the threat against three years away, of RIFs two to three years, we need EE.

California is 44th out of 50 states in per-pupil funding and we can’t wait more decades to address it.

● Chronic underfunding affects everything we and our students do—what materials and technology we have, how much we spend out of pocket at the beginning of each school year, our working and learning conditions through class size and caseload, how much unpaid work we have to do to catch up because of crazy working conditions, the threat of RIFs two to three years away, the threat against healthcare in the 2020 bargaining, the frustration that administrators force schools to choose between one essential service and another. You name it, it is affected by chronic underfunding.

● Measure EE is our first offensive attack in class-size reduction, staffing, and a small fraction of the next pay raise we could get with additional revenue and a small fraction of the next pay raise we could get with additional revenue in the district budget. Given this, voting against EE on financial grounds would be fundamentally illogical and would be akin to shooting yourself in the foot for future contract bargaining.

● The small amount that homeowners like myself put toward EE will leverage a huge amount for schools coming for the first time from corporations. More than 70% of EE revenue comes from corporations and big businesses. This is truly a bargain for us. These corporations should have been paying for public education a long time ago, and Measure EE goes down that pathway.

● The amount homeowners need to pay with EE is a small fraction of the pay raise we just got—and a small fraction of the next pay raise we could get with additional revenue in the district budget. Given this, voting against EE on financial grounds would be fundamentally illogical and would be akin to shooting yourself in the foot for future contract bargaining.

● Measure EE funds will be the most transparent part of the LAUSD budget. There is clear ballot language guiding monies to class-size reduction, staffing, and more. Measure EE requires annual audits and an independent citizens’ oversight committee, and the measure sunsets after 12 years. Most powerful, there is an unprecedented political coalition, including the mayor, labor, LAUSD, and the LA City Council, insisting that the money go to the classroom.

"Every movement has different acts. The strike was Act 1. Passing EE is Act 2. Corporate greed, get out of our way. We need EE."

—Canek Pena-Vargas
UTLA member, Conterras LC

Big businesses’ scorched-earth campaign

AND, there is another fundamental truth. Big business is employing a scorched-earth campaign to defeat Measure EE with lies and distortions—all because they don’t respect public education and they want to (continued on next page)
PRESIDENT’S PERSPECTIVE

(continued from previous page)

protect corporations from having to pay more than 70% of EE revenues.

The LA Chamber of Commerce is leading this despicable charge. The chamber has acknowledged the need for more funding, but cynically says it will support more funding only if homeowners pay more and corporations pay less. The chamber’s partner in “No on EE” is the Howard Jarvis Association, the same organization that brought us the corporate loophole in Prop. 13 in 1978, which gutted school funding. The Chamber and Jarvis Association have hired consultants from big tobacco and big oil to run their campaign.

With the same kind of desperation that the district showed as our strike grew close, “No on EE” is trying to spread fear, uncertainty, and doubt—FUD. Remember the district’s meritless special education lawsuit trying to prevent special education teachers from striking? In the case of “No on EE,” their own meritless lawsuit has been filed against EE.

The “No on EE” campaign is drawing from the worst anti-union, anti-teacher movements. They claim LAUSD educators are overpaid and our healthcare and retirement are too generous. This bashing of teachers and our union is reprehensible.

It is clear that a vote for EE is not just a vote for $500 million for our students and schools—a vote for EE is a vote in support of public education, a vote in support of collective action, and a vote against those who would malign and destroy public schools and those who teach in them.

In this issue

4 Staff stars recognized with Platinum Apples
Colleagues honor excellence in education.

5 Measure EE: Member questions answered
FAQ on common concerns.

7 Volunteers power Jackie’s victory
Educators and parents galvanized by our strike walk for the win.

7 Legislation to fix broken charter laws clears hurdles
Statewide #RedforEd rally demands education funding and charter accountability.

We have very organized, very targeted precinct walks that we must have thousands involved in. This is where our other tens of thousands of votes lie that we need for victory. Sign up for precinct-walking right now for $500 million for our students and schools. There are walking sites all over the city, and we must make history with the EE effort.

As I close, I want to say that there was something beautiful about Tuesday, May 21. At the same time that Jackie Goldberg, the champion of school funding and Measure EE, was sitting in her first meeting as a school board member this term, a group of more than 100 parents and students protested outside the LA Chamber of Commerce for its reprehensible fight against our students and schools.

Students Deserve member Mohammad Howlader from Miguel Contreras Learning Complex made it simple: “LA Chamber of Commerce, why are you fighting against my rights? With the strike, we won class-size reduction. But, we still have to push class sizes down more. Why are you fighting against my right to be in a classroom with less than 40 students? Why are you fighting against my school’s right to have EE money?”

And UTLA member Canek Pena-Vargas from Contreras closed it up perfectly: “My parents are teachers, I’m a teacher, my wife is a teacher, my kids go to LAUSD schools, my parents are homeowners, and I’m a new homeowner. I know EE is good for me, my family, our schools, our students, and our city. Every movement has many different acts. The strike was Act 1. Passing EE is Act 2. Corporate greed, get out of our way. We need EE.”

I am inspired by you and by our movement. Let’s double-down for EE. Focus on precinct-walking. We have made history this school year. Over the next two weeks, we need to make more. Let’s do this and win EE! You are wonderful.
Staff stars recognized with Platinum Apples

Colleagues honor excellence in education.

Every year, UTLA members get a chance through the UTLA Platinum Apple awards to single out a staff member—a classroom teacher or health and human services professional—for special recognition. Educators are nominated by their colleagues for their achievements such as developing an innovative curriculum or an outstanding program or for exhibiting exemplary instructional techniques. The winners are then selected by the UTLA Platinum Apple Committee.

Here’s a look at the accomplishments of this year’s winners, who were celebrated at a May 18 dinner with friends, colleagues, and family.

Monica Esparza
Harmony Elementary

Monica Esparza is a truly gifted and dedicated educator. She is not afraid to advocate for teachers’ and students’ rights in a dignified manner. As a teacher at Harmony Elementary, she is looked upon as a person who is truly invested in our students and families. Monica volunteered to become our chapter chair after our chair stepped down prior to the strike. She accepted the challenge and carried it out with integrity. Most importantly, her genuine belief in fighting for our students, teachers, and what our community needs makes her deserving of this important recognition.

—Zulma Tobor

Victoria Jacobson
Broadway Elementary

Victoria Jacobson exemplifies the best in teaching and is well respected by her colleagues. She is a lifelong learner and takes on challenges with grace. Her grade-level colleagues share that Victoria “goes above and beyond to make sure all students have opportunities to showcase their abilities and improve.”

During our strike, Victoria served as a strike captain, helping to maintain morale and keep the energy high. Our profession has a bright future because of Ms. Jacobson.

—Meghan Seril, Chapter Chair

Claudia G. Paredes-Sanchez
Marchion Street Elementary

Claudia Sanchez is a kindhearted, hardworking educator who generously shares her knowledge and expertise along with some encouraging words. Mrs. Sanchez is always thinking about students first, and her philosophy is that we need to help the whole child. She goes the extra mile to make a positive connection with students and organizes parent workshops. She embodies the essence of what education should be by nurturing students and finding the root of their needs so they can succeed.

—Hilda Dixon, Chapter Chair

Tritia Santos
Birdielee V. Bright Elementary

Tritia Santos is a dedicated teacher. She always thinks ahead about how to do or make something better for students. In addition to helping students, she supports families by sharing resources they may need for their children.

Tritia Santos is driven. She develops inspiring and meaningful relationships with her students and embraces any opportunity for professional development, which makes her an ideal leader.

—Oeona P. Hamilton, Chapter Chair

Marylee Peña
Lawrence Middle School

Marylee Peña has been at Lawrence Middle School for 20 years. She is the backbone of the school. She cultivates a positive, supportive, and motivating attitude at Lawrence.

Marylee is an advocate for her students in her classroom and also for her colleagues and the community. She is an extraordinary educator and human being.

—Denise Jordan, Chapter Chair
Measure EE: Member questions answered

Common concerns about how the measure will work.

Are we paying for Measure EE with the raise we just won?

For those of our members who own homes within LAUSD boundaries, you will pay a tiny fraction of your raise on this parcel tax—an investment well worth it when it leverages hundreds of millions of dollars from big business. The average homeowner will pay less than $240 per year for EE; compare that to the average raise that our members received in the strike settlement, which is more than $4,000 per year. Moreover, passing Measure EE will be an absolutely essential game-changer in fighting for future raises, class-size reduction, and more.

Won’t Measure EE hurt homeowners and renters?

Measure EE puts the lion’s share of the burden on those who can afford it the most: commercial properties and industrial sites with large buildings. Big businesses and corporate landlords would fund more than 70% of the measure, and homeowners would pay only 18%. The average homeowner would pay the equivalent of $20 a month—that modest sum allows the measure to leverage hundreds of millions of dollars from corporations.

Who is behind the No on EE campaign?

In this time of record profits and tax breaks for businesses, the LA Chamber of Commerce, the Howard Jarvis Taxpayers Association, and other reactionary corporate interests are waging a costly and misleading campaign against Measure EE. The Chamber of Commerce’s marketing materials say that its members “remain committed to the educational success of L.A.’s youth” but the funding and lobbying against Measure EE speaks volumes otherwise.

Two of the most notorious corporate sectors—oil and tobacco—are part of the campaign. The chair of the anti-EE PAC is Rodney Spackman, an executive with Chevron, and BizFed hired Matt Klink, a former lobbyist and strategist for Big Oil and Big Tobacco companies, to run its campaign. For decades, oil and tobacco companies have been cutthroat about putting corporate greed ahead of common good, leading to devastating impacts on climate change and smokers’ lives. Now they are being cutthroat about denying desperately needed funding for LA students—80% of whom live in low-income communities and 90% of whom are children of color.

What happens if Measure EE fails?

If Measure EE fails, we will be fighting layoffs, healthcare cuts, program cuts, and school closures in the very near future. Our strike engendered an outpouring of support for public schools and forced the district to use its historically large reserve to start the process of reinvesting in our students. Once that one-time money is gone, we are back to the same pre-strike conditions—and with healthcare negotiations beginning in 2020. The district has already indicated their intent to go after retiree healthcare if more ongoing funds are not available. Passing Measure EE will help us win that fight and many more.

Will charter schools benefit from Measure EE?

Just like with Prop. 30, Prop. 55, and Prop. 98 state funding, it is illegal to bar Measure EE money from going to charters. Charters will get less than 20% of the $500 million, commensurate with their enrollment proportion. This is why our struggle has always been two-pronged: fight for more revenue, while fighting simultaneously for a cap on charter growth, which is being considered in Sacramento right now. But, make no mistake: If we want to stop unregulated charter growth, we must get more money to our district neighborhood schools so that they are attractive places for parents to send their children. That money is EE.

How do we make sure that the district is accountable in how it spends EE money?

There has never been a silver bullet for accountability—not with Prop. 30, 55, or other monies. That said, we have tremendous strength to hold the district accountable on EE. Measure EE has strict accountability requirements, including an annual independent financial audit and a citizens’ oversight committee to make sure money is used for local schools. Measure EE money can be used only for a voter-approved list of student needs—needs that parallel our strike demands for the schools our students deserve, such as lowering class size and providing more nursing, library, and counseling services. All Measure EE funds are required by law to be deposited into a separate account and cannot be taken by the state or federal government. And most importantly, we will organize publicly, with a broad coalition including the mayor, to keep the district accountable.

If we walk, we win

Volunteer today to talk to voters about Measure EE.

Precinct walking for Measure EE

Sign up at bit.ly/MeasureEESignup

SATURDAY, JUNE 1

CENTRAL AREA
ACCE Action: 9 a.m. to 3 p.m. 3655 S. Grand Ave. #250, L.A. 90007

SOUTH AREA
Community Coalition: 9 a.m. to 3 p.m. 8101 Vermont Ave., L.A. 90044

SCOPE Agenda Action: 9 a.m. to 1 p.m. 1715 W. Florence Ave., L.A. 90047

WEST AREA
Korean Resource Center: 10 a.m. to 3 p.m. 900 Crenshaw Blvd. #B, L.A. 90019

SOUTH AREA
SCOPE Agenda Action: 3 p.m. to 7 p.m. 1715 W. Florence Ave., L.A. 90047

EAST AREA
Power CA Action: 10 a.m. to 3 p.m. 530 S. Boyle Ave., L.A. 90033

VALLEY WEST
SEIU Local 99: 9 a.m. to 3 p.m. 8363 E. Reseda Blvd., Suite 6, Northridge 91324

SUNDAY, JUNE 2

CENTRAL AREA
ACCE Action: 9 a.m. to 3 p.m. 3655 S. Grand Ave. #250, L.A. 90007

WEST AREA
Korean Resource Center: 10 a.m. to 3 p.m. 900 Crenshaw Blvd. #B, L.A. 90019

EAST AREA
Power CA Action: 10 a.m. to 3 p.m. 530 S. Boyle Ave., L.A. 90033

Measure EE fact sheet

✓ Strict accountability and oversight by a Citizens’ Oversight Committee.
✓ Funding can only be used for specific voter-approved purposes.
✓ Assessment is 16¢ per square foot of habitable space, not including garages and yards.
✓ 70% of funding will come from those who can afford it the most—big business and corporations.
✓ Seniors and the disabled are exempt.
✓ No direct tax on renters, and parcel tax cannot be passed on to renters under rent control.
✓ Average homeowner will pay the equivalent of $20 a month—that amount will leverage hundreds of millions of dollars more from wealthy corporations to help our kids.
PSWs take action to support students

By Cheryl Kono, LCSW, and Franny Marion, LCSW

During the strike, psychiatric social workers took to the streets, alongside teachers and other health and human services staff, to advocate for LAUSD students. The strike highlighted our union solidarity as we advocated and organized together for the schools our students deserve.

PSWs received overwhelming support for a petition to have a full-time psychiatric social worker at every LAUSD school to provide mental health services for all students. We gathered signatures from more than 1,000 LAUSD students, parents, teachers, and staff. This petition led to the creation of a motion calling for a centrally funded PSW in every school, which passed nearly unanimously at the UTLA Area meetings in Harbor, South, and East areas, and continues on to the UTLA Board of Directors and Bargaining Team. UTLA supports additional mental health services, and this will be part of the larger bargaining discussion we will be having in the coming months.

LAUSD students face high rates of trauma exposure

To help students learn, we must attend to their traumatic stress and other mental health needs. What happens when a student is experiencing suicidal thoughts, abuse, bullying, grief and loss, and/or other social-emotional issues, and does not have access at school to mental health services? Students cannot learn when they are overwhelmed by traumatic stress and/or mental health issues. When students do not feel emotionally safe and cared about at school, it is difficult to successfully engage and achieve.

LAUSD students face incredibly high rates of exposure to trauma and violence. Students experiencing traumatic stress are 2.5 times more likely to fail a grade, and they often score lower on standardized tests, have frequent absences, and struggle with language development. Nationally, the suicide rate among youth ages 10 to 17 increased by 70 percent between 2006 and 2016. According to LAUSD’s iSTAR data, 10,633 incidences of students’ suicidal ideations/behaviors were reported in 2017-2018. Out of 904 schools in LAUSD, approximately 270 have a school-based PSW. A mere 190 school-based PSWs are spread over these 270 campuses, sometimes serving a different school each day of the week. This leaves more than 600 schools without this type of crucial mental health support. PSWs offer essential crisis services, as well as mental health counseling to families that otherwise face many barriers to care. Bringing licensed and license-eligible therapists directly to schools eliminates barriers such as lack of transportation or insurance that many LAUSD families face.

Having PSWs on campus meets students’ needs

PSWs work directly at school sites, as well as within special education, crisis counseling, clinics and wellness centers, and other specialized programs throughout the district. We provide universal, targeted, and intensive supports to students struggling with disruptive behaviors, depression, anxiety, and other mental health issues that interfere with learning. PSWs help address the stigma of receiving mental health services through school-wide events, classroom interventions, and workshops for parents and teachers.

The LA City Attorney’s Blue Ribbon Panel on School Safety recently recommended that LAUSD “dramatically expand school-based mental health resources” and “increase the number of psychiatric social workers assigned to schools, with the ultimate goal of maintaining a full-time PSW at every school.”

All students deserve access to the mental health and wellness services they need to learn, engage, and thrive. If LAUSD centrally funded one full-time PSW for every school, it would be a fraction of the budget to benefit 100% of the students. Please join us in advocating for mental health services for all LAUSD students.
Field campaign volunteers

**NORTH AREA**


**SOUTH AREA**


**EAST AREA**

Adrian Tamayo, Amelie Valletio, Amy Roche, Angela Cornell, Anthony Lopez, Arturo Romo, Aurora Mireles, Benjamin Madera, Carlos Cerdan, Clifford Olin, Cynthia Roland, Deborah Chapman, Eduardo Ramirez, Gillian Russom, Hilda Dixon, Iliana Carrasco, Kimberly Sanchez, Lilian Cruz, Lorene Gault, Lorraine Quiñones, Mary Lopez, Mary Hayes, Nélvia Ambriz-Perez, Noemi Guzman, Pamela Sanders, Raymond Castro, Ricardo Garcia, Robert Goodman, Sheila Vargas, Vicente Ocapano, Yolanda Tamayo, Yvonne Gutierrez-Vasquez.

**WEST AREA**


**VALLEY EAST AREA**


**VALLEY WEST AREA**

Denisha Jordan, Hilda Dixon, Iliana Carrasco, Kimberly Sanchez, Lilian Cruz, Lorene Gault, Lorraine Quiñones, Mary Lopez, Mary Hayes, Nélvia Ambriz-Perez, Noemi Guzman, Pamela Sanders, Raymond Castro, Ricardo Garcia, Robert Goodman, Sheila Vargas, Vicente Ocapano, Yolanda Tamayo, Yvonne Gutierrez-Vasquez.

Legislation to fix broken charter laws clears hurdles

A group of bills to reform the worst abuses of the charter industry are making progress in Sacramento. The bills requiring charters to operate in its authorizing district (AB 1505-Smith) and returning control over charter authorization to local school boards (AB 1505-O‘Donnell) passed the Assembly and now head to the Senate. Other bills to enact four-year moratoria on new charters (SB 756-Durazo) and cap charter growth (AB 1506-McCarty) could be up for a vote as this UNITED TEACHER goes on press. The steady movement seen by all four bills was unhinkable before the strike, which highlighted the damage that the unregulated spread of the charter industry is having on neighborhood public schools.

To support charter accountability and the equally important demand for increased education funding, public education supporters converged in Sacramento on May 22 for a statewide #RedForEd Day of Action. Organized by our affiliates, the CFT, and CTA, the rally was perfectly timed to send a message to elected officials about community support for the pending legislation. The statewide nature of the Day of Action underscored the struggles California school districts share because of the underfunding of schools and the unregulated growth of the charter industry, sponsored by billionaires and corporations whose actions drain resources from our neighborhood schools.

Volunteers power Jackie’s victory

Goldberg has a long history of fighting for students.

Jackie Goldberg took her school board seat on May 21 and wasted no time in making an impact, giving an impassioned plea for Measure EE funding during her swearing-in ceremony and putting a halt to funds going to a charter school.

Her lopsided election victory on May 14—the captured more than 70% of the vote—was powered by educators and parents galvanizing by UTLA’s six-day strike and the chance to return a public education warrior to the school board.

Between people who volunteered with UTLA and others who worked directly for her campaign, thousands of people made phone calls, texted, and knocked on doors for Jackie.

Goldberg has a long and storied history of fighting for students, standing with educators, and partnering with parents to support our schools. UTLA welcomes Jackie’s passion to the school board and her commitment to protect public education as an essential civic institution in our city.

Note: List below does not contain names of people who worked directly for Jackie’s campaign—which is only people who plugged in to UTLA’s field efforts. Is your name missing? Email UTANews@utla.net.

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**Field campaign volunteers**

**NORTH AREA**

Kathryn Sutherland, Julie Van Winkle, Carla McNellis, Bryan Schaefer, Christopher Rey Yraola, Cindy Chong, Crisanta Velazquez, Dette Nogle, Edna Ikeda Horuchi, Eduardo Rodriguez, Elena Kelly, Elizabeth Neat, Eva Langsdorf, Gabriela Gonzalez, Greg Schiller, Gregg Solikovits, Hilda Juarez Corena, Howard Melbourn, Ingrid Gunnell, Jo McNaughton, Jamie Campbell, Jeffrey Valdez, Jennifer Villarroyo, Jo Ann Carajal, Joel Vaca, Julie Van Winkle, Kathryn Sutherland, Kelly Doran, Alain Berman, Alejandra Santiago, Amy Lee, Amy Chen, Anne Zerrien Lee, Arturo Vilches, Arturo Romo, Brenda Herrera, Brian Schaefer, Carla McNellis, Christopher Rey Yraola, Cindy Chong, Crisanta Velazquez, Dette Nogle, Edna Ikeda Horuchi, Eduardo Rodriguez, Elena Kelly, Elizabeth Neat, Eva Langsdorf, Gabriela Gonzalez, Greg Schiller, Gregg Solikovits, Hilda Juarez Corena, Howard Melbourn, Ingrid Gunnell, Jo McNaughton, Jamie Campbell, Jeffrey Valdez, Jennifer Villarroyo, Jo Ann Carajal, Joel Vaca, Julie Van Winkle, Kathryn Sutherland, Kelly Doran.

**Text campaign volunteers**

Ethnic Studies onward: The next era is upon us

by R. Tolteka Cusühтин
Ethnic Studies Teacher Leader
UTLA Chapter Chair

Intro from UTLA/NEA Vice President Cecily Myart-Cruz: For more than four years, the Ethnic Studies Now Coalition and UTLA have been at the forefront in ensuring that our students have access to Ethnic Studies classes. Our historic strike has breathed new life into our role in Ethnic Studies at LAUSD, and through the Ethnic Studies MOU we hope that all students will be able to experience these foundational classes.

Ethnic Studies is not a privilege—it is a right for every student in LAUSD and across our nation. When students see themselves reflected in the curriculum, they fare better academically. Ethnic Studies makes students more engaged with the content and begin to deconstruct internalized ideas put forward in the current curriculum. Lastly, Ethnic Studies courses aid students in becoming empowered to speak up, push back, and challenge societal norms.

The birth of Ethnic Studies

Ethnic Studies was formally birthed in academia in the 1960s out of protest centered around the right to learn and teach people of color histories (pronounced xhstoríes) and their own original courses to UCOP for A-G approval and use in the district. UTLA/CTA teacher leadership was in effect since the beginning, forming the Ethnic Studies MOU. This MOU was signed into law in 2016, allowing Ethnic Studies classes to be in effect at all California high schools.

In 2010, racist extreme right-wing legislators in Arizona passed HB 2281, outlawing Ethnic Studies in their K-12 schools. This bill targeted Tucson’s Mexican American Studies department, which had demonstrated high student attendance, graduation, and college-going rates, among other triumphs. However, rather than extinguishing Ethnic Studies with the draconian law, the Arizona State University Regents demonstrated higher attendance, graduation, and world in those days of early January that we will likely remember for the rest of our lives. Ernesto Yerena, the artist behind the poster, is also featured in the Rethinking Ethnic Studies book. Collaboration and creation come together in Ethnic Studies. Speaking of UTLA contributing authors, Guadalupe Carrasco Cardona of Hawkins High School co-authored a chapter in the RES book. She is the chair of Association of Raza Educators (ARE) Los Angeles, a co-founder of Xicano Organizers Cultivating Humanity and Indigeneity in Teaching and Learning (XOCHITL), a recently elected member of CTA State Council, and a member of the LAUSD Ethnic Studies Teacher Leadership Team, which Jorge and myself are also a part of, with about 10 other UTLA teachers.

As the AB 2016 project moves forward, UTLA teachers are leaders in Ethnic Studies and requiring all California high schools to offer Ethnic Studies classes. The Social Justice Humanitas Academies campus has synthesized a powerful eight-language Ethnic Studies Community Unity Chant!

LA school creates Ethnic Studies Community Unity Chant

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LA high school students from across the city gather at the district’s Beaudry headquarters to demand Ethnic Studies.

Speaking out

UTLA teachers on the forefront of the movement.

As UTLA members of the CTA/Stanford Instructional Leadership Corps, R. Tolteka Cusuhitin, Jorge Lopez, and Eddie Lopez present at the recent UTLA/NBCT Conference.

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Go to https://tinyurl.com/y4z2hcuc to watch a video of the chant being shared by 500 students at the school. For additional resources for teaching the chant and the meanings behind it, go to https://tinyurl.com/yjolmebh.

Interested in teaching an Ethnic Studies course?

A-G approved Ethnic Studies courses currently in the LAUSD course catalog include one semester offerings of:

- Ethnic Studies
- African American History
- Mexican American Studies
- Mexican American Literature
- African American Literature
- American Indian Studies
- Literature of Minorities in America
- UTLA/LAUSD Ethnic Studies courses are offered to all ninth-graders at certain schools, and to some ninth-graders, sophomores, juniors, and/or seniors at other schools, depending upon the school matrices. And some high schools are still completely void of Ethnic Studies. This graduation requirement will be in effect in the future. Year-long programs that combine two of the courses are recommended when possible, and a process is underway for UTLA teachers to submit their original courses to UCOP for A-G approval and use in the district.

Please let us know if you need help starting your program: Contact Ethnic Studies Teacher Leader R. Tolteka Cusuhitin at tolteka@gmail.com.

UTLA teachers as Ethnic Studies leaders

Fast forward a few years, and we find Ethnic Studies currently being offered at approximately 83 LAUSD schools, as the implementation of the graduation requirement is slowly moving forward in the district. UTLA/CTA teacher leadership in the field of Ethnic Studies continues in the present and into the future. There are UTLA teachers who are leaders in Ethnic Studies not only at the local level, but statewide and beyond. This article gives a glimpse of the work of a few.

First, a trio of UTLA teachers out of Roosevelt High School, site of the xhstoríe Walkouts of 1968, where the student demands included “Teach contributions of minorities to U.S. history and culture.” In recent years, Roxana Dueñas, Jorge Lopez, and Eddie Lopez helped establish the next era of the Ethnic Studies program at RHS, hosted Ethnic Studies conferences at the school, and had their students’ writings published, in collaboration with the community organization 826 LA. As reflective practitioners, they also recently shared at the American Education Research Association annual gathering in Toronto, Canada.

Putting their thinking into writing as well, Eddie, Jorge, and Roxana are co-editors of the recently released book I co-edited (along with Miguel Zavala, Christine Sketter, and Wayne Au). Rethinking Ethnic Studies, published by Rethinking Schools—a leading nonprofit publisher of social justice teacher resources. Jorge and Eddie are also taking their own academic paths further by pursuing their Ph.Ds at Claremont Graduate University and UCLA, respectively. And as far as Roxana goes, though you may or may not have not heard her name, you’ll definitely recognize her as the face of our union strike on the iconic poster representing throughout our city and world in those days of early January that we will likely remember for the rest of our lives. Ernesto Yerena, the artist behind the poster, is also featured in the Rethinking Ethnic Studies book. Collaboration and creation come together in Ethnic Studies.

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Healthy mind, body, and spirit

Mental and emotional wellness are important parts of your overall health. Being good to your mind is just as important as being good to your body — and that means living a healthy lifestyle, paying attention to how you feel, and doing simple things to take care of the whole you.

**Stick to a sleep schedule**
Lack of sleep affects your mood, mental sharpness, and ability to handle stress. It’s also linked to mental health conditions like depression and anxiety. To create a healthy routine, go to bed and wake up at the same time every day — even on weekends.

**Move your body, lift your mood**
Exercise can release tension, tame stress, and improve your sense of well-being. Plus, it can relieve some symptoms of depression and anxiety as effectively as certain medications — all with no side effects.

**Find your words**
Speak up if you’re struggling. The people in your life are there for a reason, so be honest with your loved ones if you’re having a rough time. They can’t help unless they know you need their support.

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Recognition for people who power our fight

WHO awards honor people for standing strong for public education.

By Cecily Myart-Cruz
UTLA/NEA Vice President

Every year the UTLA/NEA gives WHO (We Honor Ours) recognition to people and community groups that power our fight for public education. The awards are given by the WHO Planning Committee, based on nominations from fellow union members. Here is a little more about the unique contributions of each winner.

Local WHO awards

**JOCIELLY AURE**
Middleton Elementary

Jocielly Aure is a chapter chair at Middleton Elementary School and a South Area Steering Committee member and cluster leader. She has given her colleagues at her chapter both hope and strong leadership as she has demonstrated that working together toward a common goal builds strength and unity. She has worked diligently to fight back against co-location and privatization of our schools. She has participated in Prop. 39 trainings and attended townhall meetings both in and outside of our district to voice her concerns and that of other educators regarding the influence of unregulated charter schools on public education. During the strike she held firm, setting an example and motivating her chapter members and her community by organizing and maintaining a formidable picket line to send a clear message to the district. Additionally, she used social media to spread the message that public schools are being policed and that of other educators regarding the influence of unregulated charter schools on public education. During the strike she held firm, setting an example and motivating her chapter members and her community by organizing and maintaining a formidable picket line to send a clear message to the district. She has worked diligently to fight back against co-location and privatization of our schools. She has participated in Prop. 39 trainings and attended townhall meetings both in and outside of our district to voice her concerns and that of other educators regarding the influence of unregulated charter schools on public education. During the strike she held firm, setting an example and motivating her chapter members and her community by organizing and maintaining a formidable picket line to send a clear message to the district. Additionally, she used social media to spread the message that public schools are being policed and that of other educators regarding the influence of unregulated charter schools on public education. During the strike she held firm, setting an example and motivating her chapter members and her community by organizing and maintaining a formidable picket line to send a clear message to the district.

**TED HAMPTON**
Gage Middle School

Ted Hampton has demonstrated outstanding leadership in the South Area, where he is the chapter chair at Gage Middle School, serves on the South Area Steering Committee, works as an Area cluster leader distributing information to his peers, and assists with CTA and NEA elections to ensure that they are run according to UTLA election policy. Ted is an active member of the House of Representatives. In the political arena, he has dedicated himself to supporting endorsed candidates by precinct walking and phone banking to ensure that they are elected. Ted, along with his colleagues, strategized prior to the LAUSD townhall meetings on the Re: Imagine LAUSD plan by preparing questions and dominating the questioning with the deputy superintendent, local superintendents, and principals. This action opened the eyes of parents to help them understand what Re: Imagine LA really was about. In the leadup to our historic strike, he worked closely with parents in his community to help them understand our bargaining demands and how they would build better learning for their children. Once the strike came, he held strong and motivated his colleagues and community during our six days on the picket line.

**JUAN MONTEMAYOR**
Eagle Rock High School

Juan Montemayor has been an active UTLA member for 16 years at Eagle Rock High School. He became chapter chair in 2016, and his union activism skyrocketed. Not only did he take on the role of chapter leader, soon after he became an Area Steering Committee member and an area cluster leader. At Eagle Rock HS, Juan has been leading his members in organizing around site issues like creating schedules, holding parent meetings, and organizing CAT members in preparation for the strike. As a Steering Committee member and cluster leader, Juan has been organizing six schools in his area, supporting their site-organizing work and contract enforcement. He has taken control of the North Area Facebook page, ensuring that members are informed of activities and issues pertinent to not only the strike action but also social justice. Juan is an active member on the UTLA House of Representatives and CTA State Council, frequently participating in critical conversations leading up to the strike and issues that involve our state. Over the past four years he has been an active delegate to the NEA Representative Assembly and attends with fidelity, promoting social justice issues for the betterment of our members and students.

**MARY-JANICE RODRIGUEZ**
Willow Elementary

Mary-Janice Rodriguez has been a UTLA member for 16 years at Willow Elementary. She has been an active presence and a fearless leader in her union work while representing Willow Elementary as chapter chair. Thanks to her efforts Willow Elementary has 100% membership, and PACE membership has increased during her time as chapter chair. The staff at Willow Elementary recognize her as a true leader in her ability to collaborate, motivate, and problem solve. Mary-Janice was instrumental in preparing the staff at Willow Elementary for the 2019 strike for the Schools Our Students Deserve. She was instrumental in keeping up morale by having 100% participation in escalating actions such as Tuesday faculty meeting boycotts, afterschool picketing and leafleting events, and building parent, staff, and community involvement. Thanks to her efforts, the staff voted 100% in favor of authorizing the strike, and when the time came, Mary-Janice was instrumental in ensuring 100% of the staff walked out and held the line for all six days of our job action. She was at the picket line at 6 a.m. every day, setting up and preparing the day’s agenda, and coordinating getting staff to downtown rallies. In addition, she (continued on page 14)
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From the Treasurer

Our dues make us stronger

UTLA’s budget is built on a framework of organizing and representing our members.

Understanding your dues and the impact you have as a UTLA member is critical to the success of our union and our ongoing fight to protect public education in Los Angeles. This past month all members received our retro checks with the salary increases we won. Along with the salary adjustment, members saw a one-time retroactive dues deduction as well. As dictated by the UTLA Constitution, there is always a dues adjustment when changes on the salary table take effect. Our dues make us stronger and give us the resources to organize and continue fighting for our members and advocating for our students and the schools they deserve.

Our fight has new challenges that we have not seen in more than four decades. With the anti-union Janus Supreme Court decision last summer, UTLA faces a significant loss of revenue every year. Along with that, we are constantly being challenged in the courts with frivolous lawsuits from our opponents, who are relentless and have billions of dollars at their disposal. This anti-union barrage isn’t just impacting UTLA; it is a national attempt to destroy all organized labor. These attacks on the labor movement are growing because the labor movement is growing, mainly due to the incredible teacher rebellions across the country. To win this epic battle and survive for decades to come, we have to build on the momentum from our current fights to pass the charter legislation bills in Sacramento and Measure EE locally.

The largest part of our budget is spent on staff and organizing members for collective action. We have area representatives who work with chapter chairs to organize their sites and to address school-site issues such as dysfunctional administrators, unfair evaluations, and class assignment problems. Along with area representatives, we have talented directors and field organizers, which includes our communications department, research department, and parent and community organizers. These departments are leading the way in making sure our narrative is told through the “We Are Public Schools” campaign. Our members have always wanted our story front and center, touching our communities everywhere, and UTLA is making sure that happens.

Being the second-largest educator union in the country, we have many different constituent groups that we represent—groups like health and human services, counselors, special education, early education, adult education, and substitutes. All of these groups have area representatives organizing them and advocating for their contractual rights on a daily basis. These specialized constituent groups have different issues, and UTLA proudly fights to make sure your working conditions and rights are protected.

We are at the epicenter of the privatization movement, and we have an amazing charter organizing team that works with our unionized charter schools, as well as proactively fighting to organize and unionize other charter educators who come to UTLA for support—charter educators like those at Alliance schools, who are moving closer to getting union contracts to give them a greater voice at their schools. This year our charter organizing team was successful in leading the first charter school strike in Los Angeles.

Our budget also allocates area funding. UTLA is divided into eight areas, and each area has a budget allocation to conduct business, such as area meetings, special events, parent organizing forums, and other events that give our members access and a voice. Along with areas, our budget allocates funding for dozens of committees that encourage educators to participate in various decision-making spaces so that we can address the needs of all our members—committees like the Elementary Committee, Special Education Committee, and many more. To create these opportunities for our members’ input and participation, we need to maintain our UTLA building. This requires resources as well, and our budget reflects that.

Leading the fight takes capacity

Right now, we are spearheading a monumental effort to bring $500 million in local funding to our schools through Measure EE. The organizing structures we have established over the past few years will undoubtedly help us win. Along with our organizing structures, the partnerships we have built with community groups will be incredibly helpful in passing Measure EE, pushing back on the privatizers, and collectively fighting for the schools our students deserve. UTLA is setting the tone for what the labor movement will look like for decades to come. All of this great work that UTLA is leading takes capacity, resources, and solidarity. You are now part of a historic movement.

Stronger together:

Find info on dues, the membership application, and other resources at www.utla.net/members.

By Alex Orozco
UTLA Treasurer

Dues breakdown

7% Governance

UTLA’s democratic structure includes seven officers, the Board of Directors, and the House of Representatives. Along with these governing bodies, we also have dozens of Standing Committees that meet on a regular basis. This portion of your dues pays for all of these policymaking bodies to be able to meet and govern.

8% UTLA Building

UTLA’s headquarters on Wilshire Blvd. houses our staff and officers as well as provides space for committee meetings, trainings for members, and local community events. Our building also houses our Support Network, which is a great benefit for members seeking National Board Certification.

6% General Operations

This section covers operating costs—from software and hardware to everyday items like office supplies and copy machines—that keep our union running efficiently.

39% State and National Affiliates/Group Legal Services

UTLA is part of state and national unions: NEA/AFT and CTA/CFT. Our national and state affiliates are constantly advocating for legislation on all levels that protects educational funding and our professional rights. Belonging to these affiliates gives UTLA the opportunity to be a part of Group Legal Services, which provides our members with the best legal protection available to educators in the country. The affiliates also provide our members with various forms of professional development, grants, and other benefits such as home protection during natural disasters.

40% Organizing, Mobilizing and Member Services

This portion goes to UTLA staff compensation and healthcare for administrative and field representatives who support member organizing as well as protecting workplace rights through grievances and helping chapter leaders organize school sites. It also covers staff who work directly on school-site issues like co-location, overtesting, special education, and many other concerns that impact our members. Along with onsite support, this portion funds our ongoing media campaign, public and community outreach, and all necessary elements involved in a robust and fighting union, including a research department, communications department, and political and community organizing program.
From the AFT VP

Measure EE: An investment that makes sense

A few hundred dollars from every homeowner will leverage thousands from corporations.

By Juan Ramirez
UTLA/AFT Vice President

At every meeting with other unions that I’ve attended lately, members are still talking about our successful UTLA strike in January. Our union gets credit for having done something that many see as an inspiration in the labor movement.

I tell them that our work is not done and that we must continue to demand that our students get what they deserve. The strike forced the district and the state to realize that we are serious when we say that our schools are being starved and something must be done.

One of the major developments the strike brought to our city is Measure EE. Voters on June 4 will have the opportunity to say yes to more student funding for the children of Los Angeles. It was less than a year ago that the LAUSD School Board voted down a parcel tax resolution—but after watching 60,000-plus educators, parents, students, and other labor unions march during our strike to demand more education funding, this time the LAUSD board voted for Measure EE unanimously.

The city and the district saw that this was the best time to put Measure EE before voters. Now we must make sure this measure gets the two-thirds votes it needs to pass so we can start moving toward our goal of 20 by 20—$20,000 in per-pupil funding by the year 2020. Measure EE is more progressive than other measures I have seen that charge a flat rate for all property owners, whether the property you own is a 30-story skyscraper or a modest family home. Measure EE will assess 16 cents per square foot of livable space. Doing it this way guarantees that wealthy corporations pay the lion’s share of the funding, and the average homeowner will pay only $238 a year.

When I visit schools, I hear different questions or concerns about Measure EE. I always tell people that if we look at this measure as an investment, it makes a lot of sense. I will be paying a few hundred dollars per year because of this new tax; that amount will leverage thousands of dollars from corporations, which will end up paying a lot more than what I will. This measure will bring about $500 million for our students, and the new revenue will be audited and overseen by a citizen’s oversight committee.

Now is the time we start ending the funding drought we’ve been living with for decades. Right now, we have the power to speak with authority about Measure EE. It’s time to get out of 44th place out of 50 states in student funding. Let’s build on what we started with our strike. We have an opportunity to change public education here in Los Angeles. Get involved and vote for Measure EE.

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Ending a school year like no other

The context of our historic year.

By Arlene Inouye
UTLA Secretary

As we wind down the school year, the word among our members is that this has been a year like no other. It has certainly been that for me. I will never forget what we experienced together in the strike of 2019. In fact, educators around the world have made 2018 and 2019 an extraordinary time, and some are saying that this is the moment the working class finally took action. Let’s look at this broader context as we reflect on our January strike.

What caused the wave of resistance and strikes?

Maybe we should be asking what took educators so long to strike? When adjusted for inflation, 25 states spent less on public education in 2016 than a decade ago, according to the Center on Budget and Policy Priorities. The American Federation of Teachers estimates that state governments have shortchanged K-12 public education by about $20 billion. At the same time, all 50 states are facing a teacher shortage, and it’s no wonder that with lower pay and less academic freedom for teachers, the joy of discovery and learning has been diminished.

NEWS FROM UTLA/NEA

(continued from page 10)

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96th Street Elementary

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AKIMI SUJISHI-WATSON

Canyon Charter Elementary

Once Akimi Sujishi-Watson sets her clusters on the strike lines, being on there often at 4 a.m. to make sure materials are available, she makes it her personal responsibility to make it work, with the help of Jennifer Villaryo, her wife, Marienel. Running the drop site was full responsibility to make it work, with Jennifer Villaryo, her wife, Marienel. Running the drop site was full responsibility to make it work, with

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Longtime teacher and UTLA activist Ray Harner passed away on April 19, 2019.

Ray was born in Chicago to Claud and Mildred (Starr) Harner on December 25, 1938. After graduating from Lena High School, he received his bachelor’s degree in sociology from McPherson College before moving to Los Angeles. He received his teaching credential and master’s degree in psychology from Cal State Los Angeles and taught with Los Angeles Unified School District for 49 years. He had a deep fondness for the outdoors and spent his days reading and gardening.

He also has a passion for music, having been active in UTLA, serving as chapter chair. Ray was a two-time cancer survivor. After graduating from Lena High School, he was very limited, and the end approached quickly. Ray is survived by his second wife Olivia Wingate Harner, Gabrielle Brumbach, Colette O’Brien, and Marylou Harner; and bother Carl Harner. O’Brien, Audrey O’Brien, Kimberly Harner, and Ryan Harner; and bother Carl Harner. His ashes will be laid to rest at Cathedral of Our Lady of the Angels in Downtown Los Angeles.

Ray was the baby boy of a very close-knit family. Upon graduating from Wall Street Academy in Tallassee, Alabama, to the union of Ruth Smith Dumas and Hubert B. Webb, Sr. Alfonzo was born on November 23, 1940, at Tallassee Hospital in Tallassee, Alabama, to the union of Ruth Smith Dumas and Hubert B. Webb, Sr. Alfonzo was the baby boy of a very close-knit family. Upon graduating from Wall Street High School at the age of 16, Alfonzo left for the choir, wrote for the church bulletin, and held many fund-raisers to support the young Pravaham girls for multiple years. She loved her three sons, Mathew, Michael, and John; her doggies; her friends; her students… people. Alma was a lover of nature and all the beauty around us.

A post from Alma’s Facebook said it all, “Be involved, vote, make a difference. Don’t just sit back and watch. Be a part of life and the world around you.”

Alma was deeply involved with life here on Earth and will be deeply missed.

—Julie Jurgens

Alfonzo Clifton Webb, Sr.
Alfonzo Clifton Webb, Sr. of Inglewood was called home on Easter Sunday, April 21, 2019, surrounded by his loving family. Alfonzo was born on November 23, 1940, at Talladega Hospital in Talladega, Alabama, to the union of Ruth Smith Dumas and Hubert B. Webb, Sr. Alfonzo was the baby boy of a very close-knit family. Upon graduating from Wall Street High School at the age of 16, Alfonzo left for the choir, wrote for the church bulletin, and held many fund-raisers to support the young Pravaham girls for multiple years. She loved her three sons, Mathew, Michael, and John; her doggies; her friends; her students… people. Alma was a lover of nature and all the beauty around us.

A post from Alma’s Facebook said it all, “Be involved, vote, make a difference. Don’t just sit back and watch. Be a part of life and the world around you.”

Alma was deeply involved with life here on Earth and will be deeply missed.

—Julie Jurgens

Alfonzo Clifton Webb, Sr.
CTA Unexpired Term elections

By Laura Carls & Deborah Schneider-Solis
UTLA/NEA Election Committee

UTLA/NEA members will elect CTA State Council representatives for unexpired terms at elections scheduled this year for the August 28 Area meetings. These delegates will join the other UTLA representatives when the council continues for the 2019-20 school year.

The State Council acts as CTA’s policy-making 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 negotiation issues. The council meets 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.

CTA State Council
Year-Round Absentee Ballot Request

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

My vote will correspond 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., August 14, 2019, 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 August 20, 2019, and must be received via U.S. mail by 5:00 p.m., on August 28.

CTA State Council
Unexpired Term election notice

Are you interested in representing UTLA/NEA members at the state level? CTA (California Teachers Association) State Council, a policy-making body that meets quarterly, has openings for representatives to fill unexpired 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 August 14, 2019. The election will be held at the August 28 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 August 28.

Self-Nomination Form

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: □ CTA State Council
□ August 28 □ October 2

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., August 14, 2019, 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 (attention: Cecily Myart-Cruz, UTLA/NEA VP) during regular business hours from 9 a.m. to 5 p.m.

CTA State Council
Unexpired Term election timeline

May 24, August 9: Nomination forms, timeline, and absentee ballot request forms in UNITED TEACHER.
August 14: Self-nomination forms and absentee ballot requests due to UTLA headquarters 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.
August 15: Letters sent out acknowledging receipt of nomination forms.
August 20: Absentee ballots sent out.
August 28: Elections at all UTLA Area meetings and UTLA headquarters from 9 a.m. to 5 p.m.
August 28: Absentee ballots due back to UTLA by 5 p.m. by U.S. mail only (no faxes or emails).
August 30: Area and absentee ballots counted. Letters sent to winners and results will be posted at www.utla.net by the end of the next business day.
September 9: Deadline to submit election challenge in writing to Cecily Myart-Cruz, UTLA/NEA Vice President, provided a runoff election is not required.
September 13: Absentee ballot for runoff sent.
October 2: Runoff election, if needed, at Area meetings and at UTLA headquarters from 9 a.m. to 5 p.m.
October 2: Absentee ballots due back to UTLA by 5 p.m. by U.S. mail only (no faxes or emails).
October 4: Area and absentee ballots counted. 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.
October 14: Final date for challenges to be submitted in writing to Cecily Myart-Cruz, UTLA/NEA Vice President, provided an additional runoff election is not required. Please contact Vivian Vega for appropriate form at 213-368-6259.
Chapter elections: Build a strong foundation for next year

It’s that time of the year when UTLA members make a critical decision—who will serve as your UTLA chapter leaders.

Having chapter leaders and a Contract Action Team makes a big difference—the difference between members being able to resolve conflicts with administration, being able to enforce our contract agreement, and having the ability to organize around critical school-site concerns and broader issues that impact your staff. Last year we had a record number of chapter members making a critical decision—leaders representing more than 800 school sites and our special category members, veteran leaders. This year, the conference will be held in downtown LA, July 24 to 26. To make sure every chapter chair gets invited in time, it’s crucial that we receive the Notice of Chapter Chair Election form as soon as possible.

Elections forms & resources: Notice of Chapter Chair Election form and the election rules can be downloaded at www.utla.net/members/chapter-chairs.

NEW COURSES COMING SOON!

$10 COUPON ON ALL 3 SALARY POINT COURSES
Applies To Sale Prices!
USE CODE: UTLA19

GETTING GOOGLED
YOUR STUDENTS WILL NEVER LOSE THEIR HOMEWORK AGAIN

The goal of this course it to provide participants with an introductory knowledge of Google Drive applications, strategies and best practices for making use of them in the classroom, and an awareness of the potential benefits and challenges of implementation.

United Teacher • for the latest news: www.utla.net May 24, 2019
PASSINGS
(continued from page 15)

Alabama to follow his older brothers into the armed services. He joined the United States Air Force and received an Honorable Discharge for his service in 1965. His time in the Air Force traveling to various bases inspired a desire to learn more about various cultures. Alfonzo briefly lived with siblings in Detroit, Michigan, and Akron, Ohio, before deciding to settle in Los Angeles. He completed training at the Los Angeles Police Academy, graduating in the William H. Parker class of 1966, and became a police officer for the Los Angeles Police Department.

Al’s travels took him back to his hometown, where he met a friend of the family and fell in love. On June 1, 1969, he united in holy matrimony with Annie Lois Lykes at Wall Street AME Zion Church. Together they moved to Los Angeles, California, and made a home. He left the LAPD to join Flying Tigers Airlines as the Chief of Cargo Security. During his service there he received a presidential commendation.

Alfonzo further pursued his passion for knowledge by earning a bachelor of science degree in business administration from California State University, Los Angeles; a Spanish degree from Florida State University; and master’s degrees from the University of Redlands and the National University (2002). This focus on education led him to his ultimate career aspiration in public education. Al worked for the Inglewood Unified School District from 1984 to 1995, serving as Spanish language translator for the Adult School Office, staff development leader, head of Career and Technical Education; chief examiner, accreditation coordinator, high school ELL coordinator, and history teacher, among other responsibilities.

In 2002, Alfonzo joined the Los Angeles Unified School District as the South Central Los Angeles Comprehensive Drug-Free School Zones project director at Locke High School. Through the Drug-Free School Zones Project, Al helped more than 500 students find employment with Los Angeles World Airports, the Los Angeles Times newspaper, and other local businesses. In the fall of 1996, Al left the Drug-Free School Zones Project to become a teacher at 118th Street Elementary, then a special education teacher at Bethune Middle School. He was elected to serve as the UTLA chapter chair for several years at Bethune Middle School and continued participating with UTLA retirement meetings. Al and his wife, Annie Webb, retired from the Los Angeles Unified School District in 2009.

Al was a devoted member of First United Methodist Church in Inglewood and served as a lay speaker for several years. He loved to sing, travel the world with his family, tell stories, and give children guidance and financial support. Alfonzo loved his family and they loved him.

Alfonzo Webb is survived by his loving and devoted wife of 49 years, Annie L. Webb, and their three children, Alfonzo C. Webb, Illinois (Tene), Redondo Beach; Jonathan L. Webb (Angele), Los Angeles; and Monica O. Webb, Inglewood; and his nephew whom he considered a son, Carl D. Stewart, Jr. (Colette), Dallas, Washington. Alfonzo was preceded of and loved by all six of his grandchildren: Alfonzo C. Webb, Ill., Alexis C. Webb, Ashton C. Webb, Imani N. Webb, Amber A. Webb, and Khalia P. Webb. He is survived by siblings Wayne Webb (Verdelle), Huntington Beach; Mary Frances Collins (Eugene), Inglewood; Howard Charles Webb, Akron, OH; Helen Flowers, Inglewood; Erma Gaddis, Detroit, MI; Margaret Webb, Los Angeles, brothers and sisters-in-law Carl D. Stewart (Martha), Tallasse, Al; Cynthia Brooks (Larry), Camp Hill, Al; Jennifer Jellis (Jamelle), Tallasse; Beverly Stewart-Lewis (Percy), Tuskegee, Al; Helen Stewart, Auburn, AL; and Keith Stewart (Andrea), Montgomery, AL. He also leaves a host of nieces, nephews, family, and friends who became family. He was preceded in death by his parents, sister Lena Jones, and brother Warren B. Webb.

To honor Al’s memory, donations can be made online or by mail to the Myasthe- nia Gravis Foundation of America, Inc. at www.myasthenia.org.

Alfonzo Clifton Webb, Sr. positively influenced many people with his love, faith, and words of wisdom.

GRAPEVINE
(continued from page 23)

ography of Kwame Brathwaite” and “Fearless Fashion: Rudi Gernreich” will serve as platforms for exploring the craft of storytelling through photography, fashion, and theater arts. In this three-day workshop, teachers will participate in hands-on, artist-led workshops; design interdisciplinary lessons that support language arts, social studies, math, and science curricula; and gain access to priority registration for Skirball 2019-2020 school tours and programs. The workshop is $100. Program materials and breakfast included. To register: skirball.org/storytelling. For questions, email teacherprograms@skirball.org.

Summer Arts Studio for Educators
In the Summer Arts Studio for Educators, teachers actively participate in creating, performing, reflecting on, and assessing their own work and teaching practice. Teams of educators work side-by-side with Music Center master teaching artists as reflective learners and collaborative partners. Through this process, educators gain hands-on, creative tools for arts integration, renewed ownership, and firm commitment to transform their classrooms through the arts. The open training sessions offered are:

• Arts Integration Retreat (July 23-25, 9 a.m.-3 p.m.)
  “Engaging English Language Learners Through Theatre and Movement” is designed to provide teachers with tools to develop English language capacity in students. This three-day training for grades K-8 educators will engage teachers in theatre and movement experiences that advance English language development. Led by Music Center master teaching artists David Guerra (theatre) and Kristen Smiarowski (movement), this experience will emphasize development in listening, speaking, reading, and writing in inventive and joyful ways. $150 fee includes curriculum materials and parking.
  One LAUSD salary point or 1.5 LMU extension semester units.
  Register for either session at www.musiccenter.org/education/Professional-Development/Summer-arts-studio.

LAUSD substitute teacher Viola W. Adams has passed away.
Viola was born on November 9, 1921, the fifth child of eight children to the union of the late Mr. Fate Williams and Mrs. Florence Olive Williams in Holly Ridge, Mississippi.
In her early 20s she met the late Willie Dean Adams and married him in 1945. From this union they had three daughters. Some-
our co-chair representing higher education, with Ethnic Studies teacher and professor leaders throughout California serving on the committee. I am proud of our work in Sacramento, especially considering the time and parameters we were given. The next stages of this project are at the California Instructio nal Quality Commission and State Board of Education, where it is legislated to be ratified in 2020.

In the realm of teacher-led professional development, along with the ARE Praxis series Lupe helps host and organize, she is also a recent addition to the CTA/Stanford Instructio nal Leadership Corp’s Ethnic Studies team, which offers Ethnic Studies professional development for teachers, and which Jorge, Eddie, and I are entering our third year with. Through the ILC, we have been blessed with experiences, including present ing at the annual Sustaining Work in the Field Conference, at the UTLA National Board Certified Teachers Conference, to teachers in the UTLA Teacher Education Program Ethnic Studies Cohort, and to the CSUN Teach ing Credential program — helping guide the next generation of Ethnic Studies teachers. Another highlight for our ILC ES team was presenting to the Civil Rights in Education Committee at CTA State Council for union leaders from throughout the state, with CTA Vice President Theresa Montaño, CTA Board Member (and UTLA West Area Chair) Erika Jones, UTLA Vice President Cecily Myart Cruz, UTLA teachers and state council reps Ingrid Villeda and Kelly Flores, and many more in attendance and support — a beautiful and transformational moment.

Beyond Ethnic Studies–specific content, UTLA teachers are also helping guide the general social science teaching literature, through their work with Ethnic Studies. Over at the Los Angeles Center for Enriched Studies, UTLA teacher Ingrid Fey, also a member of the LAUSD ES Teacher Leadership Team, has been teaching Ethnic Studies for several years, and recently authored a forthcoming piece for Social Education, published by the National Council of the Social Sciences, that outlines her thematic approach to the course. This is just a sampling of the work UTLA Ethnic Studies teachers are involved with, in and beyond our classrooms.

Youth dignity is part of it

All of the aforementioned ES teachers are credentialed in history-social science; however, Ethnic Studies is interdisciplinary. At Fairfax High, ELA teacher Deirdre Harris (now at Gardena High), taught African American Literature for several years and has even taken her students on trips to Africa and the US South for educational experiences. Deirdre is also a contributing author in Rethinking Ethnic Studies. At Dorsey High, Noah Lippe-Klein has been teaching African American History, while being a leading adult advocate, along with UTLA teacher Dipti Baranwal, for the youth-led organization Students Desire, which has been advocating for stopping so-called random searches on our campuses. This was a key part of our contract agreement for Community Schools, with the stipulation that they will offer a more humanizing and effective alternative to random searches for the safety and dignity of our students. Ethnic Studies goes beyond the classroom and into the realm of action civics, youth participatory action research, and helping bring an actual change to make our communities and world a better and more dignified place for all. Other UTLA members of the LAUSD Ethnic Studies Teacher Leadership Team over the past couple years include Gabriel Orozco, who also serves on El Rancho Unified’s School Board (the first board in California to pass an Ethnic Studies graduation requirement, helping to set the foundation for our resolution) and who integrates Ethnic Studies into his special education classes; Will Salinas; Sneruei Aziikwe; Gamie Gamboa; Mirella Flores; and Carlos Jimenez, who wrote a Chicana Studies textbook in the 1980s, united in our teacher strike of 1989, and retired last year after decades of service as a UTLA teacher. Our Ethnic Studies Interdisciplinary teacher leaders span generations, as we connect to the roots of ancestral knowledge, learn from our students, and put our all into this work for our present and posterity, within and beyond the realm of education.

The next era is upon us

Finally, it must be noted that new CTA-endorsed legislation, AB 331 (Medina), is supported by State Superintendent Tony Thurmond and is currently in the California Senate’s Appropriations Committee. If signed into law by Governor Gavin Newsom, it would require all California students to take Ethnic Studies (other states, including Indiana, have passed similar legislation). Ethnic Studies has been working toward this moment, in movement, for more than 50 years! Massive amounts of work are happening in and around Ethnic Studies, and I hope that this familiarizes you more with how UTLA teachers have been involved and at the forefront of it, in solidarity with teachers representing local unions throughout California and the country. This article highlights the work of a few UTLA teachers who are leaders in Ethnic Studies and in the field. There are likely many more of you out there, both here in UTLA and in our sister unions as well; to loop in to more of this work, please contact me at tolteka@gmail.com as we continue this forward movement throughout LA/Yangna, California, and beyond. The next era is upon us. Ethnic Studies onward!
Note from the UTLA-R President
Healthcare costs: Some good news and some bad news.

By John Perez
UTLA-Retired President

HBC oversees millions in healthcare savings: Over the years we have reported to you that the Health Benefits Committee has done a great job of managing our health plans. On April 12 the district’s Risk Management Office reported that the HBC’s decision to institute a 50-state Medicare Advantage Plan for our members in the Anthem and the Health Net plans will save our plans about $50 million this calendar year! In addition the report said that the Employee Group Waiver Plan that was instituted by the HBC a number of years ago will save $150 million over a five-year period, and the Dependent Eligibility Audit has so far resulted in $26.2 million in money not spent on ineligible dependents. Over the years the HBC has been a tough negotiator with the various insurance and health companies and has kept down the annual increases in the costs of our plans. We should all thank our late president Helen Bernstein for getting Willie Brown to make the HBC part of the settlement in 1992-93 when we had to accept a 10% pay cut. Out of adversity came an improved plan for our members by giving the unions stewardship over our health plans through the HBC.

Teacher “wage penalty” growing: The Economic Policy Institute just published its annual report on the teacher “wage penalty.” Since 1993 the EPI has been tracking the difference between what teachers are paid and what other professionals with the same educational requirements earn. In 1993 the “penalty” was 5.3%, but in 2018 the penalty was 21.4%! Teachers’ benefit packages include defined benefit pensions and better health plans, which make up 29.1% of their total compensation as opposed to 21.5% for all other professionals. The better benefits that teachers receive reduced the overall compensation penalty to 13.5%, but that is the highest it has ever been. The total compensation penalty has been growing since 1993—only 8.7% in 2010. EPI believes the wage penalty of 21.4% is one reason why the country has a teacher shortage. If college students know they can make 21.4% more in something other than teaching, why become a teacher? Why indeed?

Middle class hit by healthcare costs: On Cinco de Mayo the L.A. Times ran two front-page articles on how high-deductible plans are hurting middle-class families who are having trouble paying for the medical care they and their families need. In 2003 the right to choose the doctor one wanted and the benefits that plans offered were more important than the cost. The Times found that today the cost, deductibles, and premiums are more important than choosing a doctor or the benefits a plan has. Because the U.S. is one of the few industrialized countries without a national health service, the cost of medical care in our country is twice as expensive as it is in Canada and the European countries that have national health plans. What retired LAUSD educators have— an excellent plan that we pay NO premiums for and that follows us into retirement—is what every American should have.

Political power will help protect our healthcare: In 2020, our health benefits are back up for negotiation. Who sits on the school board will have a major impact. We’ve seen charter board members like Nick Melvoin target our healthcare, wanting to reduce benefits by $400 million a year! Take $400 million out of the $1 billion the district pays to keep us and our active colleagues healthy, and we will be like the people in the Times article, choosing between having dinner or paying for medicines and treatments we need. This is why I have been pushing PACE membership. Only by fully funding anti-charter school board candidates like Jackie Goldberg can you and UTLA protect our benefits. If you have not joined PACE, please send in that PACE card we sent you. If you have misplaced it, send me your name by email, and we will get you another one.

John can be reached at tpapabear46@aol.com.
Bilingual education

Why bilingual differentials are critical.

Bilingual and dual-language education is not just about language learning. It’s about guaranteeing a voice for everyone who is not an English-speaking native, about affirming their homes, their families, their communities, their cultures. For 20 years, it was English-only in our schools. For 20 years our bilingual teachers were silenced as well. Some schools forbade traveling, translating, even for beginning students. Then in 2016 the world view changed. Education for a Global Economy—EdGE, or more commonly known as Prop. 58—passed in California by 73.5% of the voters. In LAUSD we have three groups of bilingual teachers. The smallest group is the battle-scarred few who were able to maintain bilingual classrooms since before and after 1998 and the passage of Prop. 227. We have another group of teachers who have opened new dual-language classrooms in the last few years. And we also have thousands of teachers whose first language is something other than English who are neither in possession of the BCLAD authorization nor have taught in a dual program.

The district created the first bilingual differential stipend in the 1970s to attract qualified bilingual teachers into brand-new program. But that program was transitory, meaning that by third or fourth grade, students were transitioned into SEI classes (not reclassified, just put into a different program). That model was the basis for paying the differential. As ELs went up the grades, more English was used for instruction, so only teachers of beginning level ELs were compensated for their language skills as well as pedagogy and methodologies used. Dual-language programs, on the other hand, are taught

NEWS FROM UTLA/NEA

(continued from page 14)

Arminta Street Elementary in 2009. At her first Area meeting, she met the then-NEA VP and asked how she could be more involved. Never- thing you know, she’s one of the helping hands/—UTLA area elections committee. Right after that, she received a RIP pink slip. Never one to miss an opportunity (or back down from a challenge), Erika began drawing on her creativity and began organizing. Her first action was setting up chairs in front of her school: one for every RIP’d teacher. Her actions at Arminta did not go unnoticed. She was quickly asked to speak at a big UTLA rally. Following this, she was targeted by the calamity of her former School Board Member Nury Martinez about the opening of Julie Korenstein Elementary in North Hollywood and Public School Choice 1.0, which gave new schools away to charter operators. She organized her school and local community, holding a standing-room-only meeting to educate, agitate, and finally activate their indignance over the fight to keep Korenstein Elementary public and not hand it over to private corporate charter. In 2010, Erika was instrumental in organizing a rally in March at CSUN with Teresa Montana, when huge budget cuts were looming like Rodan’s. Teresa Montana, when huge budget cuts were looming like Rodan’s. Erika began organizing a rally in March at CSUN with Teresa Montana, when huge budget cuts were looming like Rodan’s. Teresa Montana, when huge budget cuts were looming like Rodan’s. Erika began organizing a rally in March at CSUN with Teresa Montana, when huge budget cuts were looming like Rodan’s. Teresa Montana, when huge budget cuts were looming like Rodan’s.

Community Gold WHO awards

EASTSIDE PADRES CONTRA LA PRIVATIZACION

Erika was an NEA alternative director and currently sits as our CTA director—a position she has been in for the past four years, where she has increased communications with CTA and UTLA and lobbied both in Sacramento and Washington, D.C.

LA and fighting for the Schools LA Students Deserve. The parents led a successful East Area Parent Summit at Lorena School Street, where they shared strategies for fighting the privatization of education. Some members threatened to work together for school funds at Sacramento and to talk to legislators about the impact of AB 2731, a much-needed bill that would raise money annually for public schools. They spoke at the 2018 UTLA Leadership Conference, letting members know their commitment to stand with educators. During the UTLA strike, they walked alongside educators because their fight was our fight. They took on school board members like Monica Garcia and Nick Melvoi and Superintendent Austin Beutner to demand better learning conditions for our students. The parents have also taken on nonsupportive city politicians like Jose Huizar and demanded that they support public education and the students that they represent.

CATHY FAMILATHE

ILWU Southern California District Council President

Erik’s collaborative leadership has formed relationships with other teachers’ unions, community organizations, and of course, the Internation Longshore and Warehouse Union in San Pedro. From the get-go, ILWU was ready, willing, and extremely enthusiastic to form a relationship with UTLA. The ILWU Southern California District Council president, Cathy Familathe, contacted UTLA asking what they could do to assist the union in the LAUSD. At Palisades Charter School Farms and so it began with strategy meetings, educational junkets, and dispatching ILWU sisters and brothers to disrupt and discourage charter school planning meetings all over Wilmington. The ILWU needed to be at the forefront of the fight.

As time progressed, their involvement and support deepened for UTLA, public schools, and all of our children who attend them. ILWU was easily among our staunchest champions of public education that they have proven themselves to be, repeatedly. They staged a sit-in at the LAUSD main office where they demanded Austin Beutner and the school board negotiate with them and where the only response they got was a threatening police. Undeterred, they escalated their actions by crashing Austin Beutner’s lavish Palisades mansion during a $300-a-plate fundraiser, forcing the LAUSD superintendent to run and hide, not once, but twice. They shut down the LAUSD School Board meeting not by chanting, but speaking truth to power at the mic and courageously refusing to yield, even in the face of aggressive confrontations by various board members. Students Not Suspects was without a doubt the strongest, most focused, and passionate supporters during the UTLA strike of not only students but the teachers of LAUSD as they showed by their courageous actions that they were indeed in it for the long haul for ways and venues. There can be no question that Students Not Suspects exemplifies the highest degree of what American education is charged with fostering.

May 24, 2019
LAUSD JOB OPENINGS

South Shores Elementary Magnet School for the Visual and Performing Arts (located in San Pedro, LD S) is seeking highly qualified applicants for teaching positions for the 2019-2020 school year. Candidates must be knowledgeable in teaching Common Core curriculum, as well as demonstrate initiative in applying the new standards in creative and engaging ways in the classroom to reach all learning abilities and modalities. Extensive experience working with children in the visual and performing arts, with a strong emphasis in dramatic performance, directing, dance, set design/stage crew or vocal music instruction, is required. Experience in integrating technology into the classroom is favored. Please email a cover letter with your resume to psuzuki@lausd.net or call 310-632-6596.

Polytechnic High School’s Math, Science, and Technology Magnet anticipates an opening for a talented physics teacher for the next school year. Our magnet supports 400 9th-12th-grade students. We offer a rigorous college prep program designed to prepare students for university studies in fields that require a strong background in math and science. We are looking for an individual able to teach honors and AP physics. Much have a desire to challenge and support students. Please send inquiries or resumes to Devon Richter at devon.richter@polyhigh.org.

The Humanitas Magnet for Interdisciplinary Studies is looking for committed, caring, enthusiastic teachers willing to collaborate to make our program a success. Please send inquiries and resumes to: Alaina Kommer, amc8418@lausd.net.

LAUSD JOB SHARE

I am looking for a half-day work partner for the 2019-2020 school year. You would teach fifth-grade in an environmental science magnet at Multnomah Elementary. We have a green and beautiful campus, with a very supportive staff. Please text Ken Omburn at 323-393-3617 or send email to keo96116@lausd.net.

Looking for a moderate-to-severe special education teacher to job share for the 2019-2020 school year. I teach at Baldwin Hills Elementary in the upper AED program, 4th and 5th grade. Contact information: Lorena, ldd3278@lausd.net.

Looking for a TK teacher interested in job sharing with me for 2019-2020 and beyond at my wonderful school in North West area. Partner must have permanent status and all child development units required to teach TK. Please call or text if interested, (818) 421-9755.

Looking for a job-share partner for the 2019-2020 school year in the South area or West area. You can share my moderate/severe special education teaching position at a high school in the South region or I can come to your school to share a job with you there. I am interested in any level. I’m a credentialed special education teacher with 20 years’ experience. I hold both the mild/moderate and moderate/severe credentials and have experience teaching both and at all levels. I am working half-time because I am in school part-time. Please text or email me if you are interested. Sumi Bhatia, (310) 344-2109 or sumibee@yahoo.com.

Looking for half-day work partner for the 2019-2020 school year at my school in the Northwest valley. I teach third grade. Please contact Mary Matsuno at mmatsuno1963@att.net.

RSP teacher at University High seeking job share partner split semesters. Wonderful supportive staff, great parents and students. Westside. Contact Nancy Cohen at ner7520@lausd.net.

Looking for a dynamic partner for the 2019-2020 school year. Would most likely be for third grade. Contact info: jessicarachel@gmail.com.

Job share partner wanted for the 2019-2020 school year. The candidate must have a multiple subject teaching credential, preferably has a BCLAD, is knowledgeable in balanced literacy, has a strong sense of social justice and is a great team player. If interested in working at an amazing school near DTLA, please email me at adhaliarevalo@gmail.com.

2019-2020 Job-share opportunity at my school in North East area. 5th grade job-sharing at a great school with supportive principal. Call or text me (818) 400-6069.

Looking for a job-share partner for the 2019-2020 school year at my school in the north west area. This is my fourth year job-sharing, but my partner is retiring. Please text or email me if you are interested. Anginée Andreas, (818) 515-9477 or axb1412@lausd.net.
Online class on LA history
“Response to Intervention: Practical Information for the Classroom Teacher” is a course that provides an introduction to the Response to Intervention (RTI) process for special education teachers, general classroom teachers, parents, and related professionals. RTI is a multi-tier approach to the early identification and support of students with learning and behavior needs. It teaches how to provide struggling students with interventions at increasing levels of intensity to accelerate their rate of learning and behavioral change. Call the VESi registrar at 800-333-6744 between 8 a.m. to 5 p.m., Monday through Friday, to register. Two salary points available. The class is delivered online, and the registration fee is $160.

Salary point class on WWII
The Norton Simon Museum in Pasadena is holding an Afternoon for Teachers on Sunday, July 21, from 1:30 p.m. to 3:30 p.m. Join the museum for a new professional development program celebrating teachers and exploring the museum’s collection, teacher resources, and school and youth offerings. Enjoy themed, interactive tours of the museum; standards-aligned art-making activities; complimentary curriculum packets, lesson plans, and other resources; giveaways; a raffle; and special discounts in the bookstore and garden café. This event is free for teachers with a valid I.D. plus one guest. Register at www.nortonsimon.org/teachers.

Online summer salary point classes
Do you try to customize your instruction to meet the needs of diverse learners? Would you like to learn about factors of success to help your students triumph over adversity, behave with integrity, and fulfill their potential? EDUCATION4EQ-ITY has designed new courses for all types of teachers, including “Personalizing Learning” and “Habits of Mind for Academic Success and Beyond” (three credits), as well as a suite of one-credit courses. Courses are LAUSD-approved and research-based. All courses are 100% online and can be taken anywhere, with six months to complete coursework or up to one year if you enroll in three or more classes. Graduate credits also available. Sign up today with special summer savings at www.education4equity.com.

Salary point workshops by TreePeople
TreePeople is holding two summer workshops for salary points.

• “WaterWise Campus” will be held on Thursday, June 20 (10 a.m.-1 p.m.), at TreePeople in Beverly Hills. Learn about key water issues that affect Los Angeles and our watershed. Great for Eco Club advisors, Environmental Studies, ASB or Key clubs, Earth Science educators, Civic Engagement, and so on.

• “NGSS by Nature” will be held on Thursday, July 11 (9 a.m.-3 p.m.), at the Santa Clarita Valley Water Agency. Discover project-based learning through the outdoor classroom. Discover the potential of your existing campus for incorporating science and engineering practices, cross-cutting concepts, disciplinary core ideas, and California’s Environmental Principles and Concepts. Suited for all disciplines. Free resources available for attendees including free buses for field trips and mini-grants. For more info or to register for either workshop, contact Loyda Ramos at 818-623-4856 or email Lramos@treepeople.org.

Salary point class on WWII
Educators and curriculum leaders are invited to take part in a one salary point and multicultural education credit course on the National WWII Museum’s “From the Collection to the Classroom series called “Volume One: War in the Pacific.” When: 8 a.m. to 1:30 p.m., October 12, 13, and 19 (two Saturdays and a Sunday). Where: Museum “Of The San Fernando Valley, 18860 Nordhoff St., Suite 204, Northridge. Learn at a local history museum, engage with oral histories, meet veterans, and study authentic artifacts. Presenter: Francisco Ortega (LAUSD social studies teacher, WWII Airborne Demonstration Team member, and affiliated with the National WWII Museum).Aligned with the ELA Common Core State Standards and National Standards for History. There is a $25 fee. Register online at https://achieve.lausd.net/mypln. Look for: Teaching History with the National WWII Museum: War in the Pacific. Course #55-19-187.

Afterschool craft program for high school students
Craft Youth Culture is a weekly afterschool program that gives art-interested high school students an opportunity to work closely with professional artists to create their own original work in clay and fiber materials. Program meets on Thursdays, 4 p.m. to 6:30 p.m., from September 26, 2019, to May 14, 2020, at Craft Contemporary (5814 Wilshire Blvd., LA, 90036). CYC gives students the opportunity to work collaboratively and discuss art critically as they investigate current exhibitions, make art, and support each other. Public transportation is reimbursed and snacks provided. Applications are due before July 21, 2019, and are available at cafam.org. Contact: Eunice Lee at Eunice@cafam.org or 323-937-4230.

Facing History and Ourselves Summer Seminars
Facing History and Ourselves is now accepting applications for its summer seminars. Scholarships are available for the following programs—apply early for the best opportunity. All seminars are eligible for USD university credit and LAUSD salary points.

• “Exploring Race in America Through To Kill a Mockingbird”: June 19-21

• “Confronting the Legacy of Genocide in the 20th Century”: June 24-28 (Down Town LA), July 8-12 (Valley), and July 22-26 (South LA)

• “Identity, Citizenship, and Belonging: The United States and Migration”: July 15-19

Discover new teaching strategies for inquiry and literacy that help students interrogate text, think critically, and discuss controversial issues respectfully. The seminars are particularly relevant for 7th- to 12th-grade teachers of English/Language Arts, Ethnic Studies, and US History. After attending a seminar, teachers will become part of the Facing History educator network with access to a slate of educator resources. For more information, go to www.facinghistory.org/calendar.

Skirball workshop on “Teaching Through Storytelling”
The Skirball Cultural Center is holding a workshop on “Teaching Through Storytelling,” June 25 to 27 (8:30 a.m.-3:30 p.m.) for K-Grade 8 teachers. Storytelling has the power to enliven classroom curriculum and to inspire students to develop creative modes of communication and collaboration. The award-winning installation Noah’s Ark at the Skirball and the Skirball’s temporary exhibitions “Black Is Beautiful. The Photo (continued on page 18)
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1 APR = Annual Percentage Rate. Must be owner-occupied home located in California. After the 10 year draw period, your HELOC rate may adjust annually up to 2.0% based on WSJ Prime Rate + a margin. The maximum Annual Percentage Rate that can apply is 12.0%. If payment is made more than 15 days after due date, a late charge will be assessed equal to 20% of the interest due ($5 minimum). Property insurance is required. All loans are subject to credit approval, income verification, and satisfactory appraisal and collateral. Maximum credit limit subject to combined loan-to-value guidelines. Rates, terms, and fees are subject to change without notice. Minimum credit line of $25,000 required. $5 membership fee may be required.

2 Your minimum monthly payment will equal the current monthly interest expense on the loan during the 10 year draw period, after which the monthly payment will be a fully amortized payment during the 20 year repayment period; (no less than $50 unless the balance owed is less), for the life of the loan.

3 An early closure fee of between $500 and $1,500 applies, depending on the HELOC limit, if the line is closed within 3 years of origination.

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