Educators rise up for respect

National movement driven by demands for basic dignity and better conditions for students.

Educators across the U.S. are rising up to demand increased funding for public schools and respect for the profession.

Ignited by the nine-day strike in West Virginia, educators are saying “enough” to decades of disinvestment in public schools, privatization through charters and vouchers, and attacks on the profession through stagnant wages, threats to healthcare, and disrespect for teacher voice and judgment.

The wave of strikes and protests is demonstrating that educators have enormous bargaining power when we take collective action. From now until the end of the school year, UTLA members are escalating our fight for a contract agreement. From now until the end of the school year, UTLA members will be taking strike votes in the fall.

We must take action because it’s clear that the LAUSD School Board majority—elected with pro-privatization millions—has no interest in saving public education. UTLA President Alex Caputo-Pearl says, “Just in the past few months, board member Nick Melvoin has threatened to illegally fire teachers, blasted our health-agreement, and opened the door wider to charter takeovers.” Caputo-Pearl says, “The district must decide during this contract campaign if they are on the side of parents, students, and educators, or if they will join the ranks of those who want to destroy public education.”

Our escalating actions, building to a major rally on May 24, will demand that LAUSD bargain in earnest to save public education in LA, and our actions will amplify our fight for the state to raise per-pupil spending to $20,000 by the year 2020.

Decades of underfunding have left California 46th out of 50 in per-pupil spending, in a state whose economy is the sixth-largest in the world. If no contract agreement is reached this school year, UTLA members will be taking strike votes in the fall.

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EDUCATOR UPRISING
All across the United States, educators are rising up and demanding funding for the schools their students deserve and the respect their profession demands.

Fair Wages Now
Pay raise for LAUSD School Board members in 2017
2% Proposed pay raise for educators
* Cost of living in Los Angeles has gone up 27% since 2006.

End Privatization STOP
$550 Million Annually drained from LA Public Schools
287% Unregulated Charter Growth in LA since 2008
* Los Angeles has more charters than any other city in the country.

Arm Me With Resources
$1.7 billion Amount LAUSD sits on in unrestricted reserves
$500+ Spent by teachers on their students per year
* CA requires LAUSD to have a 1% reserve, yet the district is projecting 24% by the end of 2018.

100+ Standardized LAUSD tests taken by K-6 students in 2017-18
Unacceptable Loss of Instructional Time
* English Language Learners take a much higher number of tests.

Less Testing & More Teaching
California ranks 46 out of 50 in teacher-to-student ratio.
* LAUSD teachers have among the largest class sizes in the state.

Class Size Matters

Refer: Resign Now
An open letter from concerned parents of LAUSD
United Teacher • for the latest news: www.utla.net April 13, 2018

President’s perspective

“All In” for a fair contract and a future for public schools

By Alex Caputo-Pearl
UTLA President

As youth movements catapult school issues powerfully onto the national stage, now educator strikes are tipping through the country—making this an era of the most important moments in U.S. history for public education. West Virginia, Puerto Rico, Oklahoma, Kentucky, Arizona, School funding, teacher salaries, privatization, learning conditions, learning supplies, working conditions, healthcare, pensions—they are all now front and center in the national debate.

All of these struggles are about a tipping point. At what point do cities and states lose our public education systems, as has essentially happened in New Orleans and Detroit? In these cities the “systems” are actually systems of mostly privatized, non-union corporate charters, where teaching is becoming more of a short-time de-avor than a profession.

But, West Virginia and the other struggles also show us how to win—it is through collective, mass action. And, in the era of Janus, these struggles are showing us that the best and sometimes only vehicle we have to win is our union.

As the corrupt LAUSD School Board majority here in Los Angeles rushes to select a superintendent before Ref Rodriguez’s next court date on May 9 (by the time you read this, the choice may be made) and in the shadow of Rodriguez’s recent public drubbing arrested during work hours, LAUSD is also coming over a tipping point. It was a huge victory to win our healthcare. But, if we do not use this unique moment, with the entire contract open for bargaining, to shift the direction of LAUSD and the state of California, we will be facing not only attacks on healthcare before 2020, but also district and privatizer-led calls for layoffs, school closures, and more. We must fight for the future of our students, our schools, our healthcare, our jobs—and we must fight for that future now. We cannot wait until 2019 to have a fight against cuts in 2019. That will be too late. We have to be proactive, shaping the future through the leverage of our current full contract campaign.

Why are Los Angeles schools at a tipping point? California is 46th out of 50 among the states in per-pupil funding and 48th out of 50 in teacher-to-student ratio, dramatically affecting class size.

In LA, charters have grown at a clip of 287% over the past 10 years, leading to an almost $600 million annual drain from district neighborhoods. LAUSD sits on a $1.7 billion reserve while teachers spend on average more than $500 per year out of our pocketbooks for our classrooms.

The district is offering employees only a 2% salary increase, while the cost of living has increased by 27% since 2006, and we need to fight to shift district money, stem privatization, win more state money, and win demands, economic and non-economic, that shape our working conditions and our students’ learning conditions.

The district is currently refusing to bargain, not moving, or not moving enough on salary, class size, charter and co-location regulation, staffing, local control, testing/mandates, safety, discipline, and more. Simply unacceptable.

As with healthcare, we need to build escalating actions to win. We have a plan for just this, aiming to get an agreement by the end of this academic year. April 19 school actions at 900 sites, May faculty meeting boycotts at 900 sites, and a May 24 stand at Grand Action—just like we did in February 2015, with 15,000 of us at City Hall right before our contract victory. And, if we do not have an agreement by the end of May, we will prepare to take strike votes in September.

We need partners in this fight on the state level, as is why electing Tony Thurmond as state superintendent and Gavin Newsom as governor is a critical part of our organizing plan. The primary election is June 5 and the general is November 6—great timing for our contract campaign. With pro-privatizers on the ballot against Thurmond and Newsom, public education will be prominent during the election season, and we will use that attention to call for greater funding, charter accountability, and all the other changes we need in state policy.

Inspired by educators

Through a network of national grassroots education leaders, a few weeks back I was able to take part in a small, in-depth strategy dialogue with Nicole McCormick, a West Virginia teacher leader, and Tammy Berlin, a rank-and-file Kentucky teacher leader, along with a few other organizers around the country. It was inspiring to hear Nicole and Tammy’s stories of how they organized for their strikes and protests. So much was similar to us in our organizing at every school through structures like our Contract Action Teams and through systematic work with parents, youth, and community organizations.

That same type of crucial work is happening here in L.A. In my site visit to Porter Ranch Community School in Valley West, chapter chair Lisa Martinez and vice chair Don Kim have helped the school become very well organized. They are at 95% “All In” on the new, Janus-proof mem-

(continued on next page)
A 100% "All In" to protect healthcare and win a fair contract

The corrupt LAUSD School Board majority’s rush job to pick a superintendent before Ref Rodriguez’s May 9 court date is their next move to advance privatization and future cuts. As we have reiterated our call for Rodriguez to resign immediately, and our call for a superintendent who is collaborative, an educator, and someone who believes in a public school district, parents and community allies have burst into the lead. The April 10 demonstration at the School Board was quite amazing, with more than 1,600 signatures for Rodriguez’s resignation presented to the School Board, and parent leaders like Rebecca LaFond and Cynthia Martinez telling the LA Times that Ref has no business voting on who should be superintendent or whether a charter should co-locate a district school. We must be strong at the local level, with actions like these, but we must also be strong against the reactionary headwinds at the national level because they dramatically affect us locally. What is our “All In” campaign is—facing down the impending Janus U.S. Supreme Court decision that will be the biggest blow to organized labor in 50 years, facing it down by having every single one of our more than 34,000 members sign a new, Janus-proof membership card. Unions across the U.S. are now following UTLA’s lead, doing re-card campaigns as we are. People know about our re-card campaign. Our members are doing inspiring work on the 50 states in per-pupil funding. Our work with the statewide coalition behind the Schools and Communities First initiative is a crucial part of our 20 by 20 state funding campaign to reach $20,000 per pupil by 2020. The initiative seeks to reform Proposition 13 by closing a corporate tax loophole, by making the wealthiest commercial property owners actually pay their fair share. It would bring $11 billion more to schools and communities annually. We must reach 100% signed on the new cards. Our goal is audacious, and it needs to be. We must enter the period that the entire labor movement is fretting over—the Janus period—stronger, not weaker, and with more members, not fewer. We are well on our way, with thousands of current members having recommitted to the union on the new cards, and with more than 1,000 new members already in the last two months, having converted from agency fee payers. If you haven’t signed a new “All In” membership card yet, do it now. That is one of the most concrete and meaningful steps you can take in building our power to protect healthcare and win a fair contract.

Schools and Communities First: Taking on school funding

The West Virginia and Oklahoma struggles, and so many others bubbling right now, are fundamentally about taking on school funding at the state level. As we fight to get LAUSD to reprioritize its money locally, we must fight tooth and nail, just like West Virginia and Oklahoma teachers, to get the state to put more money into education overall. It makes sense that our struggles are similar—after all, California joins West Virginia and Oklahoma at the bottom among the 50 states in per-pupil funding. Our work with the statewide coalition behind the Schools and Communities First initiative is a crucial part of our 20 by 20 state funding campaign to reach $20,000 per pupil by 2020. The initiative seeks to reform Proposition 13 by closing a corporate tax loophole, by making the wealthiest commercial property owners actually pay their fair share. It would bring $11 billion more to schools and communities annually. The initiative does not affect residential property at all. When the statewide coalition filed in December 2017 to collect signatures to get Schools and Communities First on the November 2018 ballot, we knew it would be a heavy lift. After all, Prop. 13 has been called “the third rail of California politics” and there has been no real attempt at reforming it in 40 years. Since December 2017, we, as the coalition, have met some key benchmarks. More than 300,000 signatures have been gathered (585,000 valid ones are required). Media stories have been good, the coalition has broadened (207 supporting organizations, 70 supporting elected officials, 16 local unions), and new potential sources of funding have been identified. But, we have more work to do on other benchmarks. For example, the polling is very positive, but we need more time to educate voters and to build the polling even stronger. So, the coalition has decided to continue collecting signatures now, which UTLA has been key to, but to aim at getting on the 2020 ballot instead of the 2018 ballot. This is allowed constitutionally, and extends our signature deadline to August 15, with the campaign’s internal deadline being June 30. We need to keep bringing those signatures to our members are doing inspiring work on this, like Michael Gehrin of Hear Bridges SPAN school in Harbor Area. He is a fierce advocate and a great signature-gatherer. If you haven’t signed an official Schools and Communities First petition yet, make sure you do. Every signature counts.

To win the Schools LA Students Desire and to avoid a tipping point for public education in LA, we need to do this. We can do this. With leaders like Lisa, Don, Laura, Carlos, Deidre, Krystal, Rebecca, Cynthia, Michael, and you, we will do this. Keep up your great work, thank you for everything you do for students, and I’ll see you on April 19, at the boycotts, and on May 24!
“They expect us to work in classrooms filled to the brim”

Teachers take on Section 1.5 and bring classroom realities to life in contract bargaining.

Social studies teacher Erica Huerta has seen both the good and the bad in class sizes during her 19 years with LAUSD. On the good side, she praised the small class sizes she had in her former Small Learning Community, where the teachers were able to collaborate with each other and create cross-curricular project-based assessments. With the personalization that lower class sizes allow, students made tremendous gains in graduation rates, college attendance, and overall learning growth.

On the bad side, Huerta remembers the Government class early in her career that had 50 students in a classroom designed for 40, where she made makeshift tables out of any spare surface and gave up her own desk to a student. Among the many downsides of that crowded class: More behavioral issues with students and less contact with parents.

Huerta’s current class sizes at Garfield High are 40 and 41 kids, with a total of 233 students in all of her classes. “That is 233 notebooks to collect, 233 essays to grade, and 233 assessments to score,” Huerta says. “As a social studies teacher, I love having history students write essays, participate in Socratic seminars, engage in project-based learning, and role-play simulations to bring history to life. But how can any teacher bring the passion, creativity, and rigor to back-to-back classrooms of more than 40 students? This is a disservice to hardworking students and an unjust burden on teachers.”

Huerta shared these stories and more at the March 15 bargaining session with LAUSD, where she and Morningside Elementary teacher Elsa Tejeda-Fermin brought the classroom realities to life for the district’s bargaining team as UTLA pushes for a contract agreement to lower class sizes. “I have one academy with 32 students, so what do we do with the other 26 students while I’m working with that group of six?” Tejeda-Fermin asked LAUSD officials. “Even with the best management these numbers are hard to handle.”

High class sizes, Tejeda-Fermín told the district, have an impact on staff (anxiety and exhaustion), on students (they cannot get the support they need to be successful), and on the classroom setting (overcrowded rooms make management difficult). “Improving academic achievement won’t happen by investing in new curriculum,” Tejeda-Fermín says. “It will only happen by investing in smaller class sizes.”

Contract win improves PE class size

Physical education assistant Chad Fenwick has been on the front lines in the fight for lower class sizes in LAUSD, and he knows how contract wins can make tangible improvements in students’ learning conditions.

For over a decade, from roughly 2003 to 2014, LAUSD had outrageously high class sizes in physical education, routinely hitting more than 90 students in a class. The joint UTLA-LAUSD Class Size Task Force, created through a contact agreement to look at strategies for improving student-teacher ratios, took on the issue. One of their early findings was that children of color and in lower socio-economic neighborhoods were disproportionately being impacted by large PE class sizes—an inequity that had to be addressed. In 2014, supported by the task force’s work and the advocacy of PE experts like Fenwick, UTLA successfully bargained a class-size cap of 55 for non elective secondary-ary physical education.

Fenwick says that the cap has made all the difference in PE classes and brought consistency across the district. “We see the difference, we talk about the difference,” Fenwick says. “When we had class sizes nearing 100, you’re forced to do safety and crowd control. Educa-tion goals were sacrificed. Even if you were to give each child one minute of time, it wouldn’t be enough to get to all the kids. Now with the class-size caps, we can deliver full range of content, like the socio-emotional aspects of PE, that had fallen by the wayside with huge classes.”

The role Section 1.5 plays

Lowering class sizes across the board is one of the key platforms of UTLA’s contract fight. Critical to doing that is eliminating Section 1.5, the contract provision that allows LAUSD to unilaterally ignore class-size limits in the contract by claim-ing budgetary limitations. LAUSD has triggered Section 1.5 for the past few years and has signaled that it intends to do so again in the 2018-19 school year. UTLA is pushing to remove this section so that LAUSD must abide by the contract that we have fought hard to win.

“Section 1.5 is basically an excuse for LAUSD to do the wrong thing,” Huerta says. “At Garfield, we have a hard time fighting against the numbers because of Section 1.5. Without that section, adminis-trators wouldn’t have a way out and they would have to prioritize lower class sizes.”

At Morningside, the elimination of Section 1.5 would have meant the addition of an extra second-grade class—lowering class sizes for the other teachers and creating a new position for a displaced teacher to fill.

LAUSD has among the highest class sizes in a state that has among the highest in the country. Recent analysis by the UTLA Strategic Research Department revealed a shameful number: Out of 50 states, California ranks 48 in the number of students enrolled to number of teachers—that means far fewer adults on campus for each student compared to other states. But even though increased state funding is needed to fix class sizes in the long run, LAUSD can do much more—such as using a portion of the district’s $1.7 billion reserve—to give teachers and students the class sizes they deserve.

“Class size is the single-most important factor that affects our teaching and learn-ing,” Huerta says. “It’s another sign of LAUSD disrespect that they expect us to work in classrooms filled to the brim. They expect us to do magic without giving us the resources, and one of those resources is lower class size.”

SEIU Local 99 steps up contract fight with strike vote

UTLA members at Polytechnic High School show support for SEIU Local 99. “SEIU members are alongside us every day, supporting our students and keeping our school running,” Polytechnic High School chapter chair Jeff Hernold says. “We are with them in this fight, because they want what we want: dignity and respect on the job.”

Thousands of LAUSD cafeteria workers, custodians, special education assistants, and other school workers have cast ballots in SEIU Local 99’s strike authorization vote as part of their fight for clean schools, support for special education students, and workplace dignity.

Despite nearly a year of bargaining between LAUSD and Local 99, no significant movement has been made on key issues, including wages and staffing shortages. The struggle took another turn recently when the district made a proposal to SEIU to cut retiree healthcare for future employees, despite the recent healthcare agreement for all employee unions.

The SEIU strike authorization vote continues until April 13. If the workers authorize a strike, a walkout could potentially occur during the current school year. If SEIU Local 99 members go on strike, UTLA members have the right to engage in solidarity activities in support of our SEIU Local 99 brothers and sisters while on or off duty.

Schools and Communities First coalition targets Prop. 13 reform for 2020 Ballot

UTLA members are part of a historic effort to gather signatures to qualify the Schools & Communities First funding act, which would be the first Proposition 13 reform measure on the ballot since its passage in 1978.

The measure would reclaim $11 billion annually for schools and local services by assessing commercial properties at fair market value, while maintaining Prop. 13’s protections for home-owners, renters, and agricultural land.

With more than 300,000 signatures already collected, the Schools & Communities First coalition is on track to secure the 585,000 valid signatures required to qualify and has made the strategic decision to position the initia-tive for the 2020 ballot instead of the 2018 ballot. Because 2020 is a presi-dential election year, turnout will be higher than 2018 and will present an even more supportive electorate to pass the measure. The funding act is a critical part of LAUSD’s 20 by 20 push to reach $20,000 in per-pupil funding by the year 2020.

In the three months since filing the ballot measure, the coalition has grown to more than 200 endorseres, including local and state elected offi-cials, labor unions, statewide advocacy groups, and business leaders. Currently there are 70 organizations and several thousand volunteers collecting signatures to qualify the measure.

Keep up the signature gathering: Chapter chairs should bring signed petitions to the drop sites on sites April 23.
Parents say: Ref resign now and hands off our schools
Charter takeover leads to inequities in resources and loss of learning space.

With a rallying cry of “justice!” parents and community members led the charge outside the LAUSD School Board meeting April 10, decrying the board majority for allowing the aggressive cooption of public schools and for keeping criminally indicted Ref Rodriguez in his seat for the most influential vote of his career: selecting the next superintendent.

Many schools represented at the rally—including Aldama, Baldwin Hills, Dena, Hobart, Sixth Avenue, and Sunrise elementary schools and Griffith STEAM Magnet Middle School—are actively fighting co-location, the process under Prop. 39 where outside charter schools are allowed to take over critical learning spaces at existing public schools, leading to inequities in resources and support for students.

Parents called out the unfair system where charters are prioritized over public schools and where board members elected with charter lobby money can cater to a small slice of schools instead of serving all students. “Do our students not deserve arts rooms? Do our students not deserve computer labs? Of course they do. Our students are thriving at our school yet they are not letting our school grow and improve. Instead they’re letting the charters grow and improve. Our schools deserve better.” Griffith STEAM Magnet is in its first full year as magnet and could lose its science lab and other spaces to co-location, undermining the program’s potential for success and its ability to attract and retain families.

“The charter industry will be allowed to siphon even more money from our public schools with even less oversight,” UTLA President Alex Caputo-Pearl said. “The charter school lobby wants a return on its investment and it is getting one with this corrupt school board majority.”

Meet our new Hall of Famer
Valenadan Elementary teacher Bradley Upshaw is one of only five educators named this year to the National Teachers Hall of Fame.

Joining the company of legendary Garfield High math teacher Jaime Escalante, Valenadan Elementary teacher Bradley Upshaw has been named to the National Teachers Hall of Fame. The nonprofit organization recognizes just five teachers a year who demonstrate extraordinary passion and commitment to their students and profession. Upshaw and Escalante are the only LAUSD representatives in the Hall of Fame.

Upshaw was honored at a surprise ceremony at Valenadan on March 22. He will be officially inducted with the four other 2018 winners during a ceremony at the Hall of Fame headquarters in Emporia, Kansas, in June. Here’s a little more about LAUSD’s new Hall of Famer:

Keeping the spark for teaching alive: Upshaw is always looking for new challenges—like going for National Board certification—to push himself as a professional. “By far, I am not the best teacher in LA,” Upshaw says. “But I do know that I’m always trying to get better. Thirty-three years in and I’m still so thrilled with this career.”

Videos are his secret instructional weapon: Upshaw is known to generations of students for his innovative and high-energy teaching methods, including the award-winning videos he creates to showcase his students’ academic and athletic achievements. His students have received more than 80 awards for curricular video productions from his classroom during his career.

He sees power in collective bargaining: Upshaw has served as his school’s UTLA vice chair for the past six years and before that as chapter chair for 15 years. “UTLA has an amazing contract,” he says. “People ask why it needs to be so long. It needs to be long so that everything important is addressed. Collective bargaining makes sure people are covered—with healthcare, secure retirement, working conditions—so that we can focus on our charge of educating students.”

Wilmington community stands up for public schools
Educators, parents, and students take fight against privatization to neighborhood council meeting.

The Wilmington community took its fight against privatization and charter takeover to the Wilmington Neighborhood Council at Banning High on March 6. With teachers, parents, students, community members, and UTLA staff in the audience supporting them, UTLA members took to the mic to urge the council to stand up for public education and prevent the encroachment of charter operators into the neighborhood.

Harry Bridges Span School chapter chair Phylis Hoffman presented an overall picture of what charters are, who backs them, and the impact of their unchecked expansion on public education in LAUSD. She told council to make a recommendation to the city council and district to prevent a charter being approved for location in the Wilmington area and request that an environmental impact report be conducted.

George de la Torre, UTLA’s current bargaining proposals as a

(continued on page 24)

United Teacher • for the latest news: www.utla.net
April 13, 2018
New bill targets tax loophole for hedge-fund managers

AB 2731 targets unfair tax breaks for the financial sector.

Parents, educators, students, and community members stood united in Sacramento last month to announce a new bill, AB 2731, to generate funding for public schools and civic priorities. Sponsored by Assemblymember Mike Gipson and Reclaim Our Schools LA, the bill would close the carried interest tax loophole that allows hedge fund managers to pay a substantially reduced federal tax rate on some of their income.

By correcting a glaring inequity in the tax code, AB 2731 would raise an estimated $1 billion annually for the state and help us get to our goal of 20 by 20: $20,000 in per-pupil funding by the year 2020.

“We have a chance to point to a step towards basic tax fairness and to show regular Californians that their economy is intrinsically linked to our education.”

California is the latest in a growing number of states to advance bills to close the carried interest loophole and take on Trump’s harmful tax agenda. Other states include New York, New Jersey, Connecticut, Rhode Island, Massachusetts, Maryland, Virginia, Illinois, and Minnesotas.

School board fast-tracks super search before Ref’s next criminal hearing

Hiring process accelerates calls for indicted school board member to resign.

The LAUSD School Board majority is moving quickly to find its next superintendent before board member Ref Rodriguez heads back to court on May 9 to face three felony and 25 misdemeanor charges. A new superintendent could be named as early as April 17, which would make it one of the shortest, least transparent, and least inclusive superintendent selection processes ever for a major urban district in the United States.

Rodriguez is under increased scrutiny after it was revealed this month that he was arrested for public intoxication in March. The LAUSD Board—the majority of whom were elected with pro-privatization money—knows that Ref’s May 9 court appearance will generate another round of media exposure and heightened awareness that a criminally indicted member continues to sit on the board.

“Ref Rodriguez won his election using questionable campaign contributions as well as massive funding from the charter industry,” said Lois Tryk, parent of two students in Rodriguez’s district. “His vote for the new superintendent is the very reason the pro-charter forces sunk so much money into his campaign. They expect a return on their investment.”

The school board majority—Nick Melvoin, Monica Garcia, Kelly Gonez, and Rodriguez—will likely want a proponent of privatization in the superintendent position who will undermine people concerned about the destabilizing concentration of wealth and power in America.

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Recent LAUSD graduate Quazi Jahaira frames the student perspective on the need to boost school funding by closing tax loopholes for hedge fund and private equity managers. She was part of a news conference in Sacramento on March 6 in support of AB 2731.

Community urges Alliance to stop anti-union campaign

Charter company has spent $3 million to fight its own teachers.

Educators from Alliance College-Ready Public Schools took their fight for a union to the charter chain’s home office in downtown LA on March 1. Backed by parents and community, labor, and elected leaders, the teachers called on Alliance CEO Dan Katzir to end the well-funded anti-union campaign and allow educators their right to make the decision about unionization without interference or coercion.

“I have a problem with any school that stops teachers from determining their own destiny through collective action,” LA County Supervisor Janice Hahn said. A 2017 report by the California State Auditor revealed that Alliance has spent $3 million on an anti-union propaganda campaign since teachers and counselors began organizing a union at the 28-school chain in 2015. According to the auditor’s report, Alliance has raised $1.7 million from private donors to fight its own teachers and counselors.

“We love our students and we love our community,” said Erick Guzman, a history teacher at Alliance Middle Academy 8. “And we deserve a right to have a seat at the table where we can negotiate as equals.”

The educators’ union drive has been met with a series of illegal anti-union actions by Alliance management, and the state labor board has issued multiple unfair labor practice complaints against the charter chain. Management’s tactics have been so egregious that an LA Superior Court judge ordered Alliance to cease harassment against teachers and counselors and not to interfere with union organizers.

Concerned Parents of LAUSD demanding Ref’s resignation: See page 10.
Celebrating Adult Education Week by celebrating our students

The LAUSD program provides second chances and life-changing instruction.

By Marc Wutskie (Friedman Occupational Center) & Michelle Cohen (LA Technology Center) UTLA Adult Education Committee

“There is no public education without adult education,” proclaimed the LAUSD Board of Education when announcing April 8 to 14 as Adult Education Week. With this, the board highlighted the critical role adult education plays in a well-rounded educational environment.

In 1887, the city started offering English and citizenship classes. Today, LAUSD’s Division of Adult and Career Education serves 70,000 adult students a year. Adult ed students benefit from not only ESL and citizenship classes, but also basic academic skills, high school diploma and equivalency classes, and a truly vast array of occupational programs covering 15 industry sectors and 28 career paths, from auto repair and carpentry to medical technology and aviation repair.

Adult education is focused on providing what students need to reach their goals and succeed. When students begin their studies at LAUSD’s adult schools, staff assess and then work with them to create individualized educational plans. Students are also given information about the many options they have for a “pathway to success,” defined mainly as a good career. Today, there’s an emphasis on improved counseling and helping students accelerate progress by combining basic skills in English and math with career and technical education to connect to our students’ goals and aspirations.

The power of our program is best told through the students whose lives it has impacted.

Maria: Believing in possibilities

Maria, a former student at Evans Community Adult School, entered the program as an immigrant from El Salvador speaking no English. She enrolled in the ESL program and eventually advanced to the high school program. She then got her high school diploma at the school and was hired there as a teacher’s aide.

“My first job in the United States!” she says.

While working as an aide, she attended college, earning a bachelor’s degree, and is aiming at a post-graduate degree in Latin American Studies.

“I started believing in myself,” Maria says of her time in the adult education program. “I became another woman—energetic and enthusiastic, proud of myself and my accomplishments.”

Maria: Believing in possibilities

“I started believing in myself,” Maria says of her time in the adult education program. “I became another woman—energetic and enthusiastic, proud of myself and my accomplishments.”

Abraham: Father tried to stop his education

Abraham migrated to California with his mother and six brothers after being abused by his father, who beat him and burned his books to prevent him from going to school. As a young adult, he was determined not to be like his father and enrolled at North Valley Occupational Center, where he successfully graduated from high school.

He vows, “I will fulfill my dream of obtaining a degree in social work.”

Nia: Second shot for high school dropout

Nia’s education was sidetracked by her mother’s drug addiction.

“Her addiction grabbed her so completely that it grabbed me too,” Nia says.

“I couldn’t concentrate knowing my mom was somewhere in the streets.”

Nia dropped out of school at 17 but, after several years enrolled at Emerson Learning Center in Westchester, she earned her high school diploma.

“This diploma,” she said at her graduation speech, “is a badge of honor and I accept it with pride.”

“I became another woman—proud of myself and my accomplishments.”

—Maria, Evans CAS

Adult education: Rising from the ashes

The adult ed community organized to save the program, and the fight goes on.

A bombshell dropped in December 2011 when then-LAUSD Superintendent John Deasy cut adult education out of the proposed district budget for the next year, effectively shutting the program. As a result, all 1,800 adult education teachers received layoff notices. Many teachers who had spent their entire careers building up the adult program faced unemployment.

Immediately, however, adult education students, along with teachers and community allies, rallied to the defense of adult education. They held huge demonstrations, at times circling the district headquarters. Students and teachers sent teams to community organizations and state legislative office holders, where they found great support.

Faced with overwhelming political and community opposition to dismantling adult education, the superintendent and the district backed down and reinstated adult education. However, it was retained at only a fraction of its former strength. In August 2012, approximately 800 teachers were rehired, leaving 1,000 without employment, healthcare, and the opportunity to serve our communities. Thirty adult schools have been consolidated into 11. The adult education program used to serve more than 350,000 students a year; it now serves a third of that. Interestingly, not one adult education administrator lost his or her job, even though the adult education division suffers the worst administrative blow in the district.

Other K-12 districts had sharply defunded, or in the case of Oakland and other districts, eliminated adult education altogether, in order to scoop up the adult funds for other uses. Soon after, the state legislature began to allocate funding for adult education programs away from the districts to a block grant directly to adult education agencies organized into local groups, or consortia, around the state.

With this block grant, adult education is protected from the financial whims and woes of districts and is starting to rebuild and coordinate with other local adult education agencies. It will take a while, however, to build back up to strength to serve the literacy and job program needs of the community.
He is committed to public education and youth
The proud father of two daughters in public schools, Thurmond’s life work has centered on public education and public service. These commitments run deep—his mother immigrated from Panama to become a teacher.

He has been a social worker and has taught
Holding dual master’s degrees in law and social policy and social work, Thurmond spent 20 years as a social worker and has 12 years of direct experience teaching life skills classes, after-school programs, and career training.

He has experience as a local elected leader
From 2005 to 2008, while serving on the Richmond City Council, Thurmond was the liaison to Richmond’s Youth Commission, Workforce Investment Board, and the West Contra Costa Unified School District. Thurmond then joined that East Bay school board, serving from 2008 to 2012. He oversaw truancy prevention programs, backed school-based mental health programs, and launched a program to teach life skills to disadvantaged youth. He helped restore district fiscal solvency, while preserving counseling, after-school, music, and athletic programs. Thurmond led a campaign that reduced school suspensions by 27 percent.

He was elected to the State Assembly in 2014
Improving and supporting public education have been Thurmond’s priorities in Sacramento. He has fought for funding to keep students in school, to ensure youth in foster care have college opportunities, to expand early education and after-school programs, and to expand school-based health, mental health, and social service programs. Thurmond has supported housing for educators and other incentives to help attract and retain educators in California.

Who’s better for our schools?
Candidates for Superintendent of Public Instruction

Tony Thurmond
Marshall Tuck

He takes money from Wall Street
Deep pockets once again are spending big money to try to elect Tuck because he supports a corporate takeover of public schools that would allow out-of-state for-profit companies to run California public schools with taxpayer money.

He is not a teacher
Although he has made numerous claims to have been an educator, Tuck has zero professional teaching experience.

He fights against teachers
Attempting another time to elect Tuck is the top priority of groups whose mission is to scapegoat teachers, weaken their rights, undermine their secure retirement, and even eliminate teachers’ unions.

His agenda is a full-out assault on educators’ rights
Tuck’s history has been to push so-called education “reforms,” which translates to more high-stakes standardized testing, evaluating and paying teachers based on student test scores, and less freedom for teachers to teach students the critical thinking skills they need for success academically and in the adult work world.

In a nutshell, Tuck’s agenda is a full-out assault on educators’ rights. He has promoted eliminating the right to a hearing before being dismissed, increasing the probationary period from two years to 10 years, and eliminating experience as a factor in decisions about layoffs.

He believes in testing over teaching
Tuck’s education agenda is to push more high-stakes standardized testing, evaluating and paying teachers based on student test scores, and less freedom for teachers to teach. It’s the same tired anti-educator agenda and another Tuck campaign to promote the corporate takeover of California’s public schools.

FROM THE CLASSROOM TO THE BALLOT BOX

UTLA endorsements

Governor
Gavin Newsom

Superintendent of Public Instruction
Tony Thurmond

Attorney General
Dave Jones

State Senate District 24
Maria Elena Durazo

To volunteer for any of these campaigns, email evaughn@utla.net with your name, employee number, email address, cell phone number (including area code), and school/work site. Put “Election Volunteer” in the subject line.

See the May UNITED TEACHER for additional endorsements for the June 5 election
Simple tips for a less stressed life

Everyone gets overwhelmed sometimes. But too much stress can be hard on your health – so it’s important to find ways to offset those negative effects. These healthy habits can help you stay cool under pressure, even when you’re pressed for time.

Sweat more, stress less
Symptoms of stress can create a vicious cycle between your mind and body. Exercise helps to break this cycle by relieving tension and releasing feel-good brain chemicals that fight the effects of stress.

Take a break to breathe
When stress strikes, try a few minutes of deep breathing. Breathe in for a count of 5, hold for 5, and exhale for 5. Repeat 10 times or until you start feeling more calm, grounded, and focused.

Unplug to recharge
Your phone needs time to recharge, and so does your brain. Disconnecting from digital noise for a little while each day can help you stress less, sleep better, and spend time doing more rewarding activities.

LOOKING FOR MORE STRESS-FIGHTING STRATEGIES?
Visit kp.org/stressmanagement and follow us @kpthrive.
AN OPEN LETTER FROM CONCERNED PARENTS OF LAUSD

Ref: Resign Now!

We are Concerned Parents of LAUSD calling for the immediate resignation of school board member Ref Rodriguez.

We have lost all trust with Ref Rodriguez. He faces 3 felony and 25 misdemeanor charges, and will have a preliminary hearing on May 9, 2018 in criminal court. The District Attorney is also expanding its case to investigate separate conflict-of-interest allegations that involve $285,000 in public money.

Despite all of this, Rodriguez has not answered any of the charges against him. And as a board member, he still has a vote that impacts the lives of our students: school resources, budgets, personnel issues, and public funds—just to name a few.

The call for Rodriguez to step down is growing. Board President Monica Garcia asked Rodriguez to take a leave. The LA Times said that Rodriguez should explain himself or “get off the board.” But Rodriguez has refused to step down, clinging to his seat without any explanation.

If Ref has an explanation, let’s hear it. But we cannot simply trust him with our children’s best interests–while he fights a felony prosecution. Will you sign our emergency petition calling on Ref Rodriguez to immediately resign from the LAUSD School Board?

A Closer Look at Rodriguez’s Legal Problems

In September 2017, Rodriguez was charged with 3 felony counts of conspiracy, perjury, and procuring and offering a false or forged instrument; and 25 misdemeanor counts of assumed name contribution. The LA District Attorney alleges Rodriguez funneled over $24,000 of his own money into his 2015 campaign and improperly identified his campaign donors.

To make matters worse, in October 2017, PUC Schools—a charter school group that Rodriguez co-founded—filed a separate complaint against Rodriguez with a state agency alleging conflict of interest violations involving over $285,000 in school funds. They allege that Rodriguez, while serving as the treasurer of PUC Schools, authorized 14 checks of over $265,000 to Partners for Developing Futures—a not-for-profit organization that also employed Rodriguez as President and CEO.

We believe in due process. But parents, educators, and students deserve to know the truth.

Yours in the fight to restore trust at LAUSD,
Colleen, Josh, Lois, Vicky, Xitlali, Maria, Rocío, and other Concerned Parents of LAUSD

Source: State of California v Rodriguez, No. BA460879; LA Times, 10/18/2017 and LA Times, 12/13/2017

STAND UP FOR OUR STUDENTS

Tell Ref Rodriguez to resign from the LAUSD School Board.

Sign and share the petition today at:
www.change.org/p/concerned-parents-of-lausd-say-ref-resign-now
or http://bit.ly/resignref

Please share with other concerned parents and community members!
MAKE A DIFFERENCE.
LEAD THE FUTURE OF EDUCATION.

California Lutheran University’s Graduate School of Education prepares the next generation of leaders in education. Now accepting applications through July 1 for Fall 2018 start:

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- M.S. in Counseling and College Student Personnel
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California Lutheran University
Graduate School of Education
Passings

Gene Rubin, one of the founding members of UTLA and a longtime teacher and counselor at Emerson Middle School, passed away on February 28, 2018. His funeral was held in March at Eden Memorial in Mission Hills.

Gene was an active leader in AFT Local 1021 when it merged into the new United Teachers Los Angeles in 1970. He went on to lead UTLA West Area as Area chair and was a candidate for UTLA secondary vice president in 1980. Gene later served as an assistant principal at Palms Middle School.

Gene had been married to the late Sharon Rubin, a teacher who passed away in 2003. He is survived by his wife, Nita, and his son, Adam.

Donations in Gene’s memory can be made to the Association of Jewish Educators, 15021 Ventura Blvd., Suite 455, Sherman Oaks, CA 91403.

Mary Ann McAlister had a lifelong dedication to teaching


Mary was born in 1941 in Austin, Texas, to Ruth Anna and Robert Thomas McAlister. While in high school she participated in the band as a drum major and played the glockenspiel. She was also part of a special math program in connection with Prairie View A&M University. Mary was valedictorian of her senior class and gave a rousing speech that was talked about for years.

After high school she attended Howard University in Washington, D.C., and graduated with a degree in mathematics. At Howard, she was a member of Alpha Kappa Alpha sorority. Before graduating from college, Mary was recruited as a teacher by the Los Angeles Unified School District. She taught math at Foshay and Bancroft junior high schools for more than 40 years. Her love of educating children was evident in her lifelong dedication to teaching.

Retired teacher Mary Ann McAlister

Retired teacher Mary Ann McAlister had a lifelong dedication to teaching

Mary met Roland Jackson at a math teacher’s workshop at Webster Junior High. He provided her with street directions, and she gave him her phone number. He knew after their first meeting there was something special about her. They fell in love and married in 1967.

Mary leaves to cherish her memory her husband, Roland Sr.; son Roland Jr (Karen); daughter Susan (Lloyd); grandchildren Ryan and Nathan Jackson and Quinn and Zoe Alleyne; nephew Vincent Baker; niece Teresa Baker Rich (Eddie); and a host of cousins, family, and friends.

Leo Geffner was an old-school labor advocate and longtime UTLA attorney

Leo Geffner, who served as legal counsel during UTLA’s founding and for nearly 30 years after, passed peacefully on February 28, 2018. He was 89.

Leo Geffner was one of the premier labor lawyers in Los Angeles and the United States, arguing labor cases twice before the United States Supreme Court. In addition to representing UTLA, Geffner represented many other unions, including the Screen Actors Guild, the Directors Guild of America, and many SEIU locals. An old-school labor advocate, Leo promoted workers’ interests at the bargaining table, in the courtroom, before administrative agencies, and in the legislative arena for more than 50 years.

In 1985, Leo successfully argued before the California Supreme Court to establish the right of public employees in California to strike in support of their bargaining demands. In 1998, he argued on behalf of the Screen Actors Guild (now SAG-AFTRA) before the United States Supreme Court to defeat an attack by so-called right-to-work proponents.

Leo was a lifelong Angeleno who grew up in Echo Park and graduated from Hamilton High School. He earned a B.A. from UCLA in Political Science in 1949 and, three years later, an L.L.B. from Boalt Hall, UC Berkeley.

On August 20, 1949, at Temple Tifereth Israel in Los Angeles, Leo married his beloved wife of 64 years Pat (Schapiro), with whom he raised three devoted children, Michael (Lily), Meryl (Mark Perry), and David (Devon Brown). His passion for L.A. sports teams—the Dodgers and Lakers—was contagious, particularly among his surviving grandchildren living in the U.S. His love and support crossed continents—from South America to Europe—for his many other grandchildren and great-grandchildren.

Gene Rubin on the picket line

Mary Ann McAlister had a lifelong dedication to teaching

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“Use it or lose it” money coming to schools

Educators should have first crack at that funding.

The needs assessment survey is your school’s blueprint

Advocating for the best schools for our students should always guide us. By now most schools have completed their needs assessment surveys from LAUSD. This survey is meant to solicit the priorities of the faculty and rank them from top to bottom, giving the school a blueprint for success. Even though there is supposed to be a plan to address the priorities and our educators’ voices are to be respected and heard, some administrators find ways to circumvent the process. Following the process is very important, and chapter chairs, with the help of their CATs, should organize around this if necessary.

What benefits students: Another administrator or a class-size reduction teacher?

Between this new money and the categorical funding allocated to many of our schools, there is an opportunity for our members to push back against any administrator who is not collaborating and instead chooses to disrespect and disregard your voices. Even though there are not millions of dollars in these budgets, there often is enough to make a change.

For example, if there is money to purchase either another administrator or a class-size reduction teacher, most school staff will feel the teacher is most beneficial to students and should advocate for the latter. If there is a choice between purchasing a full-time counselor or some new position meant to alleviate the principal’s duties, our members should advocate for the counselor. In some instances, there will not be enough money for personnel, but there will be enough for new technology for our students or maybe a campus aide. Whatever the case may be, educators need to have first crack at that funding, and the administrator should call on them to do so.

Some administrators will claim they have discretion over the funds or a specific timeline they need to follow to allocate the money. These reasons should not prevent our members from advocating and organizing for the best use of the funds.

Chapter chairs need to make sure our voices are respected in the decision-making process at schools, especially when it involves budgetary items that can impact our students. This is one of the reasons in current contract bargaining we are demanding more local school control. Our proposals call for more collaboration and educator and student voices in making the decisions that involve purchases of personnel, technology, field trips, and other items to make our schools more attractive and safer.

Using our Schools LA Students Deserve platform as a guide, let’s make sure we demand that our students and schools get the best resources funds can provide. So yes, use it—don’t lose it to out-of-touch administrators choosing to misspend the funding meant for our students and schools.

Takeaways

• At this time of the year, many schools get “use it or lose it” money. Be sure to ask your principal about it and advocate as a staff for the best use of the funds.
• The LAUSD needs assessment survey ranks staff priorities and should guide allocation of funding.
• If a new position can be funded, advocate for the staff who support students most (e.g., new counselor instead a new administrator).
• If your principal is not incorporating educator voice into spending decisions, this is an organizing opportunity for staff to come together and push back.
From the Secretary

Defend, protect, and fund public education

UTLA’s contract fight has creative solutions for the sustainability of our schools.

By Arlene Inouye
UTLA Secretary

UTLA is part of a national movement to address a crisis we have been living with for too long: Public education is criminally underfunded, and educators are not afforded the professional respect they deserve. Like educators in Oklahoma, Puerto Rico, Kentucky, and West Virginia, we are agitating around the changes needed for public education to survive and thrive. UTLA is in full contract bargaining with a wide-ranging platform of creative solutions for the Schools LA Students Deserve.

Our members’ diverse professions drive our bargaining

Your UTLA Bargaining Team has been at work for more than a year, soliciting input from members, hashing out proposals, constantly prioritizing and reprioritizing specific contract articles, and undertaking the challenging task of shaping and bringing together UTLA’s bargaining proposals. We have learned how crucial it is for the bargaining Team members to feel that they can propose bold questions in an environment of mutual trust and respect, which results in a collective vision for what is best for our members and our schools. The 13 core members of UTLA’s bargaining team have been meeting consistently and with seriousness as we have grappled with the task before us. The core team is composed of fiduciary UTLA Board of Directors members from the eight areas of the city, a special category member, your elementary and secondary vice presidents, UTLA’s executive director, and myself. Additionally we have been assisted by other rank-and-file members and community experts who have made compelling cases for specific issues at the bargaining table.

UTLA is a very large union of 33,000 members who fill diverse roles in our schools, and this requires us to be very intentional in reaching out to our membership and using UTLA’s structure to gather information. We have received input from our diverse membership, including the special categories (such as speech therapists, nurses, secondary counselors, early educators, substitutes, CTE teachers, ROC/RCP teachers, and special education teachers) who sometimes feel that their voices are left out because of their small size and unique working conditions. But this past year, knowing that it is a rare opportunity when we open up the full contract to negotiations, we worked with our diverse membership in putting together demands that addressed the wide range of issues facing our members, along with the issues that everyone experiences (salary and class size/workload). Take a look at the side-by-side bargaining proposals on pages 16 and 17 to see how comprehensive our demands are. And after each bargaining session, UTLA and LAUSD proposals are made public on our website and in the News to Use email blasts.

A visionary contract that sustains public education

The proposals that the UTLA bargaining team has brought forward include creative solutions to the sustainability of public education and our vision for the Schools LA Students Deserve. We have addressed core issues that deeply impact the fundamental problems facing us: the loss of students to deregulated charter schools, the lack of respect for educators, the lack of state funding for public education, LAUSD’s misguided priorities, and the policies and mandates that continue to push educators out of the profession.

UTLA has presented proposals that address the heart of these issues, such as charter accountability when LAUSD schools are co-located, funding sources for developing Community Schools, addressing school safety, promoting teacher voice in local school decision making, a workload taskforce for health and human services professionals, a taskforce on increasing early education, bringing back the stipend for bilingual educators, and much more. We presented a plan to address the sustainability of LAUSD and how to make our schools desirable to parents and the community as the number of privately operated charters has increased by 287% over the last 10 years, sapping our student enrollment. We have also brought Common Good demands to the table that include green space on campus, support for undocumented students and their families, and a call to fund schools at $20,000 per pupil by the year 2020 (compared to the $10,200 that is currently spent on public education students—equivalent that with the $752,000 spent on people in prison). Our 20 x 20 visionary goal is already a reality in states such as New York and Vermont. At the bargaining table, we have presented real solutions to the district team, who have not moved on these issues and have offered no alternative vision. The district also has made very little movement on salary, going from a 0% raise to 2% on the salary table. UTLA is demanding a 6.5% retroactive increase.

We can’t achieve the Schools LA Students Deserve without more funding

Recently, the issue of educators’ salary has been highlighted by the struggles of brothers and sisters in West Virginia, Oklahoma, Kentucky, and Arizona. In these states, over the past 10 years, public education funding has been drastically cut, along with insurance and health costs have risen. Teachers in West Virginia testified about having to work multiple jobs just to make ends meet, and 20% of the schools in Oklahoma have reduced their school week to four days to save money. What these workers have in common is that they reached a tipping point in how much they were willing to take, and they were able to rapidly build their collective power on social media platforms. In “right to work” states like West Virginia, where teachers do not have a collective bargaining agreement, going on strike is illegal. Despite this fact, every single county in West Virginia chose to strike, inspiring a movement. The educators built deep support by feeding their students while on strike (many depend on school lunches) and aligning their demands with all public workers.

A key difference between the state of West Virginia and California is that while we are both at the bottom when it comes to per-pupil funding, California is the sixth richest economy in the world. There is a huge income inequality gap in California, with the wealthiest corporations not paying their fair share of property taxes and not contributing to public education and social services. We are supporting the Schools and Communities First initiative that would bring $11 billion to schools and social services, and are supporting other state initiatives. We recognize that LAUSD alone doesn’t have adequate financial resources to address all of our bargaining demands, so we have put forward solutions to getting to our 20 x 20 goal of increasing per-pupil funding to $20,000 by the year 2020. Yet as recently shown in the district’s latest budget projections, it is apparent what LAUSD prioritizes. Whereas by law the district is required to have only a 1% unrestricted reserve, LAUSD is projected to end the 2017-18 school year with a 24% unrestricted reserve—the highest by far in the state. This translates into $1.7 billion not going to the classroom and not serving kids.

Going all in for respect

We are only as strong at the bargaining table as we are in our schools. Escalating collective action is the power behind our bargaining. It is in these storms we get LAUSD to move on class size, testing mandates, discipline, staffing supports, and more. Collective action is how to right an egregious wrong. While the LAUSD School Board voted themselves a 1% raise, they have only offered our members 2%.

The movement rising up in West Virginia, Kentucky, Puerto Rico, Arizona, and Oklahoma is a call to defend, protect, and fund public education. It is a call for respect and dignity for educators. UTLA has a plan of action to push for a contract by the end of the school year, which requires intensity, urgency, and the fervor of “enough is enough.”

Check out the cover of this issue for our series of escalating actions in April and May, starting with picketing and faculty meeting boycotts and building to a massive rally in Grand Park on May 24. By building collective action, we demonstrate our unity and strength and ability to strike. If we do not get a fair contract by the end of the year, we will hold strike votes in the fall.

Let’s all come together and take part in this movement as we put ourselves on the line and fight for our profession, our students, and the quality public schools our students and families deserve.

STRA preretirement workshops

Free workshops are open to all CalSTRS members.

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

CalSTRS (the California State Teachers’ Retirement System) and the district are sponsoring a series of preretirement workshops for this school year. Information will be provided regarding the calculation of retirement allowance, LAUSD 457(b) supplemental savings plan, post-retirement information, and more. Time will be provided at the end of the workshop presentation for questions and answers. See reservation information below. The workshops are individual meetings (not a series).

Dates and locations

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

April 19, 2018 (Thursday) Nevin Elementary (Auditorium) 1569 E. 32nd St. Los Angeles, CA 90011

May 3, 2018 (Thursday) Broad Elementary (Auditorium) 24815 Broad Ave. Wilmington, CA 90744

May 10, 2018 (Thursday) Noble Elementary (Auditorium) 8329 Noble Ave. North Hills, CA 91343

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

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Enough with the testing—let us teach

Educators advocate for assessments that respect our professional knowledge and input.

By Gloria Martinez
UTLA Elementary Vice President

The state testing window is approaching, and it comes on the heels of a year in which testing has not let up. This year those of us who teach English language learners rolled out the new ELPACs (English Language Proficiency Assessments for California). Elementary teachers at “focus schools” are implementing assessments every other week, many teachers have been asked to administer TRC and progress monitoring assessments. Let us not forget that teachers still create and administer their own assessments. Elementary teachers faced new responsibilities this year. Many of these new responsibilities came without proper training or teacher support. Nonetheless, you not only rose to the expectations, you surpassed them. You planned on your own after the district provided no time. You became familiar with programs and assessments despite limited training. Moreover, many of you challenged administrators on what exactly was mandated and what was not. These collective actions matter at school sites and they matter as we prepare to get our message across at school sites on April 19 and then as members from across the city come together once again at Grand Park in downtown LA on May 24. It is time we unite our voices and yell a collective “enough!”

Enough with the mandates and lack of transparency. Enough with the lack of accountability for local districts and site administrators. Enough with the testing—let us teach.

A way to waive nonmandated assessments

Last month, we informed chapter chairs of the district testing waiver. Schools can apply to have assessments that better suit the needs of their student population. Applying might sound like a lot of work, but a waiver could only benefit your students but could also address some of the concerns your staff has around overtesting or the type of assessments you are asked to administer. If this sounds of interest, reach out to your chapter chairs and grade-level chairs to talk about the benefits or concerns regarding applying for a waiver. Your chair can ask your principal to allocate time to discuss the waiver at an upcoming faculty meeting. For more information, look up LAUSD Bulletin 6700.1 or go to our new overtesting page at bit.ly/UTLAovertesting. Like any schoolwide decision, we encourage a comprehensive discussion to ensure stakeholders are supportive of changes that affect their classroom.

We recently had two UTLA members join us at the bargaining table to talk to LAUSD about the impact of large classes sizes on teaching and learning conditions (read more on page 4). Morningside Elementary teacher Elsa Tejeda-Fermín, without prompting, also spoke on the overtesting of students who need more instructional time: our ELs and those struggling in reading need more instructional time, not more testing. If a student is struggling in decoding, does testing them every two weeks help their phonemic awareness? Does progress monitoring help with reading comprehension development or character analysis? What if instead of asking teachers to give additional assessment, they actually had the time to read/decode/blend with students who struggle? Many of our special education students are performing below grade level, and yet we expect our special education students to take the exact same assessments as their general education counterparts. Decisions on assessments should be made at the IEP meeting, where teachers and parents can decide which assessments best serve the student needs and are reflective of student learning and growth.

Advocating for academic freedom in the contract

Educator voice in assessment is crucial and that is why the UTLA bargaining team has proposed contract language that calls for more teacher discretion in testing. UTLA also calls for more support for educators as the number of assessments increases. The proposed language falls under Article XIX: Academic Freedom and Responsibility and is as follows:

4.0 Assessment and Standardized Testing:

Excluding those required by state or federal law, each classroom teacher shall be provided the academic freedom and unilateral professional discretion to determine what assessments are used in their classroom, how assessments are used in their classroom, and when assessments are used in their classroom. The results of these assessments shall be used for the sole utilization of the classroom teacher.

4.1 For state or federally mandated assessments requiring one-on-one teacher-student implementation, teachers shall be provided substitute coverage for her/his class while conducting the one-on-one assessments.

Imagine if elementary teachers had the academic freedom to choose whether to “progress monitor” students or to use a reading measurement besides DIBELS. Imagine if we had the freedom to use assessment results to drive instruction instead of using them to trigger more assessments, inadequate grouping, or data walls.

This year, more than any other, we have realized how necessary it is to have clear language in our contract regarding assessments and academic freedom. As contract negotiations intensify, we will count on our rank-and-file members to demonstrate how fed up we are with district mandates that fail to consider the impact on student learning or the encroachment on instructional time.

Resources: More teaching, less testing

• UTLA’s overtesting page (bit.ly/UTLAovertesting) has multiple resources, including a list of which LAUSD tests are optional and strategies for organizing your staff around standardized testing issues.

• If your school is interested in self-directing its student testing efforts, LAUSD has a waiver process that could waive non-mandated tests and replace them with alternate educator-driven assessments. In 2017 only 11 schools applied, but all that applied were granted a waiver. These schools chose to create their own alternative assessments, reflective of the needs of their student population.

• UTLA is collecting testing feedback at stopthemandatemadness@utla.net. Share your stories on how the new assessments and/or mandates have impacted your classroom. Your stories will help amplify the problem with overtesting and overmandating and illustrate how these top-down decisions negatively impact instructional time.

• Teachers have the right to inform parents about their right to opt-out of state assessment. Educators are prohibited from encouraging parents to opt out. For more on your rights as an educator go to the link on our overtesting page at bit.ly/UTLAovertesting.
UTLA’s escalating actions (see calendar on cover) will put pressure on the district to bargain seriously and use its record-breaking reserves to support educators and students.

The district is projected to have an unrestricted ending balance of $1.7 billion at the end of the school year—that’s 24% of total outgo, and the state only requires a 1% reserve. LAUSD’s healthy reserve is rarely mentioned by the LAUSD School Board majority because it doesn’t support their political narrative that schools are going broke because of employee pay and healthcare. Even with record-breaking reserves, LAUSD refuses to do the right thing and fund a fair pay raise, lower class sizes, more staffing, and all the other things our students deserve.

While we recognize there are financial pressures on the district because of declining enrollment and unfunded special education requirements, there is no excuse to sit on excessive reserves while student needs go unmet. The next bargaining sessions are April 26, May 10, and May 24.

### SALARY
- Increase salaries by 6.5%, effective July 1, 2016
- Create NBCT cohorts at 100 high-need schools, jointly identified by UTLA and LAUSD, and require LAUSD to pay NBCT exam fees for participating teachers who take the exam and stay at the school for at least two years
- Maintain 15% differential for NBCT teachers at all schools

### CLASS SIZE & STAFFING
- Eliminate Section 1.5 from the contract, which allows the district to unilaterally increase class sizes
- Reduce time required to initiate grievance procedures for class-size violations by the district
- Guarantee a secondary counselor ratio of 500:1 at every school
- Require 1 teacher librarian at every secondary school
- Require 1 full-time nurse at every school
- Provide every school with a choice between a district office-funded dean, PSW, or Restorative Justice Advisor, to be determined by the Local School Leadership Council

### ACADEMIC FREEDOM
- Provide teachers with complete discretion to determine when and/or what standardized assessments are used in their classrooms, beyond those required by the state or federal government
- Provide all teachers with the academic freedom to provide Ethnic Studies & Multicultural Literature instruction
- Require all secondary schools to provide Ethnic Studies & Multicultural Literature instruction no later than the 2018-2019 school year
- Require all elementary schools to provide Ethnic Studies & Multicultural Literature instruction, no later than the 2019-2020 school year
- Create a UTLA-LAUSD Ethnic Studies Task Force to provide ongoing support for Ethnic Studies & Multicultural Literature instruction

### CLASSROOM LIBRARY
- LAUSD has offered to create a UTLA-LAUSD Ethnic Studies Task Force—an anemic move toward providing relevant pedagogy to students in the most diverse city in the country

### TRANSFERS
- Clearly define “norm day” as last instructional day of the fifth week of each school year
- Protect members from administrative transfers for arbitrary, capricious, or discriminatory reasons
- Eliminate administrator discretion in displacement process, with displacements based strictly on seniority
- Allow counselors with a teaching credential to be included in counselor grouping for displacement purposes, as opposed to teacher grouping
- Ensure timely placement of displaced teachers within close geographical proximity of their previous assignment
- Require super-majority support by staff vote for any school conversion, including conversion to a magnet school
- Ensure that teachers are not required to reapply for their position as the result of a school conversion

### PROFESSIONAL DEVELOPMENT
- Provide itinerant employees up to 2 paid release days for professional development, implementation of state standards, and ensure equitable workloads
- Ensure UTLA appoints all educator representatives on Educator Development, Support, and Evaluation committees
- Expand chapter chair rights in school conversion and other things our students deserve
- Increase reimbursement cost for UTLA to release members
- Increase reimbursement cost for UTLA to release members

### LEAVES AND ABSENCES
- Add language to contract consistent with new law allowing use of up to 12 weeks of accumulated sick leave by all employees for parental leave
- Increase the number of paid days for use on examination of accumulated sick leave to up to 5 months
- Increase the compensation for paid days beyond accumulated sick days from half pay to the employee’s regular rate of pay, minus the cost of a substitute

### UTLA RIGHTS
- Expand right to representation at school sites beyond disciplinary meetings
- Expand rights of recognized chapter chairs for UTLA members
- Expand rights of UTLA chapter chairs to speak with members at district meetings
- Expand chapter chair rights in school conversion and contract waiver processes
- Ensure UTLA appoints all educator representatives on district committees

### REVENUE
- Approval by the BOE of a resolution supporting and calling for formal advocacy of 20 by 20

LAUSD continues to refuse to bargain
STUDENT RIGHTS & SUPPORT
- Cease the use of “random” metal detector searches of students or “random” locker searches, and rescind LAUSD Bulletin 542-2
- Approval by the BOE of a resolution supporting and calling for formal advocacy of fair-free searched on all MTA buses and trains for LAUSD students
- Public support by the BOE for an end to the disproportionate number of citations, fines, and “stop & frisks” involving black trans students

MASTER PLAN
- Expand eligibility for Master Plan salary differentials, including for HRA and substitute members
- Create employee training program to increase the number of members eligible to provide instruction in the Master Plan program

STUDENT DISCIPLINE
- Empower Local School Leadership Councils to produce and distribute annual School Climate & Discipline Plans, which includes roles and responsibilities for all stakeholders in emergency situations
- Increase administrator support for teachers in addressing student discipline problems
- Create Positive Behavior Support & Restorative Practices Committee to identify and support best practices and model schools for nurturing effective student discipline approaches
- Create intervention teams of educators and administrators to provide enhanced support to schools dealing with severe student discipline issues

AFFORDABLE HOUSING
- Provide school-based support for students and students’ families facing eviction or housing emergencies, including staff training in collaboration with nonprofit organizations
- Identify surplus land owned by the district that can be used to develop affordable housing, with a priority of housing students and their families
- Public support by the BOE for laws and local ordinances that improve tenant rights and support workforce housing

IMMIGRANT FAMILY SUPPORT
- Create a $1 million Immigrant Family Defense Fund to support the families of students
- Provide training to all employees on district protocols for interaction with ICE
- Develop community partnerships to place immigrant support clinics at schools

SCHOOL ACCOUNTABILITY
- Require an Education Impact Report and a Community Impact Report as part of the authorization process for new charter schools and the reauthorization of existing charter schools. Require district-authorized charter schools to provide annual data on student demographics, dismissals, and expulsions. Require district-authorized charter schools to provide annual data on available green space and compliance with local, state, and federal safety codes. Require district-authorized charter schools to provide monthly data on student enrollment
- Expand the formal role of chapter chairs and co-location coordinators in ensuring that co-locations don’t diminish the learning and working conditions at schools targeted for co-location
- Ensure timely notification and engagement by the district with school communities facing possible co-location

COMMUNITY SCHOOLS
- Designate 20 schools in high-need areas for Community Schools transformation
- Allocate $5 million for the 20 designated high-need schools for the 2018-2019 school year and $10 million each for 2019-20 and 2020-21
- Analyze Community Schools transformation process for expansion to more schools

GREEN SPACE ON CAMPUS
- Require the district to develop a plan to remove all unused bungalows from our schools, no later than December 31, 2021
- Require the district to develop a plan to provide adequate green space at all schools by December 31, 2019

SUBSTITUTE EMPLOYEES
- Increase the continuity rate
- Provide pay for substitute participation in professional development
- Increase pay for substitute participation in professional development
- Reduce required time for extended pay in special education assignments
- Ensure that necessary assignment information is provided to substitutes prior to acceptance
- Ensure substitute compensation for late cancellations that prevent taking another assignment
- A substitute teacher will not be considered late if they arrive no later than 1 hour after accepting an assignment

ADULT & CAREER EDUCATION
- Improve DACE transparency in providing adult education employee information
- Eliminate “M” Basis contracts
- Improve adult education employee rights to permanent status
- Reduce adult education class sizes
- Creation of a salary table for adult education employees

EARLY EDUCATION
- Ensure that chapter chairs are assigned to early shift positions, with DACE Executive Director unilaterally determining which schools get an “advisor”
- Change “M” basis contracts to temporary contracts
- Create joint panel to select employees for “advisor” positions, with DACE Executive Director unilaterally determining which schools get an “advisor”

STUDENT RIGHTS & SUPPORT
- LAUSD continues to refuse to bargain
- LAUSD rejected UTLA-proposed employee training program
- LAUSD presented some proposals that make progress in enhancing workplace rights and working conditions for substitute educators but is well short of UTLA demands
- A substitute teacher will not be considered late if they arrive no later than 1 hour after accepting an assignment
- LAUSD refused to guarantee an early shift for early education teachers, diminishing their ability to be represented at UTLA meetings, and refused proposal to put early ed on the 7 salary schedule and give them an equitable workload, with lunch break
- LAUSD refuses to guarantee an early shift for early education teachers, diminishing their ability to be represented at UTLA meetings, and refused proposal to put early ed on the 7 salary schedule and give them an equitable workload, with lunch break
- LAUSD continues to refuse most UTLA proposals
- LAUSD continues to refuse to bargain
- LAUSD continues to refuse to bargain
- LAUSD continues to refuse to bargain
Making the case for Black Lives Matter in Schools

Students lead the fight to end random searches in LAUSD.

By Cecily Myart-Cruz
UTLA/NEA Vice President

Lately, amazing student-led actions have been an almost daily occurrence on television and social media. We are seeing an uprising that started as a spark but is growing into a blaze of youth activism on gun control, racial justice, and other issues that impact their lives.

Locally, students across the city in the grassroots group Students Deserve are organizing to fight the criminalization of black and brown youth in LA schools, including ending “random” searches of students. In March, thousands of LAUSD students across 70 schools wore student-designed “End Random Searches” buttons calling on the school board to stop taking them out of class every day to search them for weapons. They also passed out information sheets providing the facts of why LAUSD should divest from searches and invest in Community Schools.

This action followed the powerful youth-led forum on Making Black Lives Matter in Schools at Trade Tech in February. More than 700 students, parents, educators, and community members came together to learn, discuss, and organize to end random searches and win fully funded Community Schools. Students spoke their truths on the very real effects of criminalization within the school and how it feels to have themselves and their belongings searched for weapons, even if they have done nothing wrong and there are no documented safety concerns at the school. The student speakers facilitated discussions for elementary, middle, and secondary students, and led a call to action for having one-on-one conversations with other students to distribute their “End Random Searches” buttons.

Patrisse Khan-Cullors, founder of Black Lives Matter, Dignity and Power, and a graduate of Millikan Middle School and Cleveland High School, spoke to the participants about lifting their voices in this campaign and organizing folks into the work. She talked about realizing the dream of Community Schools by investing in our youth.

Additionally, there was a student art exhibit and a training led by Black Lives Matter and Students Deserve leader Shamell Bell on Dance as Resistance. This youth-led symposium made a righteous critique of the school district’s budget while calling on Board of Education members to end random searches in schools.

LAUSD students, educators, and community members joined the nation’s largest reading celebration by marking NEA Read Across America Day in March. Read Across America is a literacy project that encourages readers, both young and old, to discover the joys of reading and cultivate good reading habits. More than 45 million people participate every year.

At San Pascual STEAM Magnet (bottom row photos), the PTA and families joined together to kick off Read Across America with Dr. Seuss Night. Children enjoyed art, science, and engineering activities, along with Dr. Seuss Bingo and other games. Raffle prize winners went home with a collection of Dr. Seuss books donated by Target Glassell Park.

At Lorena Street Elementary, students in Yolanda Spencer Tamayo’s class were treated to guest readers, including local police officers and UTLA leaders Cecily Myart-Cruz and Erika Jones Crawford (top row).

UTLA/NEA “WHO” Awards Dinner
“We Honor Ours”
Monday, April 23, 2018
5:00 - 9:00 p.m.

Join the celebration honoring UTLA/NEA members for their activism and service and to recognize community support of our public schools.

For information contact Vivian Vega at 213-368-6159 or vega@utla.net.

To reserve your seats for the UTLA/NEA “WHO” Awards Dinner please complete and return the form below along with your check for $60 via U.S. Mail with proper postage affixed to Vivian Vega, c/o UTLA, 2385 Wilshire Blvd., 10th Floor, Los Angeles, CA 90010.

UTLA/NEA “WHO” Awards Dinner Reservation ---- Must be received no later than April 8, 2018

Name ____________________________
Employer ____________________________
Address ____________________________
City __________________ Zip __________
Home Phone __________________ Work Phone __________________
E Mail ____________________________
Please Seat me with ____________________________
Circle Entrée Selection: Beef __________ Chicken __________ Vegetarian Meal ______
Enclosed is my check for $60 per person (payable to UTLA/NEA) - NO REFUNDS
Time to choose your site’s chapter leadership

Members will vote to fill chapter leadership positions for the 2018-19 school year.

The election of a UTLA Chapter Chair, and Vice Chairs and/or Co-chairs, is a crucial part of maintaining the connection of UTLA members in a chapter and within the cluster, area, and overall structure of organizing and representation in our union. Besides helping organize their chapter, Chapter Chairs also defend professional rights, resolve conflicts with administration, and keep their members connected with UTLA. Our union’s strength is built through Chapter Chairs; without Chapter Chairs in place, our strength is diminished. This year especially, we are making an all-out effort to have elected chapter leadership in place before the summer break to build our strength at the bargaining table. Each UTLA chapter should make every effort to complete the election process as soon as possible so that our Area reps, cluster leaders, and Area leadership can know which schools to reach out to before the end of the school year.

UTLA Chapter Chair election rules and duties

The following are the rules for the election of UTLA Chapter Chair, Co-Chair, and Vice Chair. In accordance with the UTLA Constitution, each UTLA chapter shall hold an election of chapter officers, including Chapter Chair, each spring, and shall notify UTLA of the results no later than May 1. If a chapter has a local constitution, which lists term of office as two years, the chapter must still submit the name of the Chapter Chair to UTLA each spring, indicating that the Chapter Chair is serving in the first or second year of the term.

Chapters with more than 80 UTLA members are also entitled to elect a Co-Chair. All Chapters may elect up to two Vice Chairs, who serve as assistants to the chair and/or Co-Chair.

Qualifications for Office, Voting and Challenged Ballots

To be eligible to run for office, a person shall have to have been a member of UTLA within the same Chapter for at least two calendar months prior to balloting.

To be eligible to vote a person shall have to have been a member of UTLA, within the same Chapter, and spend the majority of his/her work time within that Chapter, for at least two calendar months prior to balloting.

A member who spends an equal amount of time at two schools shall choose one of the schools and will be entitled to one full vote. Local Chapter Constitutions may increase the qualifications for office after a secret ballot vote of all site members and approval by the Board of Directors.

Magnet Schools, which share a site and a principal, and wish to have a separate UTLA chapter, must hold a secret ballot vote to do so. For the beginning of the nomination process for the election of the Chapter Chair at the regular site begins. The secret ballot election shall include all UTLA members of the proposed chapter. Chapters that have been separated through a vote shall annually notify UTLA, through their Chapter Chair, of their desire to remain a separate Chapter. In general, UTLA recognizes chapters as the policy “one principal, one chapter chair, one chapter.”

Any person who requests a ballot but whose name does not appear on the UTLA print list of Directory code indicates that that person is not a full dues paying member of UTLA, or whose eligibility is challenged for any other reason, shall vote a Challenged Ballot. Said ballot shall be placed in a sealed envelope with the person’s name and employee number on the outside of the envelope. The election committee shall call the UTLA Membership chapter. Chapters that have been separated through a vote shall annually notify UTLA, through their Chapter Chair, of their desire to remain a separate Chapter. In general, UTLA recognizes chapters as the policy “one principal, one chapter chair, one chapter.”

Election Responsibilities of Current Chapter Chair

The Chapter Chair shall appoint a three-member election committee, the members of which must be UTLA members (not fee payers) and not candidates for office. If there is no current Chapter Chair at the site, the election committee shall consist of three volunteers who are UTLA members (not fee payers) and not candidates for office.

The Chapter Chair shall request of UTLA the most current list of UTLA members at the site. If there is no Chapter Chair, a member of the election committee shall make the request.

The Chapter Chair shall give this list of members to the election committee for their use. If a site has six or fewer UTLA members, the Chapter Chair shall appoint an election committee of at least one member. In the absence of a Chapter Chair, the entire membership shall meet and decide who shall conduct the election (preferably at least two members).

The Chapter Chair shall give a copy of these rules to the election committee and review all parts of it with them to make certain they understand their responsibilities. That ends the Chapter Chair’s involvement in the process.

Duties of the Election Committee

The election committee shall do the following:

(a) Select a chairperson
(b) Prepare a self-nominating form to be distributed to all eligible active UTLA members assigned to the site. The form shall contain all positions to be voted for. Members shall self-nominate for more than one position. (Mail to those on leave with return rights.) Nominations by a second party shall generally not be accepted. All nominations or withdrawals of a submitted nomination must be in writing by the nominee.
(c) Publicize, in writing, to all members the election timeline. The timeline shall include the date and time upon which the self-nominating forms must be returned, the date, time, location of the election and the procedures for counting the ballots. The timeline shall be sufficient to allow for mailed ballots. (See (i))
(d) Make the polling site accessible to all eligible active UTLA members. There is no attempt to solicit votes in any form in the immediate vicinity of the balloting area.
(e) Verify membership status (03) of all nominating members.
(f) Prepare a written ballot for contested elections, with the names of the self-nominated candidates. A candidate must win by a majority of the votes cast. (This may require a runoff between the top two vote getters). If the election is not contested, the self-nominated candidate shall be declared elected.
(g) Prepare a sealed secret ballot box to receive voted ballots.
(h) Indicate, on the UTLA-provided list of members, those members, who received a ballot, to insure that one ballot is given per member and only eligible active UTLA members receive a ballot.
(i) Permit voting for at least three assigned working days to insure that all eligible active UTLA members vote. Ballots shall be in the sealed secret ballot box, which shall be secured each day by the chair of the election committee. If all eligible members vote in fewer days than the number of days set aside for voting, the committee may declare the election completed and count the ballots, after notifying members of the time and location where the count will take place.
(j) Mail a ballot to the address of record of any person who maintains active UTLA membership and is regularly assigned to the site in question, but who is absent from the site during the balloting period. (maturity leave, etc.). Those members who are absent due to extended illness must request an absentee ballot in sufficient time to be voted and received back at the site by the last day of balloting. Adult schools, with multiple sites, may conduct the voting by a secret ballot double-envelope return procedure.
(k) Count the ballots at the time and place indicated in the election timeline. Any active UTLA member may witness the count. In case of a tie vote there shall be a flip of a coin.
(l) Publish the results of the election and notify UTLA immediately on the official form provided by UTLA of those results (no later than May 16).
(m) If a candidate has self-nominated for multiple positions, including Chapter Chair, the election for Chapter Chair shall be conducted first. After a Chapter Chair election, the election committee repeats steps a – j to elect a Co-Chair (Chapters with more than 80 members) or Vice Chair at any school. If the candidates for Co-Chair or Vice Chair are not also candidates for Chapter Chair both elections may be conducted at the same time.
(n) Secure all election materials for six months to insure their availability in case of a challenge to the election.
(o) In secondary schools—within ten working days following the completion of the Chapter Chair election, the chapter shall publicly announce the election time as described in Article IV, Section 8.18 & c of the current contract, in order to give the site an opportunity to adjust the master schedule for the following school year.

Special category chapter chair election

Article IV, Section 8.3 of the UTLA/LAUSD Agreement provides for Chair Chapters Districtwide for major employment categories that are not school-site based. These Chair Chapter categories are as listed: Adapted PE, Audiometrists, Deaf and Hard of Hearing, Educational Audiologists, Elementary Counselors, Non-Public Schools, Elementary Literacy Coaches, Occupational and Physical Therapy, PH/PHH/LRE Counselors, Psychiatric Social Workers, Pupil Service and Attendance Counselors, School Nurses, School Psychologists, Secondary Counselors, Speech and Language, Substitutes Central Calling Area (1, 2, 3), Substitutes North Calling Area (1, 2, 3, 4), Substitutes South Calling Area (1, 2, 3), Traveling Elementary Arts Teachers,Visually Handicapped, Vocational Education.

Candidates for these Chapter Chair positions must be a current member of the non-school-based employment category listed and must self-nominate with this form; otherwise the positions will go unfilled. Self-nomination forms must be returned to Princess Sykes O’UTLA, 3593 Wilshire Blvd., 10th Floor, Los Angeles, CA 90010, Attention: Constitution Committee, no later than April 20, 2018, at 5 p.m. If more than one person is nominated for a category, the election then will be carried out by ballot, mailed to the homes of all members of that category. The ballots shall be mailed on May 4, 2018, and must be received no later than 5 p.m., May 18, 2018. Any person who is eligible to vote (i.e., a UTLA member of that category) but has not received a ballot must call Princess Sykes at UTLA at 213-369-4220 by May 11, 2018, to request one. Please see UTLA Chapter Chair Elections and Duties in this UTD for further information regarding qualifications for this office, duties of the chapter chair, term of office, etc.

Groups of 80 or more members may elect a Co-Chair to assist the Chair as needed. Citywide groups that have Local District or similar sub-group meetings are encouraged to elect a Vice Chair for each Local District or sub-group. UTLA is also recognizing Chapter Chairs for each of the regional groupings (Local Districts) for the following large groups: Psychologists, Nurses, PFSN, PSA Counselors, Secondary Counselors, Speech and Language, and OT-PH.

Name ____________________________________________ Employee Number __________
Address __________________________________________
City ______ Zip ______
Home Phone ___________________________ District Position __________
(Circle One) Candidate For: Chair __________ Co-Chair __________ Vice Chair __________
Local District (needed for HHS itinerant)
Special category you would represent __________
Substitutes Only: Calling Area & Number __________

(continued on page 26)
Support for housed teachers

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

Some things that UTLA members may not be aware of: Teachers who run afoul of their administrators no longer get sent downtown to be “housed.” Instead, every day between 8 a.m. and 2:45 p.m., they’re restricted to their own houses and obligated to call in to the district twice daily. They’re paid their regular salaries, but they’re forbidden all contact with their schools, which can make mounting a defense difficult. In the meantime, district personnel investigate the cases of these teachers. Housed teachers are not kept informed of the status of these investigations. No formal hearing takes place until the district reaches its verdict, so accused teachers have no chance to influence the process.

UTLA’s Standing Committee for Unjustly Housed Teachers meets monthly at the union to support these teachers. From time to time the committee introduces motions at House of Representatives meetings. The committee also represents “reassigned teachers”—teachers arbitrarily relocated to other schools. The next meeting is April 19 from 4:30 to 6:30 p.m. in Room 904. The UTLA building is located at 3303 Wilshire Blvd., Los Angeles, CA 90010.

If you’ve been recently removed from the classroom, please contact Luis Vicente Ovalles, staff rep for housed teachers, at lvovalles@utla.net.

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We all remember a teacher who made an impact.

Thank you for all you do.

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**Orange County**
- Anaheim Hills 714.495.5665
- Fullerton 714.346.5000
- Huntington Beach 714.521.8171
- Los Alamitos, Long Beach 562.543.0960
- Santa Ana 714.494.0851

**Inland Empire**
- La Verne 909.795.5870
- Walnut 909.456.9425
- West Covina 909.855.2072
- Alta Loma 909.408.1333
- Ontario 909.374.2255
- Chino Hills/Corona 909.747.5098
- Corona 909.733.5009
- Redlands 909.356.5939
- Riverside 909.786.7352
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Report from the January 19 General Assembly Meeting.

By Mignon Jackson
UTLA-Retired Secretary

Delegates and alternates were elected for the following conventions. CFT Convention March 23 to 25: delegates Susie Chow and alternate Greg Basile. CTA/NEA Retired Conference March 1 to 2: delegates Patrick Arcadi, Lorraine Butler, and Janet Davis, and alternates Sara Alvarez and Margarita Valencia. NEA-Retired Annual Meeting June 27 to 28: delegates Faye Shutsky, Greta Brinck, Nancy Brashears, and Susan Ann Carroll and alternates Reina Pembrook, Michael Tokmakoff, Elaine LeBoeuf, and Cecelia Alvarez-Hinojosa.

Healthcare agreement reached: UTLA Secondary Vice President Daniel Barnhart announced that a tentative three-year healthcare agreement had been reached between UTLA and LAUSD. The agreement has no member premium contribution provision, no two-tier structure, all new employees can still qualify for benefits, and the reserve will not be depleted by the end of the agreement—basically, it’s a continuation of the healthcare that is currently in place.

Treasurer’s report: Mike Drebin reported that the UTLA-Retired budget is now $50,582, with 4,308 members.

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Thank you, teachers.
Your commitment to education makes you a class act.

UnitedHealthcare

Thank you, teachers.
Your commitment to education makes you a class act.

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For more information, call Carissa Green at 714-252-0350.

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Final evaluation Q&A

What to know before you go in for your final evaluation conference.

This is the time of the year when many teachers receive their final evaluations from their administrators. Before you go in for your final evaluation conference, take a look at this Q&A so you can be aware of your rights under the contract. UTLA is in bargaining with LAUSD now as part of a multi-year process to create a new system based on a career-long professional growth model of Educator Development and Support.

Who receives an evaluation and how often?

Probationary and permanent teachers receive evaluations. Limited-term personnel (such as provisional contract, substitute for more than 20 days, or a probationary, conditional, or temporary contract employee assigned on March 1 or thereafter) and nontenured adult education teachers are evaluated on the district’s Form 1022. Probationary employees are required by state code to be evaluated at least once every year (failure to provide an evaluation may jeopardize their status). Permanent employees are evaluated at least once every other year, although legislation allows for teachers with 10 years in a district to be evaluated every five years if they have received a “meets standards” evaluation. A Supplemental Agreement reached with LAUSD contains a provision that calls for LAUSD to take advantage of this law and grant extensions of the time between evaluations. This longer evaluation period requires the consent of both the evaluator and the employee.

Is the administrator required to have a conference with me?

If you are being evaluated this year, your administrator should have worked with you early in the school year to establish your objectives. During the year, your administrator should have been observing your teaching and conferring with you. If problems were identified, within four working days of the conference you should have been given a copy of written records relating to observations, advisory conferences, and assistance offered or given. These are warnings that you must improve your performance.

Should I answer written warnings?

These are warnings that you must improve on a career-long professional growth model and the assistance given and to be given.

Should I take my UTLA representative to the final evaluation conference?

If your administrator intends to issue a “below standard” evaluation, you must be informed of that intent and given the opportunity to be accompanied by your chapter chair (or by any other person as long as that person is not a representative of another employee organization).

Should I sign an evaluation when I don’t agree?

Your signature is required and does not mean you agree. You may attach a written response within ten working days from date received and you may also appeal the matter to the cluster leader.

When should I receive my copy?

You will be given a copy of the final evaluation report at the conference.

I don’t agree with my evaluation. Can I file a grievance?

You have the right to grieve within 30 working days if you receive a “below standard” evaluation or if your evaluation is “meets standards” but there is a significant disparity between the rating and the negative comments on the form. You should talk to your UTLA Area representative if you believe such a “significant disparity” exists on your evaluation. You should request an informal meeting with your administrator within 15 days of receiving the below standard evaluation as required by the contract provisions for filing a grievance.

Where can I find more information?

This is a summary of the contract language plus some tips on how to protect yourself. For complete information regarding the process, see Article X of the contract and Attachment G of the 2014-17 agreement (posted at utla.net; look under “Contracts/Negotiations”).

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School grants for inclusive special education

The Cook-Weintraub Memorial Education Fund supports the improvement of PreK-12 education in the Los Angeles Unified School District through the implementation of inclusive education of students with disabilities. Schools can submit proposals for a grant designed to improve the delivery of inclusive special education services at their school sites. The grant awarded from this fund will be a total amount of $30,000 to be spent over two calendar years and is available for any LAUSD school. The application deadline is April 30, 2018, with the grant to be implemented in the 2018-2019 and 2019-2020 school years. Winners will be notified of their award by June 1, 2018. To receive the full RFP package, please email Dr. Sally Spencer at sspencer@csun.edu. Late proposals will not be accepted.

PARENTS PROTEST (continued from page 5)

way for LAUSD to ameliorate the damage of co-location and bring the accountability for charters that parents were demanding. UTLA’s proposals include requiring an economic and community impact report to authorize new charters or reauthorize existing ones; requiring district-authorized co-locations don’t damage the working and learning conditions of existing schools.

“UTLA has proposed common-sense charter school accountability language that costs the district nothing, yet they don’t want to approve it,” Spencer Tamayo said. “There are steps LAUSD can take right now to bring oversight of the charter industry and transparency to our district.”

The protest continued inside the board meeting, where 1,600 petitions demanding Ref’s resignation were delivered and some parents and students addressed Rodriguez directly, calling on him to step down.

For more on Ref Rodriguez and the superintendent search, see page 6.

Free mobile museum visits from NHM

The Natural History Museum’s Mobile Museums are a free outreach program for LAUSD elementary and secondary schools. The mobile education programs are unique educational spaces situated in modified tractor-trailers to simulate scientific research environments. Two options are available: Mobile Museum: An Archaeology Experience (Grades 3-5) and Mobile Museum: An Ocean Experience (Grades 6-12). Scheduling is first-come, first-served until all slots are filled. The museum began accepting online requests for August-December 2018 on March 15. Please note that there is a two-year wait period between visits to each school. To request a mobile, book online at http://www.nhm.org/site/for-teachers/mobile-museum.
The Janus v. AFSCME lawsuit is designed to dismantle public education and undermine our country’s democracy. In a post-Janus world, the enemies of public education will target their attacks on teachers’ unions with coordinated membership drop campaigns designed to force unions to cut back on staff, representation, legal services, and contract and organizing campaigns.

Teachers’ unions could be diverted from essential political work

Without a strong membership recommitment drive, Janus could negatively impact the infrastructure of teachers’ unions and significantly hinder our partnering with other stakeholders to elect and engage with responsive legislators to promote improved learning conditions and fully staffed schools, to demand charter operator accountability, and toconcertedly fight back against a corporate takeover of public schools that would allow for-profit companies to run public schools with taxpayer money.

Janus, in a worst-case scenario, could take the “public” out of public education

An already uneven playing field would further tilt in favor of for-profit and non-unionized charters funded by the mega-rich, handing classrooms over to corporate CEOs and the wealthiest 1%, and turning schools into a business. This is why it is imperative for teachers’ unions to invest in our political capacity.

Join PACE or increase your contribution level

Contributions to PACE, our political action fund, help empower UTLA and preserve public education. When you are approached during the All In campaign about signing a new membership card, please join PACE. And if you are already a PACE contributor, please increase your contribution level.

UTLA & PACE: “I’m All In”

“As we sign the UTLA All In membership cards, it is essential that we—as educators and stakeholders in this country—also bump up our PACE contributions or join PACE. Our profession and the communities we serve must have a voice. Contributions to PACE help us support initiatives for fully funded schools and candidates who believe in public education. Now more than ever, UTLA must be proactive, as the billionaires pour funds into the 2018 governor and state superintendent elections. Recommitting ourselves to UTLA and PACE membership is key to building the movement for the schools our students deserve.”

—Karla Griego
Buchanan Elementary
Special education teacher &
UTLA North Area Chair

United Teacher • for the latest news: www.utla.net April 13, 2018

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CHAPTER LEADERSHIP
(continued from page 19)

(p) In elementary schools—the release
time election, pursuant to Article IV, Section
8.1.a, b & c, shall take place within ten
working days after it is known which specific
teachers’ work load will be directly affected
by the operation of the plan.

Election Challenge
Any active UTLA member at the site who
believes that any of these election procedures
has been violated shall have 15 working days
after the election results are known to send
a written challenge by US mail to the Chair
of the UTLA Constitution Committee, c/o
UTLA Headquarters. Challenges may also
instead be submitted via email if done so
within 15 working days after the election
results are known. However, the member
must first present the challenge to the site
election committee within five calendar days.
If the rules were violated, the election com-
mittee should correct the errors, even if that
requires starting the election process over
from the beginning. Only those challenges
that are not satisfactorily handled at the work
site should be forwarded to the Constitution
Committee.

As a result of any challenge to the elec-
tion of a Chapter Chair, the UTLA Constitu-
tion Committee may authorize the election
committee at the school site or the Board of
Directors’ members representing the area
in which the chapter is located, to conduct
a new election at the site.

Special Categories
Electors of Chapter Chairs for special
categories pursuant to Article IV, Sec. 8.3
of the UTLA/LAUSD contract, and the list
of itinerant groups entitled to their own
Shared Decision Making councils, shall be
overseen by the UTLA Constitution Com-
mittee. Said Committee shall notice the election
and its timeline in an article in the UNITED
TEACHER. A self-nominating coupon shall be
included with the article. The election shall
be conducted by mailed ballot. All categories
with more than 80 UTLA members are en-
titled to elect a Co-Chair to assist the Chair
in his or her duties. UTLA is also recognize-
ing Chapter Chairs for each of the regional
groupings (Local Districts) for the following
large groups: Psychologists, Nurses, PSWs,
PSA Counselors, Secondary Counselors,
Speech and Language, and OT/PT. The self-
nominating coupon for Chair shall include
Chair and Vice Chair (if applicable).
The categories are: (Article IV 8.3)
Adapted PE
Audiomediasts
Deaf and Hard of Hearing
Educational Audiologists
Elementary Counselors
Elementary Literacy Coaches
Non-Public Schools
Ocational and Physical Therapy
PPH/PHH/LRE Counselors
Psychiatric Social Workers
PSA Counselors
School Nurses
School Psychologists
Secondary Counselors
Speech and Language
Substitutes Central (1,2,3), North (1,2,3,4),
and South (1,2,3) Calling Areas
Itinerant Arts Teachers
Visually Handicapped
Vocational Education
Members of these special categories who
are assigned the majority of their work-
week at one site are also eligible to be voters
at that site. If they are assigned full time
they are also eligible to be candidates for
office at that site. (See #1 line 3 for members
who spend an equal amount of time at
two schools.)

Term of Office
Unless otherwise indicated in the chapter’s
own constitution and by-laws, the term of office
of Chapter Chairs shall be one school year
and shall begin on July 1 or when the election
is completed, if after July 1.

Recall
The local chapter shall have the right
to conduct a recall election of the elected
Chapter Chair, Co-Chair, or Vice Chair, after
a petition for cause by 40% of the chapter
members (see #1 Qualifications for Office,
Voting and Challenged Ballots) has been sent
to the Constitution Committee and verified.
The petition needs to include: Members’
printed names, employee numbers and sig-
natures. The petition must state the reason
for the recall, and be dated. If a submitted
petition does not contain signatures of 40% of
the chapter members, any subsequent
recall petition must be a new petition, with
new signatures.

The recall election itself will require an
affirmative vote of 50% plus one of the
members voting. If the Chapter Chair, Co-
Chair, or Vice Chair is recalled, a new election
would then be conducted. Both elections
will follow UTLA’s election rules. The recall
vote and the vote for a new Chapter Chair,
Co-Chair, or Vice Chair may be conducted
at the same time.

The Chapter Chair, Co-Chair, or Vice Chair
who is the subject of the proposed recall shall
have the right to challenge the sufficiency of
the recall petition prior to the conducting of
any recall vote. The member must exercise
this right within five (5) school days of his/
her receipt of the petition.

Reserved UTLA Rights
Inasmuch as the Chapter Chair is the
local legal representative of the union, the
UTLA Board of Directors retains the right
to remove Chapter Chairs for cause or mal-
fiance in office (i.e., failure to carry out
their legal duties and responsibilities as
outlined in the contract, the UTLA Con-
stitution, or any site-based management
plans). If UTLA removes a Chapter Chair
as outlined above, the UTLA Board of Di-
rectors’ members representing the area
in which the chapter is located, shall assist
the chapter in the process of conducting a new
election. Any chair removed from office for
cause, may appeal the decision to the UTLA
House of Representatives subsequent to an
investigation and recommendation by the
Constitution Committee.

Revised March 2017.
Grants for teachers who take lesson design seminars

California Credit Union to provide $250 teaching materials grants to credit union members who complete UTLA Lesson Design study courses.

The California Credit Union has been a corporate sponsor of UTLA’s professional learning programs since 2013. It has provided grants to pay instructors of AFT Strategies for Student Success classes, meals at trainings and conferences, and grants to support the projects of the UTLA Institute for Standards, Curriculum and Assessments (ISCA).

Beginning this year, teachers who complete ISCA lesson or unit design seminar course requirements who are, or become, members of the California Credit Union by the end of the course will be eligible to receive a $250 teaching materials grant. The ISCA seminar courses are rigorous and demanding. Completion entails designing a critical-thinking lesson or entire instructional unit, teaching it, assessing student performance, and redesigning the lesson or unit to be more effective next time.

The California Credit Union is providing these grants because completion represents a real accomplishment deserving of extra support. The California Credit Union has also contributed support to UTLA events such as the Leadership Conference, Retirement Conference, Area meetings, and Sue Embrey Scholarship.

Coming ISCA Unit and Lesson Design Seminars are:
- Unit Design for the Common Core and NGSS: June 11–15, 18
- Lesson Design for Mastery, Teaching Argument Across the Curriculum K-12: July 31, August 3

For more information on ISCA seminars: See the flyers on this page or go to the Professional Development tab on the UTLA website.

Hundreds of members have strengthened their teaching through the UTLA ISCA’s lesson design seminars. Here are the participants and instructors for the January 2018 ISCA seminar “Lesson Design for Mastery, Teaching Argument Across the Curriculum K-12”:

Check out the Grapevines in the back of the issue:
- Workshops, exhibits, and more

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Institute for Standards, Curriculum and Assessments

6-Day Unit Design Seminar—June 11-15, 18 2018

Offered:
1) Unit Design for Mastery of CCSS, ELD, Next Generation Science Standards (6–days) conducted by ISCA
2) Two optional follow-up workshops from AFT Strategies for Student Success workshops (FREE).

For Whom?
- ALL teachers: K-12, Instructional coaches.
- ALL instructional programs: General, English Language Learners, AFT, GATE, Special Ed., dual language, P.E., culinary arts.
- Teachers have credited ISCA for their District Board Certification.

Teacher who take lesson design seminars will be eligible for a $250 Credit Union grant for classroom materials.

California Credit Union Members who complete all course requirements will be eligible for a $250 Credit Union grant for classroom materials.

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California Credit Union Members who complete all course requirements will be eligible for a $250 Credit Union grant for classroom materials.
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Note: Banquet will be held on a Wednesday.
For more information call: R.S.V.: Judy Torres
(818) 248-8763 (home)
(818) 219-8202 (cell)
**Bilingual education**

The latest on the new Master Plan, Matrix, and negotiations.

**Updated Master Plan:** The passage of Prop. 58, with its expansion of dual-language education, has brought LAUSD to a new and exciting place. The new Master Plan’s essential message is that we support:

- Assets-based education promoting a mindset of knowing, valuing, and affirming students’ cultures and languages; empowering student voices; and cultivating a joy of learning.
- Bilingualism and biliteracy Pre-K through 12.
- Social competence, fostering positive attitudes for students regarding their own cultures and others’ ethnic, linguistic, and cultural identities.

UTLA has been partnering with LAUSD for many months in writing policy for dual-language implementation, which currently serves 139 schools in the district. At UTLA’s advocacy, a cadre of some of our most experienced, knowledgeable teachers has been an official work group for review and input for the Master Plan for English Learners and Standard English Learners. They are Ramon Collins, Tomas Flores, Brit Legaspi, James Lopez, Hilda Lopez Ruiz, Jaime Maldonado, Maricela Peralta, Oralia Reyes, Mary Janice Rodriguez, Marina Salas, Esperanza Trujillo, Anne Zerrien-Lee, and myself. Teachers make organization practices have, perhaps, been misunderstood in recent years. But essentially for ELA and ELD, the requirement is to group students by CELDT scores in the same or consecutive levels whenever possible. For curricular areas other than ELA and ELD, the groupings should promote mixing of English language levels.

Teachers in dual, maintenance, or transitional bilingual programs who deliver instruction in languages other than English must have a BCC or BCLAD. In SEI programs, teachers with BCC/BCLADs, whenever possible, should be assigned to beginning CELDT level classes to provide primary language support. That support consists of clarification of instruction and translation when necessary. If you feel that you have been misassigned, please contact me for information about the Dispute Resolution process that must be applied for within three days of the assignment.

**Promoting bilingual differentials:** Since LAUSD has committed to the expansion of dual-language education, and UTLA agrees that language learning is something that all of our students deserve, the district must actively engage in the recruitment and retention of bilingual teachers in grades preK-12. This is a shortage field and, as such, requires the offering of monetary incentives if we are to provide our students with the teachers they need. So we have proposed expanding the bilingual differential to all teachers in all grade levels who participate in dual language, maintenance, or transitional bilingual programs. We have included BCC/BCLAD teachers who provide primary language support at beginning levels in SEI programs, and we have also included teachers who provide instruction to our deaf and hard of hearing students, as this is certainly language learning.

**Practical matters**

What to know about your LAUSD life insurance coverage.

Many LAUSD employees may not remember that when they joined the district, they were able to sign up for free life insurance. All LAUSD employees who are eligible for full benefits are provided with $20,000 in Group Term Life Insurance (the amount is reduced to 65% for active employees age 65 to 69, and reduced to 50% for active employees age 70 and older). There is no charge for this benefit. The policy is underwritten by Voya Financial and can be accessed at achieve.lausd.net/Page/9857. If you wish to change your beneficiary (e.g., remove an ex-spouse), you must complete a new form. Voya also offers optional plans for purchase if you wish to increase your coverage.

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**—Cheryl Ortega**

UTLA Director of Bilingual Education
cortega@utla.net

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**—Ed Kaz**

Compensation & Benefits Specialist
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**UNITED TEACHER**

**GRAPEVINE**

Dodgers Teacher Appreciation Night May 8

Celebrate National Teacher Appreciation Day at Dodger Stadium on May 8 as the team recognizes local teachers and educators. The special event ticket package includes a ticket to the May 8 Dodgers v. Diamondbacks game and an exclusive Dodgers Teacher Appreciation Night mug (tickets must be bought through the link or group sales to receive the item). Tickets available at Dodgers.com/teachers. To purchase group tickets of 20 or more, please contact Kaitlin Radcliff at 323-224-2642 or KaitlinR@ladodgers.com.

UTLA discount for 2018-19 Opera for Educators salary point series

LA Opera’s award-winning Opera for Educators series explores opera from an interdisciplinary point of view. Gain insight about opera and the historical context in which it was created. Discuss opera as history and art, as well as language and social commentary. Learn all about the stars and artists of the opera world, as well as the production and business of opera. Enjoy recitals and rehearsals and receive social commentary. Learn all about the history and art, as well as language and

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30% OFF a series package for UTLA through April 30!

**SCHOOL Kids Yoga & Mindfulness Training online course in August**

Learn the classroom-proven calming methods of SCHOOL Kids Yoga and Mindfulness specifically designed for public school students and teachers. Kelly Wood, expert kids yoga teacher, has taught weekly in LAUSD for more than 16 years. Upon completion of the training, educators gain tools of simple movement and inclusive language for improved physical, mental, emotional, and social well-being for students and themselves. The course reaches all Pre-K-5 ages (modifications for secondary students). No prior yoga experience is required. SCHOOL Kids Yoga & Mindfulness techniques meet Common Core Standards and enhance academic achievement, listening, focus, and harmony in students. One salary point. Register by emailing Kelly Wood ASAP at info@school-yoga.org for course beginning in August. Limited space available. View details on the website https://school-yoga.org/training.

**Salary point course on less stress, more learning**

The three-salary point course “Creating a Conducive Environment Through Building Healthy Relationships” aims to reduce toxic stress experienced by teachers. Educators constantly find themselves in stressful situations at home, on the freeway, and at work, but this course teaches you how to make your classroom a “stress-free” environment for better learning. Enroll at www.education4equity.com. All classes 100% online.

**Free salary point seminar on Korean studies**

The National Korean Studies Seminar (NKS) is a five-day free educational seminar designed for teachers, school administrators, and related staff members to provide them with enriching information on various aspects of Korea’s history and culture. Seminar activities include lectures given by renowned scholars in the field, hands-on activities such as arts and crafts, Korean food sampling, and cultural excursions such as visits to LACMA’s Korea Hall, the Friendship Bell in San Pedro, and the Korean Immigration History Museum. Seminar dates: Monday through Friday, June 25 to 29. Location: Korean Cultural Center LA (5505 Wilshire Blvd., Los Angeles, 90036). The seminar is free, but a $50 check needs to be mailed to secure your spot (check will be returned on the last day of the seminar). One LAUSD salary point or three units of USC continuing education credit available (fee for university credit). For details or to register, please visit https://nationalexpeditions.com.
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