For over a year of bargaining with LAUSD, we have fought to create a better future for our students. As a union we have presented a comprehensive package of proposals that addresses the needs of educators and students, including improvements in salary, class size, staffing, and school funding.

LAUSD refuses to negotiate a fair agreement that addresses our critical needs, even though the district is sitting on $1.7 billion in reserves. LAUSD has even rejected improvements with little or no cost, including those to address declining enrollment.

We have held rallies, school-site pickets, press conferences, and community meetings but the district continues to disrespect us and refuses to bargain meaningfully around key proposals. Meanwhile, the billionaire bloc on the school board continues to push a privatization agenda that takes away more resources from our neighborhood public schools.

We’ll continue working for an agreement, but LAUSD may leave us with no other option but to strike. Our fight is more important than ever now that LAUSD Superintendent Austin Beutner is attacking our healthcare, claiming our plan costs 44% too much. August will be a huge month for our movement, including a critical all-member strike vote from August 23 to 30. A resounding YES vote will demonstrate that UTLA members stand united and that we are committed to 100% participation in a strike, if one becomes necessary.

Beutner’s “Hard Choices” report:
Cut healthcare, pay, pensions, & student services
President’s perspective

Starved of resources and respect

The time to act is now.

By Alex Caputo-Pearl
UTLA President

Alex delivered the following State of the Union speech at the UTLA Leadership Conference in May.

Sisters and brothers, I’m going to start with what happened this week in bargaining. LAUSD claimed in early July that we were not at impasse. They said come back to the table because they had something substantial to offer. This past Tuesday, guess what, they offered no movement on the vast majority of our proposals, and they doubled down on insulting us, with a paltry salary offer of 2% on the scale and a 2% one-time bonus. This after offering administrators 3% on the scale, contingent on additional PD, and a 3% one-time bonus that could become permanent depending on the budget. Frankly, we both find these unacceptable—but it’s particularly galling that the district believes that we, frontline educators, are at the bottom of the barrel. We’re across the street from Beaudry, so I want them to hear you. Are we going to accept that kind of disrespect? Your UTLA Board of Directors said “no way” and voted unanimously yesterday to declare impasse again.

Let’s be clear on some punchlines from the outset. The LAUSD school board that the Board of Education put a $33 million into last year has hired a friend of Eli Broad, an investment banker, as superintendent. Even with our collective victory of forcing Ref Rodriguez to resign, the driving forces on the school board are moving a privatization agenda. These forces believe that the Supreme Court’s Janus ruling attacking unions will help them. Meanwhile, the state of California is looking at a bankruptcy filing for the Democratic Party—is at 43 out of the 50 states in per-pupil funding. But, now hear this punchline. Amidst that troubling picture, educators across the country are rising like we have never seen before. Let’s hear it for West Virginia, Arizona, Oklahoma, Puerto Rico, Colorado.

Sisters and brothers, we are at a defining moment. The questions before us are: Will we accept overloaded class sizes? Will we accept lies from the LAUSD that “the school is LAUSD as a business to be down-sized rather than a civic institution to protect?” Will we accept over-testing, privatization, and an insulting salary offer? Will we accept disrespect? Let’s switch this up and get some “yeses.” Will we, instead, sisters and brothers, demand that they give us a chance and stop starving our public schools? Will we rise to the occasion to take action in this defining moment?

It is within this context that we see multimillionaire superintendent Austin Beutner applying what he knows—not education principles, but investment banking and private equity principles. He is attempting to “wind down” this public school district, in the same way he made his millions—consolidating, cutting, selling off, Whip-sawing, and profiting, while at the same time hiding the ball. In a speech on July 19, reported in the Daily News, Beutner reiterated that he refuses to talk about the annual $600 million impact of charter school growth on our neighborhood public schools, saying it is irrelevant and a distraction. Beutner followed this by saying something chilling: If we don’t bend to his will and make changes on his terms, he expects there will be no more public school district in Los Angeles by the year 2021.

Now, let’s be clear. This district has $1.7 billion in reserves and can respond productively to our demands. This district can take action to attract families and increase enrollment, while slowing the privatization drain. And, this district can use its unique leverage at the state level to fight for more funding. Yet, Beutner refuses. In the same way that Donald Trump’s cabinet members like Betsy DeVos and the disgraced Scott Pruitt attack the very institutions they are supposed to protect, Austin Beutner, the superintendent of public schools, attacks public schools. This is shameful.

The austerity agenda

As it is for many teachers, my former students ground me. I was recently talking to Channing Martinez, who was in my ninth-grade class at Crenshaw High School in 2001. He’s a community organizer now and works near the school. He was reflecting on how much it has changed over these past 17 years. Charters have siphoned en-rollment, cherry-picking the most proficient students with the most active parents. The percentage of special needs students has increased, with less resources to serve them. School safety and discipline issues have increased. Cuts have created school cleanliness issues, and a charter co-location sapped resources. The district shifted academies and changed the names of magnets, but academic results continue to suffer. The principal was ineffective and took advantage of a demoralized staff to make unilateral decisions.

As this happened, career educators, friends and mentors of mine, revered by generations of students, left the school, were displaced because of declining enrollment, or retired, often more defeated than celebrated. I think about my friends who have hung tough at Crenshaw—Maynard Brown, a later career teacher; Sara Wellington, a mid-career teacher—and I think about great folks just coming into the profession, like Mariciela Lopez, a fantastic community organizer, now a new teacher, who could perhaps one day teach at Crenshaw. Crenshaw is a microcosm of the district: As Crenshaw’s enrollment went from more than 3,000 to under 1,000, the district’s went from over 800,000 to 500,000. It is criminal that career public servants, like Maynard and Sara, and those ready to become public servants, like Mariciela, spend more time worrying about existential questions than about lesson plans. Questions like, Will Crenshaw remain open? Will I be displaced? Will I have enough basic resources to teach my classes? Will my healthcare survive? Will I have a job? Channing said this: “Crenshaw’s where I became who I am. It hurts me to see it like this.”

Crenshaw High, and all of our schools, are being starved. Starved of resources and starved of respect. Crenshaw was never perfect, and it has been shaped by the institutional racism and classism that affect so much of our society. But, even with its problems, when I was at Crenshaw in 2001, there was a collective sense of possibility, an inspired group of people there making a difference.

That has waned. Many of you have seen the same at your schools over these 17 years. That starvations and decline is exactly what Austin Beutner and his school board allies want to accelerate districtwide. They (continued on next page)
want to end public education as we know it. Their agenda is austerity. Instead of reversing decades of disinvestment, instead of funding our schools, they want to break our schools down and privatize them.

Just in the last year, they have loosened regulations on charter schools and gotten rid of the improbable generation job it to investigate charter schools. They have ignored conflicts of interest and brought staff and lawyers onto the district payroll from the California Charter Schools Association, which regularly that very same district on behalf of the charter in- dustry. They had Reed Hastings and other corporate Democrat billionaires pay Rodriguez’s legal expenses to keep him on the board long enough to hire Beutner.

Fresh attacks on healthcare
Beutner hired a Broad Academy graduate as chief of staff, someone who oversaw testing in Louisiana and reinforced the 92% privatization of New Orleans schools. Though the vast majority of displaced teachers become so because of charter ex- pansion, not because of quality of teaching. Board Vice President Nick Melvoin said he wants to keep displaced teach- ers. District staff has made presentations to the board calling for class sizes of 50. And Austin Beutner produced a report that said that educators are 17% overpaid, and that our healthcare is 44% too generous. The report attacks the salary point system, argues for higher special education class sizes, and pushes for us to do 90 additional hours of PD and longer work days with no additional pay. Check out the flyer on your table about this report.

And, Austin Beutner, the investment banker who has never taught, but who has a history of attacking pensions, is using bargaining to attack our healthcare. In the recent administrators’ agreement and in the SEIU Local 99 agreement, modest salary bumps went alongside increasing the required years of service to qualify for retiree healthcare. With the two police unions in the district, Beutner has been even more aggressive, offering slightly higher salary increases in exchange for those unions promising to leave the Health Benefits Committee. The HBC is the union-run entity, including all unions, that has been crucial to saving healthcare over the last decades. Beutner is trying to bribe other unions to start the slow-walk toward getting healthcare, and, make no mistake, use us leveraging us, his biggest adversary. The good news is this: Fresh off our healthcare victory earlier this year, we are optimistic that our LAUSD labor coalition will stand and fight against Beutner.

Let’s be clear. Austin Beutner, Nick Melvoin, and Eli Broad’s goal to destroy public education is ambitious. In turn, our program for investment in and revitalization of public education must be ambis- tious. We must have as our overall insti- tutional goal nothing less than saving the district and public education. We limit our demands and actions at our own risk. If we win steps forward on salary, for example, but do nothing about the charter drain on district finances and the high class sizes that drive parents away, those steps forward will be temporary illusions as the district continues to hemorrhage. In other words, higher pay doesn’t matter much if you’re laid off.

Higher pay doesn’t matter much if it is just to backfill a concession on healthcare. We are proud of the breadth and ag- gression of our bargaining package and campaign. To deal with a 27% cost of living increase in the last 10 years and the oncom- ing teacher shortage, we demand a fair wage increase. So that the district can no longer unilaterally raise class sizes, we demand getting rid of Article 18, Section 1.5 of the contract. To deal with atrocious ratios in California like 945 students to one counselor, we demand additional nurses, counselors, school psychologists, social workers, librarians, and more.

It’s a Tube that through sixth-grade student in LAUSD faces over 100 standard- ized tests that interrupt instruction and deprofessionalize teaching. We demand more educator discretion over testing. Cali- fornia, as the richest state in the nation, sits at 43rd out of the 50 states in per-pupil funding. We demand that LAUSD do more than use rhetoric—we demand the district wage a war for more state funding. We know that additional staffing is crucial to improving school safety and discipline, but we need more than that. We demand more input from educators in shaping and implementing school safety and discipline plans. And, if the coming years replicate the 287% growth in unregulated charter schools that has happened over the last 10 years, the district will crumble. We demand regulations on charter growth and on charter co-location.

Many of these demands are crucial to increasing enrollment. There’s more to that. We must be building a concrete vision of what we want our schools to look and be like so that we have a concrete response to the privatizers. This is why we are demanding the district fund a Com- munity School transformation process, with increasing numbers of schools in- volved every year. Community School transformations are successful across the country, yielding schools that are driven by an improvement process that is bottom-up, that have well-funded parent engagement, wrap-around services for families, and that have broadened curriculum that includes arts, music, ethnic studies, career/tech, adult education, and more.

Community Schools are part of our Common Good demands. Our students will do better, our families will be more connected, and we will increase enrollment by winning demands like these: a district immigrant defense fund; more green space on campuses; increasing affordable housing through the district using its unique lever- age; and really improving school safety instead of using so-called random searches that racially profile students, interrupt in- struction, and increase anxiety. These and other demands are essential to student success, building coalitions, and strength- ening the public school district.

Time for a strike vote
Sisters and brothers, the district’s aus- terity and privatization program has col- lided with our investment and revitaliza- tion program, and we are at a bargaining impasse. Our great bargaining team has negotiated for 19 sessions, 130 hours, and 16 months. Over that time, we have done leafleting, school-site picketing, Big Red Tuesdays, rallies at the school board, coalition actions with parents, faculty meeting boycotts, regional rallies, delega- tions to elected officials, earned and paid media, and a 12,000-member demonstra- tion downtown.

While we will continue to pursue an agreement at every juncture, it is clear that we are coming closer and closer to having exhausted all of our options short of a strike. The strike is a weapon we don’t take lightly, as we sit with the presidents who led the 1970 and 1989 strikes. We don’t take it lightly, as so many of our co-workers were on the line in ’89 and won. We don’t take it lightly, as youth, parent, and community partners are by our sides in this fight. We don’t take it lightly, in how much power a strike can have, and that we would need to wield responsibly, as we’ve seen done so movingly in West Virginia and other places. And, we don’t take it lightly, in the amount of organizational preparation, focus, and discipline we must have.

That said, our members are outraged over a corporate superintendent, a corrupt school board, a 2% insult, and the rejec- tion of our proposals by the district. It is because of this that all across this city we will take strike votes during the week of August 23. Are you ready? At this confer- ence, we double down on the discipline we need to carry these votes out. We, as chapter leaders at this defining moment, must lead our co-workers in an over (continued on page 28)
With contract talks at impasse, we build toward strike vote
LAUSD has made no meaningful proposals on critical priorities while Beutner sets the stage for major cuts.

On August 3, the Public Employment Relations Board agreed with UCLA’s declaration of impasse in bargaining and confirmed that talks with the district are at a deadlock. PERB has appointed a state mediator.

“PERB agrees with UCLA in our belief we are at impasse,” said Arlene Inouye, chair of the UCLA Bargaining Team. “While we move forward with a state mediator, and continue to try to reach an agreement with the district—one that respects students, educators, and the community—we also must mobilize our members for a strike, if one becomes necessary.”

Our proposals are not radical—they are necessary. Lower class sizes, less testing, greater parent and educator voice, support for special education, charter accountability, fair pay for educators, equal rights for Early Ed and Adult Ed teachers, and more counselors, nurses, psychologists, and teacher librarians—these are essentials that all students need in order to learn in healthy, thriving schools. Unfortunately, we do not have a partner in the district for our vision. LAUSD is increasingly dominated by pro-privatization ideologues who want to dismantle the school district rather than fight for its survival.

We remain far apart on compensation, with UCLA demanding a 6.5% increase and LAUSD offering a paltry 2% on the scale and a 2% one-time bonus—less than what they are giving other bargaining units. The district offered administrators 3% on the scale, contingent on additional PD, and a 3% one-time bonus that could become permanent depending on the budget. Both offers—to educators and administrators—are unacceptable, but it is particularly offensive that the district is offering front-line educators less than other employees in the school district.

Beutner’s campaign for cuts
New LAUSD Superintendent Austin Beutner has wasted no time in showing his cards. In Beutner’s first months on the job, he has executed a coordinated campaign to justify his austerity program for our schools. His actions leave no doubt that he was hired by pro-privatization school board members to do what he did as a profit-focused investor by pro-privatization school board members to do what he did as a profit-focused investor

New LAUSD Superintendent Austin Beutner has been crucial to saving healthcare as costs rise and pressure increases to roll back coverage. Beutner is trying to bribe other unions to start the slow-walk toward giving up healthcare, but we are optimistic that our LAUSD labor coalition will stand together to protect our coverage.

UTLA escalation plan: Get strike ready
The district has chosen a path of austerity and cuts, and we are fighting to reinvest in and save public education. As we head into mediation, we will continue working for an agreement with LAUSD while we build toward strike readiness and our critical all-member strike authorization vote from August 23 to 30.

Our escalation plan connects with the teacher uprisings happening across the country, in which educators scored decisive wins that encompass more than wages and benefits. Striking educators in West Virginia won a 5% raise for all public sector workers, stopped charter encroachment, and defeated legislation to eliminate tenure. In Puerto Rico, collective action saved more than 200 schools marked for closure. In Arizona, teachers hit the picket lines and won a 9% raise this year and partial restoration of $400 million in recession-era cuts.

We too must be ready to walk if LAUSD does not end its bad faith approach to bargaining. Our readiness and willingness to fight now will have a tremendous impact on how far the pro-privatization faction will attempt to go in the immediate future, when they come after our pay, our healthcare, and our pensions.

What’s at stake

| Fair Wages Now | Cost of living has increased 27% since 2008. Sky-high housing costs are making it impossible for educators to live in Los Angeles. |
| Class Size Matters | California ranks 48 out of 50 LAUSD teachers have among the largest class sizes in the state. |
| Less Testing & More Teaching | 100+ Standardized LAUSD test taken by TK-6 students in 2017-18 |
| Fund Our Schools | California is the richest state in the nation, yet ranks 43 out of 50 in per-pupil spending |
| Improve School Safety | Student-to-counselor ratio in CA 945:1 Student-to-nurse ratio in LAUSD 1,224:1 |
| End the Privatization Drain | 287% growth in the charter school industry in LA since 2008 drains almost $600 million from public schools each year. |
| Support Community Schools | The Community Schools model, successful across the country, includes broadened curriculum, parent engagement and wrap-around services. |
| There Is Money | California is the 5th largest economy in the world. Corporations refuse to pay their fair share in taxes. LAUSD sits on over $1.7 billion in unrestricted reserves. |

LAUSD’s salary proposal is insulting, worsening the teacher shortage. LAUSD refuses to eliminate section 1.5 of the contract, which allows them to ignore class size caps.

UTLA is fighting to provide teachers with increased discretion to determine when and/or what standardized assessments are given. LAUSD is offering front-line educators less than other employees in the school district.

LAUSD refuses to add more school nurses, counselors, social workers, librarians and other staff; rejects greater educator input on school safety plans.

LAUSD refuses to add more school nurses, counselors, social workers, librarians and other staff; rejects greater educator input on school safety plans.
Beutner report is a roadmap to dismantling public education

Report targets pay, healthcare, workday instead of taking on funding crisis.

On June 5, Austin Beutner released his “Hard Choices” report and a connected “Resource Map,” based on an analysis by ERS, a paid consulting firm he hired. The report uses flawed methodology and incorrect data to justify conclusions and recommendations targeting educators and vulnerable students. What would be left of our school district if Beutner is allowed to implement his vision?

Ref resignation: UTLA calls on LAUSD to throw out swing votes

Special election should be held as soon as possible so the parents and students of Board District 5 can be represented.

In the wake of Ref Rodriguez’s guilty pleas and his long-awaited resignation from the LAUSD School Board, UTLA is calling on the school district to throw out any swing votes and hold a special election as soon as possible to fill his seat. In July, Rodriguez pleaded guilty to a felony conspiracy charge and a series of misdemeanors for money laundering during his 2015 election campaign. Ignoring an outcry from the community demanding his resignation, Rodriguez refused to step down for almost one year after being formally charged and he served as the swing vote on critical, long-lasting policies—including the 4-3 vote to begin the process of hiring investment banker Austin Beutner as superintendent. UTLA is demanding that all 4-3 decisions where Rodriguez cast the deciding vote be reconsidered or thrown out completely.

“Every vote he made on the school board was not in the interest of students or parents of LAUSD,” UTLA President Alex Caputo-Pearl says. “He carried out the wishes of the wealthy privatizers, including the billionaire-backed California Charter Schools Association and Netflix CEO Red Hastings, who gave generously to Ref’s legal defense.”

UTLA joins the call from District 5 parents and community for the board to schedule a special election as soon as possible. To instill confidence in the public in the aftermath of the Ref scandal, the process to bring about the appointment must be transparent and not be similar to the hiring of Beutner, who was selected with little public input or oversight. The appointee must be a true advocate for public education, not beholden to CCSA, and it must be someone who respects accountability, supports the essential civic role of public school districts, and is experienced in education.

The flawed methodology behind Beutner’s “Hard Choices” report

 Applies to oranges
The study uses different comparison districts, sometimes anonymous and sometimes not. They claim that a district with barely 7% of the enrollment of LAUSD (Cleveland, Ohio), and a district with only 34 charter schools (Baltimore, Maryland) are comparable to LAUSD—with 511,000 students and 277 charter schools. The authors compare financial information from different (and undisclosed) years, distorting the data using a wage inflator that is at least 11 years old, to make different points—whichever districts, and whatever manipulations, help support their predetermined conclusions.

Bad data
The study uses incorrect numbers for basic data such as K-12 enrollment and percentage of English Language Learners. The authors lack an understanding of basic statistical concepts, claiming that LAUSD is out of line with the “median” percentage of students identified for special education, when in fact they are using a mean. They inconsistently manipulate data to suit whichever claims they are making, using no less than four different, and contradictory, and pay increases.

SOCIO-EMOTIONAL SUPPORTS FOR STUDENTS
Page 10
What it says: Social-emotional supports do not support student learning and they “remove resources from core instruction.”
What it means: Decimate support for vulnerable students.

PAY
Page 21
What it says: Educators are overpaid by 17%.
What it means: Let pay stagnate and do nothing to address looming teacher shortage.

The report uses flawed methodology and incorrect data to justify conclusions and recommendations targeting educators and vulnerable students. What would be left of our school district if Beutner is allowed to implement his vision?
Why all teachers—even conservatives—should stick with UTLA

If the union is made irrelevant, we will all feel the harsh winds of change when we look at our paychecks, our benefits, our administrators, and our students.

By Larry Carstens, MA, NBCT
Polytechnic High School

“We must, indeed, all hang together, or most assuredly, we shall all hang separately.”

—Benjamin Franklin

I don’t always wear my politics on my sleeve, and so it may shock some who know me (many readers of this publication know me as one of the guys who leads salary point classes sponsored by Enrichment for Educators) to learn that I hold some conservative views, based on my religious beliefs. Perhaps equally shocking to some readers, I am a unionist. I have also been an active member of UTLA since 1994, and have twice served as chapter chair of my school. And I strongly believe in the teachers’ union. I don’t always agree with its politics, but I fully agree with its existence and the majority of what it does for teachers. So I plan to continue my full membership in the union, and to continue paying my dues, even if the Janus decision of the SCOTUS means I am not required to do so. Furthermore, I think all teachers of LAUSD should, as well. The following is a description of reasons why all of us who are teachers have a moral—if not a legal—obligation to pay our dues to the union.

We all benefit from the union’s work, and so it makes sense that we all contribute to it. In the 24 years I have been a member of UTLA, I have seen the union at work, and I fully believe that many of us (especially those who are new or “young” in the profession) have no idea what our profession would look like without it. About 10 years ago, I was considering the possibility of moving to another state (Arizona), and so I did a little research on the pay and benefits of teachers there. While the cost of living is less than it is in L.A., the differences in pay and benefits were so stark, they were shocking. While nobody (including a teacher hoping to get rich, we do enter this profession with some hopes of making a decent living. Whether we do want to admit it or not, over the past four decades, the union has made it possible for someone to earn a decent living as a teacher to a much greater degree than many of us realize.

For example, there are protections and due processes in place, which many of us lack for granted; and yet our parents and grandparents who were teachers can easily recall a time (especially if they worked in another state without a strong union) in which teachers served at the pleasure of the administrators, regardless of how much experience they had in the classroom, and regardless of how innocent they may have been of suspected wrongdoing. All it took was an accusation from a disgruntled student or an easily offended administrator, and they were gone: no questions asked. When teachers in LAUSD are accused of wrongdoing, they are protected by processes put in place by the union. We have a right to representation, and I know of several good teachers who never should have needed to exercise that right, but did, because of false accusations made against them by vindictive students, parents, and/or administrators. Contrary to anti-union propaganda, if and when teachers are proven guilty, they can still be disciplined or removed, but it takes more than a flimsy accusation or the bad mood of an administrator for this to happen, and this protection is there because of the union.

I would also point out that the union—which is often accused of political partisanship—has protected teachers against false accusations and vindictive administrators, regardless of their views. I have known teachers who had conservative or independent political views who have nevertheless received protection and advocacy from the union when they needed it. And there was no partisanship or litmus test of the teachers’ views before they were given this protection. In my own experience, after I tried to respectfully voice an objection to one of the policies of a former principal, she told some of my colleagues “I hate him” (and that is a direct quote), and started saying false things about me, and tried to displace me to another school, against my will. A similar attempt was made against UTLA President Alex Caputo-Pearl when he was the chapter chair at Crenshaw High School. Both of these naked and inappropriate administration power-plays were stopped because of the union. I remember officers of the union coming to my school and meeting with my then-principal, as well as my local superintendent, to defend and advocate for me. And at no time was I questioned about my political beliefs. In fact, I have—over the past several years—written a series of letters to past presidents of UTLA voicing disagreements with the union on certain issues. If the union was playing partisanship in representing its members, I must have missed it.

The union has also acted on behalf of teachers, and those who support them, regardless of party affiliation. A few years ago, I recall how UTLA supported Scott Schmerelson, who was then a pro-union Republican, in a race against an anti-teacher Democrat, Tamar Galatzan. At the present time, Schmerelson is probably one of the most powerful voices speaking up for teachers, even as the majority of his fellow board members seem to hold classroom teachers in contempt, and to be intent on doing the bidding of Eli Broad and the anti-teacher billionaires’ lobby. Mr. Broad has dumped millions into the campaigns of candidates for the school board, and made generous contributions to the education department of the Los Angeles Times, and it seems his anti-union (actually, anti-teacher) agenda is gaining ground. If we hope to have decent pay and benefits, we need a strong union now more than ever.

Because of the pay and benefits the union has fought for (in conjunction with my part-time work), I have been able to support a stay-at-home wife and five children, and pay a mortgage on a decent house in the Los Angeles area (one of the most expensive places to live on the planet), for the past 20 years. I have never had to worry about health coverage for my family of seven. The new superintendent, who has never taught school a day in his life, has made clear that he’d like to end the kind of compensation and benefits I (and my colleagues) have received. One of his first acts as superintendent was to commission a report with the noble-sounding title, “Hard Choices”—basically claiming that teachers in Los Angeles are overpaid, because their pay and benefits exceed those of teachers in other states with a much lower cost of living. The report claimed to include adjustments for different costs of living, and yet it kept secret some of the locations to which it was referring, so its claims could not be critically examined. The union’s recent declaration of impasse in negotiations with the district (which is now characterized by contemptuous and insulting offers for teachers) symbolizes that it is still fighting for my benefit and that of my colleagues, whether they are aware of it or not.

UTLA does not win every battle it fights, as some of my colleagues are quick to point out. Others mention battles it did not fight, but should have (in their opinion). Whatever the merits of these arguments, what is undeniable is that all teachers have benefited from its work, to a degree that many now take for granted. And if the union is defeated, “de-fanged,” and/or made irrelevant, we all feel the harsh winds of change when we look at our paychecks, our benefits, our administrators, and our students. We cannot and should not accept the false dichotomies being floated by anti-teacher billionaires: A) that what benefits teachers’ unions does NOT benefit teachers; and B) that what is good for teachers is bad for students.

Like the litigants in the Janus decision, I could argue that the union does not represent my political views. But unlike them, I recognize what it has done for me and my colleagues, and I am glad to contribute my dues to its work, and thereby fulfill an important moral and ethical obligation toward those whose work has benefited and protected mine. I recognize what the union has done for my profession, and my consequent obligation to give back to it. Do you?

Air your opinion

We welcome submissions to “Speaking Out,” which is an open forum for opinions on timely topics. “Speaking Out” states the opinion of the author and does not necessarily reflect the position of UTLA, its officers, or UNITED TEACHER.

By mail: Editor, UNITED TEACHER, 3303 Wilshire Blvd., 10th Floor, Los Angeles, CA 90010.

By email: UThomepage@utla.net
Racial exclusion and charter school governance

Charters with more poor and African American students have lower parent representation on governing boards.

Are privately operated charter schools accountable to the public that funds them and the parents who entrust their children to them? That fundamental question drives a new report from the UTLA Research Dept. and the Alliance to Reclaim Our Schools, “Whose Schools? Community Representation and Transparency in Charter School Governance in Los Angeles” looks at the makeup of 224 charter governing boards within LAUSD boundaries and reviews the incidences of meaningful parent representation.

Among the findings:
- Charter schools with fewer students in poverty have greater parent representation on governing boards.
- 18 out of 12 charter schools with majorities of African American students have no parental representation on governing boards.
- Corporations have a disproportionate influence on charter school governance, with 31% of board members identified as corporate professionals. Half of those come from the financial sector.
- None of the nine Charter Management Organizations operating more than five schools each has a designated parent representative on a governing role.
- Many charter schools hold meetings during hours or at locations that make meaningful participation difficult for working parents.

The report makes a number of policy recommendations to enhance representation and strengthen the voice of parents and the community, including requiring charter governing boards to include parents of current students on the board, instituting a method to recall board members, and requiring board meetings to be scheduled so that they are accessible to parents.

Greater parent representation would ensure oversight from those involved with the school on a daily basis and help guard against unethical or illegal behavior. Recent local scandals—including the FBI raid of Celerity and the conflict-of-interest charges against former LAUSD School Board member Ref Rodriguez, founder of the PLC charter chain—underscore the need for greater accountability and transparency in the publically funded, privately operated charter sector.

The issues outlined in the “Whose Schools?” report are part of a larger group of problems driven by the rapid, unregulated expansion of charter operators in the Los Angeles Unified School District. Other serious issues that call out for increased legislative accountability of charter operators and punitive student discipline policies, practices that push out high-need students, and funding and building patterns that destabilize neighborhood public schools.

On the day the report was released, parents, educators, and community members from Sunrise Elementary held a surprise protest at the restaurant of Samuel Robles to protest co-location and demand accountability for charter operators. Robles recently resigned from the Excelencia Charter Academy board amid scrutiny over his support for policies that impact neighborhood public schools like Sunrise.

Putting co-location enablers on notice: The same day that a new report confirmed serious accountability issues in the charter industry, parents, students, and educators from Sunrise Elementary in Boyle Heights visited the restaurant of Samuel Robles to protest co-location and demand accountability for charter operators. Robles recently resigned from the Excelencia Charter Academy board amid scrutiny over his support for policies that impact neighborhood public schools like Sunrise.

The reality that we are not alone in our struggle was driven home by the parents, students, community members, and elected officials who joined us over the weekend in general session panels and workshops. Chapter chairs took inspiration from teacher leaders in Puerto Rico and Arizona, who shared stories behind their successful strikes. Mercedes Martinez, president of the Federación de Maestros de Puerto Rico, described her union’s 2008 strike, which won a 14 percent raise and a ban on charter schools on the island, and their organizing to save hundreds of schools from being closed after Hurricane Maria.

“They thought they could control the media and our story wouldn’t get out,” Martinez said about the power of social media to shape the narrative and collective action to get results. “You are fighting many of the same issues. Privatization is about corporate greed and shutting down schools. Know that you are not by yourself in this struggle.

Your struggle is our struggle.”

Arizona Education Association President Joe Thomas described how teachers in his state were driven to the picket lines by a government that refused to do anything to counter the decades of tax cuts that decimated education funding.

“We did everything the way we were supposed to do it and we were ignored,” Thomas said. “We had to raise the stakes.

“They are fighting many of the same issues,” Thomas said. “Privatization is about corporate greed and shutting down schools. Know that you are not by yourself in this struggle.

“Your struggle is our struggle.”

The UTLA site leaders got on their feet at the end of UTLA President Alex Caputo-Pearl’s state of the union speech. “Sisters and brothers, if you are committed to strike if the district forces us to, stand up right now!”

Chapter chairs at the Leadership Conference deepened the commitment to get their sites strike ready, should LAUSD leave us with no choice but to walk.

“We are with you”: Parents and students on a Sunday morning panel commit to standing with educators because we are fighting for what they want for their education, including lower class sizes, less testing, more music, arts, and ethnic studies, and stopping privatization that threatens the viability of neighborhood public schools. From left: panel moderator and UTLA Elementary Vice President Gloria Martinez, Trinity ES parent Alejandra Delgadillo, Dorsey HS student Marsha Doss, UCLA Community School student Sumiyuki Salmun, and Marianna ES parent Noemi Galindo. Galindo raised the crowd when she said, “In the end, our enemy is not the district. Our enemy is not Beutler. Our enemy is fear.”

West Virginia lit a fire and we saw a different way to advocate for our students.”

At the conference, chapter chairs deepened the commitment to get schools strike-ready, recognizing that we don’t want to strike but being ready to walk is our best shot at winning a contract agreement that respects educators and students and addresses the sustainability of our school district. In Los Angeles High School teacher Baltazar Valadez attended the conference as a first-time chapter chair after three decades in the classroom. During the last UTLA strike, in 1989, Valadez was a new emergency credentialed teacher.

“A lot of people said I would get fired if I walked, but I did it anyway, and 30 years later, I’m still an LAUSD teacher,” Valadez said. “If we strike this year, I’m aiming to get 100% of our staff on the line. We’re going talk to each other, share our experiences, and get organized. If a strike comes, we’ll be out there.”

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Teacher wins Science Lab regional challenge

The 2017-18 school year wrapped up in a big way for Mark Parker, a National Board Certified teacher at Carson Street Elementary STEAM Academy. In May, he received a Teacher of the Year Award from the city of Carson and was named a regional winner in the Shell Science Lab Regional Challenge administered by the National Science Teachers Association. The competition recognizes K-12 science teachers who have found innovative ways to deliver quality lab experiences with limited school and laboratory resources. The regional winners each received a school science lab makeover support package valued at $10,000 (for the elementary and middle levels) and $15,000 (for the high school level).

Parker is on the Local District South Science Leadership Team, which develops NGSS-based curriculum maps and resources for area schools to guide instruction. At Carson Street, which just became a Practitioner 3.0 school, Parker, along with his colleagues, collaboratively plan and implement innovative programs such as “May the Fourth Be with You Day,” during which teachers, parents, and students spend the day participating in engineering and STEAM-related, hands-on activities.

Parker now advances to the national phase of the competition, where he will have a chance to win an additional $5,000 of support to attend the NSTA National Conference on Science Education in St. Louis, Missouri, in April 2019.

Five 2018 LAUSD Teachers of the Year move on to county competition

Five LAUSD Teachers of the Year are moving on to the LA county-level competition as part of the National Teachers of the Year program—one of the oldest and most prestigious honors in the U.S. for public school teachers. One of last year’s LAUSD Teachers of the Year, Venice High sports medicine educator Kirsten Farrell, went on to be named a California Teacher of the Year. The Teacher of the Year program provides much-deserved recognition for teachers who have shown exemplary dedication, compelling classroom practices, positive accomplishments, and professional commitment and who serve as standard-bearers for the teaching profession.

Here’s a little about the 2018 LAUSD Teachers of the Year.

Leslie Anderson, an education specialist, teaches at Leichman Career Preparatory and Transition Center. Her greatest joy is seeing her students learn to utilize their strengths, understand and rise above their challenges, and conquer their fears as they transition to adulthood.

Leslie completed her teacher preparation program through the District Intern Program and holds teaching credentials in both Mild-Moderate and Moderate to Severe Disabilities. Leslie achieved certification by the National Board for Professional Teaching Standards in the area of Exceptional Needs and has been teaching for 20 years. Flor Cuevas teaches sixth grade at Graham Science, Technology, Engineering, Arts and Mathematics (STEAM) Elementary Academy. One of her greatest joys is witnessing students gain confidence and foster perseverance within themselves. She has a Multiple Subject Credential along with a Math and English Supplementary Credential. She completed her teacher preparation at California State University, Dominguez Hills and has been teaching for 10 years. Fluent in Spanish, she also advocates for her students, their families and communities, and her profession.

Wendy Lucia Lozano is a fifth-grade teacher at Canoga Park Elementary School. One of her greatest joys is watching her students internalize a growth mindset and embrace the challenge to pursue a higher education so they can empower themselves, their families, and their communities. She completed her teacher preparation at California State University, Northridge, where she earned a Multiple Subject Teaching Credential and a Master of Arts in Education. Bilingual in English and Spanish, Wendy has been teaching nine years.

Jennifer Tróchez MacLean is a fifth-grade teacher at Gates Street Elementary School. One of her greatest joys is witnessing her students learn that with practice and perseverance they can master a skill or concept they initially didn’t think they could. Jennifer has a B.A. in Biology and Psychology from Occidental College and a M.S. in Science Education from the University of Southern California, and she is a National Board Certified teacher. Jennifer completed her teacher preparation at California State University, Dominguez Hills, where she was also a National Science Foundation Master Teacher Fellow in Elementary Science. Teaching for 21 years, Jennifer is bilingual in English and Spanish.

Joseph Zuccola is a high school English and Advancement Via Individual Determination (AVID) teacher at Sherman Oaks Center for Enriched Studies. His greatest joy is watching students discover their own powerful voices, as they learn to articulate their ideas, and express themselves as scholars and agents of change. Joe has an English credential and National Board Certification in English. He completed his teacher preparation with TeachLA through Center X at UCLA. Teaching for 11 years, he is chair at his school and a former UTLA board member.

The additional 2018-19 L.A. Unified Teachers of the Year: Christina Bludau teaches third grade at Sherman Oaks Elementary Charter School. Ari Anne Campbell teaches fourth grade at Westside Global Awareness Magnet School (K-8).


Benjamin Feinberg teaches eighth-grade math at Luther Burbank Middle School. He also coaches the Science Bowl team.

Aileen Gendrano Adao teaches 12th-grade English at the Math, Science, and Technology Magnet Academy at Roosevelt Senior High School.

Jason Hayes teaches English and theatre at James Monroe Senior High School.

Alineen Hagen-Smith is a fifth-grade, multiple-subject teacher at Toluca Lake Elementary school.

Susan Kavcinsky teaches 12th-grade English Language Arts at LAUSD/USC Media Arts and Engineering High School.

Sean Longstreet teaches sixth- to eighth-grade instrumental music at Walnut Park Middle School.

Monica Mullen is a kindergarten-second grade special education teacher at Melvin Avenue Elementary school.

Tara Race is a ninth- to 12th-grade teacher at the City of Angels School.

Susan Regua is an English teacher at Alexander Hamilton Senior High School.

Diana Shar is a social science teacher at East Los Angeles Renaissance Academy High School.

Joyann Soifo is a sixth-grade math and science teacher at Walter Reed Middle School.

Erin Sapapunta is an 11th-grade English teacher at Francis Polytechnic Senior High School.

Madeleine Walker teaches a fourth/fifth combination class at Paliades Charter Elementary School.

Anne Marie Wotkyns is a fifth-grade science teacher at Kittredge School for Advanced Studies.

**Accolades**

**Upcoming meetings**

**AUGUST 22 & SEPTEMBER 12**

**UTLA Area Meetings:** See times and locations at utla.net.

**Early Childhood Education Committee:** 7 p.m., UTLA building.

**SEPTEMBER 5**

The following committees meet on the same day as the House of Representatives from 4:30 p.m. to 6 p.m. (unless noted) in the UTLA building: Arts Education Committee, Asian-Pacific Education, Bilingual Education Committee, Chicano/Latino Education, Gay & Lesbian Issues, Health & Human Services, Human Rights, Inner City, Instructional Coaches, Kindergarten Teachers, Library Professionals (4:45-6 p.m.), Middle Schools, Multi-Track / Year-Round Schools, Non-Classroom / Non-School Site, Options Committee, Physical Education Action and Dance, Professional Rights & Responsibilities, Pre-Retirement Issues, Salary & Finance, School/Community Relations, School Readiness Language Development Program, Secondary School Counselors, Special Education, Substitutes, Violence Prevention & School Safety, Women’s Education.

**SEPTEMBER 22**

**Substitute Committee General Meeting:** UTLA building.
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**Rethink your drinks**

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*American Heart Association

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60644513 November 2017
Respect the hustle: UTLA’s Unsung Heroes

Front-line warriors for public education are honored at Leadership Conference.

Every year at the UTLA Leadership Conference, we honor a select group of members as our “Unsung Heroes”—people who personify the proactive organizing we need to win our contract campaign and the fight to save public education. We are stronger through their work and inspired by their dedication to organizing with parents, defending against co-locations, standing up to dysfunctional principals, and more.

Unsung Heroes are chosen each year by UTLA Area leaders and members, who had this to say about what makes each of them deserving.

**Sinh Trinh**
**NORTH AREA**

Sinh Trinh has been a UTLA member for 18 years. He has served as vice chair and Steering Committee member/Cluster leader in North Area for a combined 14 years. In these capacities, he has been organizing at his school, supporting the establishment of an active Contract Action Team to organize members at Charles White Elementary. As a Steering Committee member/Cluster leader, Sinh has been organizing schools in his area, engaging chapter chairs in contract issues and our Schools LA Students Deserve campaign. For the regional rallies, Sinh helped organize a march of parents, students, and teachers to the rally site. Sinh has also led Area trainings for CAT members. Just recently, during the re-carding and PACE campaign, Sinh increased the number of PACE members at his site from four out of 17 members to 16 out of 17.

**Jocielly Aure**
**SOUTH AREA**

Jocielly Aure is an outstanding leader. As chapter chair at Middleton Elementary School, she leads her chapter with grace and courage. She has given the members at her chapter hope and demonstrated that working together toward a goal builds strength and unity. Middleton ES has been the target of a charter school co-location for two consecutive years. Jocielly used her organizing and leadership skills to inform and gain the support of educators, parents, and community members to protect public education against the privatization of our community schools. Jocielly, along with her chapter and community members, has advocated to protect student resources and has also informed the community of the amazing programs that their neighborhood school offers students. Together they are building a school community that will be able to withstand the difficulties that come with being co-located by a charter school. For her commitment and dedication to her students, union brothers and sisters, community members, and public education, we recognize Jocielly Aure as South Area’s Unsung Hero.

**Yolanda Tamayo**
**EAST AREA**

Yolanda Tamayo has been an active member in East Area for the past 10 years and a teacher for 24 years. She is one of the leaders at Lorena Street School, organizing and getting members and parents out to every rally. For the past three years, she has been the chapter chair, and she serves as an East Area Steering Committee member and Area treasurer. Yolanda is a leader in parent and community organizing work to fight the privatization of our public schools. Along with other members, she helped establish the parent group “Padres Contra la Privatizacion,” and she fights against Prop. 39 co-locations not only at her school but at other sites as co-leader of the Taskforce Against Privatization. She strengthens our monthly Area meetings by creating Power Point slide shows highlighting our union activism and organizing work. Yolanda also has served on the WHO Awards and Leadership Conference committees. Her strong work ethic, leadership, and commitment to UTLA make Yolanda Tamayo this year’s East Area Unsung Hero.

**Sharonne Hapurauarchy**
**WEST AREA**

The youth from Students Deserve, who are leading the “Making Black Lives Matter in Schools” movement, have a staunch ally in Sharonne Hapurauarchy. Many students feel that their schools are over-policed, often times seeing more police on campus than college counselors, librarians, therapists, or nurses. Students are organizing against the district’s policy of random searches, whereby students are removed from class and searched for weapons. Sharonne supported the youth as they developed a button and flyer campaign against the searches, and she helped the students develop their leadership skills to present their research alongside Black Lives Matter and the ACLU at the school board and to lead a major event with Black Lives Matter co-founder Patrisse Cullors. Sharonne holds meetings with Black Lives Matter as they engage black and Latino parents around random searches, over-policing, and the urgent need for more school funding. Sharonne is also a fantastic chapter chair and a National Board Certified English teacher at Dorsey High. For all of these reasons, West Area honors Sharonne Hapurauarchy with this year’s Unsung Hero award.

**Claudia Argueta & Dawn Perez**
**CENTRAL AREA**

A preacher’s daughter, Claudia Argueta, and a daughter of the Acjachemen Native American Nation, Dawn Perez, have been a force to be reckoned with this past year at 52nd Street Elementary. Through organization, solidarity, and hard work, this team rescued their school from a controlling principal and reinstated a more democratic environment that allows for teacher input and follows the contract. Their Local School Leadership Council now includes elected parents (not “appointed” by the administrator), and their decisions are respected. Faculty meetings returned, instead of only having PDs on Tuesdays, and the UTLA announcement block is now at the beginning of the meeting instead of the end. They organized a schoolwide struggle to get back their grade-level planning time during banked-time Tuesdays, which the staff had been requesting for years. Especially important was that they agitated for adherence to policy and won! Staff voted on next year’s professional development waiver, and they won’t be having PD every single Tuesday—only the contractual 26. Argueta and Perez took on issues important to their school, and the members of 52nd are better for it.

**Krystal Wharton**
**VALLEY EAST AREA**

Vinedale Elementary is a small, but mighty, UTLA chapter. Krystal Wharton always has 100% member participation in union activities, including chapter meetings, leafleting, and job actions. In addition, she has been an amazing leader and a rock for her chapter, as Vinedale... (continued on page 15)
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Passings

Carol Allen, sister, aunt, and friend to everyone, passed away last spring. Carol was born and raised in Los Angeles. She later purchased a home in Torrance, where she spent most of her adult life.

Carol attended Gardena High School and was accepted to Wellesley College, where she earned her BA in English. She first worked for Bullock’s Department store in Santa Ana. After five years, she began her 28-year career with LAUSD as an elementary school teacher and taught for many years at Hawaiian Avenue Elementary. Carol had a variety of interests, which included literature, art, nature, sports, baking, floral arrangements, painting, and traveling to Yosemite National Park.

Carol is survived by her siblings, Patricia Language and Terry Allen, as well as her beloved and only niece, Briana Language, and various cousins. She will always be treasured and remembered by the children she touched through her employment and her active role in children’s ministry at Gardena Valley Baptist Church, and her many, many friends.

Reseda High track coach Stephen Caminiti passed away peacefully with his family by his side on July 1 after a hard-fought illness at the age of 71. He was born on August 15, 1946, to the loving family of Ruth (Guerin) and Joseph Caminiti in Los Angeles. The family moved to Woodland Hills in 1958.

Steve was blessed with athletic gifts that were discovered and refined by Coach Bill Leeds at Crespi High School. While there, he matched the world record mark in the indoor 60-yard low hurdles.

At the University of New Mexico, Steve earned an All American award as a member of the 440-yard relay team, and he earned two All American honors after achieving two national records in the high and low hurdles in one day. At the University of New Mexico, Steve earned an All American award as a member of the 440-yard relay team, and

Steve channeled his love of track and field into helping student athletes achieve their highest potential. Throughout his 35-year track and cross country coaching and physical education career at Crespi and Reseda high schools, he and his coaching staff produced multiple league, city, and individual state championships. His successes granted him the 1996 LA City Section (continued on page 30)
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844-630-9920
Dues power our union

Our union is how we advocate for members and defend public education.

By Alex Orozco

UTLA Treasurer

This summer the Supreme Court hit public sector unions hard with the Janus decision, but like in many other attempts by the anti-union forces to break us, UTLA is ready for the fight.

Months before the decision was handed down, we began asking members to recommit to the union, and the vast majority of members have done so by signing the UTLA “All In” membership card. To build on this, over the summer UTLA conducted a door-to-door campaign, during which UTLA officers, directors, members, chapter leaders, and organizers visited nonmembers’ homes and talked to them about joining the union. Through these one-on-one conversations, we cut our number of nonmembers in half.

All over the nation, other unions are following suit and conducting similar outreach programs to protect collective bargaining rights. Now it comes to you. As we open another school year, we ask that you join us in making sure that our union is a strong and vibrant one. If you haven’t signed your “All In” card, sign it. If you have, talk to your colleagues and make sure they signed theirs too.

Our union needs to be strong organizationally to defeat the privatizers and ensure that we win a fair contract, protect our healthcare, and defend public education. This requires financial resources and tremendous capacity—your membership makes that possible by making sure UTLA’s budget is a solvent and resilient one.

UTLA’s budget is built on a framework of organizing and representing our members. It includes salaries and healthcare for staff, legal expenditures to represent members, and our affiliation membership with both state (CFT and CTA) and national unions (AFT and NEA). These affiliations on the state and national level are critical in the political turmoil that we are in, especially under U.S. Secretary of Education Betsy DeVos, whose main mission is to implode public education as we know it.

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

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

We are at the epicenter of the privatization movement, and we have an amazing charter organizing team that works with our unionized charter schools, as well as proactively fights to organize and unionize other charter educators who come to UTLA for support—charter educators like those at Alliance schools, who are moving closer to getting union organizing spaces so that we can address the needs of all our members—committees like the Elementary Committee, Special Education Committee, and many more. To create these opportunities for our members’ input and participation, we need to maintain our UTLA building. This requires resources as well, and our budget allows for it.

Right now, we are in a contract fight with the district over issues that are essential to all of our members, such as a salary increase, lower class sizes, less testing, and more charter accountability. These are just a few of the key issues that are impacting our schools and our drivers in the loss of enrollment, which leads to displacement and/or loss of employment for our members. We are also fighting for more school decision-making power, more special education funding, and Community Schools that provide wraparound services for our students.

Our union is our vehicle for collective action—it is how we harness our power to advocate for all of our members and to defend public education in Los Angeles. For all of this to be possible, we need the resources and capacity to be a strong, fighting, and organizing union that will survive any attack now or in the future. Be part of history and join the fight.

Haven’t signed the All In recommitment card? Sign online at www.utla.net/members/membership-application.
NEA takes a new stand for racial justice

Delegates pass first-ever resolution acknowledging white supremacy.

By Cecily Myart-Cruz
UTLA/NEA Vice President

This year marked my 20th NEA Representative Assembly, and I could not have been more proud of the advocacy work that our UTLA delegates engaged in on behalf of public education. The NEA RA is held every summer to conduct the business of our national affiliate, and UTLA sends a team of educators to be our voice and our force at the assembly. This year, our team debated, caucused, had one-on-one conversations, passed motions that matched our UTLA bargaining demands, and shifted the narrative of public education.

Taking a stand for racial and social justice

What a historic RA! On Independence Day, the National Education Association took a stand to say that to achieve racial and social justice, we must acknowledge white supremacy culture as the root of institutional racism, structural racism, and white privilege. This has been a multi-year struggle to bring this stand to fruition and we did it.

Passing this resolution is just one example of what we can accomplish when we organize, strategize, build coalitions, and educate those within our sphere of influence. A special thank-you goes to Harbor Area’s Elgin Scott for his resilience and perseverance as a member of the Resolutions Committee. Here’s the text of the resolution:

The National Education Association believes that, in order to achieve racial and social justice, educators must acknowledge the existence of white supremacy culture as a primary root cause of institutional racism, structural racism, and white privilege. Additionally, the Association believes that the norms, standards, and organizational structures manifest in white supremacy culture perpetually exploit and oppress people of color and serve as deterrents to racial justice. Further, the invisible racial benefits of white privilege, which are automatically conferred irrespective of wealth, gender, and other factors, severely limit opportunities for people of color and impede full achievement of racial and social justice. Therefore, the Association will actively advocate for social and educational strategies fostering the eradication of institutional racism and white privilege perpetuated by white supremacy culture.

In a linked matter, NEA also affirmed that black lives do matter with the passage of the Black Lives Matter Week of Action in schools during Black History Month in 2019, using existing communications resources, specifically calling for clear efforts to demonstrate support for the three demands of the BLM Week of Action in schools: 1) ending zero-tolerance policies and replacing them with Restorative Justice practices, 2) hiring and mentoring black educators, and 3) mandating that Ethnic Studies be taught in PK-12 schools in age-appropriate ways.

UTLA members (top and above left) at the massive RA, where more than 6,000 educators determined the policies of our national affiliate. UTLA members and other NEA RA delegates march through downtown Minneapolis to protest federal immigration policy.

The NEA RA passed a policy statement and released a toolkit on one of UTLA’s essential concepts for improving public education: Community Schools. The Six Pillars of Community Schools Toolkit is an NEA resource guide for educators, families, and communities and can be downloaded at http://bit.ly/NEAToolkit.

By Cecily Myart-Cruz
UTLA/NEA Vice President

The RA delegates also passed critical motions calling on NEA to:
• create a charter schools moratorium toolkit;
• use existing programs to actively recruit and train males of color to be educators in preK-Higher Ed;
• advocate for the implementation of quality arts programs in preK-Higher Ed;
• advocate for lower interest rates and affordable housing programs for educators; and
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Now is the time that we must engage, be inspired, and act boldly. We cannot be passive—it’s not a time to rest and wait for someone to save us. We are the change we seek. We must be bold, stand up, speak truth to power, and demand RESPECT. Now is the time that we must have courageous conversations with others. We must organize our members and build authentic coalitions and community partnerships. This movement will take all of us.

By Cecily Myart-Cruz
UTLA/NEA Vice President

This year marked my 20th NEA Representative Assembly, and I could not have been more proud of the advocacy work that our UTLA delegates engaged in on behalf of public education. The NEA RA is held every summer to conduct the business of our national affiliate, and UTLA sends a team of educators to be our voice and our force at the assembly. This year, our team debated, caucused, had one-on-one conversations, passed motions that matched our UTLA bargaining demands, and shifted the narrative of public education.

Taking a stand for racial and social justice

What a historic RA! On Independence Day, the National Education Association took a stand to say that to achieve racial and social justice, we must acknowledge white supremacy culture as the root of institutional racism, structural racism, and white privilege. This has been a multi-year struggle to bring this stand to fruition and we did it.

Passing this resolution is just one example of what we can accomplish when we organize, strategize, build coalitions, and educate those within our sphere of influence. A special thank-you goes to Harbor Area’s Elgin Scott for his resilience and perseverance as a member of the Resolutions Committee. Here’s the text of the resolution:

The National Education Association believes that, in order to achieve racial and social justice, educators must acknowledge the existence of white supremacy culture as a primary root cause of institutional racism, structural racism, and white privilege. Additionally, the Association believes that the norms, standards, and organizational structures manifest in white supremacy culture perpetually exploit and oppress people of color and serve as deterrents to racial justice. Further, the invisible racial benefits of white privilege, which are automatically conferred irrespective of wealth, gender, and other factors, severely limit opportunities for people of color and impede full achievement of racial and social justice. Therefore, the Association will actively advocate for social and educational strategies fostering the eradication of institutional racism and white privilege perpetuated by white supremacy culture.

In a linked matter, NEA also affirmed that black lives do matter with the passage of the Black Lives Matter Week of Action in schools during Black History Month in 2019, using existing communications resources, specifically calling for clear efforts to demonstrate support for the three demands of the BLM Week of Action in schools: 1) ending zero-tolerance policies and replacing them with Restorative Justice practices, 2) hiring and mentoring black educators, and 3) mandating that Ethnic Studies be taught in PK-12 schools in age-appropriate ways.

UTLA members (top and above left) at the massive RA, where more than 6,000 educators determined the policies of our national affiliate. UTLA members and other NEA RA delegates march through downtown Minneapolis to protest federal immigration policy.

The NEA RA passed a policy statement and released a toolkit on one of UTLA’s essential concepts for improving public education: Community Schools. The Six Pillars of Community Schools Toolkit is an NEA resource guide for educators, families, and communities and can be downloaded at http://bit.ly/NEAToolkit.

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Special section: Educator

What to know about the negotiated evaluation system for 2018-19.

The contract agreement negotiated with LAUSD by UTLA and approved by members in 2015 made improvements to the teacher evaluation process as part of our long-term goal to move toward a career-long professional growth model. On these pages are a guide to the system and some tips to ensuring a fair process. Future negotiation priorities could include shifting from the use of the Teaching Learning Framework (a relic of the John Deasy era) to the California Standards for the Teaching Profession and including contract language on Artifacts of Evidence so that evaluations do not rely so heavily on one formal observation.

Institution of firm timelines

Your administrator must adhere to these dates

<table>
<thead>
<tr>
<th>STEPS in the Process</th>
<th>Contract Deadline</th>
<th>2018-19 Calendar Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Notification to teacher that he or she is being evaluated</td>
<td>Norm day or the last day of the fifth</td>
<td>September 15</td>
</tr>
<tr>
<td></td>
<td>week of school</td>
<td></td>
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<tr>
<td>Employees assigned to new school site after the eighth</td>
<td>Cannot be evaluated that year (unless</td>
<td>October 5</td>
</tr>
<tr>
<td></td>
<td>probationary or received below</td>
<td></td>
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<tr>
<td></td>
<td>standard eval)</td>
<td></td>
</tr>
<tr>
<td>Initial Planning Conference</td>
<td>Must take place within first eight weeks</td>
<td></td>
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<td></td>
<td>of school</td>
<td></td>
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<tr>
<td>Formal Observation/Conference (only one is mandatory)</td>
<td>Must be completed by the sixth week</td>
<td></td>
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<tr>
<td></td>
<td>of the second semester</td>
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<td>By February 22</td>
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<tr>
<td>Evaluation Post-Conference</td>
<td>10 days after the observation</td>
<td></td>
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<td></td>
<td>Written summary must be within four days</td>
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<td></td>
<td>of conference</td>
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<tr>
<td>Final Evaluation</td>
<td>30 calendar days prior to the last day</td>
<td>May 7</td>
</tr>
<tr>
<td></td>
<td>for teachers</td>
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</tbody>
</table>

Initial planning sheet objective elements

Employees will be evaluated using seven performance focus elements of the Teaching and Learning Framework (TLF) rather than all 15. Your initial planning sheet should be consistent with individual objectives. All observations, assistance and guidance, and your final evaluation should be directly related to your planning sheet.

3 elements designated by the District each year
For this year: Standard 3 b2: Discussion techniques and student participation
Standard 3 c1: Standards-based projects, activities, and assignments
Standard 3 d3: Feedback to students

3 elements selected by the employee

+1 element cooperatively selected by the employee and the evaluator

7 total elements

If you cannot come to an agreement with your administrator on the cooperatively selected element, there is an appeal process (see Article X 4.2 of the UTLA-LAUSD contract).

Observations

Employees being evaluated shall receive one formal observation during their evaluation year (down from two mandatory observations before the 2015 contract agreement) + one growth visit (considered informal observation) that must be completed by March 15.
Employees who wish to be formally observed more than once may arrange additional evaluation with their evaluators. Per Ed Code, administrators have the right to informally observe employees at any time.

Please see page 21 for the list of constraints that you may wish to attach to your initial planning sheet.
Tips: OBSERVATIONS
Teachers are encouraged to document the observation time and duration and to make a record of the classroom appearance, student activity, and student work. In subsequent administrator visits, do the same type of documentation, paying attention to any items included in the “assistance and guidance” portion of the observation summary. Written reflections are optional and voluntary.

Tips: ARTIFACTS OF EVIDENCE
Artifacts can include sample student work, lesson plans, unit plans, sample assessments, department meeting agendas, parent call logs, or any other type of documentation that provides evidence of a teacher’s practice for a given element in the Teaching and Learning Framework.

Formal Observation vs. Final Evaluation
Multiple measures are used to determine your final performance evaluation, with observation ratings being only one part.

Other factors that MAY be taken into account for your final evaluation:

- Submitting grades, compliance issues
- Parent communication
- Participation in PD
- Growth plan, informal visit
- Relationships with colleagues
- Other Elements

Evaluations are not grievable except when the final overall evaluation is “below standard” or there is significant disparity between the rating and negative comment on the form.

Tips: CONFERENCES & CONFERENCE MEMOS
Per Article X, Section 5.0d: “Within four work days of a post-observation conference, post-growth plan visit conference, or other types of conferences in which problems are identified, a copy of records relating to observations, conferences, and assistance offered or given, shall be provided to the employee for the employee’s information, guidance, and as a warning to improve performance.”

- Be prepared prior to conferencing with an administrator.
- Take your Initial Planning Sheet with you to your pre-/post-observation conferences. Be sure to ask for a printout after your Initial Planning Conference.
- Document every conversation/interaction you have with your administrator. Include time, place, duration, witnesses, tone of conversation, and so on. Keep copies of all written interactions.
- Ask clear questions, request information/support, and make suggestions.
- Respond to conference memos in writing; don’t allow the administrator’s version to be the only voice on the matter. For example, what pertinent information was omitted from the conference memo? Correct the record, and memorialize the facts as you know them to be.

Call your Area Representative if you have questions.
“Effects bargaining” on the Community Coalition Settlement

How disrespecting parent, student, and educator voice leads to principals giving themselves raises.

By Daniel Barnhart
UTLA Secondary Vice President

Which LAUSD employee has been given the sole authority to give themselves a raise, paid for by money earmarked for our highest-needs students? On the Roybal Learning Center entry on the LAUSD website (http://tinyurl.com/y9m3qlt5), you can see that the principal has written, submitted, and approved a plan that calls for him and his APs to receive $74,000 in additional raises over the next two years, paid for by “Innovation Funds.”

How did this happen and what can we do about it?

It begins with LAUSD not allocating funding appropriately for the highest-needs students. This is an established fact, agreed to in a court-ordered settlement, that resolved a lawsuit brought against the district regarding the way it was dividing up money to schools under the Local Control Funding Formula (LCFF).

The organization Community Coalition (a partner with UTLA in the California Calls statewide network) worked with Public Counsel and the ACLU to sue the district, in order to drive more funding to schools where the district was miscounting students with special needs. In the “Community Coalition Settlement,” LAUSD agreed to redirect an additional $150 million over three years to 50 of the highest-needs schools across the city. Even as the broader concern of inadequate school funding remains, this settlement had the potential to make a real difference on these campuses, and in student lives, and show that money spent on our highest-needs students is not wasted.

Knowing that money in school accounts is only the beginning for educators in LA, last year UTLA issued a demand to bargain with LAUSD the “effects” of the settlement agreement, hoping to ensure that additional money would mean greater community engagement in each school, the inclusion of educator voices, and needed transparency around school budgets and positions. Rather than seeing an opportunity to collaborate with “labor partners,” the district chose the direction of school board members Nick Melvoin and Monica Garcia, telling principals to draft plans immediately to begin spending the money as they saw fit. Sadly, while some principals engaged their communities, many principals followed the privatizers’ lead, drafting plans in almost complete isolation from their school community, only sharing these plans with UTLA after they had been approved by local district administrators, and began to spend the “Innovation Funds.”

In what is called “effects bargaining,” we pushed back aggressively, drawing on the framework of our overall contract bargaining. We demanded, received, and analyzed every plan, in the process getting the district to place all of the plans online. Over the course of four bargaining sessions, we put forth a series of “effects bargaining” proposals, specific to these 50 schools, that would be important first steps toward community engagement, educator voice, and transparency.

Respect for student voice: REJECTED

Knowing that student voices, especially in secondary schools, are essential in determining student needs, we proposed that the district require each school to have some process of student engagement around the best use of these funds. The district rejected our proposals and refused to address the need to include student voices regarding student needs.

Respect for parent voice: REJECTED

Parent engagement, involvement, and decision making are crucial to our vision of what public education must look like, and as such, we proposed that the district should commit to having at least one parent meeting a year at these schools, to solicit ideas and feedback on the school plans for the settlement monies. The district rejected our proposals to include parents’ voices in their public schools, just as they have done consistently at the main table.

Respect for educator voice: REJECTED

While we believe that the Local School Leadership Council is perhaps the best place to approve local school plans, we know that not all of the faculty can be expected to make it to all of the council meetings. This is why we proposed that the district place the Innovation Funds and plans on a faculty meeting agenda at least once a year, knowing that there is an opportunity to have a discussion and that educator voices are heard. The district has rejected our proposal on this issue.

Accountability and transparency in budgeting: REJECTED

When public money is labeled “discretionary” and is being spent in the name of our students, we have to push for transparency and an inclusive, public process of decision making and reporting. We demanded that the district compile a simple report of how the money was spent, what positions were created, and where the money went. The district refused to investigate its own operations and look at the big picture of what is going on with the settlement money. When the UTLA research department worked to create that report, we found that the district created more new instructional coach positions than class-size reduction teachers, spent significant amounts of the PD money on outside vendors, and created nearly four times as many new assistant principal positions (22) as teacher librarians (1) and nurses (5) combined. Principals didn’t just spend this money as they saw fit; in some cases they spent this money on themselves, as is the case at Royal.

It is not enough to roll a wheelbarrow full of cash to the principal’s office, tell them to spend it in ways that help kids, and expect good things to happen. When the district fails to provide oversight, and actively prevents educators, students, and parents from being informed, let alone involved, it creates an atmosphere where money can be misused, wasted away from the classroom, and public confidence undermined.
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 October 10 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 Carl Joseph, staff rep for housed teachers, at cjoseph@utla.net

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(continued from page 10)

was in the path of both the Burbank area and Sylmar area fires. After the fires, Vinedale was affected on two more occasions by mudslides, which caused school closures. With poise and grace, Krystal ensured that her staff was kept up to date with information related to the natural disasters. She is also consistent with including the community in school activities, such as inviting the LA Fire Department to the “walk in” for public schools.

Jason Kinsella & Carlos Monroy
VALLEY WEST AREA

The duo of Jason Kinsella and Carlos Monroy are a force to be reckoned with. When their school, El Camino Real High School, became El Camino Real Charter High School, they made it their mission to make sure that it was a UTLA charter school. With that success behind them came a new challenge. Faced with a corrupt administrator, they worked tirelessly and fearlessly to keep their faculty together during a time when this administrator tried to tear them apart and decertify the site as a UTLA charter school. Eventually, through sheer determination and pressure, the administrator was removed from the school, and El Camino remained a unionized facility. The fight continues to stabilize the school and keep it the great educational experience that its students and teachers deserve. Kudos to the dynamic duo of Jason Kinsella and Carlos Monroy.

Phylis Hoffman & Rosa Diaz
HARBOR AREA

Phylis Hoffman not only teaches at Harry Bridges Span School, she also was a member of the design team in the early days of its growth. She has been a teacher in Los Angeles for more than 20 years and has played a variety of roles in the district, including becoming a National Board Certified teacher. She has a deep background in union activism and has taught in challenging situations and in many grade levels. In the past year she stepped up to be a voice for the Wilmington community in the struggle against privatization reflected in the expansion of charter schools in the area. She has spoken eloquently at community meetings, neighborhood councils, and school-site meetings around issues important to the area. We proudly name her an Unsung Hero for 2018.

Rosa Diaz is a teacher of early childhood education at De La Torre Elementary School in the community of Wilmington. She came to teaching after a long career as an educational support provider, a Chandra Smith clerk, a magnet coordinator, an administrative assistant, and a substitute teacher in LAUSD. She has concentrated on creating a family community in her classroom, working with mainly English language learners, which has transferred to her union activism. She has focused on organizing her school and engaging parents in her school community. In the past year she has been a crucial voice in the struggle against privatization in the Wilmington area. Rosa has continually stepped outside of her comfort zone in challenging her students and the community. We proudly name her an Unsung Hero for 2018.

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Election Rules for UTLA-Retired House of Representative Members & UTLA-Retired Steering Committee

For Term of Office 2019-2020

Section 1. Elections

a. Ten (10) UTLA-Retired members and five (5) alternates of the House of Representatives shall be elected at the October 2018 UTLA-Retired General Assembly.

b. In the event there is a run-off election needed for the House of Representatives members, the ballooning will be held at the next meeting of the UTLA-Retired General Assembly.

c. Elections shall be held for the five (5) UTLA-Retired Steering Committee members at the January 2019 UTLA-Retired General Assembly.

d. In the event there is a run-off election needed for the UTLA-Retired Steering Committee members, the ballooning will be held at the next meeting of the UTLA-Retired General Assembly.

Section 2. Balloting

a. All ballooning shall take place at a meeting of the UTLA-Retired General Assembly.

b. Non-Contested Elections: If the number of candidates running is equal to or less than the number of seats open, all listed candidates on the ballot shall be declared elected by the Election Committee, with proper notification of this to be printed in the UNITED TEACHER, published on the UTLA website or published in an email message distributed to the UTLA-Retired email listserve.

c. Contested Elections: Elections shall be decided by a plurality of the ballots cast.

The highest ten (10) vote-getting candidates for the UTLA House of Representatives shall be declared elected.

The highest five (5) ranking candidates based on their vote count for the UTLA-RSteering Committee shall be declared elected.

d. Run-off: In case a run-off is required for any office, one more candidate shall be included in the run-off than the number of open seats. The run-off candidates shall be those candidates who received the most votes and the next highest number of votes.

e. If a regular or run-off election is a tie vote and the circumstances do not allow for the holding of a special election, the winner shall be determined in the case of two-way ties by the flip of a coin. In the case of a three-way or more ties, the winner will be determined by a drawing of names.

f. Election results shall be announced following the completion of the counting of the ballots. Elected candidates will be notified of their pending election when the results are posted at UTLA, printed in the UNITED TEACHER, published on the UTLA website or distributed in an email message in the UTLA-Retired email listserve. The results will be official following review and adoption by the UTLA-Retired Steering Committee of the Election Committee Report at its next scheduled meeting following the election.

g. Sequestering of ballots: The Election Committee shall sequester all ballots from the date counted until conclusion of the entire election process and for one (1) following ratification of the results.

Section 3. Voter Eligibility

Voters must be retired and members of UTLA-Retired prior to the start of this election period that begins on the date of first publication of these rules in the UNITED TEACHER.

Section 4. Nominations

a. Qualifications of Candidates: Any UTLA-Retired member who is a member in good standing is eligible to run for any office for which he/she is qualified. Candidates must have been UTLA-Retired members six (6) months prior to the start of this current election period that begins on the first date of publication of these rules in the UNITED TEACHER and must present a Declaration of Intent to Run form to the Election Committee or designated UTLA staff member on or before the specified deadline for submission.

c. Filing Dates: The filing dates shall be specified in the Election Calendar.

de. Unopposed Office Only: A member shall file candidacy for no more than one office during any single election period. The elections for the UTLA-Retired members of the House of Representatives and for the UTLA-Retired Steering Committee are separate elections.

Section 5. Campaign Rules

a. The Election Rules shall be made available to any UTLA-Retired member by request and shall be applicable to the election process at all times.

b. UNITED TEACHER, prior to opening of nominations, shall publish election procedures, rules, forms and the calendar. The election calendar shall be published in each issue until the close of the election. The UTLA staff shall not be involved in any way in any candidate’s campaign.

c. UTLA offices, materials, or other resources of UTLA shall not be used to support candidates.

d. UTLA Standing or Appointed committees shall not endorse or discuss any candidate during the election process.

e. Candidates shall not seek or receive financial support or any other form of support for their candidacy from vendors, state or national affiliates, or UTLA staff.

f. Candidate literature shall not appear to be an official UTLA publication.

h. All campaign literature shall clearly identify its source.

i. Guidelines for Dissemination of candidate election materials will be given to each candidate:

j. All political committees campaigning for a candidate or candidates shall register with the Election Committee within five (5) business days of receipt of the Candidate’s Declaration of Intent to Run form, or within five (5) business days of their formation, whichever comes first. The following items shall be required at the time of registration: name of committee, name of the candidate or candidates supported, name of committee chair and treasurer, complete committee address, committee contract phone number, committee contact email address and signature of the candidate. Candidates shall also submit a list of those campaign committees that have the candidate’s official approval. That list of all official committees and whom they support shall be on file with the Election Committee. Any such official committee failing to register shall cause the candidate to be disqualified.

k. Financial Disclosure Report: Candidates for all offices, and all registered political committees, shall file a financial report with the Election Committee if any election campaign expenses are incurred. The Election Committee shall provide the approved UTLA-R Candidate Financial Disclosure Report to each candidate. Candidates shall receive a receipt issued by the Election Committee or designee upon filing the completed form. The report shall detail all expenditures, income and sources of income for a specific ballooting in the election. The Report shall include this statement: “I affirm that all of the information provided by me in this form is correct to the best of my knowledge.” All candidates must sign this affirmation or the form will not be accepted and the candidate shall be disqualified. Financial reports pertaining to a given ballooning shall be submitted on or before the date upon which the ballots are counted. Each time a candidate’s name appears on a run-off ballot that candidate and any registered political committees supporting that candidate shall submit a financial disclosure report covering the expenses if any are incurred during campaign during the time between the counting of the run-off ballot and the counting of the previous ballot. Any candidate who fails to submit a required financial disclosure report shall be disqualified.

I. Equal access to voter identification information shall be available to all candidates, and is not to be duplicated, given, sold to any other party, or used for any other purpose than that candidate’s election. It shall be available at a cost of $150.00, and payable at the time the data is requested.

m. The CTA Election Alphabet as published in the most recent CTA Elections Manual shall determine the order of candidates listed on the ballot in each election. (Last Name and First Name order)

n. Suppression: The preparation, printing, distribution and counting of ballots will be supervised by the Election Committee. One candidate-designated poll watcher shall be allowed to observe during the counting of the ballots.

o. Any violation of these rules by a candidate or a candidate’s endorsed committee will result in the candidate’s disqualification by the Election Committee. Violations should be reported in writing to the UTLA-R Election Committee Chair at UTLA headquarters in a timely manner.

(continued on page 22)
Evaluation: List of constraints

Use on your initial planning sheet.

Also see the special EDS spread on pages 16 & 17.

The following items keep teachers and students from achieving according to their potential. Circle the ones that apply in your situation and attach to your initial planning sheet.
1. Crowded classes that prevent individualized instruction and promote discipline problems.
2. Traveling or roving, which prevents teachers from setting up a good learning environment.
3. Improper use of common planning time.
4. Burdening overtaxed teachers with the chores of secretaries, policemen, and collection agents, e.g., cafeteria supervision, hall patrol, playground and bus duty, lavatory checking, money collection, duplication of material.
5. Understocked and understaffed libraries.
6. Unreliable and rigid requisition and delivery system for school supplies.
7. Shortages of necessities, such as audiovisual apparatus (including TVs, VCRs, and current videos) teacher manuals, CDs, DVDs, legible paper, music materials, science kits and equipment, computers and software, pencils, crayons, construction paper, PE equipment, staplers, tape, etc.
8. Delays in repairing and servicing equipment, windows, and structures.
9. No expense account to buy needed teaching aids.
10. Frequent classroom interruptions.
11. Favoritism in rotating assignments among difficult or slow classes.
12. Closed stock rooms.
13. Lack of textbooks that meet the differing reading abilities of students.
14. Inadequate teacher workrooms, lounges, or lavatories.
15. Lack of separate rooms for counseling, remedial reading, speech therapy, art, music, and the RSP program.
16. Teacher staff development that is run by nonteachers, poorly planned, and/or performed outside school hours.
17. Frequent assignment of duties during a teacher’s lunch period.
18. No adequate program to diagnose and treat disruptive students. Readmission to regular classes without corrective or therapeutic action.
19. Frequent failure of administration to support a teacher in a discipline case. Not enough time to talk personally with students.
20. Insufficient number of telephones for teachers and counselors to contact parents about their students.
21. Lack of academic freedom from administrative interference in conducting class, grading students, handling controversial subjects, and innovating instruction.
22. Arbitrary or capricious teacher evaluation procedure.
23. Pressure requiring secondary teachers to forgo their preparation period in order to cover classes or further filling an overcrowded elementary classroom with more students from an absent teacher’s class.
24. No district procedure for faculty to evaluate or have an incompetent administrator removed.
25. Lack of a daily preparation period for every teacher.
26. Failure to provide all students with specialists in the fields of music, art, and physical education.
27. Not enough psychologists, counselors, coordinators, and mental health teams to handle the problems of students.
28. Lack of time for department chairs to provide services to members of department.
29. Patronage system in the appointment of administrators.
30. Assignment of teachers outside their field of competence and training.
31. Culturally insensitive school program.
32. Depriving students of needed workbooks for reading, math, and English.
33. Failure to provide economically disadvantaged students with needed services in schools to meet their needs.
34. Outdated curriculum in many areas, controlled by nonteachers.
35. High transiency rate.
36. Failure to provide library centers and reference books adequate for each elementary classroom.
37. Split grade classes that further inhibit instruction and widen the achievement range of pupils.
38. Lack of access to stockrooms, bookroom, supply cabinets, and Xerox machine.
39. Lack of collaboration between parents and teachers.
40. Noninclusive school climate.
41. Hostile, noncaring administrators.
42. District-mandated programs and pacing plans that are not based on needs of students.
43. Lack of intervention mechanisms.
44. Other:

Signature: ____________________________

Disclaimer: “Pursuant to California Education Code sections 44660-65, I specifically renounce and reject any standards, objectives, techniques, board rules, or policies which are not reasonable, professional, valid or consonant with the growth of my students and with relevant educational principles. I also incorporate by reference the UTLA lists of constraints upon which the achievement of all valid goals and objectives is predicated.”

Dental Provider List:

**Los Angeles County**
- Beverly Hills: 310.659.1999
- Huntington Park: 323.556.3739
- La Verne: 909.235.9750
- Mobile Unit: 714.689.6856
- North Hollywood: 818.792.4500
- Tarzana: 818.340.3111
- Walnut: 909.343.4408
- West Covina: 909.417.3030

**Inland Empire**
- Alta Loma: 909.200.2353
- Chino Hills/Pomona: 909.206.4493
- Corona: 909.203.5903
- Lake Elsinore: 951.226.7606
- Norco: 951.241.8428
- Ontario: 909.254.4066
- Redlands: 909.295.4688
- Riverside: 951.977.8993

**Orange County**
- Anaheim Hills: 714.409.5566
- Foothill Ranch: 949.305.5946
- Fullerton: 714.986.9902
- Huntington Beach: 714.450.6177
- Los Alamitos/Long Beach: 909.245.0780
- Santa Ana: 714.481.0055

We accept your dental insurance
UTLA-RETIRED
(continued from page 20)

Section 6. Challenge Procedure
a. The Election Committee will not consider appeals filed with it more than five (5) working days after each round of the election in question is terminated. Subsequent levels for appeal must be filed in the appropriate manner within five (5) working days of a decision being made at the preceding level. No challenges will be accepted or heard before the outcome of an election has been determined.
b. From the time a challenge is filed until a final determination has been reached, all proceedings shall be considered private and confidential. Any preliminary disposition shall not be made public. Violators shall be subject to disqualification.
c. Only candidates may file challenges to elections and are limited to the election for the office they are running.
d. If a candidate charges that another candidate has violated these election rules, the following procedure shall be followed:

   Step 1. Election Committee Hearing
   Both parties and/or representative of each shall appear before a meeting of the Election Committee at a time and place determined by the Committee.
   The Committee may:
   1. Refuse to hear the challenge on the grounds that the challenge as presented does not involve the violation of any election rule.
   2. Uphold the challenge and disqualify the challenged party on the grounds that the challenged party does not involve the violation of any election rule.
   3. Deny the challenge on the grounds that the challenged party is qualified. If no election campaign expenses were incurred, no report is required.
   4. The arbitration process must be completed within one (1) year of the initial filing.
   d. Procedural Stipulations
   1. There shall be a verbatim record to be obtained by the same method in all cases of all challenged proceedings/behaviors.
   2. Candidates involved in any challenge shall be provided five (5) days’ notice of proceedings and procedures.  
   3. Sequestered ballots shall be released determined by the Committee.

   Step 2. Appeal of the Election Committee’s Decision
   1. The decision of the Election Committee may be appealed to a qualified independent arbitrator hired by UTLA. Such an appeal should be submitted, in writing, to the Election Committee, which shall facilitate the appeal. In any case where a candidate asks for arbitration, the candidate asking for arbitration shall pay a fee of $1,500.00 to UTLA that will be refunded if the arbitrator finds in the candidate’s favor. Arbitrators shall be selected from a list as submitted by the Federal Mediation Service with the ability of striking alternate names until a single name remains.
   2. The same arbitrator if possible shall preside for all challenges.
   3. The decision of the independent arbitrator shall be final in all cases.
   4. The arbitration process must be completed within one (1) year of the initial filing.

UTLA-RETIRED election timeline
For UTLA-R House of Representatives & Steering Committee Members,
August 10, 2018: Election rules, timeline and declaration of intent forms will be printed in the UNITED TEACHER. The timeline, rules and intent forms also will appear in September 14 UNITED TEACHER.
August 10, 2018: UTLA-Retired Membership deadline to be eligible to vote for UTLA-Retired House of Representatives and Steering Committee members during the 2018-2019 UTLA-Retired Elections period.
October 5, 2018: Declaration of Intent forms for House of Representative Members must be submitted to Tara Thomas at UTLA no later than 11:30 a.m.
October 17, 2018: House of Representative Candidates and Campaign Committees incurring election campaign expenses must submit Candidate Financial Disclosure Report to Tara Thomas at UTLA no later than 11:30 a.m.
January 16, 2019: UTLA-R Steering Committee Candidates and Campaign Committees incurring election campaign expenses must submit Candidate Financial Disclosure Report to Tara Thomas on the 12th Floor at UTLA no later than 10 a.m.
Candidates failing to submit the required financial disclosure report shall be disqualified. If no election campaign expenses were incurred, no report is required.
January 19, 2019: Secret ballot voting for UTLA-R Members of the House of Representatives will be held at the UTLA-R General Assembly Meeting from 10 to 11:30 a.m. Run-off balloting (if needed) will be take place at the January 28, 2019, General Assembly meeting.
October 23, 2018: Declaration of Intent forms for UTLA-R Steering Committee must be submitted to Tara Thomas at UTLA no later than 11:30 a.m.
October 25, 2018: Declaration of Intent forms for UTLA-R Members of the House of Representatives will be held at the UTLA-R General Assembly Meeting from 10 to 11:30 a.m. Run-off balloting (if needed) will take place at the January 28, 2019, General Assembly meeting.
Program Highlights
- Fully online
- WASC accredited
- Cohort model
- 15-month program
- Ranked #1 in California (US News and World Report 2017) and #11 in the U.S. (BestColleges.com)
- SDSU College of Education ranked #22 in the nation
Declaration of Intent

United Teachers Los Angeles-Retired — UTLA-R Steering Committee Member
Term of Office 2019-2020 — Election Date: January 18, 2019

(Please print your name, as you would like it to appear on the ballot.)
do hereby declare my intention to run for the office of UTLA-Retired Steering Member.
Permission is given to the UTLA-R Election Committee to verify my membership qualifications and to determine that I meet the requirements to be a candidate for the office for which I have declared.

(Home Address: Number and Street)

(City and Zip)

(Personal Phone Number including Area Code)

(Personal Email Address)
I certify that all of the above statements are true and accurate.

(Signature and Date)
Submit completed form no later than 11:30 a.m. October 23, 2018 (no exceptions) to:
UTLA-Retired Election Committee, 3303 Wilshire Blvd., 10th Floor, Los Angeles, CA 90010; Attention: Tara Thomas

Received By Date & Time Received

Declaration of Intent

United Teachers Los Angeles-Retired — UTLA House of Representatives Member
Term of Office 2019-2020 — Election Date: October 19, 2018

(Please print your name, as you would like it to appear on the ballot.)
do hereby declare my intention to run for the office of UTLA-Retired House of Representatives Member.
Permission is given to the UTLA-R Election Committee to verify my membership qualifications and to determine that I meet the requirements to be a candidate for the office for which I have declared.

(Home Address: Number and Street)

(City and Zip)

(Personal Phone Number including Area Code)

(Personal Email Address)
I certify that all of the above statements are true and accurate.

(Signature and Date)
Submit completed form no later than 11:30 a.m. October 5, 2018 (no exceptions) to:
UTLA-Retired Election Committee, 3303 Wilshire Blvd., 10th Floor, Los Angeles, CA 90010; Attention: Tara Thomas

Received By Date & Time Received

Salary Point Classes

Integrate Music into Any Classroom! (3 Salary Points)
NGSS for All Students! (2 Salary Points)
STEAM Everyday for Everyone! (1 Salary Point)

For a complete list of courses visit www.education4equity.com/utla

Advance Your Teaching Career and Earn More in 2018!
CTA Unexpired Term elections

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

UTLA/NEA members will elect CTA State Council representatives for unexpired terms at elections scheduled this year for the August 22 Area meetings. These delegates will join the other UTLA representatives when the council begins for the 2018-19 school year.

The State Council acts as CTA’s policy-making body, meeting four times a year. Each representative is expected to serve on a standing committee, which debates business items involving academic freedom, retirement, civil rights, political action, teachers’ rights, and statewide negotiation issues. State Council representatives also vote for CTA’s statewide officers. In the 2018-19 school year, all State Council meetings will be held in Los Angeles. All necessary expenses for representatives are covered by CTA, including hotel, mileage, and food costs. Meetings begin at 9 a.m. Saturday, 7:15 a.m. Sunday, and usually end around 4 p.m. both days. Subcommittee meetings on Friday evenings and voluntary caucus meetings before and after the general weekend meeting times can enrich the representative’s knowledge of issues facing California educators. UTLA delegates are rewarded for their time and effort by getting a chance to make a statewide difference in education.

If you find the idea of participating on a statewide level intriguing, fill out and mail in the self-nomination form on this page to run for CTA State Council. Forms are due by August 13 via U.S. mail (no faxes or emails). Forms may also be dropped off at UTLA headquarters on the 10th floor (attention: Cecily Myart-Cruz, UTLA/NEA VP) during regular business hours from 9 a.m. to 5 p.m.

Year-Round Absentee Ballot Request

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

My vote will correspond to CTA’s election guidelines, which allow for voting by mail for CTA members on formal leave. This request must be received by 5:00 p.m., August 13, 2018, by U.S. mail to UTLA, 3303 Wilshire Blvd., 10th Floor, Los Angeles, CA 90010, Attn: Cecily Myart-Cruz, UTLA/NEA VP. I understand that my request will be checked for accuracy by election committee members. Absentee ballots will be mailed August 17, 2018, and must be received via U.S. mail by 5:00 p.m., on August 22.

Name __________________________
Employee number __________________
Address __________________________
City __________________ Zip ________
Home phone _________________________
Non-LAUSD email address ___________
School _____________________________
School Phone ________________________
UTLA area (Circle one) N S E W C VE VW H
Absentee ballot requested for: □ CTA State Council
                                             □ August          □ October
Check one: □ CTA/NEA Board member □ Formal LAUSD leave
I hereby declare that the above information is accurate.

Signature __________________________ Date ____________

Return this request to UTLA/NEA VP Cecily Myart-Cruz by 5:00 p.m., August 13, 2018, via U.S. mail to UTLA, 3303 Wilshire Blvd., 10th Floor, Los Angeles, CA 90010. Forms may also be dropped off at UTLA headquarters on the 10th floor (attention: Cecily Myart-Cruz, UTLA/NEA VP) during regular business hours from 9 a.m. to 5 p.m. NO FAXES OR EMAILS.

Form must be received by UTLA by August 13, 2018.

CTA State Council
Unexpired Term election notice

Are you interested in representing UTLA/NEA members at the state level? CTA (California Teachers Association) State Council, a policy-making body that meets quarterly, has openings for representatives to fill unexpired terms. If you wish to run for one of these positions, complete and return the self-nomination form by U.S. mail to UTLA/NEA VP Cecily Myart-Cruz at UTLA. The form must be received by 5:00 p.m. on August 13, 2018. The election will be held at the August 22 Area meetings.

For those members who cannot vote at their Area meetings, voting will also be held at the UTLA building from 9 a.m. to 5 p.m. on August 22.

Self-Nomination Form

Name __________________________
Employee number __________________
Address __________________________
City __________________ Zip ________
Home phone _________________________
Non-LAUSD email address ___________
School _____________________________
School Phone ________________________
I certify that below is the signature of the candidate whose name appears above.
Signature __________________________ Date ____________

Return this request to UTLA/NEA VP Cecily Myart-Cruz by 5:00 p.m., August 13, 2018, via U.S. mail to UTLA, 3303 Wilshire Blvd., 10th Floor, Los Angeles, CA 90010. Forms may also be dropped off at UTLA headquarters on the 10th floor during regular business hours from 9 a.m. to 5 p.m. (attention: Cecily Myart-Cruz). NO FAXES OR EMAILS.

Form must be received by UTLA by August 13, 2018.

May 25, August 10: Nomination forms, time line, and absentee ballot request forms in UNITED TEACHER.

August 13: Self-nomination forms and absentee ballot requests due to UTLA building by 5 p.m. by U.S. mail (no faxes or emails). Forms may also be dropped off at UTLA headquarters (see the receptionist on the 10th floor) during regular business hours, from 9 a.m. to 5 p.m.

August 14: Letters sent out acknowledging receipt of nomination forms.

August 17: Absentee ballots sent out.

August 22: Elections at all UTLA Area meetings and UTLA headquarters from 9 a.m. to 5 p.m.

August 24: Area and absentee ballots counted. Letters sent to winners and results will be posted at www.utla.net by the end of the next business day.

September 3: Deadline to submit election challenge in writing to Cecily Myart-Cruz, UTLA/NEA Vice President, provided a runoff election is not required.

September 10: Absentee ballot for runoff sent.

October 3: Runoff election, if needed, at Area meetings and at UTLA headquarters from 9 a.m. to 5 p.m.

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

October 8: Area and absentee ballots counted. Letters sent to winners and results will be posted at www.utla.net by the end of the next business day.

Those who are not elected delegates will become alternates.

October 15: Final date for challenges to be submitted in writing to Cecily Myart-Cruz, UTLA/NEA Vice President, provided an additional runoff election is not required. Please contact Vivian Vega for appropriate form at 213-368-6259.
explore the millions of ways that color enhances everything and how the colors in your teaching environment affect your students, and look at ways to make your classroom environment more inviting. Class will cover basic art concepts such as mood, analogous color, and opposite color and concepts that will help your students get into their projects, regardless of content area. The workshop takes place in the conference room of the La Cañada Public Library on three Saturdays: September 8, October 6, and October 13. Each meeting is from 10 a.m. to 3:30 p.m., and the total cost is $149. To join this class, go to Bartt.net and click the online registration button. Advanced registration online is required. Class limited to 30 people. For questions, call or text Bartt at 818-568-3595.

Salary point workshops on Classical heritage

Expand your knowledge of Classical heritage by enrolling in “Greeks and Romans for Geeks a-Roamin’.” The class will visit the Getty Villa (near Malibu), the LA County Museum of Art, and the Huntington Library. This district-approved class is open to all K-12 teachers, is worth two salary points, and will expose participants to exciting resources that can supplement their teaching. Class will meet at Francis Polytechnic HS on August 31, 18, and 25, and September 8, 2018 (all Saturdays) at 8 a.m. From there, participants will commute to the three locations (one each class day, except for September Saturdays) at 8 a.m. From there, participants to exciting resources that can supplement their teaching. Class will meet at Francis Polytechnic HS on August 31, 18, and 25, and September 8, 2018 (all Saturdays) at 8 a.m. From there, participants will commute to the three locations (one each class day, except for September 8). The course fee is $175, pre-registered ($185 on the first day), which includes materials and museum admissions. Enrollments will be accepted until cap is reached, whichever happens first. NOTE: Late enrollments can be accepted until August 18, with makeup work. For further information, email ensted@earthlink.net / or visit: www.ensted.com, or call/text Larry Carstens at 818-645-4229.

Free climate studies course

The free American Meteorological Society’s Datastreme Climate course, a college online climate studies course, will be offered to Southern California K-12 teachers this coming September. Tuition, three units of graduate credits, and all course materials are free to participants. For more information and application forms, please contact Steve LaDochy at sladoch@calstateLA.edu or go to the Datastreme Climate website www.ametsoc.org/amusedu/ECs/index.html.

Salary point workshops at Inner-City Arts

Inner-City Arts, an oasis of creativity in downtown Los Angeles, provides experiential training for preK-12 teachers in the visual and performing arts through its popular program “Creativity in the Classroom: Transforming Practice.” The series of five Saturday workshops provides teachers with an opportunity to explore a variety of different media, ideas, and methods for integrating the arts across the curriculum and grade levels. The latest brain research and implications for the classroom are explored, as are utilizing creativity and the arts for supporting social-emotional learning, implementing restorative justice practices, and developing strategies for working with English learners. Hands-on workshops include visual arts, ceramics, dance, music, drama, poetry, and playmaking. Five Saturdays: 9/15, 10/6, 10/13, 11/3, 12/1, each day from 8:30 a.m. to 5:30 p.m. Fee is $225. Discounted tuition through work-study is available. Participants may earn two salary points. For more information or to register, go to www.innercityarts.org/citc or contact FP@innercityarts.org or 213-627-9621, ext. 114.

Workshops in creative writing for salary point credit

Elana Golden, MA, is offering weekly and Saturday classes, with flexible enrollment, on creative writing for salary point credit. Two workshops currently enrolling: “Turn Life Stories Into Literature” (#NA-05-93) and “The Hero’s/Heroine’s Transformational Journey” (#NA-05-12; NA-05-93 is a prerequisite). The skills of creative writing are taught and explored, as well as methods to quiet the critical mind. Small groups, safe and confidential atmosphere. Elana Golden, MA, has been certified to teach creative writing to LAUSD teachers for salary point credits since 2010. One salary point credit for 30 in-class hours; two salary point credits with six additional homework hours a week (re-writing, editing, reading). Classes are Monday or Thursday from 6:30 to 9:30 p.m., Wednesday from 1:15 to 4:15 p.m., or the fourth Saturday of each month from 9:30 a.m. to 6:30 p.m. Location: Hollywood near the intersection of La Brea and Melrose. Fee: $300 for each series. To register email Elana at goldenelana@gmail.com or call her at 323-936-2601.

For more info: https://thewritingsstudio.biz/lausd-salary-points.

SCHOOL Kids Yoga & Mindfulness Training online course

Learn the classroom-proven calming methods of SCHOOL Kids Yoga and Mindfulness specifically designed for public school students and teachers. Educators gain tools to improve physical, mental, emotional, and social well-being of students and themselves. The course teaches all Pre-K-5 ages (modifications for secondary students). No prior yoga experience is required. SCHOOL Kids Yoga & Mindfulness techniques meet Common Core Standards. One salary point. Register by emailing Kelly Wood ASAP at info@school-yoga.org or call 323-240-8711. Registration ongoing. Online course begins August 23. View details at https://school-yoga.org/training.

Salary point class on cultural competency

“Valuing Difference” and “Cultural Competency” are interactive seminars on cultural diversity, family history, media and societal impacts, and effective communications. The salary point workshops cover the important role your own culture plays in day-to-day interactions and include interactive exercises in which participants review various issues from a variety of viewpoints. The next session for “Cultural Competency” is September 15 and 16 (Saturday and Sunday). The next session for “Valuing Difference” is October 21 and 28 (two Sundays). The fee is $95. Location: 8339 W. Third Street, L.A., CA 90048. One multicultural salary point available. For more information or to register, call Kari Bower at 323-653-3332 or email ShawnGriff_LA@aol.com.
Laying out the big picture.

By John Perez
UTLA-Retired President

We are in the mess we are in here in Los Angeles, in California, and in our country because we have lost too many elections to the people who want to privatize everything. They want to make everything a commodity transaction, including the buying and selling of our schools. In the recent Janus decision, their right-wing Supreme Court turned back the legal clock 41 years. In 1977 the Supreme Court, in a unanimous decision in Abood v. Detroit Board of Education, said that people who benefit from a union’s work in negotiating contracts could be charged a fee for that service even if they do not want to join the union. In Janus, the court, by a tight 5-4 decision, said that people who benefit from the union no longer have to pay this “agency” fee.

This is just one example of the attack of the extreme right on the gains made by the average American during the administrations of Franklin Roosevelt, Harry Truman, and Lyndon Johnson. From 1933 to 1980 our country saw the greatest economic growth and with it the greatest growth of the middle class in any 50-year period in our history. The hallmark of this period was high marginal rate taxes on the extremely wealthy. Using the marginal rate system, the tax on the highest bracket in this period was mostly in the 90% range and the federal government had enough money to end the Great Depression, defeat the Fascists in WWII, and continue to build America. Even Eisenhower, a Republican, used the millionaires’ tax to build our interstate highway system.

Let’s use one indicator to see how it was done and what the counterattack has cost America. According to a new report by the Economic Policy Institute, during the New Gilded Age, in 1928, the top 1% controlled 23.4% of all income. In 1973, after the Roosevelt, Truman, and Johnson reforms, the top 1%, because they were taxed at a high rate on the top end of their income, only controlled 9.2% of all income. Now, after the right-wing counterattack, the top 1% are back to controlling 21% of all income.

Since 1980 taxes on the top 1% have been drastically reduced. Between 1933 and 1980 the government worked for all Americans, and since Ronald Reagan it has worked only for Eli Broad and the top 1% of Americans. Remember that under the marginal rate system, Eli Broad pays the same amount in taxes on that portion of his income that is the same as your total income! He only pays more on that part of his income that is way, way above what you and I make.

Take another example from EPI. LBJ’s Great Society Reforms reduced poverty in America, but since 1980 poverty has been inching up. Today, 11.6% of non-elderly adults live in poverty, and of these 39% are either retired, going to school, or disabled. One last example: Today, one in five teachers in America has a second job to make ends meet.

Once again, join PACE and save your health benefits: Over the past few months I have been pushing you to join UTLA’s political action fund, PACE. My pitch has been that it is better to pay $10 a month to PACE than wait until Eli Broad and his merry band of billionaires totally control the LAUSD School Board and a monthly payment of $200, $300, or $500 is imposed on us to keep our excellent health plan. If all of us contribute $10 a month to PACE, we can help UTLA run campaigns for good school board candidates who will defend your health benefits. Rep Rodriguez has resigned. PACE needs your contribution NOW.

John can be reached at vpapabear46@aol.com.
Bilingual education

There’s a new Master Plan in town

Prop. 58, which passed in 2016, caused a paradigm shift to take place in California and in LAUSD. Multilingual education did a 180-degree spin from a remedial or “catch up” program for our non-English-speaking students to a world-recognized approach to teaching and learning for all students. Five earth-shattering changes happened for students looking to become multilingually educated:

• Multilingual education is triggered by parental request.
• Multilingual education serves all students (ELs and EOs).
• 30 initial days of English immersions no longer mandated.
• No annual signing of parental waiver.
• Multilingual education is an ETK-12 program.

The biggest mind-set shift is that, according to the new Master Plan written in 2017-2018, an assets-based approach to education is what we’re after. That is, whatever a child brings to school—language, culture, readiness—is to be regarded as an asset, not a deficit.

The Master Plan presents an enlightened, positive approach to identifying English learners, following their progress, reclassifying them, and keeping track of their success or needs after reclassification.

There are five program choices in the new plan: dual immersion (students of two language groups, learning in two languages), transitional bilingual (this will be its last year of rollout), structured English immersion, and mainstream English.

A chapter is devoted to Standard English Learners, who are defined as “students who speak a variety of English different from the variety often identified as ‘standard.’ ” Those groups are African-American, Mexican-American, Native American, and Hawaiian (and other Pacific Islander).

UTLA wishes to thank a dedicated group of teachers who contributed their time and expertise to the writing of the new Master Plan. They are Ramon Collins from Peary MS, Britt Legaspi from Eagle Rock ES, Hilda Lopez from Rowan ES, James Lopez from Logan Span, Maricela Peralta-Cantoni from Gulf Avenue ES, Marina Salas from LA Academy STEAM Magnet, Esperanza Trujillo from Madison MS, and Anne Zerrien-Lee from Aldama ES. In addition, Tomas Flores (chair of the UTLA Bilingual Ed Committee), Gloria Martinez (UTLA Elementary VP), and I labored for a year with the district’s Multilingual & Multicultural Education Department to produce a high quality, useful document that would help our teachers help our students.

Multilingual education is not a cool elective. It is a core approach to teaching and learning, embedded in UTLA’s Community Schools advocacy and demanded in our bargaining proposals. We need advocates. Our students need advocates. Come and learn how to be an advocate at our first Bilingual Ed committee meeting of the school year at 4:30 p.m. on September 5 in Room 828.

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

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President’s Perspective (continued from page 3)

Whelming “yes” vote. Can we do this?

Prepared to strike if we need to

Sisters and brothers, we are ready for this. This past year has given us the foundation for strike votes, and, if the district forces us, it has given us the foundation to powerfully strike. Let’s look at 2017-2018.

After we beat back Eli Broad’s plan to privatize 50% of LAUSD in 2015, he came back for more last August. With the help of allies in Sacramento, we defeated his legislation to create a mega-charter-school in downtown LA. This prepares us to strike if we need to. And, California Speaker of the Assembly Anthony Rendon, crucial to defeating that legislation, will be here with us tomorrow at the PACE reception.

This year, our community partners in Reclaim Our Schools LA grew to over 20 justice organizations in the city, and have been a constant presence at the school board. This prepares us to strike if we need to.

As part of the broader resistance to the Trump administration’s policies, we went on offense as Trump’s Supreme Court prepared to rule on the Janus case. We developed the All In recommitment card that would inoculate us against the worst parts of the billionaires’ attempt to undermine unions. And, over only three months, and through thousands of one-on-one conversations, we have recommitment cards from almost 75% of our members. 100% here we come. This prepares us to strike if we need to.

We will have with us tomorrow at the PACE reception a warrior who directly takes on Trump and the Supreme Court every day: U.S. Congresswoman Maxine Waters. Having allies like Maxine prepares us to strike if we need to.

Through our recommitment campaign and a summer home visit program, we have cut our number of non-members in half. We are at almost 96% members, the highest we have ever been. This prepares us to strike if we need to.

As tens of thousands of our members recommitted, thousands also signed up to contribute to our political fund, PACE. In the last five months, we have seen a 63% increase in PACE contributors, bringing us to the highest number of contributors in UTLA history. This prepares us to strike if we need to.

And, speaking of politics, we knocked Antonio Villaraigosa out of the governor’s race. After all of the talk about how he would make up ground on Gavin Newsom in LA County, we were a major part of Newsom stomping Villaraigosa by 10 points in LA. I’d dare to say that Mayor Privatizer has reached the end of his political career. Let Villaraigosa hear you on that one, in his Herbalife office! This prepares us to strike if we need to.

Let’s stay on politics for a minute. In the race for state superintendent, we helped Tony Thurmond win LA County. And we’re going to help Tony become the next state superintendent in November.

Let’s do some more politics. Let’s talk about the resignation of Ref Rodriguez. We are proud of the work that our community partners in Reclaim Our Schools LA did to dog him relentlessly over the last months, from rolling hundreds of petitions into the school board on dollars to showing up at every court appearance. And, we’re not stopping. We’ve demanded that all 4-3 votes with Rodriguez as the swing vote be thrown out. We’ve demanded that every source of legal and pro bono support for Rodriguez be revealed. And, sisters and brothers, we have demanded that there be an election to replace Rodriguez as soon as possible—the parents and students of Board District 5 deserve to be represented.

But, let’s be crystal clear about two things. First, winning that seat does not resolve our contract dispute or our battle with Beutner. Beutner came in on a 5-2 vote and has circled the civic elites tightly behind him. Second, getting into the schools, and if need be into the streets, with our strike readiness plan, shaping the narrative in that very public way, is exactly what we need to do to compete in that election. That is exactly the weapon we need against the tens of millions of dollars that will come in from the charter industry. Tying our electoral plan to our contract readiness plan will prepare us to strike if we need to and prepare us to win that seat.

Let me tell you more. Through contract enforcement, grievances, and legal action, we have the final victory against John Deasy’s teacher evaluation scheme. We killed TGDC in the 2015 contract, but this year, the courts went further, finding that the district committed an unfair labor practice by implementing TGDC at all. LAUSD must now post this acknowledgement of their illegal action in every school in the city. Deasy’s now the superintendent in Stockton. Let him hear you in Stockton: How do we feel about landing that final punch against John Deasy? Victories like this prepares us to strike if we need to.

It’s now against passionate students rallying and organizing themselves to get rid of bad principals. At Wilton Place EEC, through public actions, they not only got a principal removed, not only saved the job of a charter chair who had been unjustly nonreelected, but they also followed the principal to her new site and are focused on getting her removed from there too. Don’t mess with Early Ed! This prepares us to strike if we need to.

We’ve continued to lead the way on research. Our report called “Whose Schools” documents the shocking racial exclusion that characterizes LA charter school governance. That report has made national waves. This prepares us to strike if we need to.

And, speaking of charter schools, let’s talk about the courageous educators at Alliance charters. After a three-year, $2 million, relentless anti-union campaign by management, these courageous educators filed for union recognition at three schools and were certified by the Public Employee Relations Board. Alliance charter educators, sisters and brothers, we will have with us tomorrow at the PACE reception a warrior who directly takes on Trump and the Supreme Court every day: U.S. Congresswoman Maxine Waters. Having allies like Maxine prepares us to strike if we need to.

Parents have awoken and organized like we’ve never seen before against Proposition 39 charter co-locations. This year, we saw youth join that fight, when Southeast High students walked out of class and sat in to protest a co-location. This prepares us to strike if we need to.

Over the past year, we have increased 50-fold the UTLA social media presence with more followers, shares, and activity than we’ve ever seen before. Red for Ed social media campaigns in Arizona and other places, we’re right here with you.

This prepares us to strike if we need to.

Our members and parents have continued to organize themselves to get rid of bad principals. At Willow Place EEC, through public actions, they not only got a principal removed, not only saved the job of a charter chair who had been unjustly nonreelected, but they also followed the principal to her new site and are focused on getting her removed from there too. Don’t mess with Early Ed! This prepares us to strike if we need to.

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and brothers in our union, please stand up and be recognized. This kind of organizing prepares us to strike if we need to.

Our community partners in Reclaim Our Schools LA have made Community Schools the talk of the town, from demonstrations at the school board, to scores of youth and parent leaders knocking on doors, to the Mayor’s Office, the LA Chamber of Commerce, and university leaders now stating that Community Schools are the future of public education. This prepares us to strike if we need to.

We recently scored a victory that has thrilled our health and human services leaders. Changing the rating-in system for new and recent hires will help fill shortages in critical fields and will put money in the pockets of our members. Victories like this prepare us to strike if we need to.

Last year, we built structures at our sites and tested those structures citywide. We elected chapter chairs at over 800 schools. We built up over 400 contract action teams. We gathered 25,000 recommitment cards. And, in one of the busiest times of the school year, we brought over 12,000 members to downtown LA on May 24 and shut it down! How many of you were there? This prepares us to strike if we need to.

We continue our work with the California Alliance for Community Schools, a collaboration of the largest teacher unions in California. Let’s have the leverage of our full contract campaign and test those structures citywide. We have just completed a contract that protected our healthcare across the state, we have just collected the 850,000 signatures needed to get the Schools and Communities First initiative on the 2020 ballot. This will be the first in 40 years that we forcefully challenge the Prop. 13 corporate commercial property tax loophole that has devastated schools and ossified institutional racism. If we pass it, this is $11 billion to schools and social services. Being in these funding battles, being a part of these coalitions, all of this prepares us to strike if we need to.

And, let’s talk about another victory. LAUSD spent more than a year grinding the axe against our healthcare, and then finally came with a proposal: to cut dependents off our plans, to introduce premium contributions for employees, to open the door to two tiers. We punched back hard, and by the time we had escalated to our regional rallies in November, the district had backed off. We had an agreement by January that protected our healthcare across the board. Now, Austin Beutner is attacking our healthcare from a different angle.

Beutner, let us give you a message. We beat you once this year on healthcare, and we will beat you again. This fight prepares us to strike if we need to.

And, finally, sisters and brothers, this year, as part of the leading edge of the national teacher union movement, we have been talking and strategizing with the West Virginia, Oklahoma, Arizona, and Puerto Rico teachers who captivated the nation with their strike wave. Through the national Alliance to Reclaim Our Schools, we are receiving solidarity commitments to our fight from New York, Chicago, St. Paul, Boston, and more. We have serious backup, and this prepares us to strike if we need to.

Reflecting the promise of public education
Sisters and brothers, the time to act is now. Austin Beutner is attacking our healthcare right now. He’s simultaneously trying to weaken our healthcare bargaining for 2020. He refuses to fight for the district, implements austerity and privatization, and threatens that we will not have a district at all by 2021. The time to act is now. The district sits on a $1.7 billion reserve, the privatizers siphon from our schools, the state starves our students, and we’re all being starved of the respect we deserve. The time to act is now. We have the unique leverage of our full contract campaign this year. To save public education, our students, our schools, our jobs—the time to act is now.

Sisters and brothers, if you are committed to strike if the district forces us to, stand up right now! Sisters and brothers stay standing and put a fist in the air if you will join me, your board of directors, and your area steering committee in signing this commitment form tomorrow to build a strong “Yes” vote in the strike vote.

Let me hear you! You are a beautiful antidote to the privatizers, a beautiful antidote to Janus, a beautiful reflection of the promise of public education. Let’s take this energy, this focus, this discipline and win, and let’s move forward together!

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D. Rudolph Jacqueline Eagleson — affectionately known as “Rudi-Tootie” — has passed away. Rudi was a “mover and shaker” with a tremendous heart who worked for more than 40 years for the Los Angeles Unified School District. She was an advocate for education, a natural born leader and a lover of people, especially children. Rudi was one of the first African Americanfemale teachers working at Long Beach while working her way through USC.

In her years as an LAUSD teacher, she filled many UTLA roles, including chapter chair at San Pedro Elementary, Central Area Steering Committee member, Central Area cluster leader, House of Representatives member, and a UTLA/NEA delegate and board member at large. In the early ’90s, she prepared meals to power Central Area chapter chairs while they did the work of the union.

She was a lifetime member of Alpha Kappa Alpha and was co-founder of the Frank M. Eagleson Scholarship Foundation. Rudi loved her Friday Night Bridge Club, was an avid golfer and bowler and lover of life. She was preceded by the love of her life, Frank M. Eagleson. She touched the lives of everyone she taught, mentored, and mothered.

Hollywood High social studies teacher Neil Fitzpatrick passed away from colon cancer on July 24 at his home in the Silver Lake neighborhood of Los Angeles. Fitzpatrick retired in January 2010 after 30 years with LAUSD, the last 24 years at Hollywood High School. During that time, he taught nearly every high school history class, including Advanced Placement. He served as social studies department chairman for many years. Fitzpatrick avidly attended film, photography, and music aficionado. Former students often approached him at music, film, or art events, as his 6’ 5” frame made him easy to recognize. He is survived by his sister, brother, nephew, and niece.

Anthony Marc Liali, an elementary and middle school teacher known simply as “Liali” to his colleagues, passed away on May 8, 2018, after a battle with cancer. Liali was born July 14, 1962, to Salvatore J. Liali and Treva K. (Small) in Tipton, Indiana. After graduating from the University of Indiana in 1988, with a degree in telecommunication and a minor in film studies, Liali moved to Los Angeles and worked as a boom operator in the film industry for many years before joining the District Intern program in the early 2000s.

Liali taught at Wadsworth Avenue Elementary School, Los Angeles Academy Middle School, and 49th Street Elementary School. Tony was dismissed by LAUSD after some controversies, but he successfully fought the district, appealed his dismissal, and won back his teaching job with full back pay. “Liali was a committed teacher and union member,” recalls Robin Potash, former Central Area Board Member and colleague at Wadsworth Avenue Elementary. “He definitely was his own person. Once you got to know him and became his friend, he was one of the most loyal people I’ve known.”

Liali had a passion for movies, television, comic books, and comic book action figures. In his free time, he reviewed movies and wrote articles for the online site NukeTheFridge.com for more than seven years. He also tried his hand at improvisational comedy by taking classes at Second City Hollywood.

Claudia Rodriguez, current Central Area Board Member, was also a colleague of Liali at 49th Street Elementary. “Liali was always willing to collaborate in our first-grade team at 49th Street,” Rodriguez remembers. “He never refused to help our team and was willing to learn new things despite not liking too much change.”

Derin Lowry also worked with Liali at 49th Street Elementary. “Tony was a good friend, colleague, and fellow Hoosier transplant who had a great, twisted, and sometimes misunderstood sense of humor,” said Lowry. “He loved the arts, film, television, and music. I’ll always remember our many lunches together and the interesting conversations. May he rest in peace.”

Liali is survived by Mercedes, his wife of nearly 18 years; her two children, Kathy and Peter; as well as his half-brother, Bill; sister-in-law, Kaye; their son, Bill Jr. and daughter, Lindsey. He is also survived by his sister, Harriet; brother-in-law, Jesse; and their daughter, Jessica, as well as his sister, Sally; and their children, Shelby, Crystal, and Michael.

Gladys Roseman died in Olympia, Washington, on June 8. Gladys was born February 8, 1934, in Pittsburgh, PA, to Jack and Marian Gerson and married Mel Roseman in 1952. After attending UCLA, Gladys joined her husband in Salzburg, Austria, and later lived in Westwood and Encino. She moved to Olympia, WA, after the death of Mel in 2014. Her occupation was teaching young children. She received an MA in Early Childhood Education from Cal State Northridge, and after working in various nursery schools, she joined the Los Angeles Unified School District, and retired in 1999. Along with Mel, she was an active and proud member of UTLA and statewide teachers’ unions, both while she was teaching and after retirement. Gladys loved to garden and was very fond of nature. She took great pleasure in music, both classical and folk. Her main avocation was reading. She was a member of the CCNC Book Club and shared many of her insights with others. She loved learning and never stopped, and she was known by many teachers and students at the Olympia Senior Center and Temple Beth Hatfiloh. She had many philanthropic interests, especially the ACLU, many Jewish causes including Olympia’s Temple Beth Hatfiloh, as well as Planned Parenthood and the Humane Society. She was a role model for living life fully and with tremendous love, and she will be greatly missed by all the people and animals in her life. Survivors include her children, Marcia Sorka (Michael), Barry Roseman (Susan), Barbara Roseman, and Sara Eve Sarkin; her four grandchildren, Jeremy Sorka, Ethan Roseman, Seth Roseman and Ella Sarkin; and a niece, Sydney Tanaka.
Salary point classes on immigrant rights, ethnic studies, and restorative justice

LAUSD educator German Gurrola is offering three workshops with ongoing enrollment:

- "Immigrant Justice Advocate" (one salary point) will prepare teachers in various fields to develop culturally relevant Ethnic Studies and Youth Participatory Action Research (YPAR) curricula ranging from units to full and Youth Participatory Action research (YPAR) curricula ranging from units to full courses utilizing research methodologies that connect subject material to meaningful real-life situations with the goal of motivating youth to take action. The course is 45 hours of professional development and 30 hours of homework. Donation is $160.

- "Restorative Justice and Transformative Education" (two salary points) aims to shift school climate towards a more inclusive and safe space where students, teachers, staff, parents, and community can enjoy an environment of growth and development. The course will be taught by practitioners with the goal of providing tools, tactics, best practices, and lessons from projects in public schools throughout Los Angeles. The course is 45 hours of professional development and 30 hours of homework. Donation is $160.

- "Ethnic Studies and Youth Participatory Action Research" (two salary points) aims to advance anti-bias education and the creation of inclusive and equitable schools. Programs take place in the immersive learning environment of the Museum of Tolerance and are offered in one- or two-day formats. Programs include:
  - Experiencing the Museum of Tolerance as a laboratory for human behavior.
  - Hearing personal testimonies from witnesses to history.
  - Engaging in facilitated discussions around issues that matter.
  - Participating in customized workshops led by expert consultants, covering topics that may include promoting a positive campus climate; Common Core through a social justice lens; teaching the Holocaust; media literacy; bullying prevention; restorative justice; and much more.
  - Lunch and resource materials.

Individuals may register for special open enrollment institutes. Groups of 30 participants and more may register for a customized program. All pre-K to 12th-grade educators welcome. Some programs qualify for LAUSD salary point credit. Register now at www.museumoftolerance.com/FreePD.

Essay contest for grades 3-8

FOCAL (Friends of Children and Literature) of the Children’s Literature Department, Central Library, Los Angeles Public Library (LAPL) is sponsoring their annual writing contest for the 2018 FOCAL Award book, Step Up To the Plate, Maria Singh, by Uma Krishnaswami. The book is the Children’s Book winner of the American Library Association 2018 Asian/Pacific American Award for Literature. This historical fiction book is about nine-year-old Maria Singh who learns to play softball just like her heroes in the All-American Girls’ League, while her parents and neighbors are struggling through World War II, working for India’s independence, and trying to stay on their farmland. Teachers and teacher librarians can share the book, available at your school library or a nearby LAPL branch library, with students in grades 3 to 8, and encourage them to write about why they liked the book, their thoughts about a character or scene, and what it would mean to attend the FOCAL Award luncheon on December 8, meet the author, and receive their own autographed copy of the book. To find out more about the fall essay writing contest, go to http://focalcentral.org. Questions about the contest and book may be directed to the Children’s Literature Department, Central Library, at 213-228-7250.

Salary point class on “Art in Color”

“Art in Color” is a new salary point class with Bartt Warburton, an LAUSD Teacher of the Year. Experienced artists and newbies are invited to join in making art, talking art, and playing with color. Using a variety of materials, the class will (continued on page 25)
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