Our New Deal for Public Schools

Our Students, Our Movement, Our Future

This school year we amplify the power of our historic strike by vigorously enforcing the new contract and pushing a broad platform—Our New Deal for Public Schools—to reclaim the promise of public education.

Nurture the Whole Child

» Expand Community Schools
» Lower class sizes and hire more librarians, counselors, and health and human services professionals
» Broaden the curriculum and reduce standardized testing
» Create safe schools through increased staffing and restorative practices
» Increase investments in adult education, early education, multilingual education, and special education

Respect Educators

» Vigorously enforce the contract
» Pay educators like professionals, with high-quality healthcare and a secure retirement
» Improve working conditions; principals must support educators
» Empower educators to make decisions about their work, their instruction, and their school

Respect Students & Parents

» Ensure that all students and families, including immigrant families, are free from harassment, surveillance, and random searches at school
» Support movements for economic, racial, gender, LGBTQ, and social justice
» Expand green space and win free public transportation for students
» Use the district’s leverage and unused land to win expansion of affordable housing
» Increase parent and student decision-making on local councils and beyond

Fully Fund Public Schools

» Build the 20 X 20 campaign ($20,000 in per-pupil funding by the year 2020)
» Close corporate tax loopholes (Schools and Communities First ballot initiative)
» Massively expand special education (IDEA) and Title I funding

Stop Privatization

» Halt the growth of charter schools and stop co-locations
» Hold all schools to the same standards of transparency and accountability
» Fight the corporate charter industry’s influence in politics

Contract enforcement strategies

Making our victories real
By Alex Caputo-Pearl

UTLA President

Alex delivered the following State of the Union speech at the 2019 Leadership Conference in July:

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A bold New Deal for our movement

Let’s push it to the next level in 2019-20.

The strike was the most important thing she has done in her career. One of the most important things she’s done in her life.

At Harry Bridges, elementary teacher and chapter chair Phylis Hoffman, with Natalia Santos, Michael Gearin, Luis Mora, and others, did incredible leadership development, including scores of people in roles on the picket line.

At South Gate High, chapter chair Vikki Barkley, and leaders like Fidencio Gal- lardo, helped members connect with community so deeply that the hot dog place across the street was a strike headquarters.

While you empowered members, our community partners in Reclaim Our Schools LA empowered parents and students. In Central and East Areas, parents Maria Osorio, Noemi Galindo, and others canvassed schools in support of the strike.

The second accomplishment of our strike is something we’ve talked about for 20 years. We dominated the media, public relations, air waves, and social media. We fundamentally shifted the narrative. Read the LA Times. The LA privatizers know they’ve lost the narrative. Watch the Democratic Party debates. The candidates who have supported privatization most—Booker, Biden, Bennett—they know they’ve lost the narrative. We did that. Strikes work.

The third accomplishment of our strike: We won a broader and deeper agreement than most unions ever dream to. We won 90% of our victories while on strike or in the bounces after the strike.

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brought racial justice to the bargaining table and won. We communicated relentlessly and made our demands the common-sense demands of the entire city.

Fourth, we knew we needed to be strike-ready from the beginning, and we thought outside the box. Every union should be prepared to use its most powerful weapon. That weapon is strikes where they are legal. And, that weapon is walk-outs where strikes are illegal. We bargained for the common good: bringing random searches, immigrant support, and more to the table.

The district argued our strike buildup was illegal, saying it was based on these issues, which they claimed were outside the legal scope of bargaining. We pressed forward. We pushed our issues. We struck. And, the district ended up upping bargaining exactly those issues they said were outside the legal scope. We didn’t just think outside the box—we shuttered the box, and we won.

Fifth, we used escalating actions to build structures, work lists, develop leaders, and test our reach. A chapter chair at every school. Contract Action Teams of one leader for every ten members at hundreds of schools. Monthly rosters for chapter chairs. Assessing each member through one-on-ones. Tracking it all on our database. Watching so many leaders blossom into incredible organizers.

We need to ingrain these five power-building principles into our organizational culture. And, sisters and brothers, we need to help other unions across the country use these principles—so that we have the fighting United States labor movement we need.

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Our New Deal for Public Schools

Our organizing strategy to enforce our contract and empower school communities.

The New Deal of the 1930s called for attacking the Great Depression on multiple fronts—RELIEF for the unemployed and working poor, RECOVERY of the economy, and REFORM of the financial system. US Representative Alexandria Ocasio-Cortez’s Green New Deal calls for an end to global warming, with an economy built around more green jobs and clean energy programs.

Now our movement for public education needs a similarly big, bold transformation. We just led a strike that won agreements on an unprecedented breadth of issues and contributed to a national movement of educators, organized labor, and communities acting collectively for change. Our strike shifted the narrative nationally. Now is the time to fulfill the promise of public education as an essential civic institution that honors the hopes and meets the needs of every student, parent, and educator who walked a picket line in 2019. Our New Deal for Public Schools leans us further into the values that we believe in.

This New Deal for Public Schools platform is not just a pledge, it is an organizing strategy to empower our school communities; it drives us in making our contract wins real through enforcement; it frames our reopener and healthcare bargaining campaigns as community issues; it is a mobilizing strategy to get out the vote and win four School Board seats; it drives the essential work to pass the Schools and Communities First ballot initiative; it will shape the narrative for the US presidential elections.

We take the worksite power we built through the strike to our communities and to the ballot box, using five principles to restore, reinvest, and reclaim the promise of public education.

• Nurture the whole child
• Respect educators
• Respect students and parents
• Fully fund public schools
• Stop privatization

Case study looks at parent-student organizing behind our strike

“The Power to Reclaim Our Schools” is a blueprint for bringing together students, parents, teachers, and community for the common good.

For outsiders, it might look like we won our historic strike in just six days—but in reality years of work went into building the historic labor/community alliance that helped shape our bargaining platform and that put tens of thousands of people in the streets in January. A new case study from our community partner, Reclaim Our Schools LA, is a testament to that work. “Building the Power to Reclaim Our Schools” examines the way UTLA and Reclaim Our Schools LA carried out our two-year campaign that lifted a vision of “the schools all students deserve” into the public consciousness. It also shows how parent, student, and teacher leaders were trained and supported as they took their fight to some of LA’s most powerful political players—and won.

“I was proud to be a parent volunteer during the teacher’s strike,” said Alicia Baltazar, a parent at Fries Avenue Elementary School. “I sat-in at politicians’ offices and I knocked on their doors. I talked to other parents and let them know what we were fighting for. Some parents didn’t realize there wasn’t a nurse in school every day, or what the process was to get counseling for their children. We were strong because we had a common goal: our kids’ futures. That’s why we won. That’s why we will continue to win.”

The ROSLA case study is the first of many pieces to come—including more than one documentary—that will analyze our strike and contextualize our victories.

Download “Building the Power to Reclaim Our Schools” at utla.net.
Secret plan revealed: “Attack UTLA”

Threatened by our movement, privatizers plan to “take back” the city.

In the wake of our narrative-shifting strike in January 2019, privatizer Ben Austin sent a series of confidential emails to an inner circle of charter backers. The emails, published in the LA Times after a public records request, show privatizers knocked on their heels by the movement we are building for public education.

“As Machiavelli says, it’s better to be feared than loved,” Austin wrote. “Right now we are neither.”

The privatizers know they have to figure out how to work “differently together” if they want to achieve their goals, admitting in their emails that UTLA “has been working for far more than ten years to achieve the victories that are just now bearing fruit.” The strategy group’s plan: “take back” the LAUSD School Board and the mayor’s office, file costly lawsuits against LAUSD, and “attack UTLA.”

The billionaire-funded charter lobby knows it’s losing, acknowledging in the emails that its side “has lost control” of the public message on privatization because “conventional wisdom tells the public that charter schools are ‘private,’ run by billionaires for profit, and engaged in a scorched-earth ‘war’ on public education.”

Nowhere in the emails is a strategy for increasing revenue for public schools—in fact, Austin’s wife, Tracy, was paid close to $100,000 to defeat Measure EE, the initiative that would have brought $500 million for the students of LAUSD. Instead of addressing the funding crisis, Austin discusses a plan to put all schools on five-year “contracts,” and schools that fail to meet unspecified targets would be restaffed or handed over to a charter.

The recipients of Austin’s email included officials in the California Charter Schools Association, the PR firm Del Sol Group, polling firm Goodwin Simon Strategic Research, political consultant Mike Trujillo, local charter school groups, and Astroturf organizations that are supported by substantial funding from wealthy privatizers: Parent Revolution, Speak Up, Students for Education Reform, and Great Public Schools Now. Also in the thread was Marshall Tuck, who lost to Tony Thurmond in November in the race for state superintendent of public instruction.

Privatizers’ agenda to attack public education

- “Attack UTLA...weaken them politically so we can better achieve our goals.”
- Use kids as props in messaging against UTLA and in lawsuits against the district to “create a much needed wedge issue for reformers”
- “Take back” the Board of Education in 2020 and the mayor’s office in 2022 to “drive a citywide agenda from the top-down.”
- Sue LAUSD in order to “trump district policy and even UTLA contract rights.”
- “Rebrand education reform as progressive” by “funding Black and Latino civil rights and community groups.”
- Implement a “five-year renewal contract for all public schools,” restaffing schools that fail or turning them over to charters.

Quotes taken from the Kids First Strategy Group email conversations in February and March 2019

Who is Ben Austin?

- Author of the Parent Trigger Law. He has claimed that teachers don’t care about kids, saying, “Parents are the only ones who really care about their children.”
- Billed himself as “Villaraigosa’s pick” for LAUSD Board District 4 in 2008.
- Worked for a series of privatizer-funded nonprofits.
- His wife, Tracy, made $100,000 for consulting work to defeat Measure EE, the ballot initiative that would have brought $500 million to LA public schools.

In memoriam: A.J. Duffy

Former UTLA President A.J. Duffy passed away on July 3 after a three-year battle with cancer.

As famous for his two-tone shoes as for his pugnacious demeanor, Duffy led the union from 2005 to 2011 during some of its most tumultuous times, including the Great Recession that triggered waves of devastating budget cuts. Over the multi-year fiscal crisis, UTLA members took collective action to protect schools, including a one-hour walkout in June 2008 when members gave up “One Hour’s Pay for the Kids of L.A.”

In 2009, Duffy was one of 38 people arrested during a sit-in in front of LAUSD headquarters to protest layoffs and class-size increases. UTLA members later voted to accept furlough layoffs and class-size increases. UTLA responded by helping schools develop competing plans for these schools, and parents sided with the teachers in non-binding popular votes. In the end, few of the new campuses moved over to charter control.

Duffy was born and raised in Brooklyn, New York, where he attended public schools but struggled with an undiagnosed learning disability. At age 25, at only a third-grade reading level, Duffy dedicated the next five years of his life to learning to read and write. He always said his struggles gave him strength and an enduring passion for helping special education students.

Teaching and activism were fused for Duffy from the start of his career in education, when he organized and taught in a daycare center for low-income families in Philadelphia, a role he replicated in Venice, Calif., starting in the early 1970s.

He joined LAUSD in 1974 as a special education assistant and substitute teacher. In 1978, he earned a bachelor’s of science in community organizing from Antioch College, followed a few years later by teaching credentials in general education, social studies, and special education from Antioch College.

During his time in LAUSD, he served as a special ed assistant at Salvin Special Education Center, taught at Drew Middle School and Franklin High (where he was a strike captain in 1989), and spent 14 years at Palms Middle School as a teacher and later dean. He served UTLA in nearly every capacity, including as chapter chair, House of Representatives member, and West Area Chair, from 1996 to 2002.

Duffy is survived by the love of his life, his wife, Carol, stepdaughters Aimee Oswald and Sabrina Castagnino; stepson Julien Stranger; and three grandchildren.

In his final UNITED TEACHER column as UTLA president, Duffy shared his hopes for our union: “I leave office as I came in—believe, I believe in the power of the union and the strength of collective action. I believe that the work our members do is the most vital, important work that society has to offer.… A strong union is built on dialogue. It’s built on democracy. It’s built on dissent. My hope for this union going forward is that the dialogue continues, that you continue speaking out.”
Enforcing the contract to make our victories real
Strategic contract implementation at the school and district level.

Our strike resulted in significant advancements on virtually all of our contract demands, forcing the district into a massive reallocation of funding toward the needs of our schools. Some of those victories, like the 6% retroactive pay increase with no healthcare cuts, have already been implemented, while others will either be implemented in 2019-2020 or phased in over the next two school years. Some of these victories will require the hiring of more staff, some will require school site administrators to more effectively allocate resources, and others will require both chapter level and district-wide monitoring of progress. What is clear is that it will take all of us to hold the district accountable for fully implementing our contract.

Chapter leaders, Chapter Action Teams (CATs), and parents will play critical roles in making sure our contract is implemented in every single worksite. Each victory will require a different approach this year. Support will be provided in upcoming area meetings; in new chapter chair trainings; by help from staff, officers, and BOD members; and through ongoing reports and an online form for chapter chairs that we are developing. See chart on this spread on how we will monitor and enforce the contract over the next two years.

Bargaining: What’s under way
As part of the task forces created under the contract, this school year UTLA is pressing proposals to reduce unnecessary testing, expand Ethnic Studies offerings, address workload/caseload issues for health and human services itinerants and special education, expand green space at school sites, and deal with pay inequity issues for adult ed, early childhood ed, and ROP CTE educators. Last school year, we issued a demand to bargain on changes LAUSD made unilaterally to special ed delivery models and are now at the table presenting proposals. Check the latest on our regularly updated bargaining page at utla.net.

Contract reopeners start January 2020
Under our agreement, we can reopen the contract and bargain on salary and two additional contract items in January 2020. Topping the priority list: continuing our work to support our most vulnerable students by expanding support for special education and hiring more school psychologists, psychiatric social workers, and other critical health and human services professionals.

Our strike won the first progress in the contract on special education in 38 years, and we are going back for more the next round.

Healthcare agreement expires December 2020
Our current healthcare agreement expires in December 2020, and we can expect LAUSD to push for steep cuts, backed by outside forces. Healthcare bargaining is shaping up to be a proxy war between reactionary corporate interests who would rather slash teachers’ healthcare and retirement funding instead of paying their fair share of taxes to fund public education through measures like Schools and Communities First. Bargaining for healthcare is conducted with all LAUSD employee unions at the table, giving us a united front against takebacks and a broad base for organizing to win.

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<tr>
<th>Issue</th>
<th>What We Won</th>
<th>Chapter Enforcement</th>
<th>Districtwide Enforcement</th>
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<tbody>
<tr>
<td>Nurses</td>
<td>Nurse in every school, 5 days per week, by 2020-21</td>
<td>Chapter Chair reports number of days per week with a nurse</td>
<td>Ensure 150 hires for 2019-2020 and an additional 150 hires for 2020-2021</td>
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<td>Teacher Librarians</td>
<td>Teacher librarian in every secondary school, 5 days a week, by 2020-2021</td>
<td>Chapter Chair reports number of days per week with a teacher librarian and ensures compliance with BOE resolution maintaining Library Aide positions</td>
<td>Ensure 41 hires for 2019-2020 and an additional 41 hires for 2020-2021</td>
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<td>Counselors</td>
<td>Student-counselor ratio of 500-1 at every secondary school by 2019-2020</td>
<td>Chapter Chair tracks and reports student-counselor ratio at school</td>
<td>Ensure hiring of at least 17 secondary counselors for district to meet student-counselor ratio</td>
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<td>Class Size</td>
<td>Enforceable caps and averages through the elimination of Section 1.5 and a yearly reduction in caps, building toward full realization of the class size cap numbers in the full contract by 2021-2022</td>
<td>At Norm Day, Chapter Chair tracks and reports the total number of classes at the school and number of class size cap violations</td>
<td>Ensure greater class size reductions at 75 elementary schools and 15 middle schools, identified by the district as “high need”</td>
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<td>Special Education</td>
<td>Class size and caseload reductions, tighter language for enforcing caseload and class size caps, two release days to complete federally mandated assessments for all Special Education teachers, and requirement that LAUSD provide caseload and class size reports</td>
<td>At Norm Day, Chapter Chair tracks and reports the total number of class size and caseload violations</td>
<td>UTLA has the right to bargain any changes to service delivery models, and has started bargaining with LAUSD over the effects of their “increased inclusion” program which is being piloted at 50 schools in 2019-2020</td>
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<td>Community Schools</td>
<td>Funding for 20 community schools in 2019-20 and 10 more in 2020-21, with each participating school receiving $150,000 for the first year and $250,000 for the second year</td>
<td>For participating schools, ensure appropriate funding is received by the school from the district, ensure the hiring of a community schools coordinator (must be a bargaining unit member), and ensure the existence and appropriate participation of a LSLC</td>
<td>Community Schools Steering Committee and Local Options Oversight Committee to oversee implementation, with UTLA representatives on each body reporting back to UTLA members</td>
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<td>Co-Location</td>
<td>Timely notification of schools being targeted for co-location and an increased role for UTLA representation at co-located schools</td>
<td>Ensure Chapter Chair is invited to all “walk throughs” prior to co-location, elect a co-location coordinator, ensure the coordinator participates in the development of a shared use agreement, and ensure coordinator placement on the school safety committee</td>
<td>Ensure LAUSD provides UTLA with lists of potential co-locations, for the following school year, by December 1 and February 1 of each year</td>
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<td>Early Childhood Educator Rights</td>
<td>An 8-hour work day for Early Educators, inclusive of a 30-minute duty-free lunch</td>
<td>Chapter Chair confirms district compliance by tracking work schedules of all Early Education members at beginning of each school year</td>
<td>Ensure LAUSD is following new contract</td>
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<td>Transfers</td>
<td>A requirement that district policy be followed at schools converting from a traditional program to a magnet school, including a majority approval vote by the staff, and that all teachers assigned to the school be notified at least one year in advance of the conversion</td>
<td>Chapter Chair confirms school compliance with district policy related to magnet conversions</td>
<td>Ensure LAUSD denies magnet conversions for schools in which the process followed is inconsistent with district policy</td>
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<td>UTLA rights</td>
<td>Increased representation for itinerants (more chapter chairs and the right to speak at district or local district meetings) and the right for chapter chairs to sign off that they were able to review the school budget before it’s been submitted to the district</td>
<td>Itinerant chapter chairs enforce increased representation rights. School-based chapter chairs enforce right to sign off on review of school budgets</td>
<td>Ensure LAUSD is following new contract</td>
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<td>Itinerant Workspace</td>
<td>A workspace shall be provided for all Itinerant educators and HHS professionals to protect student privacy and ensure professional working conditions</td>
<td>Chapter Chair confirms that appropriate space has been allocated for itinerants assigned to school, and facilitates involvement of LSLC if dispute arises over appropriate workplace</td>
<td>Ensure LAUSD provides an appeal process at the local district level to resolve disputes that can’t be resolved through the LSLC</td>
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<td>HHS &amp; Special Education Itinerant Caseload/Workload</td>
<td>Creation of a Workload/Caseload Committee for HHS/SPED itinerants to explore methods for improving their working conditions and to achieve more equitable and manageable workloads &amp; caseloads</td>
<td>Chapter-level enforcement will follow development of citywide policy</td>
<td>The Committee is ongoing, will include 5 UTLA appointees and 5 LAUSD appointees, and will meet at least quarterly starting in the Fall of 2019.</td>
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<td>Green Space</td>
<td>Creation of a Green Space Task Force, with LAUSD, UTLA, and LA City participation, to develop plan for increasing green space on school campuses, including the removal of bungalows</td>
<td>Chapter-level enforcement will follow development of citywide policy</td>
<td>The Task Force will create a plan to increase green space, including the removal of bungalows, by December 1, 2019</td>
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“You’ve given working-class people hope”

UTLA Leadership Conference puts our strike in context—and builds toward next steps.

Where do we go after organizing one of the largest public sector strikes in recent history? At the UTLA Leadership Conference in July, more than 750 chapter leaders laid a road map for building our movement: Our New Deal for Public Schools.

Our allies were with us at the conference in downtown LA, helping place our strike in a national context. When you make history, you sometimes forget to take stock, journalist Eric Blanc said on a panel on “Building the Union in Our Schools.”

“We are seeing the first strike upsurge in four decades, and the largest number of teacher strikes in history,” Blanc said. “You’ve given working-class people across the country hope. When you get a sense of your power, you don’t want to go back to the way things were.”

Keynote speaker Jane McAlevey, union organizer and author of No Shortcuts, laid out strategies to win educational justice and revved up chapter leaders to keep fighting.

“The 1% has been systematically dismantling the working class and you are part of rebuilding it,” McAlevey said.

Showing how much our strike landed on the national stage, U.S. presidential candidate Bernie Sanders addressed a standing-room-only crowd at a lunchtime session.

UTLA has not endorsed Sanders (or any candidate for president yet) but we welcomed him to our conference because his Thurgood Marshall Plan for Public Education aligns with our core beliefs: dramatically increase funding for schools and put it into privately run charter schools.”

Sanders wrapped up his speech by signing UTLA’s New Deal for Public Schools to loud applause from the audience.

“You’re thanking me?” Sanders said.

“No, I’m thanking you—for having a bold vision for our kids.”

Panels at the conference lifted up the stories of parents, students, and educators on how they organized to win during the strike and their hopes moving forward.

“Dorsey High student Amee Monroy shared the energy she felt in taking part in the lively protests, organized by Reclaim Our Schools LA, in Austin Beutner’s and Monica Garcia’s neighborhoods during the strike.

“We weren’t going to stop until we got what teachers and students were fighting for—divesting from over policing and continuing to invest in black and brown futures,” Monroy said.

Q’Marr Allen Jordan talked about how, as a running back at LA High, UTLA’s core contract demands for more nurses, counselors, and librarians resonated with him.

“Our nurse only came part-time, and now we’ll have one every day,” Jordan said. After his activism in the strike, Jordan says he is “ready to talk to people in high places as equals.”

That sense of empowerment was echoed by City Terrace Elementary parent Jazmin Garcia.

“I’m ready to continue to grow our parent movement and figure out how to build from what we have,” Garcia said. “We are newly empowered to talk to whomever it takes—from principals to politicians. Parents emerged from the strike ready to advocate and protect public education.”

<table>
<thead>
<tr>
<th>Issue</th>
<th>What We Won</th>
<th>Chapter Enforcement</th>
<th>Districtwide Enforcement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Testing</td>
<td>Creation of educator, parent, administrator task force to compile inventory of all district assessments, including their value, cost, and impact on instructional time, and to make recommendations for reducing assessments by 50% at each grade level</td>
<td>Chapter-level enforcement will follow development of citywide policy</td>
<td>Joint Committee of 4 UTLA appointees, 4 LAUSD appointees, and 4 parents to meet 5 times during the 2019-2020 school year, with a goal to make recommendations on reductions by Spring 2020</td>
</tr>
<tr>
<td>Ethnic Studies</td>
<td>Creation of educator and administrator task force to review programs and propose resources for Ethnic Studies, including PD, curriculum, and materials</td>
<td>Chapter-level enforcement will follow development of citywide policy</td>
<td>LAUSD – UTLA Ethnic Studies Task Force to be formed and ongoing, including 4 UTLA appointees, and meet at least twice per year, with a goal of starting by Fall of 2019</td>
</tr>
<tr>
<td>Pay Equity</td>
<td>Creation of task force to examine equity issues regarding the salary schedules of Adult Education, Early Education, and ROC/ROP teachers</td>
<td>Chapter-level enforcement will follow development of citywide policy</td>
<td>Pay Equity Task Force to be formed, with 4 UTLA appointees and 4 LAUSD appointees, and make recommendations by October 31, 2019, after meeting at least three times</td>
</tr>
<tr>
<td>Immigrant Student Support</td>
<td>LAUSD shall provide at least 1 attorney and necessary support staff to work with local organizations and provide support to immigrant students, families, and employees, create a district hotline for immigration issues, and work with UTLA and LA City to identify additional community resources to support this effort</td>
<td>Chapter-level enforcement will follow development of citywide policy</td>
<td>LAUSD and UTLA will meet regularly to ensure collaboration, identify concerns, and discuss options for expanding support, with LAUSD committed to provide the necessary resources through July 1, 2021</td>
</tr>
<tr>
<td>Random Searches</td>
<td>Creation of pilot program for schools to be exempt from the LAUSD random searches program, with 14 schools to participate in 2019-2020 and an additional 14 schools to participate in 2020-2021</td>
<td>Chapter Chairs at schools not participating in this effort in 2019-2020 should work with their LSLC to apply for participation in 2020-2021</td>
<td>BOE passed a motion on June 18, 2019, calling on the superintendent to create an alternative school safety program and end the random searches program by the end of the 2019-2020 school year</td>
</tr>
<tr>
<td>Adult Education</td>
<td>Creation of DACE Assignment Task Force to develop a pilot matrix program for implementation at 4 schools in 2019-2020 and to provide recommendations for negotiating new assignment language for 2020-2021</td>
<td>Chapter-level enforcement will follow development of citywide policy</td>
<td>With 5 UTLA appointees and 5 LAUSD appointees, the Task Force met in the Spring of 2019, with the parties agreeing to drop pilot program for 2019-2020 and fully implement city-wide DACE matrix program for 2020-2021</td>
</tr>
<tr>
<td>Substitutes</td>
<td>Improved rights for substitute members regarding the continuity rate, extended rate, and procedures for assignment, arrival, cancellation, and participation in professional development</td>
<td>Chapter Chairs will be provided with an informational flyer, outlining contractual rights, to provide to substitute members assigned to their school</td>
<td>Ensure LAUSD follows new contract</td>
</tr>
</tbody>
</table>
Unsung Heroes of our movement

Fourteen organizers on a mission for public education.

Our historic year proved that, more than ever, our movement for public education is powered by the skills and leadership of rank-and-file members. At the UTLA Leadership Conference, some of our many deserving members were honored as our Unsung Heroes.

Rose Gutierrez
NORTH AREA

Over the past few years, Rose Gutierrez has stepped up as a UTLA leader at Monte Vista Elementary, particularly as her school prepared for a potential strike. She organized and spoke at community forums to educate parents about the dangers of privatization and the importance of collective action. At the end of every UTLA Area meeting, she would create packets of materials for everyone who couldn’t make it and deliver them across North East LA. And as soon as Rose learned that a vacant home had been donated as a distribution point, she offered her time and energy to help convert it into the North Area Strike House. On the first day of the strike, a neighboring school, San Pascual ES, was struggling to get organized after a few of its teachers decided to cross the picket line and spread negativity. Rose sounded the alarm and organized teachers from nearby schools to join the picket line at San Pascual. On the second day of the strike, Rose was posted at San Pascual at 6:15 a.m. with boxes of flyers and picket signs, and notified chapter chairs to pick up their materials there. Thanks to Rose and the newly elected chapter chair, as the strike went on, the teachers at that school prepared for a potential strike. She continued her momentum when East Area decided to hold an action during the strike at the LA East Offices on Soto. She contacted a local business, Valeria Market, and secured their parking lot for us to use for our massive rally. Rose continues to be an advocate for her colleagues and community.

As a first-time chapter chair and long-time teacher, Al Martinez led the organizing efforts of Marianna Elementary members and parents during the March for Public Education in December 2018 as he used his contacts to charter a Montebello City Bus. He helped lead during the 2019 strike that shut down Los Angeles as well as organizing a successful push-back walk from Marianna ES to the KIPP headquar- ters in East LA with the support of Eastside Padres Contra La Privatización. However, Al has been organizing the Marianna community long before that. He, along with other UTLA members and parents, have led successful organizing efforts for the past 10 years that have helped save the TK classrooms, and her tenacious creative vision, Kari Rivera's leadership helped secure chapter chairs.

Hazel Kight Witham
WEST AREA

For years as a National Board Certified teacher, Hazel Kight Witham has been doing extraordinary work in the classroom, supporting her students through National Novel Writing Month (NaNoWriMo), developing a Get Lit poetry team at her school, and incorporating restorative practices in innovative ways. Through her own writing, her use of community-building circles with parents and students, and her tenacious creative vision, Hazel helped UTLA’s contract campaign go viral—literally. Known to many as “the teacher in the polka dot poncho,” her “Public Education Flashmobs” at Venice High School was retweeted by Alexandria Ocasio-Cortez and viewed by 1.5 million people. In the days to follow, school communities across Los Angeles started publishing their own renditions online. The images of teachers, parents, and students dancing in the rain awakened the conscience of a nation and brought joy and optimism to our struggle.

Jamie Wolf & Anibal Avila-Hernandez
CENTRAL AREA

Foshay LC’s Jamie Wolf has been a tireless chapter chair and union educator/activist who knows how to organize. Jamie always shows up when needed and never comes alone. At every union street action, Jamie rolls up with a car full of colleagues. He never stops organizing for justice and recently united his school community, teachers, parents, students, and staff to force their principal to listen to the community’s voices and include them in campus-wide decision making.

Anibal Avila-Hernandez is a long-standing union leader who knows how to lead and to grow emerging leaders. He has been a dynamic union educator, Normandie ES chapter chair, area steering committee member, cluster leader, and strike team captain in 2019. Anibal has provided support for schools in his cluster by visiting sites, attending important meetings, and building team capacity through cluster connections. He always offers help and support during area meetings and in between, taking materials to schools not in attendance, attending phone banks, and making calls through rosters to help secure chapter chairs.

Kari Rivera
UTLA CHARTER EDUCATORS

Kari Rivera teaches elementary school and was the chapter chair at The Accelerated Schools since filling in for the previous chapter chair, who had to give up the

(continued on page 28)
Healthy weight, happy body

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**Rethink your drinks**
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Please recycle.
Our leadership teams are growing

Emerging leaders and more representation for itinerants make UTLA stronger.

By Arlene Inouye
UTLA Secretary

Today UTLA has more than 1,184 chapter chairs, vice chairs, and co-chairs in our database. And from our Leadership Conference, we know there are a large number of new chapter leaders, and that includes about 50 leaders who represent “itinerant” employees such as school psychologists, psychiatric social workers, and more. This is exciting. I could be wrong, but this probably is the largest number of school site leaders in UTLA’s history. It is so encouraging that our leadership teams are growing. This includes not only chapter chairs but also CAT (Chapter Action Teams), who are central to organizing, representation, and contract enforcement at the school site. This period after the strike provides a unique opportunity to support new and emerging leaders with the training, mentoring, and information necessary to be strong school leaders. To this end, UTLA has developed a chapter training program with four modules to give site leaders the tools to enforce and implement the contract; advance the struggle for educational justice; build a social justice union that engages members, parents, and community; and lead the union’s political work. The four modules are:

- **Chapter Chair 101**: What chapter chairs need to know about representing members, setting up and leading effective Local School Leadership Councils, and more.
- **School Site Organizing**: How to build a Chapter Action Team, run effective UTLA school-site meetings, and more.
- **Leading an Education Union in the Current Political Moment**: The history and current manifestations of the privatization attack on public education, race, and gender in the fight for educational justice and more.
- **Parent and Political Organizing**: How to do chapter-based parent outreach and effective parent meetings, identify pre-education voters, get out the vote (GOTV), and more.

Six strategies for building CATs for itinerant groups

By Franny Marion
PSW Itinerant Chapter Chair

It can feel daunting to look at a roster of hundreds of itinerants whom you never see face to face and imagine building a 1:10 Chapter Action Team (CAT) structure, with one CAT per 10 members. Itinerants face multiple challenges to organizing our CAT structures, but the persistent team of PSW CAT leaders proved it can be done. Here are some tips from the PSW CAT leader process that we hope will be helpful.

1. **Build a map of your chapter**: UTLA provides an alphabetical roster for our chapters, which is helpful in seeing who is a member. The challenge is that it is not broken up by program or area, which are often more useful starting points for itinerants. Additionally, many itinerants change assignments from year to year and thus our CAT structures need to be nimble. To address this, PSW CAT leaders gathered the rosters distributed by our administrators at the beginning of the year. We also passed around sign-in sheets at every meeting/PO to create a census of who meets in person. These tools helped us create a more accurate map of our chapter. At first, each CAT leader was assigned anywhere from 20 to 40 members; however, we quickly recruited more CAT leaders to bring the ratio down.

2. **Make the most of your meetings**: Many itinerant groups rarely meet face to face, so we need to plan ahead to make the most of the meetings that do happen. PSW CAT leaders compiled the meeting schedules distributed by administrators in the beginning of the year. As PSWs only meet as an entire unit twice per year, we have to be ready to make the most of the opening day meeting. This year we plan to host a UTLA meeting during lunch. Itinerants have a UTLA budget of up to $6 per member that can be used for organizing members. This will also be a valuable time to identify continuing CAT leaders, recruit new ones, and educate our members about reopener contract talks, the New Deal for Public Schools, and the Schools and Communities First measure.

3. **Add UTLA announcements to every agenda**: Unlike teachers, who attend weekly meetings as a chapter, it was a shift for PSWs to make/hear announcements at every meeting. This is a crucial opportunity to communicate and build itinerants’ identities as UTLA members. CAT leaders have agreed to make announcements a standing agenda item at every single PSW meeting, even if we didn’t have anything new to share. It sends an important message to administrators and members alike.

4. **Harness the power of technology**: Mailchimp has been an extremely helpful tool for sending mass emails. It is free to set up a basic account, and it allows you to create a database of your members’ contact information. This is an efficient way to share photos, documents, and links. We have also utilized YouTube, GoogleDocs, and Zoom in our chapter chair organizing. All of these applications have a free option.

5. **Remember to enjoy yourself**: We work hard for LAUSD, and it’s not easy after a full day at a school site to go to another meeting. PSW CAT leaders had a blast last year celebrating birthdays, handing out awards, sharing slide shows, creating memes, and so on. All of our meetings include free child care and dinner. We did our best to regularly recognize CAT leaders’ contributions publicly, from honoring them at staff meetings to holding a special dinner celebration at the end of the year.

6. **Ask for the resources you need**: Our staff representative, Pablo Murillo, provided essential support by speaking at PDs, arranging food/child care/meeting space, troubleshooting organizing challenges, and more. We know that UTLA’s model is designed largely with teachers in mind. That said, we are the experts when it comes to the unique task of organizing itinerant CAT structures. Organizing CAT structures helps build itinerant power within UTLA and with a contract reopeners around the corner, it’s more necessary than ever.

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The right of educators to shape our own learning

LAUSD censors a long-standing professional development class.

By Daniel Barnhart
UTLA Secondary Vice President

"Better professional development" isn’t the same kind of obvious, visceral, and universally understood demand that we as educators might make, such as “higher pay,” “smaller class size,” or “more services for students.” Nevertheless, it is no less crucial to our long-term persistence, happiness, and sense of self-worth on the job than decent pay, doable working conditions, or hope for the future. Over the history of our contract, previous bargaining teams have seen the value of connecting educator-determined professional development to improved pay (through Article XV Salary Point Credit), and to improvements in our ability to meet our students’ needs, through understanding their backgrounds, their contexts, and the human conflicts that have shaped, and continue to shape, the world in which we teach.

Key to the value of any professional development, or any professional learning experience, is the degree to which it matches the needs, interests, and prior learning of the educators involved. And the best way to make sure there is a match is to make sure that it is the teachers themselves who get to determine what course, class, or workshop to take. Top-down, one-size-fits-all PD is rarely “professional,” and often not particularly “developing,” as experts, novices, the interested, and the disinterested are treated with the same broad brush. The need to tailor our learning to ourselves, our teaching context, our own prior learning, and our understanding of our current and future student needs, is best addressed by trusting individuals to make good choices, within a framework of approved offerings.

It’s not always a perfect system, but it’s worth defending the basic right of educators to shape our own learning, in the service of our own profession. We need the right to learn about complicated issues, their historical roots, and the impacts we see that shape the world around us. We need that right, not just for ourselves, but for our students who will look to us to help make sense of human conflict with deep historical roots, and dramatically different perspectives.

Recently, some district administrator decided that learning about “Islam and the Arab World” was too dangerous for teachers and had to be stopped. Even though the course has been offered for more than a decade without incident, has passed multiple safeguards around content, had been revised based on feedback from the ADL, had earned consistently positive participant evaluations, and had recently been approved by the joint UTLA-LAUSD committee, some district administrator decided that they wanted to stop the only approved course within the district addressing the roots of Islamophobia. This type of censorship is not only an attack on our professional rights to our own learning, it is a profound statement of disregard to the thousands of Muslim students and families we serve. To say that “learning about your history and understanding your people is too dangerous” is an unequivocally racist statement and example of Islamophobia itself. LAUSD should be ashamed of its actions in this matter.

In an America that is increasingly seeing acts of violence against immigrants, against Jewish people, and against Muslim people, educators can play a frontline role against the ignorance and bias that always precedes these attacks. We have an obligation to not shrink from the challenge of leading the way on learning. We need more than ever to learn about the roots of anti-immigrant, Islamophobic, anti-Jewish, and xenophobic racism by learning about the people whose perspectives are under attack. We don’t make ourselves safer by closing our eyes and pretending that not learning about Muslim students will somehow make us, or them, safer. We need to learn more, not less, about the history, context, and communities of people facing the brunt of racist ignorance: immigrant people, Jewish people, and Muslim people. In this moment in history especially, LAUSD should be figuring out how to support more courses about Jewish people, about Muslim people, and about immigrants, and how to defeat hate against them.

Our union will defend our members’ rights to seek out, attend, and learn from high-quality professional development, not just because “it’s in our contract,” not just because “it’s our right to determine our professional preparation to make sure that happens.

Must meet First Financial Credit Union (FFCU) eligibility requirements to establish membership in order to take advantage of these offers. All loans are subject to credit approval and all FFCU policies and procedures. Loan rates are based on credit history, collateral criteria, and term of loan, and are subject to change without notice. *Waived settlement fees: appraisal; recording; flood certificate; credit report; loan documents; escrow and sub escrow; title lender policy and tie-in; messenger; wire; tax service; notary; termite inspection. The maximum waived settlement costs will not exceed $10,000. Fees not waived: pre paid costs such as interest, taxes, mortgage insurance premiums, HOA dues, hazard or flood insurance, owner’s title insurance, transfer taxes, and prepayment discounts. Discount points to buy down interest rate are not allowed. If the loan is paid off within 36 months, borrower(s) must reimburse FFCU for all waived settlement costs. The waived settlement costs will be added to the account balance, included on the loan payoff demand statement, and must be paid prior to a conveyance of the Deed of Trust. Call for complete details. FFCU is an equal opportunity lender. Federally insured by NCUA. NMLS #192737. Information is accurate as of July 2019.
NTA Life is a supplemental health and life insurance company serving the teaching community. Since our inception, we have been dedicated to protecting the communities we serve, which is why we offer benefits to members of many state and local associations.
GLS: Your premium legal support system

Group Legal Services offers UTLA members financial coverage in work-related matters and access to help.

By Alex Orozco
UTLA Treasurer

There are countless benefits to being a union member. One of those benefits, Group Legal Services, is something we are proud to offer our members. Since joining GLS in 2017, we have been able to provide our members with excellent legal support using extensive CTA support and have been successful in winning key decisions, including overturning dismissals and winning credential victories. Although UTLA has always provided legal assistance, now with GLS the amount of services and financial backing are greatly expanded and enhanced. Our members now have access to a comprehensive and robust legal support system with some of the best law firms in the state.

Because this member benefit program is fairly new to UTLA, some folks might have questions about the process. Here are answers to some of the frequently asked questions so that we can all become familiar with how GLS works.

What is GLS?
Group Legal Services (GLS) is a high-quality legal defense program of the California Teachers Association (CTA) that has been around for decades. It is composed of numerous law firms that specialize in educational matters along with having expertise in criminal and civil employment matters. The firms all have outstanding reputations and are carefully vetted by CTA. Many of the law firms represent labor unions, and all the firms are strong advocates of labor. In addition, the CTA Legal Department works closely with approved GLS firms, including hosting an annual lawyers conference at which emerging legal issues are discussed. GLS is considered to be the premier legal package for members because of the amount of coverage and support it is able to provide.

How was UTLA able to join GLS?
UTLA became a member of the GLS program as a result of the Build the Future, Fund the Fight campaign in 2016. The BFF campaign made UTLA a lot more powerful by becoming one of the only merged local unions, belonging to both CTA and the CFT (California Federation of Teachers). Because of this merger, UTLA is now able to benefit from this legal program and can offer more premium financial coverage and access to legal assistance.

How does GLS work?
Very simply. Members who believe an attorney is necessary are asked to contact their area representatives immediately. UTLA’s area representatives are well versed on the GLS process. The representative will assess the situation to see if it meets the criteria for GLS. If the need for GLS is confirmed, it will be activated immediately and a GLS attorney will begin working with the member.

What are some of the things GLS covers?
No one ever knows what kind of challenges life has in store for us. GLS makes legal assistance possible in some of the most troubling times that an educator might face. Free legal consultation and/or representation is available on various matters, including:

- General employment civil disputes
- Teacher dismissal
- Non-renewal
- Child abuse reporting
- Dismissal hearing
- RIF dismissal/layoff
- Credentialing matters
- Employment-related criminal matters
- STRS disability appeals

In cases not covered above, the CTA Chief Counsel must authorize coverage. If the legal situation is not work-related, GLS can provide referrals for some matters to attorneys who offer a free 30-minute consultation.

What are some common issues that do NOT require legal representation?
There are times when our members believe legal representation is necessary, when, in fact, those matters can be resolved by our excellent UTLA staff, area leadership, and chapter leaders. For example:

- Meeting with the principal
- Responding to a conference memo
- Filing a grievance
- Appealing a suspension
- Other matters that relate to our collective bargaining agreement

There are times when our members believe legal representation is necessary, when, in fact, those matters can be resolved by our excellent UTLA staff, area leadership, and chapter leaders. For example:

- Meeting with the principal
- Responding to a conference memo
- Filing a grievance
- Appealing a suspension
- Other matters that relate to our collective bargaining agreement

Can I choose the attorney or law firm from GLS?
No. The program provides great legal representation by excellent and experienced attorneys. All participating unions in GLS have to abide by the program’s rules. However, if any of our members have issues or concerns with the legal representation they are receiving from their GLS attorney, we want to hear about it as soon as possible. CTA reviews complaints and monitors law firms’ participation in GLS through audits and other review procedures.

What if I want to pay for my own lawyer?
All members are entitled to access the GLS, and we encourage them to use the program when appropriate and necessary.

How do I know if I qualify for GLS?
The primary requirement to qualify for the GLS program is UTLA membership. The GLS program excludes coverage in certain situations, such as when a member asserts a claim against the union or another member. Nonmembers are not eligible for legal services under the GLS. Members who separate their employment from the district for reasons including dismissal or layoff must maintain a reduced membership with UTLA, CTA, and NEA to qualify for legal services if needed. This may include legal services to assist in a credential investigation by the CTC. Retroactive payment of dues to qualify for GLS services will not be accepted. People can contact the UTLA Membership Department at 213-487-5560 to learn more about the reduced membership option. This is an overview of the program. Members who wish to learn more about it can contact an area representative or myself at aorozco@utla.net for more information.
Top-notch educators named LAUSD Teachers of the Year

Five move on to LA County competition.

Five LAUSD 2019 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 contest in the U.S. for public school teachers. In 2017, one of the LAUSD Teachers of the Year, Venice High sports medicine educator Kirsten Farrell, went on to be named a California Teacher of the Year. This year’s honorees include teachers in elementary, secondary and adult schools, and special-education programs. 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.

The five LAUSD members moving on to the county competition are:
- Robyn Arnold, a third-grade teacher at Sherman Oaks Charter Elementary School, has been teaching for 16 years.
- Nikysha D. Gilliam, an English and History teacher at Audubon Middle School, has been teaching for 21 years.
- Amelyn Mendoza, a third-grade teacher at Dr. Owen Lloyd Knox Elementary School, has been teaching for 14 years.
- Jessica Perry-Martin, a visual arts teacher at Taft Charter High School, has been teaching for 18 years.
- Amy Rassoria Weisberg, a transitional kindergarten and kindergarten teacher at Topanga Elementary Charter School, has been teaching for 39 years.

The additional 2019-20 L.A. Unified Teachers of the Year are:
- Maria Alcanaz, a dual-language teacher at Lucille Roybal-Allard Elementary School, has been teaching for 17 years.
- Keesha Aldridge, a mathematics teacher at Nathaniel Narbonne Senior High School STEAM Magnet, has been teaching for 12 years.
- Lisa Bennett, a special education teacher and UTLA chapter leader at Van Gogh Charter Elementary School, has been teaching for 14 years.
- Monica Erne-Webber, a special education teacher at John H. Francis Polytechnic High School, has been teaching for 12 years.
- Anna M. Gaiter, a fourth-grade teacher and UTLA chapter leader at Plainview Academic Charter Academy, has been teaching for 27 years.

Workshops by TreePeople

TreePeople is holding fall workshops for salary points.

- “Water Wise Campus” will be held on Saturday, September 7 (9 a.m.-1 p.m.), at the YWCA in Huntington Park. Learn about key water issues that affect Los Angeles County. Discover projects to work on at school or in the community to address these issues. Classes are designed for middle and high school educators. Suited for all disciplines. Free resources available for attendees including free buses for field trips and mini-grants. Complimentary breakfast provided. For more information or to register contact Loyda Ramos at 818-623-4856 or email Lramos@treepeople.org. Hours toward salary point available for LAUSD teachers.

For the latest news: www.utla.net
Special section: Educator

What to know about the negotiated evaluation system for 2019-20.

**Evaluation timelines**

*Your administrator must adhere to these dates*

<table>
<thead>
<tr>
<th>Steps in the Process</th>
<th>Contract Deadline</th>
<th>2019-20 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 week of school</td>
<td>September 20</td>
</tr>
<tr>
<td>Employees assigned to new school site after the eighth week of school</td>
<td>Cannot be evaluated that year (unless probationary or received below standard eval)</td>
<td>October 11</td>
</tr>
<tr>
<td>Initial Planning Conference</td>
<td>Must take place within first eight weeks of school</td>
<td>By October 11</td>
</tr>
<tr>
<td>Formal Observation/Conference (only one is mandatory)</td>
<td>Must be completed by the sixth week of the second semester</td>
<td>By February 21</td>
</tr>
<tr>
<td>Evaluation Post-Conference</td>
<td>10 days after the observation</td>
<td>Written summary must be within four days of conference</td>
</tr>
<tr>
<td>Final Evaluation</td>
<td>30 calendar days prior to the last day for teachers</td>
<td>May 15</td>
</tr>
</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**
  - 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**

**Total elements: 7**

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).

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.

Go to utla.net for the list of constraints that you may wish to attach to your initial planning sheet.
Development and Support (EDS)

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.

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.

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.
UTLA 2019-2020

Election Timeline

**August 2:** Email blast sent notifying members that there will be an election and Early Declaration Option.

**August 16:** Election announcement, timeline, Election Manual, Itinerant Assignment Declaration form, and Candidate Declaration form and notice of Early Declaration Option published in the UNITED TEACHER. All info also at utlaelections.org. Candidates will be sent a chapter chair contact list after confirming eligibility.

**October 16:** Election announcement, timeline, Election Manual, Declaration of Candidacy form, and the Itinerant Assignment Declaration form republished in the UNITED TEACHER.

**November 7:** Deadline to file a Declaration of Candidacy form (time-stamped by 5 p.m.) and the deadline for candidates to file Itinerant Assignment Declaration form (time-stamped by 5 p.m.). Orientation mandatory meeting with drawing of ballot positions at 6 p.m.

**December 2:** Deadline for the candidate flyer that will posted on the UTLA website (digital submission preferred) and printed flyers for the Chair Chair mailing (time-stamped by 5 p.m.). Candidates deliver the appropriate number of flyers to the 10th floor reception area by December 2, 5 p.m.

**December 20:** Packets of candidate flyers will be mailed to Chapter Chairs.

**January 8:** Citywide Officer Candidates Q and A. 10 a.m. Will be accessible online. Send questions to info@utlaelections.org.

**January 13:** Deadline for photos and candidate statements to be published in the Special Election Edition of the UNITED TEACHER and ballot insert.

**January 24:** Special Election Issue of UNITED TEACHER published.

**February 3:** Ballots will be mailed to membership (ballots include voter PIN and instructions for online voting option). Contact Tara Thomas if you don’t receive a ballot at utlaelections@utla.net.

**February 14:** Deadline to call for a replacement ballot.

**February 28:** Ballots will be picked up by Elections Committee from post office at 8 am. First round ballots counted. Deadline for filing Financial Disclosure Statements (time-stamped by 5 p.m.).

**March 20:** Second round of ballots mailed to membership.

**March 27:** First round balloting results published in UNITED TEACHER.

**March 30:** Deadline to call for replacement ballots (second round).

**April 16:** Ballots picked up by Elections Committee from post office at 8 a.m. Second round ballots counted. Results posted online. Deadline for filing Financial Disclosure Statements (time-stamped by 5 p.m.).

**May 1:** Third round ballots mailed to membership.

**May 8:** Second round balloting results published in the UNITED TEACHER.

**May 15:** Deadline to call for replacement ballots.

**May 28:** Ballots picked up by Elections Committee from post office at 8 am. Third round ballots counted. Deadline for filing Financial Disclosure Statements (time-stamped by 5 p.m.).

**August:** Results of third round balloting and Candidates’ Financial Disclosure Summary published in the UNITED TEACHER.

**Early Declaration Option:** This year, candidates have the option to declare their candidacy early and get quicker access to contact information for chapter chairs and area chairs in your UTLA area (or citywide if running for officer position). Info can be used to contact chapter chairs and ask to speak with the members at that site.

This Election Manual constitutes the ongoing rules by which the elections described below are conducted. This Manual has been adopted by the UTLA Board of Directors and may or may be modified by that Board in accordance with part XII of this manual. Except as provided in Article II and Article III of this Manual, the Board of Directors of UTLA has the obligation to determine when to hold those elections that are required by the UTLA Constitution. This Manual provides rules to implement the constitutionally mandated elections to ensure that those elections are conducted in a way that is fair and in accordance with rules that are known to all candidates and members.

**I. Elections Covered**

This Election Manual is applicable to all UTLA elections for the offices of UTLA President, NEA Affiliate President, AFT Affiliate President, Elementary Vice President, Secondary Vice President, Secretary, Treasurer, and Board of Directors members representing UTLA Areas and Special Categories, and Area Chairpersons including filing vacancies, except for the Director representing UTLA-Retired.

**II. Elections Committee**

A. Composition, election and terms

1. The UTLA Elections Committee is a standing special committee of UTLA elected by the House of Representatives in accordance with Article III section 4b of the UTLA Constitution.

2. The Committee shall have no fewer than 5 members and no more than 15 members.

3. The House of Representatives shall elect Elections Committee members no later than the end of May of the calendar year in which the election process will begin. Committee members will begin their term July 1st in the calendar year in which they are elected and, per the UTLA Constitution shall serve a term of three years. [PROVISO: To establish the staggered terms the members elected at the May 8, 2019 HCR meeting shall be assigned to one year, two year, and three year terms by the drawing of lots. (This Proviso shall be deleted from this document three years after its adoption).]

4. Members may be elected to serve consecutive terms.

5. Any vacancies, for any reason, may be filled by election at any meeting of the House of Representatives.

6. The Chair or Co-Chairs of the Elections Committee shall be selected by the Committee during the first committee meeting of each school year.

**B. Eligibility**

1. Any member of UTLA may be elected to the Committee provided that they have been a member for at least one year.

2. Any officer or Board Member may serve on the Elections Committee.

3. Any vacancy in the Committee may be filled by the Committee from the membership at any meeting of the House of Representatives.

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United Teacher • for the latest news: www.utla.net
August 16, 2019

All UTLA members who work at more than one site should fill out the Itinerants Assignments Declaration form so that UTLA knows where you work and can send you the correct ballot. If you don’t fill out the form, your ballot will only have candidates for citywide offices (and the candidates for a special category director if you qualify to vote in a special category).

In addition, the form is required for candidates who are itinerants and are running for an Area director position.

Who should fill out the Itinerants Assignments Declaration form?

I, ________________________________________________________________, candidate for the office of ____________________________,
do hereby declare that I will use the UTLA constituency chapter chair contact information for the sole purpose of contacting members to solicit their votes in connection with the election. I will only disclose this information to members who are participating in my campaign.

I will assure that anyone working to assist me in my campaign is aware that this information must only be used in connection with the election.

______________________________________________________________
Signature of Candidate
______________________________________________________________
Date Signed

Check one only. My UTLA Area is:

Yes North     No South     Yes East     Yes West     Yes Central

Yes Harbor     Yes Valley East     Yes Valley West

Board of Directors candidate only (check one) I do ____ do not ____ hereby also declare my intention to run for the office of Area Chairperson.

Permission is given for the Elections Committee to verify my membership and to determine that I meet the requirements to be a candidate for the office for which I have declared.

I, ________________________________________________________________,
do hereby declare my intention to run for the office of ____________________________
(Please print name as you would like it to appear on ballot)

My employee number: ____________________________________________
Non-LAUSD email: ________________________________________________
Home address: ____________________________________________________
(Street and Number)
City/state: __________________ Zip code: __________________
My home phone: __________________________________________________
Cell phone: ______________________________________________________
My school/site: __________________________________________________
School phone: ____________________________________________________

Permission is granted for UTLA to give contact information to members and media when requested. Check those methods that are acceptable to give out:

____ School Site   ____ Home Phone   ____ Cell Phone   ____ Non-LAUSD email

To the best of my knowledge, all of the above statements are true.

Signature: _________________________________________________________
Date: ______________________________

Complete and return to Tara Thomas-UTLA Elections Committee
3303 Wilshire Blvd., 10th floor
Los Angeles, CA 90010
Phone: 1-213-637-5165
or email Tara Thomas: tthomas@utla.net

Deadline for underline of this form is November 7, 2019, Time-stamped by 5:00 pm.
This form may be emailed as an attachment, hand-delivered or mailed. Faxes will not be accepted.

Received by: _________________ Date: ________________ Time: ________________

I, ________________________________________________________________,
do hereby declare intention to run for the office of ____________________________
(Please print name as you would like it to appear on ballot)

I declare the above assignment information true to the best of my knowledge:

(Signature)       (Date)

Non-LAUSD Email: ________________________________________________
(Phone)

These Assignments are only valid for the current school year
Complete and return to Tara Thomas, UTLA Membership Department
3303 Wilshire Blvd., 10th Floor, Los Angeles, CA 90010
Phone: (213) 637-5165 Fax: (213) 368-6231
thomas@utla.net
ELECTIONS MANUAL
(continued from page 18)

III. Time of Elections for UTLA Officers and members of the Board of Directors
A. Election ballots of any regular election shall be counted before the end of May. The Elections Committee, in consultation with the election services company and UTLA staff, shall set the exact date.
B. No later than 45 calendar days after the start of the school year in which elections are to take place, the Elections Committee shall establish all dates for the conduct of the election, including the deadline for the filing of Declaration of Candidacy forms, the date of mailing of ballots, and the date by which ballots must be returned. The Elections Committee shall work with UTLA staff to ensure that notice of these dates is provided to the membership.

C. The Elections Committee shall set the date of Run-off elections or Referendum elections that is, elections conducted after a determination by the Elections Committee or arbitrator that a violation of the applicable rules has invalidated an election.
D. The Elections Committee shall verify candidate eligibility within five (5) business days of the close of declarations. Candidates shall have five (5) business days to appeal the decision of the Elections Committee to the Elections Committee, or correct deficiencies in eligibility.

IV. Candidates elected
A. Uncontested elections.
1. In the event that there are only three (3) NEA Board of Directors candidates in an area, they shall be declared winners by acclamation.
2. In the event that there is only one (1) AFT Board of Director candidate in an area, they shall be declared the winner by acclamation.

B. In the event that there are only two (2) candidates running for Area Chairperson, the candidates shall be declared elected by acclamation.

C. Upon publication of the election rules in the United Teacher and on the UTLA Website a full notice of the time and place of the election, including the deadline for filing of报名截止日期, shall be published no later than one month prior to the election. The notice shall state that the election is uncontested and that the winner(s) shall be declared by acclamation.

D. Where there are more than two (2) candidates running for Area Chairperson, the winner(s) shall be declared by the method of majority vote. The winner(s) shall be declared by acclamation.

E. Access Strategy
1. No member lists, emails, telephone numbers, etc., will be provided directly to candidates.
2. UTLA will establish a contract with a 3rd party vendor for the purpose of providing communications for candidates. Various constituency lists will be provided to the mailing house by UTLA and Candidates may, at their own expense, have the 3rd party vendor send campaign materials to their constituents.
3. Candidates may, at UTLA expense have the 3rd party vendor send out a “flyer” no larger than 8-1/2 by 11 inches equivalent to one side of a letter size page, in PDF form per candidate, in a designated area, accessible to members.
4. UTLA shall provide, free of charge, four joint email blasts that will notify candidates’ constituents during the course of the election cycle where they will find flyers, statements, and other relevant information about the election that will help voters learn about candidates and encourage engagement in the election process.
5. After filing a Declaration of Candidacy UTLA, upon request, will provide candidates with contact information for the work sites, chapter chairs, and area directors that pertain to their candidacy. Such requests shall be
IX. Procedures pertaining to the mailing and counting of ballots
A. Election Company will mail out ballots to eligible voters at the home address UTLA has on file.
B. Re-mails and/or spoiled ballots
Any eligible UTLA member may request a replacement ballot for any reason. Replacement ballots will be available from the elections services company only. Requests for replacement ballots are to be made in a manner established by the Elections Committee. Replacements for any reason will be sent in an entire package. Replacement envelopes will be a different color. Replacements will be mailed within 24 hours of the request. Requests for replacements will be accepted no later than a date established by the Elections Committee. The replacement ballot will include the same voter ID# and instructions for electronic voting that were included in the original ballot. C. At no time will UTLA have any unmarked original or replacement ballots in its possession. Ballots that are returned to a location other than the assigned P.O. Box (e.g. to UTLA offices) will remain unopened and will not be counted.
D. Ballots with incorrect addresses will be returned to the elections services company. The elections services company will re-mail ballots if and when corrected addresses become available and if the information is received within the election timeline limits. E. Voting may be done by paper ballot or electronically. F. Paper ballots also include the required voter ID# and instructions for how to vote electronically. G. Ballots returned to a location other than the assigned P.O. Box (e.g. to UTLA offices) will remain unopened and will not be counted.

VIII. Ballots
A. When an independent elections services company is contracted, it shall be responsible for the printing, mailing and tabulating of the ballots, subject to supervision by the UTLA Elections Committee. B. Candidates’ names shall be listed on the ballot in a random order determined by drawing lots. If a run-off election is held, the order of names of the candidates shall not be changed.

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ELECTIONS MANUAL  
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company will tabulate the ballots. The tabulation process involves four steps.

a. Scanning the ballot
b. Reading the ballot image
c. Reviewing and tallying any other ballots in question, including write-in ballots
d. Tabulation of results

2. Following the completion of the post-count accuracy and logic testing, the official results including the ballot inventory will be given to the Elections Committee which shall certify the results. The elections services company will certify as to performance in accordance with the foregoing procedures and as to the accuracy of the tabulated results, it being understood that the elections services company cannot certify the eligibility of any candidate or member to whom ballots were issued.

J. Packaging and sealing

The ballots, which have been tabulated, will be placed in special containers and sealed with a permanent storage seal bearing the signatures of UTLA Elections Committee Representatives and the election services company representative who tabulated the ballots. The unused/spoiled ballots will be packed in cartons with the eligibility lists used for ballot verification, the empty return envelopes, undeliverable envelopes, invalid or challenged ballots not counted, a copy of the results, and the original of each of the forms and certificates used.

K. Storage

Storage of the ballot materials shall be the responsibility of the elections services company. At the completion of the tabulation process, all materials will be boxed and sealed and will be transported and stored at the facilities of the election services company. Ballots shall be stored for three years.

X. Other Campaign Rules

A. The Elections Manual shall be made available through the United Teacher and the UTLA Website to all UTLA members and upon request.

B. The United Teacher, prior to opening of nominations, shall publish election procedures, rules, forms and the calendar. The election timeline shall be published in each issue and on the UTLA Website until the close of the election.

C. Local, state, and/or national affiliate organizations shall not endorse, permit the provision of, or provide facilities or services to, financially contribute to, or be materially involved in any way with the campaign of any candidate. The UTLA President shall request affidavits to honor this election rule.

D. UTLA staff and employees shall not be involved in any candidate’s campaign except as specifically provided for in this manual and the constitution.

E. UTLA Offices, materials, or other resources of UTLA shall not be used to support candidates. These resources include, but are not limited to UTLA copiers, telephones, computer systems, UTLA sponsored/affiliated websites (except as otherwise provided for in these rules).

F. The UTLA shall not be responsible for the utilization of UTLA Meeting Rooms, to the extent that they are made equally available to all candidates.

G. UTLA shall create a video of the city-wide office candidates, whether contested or not. The Elections Committee shall determine the time, format, etc. with regard to the preparation and distribution of the video, in consultation with the UTLA Director of Communications. Video content shall not include language or references that are racist, sexist, homophobic, or otherwise offensive or contrary to UTLA guiding principles, as determined by the Elections Committee.

H. Candidates shall have the opportunity to edit the video accordingly.

G. UTLA shall not endorse any candidates during the election process.

C. Local, state, and/or national affiliate organizations may campaign at work sites with the prior approval of the chapter chair. Such approval shall not be unreasonable denied by a chapter chair. Examples of unreasonable denial of approval would be because the chapter chair does not support the candidate or a denial of approval because the chapter chair does not like the candidate. Examples of a reasonable denial of approval would be because another candidate had already been granted approval on that day, or because the work schedule issues would make it impossible or disruptive for the candidate to campaign at that school on that particular day.

D. Candidates are not permitted to combine campaign visits with official UTLA business.

F. Financial Reports

Candidates for all offices, and political committees formed by candidates or in which candidates are active participants, shall, at the conclusion of the election, file one financial report with the Elections Committee on a form approved by the Committee. The report shall detail all expenditures, income and sources of income for a specific ballooning in the election. report shall be due on or before 5:00 p.m. the day upon which the ballots are counted.

Each candidate must sign the following affirmation “I affirm that all of the information provided by me in this form is correct to the best of my knowledge.” Financial reports pertaining to subsequent ballooning shall be on file on or before 5:00 p.m. the day upon which the ballots are counted. The financial statements of candidates and committees shall be printed in summary form in the next United Teacher issue after their due date, with a notice that originals are on file for inspection. A candidate who has not filed a financial report shall not be permitted to assume the office to which that candidate has been elected unless and until the report is filed.

XI. Elections of Area Chairs

A. Only candidates may file challenges, and only to the office in which they are running.

B. In the event that any candidate claims that any violation of any provision of this Manual or of the Constitution has taken place in connection with an election in which that person is a candidate, that candidate may request a hearing by the Elections Committee by filing a written challenge, using the form approved by the Election Committee, no later than 5:00 p.m. on the fifth working day after election results are posted for the round of the election in which the candidate claims that there has been a violation, setting forth with reasonable certainty the nature of the alleged violation and the facts constituting the alleged violation including specific references to the UTLA Constitution and/or Elections Manual which are believed to have violated.

C. No later than 10 working days after the final election results for the position for which the challenge has been filed, the Elections Committee shall set a time and place for a fact-finding hearing. That fact-finding hearing shall take place no more than 30 working days following the final election results. The fact-finding hearing shall take place until after all run-off elections for the position for which the challenge has been filed.

D. The challenger shall submit to the Elections Committee, prior to, or at, the fact-finding hearing, the details of the alleged violation(s) and demonstrate how the alleged violation(s) would have changed the outcome of the election.

E. At least a majority of the Elections Committee must attend each day of the fact-finding hearing and only those members who attend each day of the fact-finding hearing can vote.
Elections Committee, the candidate may appeal that claim at any
time before a decision by the Elections Committee. J. A candidate who has filed a claim of an election has actual notice of the decision. K. With regard to a challenge, the Elections Committee shall disqualify the candidate and there shall be a rerun election among all other candidates for that position. If there is only one remaining candidate for that position, that candidate shall be declared elected without a rerun election. Any determination of disqualification may be appealed to arbitration in accordance with subparagraph I of this section. H. In any rerun-run-off election ordered by the Elections Committee after a challenge, the election rules of this Manual shall be applicable. I. As soon as a decision by the Committee is made with regard to a challenge, the Elections Committee shall immediately inform all affected candidates of the decision. The Committee shall provide that notice by Certified Mail and by any other reasonable means that the Committee believes will ensure that the member has actual notice of the decision. J. A candidate who has filed a claim of an election violation with the Elections Committee may withdraw that claim at any time before a decision by the Elections Committee. K. Arbitration 1. If a candidate is dissatisfied with the decision of the Elections Committee, the candidate may appeal that decision to arbitration by filing notice of appeal with the Elections Committee. 2. That notice of appeal must be received at the UTLA offices no later than 10 working days after the date the Elections Committee decision is delivered to the member who has filed the charges and must be accompanied with a non-refundable deposit of $2,000 by cashier’s check or money order for those candidates who were seeking citywide officer positions, and a non-refundable deposit of $1,000 by cashier’s check or money order for those candidates who were seeking Board of Directors positions. 3. If the decision is not hand delivered to the member who has filed the charges, it shall be presumed that the decision was received 3 days after the decision is mailed by registered or certified mail to the member. 4. The Elections Committee shall immediately request a list of names of neutral labor arbitrators in the Southern California area from the American Arbitration Association (“AAA”). 5. The Elections Committee shall determine a neutral method of striking names from the list of arbitrators provided by AAA. An arbitrator shall not be considered eligible unless that arbitrator is available to hear the matter within three months from the date that the list of arbitrators was provided by the AAA. 6. The candidate filing the challenge must accept one or more of the arbitrator’s available dates unless a mutually acceptable date is otherwise agreed to by the arbitrator, the candidate, the Election Committee. If no date is accepted by the candidate filing the challenge, then the challenge shall be considered void and moot. 7. If there are multiple requests for arbitration, the Elections Committee has the discretion to determine that those arbitrations should be consolidated into one arbitration hearing and attempt to obtain the agreement of the candidates to such consolidation. 8. Where the Elections Committee determines that the arbitration involves a challenge to a policy, decision or action of the Elections Committee itself, the Elections Committee may participate in the arbitration as a full party. 9. Otherwise, the Elections Committee shall participate in the arbitration only to the extent necessary to ensure that UTLA interests are protected and, in such case, the full parties shall be the candidates involved in the challenge. 10. If the arbitrator upholds the challenge of a candidate in substantial part, the deposit provided by the candidate shall be returned to the candidate. The arbitrator shall determine whether such a refund is applicable. 11. A candidate who has appealed a decision of the Elections Committee to arbitration may withdraw that appeal at any time before the decision of the Arbitrator. 12. As soon as a decision by the Arbitrator is received by the Elections Committee, the Elections Committee shall immediately inform all affected candidates of the decision. The Committee shall provide that notice by Certified Mail and by any other reasonable means that the Committee believes will ensure that the member has actual notice of the decision. 13. Presumption of validity: Elections challenged by a member are presumed valid pending a decision of the Elections Committee or arbitrator. Until such time as either the Elections Committee or an arbitrator finds that the results of an election are not valid, those who have been elected shall take office and shall have the full authority of that office while any challenges are being considered. XIII. Changes to the Election Manual A. Amendments to this Manual may be made by a 2/3 vote of the Board of Directors at any time except between the date of the Declaration of Candidacy forms are made available for the city-wide elections and the date of the announcement of the final election results, exclusive of challenges. During that period, any amendments made shall not take effect until after the completion of the election. Appendix Special Director Qualifications All candidates must meet the same requirements as the voters however candidates must also meet the two-year membership requirement. 1. Health and Human Services Director: Must be serving in a position that requires a service credential or professional license. (PT. OT. etc.) They may also hold a teaching credential, but their current position cannot be a teaching position. 2. Substitute Teachers Director: Must be serving as a substitute teacher ETK-12. 3. Adult Education Director: Must be serving in an adult education teaching position. 4. Early Childhood Education Director: Must be serving under a children’s center permit 5. Special Education Director: Must be serving in a position that requires a Special Education teaching credential. (Note: It is not relevant that LAUSD has grouped many service providers into the LAUSD “Special Education” Department). 6. Bilingual Education Director: Must be serving in a teaching position and hold the BCLAD or equivalent bilingual certification. Candidates do not have to be currently teaching in a bilingual classroom or in a position that requires a bilingual authorization. (One (1) director elected by bilingual education teachers. Any member holding a Bilingual Certificate of Competency (BCC or BCLAD or equivalent) (added December 4, 1985) (amended March 6, 2013). Constitution Section 1 - Composition: 6 The Board of Directors shall consist of: d. One (1) director elected by Auxiliary Services. (School nurses; pupil services and attendance counselors; secondary counselors; librarians; school psychologists; and speech, language and hearing specialists.) (amended June 2, 1976) e. One (1) director elected by the substitute teachers. f. One (1) director elected by the Adult Education Division teachers. g. One (1) director elected by the children’s center teachers. (added February 19, 1975) h. One (1) director elected by the special education teachers. (added December 5, 1979) i. To eliminate the Director elected by year round school teachers as of July 1, 2014 or earlier if the position becomes vacant. (added February 22, 1984) (amended March 6, 2013) j. One (1) director elected by bilingual education teachers. Any member holding a Bilingual Certificate of Competency (BCC or BCLAD or equivalent) (added December 4, 1985) (amended March 6, 2013).
Health benefits report: Loretta Toggenburger reviewed a Health Benefits FAQ information sheet about the current measles outbreak. She also reviewed the schedule of the NEA Retired Annual meeting with the UTLA-Retired members who are attending.

Membership and PACE report: UTLA-Retired Vice President Cecelia Beskin notified us that there are currently 4,357 plus UTLA-Retired members. In the last three years, there were about 5,000 educators who have retired from LAUSD. She distributed UTLA-Retired application cards and would like everyone to personally recruit retirees to join. Cecelia has written more than 200 thank-you notes to members who have joined PACE in the last two months and included a UTLA-R pin with each note. She anticipates more retirees joining because of the recruitment letter that was sent to all 600-plus Life members.

Legislative report: Mary Rose Ortega spoke about the current retirement-related measures. She reported that Governor Gavin Newsom’s budget includes monies to CalSTRS to assist in offsetting long-term obligations by schools and community colleges.

Guest speaker: Our CTA/NEA-Retired District 3 Director Connie Shatun presented Sean Mabey, NEA Member Benefits Affiliate Relations Specialist, who spoke about benefits and resources available from our state and national affiliates. A booklet of resources and guides were given to all in attendance. You must be a member of NEA/CFA-Retired to obtain the benefits. For more information, visit CTAMemberBenefits.org and/or neamb.com. Please note that UTLA-Retired is a separate dues membership organization from NEA/CFA. Please visit utla.net for an application to join UTLA-Retired.

General Assembly dates: The following are General Assembly dates for 2019-20: October 18, 2019, and January 17, March 20, May 15 and August 14, 2020.

Note from the UTLA-R President
Thank you for changing American Education.

By John Perez
UTLA-Retired President

I dare say that most UTLA-Retired members started teaching in the 1960s; my first school year was 1969-70. America in 1960 was very different from America today, both in population and education. In 1960 the census tells us that 87% of Americans were white, 10% were Black, 3%, Hispanic, and less than 1% Asian. In 1960, 70% of American kids graduated from high school, and there was a large gap between white graduation rates and those of black and Hispanic kids. Sixty-two percent of college kids were males, and very few, male or female, were black or Hispanic. AP was a program set up by preparatory schools to allow their students to enter equally elite universities with college credits. The first bilingual classes to help students who were learning English had just been set up in Miami, Florida. Parents of special needs kids were screaming for help for their children. Women were paid only 63% as much for the same jobs as their male colleagues. Most schools still “tracked” students, and who was going on to college was pretty much decided in high school—and it did not include poor or racial and ethnic minority kids. Father Knows Best ran the last episode of its seven-year run, but we were still watching Leave It to Beaver. Teachers were considered “tall children,” better seen then heard.

We were there in our classrooms, and we helped change America as its population changed. Today the census tells us that whites are down to 67% of the population, with Hispanics at nearly 18% of the population, blacks are 12%, and Asians are almost 5%. A majority of Americans nine years old or younger are minority kids. Schools no longer track kids, and students from social, racial, and ethnic groups make our colleges and universities look like the diverse country we are. Fifty-seven percent of all college students are females (women have been the majority in college since the late 1970s). Women now earn 80% as much as their male counterparts, but in big cities, young, unmarried women with no children actually earn more than their male counterparts because more of them have college degrees. AP classes are now nationwide, and kids from all classes are entering college with college credits. My youngest daughter was allowed to take classes at Valley College and entered Cal State Northridge with 12-semester units. The curriculum my daughters took was more rigorous than the one I took in the early 1960s. High school graduation rates are now close to 85%, and the graduation rate gap between whites on the one hand and Hispanics and blacks is less than half of what it was in 1960. The high school dropout rate for blacks has gone from 21.3% to 6.1% and for Hispanics from 34.5% to 8.6%, and college-going rates for minority students have skyrocketed. Amendments to the Elementary and Secondary Education Act in 1966 added help for special needs kids and in 1967 started the current bilingual education movement. The National Assessment of Educational Progress scores, often called the “nation’s report card,” have validated that we are doing better today than in 1960. Since NAEP was first given in 1969, the scores have made slow but steady progress. UTL teachers now have a voice, are organized, and like in 1970 and 1989, we even go on strike! You did this, you and all our retired colleagues from across our country. You did this without the help of Eli Broad or the people who would privatize our public school system. Our country owes you a great thank you. John can be reached at vpapabear46@aol.com.

UTLA meeting board

Upcoming meetings

AUGUST 28
UTLA Area Meetings: See times and locations at utla.net.

SEPTEMBER 4
Elementary Committee: 4 p.m., UTLA building.
Secondary Committee: 4 p.m., UTLA building.
African-American Education Committee: 4 p.m., UTLA building.
PACE Committee: 6:30 p.m., UTLA building.
Capably Disabled Committee: 4 p.m., UTLA building.
Tech Committee: 4 p.m., UTLA building.

SEPTEMBER 18
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.
The Educator Due Process Advocacy Committee is here to help

The Educator Due Process Advocacy Committee is for you if ...
• you have received your first Below Standard Evaluation of your career.
• you have been housed for an allegation.
• you have been placed in PAR.
• you feel you have been unfairly targeted due to your age.
• you are a union steward and feel retaliated against.
• you have a second CPES observer with your principal in your classroom.
• you are receiving conference memos and threats of discipline or dismissal.
• you have been displaced for more than two years and cannot get a permanent assignment.

Your UTLA area representative is your first point of contact at UTLA when any of the above occurs.

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.

There has been a very aggressive attack on public school teachers since the passing of AB 215 in 2014, which streamlined the dismissal process. UTLA’s Educator Due Process Advocacy Committee meets monthly at the UTLA building (3303 Wilshire Blvd., Los Angeles, CA 90010) to support teachers who want to learn more. The committee is a clearing house of information sought by its members. The next meeting will be September 18, 2019, from 4:30 to 6:00 p.m. The room will be posted in the UTLA Lobby.

If you've been recently removed from the classroom, please contact Carl Joseph (213-368-6234, cjoseph@utla.net), representation coordinator and housed teachers representative at UTLA.

Enter to Win an Academic Award

We greatly appreciate your dedication to helping future generations. That's why we are bringing back the California Casualty Academic Award. One lucky winner will receive $2,500 to purchase school supplies for their students. Good Luck!

ENTER TODAY!
EducatorsAcademicAward.com

What can you discover today?
Field Trips at the Natural History Museum

Explore our city’s history and connect to state standards in our newest Becoming Los Angeles Guided Program! Book your class’s field trip now to reserve our free, educator-led programs for your visit.

Field trips are always free of charge for CA-accredited schools (Pre–K12), including access to performances, programs, and exhibits.

To book your next field trip, visit NHM.ORG.
President’s perspective (continued from page 3)

LA Times revealing that charter industry leaders profoundly understand how badly we beat them in the strike. They say UTLA organized for many years to win—they say they want to copy us. They complain that conventional wisdom now sees charters as backed by billionaires. They whine about being neither feared nor loved. But, the emails also outline their chilling plan. Take back the School Board in 2020. Take the mayor’s office in 2022. Keep draining the district of funds through lawsuits. And the last part of their plan in the emails is two simple words: “Attack UTLA.” They are coming hard after our students, schools, profession, and healthcare.

Sisters and brothers, we face a choice. It is personified by Marshé Doss, a student from Dorsey High. She’s a leader in Students Deserve and ROSLA. Marshé was a powerful voice in the strike, at Beutner’s and Garcia’s offices, on picket lines and in board offices. After the strike, Marshé told me, “I still have the shoes I wore during the strike. They’re still muddy and I haven’t cleaned them, because that’s just something you want to remember.”

Marshé often talks about what motivates her—her little sister, Aleyah, now entering Obama Middle School. Marshé knows the promise of public education brought her family’s family to Los Angeles from Louisiana, and brought her mother to LA from Texas. Marshé worries about Aleyah. Obama, in the heart of South LA, is in a community of incredible people, histories, traditions, and organizations. Yet, it is also wracked by poverty, displacement, and the impacts of institutional racism. Marshé wants to make things better for Aleyah—lower class sizes, a Community School, freedom from dehumanizing random searches. Our strike victories were a revelation to Marshé and Aleyah. They felt their power. They felt incredible hope.

The choice we face, sisters and brothers, is whether we allow those who want to destroy public education to roll back our victories and crush Marshé and Aleyah’s hopes—or whether we aggressively enforce our contract, and fight to win more, shoulder to shoulder with Marshé and Aleyah. Are we going to fight, win, and lift up the dreams of these two young women? Are we going to lift up their dreams, UTLA? Yes, we are.

Our New Deal for Public Schools

We’re going to do it with five steps in our 2019-20 strategic plan. Each step is energized by Our New Deal for Public Schools.

First, building strength member by member. We have maintained membership density in the age of Janus at 95% and we’re going to go higher, through chapter chairs approaching nonmembers, home visits to nonmembers, and presentations at new employee workshops.

Moreover, we’re at the highest rate of PACE members we’ve been at for decades, but we’re still under 50%. We need chapter chairs getting commitments for PACE, officers visiting schools about the board elections, and retirees continuing their incredible momentum giving to PACE. That’s doubling down on Our New Deal.

Second, we’re launching a school-by-school contract enforcement program. We won our strike—now we make our victories real. We enforce every single aspect.

We’ve created a comprehensive strategy for winning contract enforcement. At the second area meeting, in August, we’ll dive even deeper on contract enforcement.

Also on contract enforcement, our Contract Action Teams will become superpowered Chapter Action Teams. These structures of one leader to every 10 members set up systems for action around local contract issues, as well as citywide issues. And now we connect them to neighborhoods to involve parents in contract enforcement, elections, and actions on elected officials. Our new Political Action and Community Organizing department will be crucial.

Finally, we are excited to unveil a comprehensive chapter leader training program. Our chapter leaders will get ongoing training through four modules: on representing members, common contract violations, local councils, organizing around site issues, organizing around city-wide issues, working lists, building CAs, understanding the big picture fight, and organizing with parents. You will be the worst nightmare for bad principals and privatizers, and the best hope for our students.

That’s doubling down on Our New Deal.

Third, we organize behind contract reopeners in January 2020 and renewal of healthcare by December 2020. We can reopen on salary and two items. Sisters and brothers, one of the items we will reopen will be continuing the battle for our most vulnerable students, fighting for special education. Fighting for school psychologists and psychiatric social workers. So many of us are touched by special education and mental health issues. It’s close to our hearts and homes. We opened this special education battle for the first time in 38 years with our strike last year—and we’re going right back at it this year.

And, when the charter industry writes “Attack UTLA,” they mean attack healthcare. Ben Austin, a high-priced lawyer, and his wife, who made triple digits working for a few months to kill Measure EE—these are the people attacking our healthcare. Ben Austin should teach for 20 years, come back in 2039 and tell us whether educators deserve good healthcare. Remember, sisters and brothers, on that last early morning of the strike, the district tried with all their might to do two things: hold on to Section 1.5 and get cuts to healthcare. They got neither. We beat them on both. We will do it again when we protect healthcare in 2020.

Fourth, we keep moving state and national policy. María Elena Durazo and Cristy Smith, two legislators willing to take on the charter industry, will be with us tomorrow at the PACE reception. And, Patrick O’Donnell has sponsored California Assembly Bill 1505, with the support of CTA and CFT. It gives school districts discretion to reject new charters if public school programs are undermined. It passed the Assembly. It was waded down some by amendments in the Senate. Some corporate Democrats are calling for even more amendments. Let’s be clear. Keep 1505 as is. Democrats who don’t think public school districts should be able to protect their own programs, shame on you. Expect your votes to be broadcast to the world.

On the national level, we use the fact that almost every candidate for U.S. president supported our strike. This doesn’t mean they agree with our demands, although some do. It means that our strike and demands were popular, and they had to get behind us. But more, we use the fact that UTLA has been a driving force in the national Fund Our Future campaign. This...
campaign has legislation in the U.S. Congress now calling for the federal government to follow through on its Title I and IDEA promises. Fund students in poverty and in special education at the rates you promised in the 1960s and 1970s. The payback for decades of broken promises comes to hundreds of billions of dollars. Sisters and brothers, speaking of national politics, Donald Trump is dangerous, he’s a racist, and he’s a sexist. We must defeat him. But, that cannot mean that movements don’t challenge Democrats. That would be cutting off our nose to spite our face. Democrats are guilty too of enabling racism and sexism. Presiding over the richest state in the country, with the highest percentage of students of color, and one of the lowest per-pupil funding levels—that’s enabling institutional racism. Supporting the charter industry’s attacks on public school teachers’ jobs, in a job sector dominated by women—that’s enabling institutional sexism. We must insist that AFT and NEA endorse a candidate for U.S. president who unapologetically supports a moratorium on charters and a massive infusion into Title I and IDEA. We call on other teacher unions to follow UTLA’s lead and invite candidates and make them address these issues. That’s doubling down on our New Deal.

Fifth and finally, 2020 is crucial for local and state elections. So many youth, parents, community members, and union members went from our picket lines to our pre-cinct walks for Jackie and EE. We need to deepen that connection. Four school board elections—districts 1, 3, 5, and 7—will be decided in 2020 in a new cycle. For the first time, board elections are lined up with U.S. presidential elections. Voting centers will be open longer and turnout will be higher. We can win over half the school board. We will use Our New Deal pledge with candidates and elected officials. And, make no mistake, the billionaires will break their 2017 record. They will make 2020 the most expensive school board race in United States history.

But, there’s more. As we move closer to putting one piece of the school-to-prison pipeline into the dustbin—random searches—and as we fight for special education, we will also vote in March 2020 on the Reform LA initiative. This would start the long overdue process of taking funding from county jails and putting it into county services for the mentally ill and homeless.

And, then, sisters and brothers, a landmark election on school funding. In 2018, we worked with California Calls to gather signatures to put the Schools and Communities First measure on the November 2020 state ballot. SCF challenges the corporate loophole in Prop. 13 for the first time in 40 years. It is a purely progressive tax, not hitting homeowners, renters, or small businesses. It raises taxes only on the wealthiest corporations. Corporations that have had their property taxes frozen for decades, robbing schools and services of over $11 billion per year. This has allowed those corporations to use their extra money to push anti-union and anti-funding legislation. Sisters and brothers, the chronic underfunding that has characterized our entire careers—from spending thousands out of our pockets to not having enough school staff—we can land a huge blow against that with SCF. Props. 30 and 55 kept our heads above water. SCF moves us forward. Let’s win this in 2020.

You’ll learn tomorrow that political games are always played. Especially when Democrats are afraid of their own shadow on taxes, even purely progressive taxes. So, even though we are currently on the ballot, some technicalities may be used to undermine the current version of SCF. But, no problem. After the LA and Oakland strikes, our SCF coalition is stronger than ever. We’ll just collect signatures again, use it to build more momentum, and show that the richest state in the nation should close corporate tax loopholes. That’s doubling down on our New Deal.

Own your leadership

Sisters and brothers, all we need to lead over the next 16 months. You are amazing leaders. You all have your own leadership stories. I’ll close by telling you one of them. Velia Casillas was chair woman at Canoga Park Elementary in the buildup to the strike, and during the strike. Through the consistent euphoric moments and the occasional low moments of the strike, she did an incredible job. Velia’s father came to the U.S. as a migrant worker in the late 1960s. Each summer, he visited his family in Mexico. Velia’s mother was pregnant with her when the whole family came to the U.S. Velia grew up in working-class communities in the Valley, mostly Canoga Park. She went to LAUSD schools and graduated from Reseda High. While attending CSUN, she was a teaching assistant at her old elementary school. When she graduated, Velia became the first person in her family with a college degree.

Velia got a teaching job at Canoga Park Elementary, around the corner from where she grew up. She’s taught there for 18 years. It can be difficult, but she loves it. Velia’s own children attend LAUSD schools. She goes to church in the neighborhood and works at the local park. She sees her students and their families all the time. Velia told me that she owes her leadership skills to UTLA, and that through her family and union work, she finds meaning and purpose. Velia’s picket lines at Canoga Park were rooted, crowded, emotional, fierce, unbreakable, unbeatable. And, Velia has now given us something only a great organizer can—a new leader, Wendy Lozano, who will take over as chapter chair, while Velia deepens the parent work. Sisters and brothers, we are all Velia in our own ways. We have always done some of the most important work in the world as educators. And, at this point in history, we are doing the most important movement-building work in the world. Our strike declared that to the world. You led that.

Sisters and brothers, own your leadership story. Bottle that feeling you had when you took the reins and organized your picket line. Nurture that feeling with pride. Use that bottled feeling to push it to the next level in 2019-20. Embrace your leadership. Long-term leadership. Movement leadership. Collective leadership. Loving leadership. Leadership that joins Marshè, Aleyah, and Velia. Leadership for Our New Deal.

Sisters and brothers, we made history with our strike and we’re going to make it again. We will enforce our contract. Increase our membership. Win contract reopeners. Protect our healthcare. Regulate charters. Shape the U.S. presidential race. Win four school board seats. Win Reform LA. Fight for Title I and IDEA. We will be the ones who end the corporate loophole in Prop. 13 and win Schools and Communities First. We made history in 2018-19. Let’s double-down and make history in 2019-20 with Our New Deal. You are wonderful, UTLA. I love you, UTLA. Keep up your organizing, UTLA. Let’s do this!
position due to illness over four years ago. Kari never wanted to be chapter chair, but since stepping up, she has also served as the bargaining team chair and led her co-workers through two contract negotiations. Last year, she led her co-workers out on an eight-day strike, the first charter teachers’ strike in the history of California and only the second charter teachers’ strike in the history of this nation. Kari embodies everything it means to be a great educator and trade unionist.

Joy Burton
VALLEY WEST AREA

Joy Burton has served the Valley West Area—specifically Sutter Sutter School—for almost 40 years. As Sutter’s long-time chapter chair, Joy has tirelessly represented UTLA members in numerous cases, always striving to ensure that justice was served. Joy has worked under numerous administrators; some good and some not so good. However, without a doubt, each and every principal respected Joy’s determination and commitment to her students and the school. Joy has seen generations of students pass through her classroom doors, making her a legend, although she would not admit to this recognition as she is quite humble. During the strike this year, Joy was on medical leave due to back surgery. However, she did not forget her colleagues on the line, sending food and funds to help not just her school, but other strikers in neighboring areas. To sum it up, Joyce “Joy” Burton is a beloved friend and colleague, a JOY to have in the world of public education.

Jose Servin & Tom Van Sciver
VALLEY EAST AREA

At Brainard Elementary, Jose Servin dealt with one of the worst principals the Los Angeles Unified School District. He tried working with her and her director for the principal’s first couple of years, but her deceitful and divisive tactics would not stop. Finally, Jose organized his staff to take back their school and protect his teachers. Ultimately, the administrator was finally removed from the school this June. No other school would have her, so she’s in a district position where she can’t harm any more teachers. Jose’s organizing made this happen.

To ensure our union’s success during the strike, Sharp Elementary chapter chair Tom Van Sciver organized his members to go on tour to other schools to inform parents about our demands. He did this because his school dismisses at 2 p.m. and he saw an opportunity to help other Valley East schools. He had sign-ups at his school for people to participate in different events. He successfully organized his members to not only inform their own community, but also agree to help others as well.

Alexandra Gusa & Elizabeth Untalnan
HARBOR AREA

Alexandra Gusa has been teaching for 30 years and spent 18 of them at Catskill Elementary School, where she has been the chapter chair for three years. Elizabeth Untalnan, a 20-year teacher, has been teaching at Catskill for 18 years. This past year, they have organized against the co-location of Catskill by GANAS charter corporation. Within a few days of learning about the co-location, they quickly organized a rally with hundreds of supporters. They have attended GANAS’s board meetings along with Catskill supporters and spoken up against the co-location. Elizabeth created a presentation for parents and community members to explain the threats of the co-location. Due to their leadership, Alexandra, Elizabeth, and the Catskill team had a packed house at this meeting. They further continued the fight against the co-location by having a rally outside Carson City Hall and attending the council meeting, asking for the support of the council. Because of their organizing and diligence, the Carson City Council approved a resolution in support of Catskill Elementary. In July, it was announced that GANAS would not co-locate at Catskill—a huge victory for the community.

CTA/NEA professional growth opportunities

Free conferences for the 2019-20 school year.

- Are you new to the educational profession—five years or less?
- Are you interested in professional development?
- Are you interested in connecting with other educational professionals across the state?
- Are you interested in what CTA does for you?

If so, you are eligible to enter your name in a drawing to be held at UTLA headquarters on October 21, 2019, to attend any one of the outstanding CTA/NEA conferences for the 2019-20 school year.

To enter, please complete and return the coupon below via U.S. mail to UTLA/NEA Vice President Cecily Myart-Cruz, UTLA, 3303 Wilshire Blvd., 10th Floor, Los Angeles, CA 90010, no later than October 11, 2019.

All UTLA members now eligible to enter thanks to Build the Future, Fund the Fight merger vote!

**CTA/NEA Professional Growth Opportunities**

Print Name ____________________________
Employee # __________ Non-LAUSD email address: ________________________________
Home Address ____________________________ Zip Code ______________
City ____________________________
Cell Phone ____________________________
School/Office Name ____________________________
Gender: Female Male Non-binary
Ethnicity (optional): __African American __Asian Pacific Islander __Caucasian
__Hispanic __Native American __Other: __________________
I have been a UTLA member for _______ months/years.
I have been in the educational profession for _______ months/years.

Please enter my name in the October 21, 2019, drawing to be eligible to attend any one of the CTA/NEA conferences for the 2019-20 school year. Rooms based on double occupancy.

Please indicate your preference(s) below.
__Dec. 6-8 New Educators Weekend, San Diego
__Dec. 13-15 GLBT Issues Conference, San Francisco
__Jan. 17-19 Issues Conference, Las Vegas
__March 13-15 Good Teaching Conference, Garden Grove

Please return this coupon via U.S. mail to Cecily Myart-Cruz, UTLA/NEA Affiliate President, c/o UTLA, 3303 Wilshire Blvd., 10th Floor, Los Angeles, CA 90010, no later than October 11, 2019.
The California Challenge

SAVE THE DATES!

September 14, 8:00 a.m. – 3:00 p.m.
October 12, 8:00 a.m. – 3:00 p.m.
November 2, 8:00 a.m. – 3:00 p.m.
December 14, 8:00 a.m. – 3:00 p.m.

Presented by
Chuck Mendoza and Tony Duarte
California Teachers Association Human Rights Department Cadre Trainers

In response to requests from educators about the critical and growing issues of student diversity in our schools, CTA created a Student Diversity Training Program for Association members: The California Challenge.

The purpose of California Challenge is to foster understanding, acceptance, and constructive relations among people of many different cultures and language backgrounds.

This training program consists of eight (8) three-hour components: “Ba Fa, Ba Fa,” Understanding Cultural Diversity, Communicating Across Cultures, Culture and Conflict, Language, Learning and Culture, Multicultural Classroom - Part I, and Multicultural Classroom - Part II. Five Steps to Planning. Grade levels K-12

Come and join us for this informative and exciting training!

For registration information contact Jennifer Villaryo at 213-241-5149

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BOOKS

FOREIGN REAL ESTATE
Eight-unit apartment building for sale in residential zone of San Jose, Costa Rica. Contact 407-446-9776.

LAUSD JOB SHARE
Looking for a job-share partner for any Special Education position in any region. I can come to your school to share your Special Education position. Work 2-3 days per week or half of the days in the month (approximately 10 days per month). Please text or email me if you are interested or for more information. S. Bhatia: 310-344-2109 or sumibeel@yahoo.com.

I am a hardworking, personable 3rd grade teacher, with experience in TK-2, looking to job share at your elementary school. I taught at one school for 8 years, then started job-sharing in the 2018-2019 school year. I am currently still job sharing, but need a new partner for 2020 and beyond. My current partner is returning to full-time. Classroom management is a strong area for me; my partner should be structured but friendly, as well. Punctuality is also very important. I am looking for someone whose principal has already approved them to job share. Job sharing at my location is, unfortunately, not an option. I will work M-F morning shift. I am hoping to job share, with you, beginning in the Fall of 2020-2021 school year and beyond. This is a long-term arrangement for me, and must be for you, too. I would prefer to work at a school very near Northridge, Burbank, or Glendale areas. If interested please get in touch ASAP. Hoping to speak with you soon! 818-939-8498.

SEEKING RENTAL
Teacher looking for small house to rent in South Bay. Has large shaggy dog. Call Marline 310-561-2053.

In the Classroom
TRANSFORMING PRACTICE
CREATIVITY
FALL 2019
IN THE CLASSROOM
Join us at our beautiful campus for five fun and engaging workshops for K-12 classroom teachers and teaching artists.

EXPERIENTIAL WORKSHOPS IN
Visual Arts | Ceramics | Dance | Drama | Music | Poetry | Playmaking

Common Core Connections | ELD Strategies
Community Building | Restorative Practices
Integration of the Arts Across the Curriculum
Social-Emotional and Trauma-Informed Focus

REGISTER NOW!
SATURDAYS
8:30 AM - 5:30 PM
OCTOBER 5TH, 12TH, 26TH
NOVEMBER 16TH
DECEMBER 7TH

SPECIAL OFFER FOR LAUSD TEACHERS:
$250 for 2 LAUSD SALARY POINTS OR 2 MSMU EXTENSION UNITS

To Register:
INNER-CITYARTS.ORG/CITC

INFORMATION | PD@inner-cityarts.org | (213) 627-9621 ext. 114
Essay contest for grades 3-8  
FOCAL (Friends of Children and Literature) support group for the Children’s Literature Department, Central Library, Los Angeles Public Library, is sponsoring its annual writing contest for the 2019 FOCAL Award book, Chef Roy Choi and the Street Food Mix, by Jacqueline Briggs Martin and June Jo Lee and illustrated by Man One. The book describes the popular street cook’s life, including working in his family’s restaurant as a child, figuring out what he wanted to do with his life, and his success with his food truck and restaurant. Teachers, teacher librarians, and library aides can share the book, available at your school library or nearby LAPL 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 40th Annual FOCAL Award luncheon on December 14, meet the authors and illustrator, and receive their own autographed copy of the book. To find out more about the essay contest, go to http://localcentral.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 WWII  
Educators and curriculum leaders are invited to take part in a one salary point and multicultural education credit course on the National WWII Museum’s From the Collection to the Classroom series called “Volume One: War in the Pacific.” When: 8 a.m. to 1:30 p.m., October 12, 13, and 19 (two Saturdays and a Sunday). Where: Museum of the San Fernando Valley, 18860 Nordhoff St., Suite 204, Northridge. Learn at a local history museum, engage with oral histories, meet veterans, and study authentic artifacts. Presenter: Francisco Ortega (LAUSD social studies teacher, WWII Airborne Demonstration Team member, and affiliated with the National WWII Museum). Aligned with the ELA Common Core State Standards and National Standards for History. There is a $25 fee. Register online at https://achieve.lausd.net/mypln. Look for: Teaching History with the National WWII Museum: War in the Pacific. Course #55-19-187.

“Creativity in the Classroom” at Inner-City Arts  
Join Inner-City Arts for five engaging workshops for K-12 classroom teachers that focus on reflective, responsive practices that infuse learning environments with energy and relevance for students. The class will use brain and trauma research to deepen access to learning, integrate social emotional learning and restorative practices, make Common Core connections, meet the new California Arts Standards, and explore ELD community building strategies. Activities include visual arts, ceramics, dance, drama, music, poetry, playmaking, and more. Dates: 8:30 a.m. to 5:30 p.m. on five Saturdays: October 5, October 12, October 26, November 16, and December 7. Tuition: $150. Contact person for study arrangement: Salary point credit available. Register soon as class size is limited. Deadline: September 25. Location: Inner-City Arts Campus, 720 Kohler St., Los Angeles, CA 90021. For more information or to register: https://inner-cityarts.org/citc or contact Zoe Tomassello at PD@inner-cityarts.org or 213-627-9621, ext. 114.

Dance performances for schools  
The TuTu Foundation will be offering educational dance performances on October 4, 2019, at the Armstrong Theatre in Torrance. In a guided presentation, students appreciate various dance styles and learn about cultural diversities. Free admission and bus transportation for registered fifth- to 10th-grade Title 1 school groups; special needs students are particularly welcome. More information is available on our website: www.tutudance.org. Email to apply: edu@tutudance.org.
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