LA TEACHERS’ CHOICE
CAMPAIGN NOW TO WIN 4 SEATS ON THE SCHOOL BOARD

On March 3, we have the unique opportunity to elect our bosses—the LAUSD School Board. The school board votes on almost everything that impacts our profession and our students, including agreements on class sizes, pay raises, our healthcare, and staffing levels. The board hires and fires the superintendent and will decide how to enforce the new charter accountability laws.

We have endorsed a powerful team to continue the momentum of Jackie Goldberg’s victory in 2019 and take the board majority. All four of our candidates walked the picket lines with us during our strike. Now let’s walk and talk to voters for them. When massive numbers of educators talk with the community about the importance of electing pro-public education candidates, we win. See your chapter chair to sign up or go to lateacherschoice.org. Read more about the elections on pages 6 and 7.

Patricia Castellanos
Board District 7

Jackie Goldberg
Board District 5

George McKenna
Board District 1

Scott Schmerelson
Board District 3

VOTING STARTS FEBRUARY 22
ENDS MARCH 3

In a public school near you ....
Stories from UTLA’s public awareness campaign

Page 8
Win the School Board in 2020 to win bigger in 2022

By Alex Caputo-Pearl
UTLA President

The atmosphere at the temporary UTLA field office in Van Nuys was electric this past Saturday as more than 75 members prepared for precinct walking for Scott Schmerelson. Cecilia Cordova Hart, Adriana Garcia, and Christina Medina from Cohasset Elementary huddled together to look at their assigned turf map on their phones. Teams from Blythe Elementary, Winnetka Elementary, Sharp Elementary, and Beachy Elementary took their sheets of talking points and confidently departed for their assigned turf.

A few hours later, teams returned with countless positive stories about the doors, and more votes for Schmerelson. The collective spirit and joy that powered the work on the picket lines in January 2019 was, in turn, powering the work on the doors in February 2020.

The next day, Sunday, I was precinct-walking for Patricia Castellanos in the light rain with Angela Cornell from Ford Avenue Elementary, Christian Herrera from South Shores Magnet, and Mona Reyes from El Sereno Middle. We had launched with a training from the temporary UTLA field office in Carson, and we asked the sky, “Is that all you’ve got?” Our reception at the doors was positive, and we picked up several supporters for Castellanos. As we finished the shift, Angela, Christian, and Mona discussed teams from their schools coming back before March 3.

Meanwhile, in the past two weeks, billions of dollars in federal aid will flow to our schools to continue learning—something that will be desperately needed in the upcoming academic year. Our bargaining goal was to continue the classes that were running during the strike, more than 3,800 classes across all grade levels, from TK-12, were above the strike caps—something very few districts across the country have been able to do.

We are now seeing many victories from our strike implemented. The district recently released data that confirms what we have seen in schools: More than 99% of classrooms are at or below their class-size caps. Last academic year, before the strike, more than 3,800 classes across all grade levels, from TK-12, were above the strike caps that would eventually be established by the strike—now, only a tiny number of classes are over.

Getting legally enforceable class-size caps—something very few districts across the country have—was the first Herculean step, which we took with the strike. Having the district hire new teachers and substantially increase substitute pay is another victory that the district made to prepare for the implementation of the school board bill, which gives local school boards greater ability to reject corporate charters, and to support and replace corporate charters. We are now seeing many victories from our strike implemented.

We have won important victories, but the fight continues.

Everything we do now lays the groundwork for full contract bargaining in two years. Conversations with voters will only win us the School Board races and save our healthcare—they also reflect the work we need to do to power our movement in the future.

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Everything we do now lays the groundwork for full contract bargaining in two years. Conversations with voters will only win us the School Board races and save our healthcare—they also reflect the work we need to do to power our movement in the future.
We must win the four School Board races on March 3, and if some go to runoffs, we must win them in November.

The School Board is our boss. We have a unique power—we elect our bosses. It would be difficult to think of workers anywhere else who elect their bosses. We do. We must take advantage of it.

Full contract bargaining in 2022—when we can open all articles of the contract—will be a time of tremendous power and opportunity for us, with members, parents, and youth involved. It is right around the corner—we need to begin preparing soon.

We must see everything we do in 2020 as laying the groundwork for our big of-bilingual differentials, and pay equity; on immediately, before 2022: salary, in -

PRESIDENT’S PERSPECTIVE (continued from previous page)

This victory sent a powerful message to the district regarding how hard we will fight on healthcare—a useful foreshadowing to overall healthcare bargaining this year.

For other strike victories, the district has not met its obligations. While LAUSD has hired more nurses this year compared to other years, which is very good, the bench-

Our contract reopener bargain- and LSSEI/Pilot School bargaining, initiated two weeks ago, are address-

The second piece of winning is all of

Full contract bargaining around the corner

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We need every member voting and every school walking.

The fourth element of winning in 2020 to win bigger in 2022 is the most urgent.

We do. We must take advantage of it.

The School Board is our boss. It is difficult to think of workers anywhere else who elect their bosses.

In this issue

4 Our sequel to our strike UTLA’s three-year path to victory and how a year of action in 2020 builds to full contract bargaining in 2022.

6 Voter guide: March 3 primary election Why our team is the Teachers’ Choice and how you can join the campaign.

9 New NBCTs

14 Special section: Matrix & class selection

19 Passings

20 Committee page

21 Bilingual ed issues

24 Retirees’ corner

26 Classified

27 Grapevines

Get connected to UTLA
Facebook: facebook.com/UTLANow
Twitter: @utlanow
YouTube: youtube.com/UTLANow

Dance teacher Peggy Nguyen is one of the faces of our new public awareness campaign. Read more on page 8 and on www.werepublicschools.org.
A year ago, we won the largest educator strike in the United States. Your power on the picket line has changed the landscape of public education. Because of our strike, we have already seen:

- Class-size reduction at every grade level, TK-12, through enforceable caps, which very few districts across the country have. Per our agreement, the caps will go lower each year between now and 2022.
- More counselors and teacher librarians, along with new teachers
- Fewer Prop. 39 charter co-locations than at any time in the past ten years
- A strengthened local, state, and national movement for education funding and against privatization

Our strike was the major factor powering broader wins for our schools and communities. Two months after the strike, Gavin Newsom signed the charter transparency law. Nine months after, he signed a law giving local school districts more discretion to reject charters.

But we know ours is not a fight we win in one year. To unravel 40 years of disinvestment and privatization, to build parent and community support, and to keep moving forward, we need a roadmap that builds to full contract bargaining in 2022.

THREE-YEAR PATH TO VICTORY

Below is a broad outline of our three-year path to win in 2020 and build to full contract bargaining in 2022. Your insights are crucial to developing the path further.

Year 1: 2020
- Win pay increases, more Special Education support, and increased HHS staffing in opener bargaining (read more on page 8)
- Win all four LAUSD School Board seats
- Defend our healthcare
- Win the Schools and Communities First funding measure

Year 2: 2021
- Score more wins in the second round of contract reopeners
- Engage members & community deeply to craft demands for full contract bargaining in 2022, when we can open as many contract articles as we like, including proposals to lower class-size caps even more
- Build strike readiness for full contract bargaining in 2022
- Prep ground game for School Board, Mayor, State Superintendent, and Governor elections in 2022

Year 3: 2022
- Win our demands in full contract bargaining, supported by integrated member action, parent/youth/community organizing, and political action
- Achieve strike readiness—while we hope to win in bargaining without a strike, we must be ready to strike if we have to
- Win elections for public education supporters in local and state elections
Score wins in contract reopeners
Our contract allows us to negotiate three issues as “reopeners” in 2020 and three more in 2021. We will use these to address issues that most need attention before 2022. This year, we are bargaining contract reopeners for:

- Compensation increases, including an across-the-board salary increase, expanded bilingual differentials, and greater pay equity for Adult Ed, Early Ed, and CTE teachers.
- Special Education supports, including lower caseloads and more school psychologists.
- Increased HHS staffing, including PSWs and PSAs, crucial to student mental health and school discipline plans.

Win all 4 school board seats
The School Board is our boss. Board members determine whether or not to agree to our contract, our pay, our healthcare, class size, staffing and more. They decide on what charters to approve, and they hire and fire the superintendent. With healthcare bargaining in 2020 and full contract bargaining in 2022, we need people we can work with on the other side of the table. The charter privatizers will drop millions of dollars behind their candidates. We need to work this election hard.

Defend our healthcare
Our strike forced LAUSD to back off its most recent attack on our healthcare—but the district will attack again this year. Our agreement expires in December 2020 and is negotiated separately through the Health Benefits Committee. The district has the money to pay for our healthcare and our 2020 reopener demands, but we will need to fight to make them do it.

Win Schools and Communities First
Our strike gave a huge organizing boost to the Schools and Communities First ballot initiative, which closes a corporate tax loophole, is entirely progressive, and raises $12 billion per year for schools and social services. The election is in November 2020. As we said during the strike, LAUSD currently has the money to create a temporary pathway towards the Schools LA Students Deserve. But to make that pathway permanent, California must get out of 43rd place among the 50 states in per-pupil funding. Passing SCF in 2020 is key to winning the aggressive, comprehensive demands we will bring forward in 2022 full contract bargaining.

WE HOLD LAUSD ACCOUNTABLE
UTLA is rigorously monitoring the implementation of our contract. Since the strike, LAUSD has taken concrete steps forward in:

- Class size and staffing
- Special Education
- Itinerant and HHS representation and workspace
- Early Education
- Adult Education
- Immigrant support
- Community Schools

But, as of January 2020, the district is not meeting other obligations won during the strike, including:

- Hiring school nurses (follow-up bargaining has already been triggered on this issue)
- Reducing standardized testing
- Expanding green space at schools

We are going to fight to make sure the district meets its obligations in every area.

Final push to get Schools & Communities First on the ballot
We’re close to getting the 15,000 signatures UTLA committed to deliver to qualify Schools and Communities First for the ballot. If you haven’t signed the petition yet, talk to your chapter chair. Our schools desperately need the funding that SCF will provide, but first we need to get the initiative on the ballot. The final batch of signatures must be submitted in March.

Don’t believe the opposition: Schools and Communities First will not raise taxes on homeowners, renters, or agricultural land. California is the only state in the country that does not regularly reassess commercial property—essentially freezing commercial property taxes and delivering windfalls to corporations. For just one example, if Chevron were to pay fair market value for its California properties, our state coffers would see $100 million a year to fund schools and services. The Schools & Communities First initiative would fix this corporate giveaway and generate $12 billion a year for schools and other community services.
March 3 Primary Elections
Elect the Teachers’ Choice

L.A.U.S.D. SCHOOL BOARD
George McKenna
Board District 1
Scott Schmerelson
Board District 3
Jackie Goldberg
Board District 5
Patricia Castellanos
Board District 7

PRESIDENTIAL NOMINATION
Bernie Sanders

L.A. COUNTY BOARD OF SUPERVISORS
Herb Wesson
District 2

L.O.S. A.N.G.E.L.S. CITY COUNCIL
Grace Yoo
Council District 10
Lorraine Lundquist
Council District 12
Raquel Zamora & Cyndi Otteson
(dual endorsement)
Council District 14

H.U.N.T.I.N.G.T.O.N. PARK CITY COUNCIL
Graciela Ortiz
Marilyn Sarabia
Eddie Martinez

SOUTH GATE CITY COUNCIL
Gil Hurtado

M.E.A.S.U.R.E.S
YES on Measure R
Reform LA Jails

C.E.N.T.R.A.L. COMMITTEE CANDIDATES
The below members of UTLA and UTLA-Retired are running for LA County Central Committee.
Koreen Cea
(D–51st AD)
Marco Flores
(D–53rd AD)
Stacy Michaels Golden
(D–60th AD)
Jimmie Gray
(D–54th AD)
Ingrid Gunnell
(D–43rd AD)
Mary Rose Ortega
(D–51st AD)
Theresa Sanford
(R–64th AD)

A.F.F.I.L.I.A.T.E. endorsements
Our state affiliates, the CFT and the CTA, both have endorsed the following candidates.

STATE SENATE

Kris Goodfellow
SD 23
Henry Stern
SD 27
Josh Newman
SD 29

Richard Roth
SD 31
Lena Gonzalez
SD 33
Steven Bradford
SD 35

STATE ASSEMBLY

Luz Rivas
AD 39
James Ramos
AD 40
Chris Holden
AD 41
Laura Friedman
AD 43
Jocqui Irwin
AD 44
Jesse Gabriel
AD 45
Adrin Nazarian
AD 46
Eloise Reyes
AD 47
Ed Chau
AD 49
Wendy Carrillo
AD 51
Freddie Rodriguez
AD 52
Miguel Santiago
AD 53

SYDNEY KAMLARGER-DOVE
AD 54
EDUARDO GARCIA
AD 56
LISA CALDERON
AD 57
CRISTINA GARCIA
AD 58
REGGIE JONES-SAWYER
AD 59
JOSÉ MEDINA
AD 61
ANTHONY RENDON
AD 63
MIKE GIPSON
AD 64
SHARON QUIRK-SILVA
AD 65
AL MURATSUCHI
AD 66
MELISSA FOX
AD 68
PATRICK O’DONNELL
AD 70

STATE MEASURES
YES on Prop. 13
School bond measure

The way we vote is changing
Vote centers replace polling places

The March 3 election is the first time voters in LA County will cast ballots under a brand-new model. The major changes:

• Voters have the option to cast a ballot at any vote center in the county over an 11-day period (February 22 through March 3).
• The bubbles-and-ink ballots have been replaced with new voting machines featuring touchscreen tablets.
• Voters can make their selections before going to a vote center through the Interactive Sample Ballot, which creates a Poll Pass (QR code) that can be used at the vote center to transfer your selections to the voting machine.
• Vote centers will also be a place to drop off your mail-in ballot, register to vote (even on the day of the election), and get a replacement vote-by-mail ballot if yours is lost or destroyed.

Find a vote center near you and get more information at lavote.net.

Ad paid for by Political Action Council of Educators (United Teachers Los Angeles), 3303 Wilshire Blvd., 10th Fl., Los Angeles, CA.

Ad paid for by Students, Parents and Educators in Support of Castellanos, Goldberg, McKenna, and Schmerelson for School Board 2020, Sponsored by Teachers Unions, Including United Teachers Los Angeles, 3303 Wilshire Blvd., 10th Fl., Los Angeles, CA.

Additional information is available at ethics.lacity.org. Committee major funding from:
Political Action Council of Educators – United Teachers Los Angeles
American Federation of Teachers Solidarity Committee
National Education Association Advocacy Fund

This ad was not authorized by or coordinated with any candidate or committee controlled by any candidate.

NOTICE TO VOTERS
(Required by South Gate Municipal Code)
This campaign material is not authorized or approved by any candidate or local election official. It is paid for by the committees identified above. 3303 Wilshire Blvd., 10th Fl., Los Angeles, CA.
Why our team is the Teachers’ Choice

The LAUSD School Board is our boss—they are the ones who ratify our contracts, approve our healthcare, pass budgets, and hire the superintendent. If we let anti-teacher forces decide the school board elections, we will not be able to win on the issues we care about, including protecting our healthcare.

We need partners on the board with a track record of standing up for public education and who know what’s at stake for our students from the threat of corporate charter takeover.

Patricia Castellanos
BOARD DISTRICT 7
- Founding member of Reclaim Our Schools LA, the coalition that protested outside Monica Garcia and Austin Beutner’s houses during the strike
- LAUSD parent
- Community organizer
- Led campaign coalition for clean and safe ports and reducing truck emissions in surrounding neighborhoods

George McKenna
BOARD DISTRICT 1
- Former teacher and principal in LAUSD
- Has voted in support of every UTLA bargaining agreement since elected, along with two healthcare agreements
- Reduced student suspension rates across the district
- Prioritized higher graduation and college admission rates, particularly for low-income and historically underserved students

Jackie Goldberg
BOARD DISTRICT 5
- Huge supporter of our strike
- Authored and spearheaded a resolution to force co-locating charters to pay millions of dollars owed to our neighborhood schools
- Protected our public schools by leading the effort to defeat Nick Melvoin’s attempt to create Yelp-like ratings for public schools
- Champion for replacing run-down temporary bungalows with green space for our kids

Scott Schmerelson
BOARD DISTRICT 3
- Huge supporter of our strike
- Ensured that LAUSD provided support for our kids and communities during the fires
- Authored and spearheaded effort to get a gun safety resolution passed at the school board
- Uncovered Austin Beutner’s scheme to pay secret consultants to create a “portfolio” district and dismantle public schools

Let’s elect our bosses!
Campaign now for our School Board candidates.

Because of our strike, teachers became leaders in our neighborhoods. Our neighbors are waiting to hear who educators are endorsing for the school board elections. If we aren’t on the doors telling them who we support, we are throwing away that connection we have with the community.

UTLA chapters across the city have been joining together for Thursday neighborhood walks and weekend precinct walks. Talk to your chapter chair or sign up online for your own campaign shift. The School Board elections will affect everything heading into 2011 and 2012 regarding our healthcare, salary, class size, staffing, and more. Regardless of where you live, campaign with us for our candidates because their decisions will impact the entire district.

CAMPAIGN LOCATIONS
Walks for Board Districts 3 and 7
103 W. Carson Street, Carson, CA 90745

Walks for Board District 3
6634 Valjean Ave., Van Nuys CA 91406

SIGN UP at LATeachersChoice.org

DATES
Saturday shifts from 10 am to 2 pm
Sunday shifts from 10:30 am to 2:30 pm

Saturday, February 15
Sunday, February 16
Saturday, February 22
Sunday, February 23
Saturday, February 29
Sunday March 1
Monday, March 2
Tuesday, March 3
New UTLA ad campaign supports contract reopeners

Educator stories illuminate need for support and resources.

Last seen during the buildup to our strike, UTLA billboards are back in our communities, uplifting the transformational power of public education and supporting our contract reopener demands. The public awareness campaign includes more than 75 billboards across the city and a slate of digital ads on the LA Times, Pandora, La Opinion, and more.

With superhero-inspired graphics, each ad features a UTLA member with a quote about the impact of the work they do with students. The images drive people to the We Are Public Schools website to read personal stories about the realities of doing this critical work in an underfunded environment and why we need, for example, more mental health resources for students, wage parity for early childhood educators, and more support for special education.

By amplifying the need for greater resources for LA public schools and its educators, the ads support current contract reopeners with LAUSD, which began on January 29. We are at the table with proposals on the issues that need the most attention before full contract bargaining in 2022. Our demands:

- Compensation increases, including an across-the-board salary increase, expanded bilingual differentials, and greater pay equity for Adult Ed, Early Ed, and CTE teachers
- Special Education supports, including lower caseloads and more school psychologists
- Increased HS/PT staffing, such as PSWs and PSAs, crucial to student mental health and school discipline plans

Taking on Trump and the privatizers

UTLA reserved one of the highest-profile billboards to take on Donald Trump and other privatizers. The same day that Trump attacked teachers and called public schools “failed government schools” in his State of the Union speech, UTLA posted a hard-hitting billboard (image above) overlooking Highway 5 heading into downtown LA—one of the most viewed spots in the country.

The faces featured are a who’s-who of privatizers, including Betsy DeVos, Rob Walton of the Walton family, Ben Austin (lobbyist for the California Charter Schools Association), Robert Gutierrez (president and CEO of the California Taxpayers Association), which has funneled $139,000 to oppose the Schools and Communities First funding initiative, Maria Salinas (president and CEO of the Los Angeles Area Chamber of Commerce who vehemently opposed Measure EE), and Bill Bloomfield (conservative businessman who has funneled more than $800,000 in a smear campaign against Jackie Goldberg in BD 5).

See the full public awareness campaign and billboard map at www.wearepublicschools.org. UTLA’s proposals for contract reopeners are posted at www.utla.net/members/bargaining.

Front-line stories drive public awareness campaign

The student was sending text messages that read like final farewells, and one of his friends alerted the student’s sister, who then told her mother. The parent, who just two days before had attended one of my workshops on suicide and depression, called me in a panic.

The student had already left the house to go to school, but he never showed. The school moved into high alert, and over the course of the day, we learned that he had previously attempted suicide and was close with another student who recently had taken his own life.

Eventually, the student came home at 9 p.m. that night, and the process began to get him well, including hospitalization and ongoing care once he reintegrated into school.

Psychiatric Social Workers work with students on serious issues impacting their life and their education—everything from substance abuse and suicidal ideation to depression and the effects of intense emotional or economic problems. For many of my students, I’m the first mental health professional they’ve ever talked with. My office is a safe space for students, where we can build trust and build a connection.

I’m technically part-time at two schools, but in reality I take on a full load at each site because the need is so great. In total, I serve a student population of 1,000—four times the 250-student caseload recommended by the National Association of Social Work. Demands and expectations keep growing systematically, and I find myself working more time at home to keep up. My friends have become used to my standard text message response when they reach out for dinner on a Saturday night: “Sorry—I’m working.” If our schools had more funding for mental health professionals, our work-life balance wouldn’t be so out of balance, and more students would get the help they need to thrive.

I have a master’s in social work from USC, and I know I could make more money in a neighboring school district, but that’s not a move I want to make, even though sometimes I have to work a second job to make ends meet. I’m a product of LAUSD, and I want to keep up the work I’m doing.

“I’m not a babysitter and you are not babies.” That’s one of the first things I tell my students, because I want them to know we are here to learn. Early childhood educators focus on cognitive development, literacy, arts, math, logical thinking, relationships building—all the skills my students are going to need when they progress to kindergarten and beyond.

Recently a teacher wanted to meet me because one of her new kindergarteners kept telling her, “I already know that! Miss Kimmie taught me!” That’s my biggest pleasure—knowing I’ve set students on the path to the adults they might become.

Even though I tell the students they aren’t “babies,” they truly are my babies, and I have no shame when it comes to getting them the resources they need. Family, friends, neighbors—they’ve all been enlisted at different times to supply my classroom. I have one cousin who has “adopted” my room. It’s not uncommon for people to drop by my house with a little something and say, “I was shopping and I thought your students might need this.”

Any teacher will tell you we spend so much of our own money on our classrooms. When Amazon Prime delivers packages to the house, my husband will ask, “Is that for me?” The answer is always, “No, honey, it’s for my babies.”

The money we take out of our own pockets hits early educators harder because we suffer from a pay gap. Right now, early childhood educators with teaching credentials earn significantly less than our K-12 peers, which affects our schools’ ability to recruit and retain people.

Undervaluing early educators flies in the face of what we know about brain development, optimal time to learn, and how high-quality early education sets children up for future academic and life success. Wage parity is the right thing to do to lift up early educators and the students we teach.

—Kimberly Hinkston
Early Childhood Educator

8
Recently a former student stopped by to brag—"I'm making more money than you ever thought I would!"—and Elmer had enrolled in my Auto Tech class in LA Unified’s Adult Education program a few years ago because he knew he was not college material. From the time he was in high school he wanted to learn how to fix cars. Elmer thrived in my class and after that rose in the ranks at a well-known car dealership in Van Nuys. Elmer thought he didn't like learning, but it was just a matter of finding something that he was interested in.

We give people second chances—that's how I think about Adult Education. If you open the door to an Adult Ed classroom, you’ll find people learning English, working on their GEDs, or picking up skills to be cosmologists, electricians, plumbers, and solar panel installers. A lot of folks want to move out of their minimum wage jobs into something better. And our Adult Education program is affordable—most of our classes are free or of low cost. When I taught Auto Tech at a private trade college, students there paid $20,000 a year for the same classes that go for $150 in LA Unified.

I have a degree in automotive technology, and I was a senior technician with Isuzu for 10 years. My classroom is a full shop, with a lift, compressors, and all the tools we need. Many of my students are Spanish speakers, and auto work is a great equalizer because it's hands on. Local car repair shops and dealerships know my class, and people come to me and ask, "Hey, Aldo, do you have a promising student? We have a job opening." Most students I've placed in jobs are still there.

I know I'm having an impact on my students' lives, but being an adult educator in LA Unified can be a struggle. We don't have the same job security as our K-12 colleagues—our teaching schedule can change year to year, depending on the whims of management. One year you could have a full load of classes, the next year only 10 hours. You can't raise a family on that uncertainty. Tenure for adult educators would go a long way to strengthening our program, which meets such a huge community need.

—Aldo Robles
Automotive Technology Teacher

She was a bright, inquisitive student—but when I asked about her plans for college, her face went blank. Growing up in the foster system, she never thought to dream of college. Through a project for foster children, we got her on the road to higher learning and secured $20,000 in scholarships for Cal State Northridge. And she didn't stop there—she went on to get her master’s and is on track to become a licensed social worker.

Every Pupil Services and Attendance Counselor has stories like this. That's the power of what we can do: We can change the trajectory of a student's life.

Our main job is to address issues that keep students from school. We are a bridge between classroom and home, helping students with high absentee rates come back and helping teachers understand why someone might be acting out. Home visits are a critical part of our job.

—Megan Brown
Pupil Services and Attendance Counselor

The families we work with are often in survival mode, struggling with health, housing, economic, and mental wellness issues. Chronic absenteeism is always a symptom of something bigger. We are here to help, whether it's getting the student a TAP bus card so they can get to school, securing tutoring to catch them up, or connecting the family to community resources. Whatever we can do to get the student back in school and learning.

The need is great, but not every school has a Pupil Services and Attendance counselor. Many schools are forced to choose which critical services to fund. That’s not a choice schools should have to make—our students deserve all the supports that are essential to creating a healthy, thriving educational environment.

Southern California’s affordable housing crisis impacts the families I serve—and my family too. As a single mom to an amazing 10-year-old, I work a second job as a therapist and life coach to make ends meet, but paying rent is still a struggle some months. I’ve contemplated getting a roommate or downsizing to a studio. A fair pay raise would help.

—Megan Brown
Pupil Services and Attendance Counselor

LA’s new NBCTs are the most diverse in nation

128 LAUSD educators earn National Board Certification this cycle.

By Michael de la Torre, NBCT
The Support Network

Add 128 more names to the list of more than 3,000 LAUSD teachers who have earned National Board Certification by meeting the rigorous standards of the National Board for Professional Teaching Standards. This year’s class of LAUSD NBCTs leads the nation in diversity, with teachers of color making up more than 68% of the newly certified. In addition, more than 85% of the LAUSD NBCTs teach at a Title I school.

National Board Certification is a voluntary, high-stakes assessment designed to recognize and reward accomplished teachers. It is one of the profession’s highest distinctions. The process involves written portfolios and assessments that probe the depth of a candidate’s content knowledge and pedagogy. Like board-certified physicians and accountants, teachers who achieve National Board Certification have met rigorous standards through intensive study, expert evaluation, self-assessment, and peer review. Candidates can certify in one to five years. In LAUSD, NBCTs who work an additional 92 hours a year can earn a 15% salary increase—a raise that UTLA negotiated in 1997 to encourage accomplished teachers to stay in the classroom.

To help teachers through the certification process, many candidates join The Support Network, a collaborative UTLa-LAUSD program that offers facilitated workshops and peer support. Based on the most recent data, teachers who participated in The Support Network were twice as likely to certify as teachers who pursued on their own. Interested teachers can contact Michael de la Torre, NBCT, program coordinator of The Support Network, at mdela-torre@thesupportnetwork.net or visit the website at www.thesupportnetwork.net for more information.

Class of 2019 NBCTs

James Adams
Minna Aghassi
Nicole Allison
Erin Allovitz-Cohen
Liyam Amer
Erik Anderson
Priscilla Andrade
Zulma Arias
Julie Areola
Carmel Avila
Erik Ayala
Victor Balderas
Emily Barclay
Kell Basin
Jacqueline Belloso
Michael Blasi
Jason Bonilla
Zrinka Botiller
Jennifer Bower
Mark Campbell
Gabriela Castillo
Maria Caudillo
Cecilia Celis
Madeline Chartrier
Helena Chiapa
Eunseo Cho
Natalie Collier
Nellie Cusworth
Hannah Cynn
Jamyie Dean
Jocente Diaz
Cori Dorothy-Vyandele
Marcel Esperanza
Sandy Estrada
Rogan Ferguson
Emmanuel Galang
Sarah Garbers
Anna Marie Garcia
Erin Ghaffary
D M Gray
Olivia Gregorio
Wood Grigsby
Kathy Growsky
Xiaoyan Han
Adriane Harwood
Haleh Hashimi
Jonathan Hass
Toni Henderson
Alejandra Hernandez
Eva Hinton
Maria Igriyoon
Hugo Jacobo
Heide Jenkins
Amanda Johnson
Cheryl Johnston
Sarah Garbers
Anna Marie Garcia
Erin Ghaffary
Jarmie Koskela
Toni LaMassa
Griselda Lansdom
Roy Lansday
EliPDaLenham
Mandy Lenham
Jazmyn Lopez
Nely Lopez
Veronica Lopez
Claudia Luna
Ilda Luna
Erica Lundy
Ilda Luna
Maria Munoz
Aaron Napier
Michele Nieves
Anthony Nittie
Leilani O’Dell
Betty Peralta
Jessica Perry-Martin
German Pinon
Bitz Pirzadeh
Ana Polanco
Ana Polanco
Anna Pool
Peggy Shim
Lilian Ramos
Jose Rea
Jael Reboth
Alma Revueltas
Cindy Rhim
Cynthia Rodriguez
Mario Rodriguez
Suzanne Rodriguez
Adina Roussos
Roya Saghaei
Fabiola Sanchez
Martha Sanchez-Aguilar
Jailil Sandwall
Linda Santana
Mellanie Sanon
Matthew Shapiro
Peggy Shim
Silvia Sosa
Edna St Pierre
Jennifer Stankiewicz
Jessica Tang
Adrianna Tawachi
Samantha Tinkham
Sara Toborowski
Steven Torres
Carmen Tovar
Gabriela Trujillo
Alma Vergara
Matthew Wayne
Chi Haung
Carrie Wong
Shirley Wong
Melanie Sapon
Matthew Shapiro
Peggy Shim
Lorena Solorzano
Silvia Sosa
9
Students push for pepper spray ban

School police should not use chemical weapons against teenagers.

By Aliyah Fields and Isabell Diaz, Los Angeles High; and Sarah Djato, Terrence Hall, and Chelsea Alvarenga, Dorsey High

Earlier this school year, a terrible incident occurred at Dorsey High School. A couple of Dorsey students had gotten into a fight. But then a school police officer used pepper spray indiscriminately, spraying students who were fighting and students who were trying to break up the fight. And he pepper sprayed students who were innocent bystanders just trying to get to class on time. Dorsey is not the only place where this has happened. Recently, pepper spray was used by school police against teenagers at Fremont and LA High as well. At Fremont, the SWAT team was called on the students. A letter was sent to parents saying that no one was hurt, even though students were taken to the hospital from the effects of pepper spray. At LA High, a school police officer pepper sprayed a student after the student was already unconscious. Ten nearby students were also affected by the police officer’s pepper spray.

What do Dorsey, LA High, and Fremont High Schools all have in common? They all have a significant Black student population. Most schools around the country do not use pepper spray on children. We, student leaders in the organization Students Deserve, decided to launch a campaign calling for LAUSD to ban the use of pepper spray in schools by school police.

Do you know that LA County has banned the use of pepper spray in LA County Juvenile Detention Centers? When deciding to ban pepper spray in Juvenile Detention Centers, LA County Board of Supervisor Sheila Kuehl said: “This [chemical weapons spray] is a form of torture. And I don’t care if it works. It is not a tool that I want used in Los Angeles County.” Pepper spray has been banned in LA County Juvenile Detention Centers because of the physical violence and trauma that it causes. We believe it must also be banned in LAUSD schools.

We do not want LA School Police using pepper spray or other chemical weapons against teenagers ever again. We’ve spoken with our friends who are students in Students Deserve at other schools. When fights happen at Marshall HS, which is in LAUSD and has fewer Black students than our schools, police don’t use pepper spray on students. Security and staff de escalate the situation. Counselors, PSWs, and therapists are made available.

If alternatives to pepper spray are being used in Juvenile Detention Centers, then LAUSD should use alternatives as well. If alternatives to pepper spray are being used at other LAUSD schools like Marshall and at most schools around the nation, then pepper spray should not be used at our schools, or any schools in LAUSD.

We are about Making Black Lives Matter in Schools, and we see this issue as one of the next steps in our organizing toward Making Black Lives Matter in Schools.

As a member of Reclaim Our Schools LA, Students Deserve has been working alongside UTLA for many years on issues such as lower class sizes, ending “random” searches, and more mental health resources for students. We were proud to be part of the historic UTLA strike, and now we are so appreciative that UTLA’s House of Representatives and UTLA’s Board of Directors voted to join our effort calling on LAUSD to end its use of pepper spray in schools. UTLA members seem to understand that teenagers should not be pepper sprayed.

Last year we ended the use of random searches, which were a form of racial profiling that targeted Black and Muslim students and removed us from class on a daily basis.

This year, we plan on winning this campaign and banning the use of pepper spray by school police in LA schools. We are all 11th graders. Help us ban the use of pepper spray in schools before we graduate so that students never have to fear getting pepper sprayed on their way to class by school police ever again.

Join our effort. Talk to your colleagues about this issue. Talk to your students about this issue. Follow #studentsdeserve, our Instagram@la_studentsdeserve or email us at StudentsDeserveJustice@gmail.com.

Yes on Measure R: Reform LA Jails

Save millions of dollars from going to the school-to-prison pipeline.

By Rebecca Solomon (UCLA Community School) and Georgia Flowers-Lee (Saturn ES)

Systematic defunding of public education and the re segregation of Black and Brown schools have gone hand in hand over the past decades with dramatically increased money for the prison, jail, and deportation systems. Random searches and school police have taken the place, in many schools, of counselors and nurse who provide emotional and social health support.

Our recent strike worked to rectify pieces of this history: We fought for increased funding for education, reductions in testing, and community control of schools, as well as an immigration defense fund, more green space, and an end to the practice of racist “random” searches.

More resistance is happening: Measure R, the Reform LA Jails initiative, will be on the ballot on March 3, 2020. Measure R would save millions of dollars from going to the school-to-prison pipeline and require LA County to invest in rehabilitation and mental health treatment for prisoners. A recent RAND study found that more than half of all the inmates held in the L.A. County Jail suffering from mental illness do not need to be incarcerated and would be better served if they were diverted from the jail system into community-based treatment programs.

Our state has the largest prison system in the U.S. — with the 10th highest rate of juvenile incarceration while ranking 41st in per-pupil spending on public education. LA County is the biggest jailer in the U.S. and has the largest immigrant detention facility. As long as California spends $12 billion a year on incarceration, we will never have the schools that center on our students’ lived experience, with all the resources to meet their needs, including trauma and PTSD. Fighting for fewer resources for jails and more for mental health resources will directly benefit schools.

Just this past April, under pressure, the Board of Supervisors allocated almost $20 million to mental health services in LAUSD and LA County schools. This would not have been possible if Dignity and Power Now, Black Lives Matter-LA, and other community organizations had not successfully crushed plans to open a new women’s prison in Lancaster. This saved $250 million—funds that now can be used for mental health services.

We must end the school-to-prison pipeline inside and outside schools. Fighting to move funding away from jails and toward mental health treatment centers will directly benefit schools. Schools that value young Black lives and are sanctuaries where immigrant children thrive can only happen in a future that is focused less on punitive and criminalizing policies in schools and more on practices that heal and restore. This is a future worth fighting for.

Building the schools our students deserve means we must wage an open fight to DIVEST from the school-to-prison pipeline while we INVEST in mental health services in schools, meaningful ethnic studies, culturally empowering curriculum, and democratic schools.

Let’s vote yes on Measure R on March 3.
Show your heart some love

You can help avoid future heart problems by making healthy changes today. And the same habits that help keep your heart strong also reduce your risk for other conditions – another good reason to take these health tips to heart.

Know your numbers
Get regular screenings with your doctor to keep tabs on your blood pressure and body mass index (BMI). Blood pressure over 120/80 and BMI of 25 or higher are both linked to increased risk for heart disease and stroke.*

Stand up for your health
The more you sit, the higher your risk for heart problems. Try standing when you’d normally sit, like when you’re watching TV – or setting a reminder on your phone to get up and move once an hour.

Get the facts on fats
Some fats are healthier than others. Unsaturated fats like olive oil and avocado are considered superfoods you should eat often – whereas you should limit saturated fats like butter, and avoid trans fats altogether.

Visit kp.org/heart.

*American Heart Association

Kaiser Permanente health plans around the country: Kaiser Foundation Health Plan, Inc., in Northern and Southern California and Hawaii • Kaiser Foundation Health Plan of Colorado • Kaiser Foundation Health Plan of Georgia, Inc., Nine Piedmont Center, 3495 Piedmont Road NE, Atlanta, GA 30305, 404-364-7000 • Kaiser Foundation Health Plan of the Mid-Atlantic States, Inc., in Maryland, Virginia, and Washington, D.C., 2101 E. Jefferson St., Rockville, MD 20852 • Kaiser Foundation Health Plan of the Northwest, 500 NE Multnomah St., Suite 100, Portland, OR 97232 • Kaiser Foundation Health Plan of Washington or Kaiser Foundation Health Plan of Washington Options, Inc., 601 Union St., Suite 3100, Seattle, WA 98101
Fighting privatization

Communities unite against co-location

Parents ready to fight “como los maestros en la huelga.”

By Alex Orozco
UTLA Treasurer

In the past few weeks I have seen incredible fight-backs against co-locations. Even though these actions were on opposite sides of the city, they all had something in common: parents, students, teachers, and community members coming together to defend their local schools from charter encroachment.

Under a flawed state law known as Prop. 39, a public school can be forced to give away “unused” space to charter operators. In reality, that “unused” space is not unused at all—it houses arts and music classrooms, science centers, parent centers, and other resources that contribute to a vibrant educational program.

With the help of our amazing UTLA Staff and the UTLA Task Force Against Privatization and Prop. 39 (TAPP 39), we are empowering our communities to fight off the privatizers, and we’re winning! This year, we have fewer charter co-locations than at any time in the past ten years. Our TAPP 39 Task Force has been leading the charge by pushing out resources, holding trainings and workshops, and strategizing year-round about how to organize against the abuses of co-location.

We’re winning because of the outpouring of support at meetings like the ones that recently took place at Shirley Avenue Elementary in the West Valley and at Trinity Elementary in Los Angeles, where three of our schools came together to inform the community about the negative impact that co-locations will have on their schools. Having the staff of all three schools—Lizarraga Elementary, Maple Primary Center, and Trinity—show up collectively with parents and community members sent everyone a strong message that co-locations are not welcomed and are detrimental to the success of our students.

For the parents at Shirley Avenue, co-location is a newer concept, but they are ready to fight. Parents and teachers showed up in force for two meetings in the same day. Wearing their “Save Shirley” T-shirts, they spoke passionately about what their school could lose if co-located and their determination and commitment to not let that happen.

In both meetings best practices were shared by parents and educators on how to organize against the privatizers. Petitions and signups for next steps were circulated with commitments from hundreds of parents to continue to fight. Parents and communities also heard from experienced warriors in the fight against co-location, like Eloisa Galindo from Eastside Padres Contra la Privatizacion. Eloisa pumped up the crowd with stories about their victories against co-locations on the Eastside as well as preparing the community for a battle in the coming weeks. These meetings are just the beginning in our organized fight-back. Parents are activating their networks and learning about the loopholes in the law. Some eager parents motivated the crowds by expressing the enthusiasm to fight and win “como los maestros en la huelga”—like the teachers in the strike. The resounding message was if we did it once, we can do it again!

Check out resources and info on organizing against co-location at www.utla.net/get-involved/issues/prop-39.
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One of the most important—and most complicated—sections of the UTLA-LAUSD contract is Article IX-A, which covers the matrix and uniform staffing procedures for K-12 schools. Here’s a guide to some of the major elements.

### The Elementary matrix

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

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

### The Secondary matrix

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

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

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### Suggested time sequence for staffing procedures

<table>
<thead>
<tr>
<th>TASK</th>
<th>TIMELINE</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. a. Decision: Coordinators in your School Plan? Dean positions?</td>
<td>Month of April or prior to posting of Matrix</td>
<td>Principal and Chapter Chair may jointly develop alternate dates. See Article IX-A, Sections 4.0-7.0 and 9.0-10.0</td>
</tr>
<tr>
<td>b. Selection Process</td>
<td></td>
<td></td>
</tr>
<tr>
<td>II. Election of UTLA Chapter Chair</td>
<td>Spring (no later than April 20) Prior to selection of classes</td>
<td>Chapter Chair elections are to be conducted using UTLA procedures—any disputes should be referred directly to UTLA</td>
</tr>
<tr>
<td>III. Posting of Matrix by Principal</td>
<td>Mid-March No later than four weeks before classes are selected</td>
<td>Refer to Article IX-A, Section 2.0 Matrix must be posted approximately four weeks prior to the last work day of teacher’s assignment</td>
</tr>
<tr>
<td>IV. Teachers request classes/grade level (elementary) or classes/dept. (secondary)</td>
<td>Month of April Or earlier if a local site determines to use an earlier date</td>
<td>Principal and Chapter Chair may jointly develop alternate dates. See Article XXVII, Sec. 2.8, for dates of the Local School Leadership Council Election</td>
</tr>
<tr>
<td>V. Contractual date for teacher notification of tentative assignment</td>
<td>21 calendar days prior to the end of the teacher’s work year</td>
<td></td>
</tr>
</tbody>
</table>
Seniority is one of two equal factors (along with educational program needs) that the principal is required to consider.

Three methods to fill out the matrix

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

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

The UTLA-preferred method

Filling Vacancies After Initial Selection

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

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

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

What is the Dispute Resolution Procedure?

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

Chapter chair checklist

1. Read UTLA/LAUSD contract (CBA), Article IX-A, Section 2.0-9.0.
2. Hold meeting or survey teachers to determine which locally determined method they wish to use for requesting grade levels or classes within a department. Notify teachers who are on leave in writing (mail, email, website, etc.) of date and time of the matrix selection process.
3. Meet with principal to agree on the locally determined method to request classes and the timeline for the process. (If the principal and chapter chair cannot agree, call your UTLA Area Representative.)
4. Request an exact copy of the district seniority list from the principal.
5. Follow process for electing, confirming, or selecting full-time coordinator and/or dean positions; chapter chair; released time for chapter chair, if applicable.
6. Principal, in conjunction with chapter chair, determines percentage of permanent to non-permanent teachers for the coming year. Principal posts matrix, which includes type of class, credentials and/or qualifications necessary, and differentials, no later than four weeks prior to the last work day of a teacher’s assignment. (If the matrix did not contain the appropriate information, if “qualifications” posted are not reasonable or valid, etc., call your UTLA Area Rep.)
7. Elementary permanent teachers request and are assigned classes/grade level based on the matrix; non-permanent teachers fill out preference forms and are assigned positions by principal. Secondary permanent teachers request classes/departments (Article IX-A, Section 2.0).
8. Principal assigns tentative classes consistent with CBA, Article IX-A, Section 2.0 by May 20, or date as negotiated with LAUSD. (If classes were not assigned consistent with Article IX-A, Section 2.0, immediately initiate the Dispute Resolution Procedure.)
9. Give preference forms to the principal in case of vacancies and adjustments. (Keep a copy for yourself.)

Filling Vacancies After Initial Selection

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

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

If the classes were not filled according to the contract, call your UTLA Area Representative.
Chapter chairs: Backbone of our schools

Members will fill chapter leadership positions for the 2020-2021 school year.

By Arlene Inouye
UTLA Secretary

As I visit schools and attend meetings with itinerant employees, I encounter enthusiastic new chapter chairs, co-chairs and vice chairs, CAT teams, and school leaders across the city. From teachers/educators who have taught for a few years, to those who have been working for decades, UTLA members have felt the need to take on new leadership roles. One member told me that even though he had been teaching for many years, it was during preparation for our strike that he saw that UTLA needed him. Another young leader stated that she always thought you had to choose between being a teacher and a union activist, but the strike taught her that not only could she do both, but she needed to do both. This past week I attended a meeting with PSW CAT leaders from across the city. There were 20 PSW leaders, excited to be together and ready to organize the entire school board precinct walks. This is the power of our chapter leaders.

Our January 2019 UTLA strike is remembered for shifting the narrative, bringing a realization of the inequality and disinvestment in public education over the past 40 years and the will of UTLA members, parents, community, and unions to fight back. Our strike lifted up new possibilities for public education in Los Angeles and beyond, and showed the power when we are united around a vision for the Schools Our Students Deserve. What the general public likely does not know is the critical role that chapter chairs, co-chairs, vice chairs, and CAT teams played at our schools to build our backbone of schools. It is why we say that for us to keep making more gains and building from where we are, we need a continuous flow of members to step up as chapter leaders and CAT team leaders.

I feel that it is a privilege to be in a union, a place where we are valued and have a voice. And because our unity in numbers, we can win changes that we could not as individuals. UTLA gives us a place to fight against the attacks, a place to channel our anger and pain, and to do something about the horrific conditions facing our students. We have the opportunity to participate in a democracy that engages with all of our members to bring us together around our core values. These are values that center on what public education is about and the essential resources needed for our students; values that center on respect and basic support for members, including working conditions, salary, health benefits and more.

We carry out our values through our chapter chairs and CAT members, who support emerging leadership at the school site, provide opportunities to organize and work together as a school team, and further our power from the grassroots level. We have a winning strategy for how to keep evolving, but it starts with the willingness of members to take on this role. Having a chapter chair at every school makes a difference. You don’t need to know everything that gets shared, the conflicts with administration that get resolved, the contract wins that get enforced, and the ability to organize around critical school-site concerns and broader and crucial union issues, such as the School Board races and the Schools and Communities First funding measure. Last year we had a record number of chapter leaders at more than 800 school sites and more special category chapter chairs, plus hundreds of co-chairs, vice chairs, and CAT members. This allowed us to have a strong communication structure of 10 members to a leader and to have two-way communication.

Now is the time of the year when we elect our new leadership teams at school sites. The election of a UTLA chapter chair, vice chair, and/or co-chair is a critical part of maintaining a strong connection of members in a chapter, to a larger cluster, and to a larger area. Additionally, our contract added more special category chapter chairs for substitutes, health and human services professionals, and itinerants in categories that have more than 200 members and meet in local districts (see the special categories form on this page).

Like last year, we are making an all-out effort to have elected chapter leaders in place before the summer break so that we can continue our strength in our schools and union. Each UTLA chapter should make every effort to complete the election process no later than April 17 so that our Area representatives, cluster leaders, and Area leadership can know which schools to reach out to before the end of the school year. Please see the UTLA chapter chair election rules and duties at www.utla.net.

For the special category chapter chair elections, candidates self-nominate using the form on this page, which is also due on April 17. Let’s continue the momentum as we build the strong foundation of our chapter structures. Please let me know if you have any questions at ainouye@utla.net.

Special category chapter chair election

Self-nomination forms due April 17.

Article IV, Section 8.3 of the UTLA/LAUSD Agreement provides for Chapter Chairs Districtwide for major employment categories that are not school-site based. These Chapter Chair categories are as listed:

- Adopted P.E.
- Arts Education Itinerant Teachers
- Audiometrists
- Deaf and Hard of Hearing
- Educational Audiologists
- Elementary Counselors
- Non-Public Schools
- Elementary Literacy Coaches
- Occupational and Physical Therapy
- Pr/H/F/LB Counselors
- Psychiatric Social Workers
- Pupil Service and Attendance Counselors
- School Nurses
- School Psychologists
- Secondary Counselors
- Speech and Language Pathologists
- Substitutes Central Calling Area (1, 2, 3, 4)
- Substitutes North Calling Area (1, 2, 3, 4)
- Substitutes South Calling Area (1, 2, 3)
- Visually Handicapped
- Vocational Education

Categories in bold above can have multiple chapter chairs.

Candidates for these Chapter Chair positions must be a current member of the non-school-based employment category listed and must self-nominate with this form; otherwise the positions will go unfilled. Self-nomination forms must be returned to Princess Sykes at UTLA, 2133 Wilshire Blvd., 10th floor, Los Angeles, CA 90010. Attention: Constitution Committee, no later than April 17, 2020, at 5 p.m. If more than one person is nominated for a category, the election then will be carried out by ballot, mailed to the homes of all members of that category. The ballots shall be mailed on May 1, 2020, and must be received no later than 5 p.m., May 10, 2020. Anyone who is eligible to vote (i.e., a UTLA member of that category) but has not received a ballot must call Princess Sykes at UTLA at 213-368-6220 by May 8, 2020, to request one. Please see UTLA Chapter Chair Elections and Duties on utla.net for further information regarding qualifications for this office, duties of the chapter chair, term of office, etc. Groups of 80 or more members may elect a Co-Chair to assist the Chair as needed. Citywide groups that have Local District or similar sub-group meetings are encouraged to elect a Vice Chair for each Local District or sub-group. UTLA is also recognizing Chapter Chairs for each of the regional groupings (Local Districts) for the following large groups: Psychologists, Nurses, PTA Coordinators, Secondary Counselors, Speech and Language, and OS/PT.

<table>
<thead>
<tr>
<th>Name</th>
<th>Employee Number</th>
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<tbody>
<tr>
<td>Address</td>
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<td>City</td>
<td>Zip</td>
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<tr>
<td>Home Phone</td>
<td>District Position</td>
</tr>
</tbody>
</table>

(Circle One) Candidate For: Chair Co-Chair Vice Chair

Local District (needed for HHS itinerant):

Special category you would represent

Substitutes Only: Calling Area & Number
They're all around us.

Our strike last year showed us an unprecedented flowering of, among many things, leaders stepping into their own. Unknown chant leaders found their voice, and lifted up the voices of others. Organized food tables appeared, seemingly out of nowhere, but really from the careful thinking, coordination, and hard work of so many. People held themselves together as the rains continued, day after day, because leaders took the time to talk and check in, both with individuals, with small groups, and sometimes with large groups. And when it came to bringing together unprecedented large groups, such as the miles-long North Area Gauntlet down Sunset, we saw people have the vision to see what the action might look like, and the follow-through to help people plug in to make the action happen together. I think it’s safe to say that our union has never seen as many vibrant member leaders taking action at once.

For our union to become stronger, to grow, to be successful in our goals, heck, to even survive in the post-Janus era, we are going to need to dedicate ourselves to bringing forth, nurturing, and, most importantly, being guided by the next generation of member leaders. Organizations that do not invest time, energy, and focus toward recognizing and developing the leadership essential to their stability and growth become staid, brittle, weak, and, ultimately, defeated in the public arena.

Our current UTLA Board of Directors has recognized this need for years and has included the development of a framework for understanding union leadership as part of our overall strategic plan. We need a framework to describe and understand what leadership looks like and should look like in UTLA as the ideas surrounding leadership are as diverse and sometimes contradictory as, well, the collection of candidates for union office now running.

We use the California Standards for the Teaching Profession to have a common language and understanding of what good teaching looks like, and we use the California Professional Standards for Education Leaders to have a common language and understanding of what we think good administration looks like. Neither document really captures the kind of qualities unique to union leadership. And without a shared document, developed by a broad range of members with experiences in formal and informal leadership roles, we will be stuck with sometimes contradictory notions of leadership, and no agreement on what to look for, or how to develop it.

We won’t always have the intense clarity of being on strike for us to find and identify leaders; we will have to figure out how to find leaders in our regular lives. We won’t always find leaders who “have the whole package” in the sense that they have both the qualities and the opportunity to develop those qualities further. Opportunities to showcase leadership are an important and rare commodity within our work. For example, you won’t know someone is an effective public speaker until they have a crowd, a microphone, and a message. We won’t know that someone can effectively develop and implement a plan, unless they have the space, encouragement, and purpose to do so.

If you are interested in thinking about what it takes to be an effective leader within the union, what aspects of leadership are overrated or perhaps undervalued, and how we should build more leadership, then you might want to consider having a conversation with your Board of Directors or union officers listed in the front of this newspaper. It is crucial to the long-term development and survival of this union that some of the leadership we now know is out there become a part of our union’s future.
Elementary notebook

How much testing is going on?
We know it’s too much—and data will help us reduce it.

By Gloria Martinez
UTLA Elementary Vice President

Testing season. Remember when that was actually a thing? Nowadays it seems like testing is all year long, meaning we as educators never get the opportunity to revisit missed standards or adjust our curriculum to the needs of our students. Over the next few weeks the district will (finally) be asking local districts for data on the number of assessments administered at their school sites. This information is vital to make a push to lower the number of district-required assessments. Through our strike, we won an agreement to identify all district assessments and the impact on instructional time with the stated goal of reducing testing by 50%. A joint Testing Task Force was formed and has been meeting according to the agreement, but the district has been dragging its feet on compiling data. We will need your help to keep administrators accountable, from the school sites to the local district. More on that in just a bit.

For too long district officials have been hiding behind LAUSD Memo 6700.3, which lists the federal, state, and district-required assessments. The Testing Task Force cannot make recommendations on assessments that fulfill state or federal requirements, but we can expose the inconsistent number of hours students spend on various district tests across the different local districts. It is not uncommon for me to visit one school and hear of the stress that the bimonthly Progress Monitoring is causing not only for our educators but more importantly for our students. I then travel down the road to a nearby school and ask the teachers if they are having a similar issue, only to learn that they have never administered a Progress Monitoring assessment. This inconsistency is reckless, and we need to know who is making these calls and how to hold them accountable.

Let’s talk more about accountability. As I mentioned earlier, we have been asking the district to collect data on the number of “optional” assessments administered in our schools (those not required per Memo 6700.3). I put the word “optional” in quotes because the reality is there are several pressures that make the “optional” assessments feel like a mandate. These pressures include the faux calendar requiring more IABs than the two in each semester (one ELA and the other in math), the emails asking you to input your Progress Monitoring scores, and the verbal directives leading you to believe that these excess assessments are actually required.

Over the next month, we ask that educators at every school call a grade-level meeting to list all the assessments you administer throughout the school year. We’re not looking for teacher-created assessments or all of the informal assessing you do throughout the day—but rather the ones you administered beyond the required ones outlined in Memo 6700.3. Once you have that list, please give it to your chapter chair, who will then compile all the lists and submit them to us. This work will help us get a true picture of testing across the city and keep administrators accountable.

As the testing task force meets with the district to tackle the issue of overtesting, your grade-level and school-wide discussions will support our push at the table and pressure the district to do right by our students.

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Passings

Joseph Zanki passed away on December 19, 2019, at the age of 80. He was born in Komiza, Croatia, on November 27, 1939, and was a longtime resident of San Pedro and of Orange County. Before retirement, he taught health and history for 38 years at Roosevelt High. He is survived by his wife, Charlene Zanki; son Joseph G. Zanki; daughters Stephanie Mague and Melanie Edwards; and grandchildren Kyle and Jacob Mague; Isabella, Angelo and Camila Zanki; and Owen and Riley Edwards.

Steven Brager died October 27 at age 67. Steven worked for LAUSD for 25 years as a special education teacher from 1980 to 2005. He was loved and will be missed by his family and many friends. He is survived by his wife Teresa; daughter Jenna; mother Betty; sister Rhonda; and many cousins.

Send news of passings to UNITED TEACHER at utnewspaper@utla.net.

Mail in your UTLA ballot!

Ballots for Officer and Board elections due Feb. 28

GET INVOLVED IN A WOMEN’S HEALTH STUDY

ADVANCING POSTMENOPAUSAL PREVENTIVE THERAPY is a study to determine whether a new FDA-approved menopausal therapy reduces hardening of the arteries, a leading cause of women’s death and cognitive aging, a major health concern.

You may qualify if you are 45-59 years of age and do not have heart disease.

Call us: (323) 442-2257, or visit us: aru.usc.edu

IRB #HS-18-00788
V120519

UTLA honors and respects the many years you have given to your profession and our students and invites you to celebrate at the 2020 Retirement Dinner Dance

Saturday, May 16, 2020 Luminarias

If you are retiring between July 1, 2019, and June 30, 2020, request a formal invitation online at www.utla.net/events/2020-retirement-dinner-dance or complete coupon below and mail before April 3, 2020, to UTLA, Attn: Rosa Beasley, 3303 Wilshire Blvd., 10th Floor, Los Angeles, CA 90010. For more information, contact Rosa Beasley at rbeasley@utla.net

Mail in your UTLA ballot!

Ballots for Officer and Board elections due Feb. 28

GET INVOLVED IN A WOMEN’S HEALTH STUDY

ADVANCING POSTMENOPAUSAL PREVENTIVE THERAPY is a study to determine whether a new FDA-approved menopausal therapy reduces hardening of the arteries, a leading cause of women’s death and cognitive aging, a major health concern.

You may qualify if you are 45-59 years of age and do not have heart disease.

Call us: (323) 442-2257, or visit us: aru.usc.edu

IRB #HS-18-00788
V120519
BUS TRIP TO MANZANAR

Saturday, April 25, 2020
UTLA Building 2nd Floor
3303 Wilshire Blvd., Los Angeles, 90010
10 AM - 5 PM

Cost: $130 (includes round trip transportation, entrance fee, and lunch)

Workers’ Compensation

On your trip, you will be served lunch and will be able to explore the Manzanar National Historic Site, a Japanese American internment camp that housed over 10,000 people during World War II. The site includes a reconstructed Japanese family home, a museum, and a reconstructed internment camp. You will also have the opportunity to visit the Japanese American National Museum in Los Angeles, which focuses on the history and culture of the Japanese American community.

To learn more about the trip, visit www.utla.net/search and search for “2020 manzanar.”

If you have any questions, contact the committee chair at 3303 Wilshire Blvd., 2nd Floor, Los Angeles, 90010, or call 213-487-5560.

EDUCATORS........
KNOW YOUR BENEFITS........

Your workshop is for you!

Take control of your retirement

UTLA Pre-Retirement Issues Workshop

Saturday, March 21, 2020
8 AM – 12 PM
UTLA Asian-Pacific Committee

To enter, see the following:

1. Completed Sue Embrey Community Activist Scholarship Application
2. Chapter Court Case (Submitted by Chapter Chair)
3. Parental/Teacher Recommendation Form
4. (Optional) A letter from your family, friends, or your high school/college
5. A 300-word essay about how the defendant will pay for your education and your future plans
6. Inclusion of a personal letter or a video/DVD of your project

You may receive up to $2000 in scholarships. Scholarships will be awarded to current high school seniors only.

If you have any questions, contact the committee chair at 3303 Wilshire Blvd., 10th Floor, Los Angeles, 90010, or call 213-487-5560.

Workshop is limited to the first 300 attendees.

Registration link can be found in the UTLA Calendar.

If further information is needed, please call Beverly Rash, Scholarship Secretary at UTLA 818-642-0981 ext. 222 or visit utla.net/about/us/scholarships

Additional information:

3303 Wilshire Blvd., 2nd Floor, Los Angeles, 90010
Directions: 2 blocks west of Vermont at Berendo.

Parking is available in the UTLA Parking Structure located off Berendo.
Bilingual education issues

“The invisible work of dual-language educators”—that is the title of an article from New America, a nonprofit public policy think tank headquartered in Washington, DC.

Every teacher works “overtime” preparing materials, grading, conferencing, shopping, and more, but the workload of bilingual and dual-language teachers is exacerbated by the lack of ready-made materials in their language of instruction. While some materials do exist, particularly in Spanish and specifically in math, teachers realize the importance of adapting them, linguistically, to the needs of their English learners. So typically, these dual-language teachers count on the English-language materials provided by the district and spend many of their own hours translating them. In LAUSD our amazing dual teachers are doing this in Mandarin, Korean, Armenian, Arabic, and French.

According to the article, it takes about an hour of labor to translate 300 words. But no extra planning time or monetary compensation is allotted. The preferred dual-language classroom model in elementary school is two partner teachers collaborating in teaching two separate cohorts of students. One teacher delivers instruction in English and the other in the target language. They both are responsible for testing, instructing, grading, conferencing, and doing report cards for both cohorts.

The dual-language teachers are also often assigned as the parent outreach and PR people for the school’s dual program. This would include the preparation of PowerPoints, graphic organizers, and parent meetings. Many teachers report that the materials found on Pinterest and Teachers Pay Teachers, though readily available, may not be of high quality, so they continue to develop their own. Some American publishing companies provide materials that are poorly translated rather than purchasing them from the countries representing the languages of instruction because of cost. That poor quality, again, necessitates more translation and recomposing of the materials by dual-language teachers.

From the article: “Dual-language immersion programs, hailed for the academic, cognitive, and future economic opportunities they bestow upon students, are wholly dependent on multilingual educators. Each of the aforementioned issues are critical to create a culture in which dual-language and bilingual educators can thrive. And to the dual-language educators nationwide doing the essential ‘invisible work’ each day, we see the invaluable effort you put forth on behalf of your students, and we thank you wholeheartedly.”

We believe in fair compensation for work over and above working hours in the circumstances described above. Our bargaining team continues to move forward in that direction.

We look forward to seeing you at the next meeting of the Bilingual Education Committee on March 25 at 4 pm in Room 826. We need your brains and your voices.

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

En solidaridad,
—Cheryl Ortega
Director of Bilingual Education
cortega@utla.net
Invigorated for the racial justice fight ahead

UTLA conference focuses on “Teaching for Black Lives in Segregated Times.”

By the UTLA Racial Justice Task Force

On February 1, UTLA’s Racial Justice Task Force hosted a conference for racial and social justice: “Teaching for Black Lives in Segregated Times.” More than 100 UTLA members and community organizers participated in a day of workshops, speeches, performances, and reflection on issues surrounding racial and social justice in education. Discussion topics were centered around dismantling the racist, sexist, classist system that keeps our students from getting the education they deserve, especially our Black and Latino students.

Visitors from Oakland, Chicago, Seattle, San Diego, and the California Teachers Association came to support and speak at the conference. Afro-Latino musicians and dancers fed us spiritually and reminded us to take time to celebrate within this struggle for justice. The amazing workshops inspired us, gave us much needed history and resources, and invigorated us for the long fight ahead. The co-founder of Black Lives Matter, Patrisse Cullors, spoke about her years fighting against racial profiling and the injustice system. The vice president of the Chicago Teachers Union, Stacy Davis Gates, had a frank discussion with us about the fight for racial and social justice in Chicago and how to build unity in order to win. If you missed it this year, be sure to sign up next year.

This conference was organized by the UTLA Racial Justice Task Force, which was formed more than five years ago. Rank-and-file members saw a need to address specific issues facing Black and Latino students and put forward a resolution in the UTLA House of Representatives about our union taking a stand against racial profiling and police brutality. The resolution passed, and it led to the formation of a racial justice committee. The Racial Justice Committee was a multiracial group of teachers, UTLA board members, students, school staff members, community organizers, parents, and many others. The committee worked to address various problems faced by our Black and Latino students, who are disproportionately singled out for discipline and arrest in schools and in the community. They organized along with Schools LA Students Deserve and Students Not Suspects, among others, to eliminate random searches and increase Restorative Justice programs in schools. They hosted forums, panels, rallies, and meetings. They created flyers, curriculum, and distributed resources to the membership and the larger community. More recently, the UTLA Racial Justice Task Force, as it is now known, helped to add racial and social justice issues to our strike demands and helped show our communities of color that their teachers are willing to fight for them.

This conference was another step on the long road for racial and social justice. It prepared us for the Black Lives Matter in Schools Week of Action and Black History Month. The energy of the participants, especially some of the new teachers, inspired and invigorated everyone who attended to ramp up the fight and keep this critical conversation going within our union, schools, and community. There is so much work still to be done, and we already have ideas for our next big fight. There are campaigns being waged right now against the use of pepper spray in schools, for housing justice, for reforming LA jails, and more. Now is the time for you to join the movement! Contact the Racial Justice Task Force to get involved. Email us through our co-chair, Cecily Myart-Cruz, at cmyartcruz@utla.net.

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

February 14, 2020
Salary point class on anger management for teachers

“Anger Management & Emotional Intelligence Training for Teachers” is designed to provide teachers with effective strategies to deescalate high-pressure situations that may occur due to negative emotions. Are you experiencing disruptive students in the classroom? Do you find yourself sending children to the office and out of the classroom frequently? This course is designed to help teachers communicate better, deal with anger, cope with stress, and empathize inside of the classroom using the CASE approach. This salary point course will help teachers respond better to student behavior and redirect students on the spot, using the contrasting wheel of behavior and other effective tools. Course materials and registration: $149.99. Registration fee includes EQi. 2.0 assessment and/or Core Values Index (CVI), Contrasting Wheel of Behavior Chart, and Gaining Control of Ourselves textbook. Register at www.eventbrite.com/e/anger-management-emotional-intelligence-training-for-teachers-tickets-93172414199.

Online salary point class on computer science and coding

Teaching computer science and coding can be challenging. Popfizz Computer Science courses are designed to build confidence and skills. Create code projects, troubleshoot errors, and get activity ideas for your students. The courses range from building projects using circuit boards such as Microbit and Raspberry Pi to Python and Java programming. The classes are self-paced so you can join and learn at your own convenience. For more information, contact Jane at hello@popfizz.io or call 650-670-2661. The fee is $175, which includes the online course, 1:1 support, code reviews, and Q&A sessions.

Salary point class on trauma-informed instruction

Trauma can greatly affect students’ ability to learn. But, despite these odds, teachers can be factors of healing. Education4Equity’s new two-salary-point class on “Trauma-Informed Instruction” guides educators through a paradigm shift toward deeper understanding, heightened sensitivity, and increased efficacy in teaching students affected by trauma. This course covers effective ways to build the healthy relationships and self-care needed for meaningful learning in the aftermath of adverse childhood experiences and trauma. E4E courses are LAUSD-approved and research-based to provide actionable steps to promote equity and excellence in your classroom. E4E courses are 100% online and can be taken anywhere, with six months to complete coursework or up to one year if you enroll in three or more classes. Graduate credits also available. To find out more, visit www.education4equity.com.

Salary point courses

Instructor Andrea Thomas-Harris is offering two educator salary point courses for educators:

- “A Plan of Action to Support African-American Males in the Classroom” (K-8) is designed to provide research-based strategies and resources to assist teachers in developing a plan of action to support African-American males in the classroom. One multicultural salary point available.
- “Utilizing a Growth Mindset to Support Social Emotional Learners” is designed to introduce teachers to effective strategies and research-based instructional practices that support the Social Emotional Learner, with an emphasis on Growth Mindset. One salary point available.

The fee for each course is $150. Enrollment is ongoing. For more info, email TheChangeAgent100@yahoo.com.

Teacher education book by UTLA member

Scott Mandel, UTLA Valley East Area Chair, has published his 12th teacher education book, Classrooms in the Real World: Practical Advice From a Veteran Teacher. The book is a collection of many of Mandel’s stories from his 35 years in the classroom, presented as a set of teachable moments—a practical “how-to” book for new teachers, one based on interacting with kids on a daily basis. Rather than providing educational theories about what “should be,” Mandel shares real-life stories of how to relate to your students, administrators, and parents, along with thoughts on how to deal with the multiple curricular and classroom challenges. The book is available through Myers Educational Press at https://myersedpress.presswarehouse.com.
Retirees’ corner
Report of the October 18 General Assembly Meeting.

By Susie Chow
UTLA-Retired Secretary

Opening remarks: Juan Parrino, former UTLA staff member, thanked the retirees for their participation in previous election phone banks. He spoke about Home Boy Industries and asked for volunteer tutors, especially in math, as the jobs in the construction field are growing. His contact is juanparrino@sbcglobal.net. UTLA Treasurer Alex Orozco spoke about the school board races and negotiating healthcare for next year. He relayed that the UTLA House of Representatives and UTLA Board of Directors endorsed Bernie Sanders for President.

Treasurer’s report: UTLA-Retired Treasurer Mike Dreebin presented the 2019-2020 budget, as developed by the Steering Committee, for approval. The budget of $55,900 was approved. There are about 4,342 members in UTLA-R. $55,900 was approved. There are about 4,342 members in UTLA-R. 2020 budget, as developed by the Steering Committee, for approval. The budget of $55,900 was approved. There are about 4,342 members in UTLA-R.

Membership and PACE reports: UTLA-Retired Vice President Cecelia Boskin reported that UTLA-R has 4,285 members in UTLA-R.

Legislative report: Mary Rose Ortega, our legislative reporter, gave written copies of the legislation sponsored by CARA, the California Alliance for Retired Americans. She also stated that the Social Security Offsets (GOP/WEIP) is still in Congress. She relayed that the CTA-Retired Lifetime membership is $550 and single payment dues are $80 per year. This can be deducted from STRS. CTA/NEA Retired Board member Bonnie Shatum spoke about the School and Communities First ballot measure.

Guest speaker: Loretta Taggenburger introduced Mariam Hironimus, LAUSD Health Benefit Manager, who gave a presentation on health benefits. There are no changes for 2020 to the current coverage. She spoke about AB 528, which enables surviving non-employee spouses and domestic partners to receive LAUSD health benefits at a cost. There are 37,000 retirees in LAUSD so it’s vital that your current contact information is correct. The contact information is benefits@lausd.net.

After the meeting adjourned, UTLA-R members took a photo in support of striking Chicago educators. Upcoming General Assemblies in 2020: March 20, May 15, and August 14.

UTLA-Retired officers to be elected March 20

The UTLA-Retired officers—president, vice president, secretary, and treasurer—will be elected at the March 20, 2020, UTLA-Retired General Assembly meeting at UTLA for a three-year term (July 1, 2020 to June 30, 2023). UTLA-Retired Membership as of March 10, 2020, is required to be eligible to vote in this election. Read the candidates’ statements (posted on February 20) at https://www.utla.net/members/utla-retired-committee.

Note from the UTLA-R President
Why politics is important in 2020.

By John Perez
UTLA-Retired President

Local politics: Our health benefits depend on who sits on the LAUSD School Board. This year we will negotiate a new healthcare contract that will begin on January 1, 2021. When Beutner became superintendent, he said the district was spending $400 million too much on healthcare, and the three privatizers on the Board (Melvoin, Garcia, and Gomez) agreed. We need to help UTLA elect Jackie Goldberg, Scott Schmerelson, George McKenna, and Paty Castellanos to the school board in March so our negotiators have people on the other side of the table who understand that good healthcare, including lifetime benefits, is important for all employees and retirees. When UTLA and UTLA-R call upon you to help, join the fight; your health benefits depend on who sits on the school board.

State politics: The reason our active colleagues won the strike last January in LAUSD was because there was money to pay for the settlement that reduced class sizes, increased the number of nurses and counselors, increased pay, and got the district to commit to establishing 20 Community Schools that will provide needed social services to underserved students. The district’s reserve at the time of the strike was $2.1 billion. Much of that money came from Proposition 30, the millionaire’s tax that was passed in 2012 and sunseted in 2017. Our schools need an ongoing boost in revenue. In November 2020 the Schools and Community First initiative will be on the ballot. If passed it will increase per-pupil spending in California’s schools by closing the loophole in Proposition 13 that has allowed the richest corporations to avoid their fair share of the property tax. Remember, the SCF initiative WILL NOT INCREASE the property tax on homeowners, apartment owners, or small businesses! Education Week annually rates all 50 states on how well their education systems educate their students. The states that spend the most are always at the top of that list, and Massachusetts, one of the top spending states, has led the list the last few years.

National politics: People ask me why UTLA’s leadership asked the union to endorse Bernie Sanders for president. The reason is that his education plan is better than those of all the other candidates. He’s for increasing overall funding for education and specifically for Title I and special education. He wants more and better paid teachers. He wants to limit student debt and make college education tuition free. He wants to stop the privatization of public education and make schools safe from gun violence. He wants to make early childhood education and student meals universal. He wants to rebuild America’s crumbling schools. In 1990 America led the world in the percentage of people ages 25 to 35 with a college education, but today we have slipped to 12th. When I entered Cal State Northridge in 1964, I paid $50 for “student fees” and $100 for books. A college student with a minimum wage summer job made twice as much in 13 weeks as was needed for tuition and books at both UC and CSU for one year. Today, 44.7 million Americans owe $1.5 TRILLION in college debt.

The 2020 elections, starting in March, will shape our future for years to come. Get involved!

Johns can be reached at vpapahais6@lausd.com.

Jump-start your union activism: Be our voice at the state and national level

Every year UTLA members amplify the concerns of our schools and communities by serving as delegates for our state and national affiliates. These positions are open to any current UTLA member and can be a powerful way to get more deeply involved in our union, flex your advocacy muscles on a broader level, and make a difference in education policy at the state and national level.

Opportunities for the 2019-20 school year include:
- CTAState Council (4 meetings a year)
- NEA Representative Assembly in Atlanta, July
- AFT Convention in Houston in July

Timelines and self-nomination forms will be posted online at www.utla.net/resources.
REDUCED WORKLOAD INFORMATION MEETING

9:00 A.M. TO 10:30 A.M.
SATURDAY, February 24, 2020
BEAUDRY BUILDING, 15TH FLOOR

Reduced Workload is a leave granted by LAUSD and CalSTRS.

All new applicants must meet the following minimum requirements by July 1, 2020:

• 55 years of age
• 10 years of full-time service with LAUSD, the last five of which are continuous
• HR and CalSTRS approval

Space is limited to 25 participants. Please email Karen Castro at karen.castro@lausd.net to RSVP and you will receive an email confirmation. Registration deadline is February 19, 2020.

LAUSD HUMAN RESOURCES
Presents

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Craig Yokoi
(310) 874-4090

Sherman Oaks & Santa Clarita
Jennifer Krauss
(805) 559-3060

Monterey Park
Vicky Montes
(323) 559-5960

Burbank
Scott Cody
(323) 496-3318

Downey & Pasadena
Tim Brown
(310) 292-1039

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We understand that multi-tasking is a way of life. However, behind the wheel is the worst time to try to balance it all.

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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.

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 sumbee@yahoo.com.

Free to Be Programs in a state-licensed 501(c)(3) establishment in 1984 that provides foster parents and developmentally disabled children, adolescents, and adults. Foster and support families receive an average monthly tax-free stipend of $2,400. Please call for more information: 818-439-3309. www.ftbp.org.

Please join us at one of our upcoming informational meetings:

- **SANY FERNALD VALLEY**
  - California State University, Northridge (CSUN) – A Wed. & Thur. Night Cohort
  - Info Meetings: Wednesdays February 26 and March 11, 2020 at 4:30 PM
  - Thursdays March 12 and April 2, 2020 at 4:30 PM
  - Meeting Room: Fleming Room ED 3118

- **Sany Fernando High School – A Thursday Night Cohort**
  - 1113 O’Melveny Ave., San Fernando, CA 91340
  - Info Meetings: Thursday, February 27, 2020 at 4:30 PM & & Thursday, April 2, 2020 at 4:30 PM
  - Meeting Room: School Library

- **San Fernando High School – A Thursday Night Cohort**
  - 1113 O’Melveny Ave., San Fernando, CA 91340
  - Info Meetings: Thursday, February 27, 2020 at 4:30 PM & & Thursday, April 2, 2020 at 4:30 PM
  - Meeting Room: 103 in the District Office

Public, Private, and Charter School Educators are All Welcome!

Please visit our website at http://www.csun.edu/education/elps. For additional information, please contact ricardo.sosapavon@csun.edu, or call the ELPS Office at CSUN (818)677-2591.
Free salary point class on filmmaking

The workshop “Advanced Story Telling and Filmmaking: Focus on Cinematography and Editing” will provide teachers with the tools and resources to conduct primary source lessons using text analysis questions that are modeled after the ELASBAC. It will also provide lessons for narrative writing and adapting stories based on historical events into scripts. In addition, participants will get instruction on the use of cinematography and editing techniques to increase the dramatic effect in filmmaking. This is for all grade levels, all subject and content areas. One salary point available with successful completion of the course. Teachers: Selena Stewart and Linda Guthrie. Workshops are: February 22 (9 a.m.-3:30 p.m.), February 29 (9 a.m.-3:30 p.m.), and March 12 (3:30-6:30 p.m.). Location: TS King Middle School (4201 Fountain Avenue). Registration deadline is February 20 (day-of registration accepted if space available). To register, please visit www.lacma.org/education/teachers.

Evenings for Educators at LACMA

Evenings for Educators is a professional development program that provides K-12 teachers opportunities to look, learn, create, and connect with colleagues. Focusing on LACMA’s collection and special exhibitions, programs present strategies to incorporate the visual arts into the classroom. On April 14, join LACMA for the final program of the year, on the relationship between art and architecture through a diverse range of artworks. Participants will see how architecture can resonate with students through connections to storytelling, math, and world-building. The workshop runs from 4:30 p.m. to 8:30 p.m. Tickets are $15 in advance and $20 when purchased the day of the event. Dinner and parking are included with admission. For more information and to register, please visit www.lacma.org/education/teachers.

Free teacher workshop on nanoscience

The California NanoSystems Institute (CNSI) at UCLA invites science teachers from across the greater Los Angeles area to its NanoScience Institute Teacher Training Workshops. Offered one Saturday each month throughout the academic year, these free workshops come with experimental kits and content designed to be compatible with the Next Generation Science Standards and Common Core State Standards. Teachers can earn one salary point for attending three workshops and completing the related homework. For more information about his program, visit http://cnsi.ucla.edu/educators or email highschoolnanoscience@cnsi.ucla.edu.

Arts integration workshop at Skirball

Teaching Our World Through the Arts introduces K through grade 12 teachers to arts-integration teaching techniques that foster students’ critical thinking, creative problem-solving, collaboration, and civic literacy skills. Participants learn and practice strategies that use the arts to enhance core content and make curriculum more meaningful—engaging students in social activism and strengthening classroom communities. The series is divided into three strands; each strand consists of four full-day Saturdays of training. No prior experience in the arts is required. Strand 3, Visual Art and Activism, is happening over the course of four Saturdays (March 7, 14, 21, and 28). Salary point credit available. Go to www.skirball.org/education/for-teachers to register.

Class on LA’s vaunted mansions

Teachers/support staff of all subjects and levels are welcome to enroll in “Vaunted Mansions Redux” for two units of salary point credit. The class will visit the Greystone Mansion in Beverly Hills, the Gamble House in Pasadena, and the Hart Residence in Newhall, and learn about our local heritage. Past participants have said how much they enjoyed visiting enriching sites with other teachers and getting to know fellow educators from various LAUSD schools. This class takes place on May 2, 9, 16, and 30, 2020 (all Saturdays). The cost is $175 prepaid, or $185 on the first day. To find out more information, please visit: www.en4educat.com or call/text Larry Carstens 818-645-4259 or email en4ed@earthlink.net.

Salary point class on cultural competency

“Cultural Competency” is an interactive seminar on cultural diversity, family history, media and societal impacts, and effective communications. The salary point workshop covers the important role your own culture plays in day-to-day interactions and includes interactive exercises in which participants review various issues from a variety of viewpoints. The next session is March 22 and 29 (two Sundays) from 9 a.m. to 5 p.m. The fee is $100. Location: 8339 W. Third Street, L.A., CA 90048. One multicultural salary point available. For more information or to register, call Kari Bower at 323-653-3332 or email ShawnGriff@LAUSD.com.

Field trip opportunities at the Gardena Willows Wetland Preserve

The Gardena Willows Wetland Preserve is a 13.6-acre nature preserve located in the City of Gardena. The preserve includes a three-quarter-mile walking path around a unique riparian/wetland area, several examples of Southern California native plant communities, and a water-wise native plant demonstration garden and a native plant medicinal garden. A naturalist is available every Wednesday (10 a.m.-2 p.m.), January through June 2020, for one-hour, docent-led tours of the preserve. The docent-led tour currently addresses third-grade Common Core history and science standards; however, tours can be modified with advanced notice and collaboration with the educator leading the field trip. Email gardenawillows@pacbell.net to schedule field trips and/or request more information. For more information about the preserve, visit www.gardenawillows.org and the FaceBook page for the Friends of the Gardena Willows Wetland Preserve. (continued on page 23)
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