Our vision in action

When we organize and go “All In” for our union and our students, we win.

Venice High School teacher Kirsten Farrell is a California Teacher of the Year, yet she has to plan her award-worthy work with students without the usual prep period because she doesn’t get one as a regional occupational program educator.

Saturn Elementary teacher Georgia Flowers-Lee, a leader in organizing against Prop. 39 co-location, has seen students across LAUSD suffer from the loss of computer labs, parent centers, and art and performance spaces just to make room for charter school push-ins.

In the past few weeks at the bargaining table, these educators and other UTLA members have gone face-to-face with LAUSD officials to share their personal stories and bring reality and depth to our contract demands on bilingual education, health and human services staffing, special education, and more. Their testimony has been joined by that of dozens of other educators, parents, and community members on other critical issues since bargaining began.

Even with compelling testimony and regularly scheduled bargaining sessions, the district isn’t moving fast enough on key issues, including class size; fair pay; basic accountability for charter operators; less testing; support for bilingual education; increased power for parents and educators over school budgets; proposals to support our families regarding housing, green space, and immigrant rights; and more staffing for healthy and safe schools—so critical in light of the recent school safety and socio-emotional issues in the news. While it’s known that the district has limits on its financial capacity, LAUSD remains unwilling to make productive proposals on nonmonetary items and shows no creativity in finding the resources to make progress on monetary ones.

Other LAUSD unions are stalled in contract talks. UTLA stands with SEIU Local 99, whose members this month will take a strike authorization vote as part of their fight for clean schools, more support for special education students, and workplace dignity. It’s clear that collective member action will be needed to force change at the bargaining table.

Big healthcare vote sets up for contract & school funding campaign

Our escalating contract campaign is powered by the big turnout and near-unanimous results of our healthcare vote last month (see numbers on page 7). The unity behind the vote was a measure of our determination and a solid rebuke to LAUSD School Board members Nick Melvoin and Ref Rodriguez, who voted against the agreement. By coming out against our healthcare, Melvoin and Rodriguez are following the privatization game plan to break public education in LA by starving our students of resources and starving our employees of what they deserve as professionals. Melvoin and Rodriguez decry the cost of employee healthcare while they openly pursue policies that drain money from the district budget, like giving school space away to outside charter operators and opening additional charter seats in neighborhoods already oversaturated with them.

Our contract campaign includes organizing behind two new state school funding initiatives: the California Schools & Local Communities Funding Act of 2018 and AB 2731 to close tax loopholes for hedge fund managers (read more on page 7). The ballot initiative and the legislation hold the promise of getting us closer to 20 x 20—reaching $20,000 in per-pupil spending by the year 2020. There is no sustainable future for public schools in California if we continue to rank 46th in the nation in per-pupil funding.

All In for power

As with our healthcare win, our union is the vehicle for collective action, and we must stay strong to win a fair contract and increased school funding. During the voting process, we kicked off the “UTLA All In” membership and PACE drive—our organizing response to the anti-union Janus v. AFSCME Supreme Court case and the 2018 state political races for governor and state superintendent of public instruction.

Through the All In drive, members are recommitting to our union by signing a new membership card, and building our political power now and beyond by joining PACE, our political action fund.

The 2018 elections will again be a face-off between public school supporters and those who would turn education over to private control. The billionaire privatizers and the charter lobby are lining up behind Antonio Villaraigosa for governor and Marshall Tuck for state superintendent of public instruction. UTLA has endorsed Gavin Newsom for governor and Tony Thurmond for state superintendent—both of whom are longtime public education advocates (read more on page 6). Through the PACE drive, members make critical contributions to run our political program and help ensure that Villaraigosa and Tuck will not be elected. We need statewide leaders who will fight for more funding and resources for our schools—not privatizers who will speed up the dismantling of public education.

Ready to fight for a fair contract

In 2015, escalating actions built the power needed for our contract victory. Above: the massive Stand at Grand rally in February 2015.

As we escalate bargaining and actions this spring, we will make every effort to reach a contract agreement by the end of this academic year. In April and May there will be crucial actions in our escalation—actions in which every single member of UTLA must participate to exert maximum pressure on the district.

April 19: School-site action

Our action will support our bargaining demands for safer, sustainable schools and align in solidarity with the student-led National High School Walkout on April 20 for gun control and more mental health resources.

May: Major action

May is our month to show our unity and strength behind our demands for a fair contract that addresses salary, our working and learning conditions, and the basic sustainability of public education.

“We felt a wave pulling us into this movement” Parents share strategies to fight privatization
United Teacher

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March 2, 2018

Second Quarter 2018

By Alex Caputo-Pearl

UTLA President

The fight for healthy and safe schools

From the student movement to the All In campaign, we can do this.

On a weekend a couple of months ago, I was walking out of a store on Jefferson Boulevard in southwest LA when I heard familiar voices: “The Movement.” At one High School students Tayah Hubbard and Chris tavel Ukomadu. Just a few weeks earlier we had then seen them speak at an event on how students are organizing for educational justice. In our conversation on the sidewalk, they spoke about their organizing toward a citywide February 24 forum and their push on the district for more health and human services professionals and funding for a Community Schools model. They talked about the random searches in LAUSD that disproportionately and negatively affect black and Muslim students and that research finds to be ineffective and counter-productive, and their work to find alternatives—that create healthy and safe schools for all.

In the wake of the tragedy in Parkland, Florida, and in this moment of national movement among youth on the issue of gun control, it is inspiring to have youth leaders like Tayah and Christabel here in Los Angeles. As we continue to sort out what happened with the accidental shoot ing at Castro Middle School, a situation in which we are lucky that more injuries did not occur, and as we learn that Castro had not had a psychiatric social worker in years, it is essential that voices like Tayah and Christabel’s, and the voices of their substantial citywide base of students, be heard on the dramatic need for more counselors, social workers, psychologists, nurses, educators, and other staff.

Meanwhile, Donald Trump has indi cated support for UTLA educators with guns. This is the most dramatic reflection of a lock-down mentality about schools, an approach that has been routinely rejected by studies across the board, the most recent of which are summarized in this month’s Education Week article, “Why Security Measures Won’t Stop School Shootings,” by Bryan Warnick of Ohio State University, Benjamin Johnson of Utah Valley University, and Sam Rocha of the University of British Columbia.

Arming teachers not only disregards the trust and relationships that are crucial between educators and students, but it also is an on-the-cheap proposal from people—in this case Trump and his budget-cutting Secretary of Educa tion Betsy DeVos—who are unwilling to invest the hundreds of millions of dollars that it actually takes to create nurturing, healthy, and safe, and secure environments in schools through class-size reduction and the hiring of trained health and human services and other professionals.

Arm us with counselors, nurses, and manageable class sizes, not guns.

United Teachers Los Angeles

United Teachers Los Angeles (UTLA) has been the most important union for more than 100 years, and we are the most important union in Los Angeles County. We are the union that won the historic 2007-2010 contract that expanded PACE (Principal, Administrators, Counselors, and Education Support) funding to 11 percent of the district’s budget. We are the union that won the successful school closure of 2009 that preserved the high school our community needed. We are the union that has always stood with and supported the students and staff of our city’s schools.

In 2016, UTLA, along with our partners at California Federation of Teachers (CFT), won a new contract that invested hundreds of millions of dollars in our schools. The contract included $1 billion in new funding for schools—through class-size reduction and the hiring of trained health and human services through the hiring of trained health and human services and other professionals. It included $500 million in additional funding for the Community Schools model that is crucial for our city’s schools.

And yet, this new funding has not reached the schools. The LAUSD budget for next year shows a drop in funding for the Community Schools model, and a drop in funding for the schools that are currently in the Community Schools model. The LAUSD budget shows a drop in funding for the schools that are currently in the Community Schools model, and a drop in funding for the schools that are currently in the Community Schools model.

On March 14, 2018, the night after the school shooting in Parkland, Florida, the U.S. Supreme Court heard oral arguments on the Janus case—the billionaire privatizer-funded suit aimed to undermine unions nationally and to overturn decades of established law. The court, with Trump’s appointment as theswing vote, is likely to go against us.

There is deep irony in this attack, in that educator unions are the most important vehicle that can get us to truly healthy and safe schools. UTLA is unique organizationally in Los Angeles, for example, in that we bring expertise in education, breadth across the entire city, depth in potential alliances with parents, powerful reach to Sacramento, and an ability to collectively bargain school conditions and take legal job actions in support of that bargaining.

This is a uniquely powerful combination of elements wrapped into one organization that can move us forward on issues of healthy and safe schools.

Given these stakes in protecting our union with the coming of Janus, UTLA is taking leadership in the labor movement nationally with our All In re-card campaign, something that is now being replicated across the U.S. In response to Janus, and to come into the post-Janus world more powerful than we were before, every member is recommitting to the union by signing a new Janus-proof membership card that will hold up under the potential new legal structure after the decision. This takes the legal steps we need, and builds unity in the process. (Read more on Janus and the All In drive on page 8.)

It has been incredibly moving to see the passion and energy with which UTLA leaders at school sites have been moving on the All In re-card campaign. At a great site meeting at Van Nuys Middle School in our Valley East area, chair chair Ishaq Ogbughu and her co-workers reported proudly that 97% of their members had filled out the new membership cards, and that by the end of the week, it would be 100%.

Shirley Avenue Elementary in our Valley West area had had some difficulty recently finding a new chapter chair—one of the few schools of our more than 800 sites that didn’t have one. After we had a productive discussion during a site visit about the need to be organized and united in the age of Janus, the educators at Shirley not only all filled out the new Janus-proof membership card, but also elected Mabel Amaya to be chapter chair and Robert Neumann to be vice chair. Moreover, a group of co-workers had volunteered to be on their Contract Action Team and 10 members became new cardholders to PACE, our voluntary political action fund. Dramatically increasing PACE funds will be absolutely crucial to building our political program and electing Gavin Newsom governor, electing Tony Thurmond state superintend ent, and, crucially, not only preventing privatizer Antonio Villaraigosa from becoming governor, but sending him packing—not to return to politics in California. (Read more about the 2018 elections on page 7.)

Educators are stepping up across the city to protect and strengthen the crucial vehicle that is our union, and we need to continue that momentum, until 100% of members have filled out the new membership card and are contributing to PACE.

Our contract campaign is how we fight for healthy and safe schools

We are proud that we all, together, won a great healthcare agreement through a strategy of escalating actions and building power through organizing.

We are proud that we had an overwhelming voter turnout and “yes” vote in the healthcare ratification.

(continued on next page)
From the student movement to the All In campaign, we can do this.

Now, we need to use the same strategy of escalating actions and building power to win a good contract.

We are proud that, taken as a whole, our contract bargaining package provides the most comprehensive approach to school health and safety in Los Angeles—through proposals for mental health, social-emotional, and other staffing, through proposals for effective student discipline and safety plan implementation with administrative accountability built in, and through proposals for class-size reduction, parent/educator decision-making, Community Schools funding, investment in special education, and the improvement of community conditions through our Common Good proposals.

These proposals on health and safety combine with those on salary increases, charter school and Prop. 39 co-location accountability, cuts in testing and top-down mandates, and more.

At its core, our contract campaign is about the survival of public education in Los Angeles. If we don’t win salary increases and improvements in working conditions that attract and retain educators, a Community Schools model that reverses declining enrollment, key learning condition improvements that attract families, and provisions that put common-sense regulations on charters, we will go the way of Detroit and New Orleans, two other urban areas in which billionaire privatizer Eli Broad has played a key role. That would mean the emergence of a largely non-union collection of charter schools rather than a public school district, and with the loss of equity and access for our students, the loss of jobs and healthcare for us.

With escalating actions, we will shake money out of LAUSD for our economic bargaining proposals. But, that won’t be enough. Our escalating actions and political work must also get California out of 40th place among the 50 states in per-pupil funding. That is the only path forward to a sustainable financial future for public education, our students, our jobs, and our healthcare.

To this end, in our 20 x 20 campaign, we are launching signature-gathering as part of a statewide coalition to get the California Schools and Local Communities Funding Act of 2018 (formerly Make It Fair) on the November ballot. The measure would close the commercial property tax loophole that the wealthiest commercial property owners in the state have been jumping through for decades.

Moreover, Assembly Bill 2731 was officially introduced this month, with the Reclaim Our Schools LA community/labor coalition as sponsor and Assemblymember Mike Gipson as author. It closes a tax loophole on hedge fund and private equity managers and drives money toward public education. We are going to have to fight tooth-and-nail to get it passed. (Read more about the Schools and Local Communities Funding Act and AB 2731 on page 7.)

But, our contract campaign is about much more than economic demands. Our escalation of pressure on the district must also have at its core non-economic demands that affect us and our students daily: support around school climate and student discipline, cutting testing and top-down mandates, more decision-making power for educators and parents on school budgets and other issues, and accountability for charters and Prop. 39 co-locations.

West Virginia sends us a signal

While every region has its own idiosyncrasies, the illegal strike organized by educators in West Virginia was rooted in the same dynamic we face in Los Angeles—a basic threat to the sustainability of public education. In West Virginia, it was more about school funding as it relates to not being able to hire enough educators to be in classrooms, and here in LA, it is more about school funding as it relates to a privatization movement that undermines our classrooms. But, fundamentally, both are about funding, basic regulation and standards, and whether elected officials will step to the plate to address those issues. While California, the richest state in the country, is shockingly, below West Virginia (one of the poorest states in the country) in per-pupil funding, both states are abysmal when it comes to financing schools.

The educators in West Virginia organized and took risks. We will have to do the same. And, 2018 is the year we will have to do it. This year gives us two strategic leverage points that we will not have in 2019 or 2020, as we prepare to fight for our healthcare again in 2020. We are in full contract negotiations, which only comes once every few years, and which allows us to legally open bargaining on all of our issues rather than just a select few. Moreover, 2018 is the year that will be dominated by governor and state superintendent elections, both of which will give unprecedented highlight-ing to issues of public education.

With these unique leverage points, the time to act is now to address salary, our working and learning conditions, and the basic sustainability of public education. As we escalate bargaining and actions in March, April, and May, we will make every effort to reach a contract agreement by the end of this academic year. To give maximum support to our bargaining team in this process, we must be strike-ready by May. In April and May there will be crucial actions in our escalation, actions in which every single member of UTLA must participate to exert maximum pressure.

Let me close with this. When you signed up to be an educator, it didn’t have “fight tooth-and-nail for a thriving public education system” in the job description. But, the reality is that that is part of the job description now. And, we can only do that together, every single one of us united.

We can be inspired by leaders like Tayah Hubbard, Christabel Ukomadu, Iluaku Ogbuagu, Mabel Amaya, and Robert Neumann. We can do this. We will do this. Keep up your great work with our students, our families, and our union, and I will see you soon!
Finding alternatives to random searches

Students from across the city share experiences at youth-led forum.

On February 24, more than 600 students, parents, educators, and community members came together at LA Trade Tech for a youth-led forum on funding Community Schools and finding alternatives to the LAUSD policy of random searches. The event connected with the current national youth movement on school health and safety.

Students from across the city spoke to their experiences—and to academic research—that point to reasons for LAUSD to find alternatives to random searches:

- The searches are ineffective, counter-productive, and only used in 4% of school districts nationwide. Very few weapons are found. School tensions and potential for disruption of school safety are increased, not decreased.
- Students lose learning time because the searches occur during class.
- Trusting relationships between students and educators are undermined, because the searches must be conducted by school staff. When these relationships are undermined, the most effective way to find out about potential disruptions to school safety on campuses—students talking to educators—is undermined.
- At many schools, the searches are not random. They target black and Muslim students, which escalates tension instead of decreasing it. Magnet school students and students in AP classes are not searched as often.

The students framed their call for school health and safety through funding for a Community Schools model and more staffing, including an expansion of school psychologists, nurses, counselors, psychiatric social workers, and other social-emotional support personnel.

California is 46th out of 50 among the states in per-pupil spending, funds only $11,000 per student but $75,000 per prisoner, and has approximately one counselor per 950 students even though the American School Counselor Association recommends one per 250 students.

In the wake of the tragic school shooting in Florida, a growing body of research supports the idea that increased staffing, rather than an increase in practices such as random searches, are the best approach to enhancing school safety.

The forum was co-sponsored by youth organizations such as Students Deserve, Black Lives Matter, ACLU, Public Counsel, and UTLA.

Contract wins for UTLA charter educators

Members push for high standards on compensation and educator voice on the job.

By Hong Bui
UTLA Charter Representative

Global Education Collaborative teachers achieve salary parity: In January, educators at Global Education Collaborative reached a new three-year agreement with their employer. These educators were able to successfully negotiate increases to their salary table that achieves parity with their counterparts in LAUSD. Other positive outcomes include financial aid from GEC for educators to complete the credentialing process, improvements to streamline the evaluation procedure, and no reductions to employer-paid health benefits. One hundred percent of members casting ballots voted “yes” to ratify the agreement. There are planned reopeners on health benefits for the 2018-2019 school year. Educators at GEC had a long-term goal of achieving pay parity with LAUSD, and now after having achieved that, they’re setting their sights on expanded family healthcare coverage so that GEC can be more competitive at retaining and recruiting educators who have or plan to have families.

The Accelerated Schools win first-ever salary table: Educators at The Accelerated Schools have reached a monumental tentative agreement that would see TAS implement a “step and column” salary table for the first time in the school’s history. Prior to this, educators were essentially “stuck” at the salaries in which they were “rated in” and only saw salary movement through contract bargaining. Oftentimes this resulted in newly hired teachers earning more than veteran teachers until adjustments were made only after contract bargaining. In previous negotiations, TAS management had said that a salary table would “never happen” at TAS. But after standing together and engaging in a series of worksite actions such as Red Tuesdays, button and sticker actions, parent leafleting, “work-to-rule” actions, testifying at board meetings, and highlighting the school’s abysmal teacher turnover, TAS educators finally got management to agree to a salary table that is competitive and will result in substantial salary increases for most teachers. But the fight isn’t over. TAS teachers entered negotiations with the goal of winning a salary table, binding arbitration to settle grievance, just cause protections, and affordable healthcare. Having just gained the salary table, TAS teachers are determined to achieve the rest of their goals and negotiations will continue.

Bargaining goes on at charters pushing similar goals: Other UTLA-represented charter schools, such as Pacoima Charter School, Ivy Academia Entrepreneurial Charter School, El Camino Real Charter High School, and Granada Hills Charter High School, are either currently in or will be starting contract negotiations this year. The educators at these schools all have similar goals—continue to hold high standards when it comes to compensation, benefits, and educator rights and voice on the job. By holding these standards high, their schools have the ability to recruit and retain high-quality educators to carry out high-quality and rigorous educational programs for their students.
Parents and educators packed into the Lorena Street Elementary auditorium for a UTLA East Area Parent Summit on February 1 on the privatization of education. The crowd was there to hear from parent leaders who successfully fought having charter operators co-locate on their campuses—one of privatization’s ways of destabilizing neighborhood public schools.

Marianna Elementary parent Noemi Galindo shared how parents at her school organized against the co-location of KIPP Promesa by attending KIPP board meetings, leafleting KIPP parents, and their actions.

“We moms at Marianna felt a wave pull us into the movement,” Galindo said. She encouraged others to get involved and harness their power as parents.

“You as parents are already leaders in your homes,” Galindo said. “Education is how we empower ourselves—the privatizers don’t want us to be empowered. We don’t need another corrupt mediocritie school system to destroy the efforts of so many great public school teachers.”

Her call to action was echoed by Malabar Elementary parent Alma Rivas, who works with other mothers at her school to enhance the learning program and create the kind of campus that will attract more families.

“I have a right to demand what I want for my children’s school,” Rivas said. “At Malabar, five moms started the movement. We wanted a garden and a green space for our school, and now our Eco-Learning Center is happening.”

Educators and parents demand greater scrutiny for charter facilities funding

Speakers drill down on problems with Ref Rodriguez and his charter chain, PUC.

The little-known but powerful California School Finance Authority (CSFA) faced testimony from educators, parents, and UTLA research staff at its monthly board meeting in Sacramento on February 14. The UTLA contingent was there to urge the group to enact common-sense accountability measures for charter operators.

Because the CSFA’s primary focus is on giving charter operators access to working capital to build, buy, or lease facilities, it has played a critical role in the aggressive expansion of charters that is destabilizing neighborhood schools. The UTLA speakers challenged the free flow of taxpayer money going to charter operators and called on the CSFA to rethink many of its policies and procedures to better oversee the use of public funds.

“We have the resources to do our jobs, that is why we support teachers working to access to money for facilities,” West Vernon Elementary School parent Stacie Webster said.

“We need to stop co-locations so our kids can take full advantage of our public schools.”

The summit included a PowerPoint presentation pulling the curtain back on the billionaires behind the privatization push, including Eli Broad, Netflix CEO Reed Hastings, and the Walmart family. It also called out the current LAUSD School Board majority—Monica Garcia, Nick Melvo, Kelly Gomez, and Ref Rodriguez—for accepting campaign cash from privatizers and driving an agenda to dismantle public education in LA.

The school also partnered with D.A.D.’s Project, and now more than 40 fathers participate in evening activities with their children.

“Our husbands now have more appreciation of the hard work we’ve been doing as moms,” Rivas said.

Other parents at the summit shared cautionary tales of what it’s like at schools that are already co-located by an outside charter school operator.

“When you share a campus with a charter school, our students can’t compete on the same field,” Malabar ES chapter chair Yolanda Tamayo said.

“We need to ask permission every time we want to use the library, the playground, the auditorium. We need to stop co-locations so our kids can take full advantage of our public schools.”

The summit was put together by Ilse Escobar (UTLA parent-community organizer), Adrian Tamayo (East Area chair/BOD), Yolanda Tamayo (Lorena ES chapter chair), and Noemi Galindo (Marianna ES parent).
Thurmond and Newsom in our house

UTLA-endorsed candidates united in their support for public education.

By Juan Parrino
UTLA Political Staff

Two of the big names for public educators in the 2018 elections—gubernatorial candidate Gavin Newsom and state superintendent candidate Tony Thurmond—were in the UTLA building on February 13. Thurmond held a meet-and-greet with educators and the community, and he joined Newsom at the Los Angeles County Democratic Party meeting soon after. Both of them are endorsed by UTLA and will need our support to win in 2018 against candidates supported by the billionaire privatizers.

Newsom: The anti-Villaraigosa

Gavin Newsom has a clear progressive vision for our state, anchored by fully funded and supported public schools, as opposed to his opponent, Antonio Villaraigosa, who is a longtime ally of the billionaire privatizers and who tried to take over LA schools when he was mayor. Newsom has long supported increased funding for education and is committed to making investing in students a top priority as governor. As mayor of San Francisco, Newsom set up a rainy-day fund that prevented teacher layoffs during the recession and state budget cuts. As a champion for social justice and equal rights, Newsom has fought for school safety and to protect Dreamers, and he led the charge for marriage equality in our state and country. He’s fought for universal and affordable healthcare, fair tax structures, and increasing the minimum wage.

He opposes the privatization of public education and the proliferation of charters, especially those run by private management companies that want to profit off our kids. He supports holding charter schools to the same standards of accountability and transparency as neighborhood public schools.

In encounters with educators, Newsom often jokes that he was not the kind of child that charter operators seek out. In elementary school, Newsom was diagnosed as having severe dyslexia and was often the “low performing” kid in the class. Dyslexia still affects Newsom, but he says it paved the way for him to strengthen other skills and informed his belief that public schools must serve all students—not just some.

Thurmond: The anti-DeVos

Endorsed by UTLA, as well as CTA and CFT and a host of other progressive forces, Tony Thurmond is a champion of labor as well as a committed fighter against the efforts of Donald Trump and Betsy DeVos to defund our public schools. U.S. Senator Kamala Harris lauds Thurmond as a “life-long advocate for children and young adults across the state.”

In Thurmond’s life, education has been the great equalizer that allowed him to overcome humble beginnings, and he wants the same opportunities for all of California’s kids. Thurmond’s father left the family when he was a young child. He next saw his father when he was 39 years old. His mother, an immigrant from Panama, raised four children by herself until she lost her battle to cancer when Thurmond was six years old. He then lived with a cousin who raised him and his brother as her sons and provided the love they needed and made sure that they had a great education.

That education helped Thurmond to become a 20-year social worker and ultimately be elected to serve on a city council, a school board, and now the California state assembly. In 2018, California will elect a new state head of education. Thurmond is campaigning for this new service opportunity because he believes it’s time to make California’s public education system among the greatest in the nation.

Join PACE: Invest in our political future

The Janus v. AFSCME lawsuit is designed to dismantle public education and undermine our country’s democracy. In a post-Janus world, the enemies of public education will target their attacks on teachers’ unions with coordinated membership drop campaigns designed to force unions to cut back on staff, representation, legal services, and contract and organizing campaigns.

Teachers’ unions could be diverted from essential political work

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

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

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

Join PACE or increase your contribution level

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

If you have already submitted an updated membership card and now want to join PACE or up your contribution level, please email evaughn@utla.net to leave your name, employee number, mailing address, email address, cell phone number, and school/work site. Put “PACE Contribution” in the subject line. You will be sent a PACE pledge form to complete and return postage-paid.

UTLA & PACE: “I’m All In”

“As part of signing the UTLA All In membership card, I’m recommitting to PACE, our political action fund, so that educators’ voices can be heard by our legislators and the public. With Janus looming, it is clear that corporations want to silence unions, so that they can create multiple streams of income for themselves by privatizing education. We must continue to defend our rights to organize and create a better learning and growth environment for all members of the public education community. PACE helps make that happen.”

—Dr. Raissa White
LAUSD Arts Educator
Speaking out

Before there were teachers’ unions

Higher pay for men? Forced two-year maternity leave? We don’t want to go back to those days.

By Tony Gatel
Alta Loma Elementary
Chapter Chair

With Trump’s hand-picked judge on the U.S. Supreme Court, it looks like the Janus v. AFSCME decision is a fait accompli and that the decision will go against all public employee unions when it is decided this June 2018. Fait accompli is a French term that means it is “all over except for the shouting.” After the decision is handed down, all public employees will have the right to opt out of paying their union dues or an agency fee that goes to pay for their collective bargaining costs. This decision obviously threatens to weaken unions, but I believe that this will not occur because our members are too smart to let this happen.

Many educators know very well what our working conditions were like in California and the United States before the strong teachers’ unions came into being in the 1960s and 1970s. We know that we do not want to regress to the days when we were just peons in the education machine. What did teaching look like before we had unions?

• Teachers were paid significantly below the national average income of all workers. In New York City in the 1950s, a teacher earned less per week than an experienced car washer.
• Pay scales were blatantly discriminatory. Elementary school teachers earned less than high school teachers. Single men were paid significantly less than high school teachers. Because we didn’t have a collective voice to bargain and to have a seat at the table when it came to determining pay, healthcare, and their students’ learning conditions. In New York City, before the teachers’ momentous and successful strike of November 1960, they were threatened with the loss of their jobs. The veteran teachers were threatened with the loss of their pensions. Thank god these courageous teachers went forward undeterred and paved the way for the rest of the teachers’ unions of our nation.
• Educators had very little political power, because we didn’t have a collective voice to advocate for policies that support our schools.

UTLA members overwhelmingly ratify healthcare agreement

UTLA members overwhelmingly ratified the three-year healthcare agreement reached with LAUSD, with 99% of ballots cast in favor. Voting was conducted at school sites February 8 to 15 and ballots were counted at UTLA on February 16. In unity with the other LAUSD employee unions, UTLA members fought hard for this agreement at the bargaining table and through our member organizing. Now we escalate our fight for a fair contract for the Schools LA Students Deserve.

VOTE TALLY

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Faced with the decision and the impending Janus proof school, teachers were forced to take two-year leaves and not allowed to wear maternity clothes at school.

• There were no checks and balances in the school system. Administrators could behave like despots with impunity, frequently harassing teachers who did not conform to their administrators’ whims.
• Teachers had to do unpaid supervision during recess and lunch periods, taking precious time from planning for the next class or just taking a break to recharge and refocus. Many times teachers did not receive any break during the school day.
• Teachers and parents had little or no voice in how their sites were run and no reliable vehicle for organizing and working together for better schools.
• Tenure and due process procedures were very weak, and teachers could be easily let go for no cause. Teachers who spoke up—about the budget, school safety, student needs—could be subject to retribution without recourse.
• Teachers had no right to collectively bargain and have a seat at the table when it came to determining pay, healthcare, and their students’ learning conditions. In New York City, before the teachers’ momentous and successful strike of November 1960, they were threatened with the loss of their jobs. The veteran teachers were threatened with the loss of their pensions. Thank god these courageous teachers went forward undeterred and paved the way for the rest of the teachers’ unions of our nation.
• Educators had very little political power, because we didn’t have a collective voice to advocate for policies that support our schools.

We can’t go back to those days—and, if we all join the UTLA All In membership drive, we won’t have to. At Alta Loma, 100% of the faculty has re-upped membership to UTLA, and we like to call ourselves a “Janus-proof” school.

UTLA members overwhelmingly ratified the three-year healthcare agreement reached with LAUSD, with 99% of ballots cast in favor. Voting was conducted at school sites February 8 to 15 and ballots were counted at UTLA on February 16. In unity with the other LAUSD employee unions, UTLA members fought hard for this agreement at the bargaining table and through our member organizing. Now we escalate our fight for a fair contract for the Schools LA Students Deserve.

New pathways for school funding

Bill and ballot measure would help us get to 20 x 20.

A newly introduced bill and ballot measure would bring billions to local schools and help us reach our goal of 20 x 20—to fund schools by $20,000 per pupil by the year 2020. There is no sustainable future for public schools in California if we continue to rank 46th in the nation in per-pupil funding.

New bill would close carried-interest loophole and raise millions for education

A new bill, AB 2731, would close the so-called carried interest loophole, which allows hedge fund managers to pay a substantially reduced federal tax rate on much of their income. Authored by Assemblymember Mike Gipson, the legislation would raise taxes on California residents who benefit from the lower rate, to offset the tax savings they receive at the federal level. The bill would correct a glaring inequity in the tax code and generate millions of dollars in revenue targeted for education.

AB 2731 is sponsored by the Reclaim Our Schools coalition and backed by groups focused on reducing inequality in the U.S., including the Patriotic Millionaires, a coalition of high-net worth people concerned about the destabilizing concentration of wealth and power in America, and Hedge Clippers, a group that targets the outsized influence of hedge funds and private equity funds in public policy.

Signature gathering starts now for the California Schools & Local Communities Funding Act

Beginning this month, UTLA members will be driving a signature-gathering effort to get the California Schools and Local Communities Funding Act of 2018 on the November ballot. The measure would generate approximately $11 billion for schools, community colleges, health clinics, and other vital services by requiring all commercial and industrial properties to be assessed at fair market value, putting the state on par with how the vast majority of the country assesses these properties. This initiative only affects undervalued commercial properties, creating a level playing field for those businesses that already pay their fair share. And California’s commercial property taxes will still be among the lowest in the country because of Proposition 13’s cap on tax rates, which the California Schools and Local Communities Funding Act does not change. Talk to your chapter chair about your school’s plan to join the petition drive and get this critically needed measure on the ballot.
UTLA “All In” Drive

What is the Janus case?
Janus v. AFSCME is a Supreme Court case that seeks to overturn a 40-year-old Supreme Court ruling that allows unions to collect “fair share” or “agency” fees. These fees are collected from employees who do not sign up to be members of the union but still benefit from the pay, benefits, and other improvements that the union negotiates. A ruling should come in June 2018, and it’s widely expected that the conservative majority will eliminate agency fees, impacting teachers, firefighters, nurses, engineers, and other workers in public sector unions.

Who’s behind it?
The case is the culmination of decades of attacks on unions and working people by wealthy special interests, corporate CEOs, and right-wing groups like the National Right to Work Foundation. For years these groups have poured money into anti-union causes in the belief that union-backed candidates stand in the way of cutting corporate taxes, gutting public services and programs, and privatizing education through more charter operators and school voucher programs. They want to curtail unions’ political power, and drive down pay and benefits to drive up company profits.

A strong union fights for the issues educators care about:
—professional pay and secure healthcare and retirement
—smaller class sizes and more staffing for our students
—increasing school funding so we aren’t 46th in the nation
—building the Schools LA Students Deserve to strengthen our communities and attract families
—improving working and learning conditions and defending professional rights
—working for social justice

A weakened union opens the door to:
—attacks on pensions and healthcare
—stagnant wages: LAUSD pays what it wants
—increasingly aggressive privatization attacks
—no collective voice to address school issues or stand up for student learning
—weakened political voice in critical elections and in Sacramento and D.C.

What can we do? Re-card & recommit!
UTLA All In Drive
Help build power for a post-Janus world. Take these three steps to reaffirm your commitment to our union and the fight for public education.

See your chapter chair for the New Membership Card

1. Sign up and reaffirm your UTLA membership, with voting rights and full access to union benefits like Group Legal Services.

2. Commit to pay dues through payroll deduction, just like you are doing already.

3. Voluntarily contribute an additional amount to PACE, the union’s political action fund. This fund is critical to our ability to defend our pay, our benefits, and our contract from even more attacks, especially this year when we have to stop privatizers Antonio Villaraigosa from becoming governor and Marshall Tuck from becoming superintendent of public instruction.

Janus is an attack on our ability to fight for the Schools LA Students Deserve.
Our union must stay strong to stand up for public education.

Building power for the Schools LA Students Deserve

#UTLA100
#UTLAAllIn
3 simple ways to eat smarter

Overwhelmed by conflicting nutrition and diet advice? The truth is, eating healthy isn’t hard – and you don’t have to live on salads, buy expensive supplements, or swear off snacks forever. Small healthy changes can make a big difference over time.

Eat in season
In-season fruits and veggies are at peak flavor, nutrition, and supply. Seasonal eating is typically more affordable and sustainable – and makes it easy and delicious to get more fresh produce onto your plate.

DIY
Cook at home to be the master of your own healthy destiny. By controlling fat, sugar, and salt, home cooks tend to eat healthier than people who eat out more often — even when they’re not trying to change their eating habits.

Expand your horizons
Healthy eating doesn’t have to be bland. Experiment with herbs and spices for high-impact, low-calorie flavor. Or try nutritious twists on foods you love — like spaghetti with zucchini noodles, or taco lettuce wraps.

HUNGRY FOR MORE HEALTHY IDEAS?
Visit kp.org/foodforhealth and follow us @kpthrive.
UTLA founding member, former officer, and longtime El Camino Real High School teacher Gerald Alvin Reedy passed away on December 26, 2017.

Gerry was born to Evalyn Alice Yerkes and Perry Merlin Reedy on March 11, 1930, in Wheatland, California, and grew up in small Northern California country towns, including on his grandfather’s peach orchard ranch. He was the youngest of four brothers. He conducted and played violin in the Reedy family orchestra and was active in his church and YMCA camps.

He graduated from Marysville Union High School in 1947 and Chico State, with degrees in social studies and math, in 1951, then graduated magna cum laude with a master’s degree in U.S. history and a secondary teaching credential from UC Berkeley. He earned a secondary administrative credential from Cal State L.A. and a master’s degree in U.S. history and a secondary administrative credential from Cal State L.A.

In 1953, Gerry moved to Southern California to begin teaching math and history at Los Angeles High School. In the spring of 1954 he met beautiful and vivacious Dotty Kellstrom at an Easter breakfast at the Knickerbocker Hotel. He courted her through the spring and proposed by love letter (written after a long day of harvesting peaches) and married her on July 27, 1954. They exchanged marriage vows on December 18, 1954, at the First Presbyterian Church of Hollywood, and after their honeymoon in Malibu, they moved into their first home in La Crescenta. Their years were packed with love, adventures, and rich memories. On December 18, 2004, their 50th anniversary, they renewed their vows at the same altar at FPCH.

Professionally, Gerry taught high school for 38 years, at L.A. High (1953 to 1960), Taft High (1960 to 1969), and El Camino Real High (1969 to 1991). Gerry tirelessly worked to improve his profession. He was one of the men and women who formed UTLA from two competing organizations in 1970 and who were leaders of the new organization. Between 1978 and 1990, Gerry served on the UTLA Board of Directors as a Valley West director, Valley West Area chair, and UTLA treasurer. He was active on the NEA side of UTLA and served on CTA State Council and as a UTLA delegate to numerous NEA conventions. After retirement Gerry was a member of UTLA-Retired and attended many UTLA-R meetings to commune with his many friends.

Gerry made lasting contributions to the lives of current and future retirees and their surviving spouses. He wrote and provided testimony before the California legislature for the bill that allows California teachers to use their unused sick leave credit to increase their retirement benefits, and he served on the board of both the Foundation to Assist California Teachers and the LAUSD Annuity Reserve Board.

Another great passion for Gerry was track and field. He was active in USA Southern California Track and Field for more than 63 years. He was well-loved and held in high regard among Southern California officials—somewhat of a legend in the field. He received emeritus status in 2016, after serving many seasons as petition master (many trophies to prove it), HopeKeepers Christmas Carol historian and song leader, and most recently, mentor to a rising college track star.

In 2004, Gerry began a journey to become a 13-year prostate cancer survivor, and in 2016, when diagnosed with late-onset bulbar ALS, he demonstrated the same level-headed approach he took with every life challenge as captain of “Team Gerry”: “Okay, let’s face this, deal with it, and take each day as it comes.” With characteristic determination, perseverance, and humor, he bravely lived out each day, charming nurses and caregivers, valiantly enduring, even volunteering as a pioneer with a new promising treatment, knowing that his participation would pave the way for other patients.

His final months on this earth were focused on enjoying his home and garden and his family, always playing to win, whether Crazy 8s, cribbage, Balderdash, Boggle, or Scrabble, and win he often did, always fairly and with a double-raise of those mischievous Reedy eyebrows.

Gerry is survived by his wife, Dotty; daughters Suzanne and Jeanette; sons-in-law Steve and Narciso; and grandchildren Dante and Aurora. Gerry was extremely proud of his two daughters and their chosen profession as they both became teachers. He was devoted to his grandchildren, caring for them, and “being young again” through shared adventures. Gerry will be missed by all who knew this faithful and filled faithful man.

Donations may be made in memory of Gerry Reedy to ALS Society-Golden West Chapter (go to http://webgw.alsa.org/goto/GerryReedyFund) or First Presbyterian Church of Hollywood (www.fpch.org). Cards for Dotty & the family may be sent c/o Steve and Suzanne (Reedy) Hogren, 330 Ramona Ave., Sierra Madre, CA 91024.

News of passings can be sent to UTlnews@utla.net.
Educators should collectively demand a say in these conversations.

Another issue is LAUSD inconsistency: What is considered “mandatory” testing and what is “optional” varies between the local districts, and some principals are pressuring teachers to administer optional tests in situations where they are not warranted. As educators, many times we support the assessment in question, but we want the flexibility to use it as just one of the tools for assessing our students and better focusing our instruction. Overtesting comes at a steep price, because students lose precious instructional time. Assessments should be used because they are effective—not because LAUSD has paid a lot of money for a testing product.

Where and how are the decisions about testing and programs being made? We encourage you to ask. Next time there is something new to implement, you, your grade level, or your entire staff should ask who is making decisions on behalf of your school. Are the decisions being made locally? If so, which decision-making bodies at your school site are having such conversations? Maybe your grade-level chairs are sharing input. Perhaps some of these decisions are being made without input. Regardless, if you want your input heard, say something.

Often times you will find that your concerns are felt among your colleagues as well. Coming together, getting your ideas down, and looking for solutions can help grade levels and even entire staffs become more involved in the direct decisions that affect your day-to-day instruction.

Such was the case at Beachy Avenue Elementary. When the staff at Beachy was asked to fill out data forms, they held an emergency meeting that same day and together decided that no one would fill out these forms on their own time. Since Beachy teachers had substitute teachers covering their classes while they discussed the data with their administrator, the staff decided it would be a better use of that time to fill out the forms then. Since Beachy teachers had substitute teachers covering their classes while they discussed the data with their administrator, the staff decided it would be a better use of that time to fill out the forms then. This might have been a risky move if a few teachers had done this on their own, but taking action collectively is much less risky and much more empowering.

It might take a different strategy when it comes to responding to decisions made at the local district. If your staff feels the newly implemented decisions by the local district are affecting your instructional program, there are several people to turn to. You can ask your chapter chair to contact your UTLA Area chair. Local districts have instructional directors you can reach out to as well as the board of education.

Changes in school culture do not happen overnight. Conversations need to occur, support needs to be built, and a collective voice needs to come together. As the decision-making autonomy is given to local districts and local school sites, it makes sense that the teachers at the school site will become more involved and demand a say in the conversation.

Over the next few weeks UTLA is launching a campaign around overtesting and top-down mandates to support school sites and to back up our current contract bargaining demands. As part of this, we will be conducting a survey with three key grade levels districtwide to gather data around the mandates and additional assessment teachers have to administer. The data will give us a better sense of how decisions are being made and how they are impacting the classroom.

I appreciate all of you who have reached out over the past few months to share your experiences and make your concerns known. We look forward to fighting the good fight alongside all of you as we escalate our actions and make the necessary moves to put pressure on the district to win stronger contract language on academic freedom and assessments.

By Gloria Martinez
UTLA Elementary Vice President
Our contract can make schools safer

People, Plans, Community, and Climate: UTLA is bargaining for improvements.

By Daniel Barnhart
UTLA Secondary Vice President

Columbine. Sandy Hook. Parkland. These are names of schools and communities that every public school educator in America knows and frankly “feels” at some level. As educators, we see ourselves and our students in the images that come in the aftermath of these heart-wrenching acts of public violence. As public school teachers and educators, we ask ourselves how we can prevent such violence from affecting our school communities, our students and parents, our colleagues and families.

As union members, we ask ourselves what demands we can make that will improve the safety and well-being of our students and school communities to the point that no more names are added to the list above.

Your UTLA bargaining team has crafted proposals meant to reach to the underlying issues that affect the safety of everyone in our public schools. Our approach can be summarized as People, Plans, Community, and Climate.

People: Not every student is a danger to themselves or others. Not every instance of undesired behavior at a school is a potential warning sign of deeper problems. As classroom teachers, we know we need the support of mental health professionals, deans, and restorative justice advisers who have the training, skills, and time needed to help figure out what our students’ needs are and how to follow up. To have truly safe schools, we need the people to make it happen, which is why in bargaining on August 21, 2017, we proposed having nurses, psychiatric social workers, deans, and restorative justice advisers in every school (Article XVIII). The district has not agreed to this demand.

Plans: The well-intentioned efforts of good people go awry without a common understanding of how things are to be handled and by whom. Having school rules is important, but our schools need not just a list of “crimes and punishments,” like a code of conduct, but actual plans for creating and maintaining safe and inviting learning environments. Everybody in the school community—teachers, students, parents, out-of-classroom people, administrators, and school police (where applicable)—needs to have a common reference point for what situations are to be handled informally, what is handled formally, and what kinds of things require the focused attention of a team. This is why we have repeatedly proposed revisions to our contract article on Student Discipline (Article XXIV) on February 16, 2017, on July 7, 2017, and on January 12, 2018. The district has not agreed to this demand.

Community: Plans and people together are important, but just as important is the idea that schools must build community. We do this by inviting in all stakeholders to help make meaningful decisions about how our schools will run and to determine how to meet our students’ needs. When educators and parents and even secondary students sit down at the same table to discuss the school as a whole, student voices and parent voices can be heard and listened to in a meaningful way. A full Community Schools model, as proposed by UTLA on September 15, 2017, and November 2, 2017, is an ideal worth fighting for, but every school can take the important step of building real community through Local School Leadership Councils that raise up student and parent voices. We have proposed changes to the School Council Article in our contract (Article XXVII) on April 20, 2017, on November 13, 2017, and on January 12, 2018. The district has not agreed to this demand.

Climate: Intentional efforts to bring people together in communities, operating with a shared plan, would be a step forward for many of our schools, but the climate of a school must not undermine these efforts. We need our schools to be places where students feel like they can talk to trusted adults about potentially life-threatening situations. In a joint study on school shootings, conducted by the U.S. Department of Education and U.S. Secret Service in the wake of the Columbine attack, the study concluded that “prior to most incidents, other people knew about the attacker’s idea and/or plan to attack.” We need our students to have a trusted someone to share with, mental health professionals who might know to ask the right questions, and a school climate that unequivocally says, “Adults are on your side, and can be trusted.” This is part of the reason that UTLA has endorsed an end to indiscriminate or “random” searching of students on campus. For an educator to search a student when there is a reasonable suspicion that they may have a weapon is both legal and warranted, but searching all, or even some, students without a reason sends a powerful message about the climate of fear and distrust that adults at a school might have for the young people in their care. We need our students to talk to us, to trust us, and not to be subjected to metal detector searches that are invariably intrusive and time-consuming, unless absolutely necessary. Driven by a burgeoning student movement, UTLA has proposed an end to counterproductive “random” searches in schools as part of our Common Good community demands on September 15, 2017. The district has not agreed to this demand.

As a union, we are bargaining for improvements to school safety that involve People, Plans, Community, and Climate, improvements that might help prevent the next school shooting. Our collective bargaining demands are drawn from the collective wisdom of thousands of public school educators, and no matter how righteous, well written, or passionately delivered, the district has still not agreed to them. Only through concerted, collective action will we be able to start to realize the Schools LA Students Deserve.

Read all of our contract proposals at utla.net under “Current Bargaining.”
Chapter chairs: The backbone of our schools

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

By Arlene Inouye
UTLA Secretary

As we move into spring, our organizing actions and the escalation of our bargaining proposals continue, along with the ongoing school-site issues. Whether it’s fighting co-location, addressing workload issues and school discipline, or upholding your professional rights, everything points to the need for a strong team and chapter chair at every school.

I think that everyone can attest to the fact that having a chapter chair makes a big difference—the difference between members receiving and knowing important information, being able to resolve conflicts with administration, and having the ability to organize around critical school-site concerns and broader union issues that affect your staff. And this past year, by focusing on having a chapter chair and leadership team at every school, we had more than 800 chapter chairs, plus hundreds of co-chairs and Contract Action Team (CAT) members.

Our chapter chairs, along with the newly formed CATs, are the overall structure of organizing and representation in our union. The election of a UTLA chapter chair, co-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, we have added additional 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. This includes substitutes in three calling areas, psychologists, nurses, psychiatric social workers (PSWs), pupil service and attendance counselors (PASAs), speech and language professionals, occupational therapy/physical therapy professionals, and secondary counselors. Building up leaders at our local school sites and in our programs determines how effective and strong we will be.

Like last year, we are making an all-out effort to have elected chapter leaderships in place before the summer break so that we can continue our strength at the bargaining table and in our schools. Each UTLA chapter should make every effort to complete the election process no later than April 20 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 following UTLA chapter election rules and duties.

For the special category chapter chair election, candidates self-nominate using the form on page 18, also due on April 20.

Let’s continue the momentum as we keep building the strong foundation of our chapter structures. Please let me know if you have any questions at arlene@utla.net.

UTLA Chapter Chair election rules and duties

The following are the rules for the election of UTLA Chapter Chair, Co-Chair, and Vice Chair. In accordance with the UTLA Constitution, each UTLA chapter shall hold an election of chapter officers, including Chapter Chair, each spring, and shall notify UTLA of the results no later than May 1. If a chapter has a local constitution, which exists term by term, then as long as the chapter continues, the chapter chair must still submit the name of the Chapter Chair to UTLA each spring, indicating that the Chapter Chair is serving in the first or second year of the term. For the purpose of this Article, two calendar years as a unit is the minimum length of time for an elected position. The two calendar years for which the chapter must elect a chair (UTLA members) are also entitled to elect a Co-Chair. All Chapters may elect up to two Vice Chairs who serve as assistants to the chair and/or Co-Chair.

Qualifications for Office, Voting, and Challenged Ballots

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

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

A member who spends an equal amount of time at two schools shall choose one of the schools and will be entitled to one full vote.

Local Chapter Constitutions may increase the qualifications for office after a secret ballot vote to do so before the beginning of the nomination process for the election of the Chapter Chair at the regular site begins. The secret ballot election shall include all UTLA members of the proposed chapter. Chapters that have been separated through a vote shall annually notify UTLA, through their Chapter Chair, of their desire to remain a separate Chapter. In general, UTLA recognizes chapters based on the policy “one principal, one chapter chair, one chapter.”

Any person who requests a ballot but whose name does not appear on the UTLA provided list, or whose code indicates that that person is not a full dues paying member of UTLA, or whose eligibility is challenged for any reason, shall vote a challenge ballot. Said ballot shall be placed in a sealed envelope with the person’s name and employee number on the outside of the envelope. The election committee shall call the UTLA Membership Department to verify the status of any individual who votes a challenged ballot. Only those ballots cast by members who are verified as eligible to vote shall be counted. No ballot shall be counted unless all ballots have been verified.

Election Responsibilities of Current Chapter Chair

The Chapter Chair shall appoint a three-member election committee, the members of which may not be Co-Chair or Vice Chair, or not candidates for office.

The Chapter Chair shall request of UTLA the most current list of UTLA members at the site. In the absence of a Chapter Chair, a member of the election committee shall make the request.

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

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

Duties of the Election Committee

The election committee shall do the following:

(a) Select a chairperson
(b) Prepare a self-nominating form to be distributed to all eligible active UTLA members assigned to that site. The form shall contain all positions to be voted for. Members shall be self-nominated for more than one position. Nominees should include the return rights.
(c) Nominations by a majority of the votes cast. No ballot shall be counted unless all ballots have been verified.
(d) Publish the results of the election and notify UTLA immediately on the official form provided by UTLA of those results (no later than May 16).

(m) If a candidate has self-nominated for multiple positions, including Chapter Chair, the Chapter Chair shall be conducted first. After a Chapter Chair election, the election committee repeats steps a – j to elect a Co-Chair (Chapters with more than 80 members) or Vice Chair (Chapters with more than 20 members) if the candidates for Co-Chair or Vice Chair are not also candidates for Chapter Chair both elections may be conducted at the same time.

(n) Secure all election materials for six months to insure their availability in case of a challenge to the election.

(o) In secondary schools—with ten working days following the completion of the Chapter Chair election, the chapter chair shall vote on the Chapter Chair release time as described in Article IV, Section 8.b & c of the current contract, in order to give the site an opportunity to adjust the master schedule for the following school year.

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

Election Challenge

Any active UTLA member at the site who believes that any of these election procedures has been violated shall have 15 working days after the election results are known to send a written challenge by US mail to the Chair of the UTLA Constitution Committee.
Special section: Matrix &

Know the uniform staffing procedures for a stable matrix process.

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)

### 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>ASAP</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>Month of April or prior to posting of Matrix</td>
<td></td>
</tr>
<tr>
<td>II. Election of UTLA Chapter Chair</td>
<td>ASAP</td>
<td>Chapter Chair elections are to be conducted using UTLA procedures—any disputes should be referred directly to UTLA (no later than April 20) Prior to selection of classes</td>
</tr>
<tr>
<td>III. Posting of Matrix by Principal</td>
<td>Mid-March</td>
<td>Refer to Article IX-A, Section 2.0 (Matrix must be posted approximately four weeks prior to the day teachers on any track or schedule finish service for the year or four weeks prior to requesting assignments) No later than four weeks before classes are selected</td>
</tr>
<tr>
<td>IV. Teachers request track, grade level (elementary) or classes (secondary); request class assignment</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>
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

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.

Seniority is one of two equal factors (along with educational program needs) that the principal is required to consider.

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, classes within a department, and/or tracks. 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 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, four weeks prior to the day any track or schedule ends for school year or two weeks before class selection. (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 positions based on the matrix; non-permanent teachers fill out preference forms and are assigned positions by principal. Secondary permanent teachers request tracks; classes requested and assigned as per CBA, Article IX-A, Section 2.0.
- 8. Principal assigns tentative classes consistent with CBA, Article IX-A, Section 2.0 by May 16, 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.

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.
United with educators up and down California

The commonality of our struggles and the power in acting together.

By Cecily Myart-Cruz
UTLA/NEA Vice President

This school year we have seen educators in local teachers’ unions stepping up in a variety of ways for the schools that California students deserve.

• The Fresno Teachers Association had been in negotiations for months asking for better pay, equitable class sizes, more social-emotional support for students, and discipline and safety plans. The district would not budge. FTA held a strike authorization vote and began the process to go out on strike.

• The Sacramento City Teachers Association reached an agreement two days before they planned to walk off the job. The agreement makes progress on the educators’ key issues: salary, lower class sizes, and social and emotional support for students.

• The United Educators of San Francisco had been at the table for months, with the district continuing to drag its feet. UESF members got onto a mobilization footing for a strike authorization vote, and soon after an agreement was reached with wins on salary, rights for paraprofessionals, and safe and sustainable schools.

In each of these cases, educators were willing to fight together for a fair contract, and the school districts knew it. Their issues—salary, class size, safe schools, social-emotional supports—are our issues, because they are about what is best for our students.

Recognizing the commonality of our struggles and the power in acting together, last spring eight California teachers’ union locals joined forces as the California Alliance for Community Schools. The coalition is committed to taking action together to support public education, including taking on the privatizers and speaking openly about publicly funded and democratically run schools. In the past year, CACS members have taken coordinated action to support charter school accountability legislation and increased funding for schools—two of our critical priorities where action needs to happen on the state level.

California sits 46th in the nation for per-pupil spending, yet we are the sixth-largest global economy in the world. We spend more money on incarceration than we do on education. Something must change. CACS, our state affiliates, and other coalition partners are with us as we work to get the California Schools & Local Communities Funding Act on the ballot. This measure would generate $11 billion for school and services by closing loopholes on commercial property taxes for big corporations. As a common-sense reform, it creates a level playing field for businesses that are already paying their fair share.

California’s chronic underfunding impacts every aspect of our work, from class sizes and staffing to pay—all the issues local teachers’ unions are fighting for. Together, we are pushing for a drastic change in legislative funding and opening more pathways for revenue, so that our students can have all of the supports that they need and deserve.

$11 billion for schools and services on page 7.

Read more on the California Schools & Local Communities Funding Act to raise $11 billion for schools and services on page 7.

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TEACHER APPRECIATION NIGHT

Celebrate National Teacher Appreciation Day at Dodger Stadium, as we recognize and celebrate our local teachers and educators.

This special event ticket package includes a ticket to the game and an exclusive Dodgers’ Teacher Appreciation Night item.

Tuesday, May 8
7:10 PM

Los Angeles Dodgers vs

Tickets will be available soon at DODGERS.COM/TEACHERS

FOR MORE INFORMATION
Kaitlin Radcliff
323-224-2642
KaitlinR@LADodgers.com

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Voicing the value of our union

Building UTLA, one conversation at a time.

By Juan Ramirez
UTLA/AFT Vice President

When I was the chapter chair at my school, there was a very good teacher who hardly ever came to our UTLA meetings. More than once, I tried to encourage her to become more involved in our union. One time she told me, “Juan, I don’t like politics. I try to do a good job with my students, and that’s all I care about.” Another time she said that she believed that teachers were not supposed to be part of labor unions. She had a very good reputation at school and was one of our most dedicated teachers. I never gave up talking to her about our union work—the healthcare and pay increases we had won over the years that support her as a professional and how using our collective voice to address school issues can help her serve her students. While she never became a front-line union activist, she did start attending chapter meetings more regularly and engaging with her colleagues in that important union space. I write about her because I know there are educators who have the same attitude toward our union, but one-on-one conversations and consistent engagement can make a difference.

I had this in mind when I recently attended the AFL-CIO Western District Strategy Session in Buena Park. AFL-CIO President Richard Trumka told us how proud he was that union membership had grown by 262,000 people last year. He also said that we need to practice real solidarity—not lip solidarity. The meeting was focused on the threat to the labor movement from the anti-union Janus case and how we can help each other prepare for this summer. Never let a crisis go to waste, as the saying goes. I believe that the Janus decision will not stop people from being members of a union but is forcing people to become union organizers. That is a good thing. Member engagement is not something that is done on certain days, with a start and an end date. Member engagement must be constant.

All unions in attendance at the meeting were encouraged to go back to basics in member organizing. I shared what UTLA has been doing since 2014—organizing with members, parents, and the community for the Schools LA Students Deserve—and now, in 2018, driving the UTLA All In membership campaign to keep our union strong for that fight. There was agreement that this was exactly what was being described at this AFL-CIO gathering. Everyone in the room felt empowered because it can be done. Union membership will be affected only if we don’t continue with our organizing.

As we do this work, we are going to encounter members like the one that I described at the beginning. They are not bad people. Many of them have not had the experience of working without a union. I tell the story of my mother—a union seamstress—who was able to retire with a small pension and healthcare coverage. What is sad is that nowadays, non-union people doing the same work as my mother are making less than she did 15 years ago. Let’s not allow that to happen to us in UTLA. Everyone should sign the new UTLA All In membership card so we can continue being the powerful union we have become.

Visit: Our Los Angeles branch at 5115 Wilshire Blvd., Unit F (or your nearest branch)
Call: (800) 537-8491, extension 5131 • Click: www.ffcu.org/auto

Proudly Serving the Educational Community for 85 Years!
Special category chapter chair election

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

Candidates for these Chair Chapter 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. See instructions below for rules for returning nomination forms (see #1 Qualifications for Office, Voting and Challenged Ballots). If a submitted petition does not contain signatures of 40% of the chapter members, a new petition must be submitted via email if done c/o UTLA Headquarters. Challenges may also instead be submitted via email if done c/o UTLA Headquarters. Challenges may also instead be submitted via email if done c/o UTLA Headquarters.

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Practical matters

What are you really supposed to be paid?

By Ed Kaz
Compensation and Benefits Specialist

Sometimes, there is confusion about what certificated employees are paid for various types of service. Here is a little cheat sheet to help figure it out.

Calculating your monthly pay

Those who are annualized have their pay spread out over 12 months. To determine monthly pay, divide your annual salary for your schedule and step (at the proper pay basic: C, B, A, etc.) by 12. Most certificated employees are paid on C-basis, so let’s look at Marta McDoe, a C-basis employee paid on Schedule 25 at Step 5. Marta’s fiscal year annual pay is $60,332. Dividing that figure by 12 equals monthly pay of $5,027.66.

Figuring in extra assignments

Let’s say that Marta does some extra assignments for which she is paid different rates. Those extra assignments are noted on her contract hourly rate, divide the fiscal year pay of $60,332 by 1,224, the contract hours required for a C-basis assignment. Dividing $60,332 by 1,224 equals $49.29. That is Marta’s contract hourly rate. This is the same rate at which unpaid time will be paid. Now, maybe Marta does some replacement time, also paid at her contract hourly rate, as noted in Article XIV, Section 28.0. If Marta works in the Beyond the Bell program (extended learning) she will be paid at her contract hourly rate multiplied by 1.09224, as noted in Article XX, Section 13.0 for elementary, Section 14.0 for secondary. Multiplying her contract hourly rate of $49.29 by 1.09224 equals $53.85 (rounded off). She will also be paid at that rate for working summer session/intercession, as noted in Article XX, Section 7.0.

Paid as worked

If an employee anticipates not working the complete school year (because, for example, you plan on resigning or retiring prior to the last work day of the school year), you may wish to change your employee pay status from “annualized” to “paid as worked.” This process, designed to avoid possible overpayment of salary, generates pay for each calendar day worked instead of giving you annualized salary payments during both worked and unworked periods. It is a pay system best avoided, except for those who know by June 30 that they will be resigning from the district prior to the last day of work the following June. If you are planning a December 31 retirement, contact me and I will assist you.

Class sizes too high? Fill out the Class-Size Intake form

One of our critical demands in current contract bargaining is to lower class sizes and get rid of Section 1.5 in the contract, which allows the district to violate class-size caps and averages. To back up our demands and illuminate the class-size realities that our educators and students face, we are asking all members who may have excessive class sizes to complete a Class Size Intake Form (download at www.utla.net/re-

Support for housed teachers

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

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

UTLA’s Standing Committee for Unjustly Housed Teachers meets monthly at the union to support these teachers. From time to time the committee introduces motions at House of Representatives meetings. The committee also represents “reassigned teachers”—teachers arbitrarily relocated to other schools. The next meeting is March 15 from 4:00 to 6:30 p.m. in Room 904. The UTLA building is located at 3303 Wilshire Blvd., Los Angeles, CA 90010.

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

Class sizes too high? Fill out the Class-Size Intake form
Calling all LAUSD High School Seniors!

Sue Embrey 2017-2018 Community Activist Scholarship

Tell us what you are doing to change your community through community service and empowerment for a chance to receive up to a $2,000 scholarship. Scholarships will be awarded to current high school seniors only.

To enter you must do the following:
• Send an essay, 2 paragraph, one page describing your accomplishments and the second page discussing the specific details of your project.
• Include a photo and/or a video (DVD or project file).
• Include your contact information on your essay. Direct all questions to your high school counselor. At least two recommendations should be from a current UTLA member.

For scholarship application packages go to: www.utla.net

Entry must be submitted by 3 PM on April 17, 2018.

United Teachers Los Angeles
Non-Teaching Employees Committee

Sue Embrey is most recognized for her work in education the public about the injustices of the internment of the Japanese Americans during World War II.

Sue Embrey, educator, activist and author, lived by her principles of non-violence, self-determination for workers, teamwork, empowerment of the disenfranchised.

Asian-Pacific Scholarship Committee

Sue Embrey 2017

Scholarship Applications & Information may be:
- Downloaded at www.utla.net/scholarships
- Requested by email at: rscolor@utla.net
- Requested via phone 213-821-3134 ext. 206

Applicant form & Essay or Poem must be:
- Received by 3:00 PM, Tuesday, May 1, 2018
- Received via mail or can be dropped off at:
  United Teachers Los Angeles
  c/o Ruben Salazar Scholarship Committee
  3303 Wilshire Blvd., 10th Floor
  Los Angeles, CA 90010-1794

Winners will be notified by May 11, 2018.
Special cases: How to sign up for healthcare

Beyond the annual open enrollment period every year in November, there are scenarios where you might be signing up yourself, a spouse, or a dependent for healthcare at different times of the year. Here’s a quick guide:

- **If you are a new district employee or have recently returned from an unpaid Leave of Absence**, be sure you enroll in the district’s medical, dental, and vision plans. For those returning from an unpaid leave, you must submit the district’s Health Benefits Enrollment Form. **Enrollment is not automatic.** The form is available online at http://benefits.lausd.net and can be submitted electronically to the district. You can also call 213-241-4262 for assistance.

- **If you are recently married**, you must send the district a copy of your registered marriage certificate issued by the state. If the registered marriage certificate is received within 45 days of the marriage date, your spouse will be covered effective the date of marriage.

- **If you have a domestic partner**, your partner will be enrolled once the Declaration of Domestic Partnership Form and required documentation are submitted to the district. If all of the required documentation is received by Benefits Administration by the 10th of the month, coverage will be effective the first of the following month.

  - **If you have a newborn child**, if verification of birth is received within 30 days of the birth (the district will accept the complimentary hospital birth certificate) the newborn child will be covered back to the date of birth.

  - **If you welcome a stepchild into your family**, you must attach a copy of the birth certificate and a copy of your registered marriage certificate issued by the state. You must also attach a copy of your latest income tax return showing the child’s dependent status. You may block out all income information on the tax form. The district does not require this information.

  - **If you receive guardianship of a child or you adopt a child**, you need to attach a copy of the document verifying legal custody. If you submit verification of guardianship/ adoption within 30 days of the guardianship/adoption, coverage will begin on the date of guardianship/adoption. If submitted more than 30 days after, coverage will begin on the first of the month after verification was received.

   **For more help:** Visit the district website http://benefits.lausd.net or call 213-241-4262 for assistance.

Bilingual issues

Why we are advocating for bilingual differentials at the bargaining table.

There is one significant reason why we are bargaining for monetary compensation for our bilingual teachers. Every piece of national, state, and local research tells us that students, both English learners and English speakers, achieve at significantly higher rates in dual-language programs than their counterparts in English immersion programs. If we are serious about preparing our children for college and careers, then we need to prioritize the programs that make that happen. We need highly qualified teachers to make this happen. We need teachers who are expert in providing a high-level beginning experience for early language learners. We need teachers to provide the advanced levels of academic instruction that our older language learners deserve, and we need expert teachers to provide high-quality, research-based programs all along the way.

There is a teacher shortage, evidenced by our own LAUSD search activities such as the ad in the UNITED TEACHER, the revitalization of our bilingual intern programs, and our outreach to colleges and universities. The differentials that we have proposed to the district do not amount to a lot of money to each teacher, but they indicate that value has been placed on the special service that they provide to our children. We can’t provide our students with the programs they deserve without recruiting, retaining, and incentivizing the teachers they deserve.

Our bargaining work began and continues with our UTLA Bilingual Education Committee. Tomás Flores (committee chair), Marina Salas (past committee chair), and myself write and rewrite proposals that we hope are likely to resonate with our district counterparts. We have been fortunate to work with UTLA Elementary VP Gloria Martinez in these efforts and with UTLA Secondary VP Daniel Barnhart, who very effectively spoke on behalf of English learners at the bargaining table.

Please let us know if you would like to be a part of the program of the future: dual-language education.

**Bilingual Ed Committee on Facebook page:** Thanks to Bilingual Ed Committee member Frank Mora from Carver Middle School, we now have a Facebook page. Check out “Bilingual Education at UTLA.”

**Next Bilingual Ed Committee:** Please join us as we organize for strong advocacy for the implementation of dual-language programs at our next Bilingual Ed Committee meeting on Wednesday, March 7, at 4:30 p.m. in Room 828 of the UTLA building.

—Cheryl Ortega

UTLA Director of Bilingual Education
cortega@utla.net

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The Support Network Free Orientations

Are you interested in National Board Certification for 2018-19?  

**First Time Candidate Workshops**

- Monday, March 19, 2018, 4 pm–8 pm
- Thursday, March 22, 2018, 4 pm–8 pm
- Monday, April 16, 2018, 4 pm–8 pm
- Thursday, April 19, 2018, 4 pm–8 pm
- Monday, May 14, 2018, 4 pm–8 pm
- Thursday, May 17, 2018, 4 pm–8 pm

All orientations are at your UTLA building: United Teachers Los Angeles 3303 Wilshire Blvd., Los Angeles, CA 90010 (Validated parking in rear of building, off Berendo Street)

Please sign up by going to www.thesupportnetwork.net and filling out the online survey. You will receive an instant confirmation once you’ve submitted the survey. Signing up by phone will not be accepted. Walk-ins and late comers will not be admitted. RSVP will only be accepted up to two business days prior to an orientation or once capacity has been reached, whichever comes first. 75 participants is the maximum for each orientation. You must bring a valid government issued ID to gain access to the building.

**TO BE ELIGIBLE FOR THE SUPPORT NETWORK, CANDIDATES MUST ATTEND AN ENTIRE ORIENTATION MEETING.**

All information is tentative and subject to change. You do not need to join TSN to pursue NBPTS certification. Salary points can be earned for The Support Network program.

**NBPTS info:** www.nbpts.org or call 1-800-22-TEACH

Michael de la Torre, NBCT, Coordinator, The Support Network

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Explore your opportunities to lead.

See your options or talk to an academic advisor:

Tiny.cc/PrelimAdmin

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United Teacher • for the latest news: www.utla.net March 2, 2018
Involvement opportunity

**CTA State Council Elections**

By Debby Schneider & Laura Carls
UTLA/NEA Election Committee

UTLA/NEA members will elect CTA State Council representatives and one Minority At-Large representative in annual elections scheduled this year for the March 21 Area meetings. These delegates will join the other UTLA representatives when the council begins for the 2018-19 school year. The State Council acts as CTA’s policy-making body, meeting four times a year. Each representative is expected to serve on a standing committee, which debates business items involving academic freedom, retirement, civil rights, political action, teachers’ rights, and statewide negotiation issues. State Council representatives also vote for CTA’s statewide officers. In the 2018-19 school year, all State Council meetings will be held in Los Angeles.

All necessary expenses for representatives are covered by CTA, including hotel, mileage, and food costs. Meetings begin at 9 a.m. Saturday, 7:15 a.m. Sunday, and usually end around 4 p.m. both days. Subcommittee meetings on Friday evenings and voluntary caucus meetings before and after the general weekend meeting times can enrich the representative’s knowledge of issues facing California educators. UTLA delegates are rewarded for their time and effort by getting a chance to make a statewide difference in education. As a delegate, it is your responsibility to attend all Service Center Council meetings on January 16, April 3, and May 29.

If you find the idea of participating on a statewide level intriguing, fill out and mail in the self-nomination form on this page to run for CTA State Council. Forms are due by March 8 via U.S. mail (no faxes or emails). Forms may also be dropped off at UTLA headquarters on the 10th floor (attention: Cecily Myart-Cruz, UTLA/NEA VP) during regular business hours from 9 a.m. to 5 p.m.

**CTA State Council and Minority At-Large Year-Round Absentee Ballot Request**

I am requesting an absentee ballot for the CTA State Council Election. My vote will correspond to CTA’s election guidelines, which allow for voting by mail for CTA members on formal leave. This request must be received by 5:00 p.m., March 8, 2018, by U.S. mail to UTLA, 3303 Wilshire Blvd., 10th Floor, Los Angeles, CA 90010. Attn: Cecily Myart-Cruz UTLA/NEA VP I understand that my request will be checked for accuracy by election committee members. Absentee ballots will be mailed March 14, 2018, and must be received via U.S. mail by 5:00 p.m., March 21, 2018.

Name ____________________________
Employee number __________________
Address __________________________
City ____________________________ Zip ________
Home phone _______________________
Non-LAUSD email address __________
School __________________________
School Phone ______________________
UTLA area (Circle one) N S E W C VE VW H
Absentee ballot requested for:
☐ March 21 ☐ May 2

Check one: ☐ CTA/NEA Board member ☐ Formal LAUSD leave

I hereby declare that the above information is accurate.

Signature __________________________ Date __________

Return this request to UTLA/NEA VP Cecily Myart-Cruz by 5:00 p.m., March 8, 2018, via U.S. mail to UTLA, 3303 Wilshire Blvd., 10th Floor, Los Angeles, CA 90010. Forms may also be dropped off at UTLA headquarters on the 10th floor (attention: Cecily Myart-Cruz, UTLA/NEA VP) during regular business hours from 9 a.m. to 5 p.m. NO FAXES OR EMAILS.

Form must be received by UTLA by March 8, 2018.

**CTA State Council Election Notice for 2019-21 Term**

Are you interested in representing UTLA/NEA members at the state level? CTA (California Teachers Association) State Council, a policy-making body that meets quarterly, has openings for representatives to fill expired terms. If you wish to run for one of these positions, complete and return the self-nomination form by U.S. mail to UTLA/NEA VP Cecily Myart-Cruz at UTLA. The form must be received by 5:00 p.m. on March 8, 2018. The election will be held at the March 21, 2018, Area meetings. For those members who cannot vote at their Area meetings, voting will also be held at the UTLA building from 9 a.m. to 5 p.m. on March 21, 2018.

**Self-Nomination Form**

Name ____________________________
Employee number __________________
Address __________________________
City ____________________________ Zip ________
Home phone _______________________
Non-LAUSD email address __________
School __________________________
School Phone ______________________

I certify that below is the signature of the candidate whose name appears above.
Signature __________________________ Date __________

Return this request to UTLA/NEA VP Cecily Myart-Cruz at UTLA. The form must be received by 5:00 p.m. on March 8, 2018.

**CTA State Council election timeline**

January 26, March 2: Nomination forms, timeline, absentee ballot request forms in UNITED TEACHER. Minority At-Large appears in the March 2 issue.
March 8: Self-nomination forms and absentee ballot requests due to UTLA building by 5 p.m. by U.S. mail (no faxes or emails). Forms may also be dropped off at UTLA headquarters on the 10th floor (see the receptionist on the 10th floor) during regular business hours from 9 a.m. to 5 p.m.
March 9: Letters sent out acknowledging receipt of nomination forms.
March 14: Absentee ballots sent out.
March 21: Elections at all UTLA Area meetings and at UTLA headquarters from 9 a.m. to 5 p.m.
March 21: Absentee ballots due back to UTLA building by 5 p.m. by U.S. mail only (no faxes or emails).
March 23: Area and absentee ballots counted, 9 a.m. Letters sent to winners and results will be posted at www.utla.net by the end of the next business day.

April 2: Deadline to submit election challenge in writing to Cecily Myart-Cruz, UTLA/NEA Vice President, provided a runoff election is not required. Please contact Vivian Vega for appropriate form at (213) 368-6259.
April 10: Absentee ballot for runoff sent.
May 2: Runoff election, if needed, at Area meetings and at UTLA headquarters from 9 a.m. to 5 p.m.
May 2: Deadline for absentee ballots to be received back by U.S. mail (no faxes or emails).
May 4: Election Committee meets at 9 a.m. to count all ballots. Letters sent to winners and results will be posted at www.utla.net by the end of the next business day.

May 14: Final date for challenges to be submitted in writing to Cecily Myart-Cruz, UTLA/NEA Vice President, provided additional runoff election is not required. Please contact Vivian Vega for appropriate form at 213-368-6259.
CTA State Council delegates with terms expiring in 2018

Norton Davis  Stacey Michaels  Brian Muller
Joseph Esterman  Catherine Proctor
Ginger Rose Fox  Juan Ramirez  Steve Seal
Erika Jones  Gloria Martinez  Stacie Webster
Gloria Martinez  Sonia Martin-Solis  Laura McCutcheon
Stacey Michaels  Brian Muller  Cather...
**Peer Assistance and Review Program Workshop Schedule**

All LAUSD teachers are invited to take ANY of our 6-hour workshops that cover a variety of topics:

- Speaking and Listening Strategies in the Common Core  
  February 17, 2018
- Interactive Student Notebooks  
  February 17, 2018
- *All New!* Classroom Management, Research-Based Strategies for Success  
  March 28, 2018
- Common Core Short Text Writing Strategies Across the Curriculum Using Graphic Organizers to Support the Writing Process  
  March 29, 2018
- ABCs of Student Engagement  
  June 12, 2018
- Power of Presence  
  June 13, 2018
- Informational Text and Project Based Instruction  
  June 13, 2018

*All PAR classes are held at the Beaudry Building 333 S Beaudry Ave, LA, CA 90017*

All workshops can be applied toward Salary Point Credit!

*unless noted, all PAR classes are held at the Beaudry Building 333 S Beaudry Ave, LA, CA 90017*

**Sign up through:** MyPLN [https://achieve.lausd.net/mypln](https://achieve.lausd.net/mypln)

**Upcoming conferences**

See committee events on page 20.

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**UTLA meeting board**

**Upcoming meetings**

**MARCH 7 & APRIL 18**

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

**MARCH 15**

**Unjustly Housed Teachers Committee:**

UTLA building, 4:30 p.m.

**UPCOMING CONFERENCES**

See committee events on page 20.

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**2017 union dues for tax deductions**

The following are deductions for union dues that you might be qualified to make on your 2017 federal income tax return. These figures are meant as a guideline and may not reflect the actual deductions that were taken (for example, if you did not work the full year or you switched job classifications, these numbers may not reflect your deductions). Always consult your tax adviser before taking any of these deductions.

- $988.20 Full-time UTLA member and agency fee
- $494.16 Part-time substitute member and agency fee
- $836.76 Children’s center member and agency fee
- $747.84 Full-time fair share
- $373.92 Part-time substitute fair share
- $633.12 Children’s center fair share
- $247.08 Associate member

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**Call for UTLA Specials**

1(888) 999-4202

**FREE CONSULTATIONS**

No Interest Financing

14914 Sherman Way
Van Nuys, California 91405
African American Education Committee conference: “Full STEAM Ahead”

The UTLA African American Education Committee held its 45th conference at UTLA on February 3, gathering together educators and community members for workshops on issues specific to black students. This year’s conference explored the theme of “Full STEAM Ahead: Lifting As We Climb” with presentations by, among others, STEAM specialist Amber McKinnery-Shivers; retired educators Sibyl Walton and Janis Beckford; and King Middle School Film Arts Magnet teacher Linda Guthrie. The conference closed out with a panel discussion, moderated by Jamillah Sanders, with experts in the fields of foster care, school safety, student discipline, and other critical areas.

The AAEC Conference Committee is led by Janice M. Lee (chair). The AAEC Committee chairperson is Dr. Frances Copeland.

LAUSD HUMAN RESOURCES

Dual-Language Teachers Needed

The District is currently seeking candidates to staff Arabic, Armenian, French, Korean, Mandarin, and Spanish bilingual programs at the Elementary and Secondary levels.

There are current vacancies, as well as expected future growth in these programs.

If interested, please email Jacob Guthrie, Talent Acquisition Specialist, Human Resources Division, at Jacob.guthrie@lausd.net for more information.
BOOKS

HOME LOANS
Stop paying rent today!! Your landlord is paying off his mortgage...with your rent money!! You deserve to be a homeowner too!!! "1st time homebuyer programs," bad credit, or bankruptcy is okay! For more information: call or text me today! Kym Hooper- 310-628-7393.

TAX SERVICES
2016 tax reviews & 2017 filing DISCOUNTS for UTLA members! UTLA-R Andy Griggs, certified tax preparer, specializes in taxes for educators for UTLA members! UTLA-R Andy Griggs, certified tax preparer, specializes in taxes for educators!

LAUSD EMPLOYMENT
Job share/employment available ads in LAUSD employment section are FREE.

RENTAL
Live on the estate of a 1950s Oscar winner! $40,000 square foot newly build guest house. $1700. Phone 818-742-8444 to receive text photos and information.

LAUSD POSITIONS AVAILABLE
Melrose Elementary Math/Science/Technology Magnet, one of LAUSD's most innovative instructional programs, is expanding in the 2018-2019 school year and is hiring five teachers in grades K-5. Interested teachers should submit a letter of interest and resume that lists two references including current administrator at mathew.needleman@lausd.net.

The Humanities Magnet for interdisciplinary Studies located on the Grant High School campus is anticipating various positions available for the 2018-2019 school year. Come be a part of a brand-new magnet school South District or East to the Gardena area.

How To Place Your UT Classified Ad
Print your ad from your computer or use a typewriter. If you’re using the coupon below, please print clearly. Count the number of words in your ad. Area code and telephone number count as one word. Email and web address count as one word. Street address counts as one word. City and state, including zip code, count as one word. Abbreviations and numbers are considered words and are charged individually. The classified ad rate is $1.50 per word for each time your ad runs (there is no charge for LAUSD job share/employment available ads). Multiply the number of words in your ad by $1.50. This is the cost for running your ad once time in UNITED TEACHER. If you’re running your ad in more than one issue, multiply the one-time total by the number of issues you wish the ad to appear.

Various positions are open and available for qualified teachers at Birmingham Community Charter High School. Join a vibrant community of educators at BOCHS. Apply on EdJoin.org.

CLASSIFIED AND DISPLAY AD POLICY: UNITED TEACHER will not accept ads for legal services in the areas of worker’s compensation or personal injury; nor advertising for tobacco or alcoholic beverages; nor advertising deemed misleading or offensive to members; nor advertising inconsistent with the programs and purposes of United Teachers Los Angeles.

I am a hardworking, personable second-grade teacher, with experience in TK-2, looking to job share at your elementary school. I have taught at one school for the past seven years. 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, but will attend all staff meetings. I am hoping to job share, with you, beginning in the Fall of 2018-2019 school year and beyond. This is a long-term arrangement for me, and must be for you too. Please only contact me if you are in the Northeast, or Northwest schools near the Northeast border. I prefer to work at a school nearby Burbank or Glendale areas. If interested, please get in touch ASAP. The deadline to apply is April 15. 818-939-8498.

Job Share need for 2018-2019 school year in Northwest District. Afternoon position, teaching first grade, great school, awesome faculty. Must be a team player. Contact Guadalupe, 661-309-3041.

I’m a loyal, dedicated, hardworking second-grade teacher. I would like to work the morning shift for any grade K-5. I will come to your school. Please contact me 818-939-8498 ASAP to job share this Spring (2018) and beyond.

Job share partner wanted for the 2nd semester 2017-18 school year and beyond. Your school or mine- Harbor Area preferred. I have enjoyed my previous job share experience. If interested please contact me at 310-918-4163 or sbfetters@yahoo.com.

Job share partner wanted for 2018-19 school year and beyond. Afternoon position, teaching first grade, great school, awesome faculty in the Northwest District. Must be a team player. Contact Guadalupe at ggm4446@lausd.net.

I am a first-grade teacher looking for a job share for the 2018-019 school year at my school or yours. I am interested in teaching kindergarten through 2nd grade. My school is in Westchester or I am willing to travel to your school.

I am a hardworking, personable second-grade teacher, with experience in TK-2, looking to job share at your elementary school. I have taught at one school for the past seven years. 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, but will attend all staff meetings. I am hoping to job share, with you, beginning in the Fall of 2018-2019 school year and beyond. This is a long-term arrangement for me, and must be for you too. Please only contact me if you are in the Northeast, or Northwest schools near the Northeast border. I prefer to work at a school nearby Burbank or Glendale areas. If interested, please get in touch ASAP. The deadline to apply is April 15. 818-939-8498.

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I am a first-grade teacher looking for a job share for the 2018-019 school year at my school or yours. I am interested in teaching kindergarten through 2nd grade. My school is in Westchester or I am willing to travel to your school.
Free mobile museum visits from NHM

The Natural History Museum’s Mobile Museums are a free outreach program for LAUSD elementary and secondary schools. The mobile education programs are unique educational spaces situated in modified tractor-trailers to simulate scientific research environments. Two options are available: Mobile Museum: An Archaeology Experience (Grades 3-5) and Mobile Museum: An Ocean Experience (Grades 6-12). Scheduling is first-come, first-served until all slots are filled. The museum will begin accepting online requests for August-December 2018 on March 15. Please note that there is a two-year wait period between visits to each school. To request a mobile, book online at http://www.nhm.org/site/for-teachers/mobile-museum.

$500 teacher grants from California Credit Union

Have a great class project idea? Applications are now being accepted for the Spring Teacher Grant offered by the California Credit Union. The grant is designed to assist educators by funding innovative learning opportunities for their students. Ten Teacher Grants up to $500 each will be awarded. Applications are now available online. For more information and to apply, go to ccu.com/teachergrant. Deadline to apply: April 6, 2018.

Evenings for Educators at LACMA:
“City and Cosmos: The Arts of Teotihuacan”

For more than 30 years LACMA’s Evenings for Educators program has provided K-12 teachers with opportunities to talk about, discover, and create works of art. Join the museum on April 10 for “City and Cosmos: The Arts of Teotihuacan” to learn about the magnificent city, which was the cultural, political, economic, and religious center of ancient Mesoamerica. Participants will explore the central importance of furred animals and imposing deities for Teotihuacan’s diverse citizens, and learn how the essential forces of water and fire defined ritual and everyday life in the ancient metropolis. Teachers enjoy complimentary parking and dinner catered by the Patina Group as well as thematic curriculum containing images, lesson plans, and additional resources. Tickets are $15 per person for the evening, which runs from 4:30 to 8:30 p.m. For more information and to register, please visit http://www.lacma.org/evenings-for-educators. If you have additional questions, please call 323-857-6093.

Free institute on young people during the Holocaust

In collaboration with the Museum of Tolerance, Facing History and Ourselves presents a two-day institute, “Voices and Choices of Young People During the Holocaust.” The institute will run on April 2 (10 a.m. - 6 p.m.) and April 3 (8 a.m. - 5 p.m.). Participants will explore the voices of young people during the Holocaust—what factors contributed to their identity, what choices they made, and what students today can learn by studying the Holocaust with an eye toward better understanding ordinary people and human behavior. Using Facing History and Ourselves curriculum and unique exhibits of the Museum of Tolerance, including its newest one on Anne Frank, the program also features the opportunity to meet and hear a Holocaust survivor. Participants receive a copy of Holocaust and Human Behavior and The Diary of Anne Frank and engage with Common Core-aligned strategies for middle and high school classrooms. Travel scholarships are available for participants. Be sure to indicate that you are registering for the “Voices and Choices of Young People during the Holocaust” educator workshop. For more information and to register: http://bit.ly/voices-choices.

School grants for inclusive special education

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

Salary point class on ukulele

Musicians and non-musicians are welcome at “Ukulele for Teachers,” a fun, basic introduction to ukulele, taught by LAUSD Teacher of the Year and acclaimed ukulele virtuoso Bartt Warburton. You’ll learn a few songs within minutes and how to use ukulele in your lessons, for every grade level and every content area. The class meets on three Saturdays (April 14, May 5, and June 29) from 10:30 a.m. to 4 p.m. at the Coffee Gallery Backstage, in Altadena. The class fee is $199 and you get one salary point. Bartt will provide lessons, beginner chord/song charts, booklets, instruments (with prior arrangements), video lessons, a webpage to share ideas, and lots of support. They’ll be time to make lesson plans during class too. Register online at Bartt.net, where you’ll also find a lot more info about this class. You can email Bartt with questions at Bartt@Bartt.net or call/text him at 818-568-3595.

Summer salary point program at Inner-City Arts

“Creativity Practicum” is an innovative summer program for teachers who would like to take a deeper dive into developing arts-infused classrooms. In five packed days, participants will share their practice and expand their repertoire through a variety of hands-on arts activities including bookmaking, watercolor exploration, visual narratives, drawing, cartooning, poetry, storytelling, songwriting, animation, drama, and dance. The program emphasizes joyful learning and teachers leave having experienced many ways to weave creative ideas and activities through their work. Emphasis is placed on implementing strategies that support individual growth, development of community, restorative and trauma-informed practices, and the development of a compelling and engaging learning environment. Participants may earn two salary points. Dates: Wednesday to Friday, July 11 to 13, and Monday and Tuesday, July 16 and 17. Tuition: $180 until June 22, then $225; discounted tuition available through work-study. For more information or to register: www.inner-cityarts.org/professional-development or contact Zoe Tomasso at PD@inner-cityarts.org or 213-627-9621, ext. 114.

Salary point course on less stress, more learning

The three-salary point course “Creating a Conducive Environment Through Building Healthy Relationships” aims to reduce toxic stress experienced by teachers. Educators find themselves in stressful situations at home, on the freeway, and at work, but this course teaches you how to help make your classroom a “stress-free” environment for better learning. Enroll today at www.education4equity.com. All classes 100% online for maximum convenience.
California Credit Union will pay your non-recurring closing costs on 5/1, 5/5, and 7/1 ARMs including but not limited to: lender’s title insurance, title services, appraisal, tax service, credit report, flood certification and recording fees up to an amount of $10,000. This does not include pre-paid interest, homeowner’s insurance, initial escrow deposit, owner’s title insurance, or city and/or county transfer tax. If you pay this loan off earlier than the 36-month anniversary date of the loan origination, you will be obligated to pay California Credit Union a prorated amount of the closing costs. This amount will be added to any loan payoff amount requested prior to the 36-month anniversary date. Other restrictions may apply. Offer good for a limited time only and is valid on owner-occupied purchases or refinances from another institution and does not apply to the refinance of an existing California Credit Union mortgage.

Financing up to 97% LTV available on loans up to $679,650. Loans greater than 80% LTV will require mortgage insurance. All loans subject to approval. Programs, rates, terms, and conditions are subject to change. Other fixed and ARM loan options available.

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1California Credit Union will pay your non-recurring closing costs on 5/1, 5/5, and 7/1 ARMs including but not limited to: lender’s title insurance, title services, appraisal, tax service, credit report, flood certification and recording fees up to an amount of $10,000. This does not include pre-paid interest, homeowner’s insurance, initial escrow deposit, owner’s title insurance, or city and/or county transfer tax. If you pay this loan off earlier than the 36-month anniversary date of the loan origination, you will be obligated to pay California Credit Union a prorated amount of the closing costs. This amount will be added to any loan payoff amount requested prior to the 36-month anniversary date. Other restrictions may apply. Offer good for a limited time only and is valid on owner-occupied purchases or refinances from another institution and does not apply to the refinance of an existing California Credit Union mortgage.

2Financing up to 97% LTV available on loans up to $679,650. Loans greater than 80% LTV will require mortgage insurance. All loans subject to approval. Programs, rates, terms, and conditions are subject to change. Other fixed and ARM loan options available.

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ccu.com/homeloans