The strike effect

UTLA’s win ignites broader fight for public education.

With 60,000-plus people marching in the streets of LA, our strike shifted the discourse on public education and ignited a broader fight to defend our schools. We took two essential truths with us to the picket lines:

- California, one of the wealthiest states in the country, ranks 44th in per-pupil funding, and our students are not getting what they need to succeed.
- Public schools are being financially strangled by the unmitigated growth of charter schools, driven by billionaire privatizers and the corporate charter lobby.

Through our collective action and the massive support of parents and the community, we forced LAUSD to agree to a contract that reinvests in our schools. Outside of the contract, the impact of our strike continues to reverberate, with new action on charter accountability and school funding.

“Through our strike and the years of organizing behind it, we expanded the realm of what is politically possible,” UTLA President Alex Caputo-Pearl says. “This is exactly what movement-building is designed to do—make progress on demands on a broader scale. It’s up to us to use the urgency of this moment to keep building the movement. When we organize, we catalyze change.”

Here’s a snapshot of post-strike developments.

**STRIKE EFFECT: Jackie Goldberg dominates School Board race**

With 48% of the vote, Jackie Goldberg notched a strong first-place finish in the March 5 election for the open seat in the LAUSD Board District 5 race, outpacing her opponents more than 4 to 1. Goldberg heads to a May 14 runoff as the clear front-runner. Her strong showing reflects both her decades of leadership and the political goodwill from our strike: the public wants to align with candidates like Goldberg who are unapologetic defenders of public education.

**STRIKE EFFECT: School boards call for charter moratorium**

The contract that ended our strike included an agreement for the LAUSD School Board to call on the state to impose a moratorium on new independent charter schools in the district. On January 29, the LAUSD School Board passed member Richard Vladovic’s motion for the moratorium in an unexpectedly lopsided 5-1 vote, with even board members elected with charter money voting yes. Only board member Nick Melvoin voted against the resolution.

In the Oakland Unified School District, where 50% of students attend charters, teachers made privatization a central target of their recent strike and won an agreement for the school board to endorse a charter moratorium. Nearby West Contra Costa Unified District, which has watched its fiscal impact of charter schools, Gov- ernor Gavin Newsom has charged Superintend- ent of Public Instruction Tony Thurmond with forming a panel of experts to study the issue and report back on July 1. The panel will be the first in-depth look at the financial impact of charter schools since the passage of California’s first charter law in 1992.

Also at the urging of Newsom, a bill requiring new transparency and account- ability standards for charter operators made its way quickly through the legislature, and Newsom signed it into law this month. Senate Bill 126 requires that charter school boards comply with the same open meeting, conflict-of-interest, and disclosure laws as district school boards, including holding public board meetings, opening records to the public upon request, and ensuring board members don’t have a financial interest in contracts on which they vote. Former gover- nors Jerry Brown and Arnold Schwarzeneg- ger vetoed earlier versions of the legislation. SB 126 may be the first of several bills this year to tighten oversight of charter schools.

While we applaud these recent develop- ments, we continue to call for bolder action and will put pressure on corporate Democrats aligned with the privatization movement. Large urban school districts, the primary targets of the corporate charter industry, are well past the saturation point for charter school growth and an immediate cap on charter schools is urgently needed.

**STRIKE EFFECT: Governor fast-tracks charter accountability legislation, bolder action is needed**

Aligning with the call in our contract agreement for a comprehensive study of the fiscal impact of charter schools, Gov- ernor Gavin Newsom has charged Superintend- ent of Public Instruction Tony Thurmond with forming a panel of experts to study the issue and report back on July 1. The panel will be the first in-depth look at the financial impact of charter schools since the passage of California’s first charter law in 1992.

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**STRIKE EFFECT: Public support spikes for school funding measure**

In the wake of our strike, LAUSD con- ducted a follow-up poll on a possible parcel tax measure and found that support had grown significantly.

The measure, which now has been en- dorsed by the school board, UTLA’s govern- ing bodies, and Mayor Eric Garcetti, would raise $450 million to $500 million for LAUSD schools. Because the proposed parcel tax is not a regressive flat tax, busi- nesses, corporations, and corporate land- lords would pay more than 70% of the tax and homeowners only 18%.

Our strike forced LAUSD to dip deeply into its reserves to lower class size and hire more nurses, counselors, and librarians, but the district needs ongoing revenue to fully fund our schools. Public education has suffered from decades of disinvestment, and it will take more than one measure to reach our 20 by 20 goal of $20,000 in per-pupil funding by the year 2020. The parcel tax is a critical step, and our work passing it will build the coalitions needed to win other measures, such as the Schools and Communities First measure to close the corporate loopholes in Prop. 13. Read more on the parcel tax on page 5.

Jackie Goldberg: ‘We cannot continue starving our schools’

One day after winning the top spot in a crowded field of candidates, Jackie Goldberg (above left) told the LA Times: “This is the beginning and not the end of putting together all those people who came together around the teachers’ strike—not just here but in Oakland and the folks in Madera and the folks in Fresno that are all trying to make these things happen. People moved to California when I was young for our schools. And since then we have starved them, and we cannot continue starving them. This movement is about that.”

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Dispatches from the educator uprising

Strikes in Denver, West Virginia, and Oakland
President’s perspective
Not just a moment, but a movement

By Alex Caputo-Pearl
UTLA President

Our strike empowered Los Angeles. The impacts of our collective action are not just those we can measure, like contract wins and the shifting political dynamic, but those that are more intangible, like the positive human, emotional, and spiritual effects. I have been so moved by the voices of our members in last month’s UNITED TEACHER and in this issue of the UNITED TEACHER. Just incredible. Read them and be inspired.

Amidst this, one of the greatest positive impacts of our strike, which will help our union and the fight for public education for years to come, is the emergence of so many new leaders.

Jazmin Garcia, a parent at City Terrace Elementary in East Area, has been inspired to get more involved in Reclaim Our Schools Los Angeles and Eastside Padres Contra La Privatización. Since the strike, she has done hours and hours of precinct walking and door-knocking to elect Jackie Goldberg to School Board District 5.

Monica Esparza emerged as the new UTLA Charter Co-Chair at Harmony Elementary in Central Area in the weeks leading up to the strike. She organized incredibly strong picket lines, involved her entire staff, and built last standing parent and community partnerships that continue to benefit the school.

Tom Van Sciver, chapter chair at Sharp Elementary in the Valley, continued developing leadership and consciousness among his staff here in LA and supported developing leaders in Oakland, through Sharp’s adoption of a striking school in Oakland.

Ava Marinelli, a UTLA member who began teaching at Alexandria Elementary with her co-workers to build the incredibly vibrant picket lines during the strike. Since then, they have used the strike momentum and contract victories regarding charter co-location to build the fights against charter operators. The charter industry poured in more money but the charter industry will do this again to try to beat Jackie and privatize our schools, downsize them, and attack our profession. We must double down behind Jackie for the second round, with every single one of us precinct-walking, text-banking, and more. Remember, school board members make decisions for the entire district, not just their own electoral district. All of us around the city need to get involved, not just Board District 5 members.

Getting Jackie Goldberg elected to Board District 5

There’s no other way to say it—Jackie, and our members and parent/community allies, crushed it in the first round of voting on March 5. Jackie got 48.26% of the vote—with votes still to be counted as I write this—in a field of 10 candidates. That is domination. But there is much more to do in the second round to ensure Jackie wins.

Jackie was with us on the picket lines and is with us on reducing class size, hiring more health and human services professionals, capping charter school growth, making sure educators and parents have more say, winning more school funding, and so many other issues. She is iconic in leadership roles she has already played, as a teacher, as a trainer of teachers, and as an elected School Board member, City Council member, and member of the State Assembly.

Our members like Fidencio Gallardo from South Gate High School, Carla McNellis from Alexandria Elementary School, and many others knocked on doors, made phone calls, sent texts, and recruited other members to participate. And, yet, we cannot take the foot off the accelerator pedal. We have been here before. In 2017, our candidate, Steve Zimmer, got 46.7% of the vote in the first round, coming incredibly close, just like Jackie did, to ending the election in the first round with 50% plus one. Then, in the second round of that 2017 race, the charter industry poured in more money than we had ever seen, more money than the United States had ever seen in a school board race, and Nick Melvon beat Steve Zimmer in May of that year.

The charter industry will do this again to try to beat Jackie and privatize our schools, downsize them, and attack our profession. We must double down behind Jackie for the second round, with every single one of us precinct-walking, text-banking, and more. Remember, school board members make decisions for the entire district, not just their own electoral district. All of us around the city need to get involved, not just Board District 5 members.

Winning school funding through the parcel tax and Schools and Communities First

One of the incredible ongoing positive impacts of our strike is that we changed the narrative on school funding. Across Los Angeles and across the country, everyone is now talking about the need to fund our schools—not just in “red” Republican-dominated states, but also in “blue” Democratic-dominated states.

We have been pressing this issue for more than two years now through our 20 by 20 campaign—fighting for $20,000 in per-pupil spending by the year 2020, to bring LA and California up to par with states like New York, which already spend that amount of money.

It was our strike that made the breakthrough. In a poll done in the weeks following our walkout, an incredible 85% of Los Angeles supported our strike, and an astounding 77% of Los Angeles supported the idea of a local LAUSD parcel tax.

We must ride this momentum and pass a parcel tax now: a 16 cent per-square-foot annual tax on owners of structures. Our strike won hundreds of millions of dollars out of the LAUSD reserve for class-size reduction, staffing, salaries, Community Schools, a commitment to issue no layoff notices, and more. We targeted the reserve and we won. And, yet we know, as we always have, LAUSD needs permanent ongoing, new revenue streams in order to survive and thrive. A reserve is one-time money; parcel tax revenue is ongoing. We need the new revenue to cut against the
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PRESIDENT’S PERSPECTIVE
(continued from previous page)

pressure of low state per-pupil funding and the financial sap of charters, declining enrollment, and increased district responsibility to pay for our retirement. We need to win the per-square-foot parcel tax vote within LAUSD boundaries on June 4, 2019, and use it to put even more power behind our movement to pass the statewide Schools and Communities First (SCF) initiative in November 2020, which would close the corporate loophole in Proposition 13. The parcel tax would bring $450 million to $500 million to our schools, and SCF between $500 million and $800 million, taking us up to 25% of the way toward 20 by 20. This is a huge step forward.

There are two key ways we can use the parcel tax and SCF to build off each other. First, they mutually reinforce the same narrative, which we can drive in the public: In the richest state in the country, with more millionaires and billionaires and more business profits than anywhere else, it is the right thing to do to have the rich and corporations invest more in public institutions like schools, and in our students of LA, who are 85% low-income and 90% of color. More than 70% of the parcel tax proceeds would come from businesses and only 18% from homeowners. The average homeowner within LAUSD boundaries would pay less than $20 per month, while downtown skyscrapers and corporate parks would pay much more because their square footage is so much higher. Seniors and disabled would be exempt. Renters would not face a direct tax. The ballot language would target the money directly to class-size reduction, more health and human services staffing, more music and arts, instructional materials, and other direct school site supports. There would be annual audits and oversight.

This progressive direction of the parcel tax is taken even further by SCF, which would close the corporate loophole in Proposition 13. It would only affect the largest, wealthiest commercial property owners, many of whom have been jumping through a loophole to avoid paying market rate property taxes since 1978—even as their profits have soared incredibly. The per-square-foot parcel tax and SCF build the same narrative. Those who have more should contribute more to ensure our schools do not continue to be starved of funding and basic resources.

The second key way the parcel tax and SCF build off each is through our organizing of systems and structures. With our strike, we built a chapter structure: a chapter chair at every school, a Contract Action Team at every school, systems of support for our organized parent outreach chapter-by-chapter, and so on. Building up to the parcel tax vote in June 2019, we will begin taking those structures and systems into the neighborhoods and precincts—convoying our chapters and members to voters, voter registration drives, neighborhood councils, community flyering, and more. Every piece of work we do for that June 2019 measure will help us drive toward even deeper systems and structures to win the SCF vote in November 2020.

Our strike has provided us with a huge opportunity to address what has plagued our schools for decades: a lack of funding and investment.
Dispatches from the educator uprising
Updates on the three strikes since our walkout.

DENVER: Fighting merit pay experiment

STATS: First strike by Denver teachers in 25 years.

STRIKE DATES: February 11-14

CRITICAL ISSUES: A big driver of the Denver Classroom Teachers Association’s strike was a failed corporate reform experiment in merit pay. Under ProComp, teachers’ salaries stagnated as base pay was sacrificed to unpredictable and confusing teacher bonuses linked to student performance. ProComp was a relic of their past superintendent, a former investment banker with no experience in education.

Teachers used their strike to raise up the reality that incentive bonuses do nothing to fix the issues in schools, such as a lack of nurses, social workers, and counselors; lack of support for special and English learners; and lack of funding for technology.

OAKLAND: Stronger for the fights ahead

STATS: The Oakland school district loses about 300 teachers every year, many to neighboring districts with higher salaries.

STRIKE DATES: February 21-23

CRITICAL ISSUES: Like UTLA members, Oakland educators went on strike to reinvest in public education and reject a privatization agenda that included threats to close more than 20 public schools. After seven days on the picket line, Oakland teachers won gains in every key area, including a fair pay raise, lower class sizes, improved support staff-student ratios, a five-month moratorium on school closures, and language supporting a moratorium on charter schools.

The strike resonated with the community and raised public consciousness around the link between billionaire gentrifiers and billionaire privatizers intent on pushing both teachers and working-class families out of the city. Tens of thousands of Oaklanders of all ages joined picket lines, rallies, and actions, and only a fraction of the district’s students attended school during the strike.

VOICES: OEA President Keith Brown: “We have a greater sense of urgency to make sure that our students have the resources they deserve. We have a contract that begins to address ending the teacher retention crisis. We have a contract that brings in more resources for our students and more student supports. However, we do realize that the fight does not end with this contract. It is only the beginning.”

WEST VIRGINIA: Shutting down schools to stop privatization

STATS: West Virginia sparked the nationwide teacher rebellion with their two-week, statewide walkout in 2018.

STRIKE DATES: February 19-20

CRITICAL ISSUES: One year after their historic walkout, West Virginia educators went on strike again to stop a privatization, anti-union bill. The leaders of West Virginia’s three educator unions called the statewide strike in response to Republican legislators’ efforts to push through a bill that would have legalized charter schools, funneled public funds into private schools through vouchers, and created financial penalties for teachers who go on strike.

The bill was clearly retaliation against the earlier strike, with billionaire-backed privatizers hoping for a win in West Virginia who would stop educators’ momentum and the string of pro-public education strikes across the country.

West Virginia teachers spent only a few hours striking on February 19 before the House of Delegates postponed the bill indefinitely. Teachers stayed out one more day to ensure that the bill was not sneakily put back onto the agenda, and their two-day show of strength killed the bill.

VOICES: West Virginia teacher Jay O’Neal: “Ever since our action last year, teachers here have been watching in awe as these strikes keep popping off across the country. But folks here were watching Los Angeles—the second largest district in the country—particularly closely. They saw that the main issue in LA was that privatization, and charters specifically, had decimated and defunded the schools. It really woke people up. And then, when just a week after LA won, the Senate here drops this bill—well, educators already knew why charters were so bad for our students.”

We stand with Oakland

From LA to the bay, UTLA members sent support.

UTLA members went back on the picket lines before school on February 22 to show support for striking educators in Oakland and to demand action on two items that will help all California schools: increased per-pupil funding and an immediate cap on the unregulated growth of the charter industry.

UTLA has been working side by side with sister teachers’ unions for many years. UTLA and the Oakland Education Association are both members of the California Alliance for Community Schools (CACS), and rank-and-file teachers from LA and West Virginia have been collaborating through Labor Notes since West Virginia’s game-changing strike in 2018.

Gratts EEC
Caroldale ES
Bravo Medical Magnet
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7 facts about the LAUSD parcel tax

June 4 measure would raise $450 million to $500 million for our schools.

The LAUSD Board of Education unanimously approved a resolution last month to place a parcel tax measure before voters on June 4. The UTLA Board of Directors, the House of Representatives, and chapter leaders strongly endorse the measure.

1. Our strike made this parcel tax happen

In the wake of our strike, which galvanized massive parent and community support for public education, polling showed a significant spike in support for a tax measure to reinvest in our schools. The polling done by the district showed that 85% of those surveyed endorsed our strike calling for more resources for our schools, and 77% said that they would vote yes on a parcel tax of 16 cents per square foot to provide the funding for those services. This level of support—typically only seen after six months of focused campaigning—is a direct result of your organizing and your sacrifices on the picket line.

2. The measure would raise $450 million to $500 million for LAUSD schools

If the measure passes on June 4, funding would be used to recruit and retain teachers; reduce class sizes; provide counselors, nurses, psychologists, librarians and other school-based staff; support arts, and music programs; provide instructional materials; and support disadvantaged students. A parcel tax requires the approval of two-thirds of those casting ballots, and the measure must pass by all residents who live within LAUSD boundaries. The parcel tax would stay in place for 12 years.

3. Our schools need this money for long-term sustainability

Our strike successfully pressured LAUSD to tap into its huge reserve to fund student needs, but faced with low state funding, the charter drain, and increased retirement contributions for employees, the district needs more ongoing revenue, and this parcel tax provides some of that.

4. Businesses would pay for more than 70% of the tax, and homeowners only 18%

The tax would be a new annual assessment of 16 cents per square foot on property owners’ habitable indoor space (for example, floors on a multi-story building, a main residence plus an accessory dwelling unit, or the total square footage of a high-rise building). Over half of homeowners would pay less than $240 per year. By comparison, a taxpayer in downtown LA with 1,432,540 square feet of floor area would pay $229,206 annually. Commercial, industrial, and corporate landowners would pay more than 70% of this tax. Corporate landowners include private equity firms like Blackstone, which rents a large number of single-family homes in the Los Angeles area. Homeowners would pay only 18%. There would be no direct tax on renters, who comprise 68% of LA city residents, and 80% of Los Angeles renters are under rent control, so the parcel tax cannot be passed onto them. Senior citizens and disabled people would be exempt from the tax.

5. It’s just one piece of the funding puzzle

Our schools have been underfunded for decades, and it will take more than one measure to reach our goal of $20,000 in per-pupil funding by the year 2020. An aggressive campaign behind the parcel tax will use our power from the strike to relaunch our 20 by 20 campaign, which centers on getting businesses and the wealthy to pay their fair share. A parcel tax would include passing the parcel tax, pressuring LA County to spend its mental health dollars in our public schools, passing the Schools and Communities First measure in November 2020 to close the corporate loophole in Proposition 13, pressuring Governor Gavin Newsom to spend money on community schools and special education while capping charter school growth, and taxing the rich to fully fund special education (IDEA) and Title I at the federal level. The proposed parcel tax represents about 10% of the amount needed to get to our 20 by 20 goal.

6. This is not a regressive flat tax

This parcel tax proposal is much more equitable than the flat tax the School Board considered in 2018. A flat tax is by nature very regressive, because lower-income property owners pay a much larger share of their incomes than higher-income property owners. Under a flat tax, homeowners would pay an estimated 45% of the total tax revenue compared to the 18% of the total revenue that would be paid by homeowners under this proposed tax.

7. Fully funded schools are the strongest blow against privatization

An underfunded public school system creates the conditions of scarcity that privatizers use to justify shutting down schools and handing them over to private operators. A healthy, thriving, well-funded public school system is how we create the schools our students deserve and defend against school takeovers and any Re: Imagine restructuring plans.

Six years running: LAUSD has largest NBCT class in the nation

The 147 teachers are also the most diverse group to achieve the prestigious distinction.

By Michael De La Torre, NBCT
The Support Network Program Coordinator

The Support Network is proud to celebrate the amazing accomplishment of the 147 LAUSD teachers who met the rigorous standards as National Board Certified Teachers (NBCTs) from the National Board for Professional Teaching Standards.

For the sixth year in a row, LAUSD teachers gained the largest number of newly certified NBCTs of any school district in the nation. We also lead the nation with the most diverse class of new NBCTs. Teachers of color make up 61% of this year’s class. In addition, 85% of this year’s NBCTs teach at a Title I school. Since 1997, there have been 2,944 teachers who have certified while teaching in LAUSD. Harvard University’s Strategic Data Project reported that on average National Board Certified teachers in LAUSD outperform other teachers with the same levels of experience and that students of Board-certified teachers in math and English language arts gained the equivalent of two months additional instruction in math and one month additional ELA instruction.

National Board Certification is a voluntary, high-stakes assessment designed to recognize and reward accomplished teachers. It is one of the profession’s highest distinctions. The process involves written portfolios and assessments that probe the depth of a candidate’s content knowledge and pedagogy. Like board certified physicians and accountants, teachers who achieve National Board Certification have met the rigorous standards through intensive study, expert evaluation, self-assessment, and peer review. Candidates can certify in one to five years.

Congrats to the NBCT Class of 2018 —

Tina Aghassi  Angela Cardenas  Tanya Echavarría  Laura Guajardo  Veronica Lajambo  Bethia McCracken-Salgueiro  Amy Perez
Judy Alejandro  Jessica Caric  Paul Eil  Brenda Gutierrez  Michelle Lazaro  Salguero  Brenda Smith
Natalie Amanillo  Rojinnie Castro  Florentino Elceguí  Sonia Hanson  Meghann Lee  Gabriel Medina  Shannon Slink
Nettie Ambrosio  Lisa Cheby  Christine Elliott  Nara Hansen  Victoria Leung  Juana Medina  Suzy Zavala
Isabel Anderson  Kelvin Cheung  Zascha Endres  Emestina Hernandez  Carmen Hernandez  Elizabeth Sussman
Deborah Arce  Todd Clubb  Brenda Escobar  Christine Henklin  Patricia Lingard  Julia Throckmorton
Annabelle Banzaat-Correa  Sonya Cole  Lorna Estrada  Margaret Flanagan  Sean Longstreet  Tim Trinh
Sabrina Bento  Kyra Collins  Karen Ewing  Miguel Joaquin  Katie Ly  Travis Uyechi
Isabel Benitez  Robert Contreras-Peters  Heide Felix  Magdalena Kidder  Ellen Moon  Younina Rehak
Yvette Bertrand-Bocande  Jennifer Coreira  Claudia Figueroa  Mercedes Lanza  Kylie Lynch  Sydney Ravelo
Vatsana Bilawan  Kendall Coutts  Margaret Flanagan  Amy Johnson  Joangelica Maciel  Jessica Raeburn
Tanya Bliven  Joannas Cunard  Amanda Martinez  Karen Joos  Angelica Maciel  Danielle Rivas
Alex Bodnar  Kylene Cushing  Karyn Thompson  Kamy Joseph  Sharie Manilla-Angulo  Gabrielle Rodriquez
Laurie Brousseau  Christopher Dean  Charles Gage  Kathleen Joslin  Chris Managopoulos  Mark Roeder
Elsie Bryant  Alondra Bauthecl  Autumn Gaiter  Samuel Kaplan  Wendy Marrero  Ashley Rogers
Helen Butchepay  Jessica Dawn Delacruz  John Gallegos  Suzanne Kumatiz  Jordan Marshall  David Sark
Kira Calaza  Scott DePulion  Rafael Gavilancastor  Misti Kemmer  Joshua Martinez  Robert Schmidlein
Jose Campos  Trent Diamond  Deseree Gonzalez-McCarty  Joshua Kim  Mary Ann Martinez  Meaghan Soti
Marcial Cantoraran  Amanda Durante  Carole Cottle  Sara Krell  Melissa Mayo  Andrea Parker
Maria Ravelo  Natasha Rendon  Keigharah Rawlinson  Sarah Keinem  Diana McClean  Lillie Peña

To help teachers through the certification process, many candidates join The Support Network, a joint UTLA-LAUSD program, headquartered at UTLA, that offers facilitated workshops and peer support. It is the largest union-sponsored program of its kind in the nation.

Teachers interested in National Board Certification can contact Michael de La Torre, NBCT, program coordinator of The Support Network, at mdelatorre@thesupportnetwork.net or visit the website at www.thesupportnetwork.net for more information.
Organized parent power helps win our strike

Reclaim Our Schools Los Angeles builds activists to defend public education.

By Samir Sonti
Member, Reclaim Our Schools Los Angeles

Amid the sea of red shirts that flooded Los Angeles in early January, it may have been easy to miss those worn by the members of Eastside Padres Contra La Privatización. An all-volunteer organization formed in 2017 in response to a planned KIPP charter co-location at Marianna Avenue Elementary, Eastside Padres is a leading force in the community struggle to defend public education.

On the Friday night before the strike began, these parents and about 50 others, as well as a number of students, gathered in a crowded room on the ninth floor of the UTLA building. These were ordinary people who knew they were a part of something big, yet that something wasn’t abstract. Each was there for a very personal reason. All seemed to conclude that they could only be there for a very personal reason. All knew they were a part of something else.

The group, which appeared perfectly representative of the city’s demographics, had assembled to figure out strike support. They were good at figuring things out, but what they were fighting for hardly seemed to conclude that they could only be there for a very personal reason. All were there for a very personal reason. All knew they were a part of something else.

The activists at the strike felt like they were fighting for something larger. It felt like there was for a very personal reason. All were there for a very personal reason. All knew they were a part of something else.

SEIU, the members of Eastside Padres Against Privatization Group and ROSLA. They seemed to conclude that they could only be there for a very personal reason. All were there for a very personal reason. All knew they were a part of something else.

In the lobby. “We made it an action of SEIU, the members of Eastside Padres Against Privatization Group and ROSLA. They seemed to conclude that they could only be there for a very personal reason. All were there for a very personal reason. All knew they were a part of something else.

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But what they were fighting for hardly seemed to conclude that they could only be there for a very personal reason. All were there for a very personal reason. All knew they were a part of something else.

They moved on to developing a plan, an important step since few among them had much if any activist experience. For the first week, they agreed to start each day on their neighborhood picket lines and to devote the afternoons to participating in workshops on the larger issues at stake in the work of teachers. I was influenced to be teacher.”

By Ruby Gordillo
Parent, Tenth Street Elementary

The first time I heard of Reclaim Our Schools Los Angeles was through Cesar Castrejon, an organizer at ACCE who led a meeting at my Parent Center at Tenth Street Elementary School. He shared a lot of information about what teachers were fighting for, and he told us that LAUSD has a $1.86 billion reserve and that all of our schools have needs that aren’t being met. I felt a little mad when I heard this. We were being cheated.

At that time, my son had been placed back in a special education program that was not offered at Tenth Street so he had to be transferred. I have three children in LAUSD, and that time all three were attending different schools, which was a huge burden. I struggled to get all three of them to their respective schools on time. If there had been the SPED program for my son at Tenth Street, my life would not have been so challenging. And then it hit me. I needed to be more informed. But I did not get involved in ROSLA that spring. Everyone in my family was emotionally stressed. We had therapy and so much to do. When Cesar reached out again in September, things were smoother.
Students remind us: Make the struggle beautiful

Our strike was the grandest lesson we ever planned.

By Hazel Kight Witham
Venice High School

Note from UTLA/NEA Vice President Cecily Myart-Cruz: I’m giving over my officer column this month to Venice High teacher Hazel Kight Witham for her powerful words on her strike experience. We went on strike just over one month ago, and it still feels like yesterday. Our strike has reverberated across the country. Denver Classroom Teachers went on strike for three days, and they named UTLA as their inspiration. West Virginia education workers decided they had had enough when a pro-prioritization bill threatened their livelihood. After one day of striking, West Virginia shut down that bill indefinitely. On February 21 the brave educators in Oakland went on strike. The common theme that weaves throughout these struggles is that educators are fighting back on behalf of our students, the community, and ourselves. We have rewritten the narrative on public education, and the privatizers know that when union members act collectively, we can’t be ignored. We must continue the fight to ensure that all of our contract victories are implemented, that we never again remain silent when a threat comes to our professional doorstep, and that we exercise our outside voices to reclaim the promise of public education. When we fight, we win … when we STRIKE, we WIN!

There were a dozen of us, and you could barely hear the song we were dancing to: Aretha Franklin’s “Think.” But there we were in front of Venice High, mostly in sync, definitely in the rain, decked in our finest red, dancing for public education and calling on our community, our city, our state, our entire nation, to think about what they were trying to do to us.

We were small, but mighty: teachers and students, dancing in protest, reaching and stepping and scooping and celebrating our worth with abandon. We sang along with Aretha as we rallied for just working and learning conditions. Community ally Evan Geary tweeted the video, and my little dance crowd also went viral, this one edited by Evan to have full sound and the meaning behind our moves: “Lower those class sizes, call in our community, go all in “Think” dances, sometimes to new songs, sometimes with new shimmies and shifts, sometimes to creations all their own. Our union began a new language out on those picket lines in many ways: with our chants, with our umbrella twirls, with our picket signs, with our dance moves.

The seeds of this dream were planted back in August, after Aretha passed, when I learned the moves at a dance class. I imagined this number as the perfect picket line anthem. UTLA had already been organizing for substantial change in how we prioritize public education. In the event that we might strike, I wanted to give my school something that would fire us up as we rallied for more resources.

I put the call out to my faculty again and again to come learn the dance, but we are busy, overworked folks. Only two teachers, strong women of color, had any desire at that time to dream dance activism with me. I rallied friends at other schools in the hopes they would teach their colleagues. My dream seemed small, sad, unachievable. Finally, I went to the source of every teacher’s inspiration: our students. When I shared my dream with a handful of young people, magic happened.

Students know how to show up. Just a quick mention one morning, and an hour later I had three young women from our dance team learn the simple moves and say, “That’s it? That’s so easy. We got this.” and then scatter like dandelion seeds into the wind of our school day.

One student became our dance champion. Mya learned the moves back in November with her team, added swagger and style, gave us a video tutorial that was much better than mine. And Mya and her team did something essential: They captured the joy I wanted educators to feel while engaged in this struggle for justice. In early December, Mya and two other dancers went to a local West Area meeting of chapter chairs and taught a room full of stressed-out, strike-nervous teachers how to get out of their seats and dance for their cause. The spark was lit. Teachers wanted to learn from our young people. It’s what we do every day. Students are the root of our inspiration. As we organized through the stress of uncertainty, all while still working to serve students, wise words from Black Lives Matter organizer Melina Abdullah lifted me. I heard her speak about how to have resilience inside sustained actions for social change: “You have to make the struggle beautiful.”

Make the struggle beautiful. In my 18th year as an educator in the Los Angeles Unified School District, this idea is critical as I wrestle daily with conditions that define systemic and racial injustice in a public setting.

I have learned that the only way to sustain myself in this struggle is to love what I do and who I serve. That is usually between 180 and 200 students a year. And like my colleagues, I’m breathless much of the time. I try, every day, to not take out my frustrations with the system I work in on the students I serve. I am tired of all the ways I have to recalibrate my own practices to accommodate the systemic injustice of our district.

And most of all, I am tired of the invisibility of this struggle. And so, when it came time to strike, I was invigorated, relieved to be out in the rain, having prepped for months for this biggest of lessons. My red clothes ready, my signs laminated, my dance steps practiced, my strike playlist assembled, my courage summoned. And it was students like Mya, and so many others, who fueled that courage.

Coret West wrote that “justice is what love looks like in public.” If United Teachers Los Angeles accomplished anything in this collective action, it was demonstrating what love looks like in public, outside the four walls of our classrooms, as we demand justice for those we love.

When we took to the streets, we carried our students, and the generations before and after, with us. We made public our fierce love of this work, and challenged the narrative that we are broken, that we are failing.

“Make room: The Dance Challenge moves downtown to the UTLA rally.”
It will take all of us to make sure it happens, classroom by classroom, school by school.

By Daniel Barnhart
UTLA Secondary Vice President

One of the things we learned on strike was that no one wins alone. Our victories didn’t come from the excellence of individual members, as great as we were, or from singular chapter chair brilliance, even as we saw so many bright stars shining—all the way to the bargaining team who turned the raw energy of our movement into legally binding language that captured the strength of the moment. Nobody on the bargaining team did more than the thousands of members who, despite all the challenges, engaged in collective struggle, collective effort, and did amazing, exhausting, and dramatic things together. Each day, together. We won some important words on paper together, and it will take all of us being engaged and ready to act together to make sure class-size reduction happens, classroom by classroom, school by school, across the district.

Changing our minds about holding the line
When Section 1.5 of the contract was the rule and the district had the sole authority to set class-size maximums that it could then ignore, trying to hold the line on high class sizes could be a dispiriting and hope-losing effort. Whole departments, whole schools, and whole careers have been given over to the idea that we couldn’t keep lower class sizes and the rationalizations that allow us to think we can handle “just one or two more students.” One or two more students became three or four, and the exception to a flimsy rule became the new normal.

Now that 1.5 is gone, we have to make sure a new sense of spirit takes root; more students than the max ALWAYS means more classes, more auxiliaries, or more teachers—no exceptions.

Education at a human scale
Class size and caseloads are important to us all, not just because of workload, or those empty classrooms that attract charter co-locations, or the number of papers you have to grade on the weekend. As much as we struggle around numbers and ratios, what we are really struggling about is making sure that education happens at a human scale. When we know we have hundreds of students, not tens of students, we instinctively know and adjust to the idea that we really won’t get to know every student. We won’t learn what is important to them, what they struggle with, where their hidden strengths are, or what real success will mean for them. When our class sizes are too large, we know somewhere, whether we admit it or not, that we are going to miss students, lose students, not connect with students, that we aren’t going to get to somebody we should, or that we aren’t going to make a difference where we might otherwise be able to. Recognizing this truth can be devastating to our human spirit, and I think drives teachers to quit the classroom or exit the profession. It is our essential struggle to demand a doable job and that our work with developing human beings be conducted at a scale that respects their humanity, as well as ours.

As we move toward the coming year, where we should start to feel the first tangible staffing impacts of our strike, we will have to prepare ourselves to enforce what was once practically unenforceable, and to do this from a proactive and principled position. We may have taken down our picket lines, but in the same spirit, we have a new line to hold. Let’s hold it together.
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.
Chapter chairs: Backbone of our schools

Members will vote to fill chapter leadership positions for the 2019-2020 school year.

UTLA special categories, the chapter chair and CAT team structure were critical to the amazing organizing on the picket lines, at the rallies, with parents and community, and keeping the momentum throughout the strike. From simple things like bringing the donuts and leading the chants to motivating members in the torrential rain, the reality that chapter chairs are the backbone of our union was never more visible than during the strike. All of our chapter and special category teams, you should be so proud of what you accomplished.

And while it’s not every day that we go on strike, it is every day that we need a strong chapter chair structure in our schools and to represent our special categories. As we move into spring, our organizing actions, contract implementation, and political campaigns, along with ongoing school-site issues, will continue. Having a chapter chair makes a big difference—the difference between members receiving and knowing important information, being able to resolve conflicts with administration, being able to enforce our contract agreement, and having the ability to organize around critical school-site concerns and broader union issues that affect your staff. Last year we had a record number of chapter leaders at more than 300 school sites and more special category chapter chairs, plus hundreds of co-chairs and CAT members. This allowed us to have a communication structure of 10 members to a leader and to have two-way communication.

The election of a UTLA chapter chair, vice chair, and/or co-chair is a critical part of maintaining a strong connection of members in a chapter, to a larger cluster, and to a larger area. Additionally, our new contract adds special category chapter chairs for substitutes, health and human service professionals, and itinerants in categories that have more than 200 members and meet in local districts (see the special categories section of the Election Rules). 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 in our schools and union. Each UTLA chapter should make every effort to complete the election process no later than April 12 so that our Area representatives, cluster leaders, and Area leadership can know which schools to reach out to before the end of the school year. Please see the UTLA chapter chair election rules and duties below.

For the special category chapter chair elections, candidates self-nominate using the form on this page, also due on April 12. Let’s continue the momentum as we build the strong foundation of our chapter structures. Please let me know if you have any questions at ainouye@utla.net.

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 16. If a chapter has a local constitution, which lists term of office as two years, the chapter must still submit the name of the Chapter Chair to UTLA each spring, indicating that the Chapter Chair is serving in the first or second year of the term.

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

Qualifications for office, voting, and challenged ballots

To be eligible to run for office, a person shall have to have been an active member of UTLA and within the same Chapter for at least two calendar months prior to ballots. To be eligible to vote a person shall have to have been a member of UTLA, within the same Chapter, and spend the majority of his/her work time within that Chapter, for at least two calendar months prior to balloting. A member who spends an equal amount of time at two schools shall choose one of the schools and will be entitled to one full vote. Local Chapter Constitutions may increase the qualifications for office after a secret ballot vote of all site members and approval by the Board of Directors. Magnet Schools, which share a site and a principal, and wish to have a separate UTLA chapter, must hold a secret ballot vote to do so 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 other reason, shall vote a Challenged Ballot. Said ballot shall be placed in a sealed envelope with the person’s name and employee number on the outside of the envelope. The election committee shall call the UTLA Member- ship 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 until 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 must be UTLA members and must not be candidates for office.

If there is no current Chapter Chair at the site, the election committee shall consist of three volunteers who are UTLA members and not candidates for office. The Chapter Chair shall request of UTLA the most current list of UTLA members at the site. If there is no Chapter Chair, a member of the election committee shall make the request. The 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).

Specific category you would represent

Substitutes Only: Calling Area & Number

By Arlene Inouye
UTLA Secretary

Category in bold above can have multiple chapter chairs.

Special category chapter chair election

Self-nomination forms due April 12.

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

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

Categories in bold above can have multiple chapter chairs.

Candidates for these Chair positions must be a current member of the non-school employment category listed and must self-nominate with this form; otherwise the positions will go unfilled. Self-nomination forms must be returned to Princess Sykes @ UTLA, 3303 Wilshire Blvd., 10th Floor, Los Angeles, CA 90010. Attention: Constitution Committee, no later than April 12, 2019, at 5 p.m. If more than one person is nominated for a category, the election then will be carried out by ballot, mailed to the homes of all members of that category. The ballots shall be mailed as April 26, 2019, and must be received no later than May 10, 2019. Anyone who is eligible to vote (i.e., a UTLA member of that category) but has not received a ballot must call Princess Sykes at UTLA at 213-368-6220 by May 11, 2019, to request one. Please see the UTLA chapter chair elections and duties in this UNITED TEACHER for further information regarding qualifications for this office, duties of the chapter chair, term of office, etc.

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

Name ___________________________ Employee Number ________________________
Address ________________________
City ___________________ Zip ________
Home Phone _______ District Position ______

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

Local District (needed for HHS itinerant)

Special category you would represent

Substitutes Only: Calling Area & Number ____________________________
Passings

Emilia Tinoco
1947-2019

Former chapter chair and East Area teacher Emilia Tinoco has passed away.

Emilia was born on August 13, 1947, and was raised in Boyle Heights. She attended parochial school for elementary and high school and then attended Cal State LA, receiving a B.A. in Spanish and a Bilingual Teaching Credential.

Emilia was an avid supporter in public education and taught for 40 years for LAUSD at Humphreys and Euclid elementary schools. She also taught ESL during summer school and at Adult Education in the evenings.

Emilia was an active member of UTLA and served as chapter chair for many years. She believed in the union’s efforts to protect teachers’ and students’ rights, and served as chapter chair for many years. She was an active member of several UTLA committees, including GALIC, the Stonewall Scholarship Committee, and the Bilingual Education Committee.

Emilia leaves behind a son, Max; two grandchildren; four sisters; and a 95-year-old mother. She will be truly missed by all her family and remembered for her love, generosity, and innovative teaching methods.

Longtime Danube Elementary teacher Juanita Murphy Lindena passed away on January 30, 2019. Juanita was born September 3, 1935, in Kalispel, Montana, to Louisa Murphy and Anthony Patrick Murphy and joined her three-year-old sister Patricia. It was the depth of the Depression and the family joined other family members who had leased land from the Flathead Indians at Elmo on beautiful Flathead Lake. The families worked together and survived the Depression.

Juanita’s family moved to Washington in 1943. She started piano and voice lessons then and continued to study both in college. A college summer school class led to a job offer from the Roger Wagner Chorale and a move to Los Angeles in the mid-1950s. Juanita continued to share her love of music when she started teaching in 1965. She wrote and directed a musical play every year performed by the primary grades, composing original music and choreographing dances for the productions, which also involved full costumes for all participants.

Juanita taught for 35 years at Danube, and nothing fazered her in the classroom. She was once confronted by an angry man running from police who had jumped the fence and burst into her classroom, where she was teaching an after-school intervention group. She calmly directed her students to take shelter in the empty classroom next door while surreptitiously contacting the office on the intercom.

In 2000, she retired from teaching and became a very active volunteer at the San Fernando Mission in the Archives department. Her husband, Siegfried, passed in 1995. She lived a full life singing, skydiving, snorkeling, teaching, and volunteering. Juanita is survived by her sister, Patricia Halvorson, and nieces Theresa Bryan, Kathleen Patterson, and Colleen Swanson. She will be missed.

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

UTLA’s Educators’ Due Process Advocacy Committee 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 4:30 to 6:30 p.m. in Room 904. The UTLA building is located at 3303 Wilshire Blvd., Los Angeles, CA 90010.

If you’ve been recently removed from the classroom, please contact Carl Joseph, staff rep for housed teachers, at cjoseph@utla.net.

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Must meet First Financial Credit Union (FFCU) eligibility requirements to establish membership in order to take advantage of these offers. All loans are subject to credit approval and FFCU policies and procedures. Loan rates are based on credit qualifications, collateral rating and index value. Other terms and conditions apply and are subject to change without notice. Restrictions apply. APR=Annual Percentage Rate. The introductory rate applies to any advances made during the 12 month introductory period and no other discounts apply during this period. Not valid for refinancing of current FFCU loans. After the introductory period, your rate will be variable and may be as low as 3.75% APR. The rate listed after the introductory period reflects a 0.25% APR discount for automatic payment from a FFCU checking account. If you change automatic payments or elect not to have payments deducted monthly from a FFCU checking account, your rate will be 0.25% APR higher. The variable rate is subject to change on the first day of each calendar quarter based on changes in The Wall Street Journal Prime Rate plus a margin. The current variable APR with this 0.25% APR discount for automatic payment from a FFCU checking account that would apply ranges between 3.75% and 8.00% depending on your credit qualifications. The maximum APR under the plan is 13.50%. Third party settlement costs between $500 and $1,500 will be incurred depending on the HELOC limit and will be waived or paid by us. However, if during the period ending on the 3rd anniversary date, your account balance is paid off ($0.00) and closed, one month’s fees will be added to your account balance. Call for complete details. FFCU is an equal opportunity lender. Federally insured by NCUA. NMLS 919273. Information is accurate as of February 2019.
One of the most important—and most complicated—sections of the UTLA-LAUSD contract is Article IX-A, which covers the matrix and uniform staffing procedures for K-12 schools. Here’s a guide to some of the major elements.

### The Elementary matrix

**Basic principles**

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

**Key contractual language**

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

### The Secondary matrix

**Basic principles**

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

**Key contractual language**

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

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### Suggested time sequence for staffing procedures

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

**Matrix &**

Know the uniform staffing procedures for a stable matrix process.
Seniority is one of two equal factors (along with educational program needs) that the principal is required to consider.

Three methods to fill out the matrix

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

1. In a meeting with all the teachers present

2. One by one in the principal’s office with the chapter chair present.

3. Preference forms

The UTLA-preferred method

What is the Dispute Resolution Procedure?

• When certain disputes arise related to assignments to class, track and/or coordinator positions, the affected teacher may invoke the Dispute Resolution Procedure found in Article V-A of the contract.

• The process follows the “three-day” rule: Teachers have three days to start the Dispute Resolution process by requesting an informal conference with the site administrator, and administrators have three days to hold that informal conference. The complete steps of the Dispute Resolution Procedure are listed in Article V-A of the contract.

• The Dispute Resolution Procedure is only for permanent teachers and their assignments, coordinators, and five-year out-of-classroom assignments. The Dispute Resolution Procedure is not for leadership assignments, athletic assignments, or grievance procedures.

Chapter chair checklist

1. Read UTLA/LAUSD contract (CBA), Article IX-A, Section 2.0-9.0.

2. Hold meeting or survey teachers to determine which locally determined method they wish to use for requesting grade levels or classes within a department. Notify teachers who are on leave in writing (mail, email, website, etc.) of date and time of the matrix selection process. (If the principal and chapter chair cannot agree, call your UTLA Area Representative.)

3. Meet with principal to agree on the locally determined method to request classes and the timeline for the process. (If the principal and chapter chair cannot agree, call your UTLA Area Representative.)

4. Request an exact copy of the district seniority list from the principal.

5. Follow process for electing, confirming, or selecting full-time coordinator and/or dean positions; chapter chair; released time for chapter chair, if applicable.

6. Principal, in conjunction with chapter chair, determines percentage of permanent to non-permanent teachers for the coming year. Principal posts matrix, which includes type of class, credentials and/or qualifications necessary, and differentials, no later than four weeks prior to the last work day of a teacher’s assignment. (If the matrix did not contain the appropriate information, if “qualifications” posted are not reasonable or valid, etc., call your UTLA Area Rep.)

7. Elementary permanent teachers request and are assigned classes/grade level based on the matrix; non-permanent teachers fill out preference forms and are assigned positions by principal. Secondary permanent teachers request classes/departments (Article IX-A, Section 2.0).

8. Principal assigns tentative classes consistent with CBA, Article IX-A, Section 2.0 by May 20, or date as negotiated with LAUSD. (If classes were not assigned consistent with Article IX-A, Section 2.0, immediately initiate the Dispute Resolution Procedure.)

9. Give preference forms to the principal in case of vacancies and adjustments. (Keep a copy for yourself.)

Filling Vacancies After Initial Selection

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

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

If the classes were not filled according to the contract, call your UTLA Area Representative.
Chapter chair elections
(continued from page 10)

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 can self-nominate for more than one position. (Mail to those on leave with return rights). Nominations by a second party in writing or orally are not to be accepted. All nominations or withdrawals of a submitted nomination must be in writing by the nominee.
(c) Publicize, in writing, to all members the election timeline. The timeline shall include the date and time upon which the self-nominating forms must be returned, the date, time, location of the election and the procedures for counting the ballots. The timeline shall be sufficient to allow for mailed ballots. (See (i))
(d) Make the polling site accessible to all eligible voters, and ensure that there is no attempt to solicit votes in any form in the immediate vicinity of the balloting area.
(e) Verify membership status (U3) of all nominated candidates.
(f) Prepare a written ballot for contested elections, with the names of the self-nominated candidates. A candidate must win by a majority of the votes cast. (This may require a runoff between the top two vote getters). If the election is not contested, the self-nominated candidate shall be declared elected.
(g) Prepare a sealed secret ballot box to receive voted ballots.
(h) Indicate, on the UTLA-provided list of members, those members, who received a ballot, to insure that only one ballot is given per member and only eligible active UTLA members receive a ballot.
(i) Permit voting for at least three assigned work days to insure ample opportunity for all members to vote. Ballots shall be kept in the sealed secret ballot box, which shall be secured each day by the chair of the election committee. If all eligible members vote in fewer days than the number of days set aside for voting, the committee may declare the election completed and count the ballots, after notifying members of the time and location where the count will take place.
(j) Mail a ballot to the address of record of any person who maintains active UTLA membership and is regularly assigned to the site in question, but who is absent from the site during the balloting period. (maternity leave, etc.). Those members who are absent due to extended illness, must request an absentee ballot in sufficient time to be voted and received back at the site by the last day of balloting. Adult schools, with multiple sites, may conduct the voting by mail using the secret ballot double-envelope return procedure.
(k) Count the ballots at the time and place indicated in the election timeline. Any active UTLA member may witness the count. In case of a tie vote there shall be a flip of a coin.
(l) Publish the results of the election and notify UTLA immediately on the official form provided by UTLA of those results (by approximately May 16).

(m) If a candidate has self-nominated for multiple positions, including Chapter Chair, the election for Chapter Chair shall be conducted first. After a Chapter Chair election, the election committee repeats steps a - j to elect a Co-Chair Chapters with more than 80 members) or Vice Chair at any school. If the candidates for Co-Chair or Vice Chair are not also candidates for Chapter Chair both elections may be conducted at the same time.
(n) Secure all election materials for six months to insure their availability in case of a challenge to the election.
(o) In secondary schools - within ten working days following the completion of the Chapter Chair election, the chair shall vote on the Chapter Chair release time as described in Article IV, Section 8.1b & 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 of the Chapter Chair election, the election committee repeats the chair in his or her duties. Citywide Itinerant groups with Local District assigned work days to insure ample
(continued from page 10)

Special categories
Election of Chapter Chairs for special categories pursuant to Article IV, Sec. 8.3 of the UTLA/LAUSD contract, and the list of itinerant groups entitled to their own Shared Decision Making councils, shall be overseen by the UTLA Constitution Committee. Said Committee shall notice the election and its timeline in an article in the UNITED TEACHER. A self-nominating coupon shall be included with the article. The election shall be conducted by mailed ballot. All categories with more than 80 UTLA members are entitled to elect a Co-Chair to assist the Chair in his or her duties. Citywide Itinerant groups with Local District sub-divisions may elect a Vice-Chair for each sub-division. The self-nominating coupon for Chair shall include Co-Chair and Vice-Chair (if applicable). Per the UTLA 2019-22 Contract Agreement Article IV, Sec 8.3, a) The District shall recognize a Chapter Chair for each local...
district, or similar governance structure, for each of the following: School Psychologists, PSA Counselors, Psychiatric Social Workers, Nurses, Speech & Language Pathologists, Occupational & Physical Therapists, and VAPA educators [Arts Education Itinerant Teachers].

b) The District shall recognize up to six (6) Chapter Chairs for Substitutes.

c) The District shall recognize one (1) Chapter Chair District-wide for each of the other itinerant employment categories. This includes: Adapted PE, Audiologists, Deaf and Hard of Hearing, Educational Audiologists, Elementary Literacy Coaches, Non Public Schools, PH/PHH/LRE Counselors, Secondary Counselors, Visually Impaired, and other bargaining units mentioned in Article 1, ID. d) UTLA shall annually provide written notification to the District Labor Relations Department identifying the bargaining unit members serving in itinerant and substitute Chapter Chair positions.

Members of these special categories who are assigned the majority of their workweek to one site are also eligible to be voters at that site. If they are assigned full-time they are also eligible to be candidates for office at that site. (See #1 line 3 for members who spend an equal amount of time at two schools.)

d) The District shall recognize one (1) Chapter Chair District-wide for each of the other itinerant employment categories. This includes: Adapted PE, Audiologists, Deaf and Hard of Hearing, Educational Audiologists, Elementary Literacy Coaches, Non Public Schools, PH/PHH/LRE Counselors, Secondary Counselors, Visually Impaired, and other bargaining units mentioned in Article 1, ID.

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

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

Duties & responsibilities of elected chair and co-chair

As the local legal representative of UTLA, the Chapter Chair shall be responsible for seeing to it that all UTLA business at the local site is properly conducted according to the contract, the UTLA Constitution, official UTLA policy as determined by the UTLA House of Representatives, and any site-based management plans.

The UTLA Co-Chair (large Chapters) takes over all Chapter Chair duties only when the elected Chapter Chair is absent for more than two days, or at the request of the Chair. UTLA encourages all schools to elect a Vice Chair to help the Chapter Chair and/or Co-Chair to carry out the numerous responsibilities assigned to them. This is an elected office. We also encourage each chapter to elect other chapter officers to assist the Chair and/or Co-Chair such as Secretary, Treasurer, Social Chair, PACE Chair, etc.

Reserved UTLA rights

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

Arlene Inouye
UTLA Secretary
Revised March 2019

Salary Advancement

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Contact us for the latest schedule at our Los Angeles Locations.

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

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CTA State Council Elections

By Debby Schneider & Laura Carls
UTLA/NEA Election Committee

UTLA/NEA members will elect CTA State Council representatives for both expired and unexpired terms at the April 3 Area meetings. These delegates will join the other UTLA representatives when the council begins for the 2019-20 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 2019-20 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 Service Center Council meetings on March 25 and May 28.

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 14 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 election timeline: Expired and unexpired terms

February 8, March 8: Nomination forms, timeline, absentee ballot request forms in UNITED TEACHER.

March 14: Self-nomination forms and absentee ballot requests due to UTLA building by 5 p.m. by U.S. mail (no faxes or e-mails). 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.

March 15: Letters sent out acknowledging receipt of nomination forms.

March 22: Absentee ballots sent out.

April 3: Elections at all UTLA area meetings and at UTLA headquarters from 9 a.m. to 5 p.m.

April 3: Absentee ballots due back to UTLA building by 5 p.m. by U.S. mail only (no faxes or emails).

April 5: 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 15: 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.

May 22: Runoff election, if needed, at Area meetings and at UTLA headquarters from 9 a.m. to 5 p.m.

May 22: Deadline for absentee ballots to be received back by U.S. mail (no faxes or emails).

May 24: 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. Those who are not elected delegates will become alternates.

June 3: 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.
For 46 years running, the UTLA African-American Committee has held an annual conference dedicated to educating black children. This year’s event, held on February 9 at the UTLA building, featured workshops reflecting the theme “Promoting a Healthy School Environment.” There were presentations on healing through art by Sibyl Walton, getting kids excited about learning by Bancroft Middle School teacher Steve Lee, and the hidden history of black and Mexican solidarity by retired professor Ron Wilkins. The conference was dedicated to the memory and devoted service of AAEC member Jeannetta Ann Harris, who passed away in October.

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

CTA State Council delegates with terms expiring in 2019

- Robin Branch-Scott
- Tomas Flores
- Arlene Inouye
- L. Cynthia Matthews
- Maria Miranda
- Cheryl Ortega

Dance educator Jocelyn Lofton with conference chair Janice Lee
AAEC member Debra Stewart and Telfair retired teacher Carol Gramacy

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For more information, call Jeff Akers at 503-603-7147.
By Susie Chow
UTLA-Retired Secretary

President’s report: John Perez gave a report on the retiree support for the UTLA strike at dozens of sites across LAUSD, including 16 retirees on the line at Roosevelt High School. UTLA-Retired members also joined the 60,000-plus people in the demonstrations in downtown LA. Perez said that the strike is about public education, and UTLA won public support. He gave a shout-out to the educators from The Accelerated Schools, who also struck last month.

Perez reiterated that all members need to join PACE, our political action fund, to protect our health benefits. LAUSD Superintendents Austin Beutner stated that the district is spending $440 million too much on health benefits. LAUSD wants to give health benefits to the member only and also charge a monthly premium to new hires. The law states that the retirees receive the same plans as the actives, so their fight is our fight (see more in Perez’s column in this issue).

As California Federation Teachers President of the Council of Retired Members, John Perez will be attending the 100th Anniversary CFT Convention, March 22 to 24, at the Millennium Biltmore in Los Angeles. Sandy Keaton was elected as the UTLA-Retired delegate and Bill Taxerman as the alternate. Vice President Cecelia Boskin made a motion for the CFT delegate to nominate Perez again for president of the CFT Council of Retired Members. It was seconded and passed. New Members will be selected to attend CTA/NEA Retired Issues Conference from March 22 to March 24, at the Millennium Biltmore in Los Angeles. Sandy Keaton was elected as the UTLA-Retired delegate and Bill Taxerman as the alternate. Vice President Cecelia Boskin made a motion for the CFT delegate to nominate Perez again for president of the CFT Council of Retired Members. It was seconded and passed.

Treasurer’s report: Mike Dreebin presented the treasurer’s report, stating that the balance is $45,574.81, and mentioned that retirees, wearing our UTLA-Retired red shirts with the logo “Still Fighting for Public Education,” overwhelmed the actives with our support.

By John Perez
UTLA-Retired President

Ever since the UTLA strike, I have been getting a stream of emails asking if our health benefits are at risk. The senders tell me that they heard from a friend that the district wants to eliminate retiree health benefits, that the district asked UTLA and the other unions in negotiations to eliminate or modify retiree benefits, and that a district committee has been set up to eliminate retiree benefits. Then, there are those who argue that the LAUSD wants to eliminate retiree health benefits is not news. The district has been trying to negotiate out of the various union contracts on retiree benefits for years. My hair was jet black when the LAUSD first started down this road, and almost all of you were still active and working with students.

Let’s look at what’s happening now. As you recall from one of my recent columns, from Day One Superintendent Austin Beutner has wanted to reduce the health benefits budget by more than $400 million. A reduction of that order would mean not allowing any new members to qualify for lifetime benefits and would mean that for us as retirees, as well as for our active colleagues, that the district health plans will be drastically reduced. The member and the member would have to pay any dependents on their plan. All the unions have said NO to this attempt by the superintendent to denude our benefits.

In negotiations the district has asked to make the qualifications for receiving lifetime benefits harder. When I first started teaching in 1969, all one had to do to qualify for retiree benefits was work the last five years of your teaching career in the LAUSD. This was when health benefits were far less expensive than they are today, and many teachers came to the LAUSD for their last five years to qualify for lifetime benefits. This rule has been changed over time so that today only people who have given a lifetime of work to LAUSD can qualify for lifetime benefits. The current rule for new employees is the “Rule of 85.” To qualify, an employee’s age and years of service have to equal 85 and they have to have worked for the LAUSD at least 25 years continuously before retiring. All the unions have refused the district’s request that the rules be made more stringent.

What about the “committee”? There is a new committee, and it is made up half of union members from the Health Benefits Committee and half from LAUSD, and the chair of the committee has to be a union member. The committee is supposed to look at the system and hopefully make it less expensive. Bottom line is the district cannot take away your benefits, but it can change them.

Remember, when it comes to healthcare, we get what the actives get, and if there are changes that hurt active members, those changes will also hurt us. That is where the school board comes in. Any changes proposed by the school board have to be negotiated with UTLA and the other unions. If Eli Broad and the privatizers control the school board, these changes that people have been asking me about are more likely to happen than if we can elect good school board members. For UTLA to have the financial ability to elect good school board members so your benefits can be protected, you need to join PACE today! A mailing was sent recently to all UTLA-Retired members, or you can go to www.utla.net/members/utla-retired-committee to sign up.

john can be reached at putupbeaver@gmail.com.

All-call for Christa McAuliffe scholarship volunteers

Due to calendar conflicts and unforeseen circumstances, the 2019 Christa McAuliffe scholarship activities have been cancelled this school year.

In the meantime, UTLA is looking for new leaders to volunteer to help plan and organize the Christa McAuliffe Scholarship program for the next school year. Those who would like to put their skills and energy toward a deserving cause are encouraged to contact Judy Tejeda, founder and chair of the Christa McAuliffe Scholarship Fund, at 818-248-8790 or visit www.mcauliffe.com.

The Christa McAuliffe Scholarship was established 32 years ago in McAuliffe’s memory after the Space Shuttle Challenger exploded 73 seconds after launching from Cape Canaveral, Florida, on January 28, 1986, killing McAuliffe, the first teacher-astronaut, along with the six other crew members.

Since 1987, this scholarship has been granted to more than 2,500 LAUSD students ranging from pre-school to 12 throughout the district, with a concentration in Valley East and Valley West. The scholarships assist students in continuing their studies, increasing their knowledge, and expanding their abilities.
they’re trying to downsize the public education system with profit in mind. None of it is a mistake.”

And Garcia was clear that the strike was only one phase.

“Hopefully this strike reenergized people and made people aware who weren’t before,” Garcia says. “But Padres is going to keep on fighting because the privatizers aren’t going to stop, and if we don’t continue, public education will be eliminated little by little.”

Ten years ago, this kind of thing would have seemed unthinkable. From top to bottom, the Democratic Party was at that time committed to an idea of education reform that saw the problems with public school systems as starting and ending with bad teachers. The Obama administration’s Race to the Top program, overseen by Secretary of Education Arne Duncan, proceeded from the same kind of market ideology that inspired George W. Bush’s No Child Left Behind—that struggling education sessions that focused on the

 Salon is shaped the liberal imagination of what was wrong and what was to be done, while droves of well-intentioned young people hoping to do their part flocked to Teach for America. The full-blown commodification of public education seemed upon us.

The educators who have taken to the streets over the past year have stopped hoping to do their part flocked to Teach for America. The full-blown commodification of public education seemed upon us.

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The Support Network Free Orientations

Are you interested in National Board Certification for 2019-20?

First Time Candidate Workshops

Monday, March 25, 2019, 4 pm–8 pm
Thursday, March 28, 2019, 4 pm–8 pm
Monday, April 22, 2019, 4 pm–8 pm
Thursday, April 25, 2019, 4 pm–8 pm
Monday, May 20, 2019, 4 pm–8 pm
Thursday, May 23, 2019, 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 structure behind building, entrance 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

The Support Network LAUSD UTLA

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Thursday, April 4th, 4:00pm - 5:30 pm, CSUN Campus Education Building Room 1214/1216 1st Floor
Monday, April 8th, 4:00pm - 5:30 pm, CSUN Campus Education Building Room 1214/1216 1st Floor
Thursday, April 18th, 4:00pm - 5:30 pm, CSUN Campus Education Building Room 1214/1216 1st Floor
Monday, April 22nd, 4:00pm - 5:30 pm, CSUN Campus Education Building Room 1214/1216 1st Floor

“The joint Tier 1 Preliminary Services Credential and Master’s Degree in Educational Leadership Program at California State University, Northridge is by far the most sensible, cost effective option for any educator interested in pursuing a career in educational administration.

Students benefit from the real world experience and expertise of the instructors, the close student-to-faculty ratio, the convenient schedule designed for the working professional, and the strong peer relationships one develops, all while learning the skills required for successful entry into an administrative position upon graduation.” - Jay Benoit, Restorative Justice Teacher, Van Nuey High School, ESG North

Classes meet one night a week beginning at 4:20 PM

FOR INFORMATION CONTACT:
Department of Educational Leadership and Policy Studies
California State University, Northridge
(818) 677-2591

http://www.csun.edu/coe/elps

(2591) 677 - (500)

Growing Great Schools One Teacher at a Time

United Teacher • for the latest news: www.utla.net March 8, 2019

...
COMMITTEE EVENTS

United Teachers Los Angeles
East & North Areas

Ruben Salazar Memorial Scholarship Contest 2019

Ruben Salazar was a journalist for the Los Angeles Times. He was killed in 1970 while covering the National Chicano Moratorium Against the War in Vietnam and the ensuing riot through the streets of Los Angeles. To ETLA, El Ecumenico East Area Unit created a scholarship to honor his memory. It is managed by UTLA East and North Areas.

This is the 16th year that UTLA awards scholarships to graduating seniors enrolled at any LAUSD High School/Continuation School or High School Completion Program conducted in any LAUSD Community Adult School.

Scholarship Application & Information may be:
- Download at www.utla.net/scholarship
- Requested by email at: rsalamertura@utla.net

Applicant, Form, Essay or a Poem must be:
- Received by 5:00 PM — Friday, March 22, 2019
- Received the mail to: ecbarrerong@utla.net or can be dropped off to:
United Teachers Los Angeles
Attn: Eric Barrera, Ruben Salazar Scholarship Committee
1305 Wilshire Blvd., 10th Floor
Los Angeles, CA 90010

Winner will be notified by April 29, 2019
Scholarship will be presented at the 16th annual awards dinner to be announced!

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

Are you new, in the middle, or towards the end of your career in education?

This workshop is for you!!!!

Learn about………..
► LAUSD Health Benefits
► Cal STRS
► 457(b) Retirement Benefits
► Social Security Windfall & Offset Acts

UTLA Pre-Retirement Issues Workshop
Saturday, March 23, 2019
8 a.m. – 12 noon
Registration starts at 7:30 a.m.
United Teachers Los Angeles
(Auditorium)
3303 Wilshire Blv., 2nd Floor
Los Angeles, 90010
Directions: 2 blocks west of Vermont at Berendo

*Free Parking Available*
*UTLA Parking Structure located off Berendo*

Registration at the door: $5.00 per person
Open to all UTLA Members
Registration link can be found in the UTLA Calendar
Workshop is limited to the first 300 attendees

*Access for the disabled is available through the elevators in the UTLA basement

UTLA honors and respects the many years you have given to your profession and our students and invites you to celebrate at the 2019 Retirement Dinner Dance

Saturday, May 18, 2019
Luminarias

(If you are retiring between July 1, 2018 and June 30, 2019, request a formal invitation online at www.utla.net/events/2019-retirement-dinner-dance or complete application below and mail before April 30, 2019 to: UTLA, Attn: Rosa Beasley, 3303 Wilshire Blvd., Los Angeles, CA 90010. For more information, contact Ross Beasley at rbeasley@utla.net)

Saturday, March 23, 2019
8 a.m. – 12 noon
Registration starts at 7:30 a.m.
United Teachers Los Angeles
(Auditorium)
3303 Wilshire Blvd., 2nd Floor
Los Angeles, 90010
Directions: 2 blocks west of Vermont at Berendo

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Officer and board travel report

A motion passed by the UTLA House of Representatives calls for a report to be published in the UNITED TEACHER that lists all union-paid travel by UTLA officers and directors outside of Los Angeles County. Below are the travel expenses incurred from December 2017 to May 2018, with an explanation as to how the travel relates to UTLA business.

**CFT Convention in Costa Mesa**
- Attended by Alex Caputo-Pearl ($410), Ingrid Cunnell ($311), Melanie House ($383), Arlene Inouye ($250), Matthew Kogan ($496), Gloria Martinez ($116), Cecily Myart-Cruz ($519), Alex Orozco ($439), Juan Ramirez ($680), and Julie Van Winkle ($764)
- Purpose: At the convention, UTLA representatives join delegates from across the country in debating motions and setting policy for the CFT, one of UTLA’s national affiliates.

**Alliance to Reclaim Our Schools meeting in Chicago**
- Attended by Alex Caputo-Pearl ($1,301)
- Purpose: To plan coordinated national actions to fight privatization.

**Meetings with legislators in Sacramento**
- Attended by Alex Caputo-Pearl in January ($356, $720), March ($791), April ($930), and May ($846); Gloria Martinez in January ($596) and May ($564); and Elgin Scott ($264)
- Purpose: To meet with elected officials on pending legislation, including school funding measure AB 2731 (carried interest loophole) and early ed measure AB 1478.

**AFT Western Regional meeting in Oakland**
- Attended by Matthew Kogan ($346), Arlene Inouye ($272), and Juan Ramirez ($210)
- Purpose: To represent UTLA at meeting of our affiliate.

**Labor Notes Conference in Chicago**
- Attended by Georgia Flowers-Lee ($573), Arlene Inouye ($783), and Gillian Russom ($432)
- Purpose: To network with union activists and present workshops on UTLA’s campaign drive.

**NEA Community Schools meeting in DC**
- Attended by Cecily Myart-Cruz ($383)
- Purpose: To share strategies for implementing Community Schools models.

**California School Finance Authority meeting in Sacramento**
- Attended by Gloria Martinez ($853*)
- Purpose: Joined with parents to demand greater scrutiny for charter facilities funding.

**CTA Diversity Reception in Oakland**
- Attended by Cecily Myart-Cruz ($838)
- Purpose: Outreach to expand number of teachers of color in the ranks of union activism.

**NEA Minority & Women’s Leadership Training Seminar in Las Vegas**
- Attended by Cecily Myart-Cruz ($1,177)
- Purpose: Curriculum teaches participants foundational leadership skills and how to advocate for student-centered policies and social justice issues.

**CFT Lobby Day In Sacramento**
- Attended by Matthew Kogan ($284)
- Purpose: To meet with legislators on issues of importance to public education.

**NEA Leadership Summit in Chicago**
- Attended by Cecily Myart-Cruz ($461) and Elgin Scott ($1,436)
- Purpose: To develop activist leaders and prepare them with the leadership skills to lead a relevant union.

**California Labor Fed meetings in Sacramento**
- Attended by Juan Ramirez ($1,398)
- Purpose: To represent UTLA on the California Labor Federation’s Executive Council.

**NEA-GLBT Caucus meeting in Las Vegas**
- Attended by Cecily Myart-Cruz ($735)
- Purpose: The NEA-GLBT Caucus works to provide educators and students with safe schools free of anti-LGBTQ+ bias and intolerance.

**CFT Divisional Council in San Jose**
- Attended by Juan Ramirez ($271)
- Purpose: To strategize on CFT priorities.

**NEA Black Caucus Annual Issues Conference in Baltimore**
- Attended by Georgia Flowers-Lee ($1,107), Cecily Myart-Cruz ($2,031), and Elgin Scott ($961)
- Purpose: The caucus’s mission is to advance the global black community by developing leaders, informing policy, and educating the public.

**Black Lives Matter presentations in Oakland**
- Attended by Cecily Myart-Cruz ($299 and $1,652)
- Purpose: To share and strengthen UTLA’s work on social and racial justice.

**California Association for Bilingual Education Conference in Sacramento**
- Attended by Juan Ramirez ($1,050)
- Purpose: To attend workshops and connect with educators statewide on bilingual education.

**NEA Hispanic Caucus Conference in San Diego**
- Attended by Juan Ramirez ($1,713)
- Purpose: The NEA Hispanic Caucus is dedicated to ensuring all communities have access to a quality public educational system that is free of social bias and cultural oppression.

**Democratic Convention in San Diego**
- Attended by Tomas Flores ($921)
- Purpose: To represent teacher union platforms.

**National Council of Urban Education Associations Conferences in Portland**
- Attended by Elgin Scott ($332)
- Purpose: To set policy for urban councils for the year.

**NEA meetings in D.C.**
- Attended by Cecily Myart-Cruz (four meetings: $361, $388, $726, and $1,210)
- Purpose: To represent UTLA in her elected role as UTLA-NEA Vice President.

*Includes expenses for other UTLA members who attended.

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**You are invited to the 15th Annual N.B.C. Conference**

**SAT. MARCH 16th**
**8 AM-3 PM**
**UTLA BUILDING 3303 Wilshire Blvd.**

**SPECIAL FEATURES:**
- Workshops on how to create salary-point classes for hours, and how to go about NBC 10 year renewal!!!!
- No RSVP needed—just come and enjoy!
- This conference counts for 6 hours towards your 92 hour commitment.
- If you would like to submit a session for additional hours, contact Scott Mandel, Chair of the NBC-UTLA Standing Committee, scottmandel@att.net

**SPONSORED BY**
- NBC-UTLA Standing Committee
- Co-sponsored by the Teacher Support Unit—L.A.U.S.D.
- Peggy Presley, Director

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Are you ready to impact more than one classroom of kids?

Earn your preliminary administrative services credential in 15 months of online study in USC Rossier’s School Leadership Academy.

Applications for the Fall 2019 Cohort are now open.

LAUSD OPENINGS

The Humanitas Magnet for Interdisciplinary Studies is looking for committed, caring, enthusiastic teachers willing to collaborate to make our programs a success. Please send inquiries and resumes to: Alaina Kommer, amc8418@lausd.net.

Polytechnic High School’s Math, Science, and Technology Magnet anticipates an opening for a talented physics teacher for the next school year. Our magnet supports 400 9th-12th-grade students. We offer a rigorous college prep program designed to prepare students for university studies in fields that require a strong background in math and science. We are looking for an individual able to teach honors and AP physics. Much have a desire to challenge and support students. Please send inquiries or resumes to Devon Richter at devon.richter@polyhigh.org.

This is my fourth year job-sharing, but my part-year is retiring. Please text or email me if you are interested. Angineh Andreas, (818) 515-9477 or ahdaliarevalo@gmail.com.

The Humanitas Magnet for Interdisciplinary Studies is looking for committed, caring, enthusiastic teachers willing to collaborate to make our programs a success. Please send inquiries and resumes to: Alaina Kommer, amc8418@lausd.net.

How To Place Your UT Classified Ad

Print your ad from your computer or use a typewriter. 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 one 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. We have a ten word minimum ($15.00). All ads are payable in advance by check or money order. Please make check payable to UTLA. The deadline to receive your classified ad at the UTLA Communications Dept. is noon on the Monday that falls two weeks prior to the publication date. Any questions? Call 213-637-5173 or email Laura Aldana at laldana@utla.net. Mail ad and payment to Classifieds, UNITED TEACHER, 3303 Wilshire Blvd., 10th Floor, Los Angeles, CA 90010.

Union dues and tax deductions

For tax years 2018 through 2025, union dues are no longer deductible on your federal income tax return, even if itemized deductions are taken. This is a result of the tax reform bill signed into law on December 22, 2017. Consult your tax advisor to confirm.
Salary point class on the Empathic Teacher

In “The Empathic Teacher” workshop, participants practice the tools of The Narrative Method to improve communication and increase students' empathy, self-esteem, and compassion for differences. The class is an immersive experience structured around short videos, provocative ideas, personal storytelling, and writing exercises. In the afternoons, participants take part in practical exercises that can be applied to real-life challenges in the classroom. The course is presented by Shari Foos, the founder of The Narrative Method. Each class is two days. Enroll for either April 27 and 28 or June 13 and 14. Fee is $175 or $125 for early enrollment (30 days prior to class). One salary point. Enroll at thenarrativemethod.org.

Free Korean history salary point seminar

The National Korean Studies and Korean Cultural Center LA are presenting the 15th Annual Korean History and Culture Seminar for Educators. The free salary point seminar is $175 or $125 for early enrollment (30 days prior to class). One salary point. Enroll at www.koreanseminar.org.

LAUSD salary point online course for LAUSD teachers, “Habits of Mind for Academic Success & Beyond,” explores universal factors of success—that is, student habits that can be formed through guidance and practice to enable students to triumph over adversity and behave with integrity when faced with problems. Enroll today to discover how to foster healthy habits that are secrets to success to help keep students on a pathway to fulfilling their potential. Sign up at www.educationlequity.com. Questions? Contact us at educationlequity@gmail.com.

LAUSD College Palooza Fair on March 16

LAUSD’s Division of Instruction is holding its first College Palooza Fair this month. LA Unified employees, families, and peers are invited to participate in this districtwide event hosted at LA Trade Tech College on March 16 from 8 a.m. to 2 p.m. Following the keynote speaker, people can participate in workshops tailored to educators or families—from the financial aid and admissions process to academic readiness and career pathways. Meet with college and community representatives at the resource fair and explore the vital role everyone plays in preparing our youth for their post-secondary endeavors. Parking and lunch are free at this inclusive gathering. For more information, go to https://achieve.lausd.net/Page/15653.

Salary point workshop on restorative justice

“Introduction to Council and Restorative Justice” prepares participants to begin circle facilitation in schools, classes, families, youth organizations, and with peers and colleagues. This two-day workshop covers the history and basics of circle practices, formats and modalities, framing effective prompts, and how to use them in practical exercises. Receive free books, and to register, please visit www.lacma.org/education/teachers. If you have additional questions, please call 323-857-6093 or email educate@lacma.org.

LA Kings Teacher Appreciation days

The LA Kings are holding two Teacher Appreciation games, on March 30 and April 1. Tickets start at $37. To buy or for more information, go to lakings.com/teachers. For groups of 10 or more, contact 888-KINGS-LA, ext. 3.

Salary point class on WWII

Educators and curriculum leaders are invited to take part in one salary point and multicultural education credit course on the National WWII Museum’s From the Collection to the Classroom series called “Volume Two: The War in the Europe.” Learn at a local history museum, engage with oral histories, meet veterans, and study authentic artifacts. The presenter is Francisco Ortega, LAUSD social studies teacher. Aligned with the ELA Common Core State Standards and National Standards for History. When: 8 a.m. to 1:30 p.m., on March 23, March 24, and March 30. Where: Museum of the San Fernando Valley, 18860 Nordhoff St., Suite 204, Northridge, 91324. Follow signs at the front entrance to the second floor museum. Register online at: https://achieve.lausd.net/mypln. Look for: Teaching History with the National WWII Museum: War in the Pacific. Course #55-19-188. There is a $25 fee.

LAUSD mini-conference for potential teachers

If you know paraprofessionals or assistants interested in becoming teachers, let them know about LAUSD’s STEP UP Forum on March 16. This free mini-conference offers workshops on credential pathways, tips for taking the CBEST, developing effective lessons for diverse learners, and more. The forum takes place Saturday, March 16, from 8 a.m. to 12:30 p.m. at the Alphonso B. Perez Career & Transition Center (4540 Michigan Ave., 90022). Interested people can register on LAUSD MYP麟: achieve.lausd.net/myp麟. Keyword “STEP UP Forum.” Call 213-241-4571 for registration assistance.
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