2013 Day of the Teacher!
By Karen Kobey, Social Activities Chair

Thank you for all that you do!

Wednesday, May 8, was California Day of the Teacher. The theme this year was “Honoring Our Past, Guiding the Future.” To recognize the outstanding efforts of all UTP bargaining unit members, UTP held a special dinner celebration. Hamburger Hamlet welcomed UTP and provided a delicious meal, including Caesar salad, pork roast, chicken scaloppini, rice, vegetables, and fresh fruit. UTP also held its famous raffle for those who attended. A good time was had by all!

We look forward to seeing everyone again at next year’s celebration! UTP would also like to specially thank Hamburger Hamlet and its staff for making Day of the Teacher so special!

Honoring Our Retirees!
By Karen Kobey, Social Activities Chair

United Teachers of Pasadena is excited to celebrate those who are retiring in the 2012-2013 school year! The celebration will be held on Wednesday, June 5, at Hamburger Hamlet in Pasadena. Dinner will be provided for those who are retiring as well as for their guest. Dave Banis, a former teacher in PUSD, will be the guest speaker.

If you know of anyone at your school site not mentioned below who has retired this school year, or plans to do so, please let UTP know.

Thank you, retirees, for the years of hard work, joy, and creativity you have given to Pasadena’s students, colleagues, and community!

Pamela Altea (McKinley K-8)
Jean Buennagel (Field Elementary)
Alison Carlson (Don Benito Fundamental)
Sally Eimer (Webster Elementary)
Candida Enriquez (Willard Elementary)
Jeanne Gianni (Wilson Middle)
Blanca Gomez (Jackson Elementary)
Michael Harrison (Muir High)
Dianne Innes (Education Center)
Haruyo Kajiwara (Willard Elementary)
Judith Kelley (Wilson Middle)
Ashe Macy (Sierra Madre)
Carol Moore (Don Benito Fundamental)
Denise Ortman (Jefferson Elementary)
Peter Pellerin (Focus Point Academy)
Zabel Proodian (Webster Elementary)
Karin Robinson-Smith (Education Center)
Betty Sassetti (Muir High)
Jill Zorbrist (San Rafael Elementary)
Students need and deserve smaller class sizes, up-to-date textbooks, computers, and a safe learning environment. However, California continues to lag behind the national average in per-pupil funding, has some of the largest class sizes in the country, and ranks dead last in the number of counselors and librarians in our schools.

The state must provide assistance, rather than sanctions, to those schools that have been labeled low- or under-performing based on state or federal assessments. These schools have the most crowded classrooms, have more students from low-income families, and have a larger number of students still learning to speak English than schools that generally perform better on standardized assessments.

UTP and CTA commend Governor Brown for keeping public education a priority in his May revision of the state budget. Allocating $1 billion to help local school districts implement the Common Core State Standards is great and welcome news for our students. The money is much needed to provide training, professional development, textbooks and materials. The transition to the Common Core Standards will dramatically impact how teachers teach. Educators must have the support and resources they need in order for the new standards to be implemented effectively and with equity.

The following is a summary of the major components of the Governor’s 2013-14 Budget May Revision. Please note these are only highlights and further details will be forthcoming. As always, please keep in mind that this is only a “proposal” and must be negotiated through the Legislative process.

**Proposition 98 Guarantee**

The General Fund revenues are projected to grow by $1 billion for 2012-13 to 2013-14. These additional revenues drive the Proposition 98 calculation. This means that Proposition 98 is projected to increase by $2.8 billion for 2012-13 and projected to decrease by $1.8 billion for 2013-14. This is attributed to a slow economic rebound. The drop in revenues puts Proposition 98 in a Test 3. The revenue increase in 2012-13 reduces growth in Proposition 98 because Test 3 growth factor is the percent change in General Fund revenues between 2012-13 and 2013-14. According to the calculations, the Proposition 98 total will be approximately $56.5 billion in 2012-13 and will decrease by $941.4 million to a total of $55.3 billion in 2013-14.

An increase of over $17.4 billion is projected for Proposition 98 funding from 2011-12 to 2016-17, which is an increase of more than $2,700 per student.

**Proposition 39**

The Governor’s May Revision allocates $400.5 million to the Proposition 98 General Fund to K-12 local education agencies (LEA’s). Because of higher Proposition 39 revenues, the May Revision proposes an increase of $12.5 million for K-12 energy efficiency projects.

**Local Control Funding Formula Accountability Proposal**

One of the major changes with LCFF is increased oversight of the LCFF accountability. The following are some of the requirements:

- Requires all school districts to produce and adopt a Local Control and Accountability Plan in years to 7 years.
- The LCFF will require that County Offices of Education review school district’s ELL, low income, and foster child data to be subject to audit as part of each local education agency’s annual financial and compliance audit.

**Major K-12 Finance Reform Proposal: LOCAL CONTROL FUNDING FORMULA (LCFF)**

- Most of the major provisions of LCFF remain unchanged.
- These provisions provide $1.9 billion for the “Local Control Funding Formula.” This is up by $240 million from the Governor’s January Proposal (Including $4 million for County Offices of Education). This increase accelerates the LCFF implementation.
- According to the Governor’s May Revision, “of every dollar invested in this formula, 80 cents will go to base grants, 16 cents will go to supplemental grants and 4 cents will go to concentration grants.”
- The base grant is $6,816. This is $1,548 more than today’s average revenue limit.
- The May Revision proposes the following adjustments in response to concerns:
  - LCFF will use a 3-year rolling average to count supplemental and concentration grant eligibility.
  - The May Revision changed the ELL cap for supplemental funding and concentration grants from 5 years to 7 years.
- Plans are required to address how districts use state funding received from supplemental and concentration grants. Such as: basic conditions for student achievement (qualified teachers, sufficient instructional materials for all students, and school facilities in good repair.)
- Requires programs of instruction that primarily benefit ELL, foster youth, and low income students.
- Provides for implementation of Common Core Content Standards.
- For ELL, low income, and foster youth, districts are required to spend no less than the amount they spent for these students in 2012-13.
- Expenditures of the supplemental and concentration funds must be proportional to the number of these students at each school site. A required annual, independent audit will be used to verify these proportionality requirements. If an audit determines a misuse of supplemental/concentration funds, then in the following year districts will be required to use an identical amount of base grant funds to address specific expenditures for those students.

**Other Program Adjustments**

- Common Core: An increase of $1 billion to support the implementation of the Common Core. Funding will be distributed on an ADA basis. Districts will have until 2015 to spend the funding on staff development, instructional materials, technology, etc.
- Deferrals: For 2012-13, a total of $3.4 billion towards down payments for deferrals for K-12; for 2013-14, $900 million for payment towards deferrals. This will reduce the deferral amount to $4.9 billion by the end of 2013-14.
- Special Education: An increase of $60.7 million to backfill federal sequestration cut of an identical amount.
- QTEL: Fully funds the QTEL program for 2013-14 for a total of $410 million.
- Online Instruction: The May Revision proposes to delay the consideration of reforms to the 2014-15 budget.

UTP and CTA continue to support the goals of Governor Brown’s proposed Local Control Funding Formula as we believe that every student is entitled to educational equality and we appreciate and recognize that it costs more money to educate students with higher needs. CTA will review the proposed changes and will continue to work with the governor and legislators to ensure all concerns are addressed— including accountability, use of accurate data in determining funding levels, and timing of implementation. CTA looks forward to having many more discussions in the next few weeks as the state budget is finalized.

UTP will continue to provide updates and welcomes feedback regarding your concerns and comments. Please visit our website, utop.org to stay informed.

Thank you for a productive and active year. There have been many changes, and there is still much to be done. However, your passion and activism is what will ensure that our children and their right to quality education will not be forgotten, but will be the priority.

*Have a restful and enjoyable summer!*
Know Your Contract: Summer School, Next School Year’s Assignments
by Karen Kobey, Contract Management Chair

Summer School Assignments

Article XVII, Selection Procedure for Supplemental Employment and MOU, Summer Programs and Special Education Summer School

Due to budgetary concerns, the district has not necessarily had to adhere to the contract language from Article XVII, because the summer programs they have offered have not been ADA-generating programs. In fact, most summer programs are not paid for by the district. Therefore, they are not necessarily subject to following the contract language in Article XVII, including Credit Recovery programs, LEARNS, Rose City programs, and CIS programs. The Extended School Year (ESY) Special Education program is considered summer school and is ADA-generating. And, therefore, it does fall under the contract language in Article XVII. However, UTP has been working with the district for the past few years to outline the working conditions for teachers who work in a non-ADA-generating summer program. Any italicized sections below are from the most recent MOU agreement between UTP and PUSD. Any non-italicized sections below are from Article XVII of the contract.

The District shall identify tentative assignment needs for summer school as early as possible. (Section 17.1.1)

Not less than thirty (30) days prior to the beginning of summer school, the District shall post notices of summer school vacancies at all schools, allowing for an appropriate application period. Notices shall include a statement of salary, working conditions and applicatory procedures. (Section 17.1.2)

The primary criteria in selecting summer school employees shall be appropriate credentials and satisfactory evaluations. (Section 17.1.3)

Selection criteria shall be prioritized in the following order:

→ Appropriate credentials
→ Multiple grade levels and/or content areas experience
→ Documented experience with technology
→ Documented experience working with at-risk students
→ Seniority

In cases where a school’s program will be extended into summer for its students, preference shall be given to teachers at that site. Teachers who submitted an application to teach summer school at either their own site or another, and who are not selected for their own site shall be considered for other summer school assignments for which they are qualified. (Section 17.1.6)

Summer school assignments shall only be offered to temporary candidates or candidates from outside the District if a summer school assignment cannot properly be filled from existing staff. (Section 17.1.11)

For non-ADA generating programs, the length of the teacher workday shall be 4-8 hours depending on program and student enrollments. The onsite workday begins 15 minutes before instruction time begins and ends 15 minutes after instruction time ends. There shall be a 15 minute duty-free nutrition break for unit members working 4 or more hours; there shall be a 30 minute duty-free lunch for unit members working 6 or more hours.

For ADA generating programs, the length of the teacher workday shall be 5.5 hours. The onsite workday begins 15 minutes before instruction time begins and ends 15 minutes after instruction time ends. There shall be a 15 minute duty-free nutrition break.

The pay rate shall be $37.14 per hour, except for LEARNS which shall pay $26.89 per hour.

For all 2013 Summer School Programs, except for LEARNS, unit members shall accrue 1 day of sick leave which is available for use during the summer school session OR as a result of perfect attendance, a unit member shall accrue 1 day of sick leave which shall accumulate from school year to school year.

The District should have the ability to release staff from summer school assignments if student enrollment falls to levels that are no longer cost neutral. (Section 17.1.13)

Notification of Next School Year’s Assignment

Article VII, Transfers and Reassignments

You have the right now know what your tentative assignment for next school year will be, by the end of May (ten days before the end of the school year, to be exact). However, that assignment may be changed over the summer, pursuant to the contract language regarding involuntary transfers/ reassignments.

Assignments shall not be made in an arbitrary, capricious, discriminatory, or retaliatory manner. (Section 7.1.0)

Each unit member shall be given written notice of the next year’s assignment not later than ten (10) days prior to the last day of the current school year. Such notice shall specify the site, grade level, subject area, and position to which the unit member will be assigned. If the unit member is not given the Notice of Assignment within the ten (10) days, then next year’s assignment shall remain the same. (Section 7.1.6.1)

If the assignment or work location is changed during the summer, the unit member shall be notified by mail addressed to the unit member’s current mailing address on file with the District. (Section 7.1.6.2)

Last Day of Work

Appendix D, Official Calendar for the 2012-2013 School Year

→ 10-month employees: June 7
→ 10.5 and 11-month employees: June 14

Recently Resolved Grievances

#130312 – Violation of Article VI, Hours. District is not providing payment for unit member who provided substitute coverage. Unit member shall be paid for 2.5 days at the substitute pay rate. (Formal Level Two)

#130409 – Violation of Article VIII, Evaluation Procedures. District did not provide observation report within 10 working days; evaluator commented under standard 6.0, which cannot be observed in a classroom observation. Original classroom observation shall be removed from unit member’s personnel and site files and destroyed. An amended observation, in which all comments under standard 6.0 have been removed and in which the overall rating for standard 6.0 is marked as “satisfactory”, shall be provided. (Informal)

#130412 – Violation of Article XI, Safety. District did not abide by language allowing unit members to suspend students from their classroom for that day and the following day. District shall abide by suspension language in Article XI. (Informal)
The Instruction and Professional Development Committee (IPD) has been working to gather questions from UTP members regarding the District’s transition to Common Core Standards. IPD passed these questions to members of the PUSD Professional Development Department to answer. Thank you to Helen Hill, PUSD Professional Development Coordinator, Frances Werking, TOSA for Elementary Curriculum, and Dr. Fal Asrani, PUSD Director of Secondary Education for their thoughtful responses.

Training and Professional Development

When will professional development be available? Professional Development in “Overview of the Common Core State Standards” was provided during A Monday sessions in 2011-12; in the current 2012-13 school year six “Common PD” modules were delivered via Training of Trainers model at school sites that have thus far covered an introduction to 21st Century Education, the ELA & Math Common Core, and Project-based Learning.

What will the format be? Summer 2013 PD will be offered in the weeks prior to school commencing in Project-based Learning (see Workshops on p. 5).

Curriculum Revision Workshop (CRW)

Is the CRW Team developing lessons for every subject, for every grade level and every standard? The CRW are developing CA CCs- aligned outcomes, performance assessments and scope and sequences. They are also developing and piloting project-based learning units to build a library of vetted, sample lessons that teachers can choose to use.

There are CRW teams for the following:

- English Language Arts
- Mathematics
- History/Social Science
- Science

Next Generation (Smarter Balanced) Assessment

Has the District made plans to provide the needed technology to assess students on Smarter Balance? As of 4/22/2013, the District has started a technology infrastructure survey from each site and will quickly start determining the readiness factor at each site. Based on this data, the District will start the purchase plan.

What impact will there be on CMA and CAPA? Teachers will be informed in a timely manner.

Will training be available on bridging the state assessments and CCS? Presently, standards are not modified, but instruction should be. The PD committee will collaborate with the Special Education Department to incorporate best practices.

Special Education

Will special education teachers be given alternative standards for teaching functional skills as we are now? Will special education students be held to the same levels as general education students? From the CDE’s publications (see Resources list), it is evident that the emphasis is on teaching the 21st century skills and 4 C’s to all students, including special needs students or college and career readiness.

Will the district provide a bank of CCs to use as IEP goals? Goals may be in SEIS by the time the implementation rolls out since this is a statewide mandate and SEIS is used throughout California.

General Questions

When will the District begin piloting new textbooks? At this time, publishers are still in the process of developing materials based on the new Frameworks, which have not yet been completed or adopted.

Glossary:

- CRW= Curriculum Revision Committee
  - Over 100 teachers who have been working to identify Key Standards, create model Common Core Lessons, and designing assessments in order to ease the transition to Common Core in 2014-15.
- CCS= Common Core Standards
  - The New Normal — replace the California State Standards as of the 2014-15 school year.
- SBA= Smarter Balanced Assessment
  - The New CST!
- ILTs= Instructional Leadership Teams
  - School- and District-Level teams are being formed this year and next to support implementation of CRW lessons, Project-Based Learning, 21st Century Skills
- IPD= Instruction and Professional Development Committee
  - UTP’s IPD Committee is committed to voicing member concerns and facilitating communication between the District and members. We welcome visitors and new members!
## Resources

**Common Core:**
- cde.ca.gov/re/cc/
- corestandards.org
- pinterest.com/neatoday/common-core/

**Smarter Balanced Assessment:**
- www.smarterbalanced.org

**Project-Based Learning:**
- bie.org

**Special Education:**
- CEC.sped.org
- Search “Common Core”
- ncscpartners.org

Look under “Resources” for Thurlow’s presentation on how the principles of college and career readiness and common core state standards apply to students with disabilities.

[cde.ca.gov/sp/se/cc/](cde.ca.gov/sp/se/cc/)
This link provides presentations and information on several items related to CCSS and special education.

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### Instructional Institute: Project-Based Learning 101

Participants will engage in learning the principles for designing, assessing and managing Common Core Standards-focused projects, as well as using performance assessments to judge the relevant work generated by 21st century learners. Through hands-on collaborative work, teachers will plan, design and receive peer feedback on an engaging & rigorous project using the Buck Institute for Education’s model and tools. This is a foundation for continued review of student work, reflection and revision occurring in collaborative meetings throughout the school year.

**Time:** 8:30 am—3:00 pm

**Dates:**
- Session A) K-5th grades: August 1 & 2, 2013
- Session B) 6th-12th grades: August 6 & 7, 2013
- Session C) K-12th grades: August 8 & 9, 2013
- Pathways Institute: August 5-7, 2013

Email Subject: “Registration—Summer 2013 PD” to hill.helen@pusd.us (Pathways: sarian.marisa@pusd.us)

Please provide:

Name, School, Grade/Subject, and Session choice

* Confirmation and details will be sent to your PUSD email address.
Pre-School Teacher of the Year!

Jennifer Weisbart, teacher at Burbank Early Education Center, was one of six early childhood educators chosen for the Los Angeles County Preschool Teacher of the Year Award winners. Selected from a large pool of nominated teachers throughout Los Angeles County, the awards honor outstanding teachers in each of the county’s five Supervisorial districts, who go above and beyond the call of duty to prepare their students for kindergarten and beyond. The winners were recognized during an evening celebration at the Globe Theatre in Universal Studios Hollywood on Thursday, April 4, 2013.

Important Dates

- May 28 — Board of Education Meeting, 5:30pm, Board Room
- May 31-June 2 — CTA State Council, Los Angeles
- May is Asian Pacific Heritage Month!
- May is Better Speech and Hearing Month!
- June 3 — Rep. Council, 4-6pm, PHS Cafeteria
- June 6 — 2nd Semester Ends, shortened day (K-8)
- June 7 — 10-month Work Year Ends!
- June 11 — Summer School Begins
- June 11 — Board of Education Meeting, 5:30pm, Board Room
- June 12 — ESY Begins
- June 14 — 11-month Work Year Ends!
- June 14 — UTP Office Closes
- June 25—Board of Education Meeting, 5:30pm, Board Room
- June 30-July 6—NEA Representative Assembly, Atlanta, GA
- June is GLBT Pride Month!
- July 4 — Independence Day (schools closed)
- July 10 — ESY ends
- July 12 — Summer School Ends
- July 16 — UTP Office Opens
- July 25 — 11-month Work Year Begins
- July 30 — Board of Education Meeting, 5:30pm, Board Room
- August 5 — Admission Day (all school offices closed)
- August 12 — 10-month Work Year Begins
- August 14 — First Semester Begins

The UTP Office will be closed from June 14-July 16. If representation is needed, email aenash@sbcglobal.net.
Congratulations to Our 2013 Rotary Teachers of Excellence!

The Pasadena Rotary believes that “teachers provide a foundation of growth and knowledge for tomorrow’s leaders” and that “our society needs to celebrate educators and the work that they do.”

As one of its many endeavors to recognize and promote excellence in teaching and dedication to education, an annual tradition is the Teachers of Excellence Award Program. This competition recognizes exceptional teachers and rewards teachers who stand out in Pasadena Unified School District. Teachers of Excellence, with funding from the Pasadena Rotary Foundation in the amount of $1,500 (and to their schools, $500). This year, the Rotary Club of Pasadena recognized six outstanding teachers from all over PUSD.

2013 Rotary Teachers of Excellence:
(Shown clockwise from top left)
- Dany Richy - Sierra Madre Elementary
- Christine McLaughlin - Blair Middle
- Eric Mulfinger - Marshall Fundamental
- Regina Major - Altadena Elementary
- Elia Farinas - Cleveland Elementary
- Christine McLaughlin - Blair Middle

We Honor Ours (WHO Award)

Bargaining Team

WHO Awards are presented each year to those members of CTA’s Service Center One Council who have made outstanding contributions to the advancement of the teaching profession. These individuals have served on committees, executive boards, steering committees, and as chairpersons and officers. They have exhibited a continuing willingness to devote endless hours of effort, thought, and dedication to the improvement of the welfare of teachers. CTA’s WHO Awards express our appreciation for their dedicated service.

Rosette Aghoian, first grade teacher at Webster Elementary School, was honored on May 7th, 2013, by CTA for her many contributions to this Association. She has been teaching in the District for 24 years. Prior to that, she was an instructional aide. Rosette is a product of Pasadena, having attended elementary, middle, and high school in PUSD, graduating from John Muir High School. Her husband is also a PUSD teacher and a graduate of Muir, and her daughter will be graduating this year from Marshall. She has served UTP as Bargaining Chair, as a member of the Bargaining Team during the last 7 years, and as a Site Representative for Webster.

Congratulations, Rosette!

Rosette with Alvin Nash (UTP President), Dean Vogel (CTA President), Tyrone Cabelle (CTA Board of Directors), and Roberto Gallegos (CTA UniServ Director)
The UTP Voice is subsidized by these paid advertisements; however, this should not be considered an endorsement or recommendation by UTP.

Union Code of Conduct

- I will not criticize any union member except to the individual directly.
- If any member is being criticized in my presence, I will confront the criticism and ask that it stop.
- I will not participate in any conversations with management that criticizes or negatively speculates about any union member.
- I will settle my differences with members within my union.
- I will engage in debate, offer others every opportunity for debate, and respect minority viewpoints. I will, however, observe and support the majority mandate of my union.