Gov. Brown’s May Revise Delivers Historic $9 Billion Surplus, Funds Neighborhood Public Schools at an All-Time High Making Good on Long-Standing Commitment to California’s Students

Eric Heins, president of the 325,000-member California Teachers Association (CTA), issued this statement on May 11 about the governor’s May Revise to the 2018–19 state budget on the heels of California’s new ranking as the fifth largest economy in the world:

“Educators welcome the good news today and appreciate Gov. Jerry Brown for his resolve and long-standing commitment to California’s students and neighborhood public schools, colleges and universities. It truly is heartwarming to witness his legacy—one that turned things around for California when experiencing our darkest moments. California was in the depth of a recession when he took office, yet through his leadership and collaboration with educators, working families, students, parents and community partners engaged in efforts to pass Proposition 30 in 2012 followed by the work we all did to pass Prop. 55 in 2016. In large part these funds are behind the increased revenues leading to the surplus we have today.

“Today, the state is looking at a $9 billion surplus by the end of the fiscal year, $78.4 billion for K–12, a fully funded Local Control Funding Formula two years ahead of schedule, funding for higher education and much-needed funding for health and human services which begins to address the homelessness crisis impacting our students and our communities. Also significant is the certification of Proposition 98 minimum guarantee and the continuous appropriation of the LCFF, including COLA. This creates certainty for educators and students in future years.

“We appreciate the one-time funding for much-needed beginning teacher induction during this critical teacher shortage. We must do everything possible to attract and retain the most qualified to our profession. The increases in funding for Special Education, school safety, the state preschool program, childcare, and healthcare for low-income families are also critically important. “California’s educators and students did yeoman’s work during the tough economic times in our state, but we worked together to ensure our students had the best education possible.

California ranks 44th in the nation in per pupil funding but we’re on the right track, trending up. We will continue to work with the governor and legislators as they deliberate on the final budget agreement in the coming weeks. We continue to have some concerns about a few items outlined in the proposal such as an online community college and the proposed funding for the vital UC and CSU systems. We appreciate the contributions in the budget proposal and May Revise but know we can do better. All students deserve the opportunity for higher education as California needs an educated workforce to fuel our economy.”
PUSD: Where is the Cost-of-Living Adjustment?
President’s Message — by Alvin Nash

As a result of increased state revenues and local property taxes, the Proposition 98 Guarantee for 2018–19 is at a new all-time high of $78.4 billion, an increase of $31 billion since 2011–12. Governor Brown’s K–12 education proposal for 2018–19 provides about a $4,600 increase on a per student average basis over 2011–12 levels.

BUDGET YEAR (2018–19) PROPOSALS:

Local Control Funding Formula (LCFF)
The Governor has proposed to increase funding for school districts and charter schools by $3.3 billion over 2017–18 levels, about $320 million more than the January Proposal. The cost-of-living adjustment (COLA) is 2.71% for 2018–19 (up from 2.51% in January) and is included in the calculation for each district’s LCFF target. The Administration maintains the proposal that the state effort toward the “gap” will be 100% to fully implement the LCFF. The $3.3 billion increase to LCFF funding that is proposed for 2018–19 is over four times the amount of new LCFF money that was provided in 2017–18 and will include COLA funding as well as a bump to the base grant.

However, the District once again does not intend to provide the Cost-of-Living Adjustment (COLA) to PUSD teachers, counselors, librarians, nurses, psychologists, and speech language pathologists for 2018–2019. The last salary increase for PUSD educators was in 2015–2016.

Categorical Programs
For 2018–19, the Governor’s proposed budget includes funding COLA (2.71%) and growth for select categorical programs which were kept outside the new Local Control Funding Formula. These stand-alone categories include Special Education, Child Nutrition, Foster Youth, and Preschool.

Important Dates

June is GLBT Pride Month

June 1—Student-Free Day; Last Workday for Teachers, Nurses, and Speech Language Pathologists
June 1–3—CTA State Council Meetings, Los Angeles
June 5—Last Workday for School Psychologists
June 6—First Day of Summer School / Extended School Year
June 14—Last Workday for Athletic Directors, Counselors, Librarians, and TOSA IIs
June 15—Last Workday for Clinical Psychologists
June 15—No Summer School / Extended School Year (Schools Closed)
June 18–29—UTP Office Closed
June 22—No Summer School / Extended School Year (Schools Closed)
June 28—Board of Education Meeting, 6pm Education Center
June 29—No Summer School / Extended School Year (Schools Closed)
June 30—July 5—NEA Representative Assembly, Minneapolis, MN

July

July 2–13—UTP Office Closed
July 4–Independence Day (Schools & Offices Closed)
July 13—Last Day of Summer School / Extended School Year
July 26—Board of Education Meeting, 6pm Education Center
July 27—First Workday for Counselors, Librarians, and TOSA IIs
July 29–August 2—CTA Summer Institute, Los Angeles

August

August 3—Admission Day (Schools & Offices Closed)
August 6–7—Executive Board Leadership Retreat, Monrovia
August 8—First Workday for Teachers, Nurses, and Speech Language Pathologists
August 8–9—Professional Development Days
August 10—Student-Free Day; Unit Member Preparation Day
August 13—First Day for Students
August 20—Executive Board Meeting
August 23—Board of Education Meeting, 6pm Education Center
August 27—Representative Council Meeting, 4pm PHS Cafeteria

General Information

UTP Office:
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Pasadena, CA 91104
(626) 798-0928
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UTP Officers:
Alvin Nash, President
Allison Steppes, Vice President
J. Manuel Carcido, Secretary
Stephanie Cosey, Treasurer

UTP Area Directors:
Bernadine Burgess, Area 1
Laurel Ware, Area 2
Martha Tovar, Area 3
Lorna Washington, Area 4
Jonathan Gardner, Area 5

P.U.S.D. Numbers:
P.U.S.D. Ed Center (626) 396-3600
• Human Resources ext. 88777
• Health Benefits ext. 88144
• Substitute Line ext. 88382
• Payroll ext. 88369

Frequently Requested Numbers:
CAL STRS (800) 228-5453
CTA Group Life and Disability Insurance (800) 522-0406
CTA Auto and Home Insurance Program (800) 800-9410
UTP Retirement Celebration 2018:
League of Extraordinary Educators

Blair
Irina Badalyan—18 years
Carole Caputo—19 years
Timothy Cook—17 years

Burbank ECC
Bernadine Emanuel –Burgess—23 years
Joan Welday—22 years

Center for Independent Study
Gail Stowers—15 years

Cleveland
Christine Chang—14 years
Elizabeth Mortilla—16 years

Norma Coombs
Julie—Best Ickes—17 years

Don Benito
Gregory Ware—20 years

Education Center
Wendy Parry—33 years

Field
Marina Camacho—34 years
Marie Keefe—19 years

Franklin
Rebecca Rico—21 years

Hamilton
Jocelyn Knight—32 years

Jefferson ES
Frances De La Rosa—21 years
Beverly Grotts—21 years

Ann Palmer—20 years

Longfellow ES
Kristin Fasana—22 years

Madison
Alvaro Ramos—22 years

Marshall
Philip Calafat—37 years
Patricia Kavanagh—23 years
Carol Locke—13 years
Linda Sharpe—25 years
Linda Szklarski—15 years
Christy Ware—15 years

McKinley
Deborah Gangi-Hall—34 years
Roger Gray—13 years
Denise Laing—33 years
Lisa Muthiah—16 years
Christopher Reagan—17 years
Rose Walker—34 years

Muir
Roland Bynum—23 years
Maizie Kohatsu—47 years
Sumita Luthria—22 years
Pasadena HS
Albert Nyland—21 years
Margarita Perez—25 years
Roosevelt
Shannon Burner—17 years
Cathy McMullen—27 years

Sierra Madre ES
Suzanne York—15 years
Sierra Madre MS
Armen Antonian—27 years
Amy McLean—23 years

Janice Sims—49 years

Washington ES
Margaret Blackford—17 years

Washington MS
Cynthia Casby—7 years
Tracy Gaestel—28 years
Barbara Younker—29 years
Recognitions: Outgoing UTP Area Director and UTP Site Representatives

Bernadine Burgess—Area 1 Director 2012-2016
(Altadena ES, Burbank EEC, Elliot MS, Focus Point Academy, Longfellow CC, Longfellow ES, Madison ES, and Webster ES)

Site Representatives:
Julie McLean—Burbank EEC
Jefferson Sankary—Burbank EEC
Gail Stowers—Center for Independent Study
Christine Chang—Cleveland
Diana Morrison—Don Benito
Carla Boykin—Education Center
Bethel Lira—Elliot MS
Julie Ysassi—Hamilton ES
Siri Boothby-Jackson ES
Carolina Arizaga—Jefferson CC
Carla Landaverde—San Rafael ES
Jamie Munro—Willard ES
Karen Kobey—Wilson MS
Agnes Akabogu—Psychologists

Welcome New UTP Area Director and UTP Site Representatives:

Cassandra Williams Brown—Area 1 Director

Site Representatives and Alternates:
Karen Favor (Alternate)—Blair 6-12
Rhyna Vasquez (Alternate)—Center for Independent Study
Jose Guzman (Alternate)—Franklin ES
Priscila Leon—San Rafael ES
Marta Rosales (Alternate)—San Rafael ES
Joyce Hart—Willard CC
Armando Mayer—Willard ES
Communication Disorders among the Most Common Childhood Disabilities

Speech, language, and hearing disorders often go undetected and untreated for too long.

PUSD parents are encouraged to learn the warning signs and seek help early during
"May Is Better Hearing & Speech Month."

With 11% of children ages 3–6 having a speech, language, voice, or swallowing disorder—and almost 15% of school-age children experiencing some degree of hearing loss—communication disorders are among the most common disabilities in children nationwide. During May, which is Better Hearing & Speech Month, PUSD speech–language pathologists urge families to learn the early signs of these disorders and seek an assessment if they have concerns.

"Communication disorders are treatable, yet all too often, we find parents are waiting longer than we'd like to bring their child in for an evaluation," said UTP President Alvin Nash. "Timely intervention is important, as untreated speech/language and hearing disorders can lead to problems with reading and writing, academic success, social interactions, behavioral problems, and more. These disorders are highly treatable and, in some cases, can be reversed or even prevented. So, our message to parents is: If you have any concern, don't wait and see if there is a change. Trust your instincts, and get it checked out."

Hearing loss is evaluated and treated by audiologists. Speech and language disorders are evaluated and treated by speech–language pathologists. Warning signs of these disorders are listed below.

Language Disorders
- Does not smile or interact with others (birth and older)
- Does not babble (4–7 months)
- Makes only a few sounds or gestures, like pointing (7–12 months)
- Does not understand what others say (7 months–2 years)
- Says only a few words (12–18 months)
- Words are not easily understood (18 months–2 years)
- Does not put words together to make sentences (1.5–3 years)
- Has trouble playing and talking with other children (2–3 years)
- Has trouble with early reading and writing skills (2½–3 years)

Speech Sound Disorders
- Says p, b, m, h, and w incorrectly in words (1–2 years)
- Says k, g, f, t, d, and n incorrectly in words (2–3 years)
- Produces speech that is unclear, even to familiar people (2–3 years)

Stuttering
- Repeats first sounds of words—"b-b-b-ball" for "ball"
- Speech breaks while trying to say a word—"----boy" for "boy"
- Stretches sounds out—"fffffff-farm" for "farm"
- Shows frustration when trying to get words out

Voice Disorders
- Uses a hoarse or breathy voice
- Uses a nasal–sounding voice

Hearing Loss
- Shows a lack of attention to sounds (birth–1 year)
- Does not respond when you call their name (7 months–1 year)
- Does not follow simple directions (1–2 years)
- Shows delays in speech and language development (birth–3 years)
- Pulls or scratches at their ears
- Has difficulty achieving academically, especially in reading and math
- Is socially isolated and unhappy at school
- Has persistent ear discomfort after exposure to loud noise (regular and constant listening to electronics at high volumes)

Families can learn more about these signs, get tips for helping their child, and find a searchable database of the professionals who treat communication disorders at http://IdentifytheSigns.org.
California Teachers are
“The League of Extraordinary Educators”
California Day of the Teacher was May 9

California owes much of its success to its public schools, colleges, and universities that produce the scientists, technicians, engineers, and educated workforce. Teachers are deeply committed to the success of every student. Teachers are listeners, explorers, role models, motivators and mentors. They are idealists and dreamers, debaters and negotiators, adventurers and mediators.

For these many reasons, “California Teachers: The League of Extraordinary Educators” was the theme for this year’s California Day of the Teacher on May 9.

“Educators have many extraordinary skills that we pull from to reach and teach students,” said UTP President Alvin Nash. “Teachers here are idealists and dreamers and adventurers and problem solvers. Although one teacher can be influential, life-changing, even, for a student, it takes all of us — Education Support Professionals, K-12 teachers, college faculty, and parents — to provide the public education all of our students deserve.”

Alvin Nash noted “The League of Extraordinary Educators” is also the theme for the CTA Education Support Professionals Day on May 22. “We are indeed a league of extraordinary educators.”

“This year we’d like to capture and share the great work educators do on a daily basis to help students succeed. Together, we make a difference in the lives of our students. Together, we provide the resources and opportunities they need to succeed. Together, we make sure they have the skills they need for a bright future,” said Alvin Nash.

California’s Day of the Teacher has its roots in the community and is patterned after the celebration of the traditional “El Dia del Maestro,” which is observed in Mexico and Latin America countries. Our California’s Day of the Teacher arose out of legislation co-sponsored by CTA and the Association of Mexican American Educators in 1982. Since then, this event honors the instructional excellence in our public schools, community colleges and universities.

California communities share our goals for quality public schools and recognize public education is the cornerstone for strong communities. Students are at the center of everything we do and as committed, caring education professionals, we look forward to building relationships with parents, community organizations, local businesses, other unions, the faith community and senior citizens. We are all part of a community and we will best succeed when we work together.

CTA celebrates Education Support Professionals
As “League of Extraordinary Educators”

May 22 was the day the California Teachers Association had set aside to honor the Education Support Professionals (ESPs) in California as a “League of Extraordinary Educators.”

Communities across the state spotlighted and celebrated school support staff, which includes school secretaries, bus drivers, maintenance staff, paraprofessionals and kitchen staff. The front line of public education begins with that first school bus ride in the morning, and ends when the custodian turns off the lights at night.

“We know the crucial role played by the thousands of paraprofessionals, office workers, bus drivers, custodians and maintenance staff in our schools,” said UTP President Alvin Nash. “They are problem solvers, role models, and motivators.

“This year we’d like to capture and share the great work school support staff do every day to help our students. Together, we make a difference in the lives of our students. Together, we provide the resources and opportunities they need to succeed. Together, we make sure they have the skills they need for a bright future,” said Alvin Nash.

The front line of public education begins with that first school bus ride in the morning and ends when the custodian turns off the lights at night. As educators, we know the crucial role played by the thousands of paraprofessionals, office workers, bus drivers, custodians, and maintenance staff in our schools.
46 Years Celebrating National School Nurse Day

2018 Theme: School Nurses: Advocates for 21st Century Student Health

National School Nurse Day, May 9, 2018, was a time to celebrate the specialty practice of school nursing. In 1972, the National Association of School Nurses (NASN) created National School Nurse Day to recognize school nurses and acknowledge their role in the educational setting. NASN applauds the contributions school nurses make every day to improve the safety, health, and academic success of all students.

The theme this year – School Nurses: Advocates for 21st Century Student Health – reinforces the Framework for 21st Century School Nursing Practice which helps direct school nurses to be in the forefront of promoting a culture of health in their communities. It is reflective of the significant roles school nurses have in the health care of their school communities to help make a healthier place for children and families to learn and grow.

"The school nurse voice is more powerful than most of us realize. It is when we help a teacher understand how to alter lesson plans so students with food anaphylaxis can participate in all learning activities. It is when we teach children healthy habits so they can grow and thrive," said NASN President Nina Fekaris, MS, BSN, RN, NCSN. Adding, "A professional school nurse is needed in every school to care for every child because school nursing is the foundation for student health."

NASN believes all teachers deserve to have school nurses in their buildings so that teachers can focus on instruction and students' individual educational needs; and parents deserve to feel secure that children are safe at school and their health needs are met every day by specialized school nurses. School nurses have the skills to plan and implement care for students with chronic and medically complex conditions and prepare school staff to recognize and respond appropriately to potential emergencies. Prevention is key in school wellness and safety, but planned emergency response and disaster preparedness is an essential part of the important role school nurses play.

"It is a tremendous privilege to honor our nation's school nurses as we celebrate National School Nurse Day," said NASN Executive Director Donna Mazyck, MS, RN, NCSN. "School nurses influence wellness and disease prevention practices as change agents in schools and communities."

The National Association of School Nurses is a non-profit specialty nursing organization, first organized in 1968 and incorporated in 1977, representing school nurses exclusively. NASN has more than 16,000 members and 50 affiliates, including the District of Columbia and overseas school nurses. The mission of NASN is to optimize student health and learning by advancing the practice of school nursing. Please visit them on the Web at www.nasn.org.

Labor History Month—May 2018

Labor History Month encourages school districts to commemorate the month with educational exercises that teach students about the role of the labor movement in California and U.S. history. Labor unions have had a significant impact on labor conditions for workers nationwide.
YOUR GUIDE TO UNDERSTANDING California MTSS

What is MTSS?
California's Multi-Tiered System of Support is a comprehensive framework designed to provide effective technical assistance for districts and schools that supports them in addressing each and every student's academic, behavioral and social-emotional needs in the most inclusive and equitable learning environment. Driven by strong leadership, policies and practices, family and community engagement, staff collaboration and data-driven decision-making, utilizing MTSS helps districts and schools increase attendance, prevent dropouts, lower disciplinary rates, improve school climates and boost academic performance.

How does MTSS work?
MTSS aligns numerous state, regional, county, district, school, family and community resources to provide a unified educational framework that is universally designed and differentiated to meet individual needs. Separate academic and behavioral programs including Positive Behavioral Intervention and Supports (PBIS) and Response to Intervention (RtI) are embedded and connected within MTSS, which provides all students with challenging and motivating programs and coursework — along with opportunities to feel respected and included. MTSS is built on the premise that universal support must be provided for all students, but some need supplemental services to be successful and a few require more intensified support.

ALL STUDENTS
- UNIVERSAL SUPPORT
  Evidence-based priorities and practices that support the academic, behavioral and social-emotional success of all students in the most inclusive and equitable learning environment

SOME STUDENTS
- SUPPLEMENTAL SUPPORT
  Additional services provided for some students who require more academic, behavioral and social-emotional support

FEW STUDENTS
- INTENSIFIED SUPPORT
  Targeted academic, behavioral and social-emotional support directed toward the few students with greater needs
California’s Social and Emotional Learning

Guiding Principles

1. Adopt Whole Child Development as the Goal of Education
   Take a systems approach to promoting student academic, social, and emotional learning, physical well-being, and college, career, and civic life readiness. Name SEL as not a “nice to have,” but a “must have” to ensure student success in school, work, and community.

2. Commit to Equity
   All students must have opportunities to build SEL skills and receive an assets-based educational experience that is personalized, culturally relevant and responsive, and intentionally addresses racism and implicit bias. Use practices that build on the existing strengths of students, educators, families, and communities.

3. Build Capacity
   Build the capacity of both students and adults through an intentional focus on relationship-centered learning environments and by offering research-based learning experiences that cultivate core social and emotional competencies.

4. Partner with Families and Community
   Maximize the resources of the entire school community, including expanded learning opportunities, early learning and care programs, and family and community partnerships, to advance SEL and student well-being.

5. Learn and Improve
   Adopt continuous improvement practices and use evidence to guide decision-making while aiming to enhance the quality of student social and emotional learning opportunities. Use data to inform improvement of instructional and school practices, not for accountability purposes.

https://www.cde.ca.gov/eo/in/socialemotionallearning.asp
Instruction & Professional Development (IPD)

By Allison Steppes, UTP Vice President and IPD Chairperson

This school year, the UTP Instruction and Professional Development Committee changed the format of its meetings to include grade levels leaders and department chairpersons in its monthly meetings. We met with the Assistant Superintendents of elementary and secondary schools along with the Director of professional development to discuss concerns and issues with instructional strategies that were promoted, adopted curriculum, and professional development opportunities. Colleagues shared their frustrations, the needs at the sites, and celebrated things they thought were going well. We intend on continuing the model used for meetings during the next school year, because it allows teachers to have direct access to those making decisions that affect their daily work.

While at a Labor Management Initiative collaboration meeting, United Teachers of Pasadena leadership reviewed information about an endeavor the State of California has embarked on in order to help educators work with students and their social emotional development. California’s Multi-Tiered System of Support (MTSS) includes various programs, such as Response to Intervention (RTI) under one umbrella. Since no PUSD management were there to collaborate with us, it was not until the following week that UTP leadership was made aware that our district has submitted a grant proposal to pilot MTSS. Should PUSD receive the grant, it is likely that teachers will have professional development that seeks to help our staffs engage our student population in a more comprehensive way.

11 California Schools Score Athletics Grants from California Casualty

Eleven California schools will share $10,730 from the 2018 California Casualty Thomas R. Brown Athletics Grant program. The grant will help student athletes across the Golden State with new uniforms, safety equipment and other necessities for their teams.

A complete list of the California 2017/2018 Thomas R. Brown recipients follows:

- Coalinga High School
- Hillcrest High School (Riverside)
- Matt Garcia Career and College Academy (Fairfield)
- New Dawn High School (San Diego)
- Piedmont Hills High School (San Jose)
- Pittsburg High School
- Ray Wiltsey Middle School (Ontario)
- Stagg High School (Stockton)
- Tierra Buena Elementary School (Yuba City)
- William Mulholland Middle School (Van Nuys)
- Yermo High School

Public middle and high schools in California with an unmet need for a sports program can try for next year; applications for the 2018/2019 California Casualty Thomas R. Brown Athletics Grants are now being taken at www.calcasathleticsgrant.com. The deadline for consideration is January 15, 2019.

Founded in 1914, California Casualty has partnered with the CTA to provide members auto and home insurance tailored to their professional needs since 1951. To learn more, or to request an auto insurance quote, please visit www.CTAMemberBenefits.org/calcas or call 1.800.800.9410.

Protect your paycheck with CTA-Endorsed Disability Insurance

Did you know the risk of disability is real? More than 25% of today’s 20–year olds will become disabled during their career1. If you’re unable to work and receive your paycheck due to injury, illness, pregnancy or childbirth, Disability Insurance can help. Disability insurance pays a benefit directly to you that you can use for the things that health insurance doesn’t cover such as rent/mortgage, groceries, utilities, student loans, or even child care.

Participating in a group Disability Insurance plan is often one of the most cost–effective ways to protect your paycheck. As a CTA member, you may be eligible for the CTA Voluntary Disability Insurance plan offered by Standard Insurance Company (The Standard). You can learn more about the CTA plan by visiting CTAMemberBenefits.org/disability.

For pricing and further details of coverage such as any exclusions, limitations, reductions and benefit waiting periods, as well as the terms under which the policy may be continued in force, contact The Standard’s dedicated CTA Customer Service Department at 800.522.0406, Monday through Friday from 7 a.m. to 6 p.m.
Even if Facebook is not your thing, here are a few compelling reasons to sign up and join our closed Facebook group:

**United Teachers Of Pasadena**

**Community Group (Members Only)**

- Staying Up-To-Date on Important UTP Information
- Sharing Photos and Celebrations of Events at Your School
- Trash-To-Treasure — Giving and Receiving Classroom Items
- Building a Stronger, More Connected Union!

**YOU are the UNION!**

**Update Your Membership Information!**

- **Name:**
- **Address:**
- **Cell Phone number:**
- **Non PUSD email address:**
- **Birthday:** (mm/dd/ )

Send it to the UTP office 2303 E. Washington Blvd. or email to marcelalaraautp5@gmail.com

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**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.

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**Welcome New Members**

- **Muir H.S.**
  - Shaun Thomas
- **Willard E.S.**
  - Tawny Urista
- **Pasadena H.S.**
  - Janelle Juarez
  - Jasmin Perez
- **Sierra Madre ES**
  - Kathryn Jones
2018 Primary Candidate Recommendations

Gavin Newsom for Governor: He is a proven advocate for our students, public schools and colleges. He knows that educational excellence does not come from Sacramento, but from the daily devotion of those on education’s front lines.
gavinnewsom.com | f GavinNewsom | t @GavinNewsom

Tony Thurmond for Superintendent of Public Instruction: His lifetime of commitment to at-risk youth and public education makes him the only choice to lead the state’s school system. He supports adequate funding, community schools, and attracting and retaining quality educators.
tonythurmond.com | f Tony.Thurmond | t @TonyThurmond

Ed Hernandez for Lieutenant Governor: A strong supporter of increased accountability and transparency in California’s charter schools, he has a proven track record of supporting students, educators and public education.
edhernandez4ca.com | f DrEdHernandez | t @SenatorDrEd22

Xavier Becerra for Attorney General: He is an advocate for working families, affordable healthcare and the environment. He believes in protecting the rights of educators and all workers to come together to negotiate learning and working conditions.
xavierbecerra.com | f XavierBecerra | t @XavierBecerra

Alex Padilla for Secretary of State: His support of public education includes advocacy for English learners. As a state Senator, Padilla authored legislative measures to identify and implement best practices in English learner curriculum and instruction statewide.
alex-padilla.com | f AlexPadilla4ca | t @AlexPadilla4CA

Betty Yee for State Controller: She is a product of San Francisco public schools with 30 years of public service. She cofounded the Asian Pacific Youth Leadership Project to involve California high school youths in the public service, public policy, and political arenas.
bettyyee.com | f California-State-Controllers-Office | t @BettyYeeForCA

Ricardo Lara for Insurance Commissioner: A passionate believer in the power of public education, he is driven by a vision for the future that includes protecting the health of our students. CTA worked with Lara to pass Proposition 58, which repealed bilingual education restrictions in our classrooms.
ricardolara.com | f RicardoLara2012 | t @RicardoLara4CA

Fiona Ma for State Treasurer: She is a lifelong champion for public education and believes that public schools are the great equalizer.
fionama.com | f CA.FionaMa | t @fionama

Connie Conway for Board of Equalization 1: A former state Assembly member and Republican minority leader, she is committed to talking with stakeholders through education issues before making any recommendations or decisions on the Board of Equalization.
f Connie.Conway.568
Tony Thurmond

has roots in public education and public service that run deep, drawing on reservoirs of compassion and commitment. Service is in his blood — his mother immigrated here from Panama to become a teacher.

The Educators’ Choice for
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

ELECTED TO REPRESENT ASSEMBLY DISTRICT 15 IN 2014: Improving and supporting public education have been his top priorities in the Legislature. In Sacramento, Thurmond has:

- Passed legislation to provide millions in education funding to school districts to keep students in school and out of the criminal justice system.

- Fought for money to ensure that all California youth in foster care have the opportunity to go to college, and to increase funding for early education programs.

- Advocated to increase funding for preschool and after-school programs during this legislative session by shifting millions from our criminal justice system into those programs.

- Worked to expand school-based health, mental health, and social service programs to remove barriers to learning and to support students who are homeless, hungry or traumatized.

- Supported housing for educators and other incentives to help resolve the California teacher shortage and attract and retain educators.

SERVED ON EAST BAY SCHOOL BOARD 2008-2012: During his time on the West Contra Costa Unified School District board, Thurmond oversaw truancy prevention programs, backed school-based mental health programs, and launched a program to teach life skills to disadvantaged students. He helped restore fiscal solvency to the district, while preserving counseling, after-school, music and athletic programs. He led a campaign that reduced school suspensions by 27 percent.


SOCIAL SERVICE AND TEACHING WORK: Thurmond spent 20 years as a social worker and has 12 years of direct experience in education, teaching life skills classes, after-school programs, and career training.

Education background:
Thurmond is a graduate and former student body president of Temple University. He did his graduate work at Bryn Mawr College in Pennsylvania, where he received dual master’s degrees in law and social policy and social work.

Family:
Born in Monterey, California, Thurmond lives in Richmond and is the proud parent of two daughters in the public schools. They’re a constant inspiration, he says, and a reminder about the promise of our neighborhood schools to provide the strong future that every child deserves.
Education Appreciation Month Specials

Your Association Members
In appreciation for all you do to make a difference in the educational community, we’re offering these limited-time offers:

Rev up the auto loan savings and convenience
- Enjoy an exclusive 0.25% APR discount\(^1\) on our auto loan rates
- Receive a 0.50% APR discount\(^2\) with our auto-buying service, PALM
- Meet our Auto Advisors in person — visit ffcu.org/MeetPalm for details
- Refinance your auto loan from another lender and receive a 0.50% APR discount\(^3\) with us

Get more value with our Free Convenience Checking
- No minimum balance or direct deposit requirements
- Earn cash back with eRewards
- Free access to nearly 30,000+ CO-OP ATMs (more than big banks)
- And much more!

Reach your savings goals faster with a School Employee Flex Share Certificate (Certificate of Deposit)
- Earn a robust 3.50% APY\(^4\)
- Minimum opening deposit starts at just $50 for a 12-month term

About First Financial
As a credit union founded by educators for educators 85 years ago, we take pride in solely focusing on making the educational community’s financial dreams a reality.

For details, please contact:
Javier Barragan, Pasadena Branch Manager
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Office: (800) 537-8491, ext. 5022
Work Mobile: (626) 347-3035
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Give your athletes a sporting chance with a Thomas R. Brown Athletics Grant. Apply to receive $1,000 to $3,000 for your middle/high school's team.

The California Casualty Thomas R. Brown Athletics Grant was established to provide support to public school sports programs impacted by reduced budgets.

As an employee of the school and a member of a participating education association, you can apply for a grant award for your school's sports program.

Visit CalCasAthleticsGrant.com for application deadlines and grant eligibility.

To apply for a grant, go to: CalCasAthleticsGrant.com

Grants not available in AK, HI, MA, MI, NY and W. Please visit CalCasAthleticsGrant.com for full program rules.

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