

## UPDATE

Week of January 26, 2009

### **LET'S GET CREATIVE WITH BUDGET THINKING**

The current budget crisis in the State of California and LAUSD requires creative budget thinking. Instead of constantly going hat in hand to Sacramento to ask for money, which is like trying to get blood from a stone, LAUSD has the size and creativity to search for money elsewhere. By doing this, it will bring more local control back to the District. It is the intention of AALA to share some creative budget ideas to address the current financial problems, and hopefully, it will encourage the Superintendent and Board of Education to do the same.

The first question that we ask is why a shortened school year of 175 teaching days is being dismissed as bad without being analyzed in comparison to increasing class size. For example, by removing five days, or approximately one fortieth of the school year, the District would save approximately \$150,000,000 in funds. Of course students would be attending school five fewer days, but when the fewer school days are analyzed versus the larger class size of say five to seven additional students, quality teacher/student time needs to be considered.

Five fewer days is approximately 22½ hours of instructional time, or approximately 1.1 hours per student in a 20-student class. However, when you add five additional students to a class, the classroom teacher is spending approximately 20% less time each school day assisting every student. Over the course of a 180-day teaching year, this equates to approximately 8.1 hours lost each year per student. You can do the math to see which is more beneficial.

Eliminating shortened and minimum days could make up some of the time lost from the five-day reduction. Shortened and minimum days are traditionally used for professional development, parent conferences, back-to-school night, and open house. These activities could be held during nonteaching hours, which was done in past years.

Each school year, one week could be set aside for nonschool education, possibly the week after the winter break. All students could be given an independent study plan for language arts and mathematics that could be supervised by parents or guardians and returned to school for credit. Public libraries in Los Angeles and other District municipalities, as well as the County, could have librarians sign off on the independent study projects if parents, or adults designated by parents, are not available to supervise or assist. Just think, one week each year designated as "Education Week in LAUSD" where

**CREATIVE BUDGET THINKING (Continued)**

every family, government entity, and business could get involved in the education of students. This might also lead to increased opportunities for student interns.

LAUSD should also be pursuing aggressively a local parcel tax and school endowments to fund specific areas of the curriculum. For instance, the parcel tax could be designated for nursing and counseling services, which would then free up general funds for other school uses such as class-size reduction. The endowment fund could pay for a math/science coach at each elementary school and a science or math chair in every secondary school. Isn't this what is done in public and private colleges? Philanthropists interested in education can truly help our public schools with deeds as well as good intentions.

Underlying all of these initiatives is greater local control. Let's take back our schools from the compliance-driven requirements and budget limitations of Sacramento and Washington, D. C. We certainly need state and federal funds in increasing amounts to support public education, and we should continue to pursue these funds. However, the realities of state and federal politics always intrude and local school control becomes a meaningless ideal.

Any creative endeavor requires leadership. Where is the leadership in LAUSD? Mr. Superintendent and Members of the Board of Education, AALA is ready, willing, and able to support creative budget leadership. Let's do all that we can to not only save our young teachers and administrators, but also enhance instruction by reducing class size and assistant principal norms that are among the highest of any school district.

**ATTENTION HIGH SCHOOL PRINCIPALS**

This is an excellent opportunity for one of our teachers. You might wish to share it with appropriate staff at your school.

**TEACH IN JAPAN** at a public high school, August 2009 – July 2011. Sister City program seeks an experienced teacher in ESL, ELA, sheltered English or foreign language at the secondary level. Flexibility, cross-cultural sensitivity, and a two-year commitment required. Return rights to District. Call (323) 290-2175 or (310) 710-7634. (Early evenings only, please.) Complete information: <http://LANSCAteachr.googlepages.com>.

## TECHNIQUES TO USE WHEN CALLED TO A CONFERENCE

1. Ascertain the nature and purpose of the conference.
  - a. Disciplinary? (If so, contact AALA immediately. You have a contractual right to have a representative present.)
  - b. For discussion purposes?
  - c. A sharing of information?
  - d. Fact-finding?
  - e. Will a Conference Memo be sent to you after the meeting?
2. Determine who will be present at the conference. (IMPORTANT: see #6)
3. To the degree possible, prepare for the conference by:
  - a. Placing your facts in chronological order.
  - b. Gathering written statements from witnesses that may support your position.
4. Do not overrespond to questions — state the facts succinctly — only respond to the question(s) asked.
  - a. It may be a good idea to prepare a set of notes (if the subject of the conference is known).
  - b. It is OK to say, "I don't recall" or "I don't know."
5. Do not permit the conference to be electronically recorded.
6. If the person holding the conference with you has an additional person present, you are also entitled to have someone with you.
7. Take notes of key items discussed during the conference, especially those items which you may wish to research or respond to following the conference.
8. Do not engage in "off the record" comments. Oftentimes "off the record " statements become part of the record!

**NOTE: You need to provide a written response to any Conference Memos.**

**WHEN IN DOUBT CONTACT AALA**

**PEPPERDINE UNIVERSITY DOCTOR OF EDUCATION  
(ED.D.) IN EDUCATIONAL LEADERSHIP,  
ADMINISTRATION, AND POLICY**

Take your career in administration to the next level by earning your doctoral degree at the Pepperdine University Graduate School of Education and Psychology. Pepperdine prepares you for administrative roles in pre-K, K-12, and adult education nationwide.

This program is designed for the working professional with a hybrid learning format that is **40% online and 60% face-to-face sessions at the West Los Angeles Graduate Campus.**

Applications are currently being accepted for the 2009 academic year, which begins in June 2009.

To speak with an admissions manager or to begin the application process, please contact us at (866) 503-5467 or email [elapadm@pepperdine.edu](mailto:elapadm@pepperdine.edu) or visit the website [www.gsep.pepperdine.edu](http://www.gsep.pepperdine.edu).

**The application deadline is April 1, 2009.**

**PEPPERDINE UNIVERSITY MASTER OF SCIENCE IN  
ADMINISTRATION AND PRELIMINARY  
ADMINISTRATIVE SERVICES CREDENTIAL**

Earn your master's degree in administration within one year at the Pepperdine University Graduate School of Education and Psychology. This applied program strengthens your leadership skills for a successful career in education administration.

In lieu of a traditional thesis, you will focus on your current school or district through a customized action research project, thus, you will learn strategies that immediately enhance your job performance. This program is offered at the West Los Angeles and Irvine Graduate campuses.

Applications are currently being accepted for the Fall 2009 term. To attend an information meeting or to begin the application process, please contact us at (366) 503-5467 or email [ms-education-admin@pepperdine.edu](mailto:ms-education-admin@pepperdine.edu) or visit the website [www.gsep.pepperdine.edu](http://www.gsep.pepperdine.edu).

**The application deadline is June 1, 2009.**

Week of January 26, 2009

**AALA POLITICAL ACTION COMMITTEE (PAC)  
AUTHORIZATION**

**Active AALA members** who have not joined the AALA-PAC may do so by completing the form below and mailing it to: AALA, 1910 Sunset Blvd., Suite 510, Los Angeles, CA 90026 or FAX to 213.484.0201. The authorization allows AALA to use just \$25 of your ANNUAL dues for political action purposes. Please note that this is not an increase in dues, but rather a reallocation of your present dues. PAC contributions provide the resources to support candidates and causes that support Association goals and objectives. If you are not sure whether or not you have already authorized the PAC deduction, please send in the completed form just to be sure. AALA thanks all members who have authorized this deduction.

**Active, retired associate and affiliated members** can contribute to PAC by sending a check payable to "AALA-PAC" to the AALA office at the address listed above.



**PAC AUTHORIZATION**

TO: AALA  
1910 Sunset Blvd., Suite 510  
Los Angeles, CA 90026

Yes, I want \$25.00 of my annual AALA dues to be designated for the AALA PAC.

_____	_____
Print Full Name	Emp. No.
_____	_____
Job Title/Classification	Location                      District
_____	_____
Signature	Date

**CALL FOR PRESENTERS:  
LAUSD AREA CONFERENCE ON SECONDARY REFORM**

A Districtwide secondary reform conference sponsored by the Project Change collaborative and AALA will be held on Saturday, March 28, 2009. Project Change is a secondary education reform initiative funded by a U. S. Department of Education grant, and is a joint effort involving the CSUN Educational Leadership and Policy Studies Department; the Department of Business, CSUN; Unite LA of the Los Angeles Area Chamber of Commerce; LAUSD; and AALA.

The purpose of the conference is to provide LAUSD administrators with a Districtwide opportunity to share their most successful practices. Presentations should be based on researched-based best practices that have resulted in the improvement of student achievement and/or the instructional climate. Presentations should offer participants an opportunity to share experiences as well as to receive information and descriptions of practices. Presenters will have the opportunity to make one or more presentations, each approximately 75 minutes in length. Participants will rotate through three sessions, two in the morning and one in the afternoon. Presenters (or presenting groups) will be provided a \$500 stipend for the presentations.

To access, download, and print the Presenter Application, click on the link below:

<http://www.aalausd.com/documents/Call%20for%20Presenters.pdf>

Questions regarding being a Presenter should be directed to **Eliza Corpuz** at 818.677.2591 or e-mail to [prjekchange@aol.com](mailto:prjekchange@aol.com). **Deadline for returning applications is February 15, 2009.** Return applications to California State University, Northridge, Department of Educational Leadership and Policy Studies, 18111 Nordhoff Street, Northridge, CA 91330-8265. Applications are also available at the AALA office.

**RECIPE FOR DISASTER**

In an essay in *The Washington DC Examiner*, **Erica Jacobs** considers the rigidities of the No Child Left Behind Act (NCLB), which she says has been applied like a baking recipe -- i.e. as if various properties and ingredients, properly mixed, will produce a uniform result of 100 percent proficiency each time. Since this approach has led to widespread instances of good schools labeled underperforming because of the struggles of one small subgroup of students, states have argued they need more flexibility in applying the formulas for adequate yearly progress. In its waning days, the Bush Department of Education announced pilots in nine states that would permit "Differentiated Accountability," which will allow states to "target resources and interventions" in innovative ways to lowest-performing schools. "NCLB now grants that there's more than one way to make a cookie," Egan writes, "yet some of their stipulations, released last week in the form of letters to all state governors, have the mysterious sound of a recipe calling for 5/9 of a teaspoon of vanilla or 3/10 of a cup of sugar." This is all for naught, in Egan's opinion, since what the recipe promises -- 100 percent proficiency by 2014 -- is an impossibility. Read more:

[http://www.dcexaminer.com/opinion/columns/EricaJacobs/NCLB\\_Recipe\\_for\\_success\\_or\\_failure.html](http://www.dcexaminer.com/opinion/columns/EricaJacobs/NCLB_Recipe_for_success_or_failure.html)

## BE A "WITNESS TO A DREAM"

Please plan to come view the FREE screening of "Witness to a Dream" on Wednesday, February 11, 2009, at the USC Galen Center, corner of Figueroa Street and Jefferson Boulevard in Los Angeles. Free parking will be available in Structure 2 on Flower Street. There will be refreshments and a silent auction, beginning at 4:30 p.m., and the movie begins at 5:30 p.m. RSVP by February 6 at <http://USC.edu/esvp> and type in FOSHAY.

This true story of the Foshay Learning Center Choir, a ten-year mentoring project, is now receiving recognition from film festivals throughout Southern California. Hosted by the University of Southern California, **Vince Womack** and the Foshay Jazz Band and the current Foshay Mentoring Choir will be featured and the Foshay California Cadet Corps, under Col. Persad's direction, will open the program. Assistant Superintendent, Operations, **Earl Perkins**, will serve as the Master of Ceremonies. Mentor **Tom Sturges** and former Foshay Principal **Howard Lappin** will be recognized for their many tireless hours of service to the USC Community. Filmmaker **Reginald Brown** will introduce the film. Assistant Principal, Foshay Learning Center, **Regina Boutte**, is one of the Executive Producers. Representatives from LAUSD and USC will speak about the significance of the partnership between the Los Angeles Unified School District/USC Family of Schools and the Community particularly highlighting the successes of the Neighborhood Academic Initiative Program.

## HISTORIC SWEARING-IN SPURS A NATIONAL TEACH-IN

The inauguration of President **Barack Obama** prompted a teachable moment nationwide that outstripped previous ceremonies, the *New York Times* reports. Television sets were pulled into classrooms, students bused to huge viewing venues, and spiritual retreats interrupted, all so that students could witness and participate in the historic inauguration of the country's first African American president. "We are totally committed to reading, writing, science and history," said **Linda Lane**, deputy superintendent of instruction in Pittsburgh. "But we also know that some history doesn't come out of a book. Some history you get to be part of." Many school districts issued teaching guides for the occasion, and schools in Montgomery County, Md., had the day off. While schools in districts that voted heavily for John McCain, such as those in Oklahoma, didn't plan to take particular note of the event, enthusiasm was found in some Republican strongholds. "Partisanship, that's over," said **Martha McIntosh**, chairwoman of the social sciences department at Dana Hills High School in Orange County, Calif., "All my little McCain-ites are excited about the inauguration."

Read more: <http://www.nytimes.com/2009/01/16/education/16school.html>

## WESTERN REGIONAL COUNCIL ON EDUCATING BLACK CHILDREN – 13<sup>TH</sup> ANNUAL CONFERENCE

The Western Regional Council on Educating Black Children (WRCEBC), in collaboration with the Council of Black Administrators (COBA) and the Education is a Civil Right Committee (ECRC), will host its 13<sup>th</sup> Annual Conference on Thursday, March 5, through Saturday, March 7, 2009, at the Four Points Sheraton—Los Angeles International Airport Hotel. The Theme of this year's conference is: **Hope, Change and Unity for African American Children...Making their dreams come true: "Implementing the Blueprint for Action – Phase XIII."**

For information go to [www.wrcebc.org](http://www.wrcebc.org), or for additional information, please contact **Doris M. Dillard**, Outreach Committee Chairperson, at (310) 412-0052 or e-mail [ddmdillard@aol.com](mailto:ddmdillard@aol.com).

### NEW GRANT & FUNDING OPPORTUNITIES

#### **U.S. Dept. of Education: Teaching Ambassador Fellowship**

The U.S. Department of Education is accepting applications for the 2009-2010 Teaching Ambassador Fellowship program, which offers highly motivated, innovative public school teachers the opportunity to contribute their knowledge and experience to the national dialogue on public education. Washington Fellows become full-time federal employees at the U.S. Department of Education in Washington, D.C., participating in policy discussions and working alongside staff on education programs and strategies aimed at educational improvement. Classroom Fellows remain in their local schools under their regular teaching contracts and provide their experience and perspectives to the Department through various assignments and part-time projects. Maximum award: fellowship compensated at the federal GS-12 level. Eligibility: state certified pre-K-12 public school teachers of all subjects who have spent at least three years in the classroom. **Deadline: March 16, 2009.**

<http://www.ed.gov/programs/teacherfellowship>

#### **QUOTE OF THE WEEK**

**"Now, there are some who question the scale of our ambitions -- who suggest that our system cannot tolerate too many big plans. Their memories are short. For they have forgotten what this country has already done; what free men and women can achieve when imagination is joined to common purpose, and necessity to courage."**

**-Barack Hussein Obama, 44th President of the United States, January 20, 2009.**

[http://news.yahoo.com/s/ap/20090120/ap\\_on\\_go\\_pr\\_wh/inauguration\\_obama\\_text](http://news.yahoo.com/s/ap/20090120/ap_on_go_pr_wh/inauguration_obama_text)