

UPDATE

Week of February 8, 2010

BUDGET SOLUTIONS

Dear Dr. Perez,

I am a parent and volunteer at Park Western Elementary in San Pedro. LAUSD's budget woes are already impacting our school, and next year promises to be worse. I would appreciate your perspective on what can be done—your website appears silent on the issue. Should the worst-case scenario play out, our class sizes will increase again next year and we may lose up to 11 outstanding teachers. Your members are a pool of amazing intellectual capital—what strategies do they suggest to survive the short term and come out stronger in the long term? Any insight you could give me would be much appreciated. Sincerely, Nancy Hodgkiss

Dear Nancy,

Many thanks for your note. We are convinced, first of all, that the budget crisis is real. While LAUSD faces unprecedented deficits for the next couple of years, our District did not create this crisis. The economy is at fault, and the State must claim its share of the responsibility. We believe that funding for schools will continue to be a hot political issue in Sacramento because of the way our State allocates funds for public education. The underlying problems seem intractable: Proposition 13, term limits, and the fact that a 2/3 majority vote is necessary to pass any budget. Furthermore, K-16 education has to compete for funding with essential social services, which does damage to vulnerable people, no matter how you look at it. I'm sure you've read commentary on all of these factors.

What can we do at the State level? Defend Proposition 98 from \$3 billion in additional cuts by the Governor. Contact your state legislators and make your views known!

What can we do in LAUSD? Here are five suggestions.

1. Place a parcel tax on the ballot in June 2010. Work hard to pass it. A parcel tax could bring in \$100 million per year or more for the next 3-5 years, depending on how it's written. Use the money for schools: teachers, administrators, and valuable programs such as the arts.
2. Halt the give-away of schools through the so-called "Public School Choice" resolution. The District's CFO, Megan Reilly, informed the Board of Education that when Birmingham High School went charter last July, the District lost a minimum of \$15 million. Consider that 36 schools are up for takeover by outside entities, and the potential funding loss is incredible.
3. Shorten the school year by five days, as State law permits. Doing so would save LAUSD \$100 million each year. Use the five days for students to engage in credit-earning community service projects. (There are numerous possibilities here. Help us think of more!)
4. Stop outsourcing facilities, legal and government relations work to outside consultants. Let LAUSD employees do their jobs.

BUDGET SOLUTIONS (Continued)

5. Consider furlough days in conjunction with other budgetary measures. AALA offered in November to bargain with the District to accept furlough days this year. The District negotiators offered nothing in exchange for this pay cut and turned down our requested concessions. They were unwilling to compromise or discuss the matter further, so furlough days for AALA members are currently off the table.

The District needs to look at ways to generate funds, not just cut. That is why the parcel tax is particularly important in these times and why we must fight for Proposition 98.

Finally, we invite you and other parents to generate budget-saving ideas that we can share with our members and Superintendent Cortines.

All my best,
Judy

2010-2011 CALENDAR CHANGED!

In response to concerns expressed by AALA members and other employees, an emergency Calendar Committee meeting was held to reconsider the proposed single-track school calendar for 2010-2011. The Committee recommended that the first pupil-free day, originally scheduled for September 10, 2010, be changed to September 7, 2010. If the Board votes to include **Cesar Chavez Day** as a District holiday, the final pupil-free day will be June 27, 2011. If the Board does not adopt Cesar Chavez Day, the pupil-free day will be June 24, 2011.

Both options solve AALA's major concerns. They provide adequate time for principals to close their campuses and complete mandatory reports by the end of the school year. They prevent the September pupil-free day from conflicting with the second day of Rosh Hashanah, a Jewish High Holy Day. The Board is scheduled to approve the calendar in March. Thank you **Elizabeth Abramowitz** and **Raul Fernandez** for ably representing your colleagues at the meeting.

LOS ANGELES COMPACT SIGNING

The L.A. Compact is a collaborative effort by key leaders and organizations to improve education in Los Angeles. The Compact currently includes LAUSD, AALA, the Los Angeles County Federation of Labor, Chamber of Commerce, United Way, the City of Los Angeles and 11 institutions of higher education. UTLA participates in selected activities. The L.A. Compact focuses on areas of shared interest where all signers can work together despite their differences.

The Compact's three goals are: (1) All students graduate from high school; (2) All students have access to and are prepared for success in college; (3) All students have access to pathways to sustainable jobs and careers. To achieve these goals, L.A. Compact partners have begun working together on joint initiatives such as the Los Angeles School Development Institute (LASDI), which has provided essential support and assistance to the school teams engaged in the Public School Choice process.

The formal signing of the L.A. Compact will take place on February 17, 2010, at 9:30 am, at the Miguel Contreras Learning Complex, 322 Lucas Avenue, Los Angeles, 90017. If you are interested in attending or participating in L.A. Compact work groups, please send an e-mail to **Cathy Vacca** at AALA: cvacca@aala.us.

MS. GARCÍA'S SILENCE

You recall that on January 12, 2010, Board President, **Mónica García**, prevented me from speaking on the District's proposed charter policy at the Board of Education meeting. All seven speaker cards had been pulled, although only three public speakers were present to make their comments. Ms. García refused to let me take one of those spots or to follow the former Board practice of allowing a union president to address the Board on topics relevant to students, parents and staff members. I wrote about free speech in that week's Update and sent a letter to Ms. García and the Board, demanding a written response to my concerns within two weeks.

To her credit, Ms. García met with me that Friday to discuss the issues. She told me to expect a written response once the District lawyers reviewed it. It has been nearly four weeks since that meeting, and I have received nothing. I have left two phone messages for Ms. García. She has not returned my calls. This leaves me to wonder if Ms. García plans to respond at all. We'll keep you informed!

HEALTH BENEFITS FAQ

Topic: Medicare-Related Concerns

What if I am a retiree over 65 and never enrolled in Medicare Part A and/or Part B? The District says I must have Medicare Part A and Part B by July 1, 2010, to retain my health benefits. Is it too late to enroll in Medicare?

Apply right away at your nearest Social Security Administration office. Medicare's General Enrollment period began on January 1 and continues through March 31. If you enroll during this period, your Medicare coverage will be effective on July 1, meeting the District's deadline.

I am a retiree and switched to Health Net's Seniority Plus because my primary care physician in the UCLA Medical group is part of Health Net. Now I learn that because I am a Medicare retiree, UCLA and Cedars Medical groups are not available to Seniority Plus subscribers. Do I have any options during this special enrollment period to keep my doctors and UCLA?

Yes, you do have one option to retain your doctors. UCLA and Cedars Medical Groups are both part of the Secure Horizons network. If you decide on this option, you have until February 28, 2010, to make the switch to the Secure Horizons Medicare Advantage program.

My spouse and I are both Medicare retirees in the Anthem EPO plan. We are looking at \$15,000 in annual out-of-pocket limits and \$600 in deductible expenses for the two of us. We'd like to switch to a Medicare Advantage plan. Is this possible before February 28?

Yes, you both may switch to one of three plans: SecureHorizons by UnitedHealthcare, Health Net Seniority Plus, or Kaiser Senior Advantage. All of these plans require the retiree's Medicare be assigned to the plan. You **MUST** be enrolled in Medicare Parts A and B to enroll in these plans.

LONG TERM CARE INSURANCE: Open Enrollment

AALA is conducting an Open Enrollment for the UNUM Group Long Term Care Insurance Plan, which will end **February 28, 2010**.

During this brief period, Active Employees of LAUSD/Members of AALA have the opportunity to enroll **without** completing a Health Application (Automatic Acceptance – Guaranteed Issue). Family members and retirees can also enroll; however, they **DO NEED** to fill out a Health Application and are subject to Medical Underwriting. If you are serious about your financial future and preserving your estate, you may want to strongly consider this coverage.

When you leave LAUSD, for any reason, you may continue this benefit with no changes in coverage and at the same rate of premium. If you retire, your premiums can automatically be deducted from STRS.

Enrolling now locks in your premium at your age as of the Effective Date of 05/01/2010. **Rates do not increase because of age.** Benefits paid by this policy are tax free, and **the premiums you pay could be tax deductible.** Check with your tax consultant when you do your taxes.

According to current government studies, many people will experience the need for Long Term Care during their lifetime. Why risk paying higher premiums for Long Term Care Insurance in the future? Do yourself a favor and consider this important coverage **NOW!**

If you have any questions or want an Enrollment Packet, please call or e-mail Specialists in Long Term Care Insurance Services, Inc., at 800.764.6585 or info@specialistsinlongtermcare.com. You can also go to the website w3.unum.com/enroll/aala

CTEL CLASSES FOR ADMINISTRATORS

California State University, Long Beach, will be offering CTEL classes to a cohort of administrators at the Beaudry Building. Administrators are asked to contact Denise Robert at 213.241.5300, Ext. 29390, if they are interested in earning their CLAD certification through coursework at a central office location.

FORUM HAS BEEN RESCHEDULED - HOLD THE DATE!

**ACSA REGION XVI and AALA are proud to host an
Education Forum with the candidates for State Superintendent of Public Instruction on**

Thursday, February 25, 2010, 5:00 - 8:00 p.m.,

**at Los Angeles Central Area High School #9 (Visual and Performing Arts),
450 North Grand Avenue, Los Angeles, 90012. Additional supporting organizations include
Alliance of Asian/Pacific Administrators (AAPA), Association of Mexican American Educators
(AMAE), California Council for Adult Education (CCAЕ), Los Angeles Chamber of Commerce, the
Los Angeles School Police Association, Los Angeles/Orange Counties Building and Construction
Trades Council, Teamsters, UNITE-LA, and United Teachers Los Angeles (UTLA)**

FIELDING GRADUATE UNIVERSITY: A 14-Month Program

Become a dynamic educational leader prepared to create an innovative and collaborative learning environment. Participate as a member of a learning community in dialogue, critical thinking, and action research. Integrate theory and practice and learn effective methods of closing the achievement gap. Earn your Master's Degree, Preliminary Administrative Services Credential, and/or Charter School Concentration in 14 months!

Program structure:

- 2 five-day sessions during the summer of 2010
- 10 weekend sessions during the school year
- 2 five-day sessions during the summer of 2011

Attend an informational meeting at 4:30-6:00 p.m. at Sisley Restaurant, 15300 Ventura Blvd, Studio City, on Wednesday, February 24; San Antonio Winery, 737 Lamar Street, Los Angeles, on Thursday, March 11; Taix Restaurant, 1911 Sunset Blvd, Los Angeles, on Wednesday, March 17; Shanghai Red Restaurant, 13813 Fiji Way, Marina Del Rey, on Monday, March 22; or Luminarias Restaurant, 3500 W. Ramona Blvd, Monterey Park, Thursday, March 25. To RSVP contact **Kristin Kontilis** at kkontilis@fielding.edu or **Elisabeth Douglass** at edouglass@fielding.edu. Walk-ins Welcome!

SAVE THE DATES

MONDAY, FEBRUARY 22, 2010 – **Women in Educational Leadership (WEL)** will hold its Annual Winter Social from 5:30 – 7:30 p.m. at the San Antonio Winery, 737 Lamar Street, Los Angeles. For additional information contact **Penny Sommers** at Laurice.Sommers@yahoo.com or call 323.463.3077.

FRIDAY, MARCH 12, 2010 – **Women Educators (WE)** presents its **Educators' Issues Forum** "Keeping Positive in Difficult Times," from 4:30 – 8:00 p.m., at St. Anne's Conference Center, 155 North Occidental Blvd., Los Angeles. Participants may earn Professional Growth Hours for Career and Salary Advancement. For additional information call **Monica Balbuena** at 213.765.2573.

SATURDAY, MARCH 13, 2010 – The "**Critical Teaching in Action**" Conference will be held from 8:00 a.m. – 5:00 p.m., at Mount St. Mary's College's Doheny campus, Los Angeles. For more information go to www.culturalfluency.org and click on "**Critical Teaching in Action Conference.**"

WEDNESDAY, MARCH 24, 2010 – **ACSA-R Region 16** presents an "**Opportunities Faire**" from 10:00 a.m. – 1:30 p.m. at the Junior Achievement Center, 6250 Forest Lawn Drive, Los Angeles.

APEIS SURVEY CLARIFICATION ON IEP CASELOADS

There was some confusion about the average number of IEPs for APEISs assigned to a third school. The data showed that APEISs with two schools averaged 160 for both schools and another 66 if the APEIS had a third school, making a total average of 226 IEPs for three schools.

Scholars Identify 5 Keys to Urban School Success

By Debra Viadero in *Education Week*, January 26, 2010

Offering a counter-narrative to the school improvement prescriptions that dominate national education debates, a new book based on 15 years of data on public elementary schools in Chicago identifies five tried-and-true ingredients that work, in combination with one another, to spur success in urban schools. The authors liken their “essential supports” to a recipe for baking a cake: Without the right ingredients, the whole enterprise just falls flat.

“A material weakness in any one ingredient means that a school is very unlikely to improve,” said **Anthony S. Bryk**, the lead author of *Organizing Schools for Improvement: Lessons From Chicago*, which was published this month by the University of Chicago Press. “Often what happens in school reform is that we pick just one strand out, and very often that becomes the silver bullet.”

The book is a capstone effort for the Consortium on Chicago School Research, which was founded 20 years ago at the University of Chicago by Mr. Bryk and others to undertake independent research on that city’s 409,000-student school system.

Besides Mr. Bryk, who left the consortium in 2003 to lead the Carnegie Foundation for the Advancement of Teaching, in Stanford, Calif., the book’s authors are **Penny Bender Sebring** and **Elaine Allensworth**, the consortium’s interim coexecutive directors; **Stuart Luppescu**, its chief psychometrician; and **John Q. Easton**, the consortium’s former director and now the director of the Institute of Education Sciences at the U.S. Department of Education.

Based on a series of studies drawn from the database that the consortium has built up over the years, the five ingredients are:

- Strong leadership, in the sense that principals are “strategic, focused on instruction, and inclusive of others in their work”;
- A welcoming attitude toward parents, and formation of connections with the community;
- Development of professional capacity, which refers to the quality of the teaching staff, teachers’ belief that schools can change, and participation in good professional development and collaborative work;
- A learning climate that is safe, welcoming, stimulating, and nurturing to all students; and
- Strong instructional guidance and materials.

RETIREMENT CELEBRATION

Name	Date/Time	Location	Contact
Willie Richardson	Saturday, March 13, 2010 11:30 a.m. – 3:30 p.m.	Proud Bird Restaurant 11022 Aviation Blvd. Los Angeles	Pat Nichols 310.702.0137

FOR YOUR INFORMATION -

**LOS ANGELES UNIFIED SCHOOL DISTRICT
Human Resources Division**

February 9, 2010

\$1,000 EARLY DECLARATION INCENTIVE

(For Resignation or Retirement between April 1, 2010, and August 31, 2010)

Deadline: February 26, 2010

On February 9, 2010, the Board of Education approved offering a \$1,000 incentive for certificated employees to share their resignation or retirement plans. The \$1,000 Early Declaration Incentive is offered to all full-time certificated employees in an effort to reduce the number of layoff notices to teachers and support service personnel. The District highly encourages you to participate. Employees who qualify for the incentive will receive the incentive on the regular pay warrant in May 2010.

Early identification of employees who plan to resign or retire provides the following advantages:

- ❖ Allows District to strategically plan reductions and send fewer layoff notices
- ❖ Provides schools timely information to better plan staffing changes
- ❖ Provides employees an opportunity to interview at schools
- ❖ Contributes to an improved overall employee satisfaction
- ❖ Helps the District plan a better transition to a smaller work force
- ❖ Reduces the impact and uncertainty for our certificated work force
- ❖ The information remains confidential through March 16, 2010

To qualify for the \$1,000 Early Declaration Incentive:

- ❖ Resignation form (binding) must be submitted to Human Resources Division by February 26, 2010, to earn the \$1,000 incentive
- ❖ Resignation date must be effective between April 1, 2010, and August 31, 2010

Please visit the “News and Information” section on our website at www.teachinla.com for more information and to:

- ❖ Review details and information regarding the incentive
- ❖ Download the “Certificated Resignation Form”
- ❖ Review STRS retirement information, if you plan to retire

POSITIONS AVAILABLE

Minimum Qualifications: Candidates are responsible for making sure all the District requirements have been met. Do not contact AALA for information regarding positions. Use the listed contact phone number.

PRINCIPAL, SECONDARY (Small School, 9-12) – Seven (7) Positions

Roosevelt High School, MST 40, 456 S. Mathews Street, Los Angeles, CA 90033

Roosevelt is part of The Partnership for Los Angeles Schools, and is composed of 7 autonomous small schools on E Basis, with an equivalent stipend to A Basis. For additional information contact **Stephen Cockrell**, The Partnership for Los Angeles Schools, at Stephen.cockrell@partnershipla.org. **Filing deadline is Friday, February 19, 2010, or until filled.**

THE FOLLOWING POSITIONS ARE AVAILABLE TO VIEW IN THEIR ENTIRETY BY GOING TO THE AALA WEBSITE, <http://www.aalausd.com>. BY CLICKING ON “POSITIONS AVAILABLE” TO THE LEFT OF THE SCREEN, YOU CAN SELECT NONSCHOOL-BASED POSITIONS AND CLICK ON ANY POSITION TO VIEW THE SPECIFIC FLYER.

POSITIONS	FILING DEADLINE
<p>COORDINATOR, CHARTER SCHOOLS DIVISION, MST 41, B Basis, Charter Schools Division.</p> <p>DIRECTOR OF INSTRUCTIONAL AND OPERATIONAL OVERSIGHT, MST 45, B Basis, Charter Schools Division.</p> <p>For information and application procedures contact Aaron Eairleywine, Central Business Advisor, at 213.241.5516</p>	<p>UNTIL FILLED</p>

**FOR ADOLESCENT LITERACY,
LOOK TO FIRST-GRADE NEIGHBORHOODS**

A new study from the University of British Columbia (UBC) finds that children who live in neighborhoods with higher rates of poverty show reduced scores on standardized tests seven years later, regardless of the child's place of residence in Grade 7. *Science Daily* reports that the study is the first of its kind to compare the relative effects of neighborhood poverty at early childhood and early adolescence. "Our findings suggest that it's not necessarily where children live later in life that matters for understanding literacy in early adolescence—it's where they lived years earlier," says lead researcher **Jennifer Lloyd** of UBC's Human Early Learning Partnership (HELP). "Children's reading comprehension may be set on a negative course early in life if children and their families are living in resource-deprived places." The researchers say it's possible that the socioeconomic conditions of children's early residential neighborhoods exert a strong effect later because acquiring reading skills involves the collective efforts of parents, educators, family friends, and community members, as well as access to good schools, libraries, after-school programs, and bookstores. "Sadly, our findings demonstrate the lasting effect of neighborhood poverty on children's reading comprehension—highlighting that children's literacy is not simply an important issue for parents, but also for community leaders and policymakers alike," Lloyd says.

Read more: <http://www.sciencedaily.com/releases/2010/01/100114143330.htm>