

## UPDATE

Week of June 7, 2010

### **CLEAN SCHOOLS INITIATIVE: AALA'S RECOMMENDATIONS**

Last week some astute AALA members forwarded to us the proposed *Clean Schools Initiative* devised by **James Sohn**, LAUSD's Interim Chief Facilities Executive, to save the District money by cutting full-time plant managers from 468 elementary schools and administrative sites.

**Principals were not consulted during the plan's development, nor were members of AALA's staff. AALA met with Mr. Sohn on June 4, 2010, and explained the essential leadership role plant managers play at schools. While we fully understand the District's financial crisis, we strongly oppose the initiative and shared our views with Superintendent Cortines on June 7. We urged the District to implement one of the following alternatives:**

1. The District keeps full-time plant managers at most of the 468 sites while implementing the plan on a small scale in schools where the principals volunteer to be a part of a pilot project. The cleanliness and maintenance of schools in the pilot project would be monitored for at least a year, while the project is assessed for effectiveness. Principals' observations would be sought throughout. Only after a full analysis would the initiative be considered for implementation on a larger scale—and only if it is evaluated as an effective change.
2. Principals are given the choice of implementing the initiative at their site or receiving an allocation with M & O service options from which to choose, including a full-time plant manager. At the request of the Workforce Stability Taskforce, the Facilities Division provided independent charter schools a menu of services they could purchase. Regular District schools should be given the same opportunity.

**Mr. Sohn agreed to give principals choices, which he will review with AALA next week, and adjust the plan to incorporate our suggestions. Following that, he will explain the modified plan at a series of principals' meetings for further refinement. Final decisions will only be made after these meetings. Please forward your recommendations to AALA via e-mail ([aalaoffice@aala.us](mailto:aalaoffice@aala.us)) ASAP, so we may share them with Mr. Sohn. Stay tuned!**

### **REMINDER: AALA SURVEY DEADLINE**

The AALA Support Survey was sent to **all active members only** via e-mail on Wednesday, June 9, 2010, seeking assessment of the support you received this school year from District offices, your local district and/or division/branch (organizational structures within the District). Please take a few minutes to respond. The survey will close at midnight on Sunday, June 20. Your responses will remain anonymous, and the results will be shared with all AALA members, as well as key District personnel.

**STATE SUPERINTENDENT OF PUBLIC INSTRUCTION RESULTS:  
ACEVES AND TORLAKSON — IN; ROMERO — OUT**

Surprising results in the State Superintendent of Public Instruction race! Senator **Gloria Romero**, who was heavily financed by the state billionaires and charter advocates, placed third in the election, according to the unofficial results, and therefore, will not be in the run-off in November. **Larry Aceves**, the ACSA-backed candidate, was in first place with 19% or nearly 600,000 votes. Assemblymember **Tom Torlakson** was second with 18% or approximately 580,000 votes. Senator Romero received 17.2% of the vote. Although these numbers are unofficial at the moment, Romero would need 25,000 additional votes from the absentee and provisional votes to move into second place, which is unlikely.

While AALA did not take an official position in this contest, we did invite Larry Aceves to speak at our AALA Retirees' Fall Luncheon. We also cosponsored with ACSA Region XVI a candidates' forum in February 2010. Interestingly, Ms. Romero declined to appear. Both Larry Aceves and Tom Torlakson spoke eloquently about their views and responded enthusiastically to questions from the audience.

Because both of the candidates are so eminently qualified for the position, one would almost wish that they could run the State Superintendency together. Reality is that they cannot, and they will have to face each other in a run-off in November. Aceves, who has been an activist, benefitted from there being no Republican in the race. The races for Governor and Senator in November will certainly affect the outcome of the race between Aceves and Torlakson. It is going to be an interesting contest to watch.

**MEASURE E HITS 53%**

Unfortunately, any tax measure requires 66.6% "yes" votes to win, and that did not happen in the Measure E election. AALA has a lot to be proud of, however, regarding the Measure E campaign. We helped raise \$25,000 for the campaign. Our members informed their school communities about the measure and got out the vote. We also helped UTLA secure the support for Measure E that they did not have initially from their House of Representatives.

While the Fairbanks poll, sponsored by the District in late fall, predicted that a parcel tax could garner enough votes to win in June, the *Los Angeles Times* aptly documented the District's feeble campaign in support of the measure. Where were most of our District's leaders? Why did the District sponsor such strong campaigns for facilities and construction and such a weak one for personnel and instruction? Instead of seeking \$100,000 in donations from large construction companies wishing to "pay to play," the Board should have sought 10,000 regular people—parents, grandparents and caring citizens—to donate \$50 or \$100 to support Measure E.

Questions remain. Will the Board of Education place a parcel tax on the ballot in November 2010? Will they wait until the March 2011 elections? Nobody knows, as we go to print, what the Board will decide to do. Certainly, \$100 million a year for four years would have helped real students in real classrooms instead of promoting politicians' aspirations and feeding tax payers' fears. Let us remember this history as we enter the upcoming campaigns for School Board and City Council candidates. We are convinced that our District can do better for our kids and our schools.

**ENTER AALA SLOGAN CONTEST**

AALA invites you to participate in a slogan contest to highlight the critical leadership roles that administrators play. The slogan must be five words or fewer with "leadership" as one of the five words. The winning slogan will appear on AALA's renovated website to be launched in July 2010 and on other materials published by AALA. **The due date is Monday, June 14, 2010.** The winner will be announced in *Update* and will receive: recognition at AALA's fall reception, an invitation to the Student Scholarship and Community Awards Banquet in 2011 as an honorary guest and a special AALA bag filled with "goodies." Please e-mail your slogan entry to: [aalaooffice@aala.us](mailto:aalaooffice@aala.us) with the subject line "AALA Slogan" or fax to (213) 484-0201. Thanks to all who have submitted slogans thus far.

**WILL ALL KIDS BE PROFICIENT IN 2014?**

Under No Child Left Behind, the reauthorization of the Elementary and Secondary Act from 1964-65, all students must be proficient in California and the nation by the year 2014. All students, including the most recent immigrants, as well as the nation's poorest, or special education populations, must be proficient in reading and mathematics by 2014. That is what the law requires. Unless the Obama administration changes the law, anything less than proficient is failure.

California's level of proficiency is academically far above most state's definition of proficiency. In fact, California's Basic level of knowledge is closer to the proficiency definition of most states. Be that as it may, the federal law and state definitions stand. We must reach proficiency by 2014!!! Schools must have ALL STUDENTS PROFICIENT. All students must go to the University of California—forget about the community colleges and the California State University systems as they are for those who are basic.

However, a lawsuit has been filed. The California School Boards Association, the Parent Teachers Student Association, family, student and school district plaintiffs, as well as Association of California School Administrators filed the case known as Maya-Wong. The lawsuit challenges California's School Finance System. The lawsuit states that if you want all children to reach these high output goals in math and English, you must have a school system that invests in school finance at the level to achieve the results. There is a disconnect from the programs California requires for students in the 21<sup>st</sup> century. The lawsuit relies on the California State Constitution's requirements to maintain a school system and fund education first and foremost among California's expenditures as it is a fundamental right of the state's citizens.

So why isn't LAUSD involving itself either legally or politically in this case? Why isn't the District agreeing with the premise of underfunding of schools in at least a press release? Maybe now that the Parcel Tax has left us \$100 million short of revenue, we will hear more from LAUSD leaders on the inadequacy of school funding from Sacramento.

**FOCUS GROUP OPPORTUNITY: 6<sup>TH</sup> GRADE**

The trend for elementary schools to "take back" 6th grade has created an interesting situation for both elementary schools and middle schools. AALA is interested in your views. What are the advantages? What are the disadvantages? How can elementary and middle schools work together? Elementary and middle school principals who already have been involved in this situation or may become involved in the near future are invited to express their ideas. **Note:** Focus group will not meet until July/August. Please e-mail [cvacca@aala.us](mailto:cvacca@aala.us) by June 18, 2010, with the following information: name, site, general availability and particular situation. We will schedule the focus group meeting once we hear from you.

**AFTER 56 YEARS, YOU WOULD THINK...**

from *The Washington Post*, April 20, 2010

A federal judge on Tuesday, April 13, 2010, ordered a Mississippi school district to halt local policies that had allowed some of the district's schools and classes to become racially segregated.

US District Judge **Tom Lee** gave the Walthall County School District 30 days to amend its student transfer policy and ordered an immediate halt to the alleged "clustering" of white students into certain classes in Tylertown, Mississippi, elementary schools.

"The district shall cease using race in the assignment of students to classrooms in a manner that results in the racial segregation of students," Judge Lee said in his eight-page order.

"The district shall randomly assign students to classrooms at the Tylertown Elementary Schools through the use of a student management software program," the judge said.

The action stems from a federal desegregation order issued in August 1970 – nearly 40 years ago. The case was closed for lack of activity in 2001. In 2007, lawyers with the Justice Department's Civil Rights Division contacted the Mississippi school district to monitor its compliance with the 1970 desegregation order. The action revealed two alleged violations.

The district was allowing more than 300 students—most of them white—to transfer from their assigned schools to a predominately white school, the Salem Attendance Center, outside their residential zone, according to court documents.

The second alleged violation involved grouping white students into a few designated classes at three other schools in Tylertown. The action created a significant number of all-black classrooms at each elementary grade level, documents say.

"It is unacceptable for school districts to act in a way that encourages or tolerates the resegregation of public schools," said **Thomas Perez**, who heads the Civil Rights Division.

**CONGRATULATIONS: MULHOLLAND MIDDLE SCHOOL  
6<sup>TH</sup> GRADE ACADEMIC PENTATHLON TEAM**

Out of 13 middle schools in Division 4 of the 2010 Academic Pentathlon Competition sponsored by the Orange County Office of Education, Mulholland Middle School's 6<sup>th</sup> grade Academic Pentathlon team won 1<sup>st</sup> Place in the Super Quiz and 2<sup>nd</sup> Place Overall. The students earned a total of 22 individual medals in the areas of Literature, Essay, Social Science, Mathematics, and Science, as well. The Super Quiz topic this year was the Ancient Civilization of India. Team members included **Nikki Lao, Liana Sarkisyan, Helen Toledo, Amanda Emeterio, Elly Navas, Jessi Ybarra, Steve Garcia** and **Melissa Moore**. Their outstanding and dedicated coach **Michele Wydra**, a sixth grade teacher at Mulholland, and their Principal, Dr. **John L. White**, are extremely proud of the team's accomplishments.

**PERFORMANCE-PAY MODEL SHOWS NO ACHIEVEMENT EDGE**

By [Stephen Sawchuk](#), *Education Week*, June 1, 2010

Preliminary results from a Chicago program containing performance-based compensation for teachers show no evidence that it has boosted student achievement on math and reading tests, compared with a group of similar, nonparticipating schools, an analysis released today concludes.

The study also found that the Chicago Teacher Advancement Program, a local version of the national TAP program, did not improve the rates of teacher retention in participating schools or in the district. The findings cover the first two years of the program's four-year implementation in select schools of the 435,000-student district. They come as the Obama administration, through the economic-stimulus program's Race to the Top and Teacher Incentive Fund competitions, pushes states and districts to engage in changes to teacher-pay and evaluation systems. At least one national independent study of TAP conducted in 2008 using a different research design found positive impacts at the elementary level, though not at the secondary level. The reasons for the less-positive findings in the new analysis aren't entirely clear yet. **Franklin R. Shuftan**, a spokesman for the Chicago school system called the results "not particularly surprising" given that the district's focus during the first two years of implementation has been on professional development. "The report acknowledges that programs such as TAP take time to change attitudes and alter a school's culture, and that measurables such as test scores and teacher retention might be better thought of as longer-term or final outcomes," he said. Crafted by the Chicago Teachers' Union and the district, among others, the TAP initiative in Chicago debuted in the 2007-08 school year.

At that time, the district was led by **Arne Duncan**, now the U.S. Secretary of Education and a supporter of the Teacher Incentive Fund, which provided some of the financing for the Chicago experiment. Seven of the 34 current federal incentive-fund grantees use a form of the TAP model in their programs. In addition to compensation bonuses, the program includes professional development keyed to an evaluation framework and a career ladder for teachers. To determine what would have happened in the absence of Chicago's TAP, the Mathematica researchers compared results from the 16 participating schools with a group of 200 schools with similar student demographics, school size, teacher-retention rates, accountability status, and levels of student achievement. They found no statistically significant differences in student scores or in teacher-retention rates among those schools.

**PERFORMANCE-PAY MODEL (Continued)**

The program's impact also did not appear to increase after an additional year of experience. Several participating schools delayed implementation of TAP by a year so that, using a random-assignment methodology, the researchers could discern whether differences between schools with two years of experience in TAP and those with only one year could be attributed directly to the program. But in a somewhat counterintuitive finding, they discovered that schools with only one year of exposure to TAP actually had slightly higher reading and math test scores, on average, than did the schools in their second year of implementation. In a statement, the Santa Monica, Calif.-based National Institute for Excellence in Teaching, which created TAP, said it was committed to learning why the results from the study weren't more positive.

"Comprehensive school reform takes time, particularly in the nation's highest-need schools," the group said in a statement. "Although Chicago TAP has yet to attain the implementation success and outstanding growth we have seen in other places, we believe that additional time and focus on implementation will position them for improved results in the future." **Peter Cunningham**, a spokesman for the federal Education Department, said, "We know TAP and other reforms are hard work. We can't expect immediate results. That's why we're committed to evaluating programs over the long term and identifying ones that deliver the results for children. "One possibility for the lack of results concerns the local flexibility in how the program is implemented. Chicago officials did not adhere to all aspects of the TAP model. For one, the district spread the bonus funding to teachers, principals and staff, rather than simply to teachers. (["TAP: More Than Performance Pay."](#) April 1, 2009)

Because of problems with obtaining student-growth data linked to individual teachers, Chicago also paid bonuses based on school wide, rather than classroom achievement growth. The National Institute for Excellence recommends that at least 30 percent of bonus pay be based on the results of classroom measures of student growth. The report also notes that Chicago's incentive payouts, which were lower than those in other programs nationwide, were not as heavily emphasized as other components, such as professional development. Payouts for teachers under the program averaged \$1,100 for those in schools in their first year of implementation and \$2,600 for those teachers in schools in their second year of TAP. Those figures are somewhat lower than the \$2,000 and \$4,000 per-teacher target set by the district.

It's possible that the findings will influence the larger field of performance pay, as they are likely to be closely scrutinized by districts hoping to win a cut of funds in the next round of federal grants, said **Steven Glazerman**, a senior researcher at Mathematica Policy Research, the Princeton, N.J.-based research group that conducted the analysis.

"You have to wonder whether the result would have been different if the payouts had been larger or more meaningfully differentiated," Mr. Glazerman said. Guidelines for the next round of federal Teacher Incentive Fund programming do not specify the amount of incentive bonuses or how heavily to weigh growth in student test scores. But they do specify that average bonus payouts for educators should be "substantial," perhaps 5 percent of the average teacher salary, and that top-performing educators should earn far beyond that amount, perhaps three times as much. Mathematica plans to issue two additional reports in coming years as it continues to evaluate the program.

**RETIREMENT CELEBRATIONS**

<b>Name</b>	<b>Date, Time</b>	<b>Location</b>	<b>Contact</b>
<b>Robert Weinberg</b>	Friday, June 18, 2010 7:00 p.m.	Woodland Hills Country Club 21150 Dumetz Road Woodland Hills	Laurie Rauch 818.758.5600, Extension 1800
<b>Judi Mintz</b>	Saturday, June 19, 2010 11:30 a.m.—3:30 p.m.	Braemar Country Club 4001 S. Reseda Blvd. Tarzana	Anna Florez 818.528.7000 <a href="mailto:awf5244@lausd.net">awf5244@lausd.net</a>
<b>Adolph "Ace" Guzman</b>	Saturday, June 19, 2010 5:00 p.m.—12:00 a.m.	Big Jim's Restaurant 8950 Laurel Canyon Blvd. Sun Valley	Dominga Lopez 818.419.5326
<b>Judy Morrow</b>	Thursday, June 24, 2010 5:30—8:30 p.m.	Casa Sanchez 4500 S. Centinela Avenue Los Angeles	Eva Lopez 213.393.2775 <a href="mailto:ea19260@lausd.net">ea19260@lausd.net</a>
<b>Phil Naimo</b>	Saturday, June 26, 2010 11:00 a.m.—4:00 p.m.	Ports O'Call Restaurant Berth 76, Port of L. A. San Pedro	Virginia Morales 213.241.0132
<b>Nancy K. Oda</b>	Saturday, June 26, 2010 11:30 a.m.—4:00 p.m.	Sheraton Universal Hotel Starview Room 333 Univ. Hollywood. Dr. Universal City	Janet Beardsley 818.509.3420 818.509.3400 <a href="mailto:jsb9973@lausd.net">jsb9973@lausd.net</a>
<b>Carla Mauldin</b>	Saturday, June 26, 2010 4:00—Until?	1051 E. Altadena Drive Altadena	Marla Wilmott 323.321.1030 <a href="mailto:marla.wilmott@lausd.net">marla.wilmott@lausd.net</a>
<b>Hilda Almada-Higgins</b>	Sunday, June 27, 2010 5:00—10:00 p.m.	Rio Hondo Country Club 10627 Old River School Rd. Downey	Rita Rivero 562.716.9245 <a href="mailto:rxr4892@lausd.net">rxr4892@lausd.net</a>
<b>Richard Hickcox</b>	Sunday, June 27, 2010 6:30 p.m.	The Castaway 1250 East Harvard Road Burbank	Shannon Garrison 323.223.4291
<b>Dr. Mary Hall</b>	Saturday, July 10, 2010 12 Noon	Lakeside Country Club 4500 Lakeside Drive Burbank	Joanne Chang or Jeanette Ward 323.939.7322
<b>Bob Bilovsky</b>	Sunday, July 18, 2010 11:00 a.m.	Odyssey Restaurant 15600 Odyssey Dr. Granada Hills	Glenn Parness 213.739.5600, Ext. 5665

## 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.

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 School Based and Nonschool based positions and click on any position to view the specific flyer.

### **SECONDARY MATH SPECIALIST**

**Fremont High School (7) MST 40**, 7676 South San Pedro Street, Los Angeles, CA 90003  
Fremont is an A Basis school being restructured for 2010-2011 to improve student achievement. For information and application procedures contact **Dr. Russ Thompson**, Director, at 323.242.1300. **Filing deadline is Friday, June 25, 2010.**

### **EXTENDED/REQUIRED LEARNING ACADEMY ADMINISTRATOR (Temp. Adv., MST 39, A Basis)**

**Elizabeth Learning Center (6)**, 4811 Elizabeth Street, Cudahy, CA 90201  
The school will be on Traditional Calendar for school year 2010-2011. For information and application procedures contact **Robert Hinojosa**, Director, at 323.278.3954. **Filing deadline is Friday, June 25, 2010.**

Position	Location	Deadline	Contact
Prin., Elementary	Hesby Oaks School	06/18/10	818.654.3643
Prin., Elementary	Griffin Avenue School	06/18/10	323.224.3172
Prin., Elementary	South Region School #1	Until filled	323.242.1315
Prin., Elementary	South Region School #2	Until filled	323.242.1315
Principal, Small School (K-5 Grade)	Central Region School #18	Until filled	Stephen Cockrell <a href="mailto:employment@partnershipla.org">employment@partnershipla.org</a>
Prin., Elem./Sec.	Sherman Oaks CES	06/18/10	818.654.3673

<b>ADMINISTRATIVE COORDINATOR, Pre-K–12 COUNSELING (Central), Temp. Adv., MST 45</b> , A Basis, Office of Curriculum, Instruction, and School Support <b>SPECIALIST, Pre-K–12, Temp. Adv., MST 38</b> , B Basis, Office of Curriculum, Instruction, and School Support. <b>COORDINATOR, LOCAL DISTRICT Pre-K–12 School Counseling Temp. Adv., MST 41</b> , E Basis, Office of Curriculum, Instruction, and School Support. For information and application procedures for THESE 3 positions contact <b>Sharon Riley</b> at 213.241.5333 or <a href="mailto:sharon.riley@lausd.net">sharon.riley@lausd.net</a> .	<b>5:00 p.m. Friday, June 25, 2010</b>
<b>DIRECTOR, LINKED LEARNING IMPLEMENTATION, Temp. Adv., MS 45</b> , E Basis, Local District 4. For information and application procedures contact <b>Danny Palma</b> at <a href="mailto:danny.palma@lausd.net">danny.palma@lausd.net</a> .	<b>5:00 p.m. Wednesday, June 16, 2010</b>
<b>SENIOR COORDINATOR, CHARTER SCHOOLS (3 POSITIONS), MST 42</b> , E Basis, Charter Schools Division. <b>SPECIALIST, CHARTER SCHOOLS (6 POSITIONS), MST 39</b> , E Basis, Charter Schools Division. For information and application procedures for BOTH positions contact <b>José Cole-Gutiérrez</b> , Director at 213.241.5516.	<b>UNTIL FILLED</b>
<b>ADMINISTRATOR, INSTRUCTIONAL AND OPERATIONAL OVERSIGHT, MST 45</b> , B Basis, Charter Schools Division. For information and application procedures contact <b>Aaron Fairleywine</b> , Central Business Advisor, at 213.241.5516.	<b>UNTIL FILLED</b>