

## UPDATE

Week of June 28, 2010

### AALA APPLAUDS SUPERINTENDENT CORTINES' RESPONSE TO THE MAYOR

Last Thursday, June 24, 2010, the *Los Angeles Times* reported that Mayor Antonio Villaraigosa “castigated Los Angeles Unified for giving schools to groups from the very campuses that were up for bid because of poor performance.” The Mayor further stated, “You can write a great plan, but if you don’t have a history of proven results, that plan is just a piece of paper.”

Let’s look at the facts leading up to the selection of the Public School Choice plans that went through multiple layers of scrutiny prior to being recommended by **Superintendent Cortines** and selected by the Board of Education for implementation:

1. School teams, jointly led by AALA and UTLA members, developed school plans in the late afternoons, evenings and on weekends, while working full time as teachers and administrators. They worked hard to meet a very short deadline for submission to the District.
2. Los Angeles School Development Institute (LASDI), fostered by the Los Angeles Chamber of Commerce and the L.A. Compact, with leadership from AALA, UTLA and the school district, rendered resources and support to nearly all of the in-District Public School Choice teams upon their request. LASDI also assisted Local District teams develop plans for new schools.
3. Charters and other outside organizations modified existing examples of plans that may have been submitted to LAUSD and perhaps other school districts in the past, or they may have hired full-time personnel to develop their submissions.
4. Parents, community and staff members were invited to attend presentations of all plans. They were given the opportunity to participate in advisory votes to recommend adoption of specific plans for their respective sites. The nonpartisan League of Women Voters oversaw the advisory vote process.
5. School teams rose to the occasion under the pressure of a short timeline with limited support from many of their Local Districts. Some Local Districts did provide resources and assistance.
6. Two committees, the Review Team Panel (44 members) and the Superintendent’s Panel (13 members), independently read and evaluated each plan. The panels met again to review plans for additional schools and included 16 and 10 participants, respectively. Both panels included highly respected individuals from within and outside LAUSD, such as representatives of community organizations, institutions of higher education, charter schools, nonprofits, parent groups, and District unions. AALA and UTLA had only one member each on the Superintendent’s Review Panel. Each panel recommended the most viable plans for consideration by the Superintendent.
7. The Superintendent himself read every single plan, reviewed the advisory votes and the recommendations of the two panels cited above. Only then did he prepare his own recommendations for the Board of Education.

## AALA APPLAUDS SUPERINTENDENT CORTINES (Continued)

8. The Board discussed the Superintendent's recommendations one by one prior to selecting the winning plans. In fact, Board members did not adopt every plan Mr. Cortines recommended. They disagreed with each other in several cases and argued for their points of view.

Mayor Villaraigosa accused Superintendent Cortines, a former Deputy Mayor and top mayoral education advisor, of dismissing his suggestions and straying from their shared reform fervor. "Frankly that's unacceptable," the Mayor said. "We've got to stop biting around the edges... We've got to be transformative."

**Cortines responded that he found the Mayor's general ideas helpful but does not think we would have given the Mayor additional schools based on a track record... "I looked at this process as an incentive to motivate and challenge and raise the bar for teachers and parents and administrators in this district, and they stepped up to the plate," said Cortines.**

Point of information: The Mayor's 11 partnership schools have been under his control for two school years. Their student performance results thus far indicate little or no progress. The Mayor, on occasions, has criticized LAUSD for its large numbers of administrators. A careful look at the Administrative Organization chart for the Mayor's schools reflects a much higher percentage of administrators than any one of the eight Local Districts had assigned during the 2009-2010 school year. We wonder if the Mayor has been out on the town too many evenings and hasn't taken the time to review the facts!

To summarize, AALA has been critical of many aspects of the District's Public School Choice initiative. We have questioned whether a competitive plan-writing process is the best use of teachers' and administrators' time or is in the best interest of students. **Nevertheless, we commend Superintendent Cortines for his fairness and balanced management of the school plan selection process.**

## **NEW DATE FOR AALA UPDATE**

**The Update will not be published next week because of the Fourth of July Holiday.** Thereafter, AALA will adhere to the common publishing practice of labeling each issue with the date of the following Monday. For example, the next issue will be sent via e-mail on Thursday, July 15, 2010, and will be dated Monday, July 19, 2010. For AALA alumni who have requested U.S. mail delivery, the next *Update* will be mailed on Friday, July 16, but dated July 19. This way you should receive the *Update* in advance of the printed date instead of several days later. AALA alumni who do not have access to a computer will need to contact Cathy at the AALA Office, **NO LATER THAN JULY 7**, to notify us that you will need to receive the *Update* by U.S. Mail. We encourage you to **"GO GREEN" NOW**. Please let us know by e-mailing Cathy at [cvacca@aala.us](mailto:cvacca@aala.us) or calling the AALA Office at 213.484.2226 **NO LATER THAN JULY 7**.

## **WELCOME AALA ALUMNI!**

Many AALA retirees are pursuing new careers, volunteering for various good causes and traveling the world. In other words, they are not the retiring type! Therefore, from now on we will refer to those formerly called *retirees* as **AALA alumni** in all of our published materials.

**NOTE TO ELEMENTARY SMALL SCHOOL PRINCIPALS**

June 29, 2010

*Hi Judy,*

*I wanted to confirm for you that the Elementary Small School Principals will revert to a 40 G level on July 1, 2010. Thx, John*

John Bowes, Ed.D  
Assistant Chief Human Resources Officer

**HOLD THE DATE**

**The Superintendent would like to invite you to attend the annual meeting for District administrators on:**

**DATE:** Wednesday, August 25, 2010

**TIME:** 7:30 a.m. - Refreshments  
9:00 a.m. – Meeting

**LOCATION:** Hollywood High School  
(Auditorium and Cafeteria)  
1521 North Highland Avenue  
Los Angeles 90028

**IN MEMORIAM**

**RUDY ENRIQUEZ** – Former Elementary Region Administrator, Region Administrator of Operations, Administrative Consultant, Principal of Monte Vista, Commonwealth Avenue, Rowan Avenue schools, and Assistant Principal, Humphreys Avenue School. Rudy retired on December 17, 1993, and passed away on June 22, 2010. Donations may be made to the Rudy Enriquez Scholarship Fund, c/o Cathedral High School, 1253 Bishop Road, Los Angeles, CA 90012, attention Oscar Leong.

**CORRECTION: In the *UPDATE* of June 21, 2010, there was an error regarding the dates of the Board of Education elections. They will take place in March 2011, with runoffs scheduled for MAY, not June.**

## MISSION IMPOSSIBLE!

Want to assess teachers on student performance? Okay, says **Michele Kerr**, a first-year, second-career, "highly qualified" high school teacher of math, English, and social science: "Let's negotiate." In an op-ed in *The Washington Post*, Kerr writes that she speaks for many teachers when she says she's willing to be tested on student performance, provided certain conditions are met. Her proposal: that teachers be assessed based on only those students with 90 percent or higher attendance; that they be allowed to remove disruptive students from their classrooms on a day-to-day basis; that students who don't achieve "basic" proficiency in a state test be prohibited from moving forward to the next class in the progression; and that teachers be assessed on student improvement and not an absolute standard -- the so-called value-added assessment. "I suspect," writes Kerr, "that my conditions will go nowhere, precisely because they are reasonable. Teachers can't be evaluated on students who miss 10 percent of the class or don't have the prerequisite knowledge for success. Yet accepting these reasonable conditions might reveal that common rhetorical goals for education (everyone goes to college, algebra for eighth-graders) are, to put it bluntly, impossible. So we'll either continue the status quo at a stalemate or the states will make the tests so easy that the standards are meaningless."

Read more:

<http://www.washingtonpost.com/wp-dyn/content/article/2010/06/17/AR2010061704565.html>

## INTERNET ACCESS LINKED TO LOWER TEST SCORES

By **Katie Ash**, *Education Week*, June 18, 2010

Closing the digital divide by providing access to computers with high-speed Internet to all students seems like an admirable and worthy goal, but a new study by researchers at Duke University's Sanford School of Public Policy suggests that having a computer at home may actually lower student test scores, especially for low-income students.

The study, available for a \$5 download (<http://papers.nber.org/papers/w1607B>) from the National Bureau of Economic Research, looked at 150,000 5<sup>th</sup> through 8<sup>th</sup> grade students in North Carolina from 2000 to 2005. During that period, access to broadband Internet expanded widely in the state, increasing from 58,000 high-speed Internet subscribers to 158,000, researchers found. But instead of seeing an increase in reading and math scores over that period of time, the study found that students in the middle grades actually performed lower on reading and math tests.

As you might guess, it's not so much the increase in access that seems to be the problem, but rather *how* kids are using the Internet that plays a bigger role in academic achievement. In fact, "increased availability of high speed internet is actually associated with less frequent self-reported computer use for homework," the study says. Students are mostly using home computers to socialize with friends and play games, says professor **Jacob Vigdor**, who worked on the study. Ultimately, that may detract from the amount of time students spend working on homework and studying. However, the study found that proper parental monitoring of student computer use can lead to more productive use of the Internet.

## STUDY FINDS NO CLEAR EDGE FOR CHARTER SCHOOLS

By Lesli A. Maxwell, *Education Week*, June 29, 2010

Students who won lotteries to attend charter middle schools performed, on average, no better in mathematics and reading than their peers who lost out in the random admissions process and enrolled in nearby regular public schools, according to a national study released today. The federally commissioned study, involving 2,330 students who applied to 36 charter middle schools in 15 states, represents the first large-scale randomized trial of the effectiveness of charter schools across several states and rural, suburban, and urban locales. The charter schools in the sample conducted random lotteries for admissions, so that only chance determined who attended. The study, conducted by Mathematica Policy Research, of Princeton, N.J., also concludes that the lottery winners did no better, on average, than the lottery losers on nonacademic outcomes such as behavior and attendance. The findings on academic performance echo, in part, those of researchers at Stanford University, whose 2009 nonrandomized, multistate study of charter schools sparked fierce debate when they concluded that, in general, most charters were producing similar or worse achievement results for students than traditional public schools were. ("Study Casts Doubt on Charter School Results," June 15, 2009.)

The Mathematica authors add context to the new study's findings, however, by exploring when charters seem to work best, and for which students. They found, for instance, that the charter middle schools serving the most economically disadvantaged students—especially those in urban areas—were more successful than their counterparts serving higher-achieving, more affluent students in producing gains in mathematics. That finding is similar to that of a recent study of 22 middle schools operated by the Knowledge Is Power Program, or KIPP, the nation's largest charter-management organization. ("KIPP Middle Schools Found to Spur Learning Gains," June 22, 2010.) That study, also conducted by Mathematica, found that the KIPP students—most of whom were also poor and were members of ethnic- and racial-minority groups—outperformed their peers in regular public schools. For other student subgroups—those defined by race, ethnicity, and gender—the new study found that the charters made no significant impacts on achievement.

People involved in the new study cautioned, though, against drawing any sweeping conclusions from it about the overall impact of charter schools on student achievement. "There's a wide variation in both math and reading impacts, as well as other measures," said **Marsha Silverberg**, who oversaw the study as a project officer at the Institute of Education Sciences, the research arm of the U.S. Department of Education. "Generally, we found that these charter schools were more effective for more low-income, lower-achieving students," Ms. Silverberg said, "and less effective for higher-income, higher-achieving students. "We are not suggesting that charter schools serving lower-income and lower-achieving students would always be more effective," she said, "but that they were more effective than the traditional public schools around them." The most positive overall impact that all of the charter schools in the study produced, was on the satisfaction levels expressed by parents and students. Parents whose children had won lotteries to attend charters were 33 percent more likely to say the schools were excellent than parents whose children lost the lotteries and attended regular public schools. The new study comes out on the same day that charter leaders and advocates will be gathering for an annual national conference in Chicago and follows closely on the heels of the KIPP study, which was released last week.

## NO CLEAR EDGE FOR CHARTER SCHOOLS (Continued)

Debate over the impact of the nation's 5,000 charter schools, which are publicly financed but largely autonomous, has been heightened over the past year with calls from President **Barack Obama** and U.S. Secretary of Education **Arne Duncan** to expand and replicate charters that have succeeded in raising achievement among the poorest students. That debate grew more heated after the 2009 release of the multistate study from Stanford, which was produced by the Center for Research on Education Outcomes, or CREDO. ("Scholars Spar Over Research Methods Used to Evaluate Charters," October 14, 2009.) It was followed by findings of another Stanford researcher, **Caroline M. Hoxby**, who concluded the opposite.

In her study, which also used lotteries to randomly assign students to either control or experimental schools, Ms. Hoxby found that charter schools in New York City were having positive impacts on student achievement.

"This is not going to settle the debate," **Jeffrey R. Henig**, an education professor at Teachers College, Columbia University, said of the new study. "There are a lot of folks on both sides who are pretty committed to keeping the debate alive on these terms, but I think on the overall balance scale, this study adds weight to the side that is suggesting that simply talking about charters versus noncharters is a distraction. There needs to be much more nuance." The new study included only charter middle schools that had been in operation for at least two years, which Mr. Henig said would undermine past arguments from charter advocates who have said conclusions about the schools' effectiveness shouldn't be drawn until they have had a chance to mature.

**Margaret E. Raymond**, the director of CREDO and the lead author of the study that it released last year, said the results of this new study are "not surprising." "This is another layer of evidence that points to the wide variations in the charter school community and highlights, once again, that policy and context really matter," she said. "I think what we really have to do now is get under the hood and find out more about how charters differ and why they differ. We are really just at the front gates of a large body of research that needs to be done." Researchers involved in the new study declined to disclose the states and communities where the studied schools are located, citing rules about anonymity for individual schools in federal research. On average, though, the charter middle schools in the study enrolled a lower percentage of students who are eligible for free and reduced-price school meals than charters nationally, and served smaller percentages of students scoring below proficiency levels on state exams than their national peers. Also, the percentage of African-American students who attended the charter middle schools in the study were smaller when compared with charters nationally.

### SAVE THE DATE

**SATURDAY, SEPTEMBER 18, 2010** – **Team HEAL (Helping to Enrich Athletes Lives)** presents its 6<sup>th</sup> Annual **Afternoon of Jazz**, 2:00 - 7:00 p.m. at the Wilshire Country Club, 301 N. Rossmore Avenue, Los Angeles. The 2010 honorees are **James Worthy** (Laker Great, NBA Hall of Famer, Analyst for CBS 2 "Sports Central") and **Marques Johnson** (First recipient of the **John Wooden** Collegiate Player of the Year Award, NBA Great, Fox Sports Analyst, Crenshaw High Graduate). Team HEAL Foundation, Inc., a nonprofit, has provided full-time Certified Athletic Trainers to treat and rehabilitate injured student athletes. They currently provide services to Banning, Carson, Crenshaw, and Manual Arts high schools. For information, contact **Barbara Shields** at 310.645.8347 or [teamheal@ca.rr.com](mailto:teamheal@ca.rr.com).

**RETIREMENT CELEBRATIONS**

Name	Date, Time	Location	Contact
<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>Elke Allwelt Miyahara</b>	Saturday, July 17, 2010 11:00 a.m. – 4:00 p.m.	Brookside Golf Club Pasadena	Lois Nichols 818.248.9062 Ingrid Allwelt 626.440.1275
<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.

***PRINCIPAL, ELEMENTARY***

**Soto Street School & Soto Early Educ. Center (5) MST 40**, 1020 S. Soto St., Los Angeles, CA 90023  
Soto Street and Soto EEC will be consolidated as A Basis. For information and application procedures contact **Maria Martinez**, Director, at 323.224.3100. **Filing deadline is 5:00 p.m., Monday, July 12, 2010.**

**Humphreys Avenue School (5) MST 42**, 500 S. Humphreys Avenue, Los Angeles, CA 90022  
Humphreys is an E Basis school. For information and application procedures contact **Maria Martinez**, Director, at 323.224.3100. **Filing deadline is 5:00 p.m., Friday, July 9, 2010.**

**Rowan Avenue School (5) MST 42**, 600 S. Rowan Avenue, Los Angeles, CA 90023  
Rowan is an E Basis school. For information and application procedures contact **Maria Martinez**, Director, at 323.224.3100. **Filing deadline is 5:00 p.m., Friday, July 9, 2010.**

**Trinity Street School (5) MST 42**, 3736 Trinity Street, Los Angeles, CA 90011  
Trinity is an E Basis school. For information and application procedures contact **Maria Martinez**, Director, at 323.224.3100. **Filing deadline is 5:00 p.m., Monday, July 12, 2010.**

**Heliotrope Avenue School (6) MST 42**, 5911 Woodlawn Avenue, Maywood, CA 90270  
Heliotrope is an E Basis school. For information and application procedures contact **Robert Hinojosa**, Director, at 323.278.3954. **Filing deadline is Friday, July 16, 2010.**

**Hope School (6) MST 40**, 7560 State Street, Huntington Park, CA 90255  
Hope is an E Basis school. For information and application procedures contact **Robert Hinojosa**, Director, at 323.278.3954. **Filing deadline is Friday, July 16, 2010.**

**POSITIONS AVAILABLE (Continued)**

**Seventh Street School (8) MST 40**, 1570 West Seventh Street, San Pedro, CA 90732

Seventh Street is an E Basis school. For information and application procedures contact **Michael Romero**, Director, at 310.654.3729. **Filing deadline is Tuesday, July 13, 2010.**

**Eshelman Avenue School (8) MST 40**, 25902 Eshelman Avenue, Lomita, CA 90717

Eshelman is an E Basis school. For information and application procedures contact **Michael Romero**, Director, at 310.654.3729. **Filing deadline is Tuesday, July 13, 2010.**

**Park Western Pl./Harbor Magnet School (8) MST 41**, 1214 Park Western Pl., San Pedro, CA 90732

Park Western is an E Basis school. For information and application procedures contact **Michael Romero**, Director, at 310.654.3729. **Filing deadline is Tuesday, July 13, 2010.**

**Wilmington Park School (8) MST 42**, 1140 Mahar Avenue, Wilmington, CA 90744

Wilmington Park is an E Basis school. For information and application procedures contact **Michael Romero**, Director, at 310.654.3729. **Filing deadline is Tuesday, July 13, 2010.**

**Mayall Street School (1) MST 40**, 16701 Mayall Street, North Hills, CA 91343

Mayall is an E Basis school. For information and application procedures contact **Marla Mondheim**, Director, at 818.654.3600. **Filing deadline is Wednesday, July 14, 2010.**

Position	Location	Deadline	Contact
Principal, Secondary	Venice High School	07/07/10	310.253.7131
Asst. Prin., Deaf & Hard-of-Hearing	Marlton School	07/07/10	310.253.7100
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>

<p>▪ <b>COORDINATOR, LOCAL DISTRICT RESPONSE to INSTRUCTION and INTERVENTION (Rtl2), MST 41 (Temp. Adv.)</b>, B Basis, Office of Curriculum, Instruction, and School Support. For information and application procedures contact <b>Sharon Riley</b> at 213.241.5333 or <a href="mailto:sharon.riley@lausd.net">sharon.riley@lausd.net</a>.</p>	<p><b>5:00 p.m. Fri., July 9, 2010</b></p>
<p>▪ <b>INSTRUCTIONAL COORDINATOR, ENGLISH LANGUAGE ARTS / HISTORY SOCIAL SCIENCE Pre K-12, MST 41 (Temp. Adv.)</b>, E Basis, Local District 2. For information and application procedures contact <b>Debra McIntyre-Sciarrino</b>, Administrator, Instructional Support Services, at 818.755.5300.</p>	<p><b>5:00 p.m. Fri., July 9, 2010</b></p>
<p>▪ <b>COORDINATOR, OPERATIONS SUPPORT SERVICES, MST 41 (Temp. Adv.)</b>, E Basis, Local District 4. For information and application procedures contact <b>Danny Palma</b>, Administrative Assistant, at 213.241.0100.</p>	<p><b>5:00 p.m. Tue., July 6, 2010</b></p>
<p>▪ <b>ADMINISTRATOR, INSTRUCTIONAL AND OPERATIONAL OVERSIGHT, MST 45</b>, B Basis, Charter Schools Division. For information and application procedures contact <b>Aaron Eairleywine</b>, Central Business Advisor, at 213.241.5516.</p>	<p><b>UNTIL FILLED</b></p>