

UPDATE

Week of August 16, 2010

AN OPEN LETTER TO SUPERINTENDENT CORTINES AND LAUSD BOARD MEMBERS

ALA President, Dr. Judith Perez, sent the following letter to District leadership on August 11, 2010, to explain AALA's priorities for the use of additional revenue from Federal and State sources. For details regarding the federal jobs law and the potential for additional State funds for education, please see the articles on Page 2.

Recent legislative developments on the Federal and State levels reflect the potential for an additional \$500 million being allocated to LAUSD for the 2010-2011 school year. The worst-case scenario would appear to provide no less than \$150 to 200 million in additional revenue to support our underfunded schools. First and foremost, AALA strongly believes that these additional funds must be used to support LAUSD students and staff members this year. Furthermore, AALA requests that senior staff seek recommendations from educators prior to any distribution of funds by the District's budget office.

To support student learning, safety and well-being, AALA strongly recommends the following budget priorities be implemented, consistent with the additional available resources:

- Restore the 2010-2011 school year to 180 days.
- Restore Assistant Principal norms to the 2008-2009 school year allocation.
- Place all Principals on A Basis (as Principals are in the Mayor's schools).
- Place all Assistant Principals on E Basis.
- Augment the number of APEISs by an additional 50 positions.
- Set aside a sufficient level of resources to support a full range of summer school options for the outset of the 2011-2012 school year. (Please note that in past years summer school has been almost fully funded by the State.)
- Continue providing the two professional development days in 2011-2012 to further enhance school site instructional support.

As additional resources become available, we urge the District to carefully review the use of advanced technology to better provide for instruction, staff evaluations and the safety and welfare of students and staff members. It is time to consider digital textbooks, online safety plans and improved tools for record keeping and communication.

AALA wishes to work with District leadership as the 2010-2011 school year unfolds. We are seeking timely collaboration along with a clear level of budget transparency. District leadership continues to voice the need to enhance accountability at school sites. This accountability can only be achieved by the District providing support to those given this significant responsibility—AALA members.

AALA looks forward to being at the table when the allocation of the aforementioned resources is being considered.

FEDERAL JOBS BILL INCLUDES ADMINISTRATORS

On August 10, 2010, the House of Representatives approved EduJobs, the United States Senate version of the Harkin Jobs Bill. The bill provides funds to retain school employees, such as teachers and *school support staff*, including administrators. President Obama has already signed the bill into law.

Nationally, the legislation will allocate \$10 billion for education, of which California will receive \$1.2 billion. AALA has been informed by representatives of the Council of Great City Schools (CGCS) and the California School Boards Association (CSBA) that the *school support staff* language contained within the education section is similar to that in Obama's original stimulus bill, the School Fiscal Stability Fund (SFSF). The saving of education administrator jobs was part of SFSF.

AALA is working on obtaining the exact language and intent of the Jobs Bill in anticipation of determining the amount of funds that will be allocated to LAUSD, the impact these funds will have on mitigating the District's 2010-2011 fiscal crisis, and their potential effect on the restoration of administrative positions this year.

There is an issue regarding whether the funds will come to California based upon urban Title I formulas or suburban revenue limits, which could shift money to less-needy districts. Governor Schwarzenegger may respond to his Republican base and overlook the needs of urban districts unless those committed to equity and access pressure him to keep in mind California's neediest students.

STATE EDUCATION BUDGET LOOKING UP

Sacramento budget numbers continue to be higher than the Governor's May Revise indicated. The current budget being considered by the legislature and Governor appears to be \$2.5 billion more than the May Revise. If the legislature enacts this budget, it could mean an additional \$250 million in 2010-2011 for LAUSD.

AALA members may remember that LAUSD adopted a budget for 2010-2011 before the State approved its budget. In past years the District adopted two budgets, the second a back up to be used if the projected State budget changed. If the State's budget numbers do end up being higher than the May Revise numbers, LAUSD will get additional State funds for this year.

A key question is whether the State will use the federal Jobs Bill funds to supplant rather than supplement State funds. The federal law has maintenance of effort language that should place the local districts and the federal government on the same side. In the best-case scenario, federal and State funds could potentially add up to \$500 million for LAUSD this year. It appears that the worst-case scenario would increase LAUSD's budget by only \$150-200 million in 2010-2011.

AAALA'S POLITICAL ACTION COMMITTEE (PAC)

In preparation for a challenging and busy political year for public education, AALA will begin the process soon of convening our Political Action Committee (PAC) to make decisions about political candidates to endorse and measures to support. Following is information about PACs, in general, and AALA's PAC, in particular.

What is a PAC? A PAC is a legal vehicle for conducting candidate and ballot measure activity. State campaign laws and provisions of tax law for tax-exempt organizations govern PACs. A PAC is usually part of an overall program to promote an organization's policy goals. AALA's current PAC policies and procedures were approved in February 1993.

Who participates in AALA's PAC, and how does it work?

The **AAALA PAC Steering Committee** is composed of eight members, including:

- Four members selected by the AALA President, each representing one of the four departments on the Executive Board (adult, elementary, secondary, supervisory).
- Four members representing each of the above four departments respectively, who are active participants in the AALA Representative Assembly.

The PAC Steering Committee selects the AALA PAC Chair. Other PAC officers include a Vice-Chair, Treasurer and Secretary.

The AALA PAC Steering Committee may invite candidates or their representatives to make presentations to the **AAALA PAC Council**, which is comprised of the AALA Representative Assembly. Endorsements of candidates and ballot measures must be ratified by a sixty percent (60%) vote of the AALA PAC Council. Voting for endorsement is done without candidates or their representatives present.

What campaigns does the AALA PAC get involved in?

Historically, AALA's PAC has supported candidates that understand, advocate for and successfully implement ideas and programs beneficial to our members. Above all, our PAC has taken an active interest in LAUSD School Board elections and ballot measures. For example, AALA supported Board candidates **Steve Zimmer** and **Nury Martinez** in the last School Board elections. We donated \$10,000 toward the LAUSD parcel tax measure last spring and raised an additional \$15,000. We donated funds to and actively supported such school bond campaigns as Measure Q (2008), Measure Y (2005) and Measure K (2002). We have also involved ourselves in the campaigns of various political candidates who support public education and recognize the essential role administrators play in schools and the District.

What campaigns will happen this year?

- A run-off election for the State Superintendent of Public Instruction will take place in November 2010.
- An LAUSD parcel tax measure could be on the November ballot.
- Four school board seats are up for election in March 2011.
- The campaigns for California's governor and one of our senators are this year.

How can AALA members help?

We will keep you informed via the *Update* regarding AALA's support for political candidates and issues and what you can do. Please stay tuned!

THE PERILS OF PENSIONS

The Great Recession has left nearly every state pension plan in a precarious position, according to a new report from *Education Sector*. A recent analysis found 47 states owe more in pension obligations for current and future teacher retirees than they have on hand, and collectively, the gap between what states have and what they'll need totals almost \$500 billion. States have recently moved to raise retirement ages, lower benefit payments, and reduce cost-of-living adjustments. Yet in the view of the authors, the problems are not merely financial. Key structural elements in teacher retirement plans impair the ability of schools to recruit, hire, retain, and compensate high-quality teachers and principals. The current set-up works well for those who qualify for it, but shortchanges teachers who leave the profession or switch between state and municipal systems. Certain aspects compel teachers to stay on the job—regardless of burnout or desire to pursue a new career—until they reach certain milestones, after which they retire immediately. Reforming these systems is complicated and difficult, but the authors issue recommendations for modernizing the system, which include both the technical aspects of pension plans as well as strategies for overcoming political obstacles or legal limitations.

See the report: http://www.educationsector.org/research/research_show.htm?doc_id=1313985

**CRITICAL ISSUES IN LINKING STUDENT
AND TEACHER DATA**

Given the current emphasis of state and federal reform initiatives on statewide longitudinal data systems to improve student achievement, a new brief from the *Data Quality Campaign* outlines the critical challenges facing states and districts as they develop and implement policies that link teacher and student data. According to the authors, policymakers must understand the importance of defining the purposes for and developing the policies to support a valid and reliable teacher/student data link. This brief provides guidance on emerging best practices for effective implementation, and makes several suggestions. States must first determine how data from the teacher/student link will be used, which should drive the conversation around how states will define teacher of record. Although IT and data staff are critical to developing the technical solutions for capturing appropriate data, policymakers and educators must own the process from the beginning, since they are best positioned to resolve issues relating to the appropriate attribution of student learning to educators. Teachers must also have means to periodically review their rosters to ensure they are linked to the correct students. States and districts must work together collaboratively on all aspects of the teacher/student data link.

See the brief: <http://dataqualitycampaign.org/resources/details/993>

MAYORAL CONTROL MEANS ZERO ACCOUNTABILITY

by Diane Ravitch

For the past five years, Mayor **Michael Bloomberg** and Chancellor **Joel Klein** have claimed that, due to their programs, New York City was a national model. They proclaimed that the city had made “historic gains” on state tests, all because of the mayor’s complete control of the policymaking apparatus. The mayor testified in congressional hearings that New York City had cut the achievement gap in half. Klein traveled to Australia to boast of the city’s gains, and the Australian minister of education intends to align that nation’s education system with the New York City model.

It was an exciting and wonderful ride while it lasted. But last week, with the release of the state test results for 2010, New York City’s claims came crashing to the ground. The national model went up in smoke. The miracle was no more. The belief that mayoral control was a panacea for urban ills was no longer sustainable.

Secretary of Education **Arne Duncan** has gone around the nation for the past 18 months singing the praises of mayoral control. But in light of the New York City fiasco, he will have to find a new example when he lectures urban audiences, because the New York model just lost its wheels. What is that model? All decision-making power vested in the office of the mayor, who chooses the school leadership; testing and accountability; report cards for schools with a single letter grade; bonuses for principals whose schools have rising scores; closing schools whose scores do not rise; opening charter schools and small schools; devolving authority to principals to make decisions about spending and instructional programs.

When Mayor Bloomberg first ran for office, he said that the legislature should give him control of the school system with minimal checks or balances. He promised accountability. If anything went wrong, the public would know whom to hold accountable; not some faceless board, but he, the mayor, would be accountable.

The New York City version of mayoral control means that parents and the public have no voice. The shell of the central board is dominated by a majority of mayoral appointees, who approve whatever the mayor wants. On the one occasion when two of his appointees threatened to vote independently, they were fired on the spot.

Every year, the State Education Department reported that scores were going up across the state and in New York City. In 2007, based entirely on steadily rising state scores, the Broad Foundation awarded New York City its annual prize as the nation’s most improved urban school district. Mayor Bloomberg used the state scores to win reelection in 2005 and to bypass term limits and get reelected for a third term in 2009.

When the mayoral control law expired a year ago, the mayor referred to the state scores as evidence that his reforms were working and the progress should not be interrupted.

The narrative ended on a sour note last week. The State Education Department accepted that the state tests had gotten so easy in recent years that the standards had become meaningless.

MAYORAL CONTROL MEANS ZERO ACCOUNTABILITY (Continued)

Students could advance from level 1 (where remediation was required in New York City) to level 2 by random guessing. Reaching level 3 (“proficiency”) did not mean that students were likely to graduate high school. Under new leadership, the state raised standards, and the proportion of New York City students who reached proficiency dramatically declined.

The pass rate on the reading test fell from 69 percent to only 42 percent, and on the math test, it dropped from 82% to 54%. In addition, the achievement gap among students of different racial and ethnic groups grew larger, as large as it was when the mayor took office.

The mayor and the chancellor responded to the new situation not by accepting responsibility and accountability, but by denying the facts. In news conferences, press briefings, and opinion articles, they and their surrogates insisted that the “historic gains” of the past five years were still intact.

They pointed to scores on the National Assessment of Educational Progress to defend their claims, but this was a weak reed. New York City’s gains on NAEP were garden-variety. Atlanta, Boston and the District of Columbia made larger gains in fourth grade reading and math; Atlanta, Boston, Chicago, Houston, Los Angeles, and San Diego made larger gains in eighth grade math; and New York City made zero gains in eighth grade reading from 2003-2009, while Atlanta, Houston, and Los Angeles did see significant improvement in that grade and subject.

So the larger story is this: Mayoral control did not turn New York City into a national model. Before promoting mayoral control as the answer to urban education, Secretary Duncan would do well to consider Cleveland, which has had mayoral control since 1995.

Like New York City, Cleveland has participated in national testing from the inception of urban district assessment. Cleveland has made no gains in fourth grade reading or eighth grade reading or fourth grade mathematics or eighth grade mathematics.

Mayoral control is not a panacea. Not in Cleveland or in New York City. Nor in Chicago, which has seen some gains, but is still one of the nation’s lowest performing urban districts after many years of mayoral control.



Happy Birthday to ANNETTE BLUMNER, retired Elementary Principal, who turns 103 on August 15!

NOTE: In *Questions for Dr. Deasy* (August 2, 2010), *Update* stated that Dr. Deasy served as Superintendent of St. George’s County School District. In fact, he was Superintendent of Prince George’s County School District.

CSUN TIER II PROGRAM

California State University, Northridge, has a few slots left in its one semester, 12 unit Tier II program open to current administrators working to clear their Administrative Credentials, as well as administrators who have been displaced from their administrative positions.

While the displaced administrators are waiting for reassignment into an administrative position, they may complete the course work necessary to apply for the Clear Credential. Any educator who has activated his/her Preliminary Administrative Services Credential is eligible to apply for the Tier II program. All other requirements to be granted the Clear Administrative Services Credential will still apply.

The CSUN program is a hybrid program, with five face-to-face classes, and all other work completed online. The five class sessions will be held at Helen Bernstein High School, and will run from 4:20 to 9:30. The dates are: September 13, October 4, October 25, November 15 and December 6.

For additional information, please contact the CSUN Educational Leadership & Policy Studies Office at 818-677-2591 or Graduate Advisor **Debbie Leidner** at 818-677-2528 or e-mail debbie.leidner@csun.edu.

"FREEDOM RIDERS..."

...Is the first feature-length documentary to tell the story of a courageous band of civil rights activists who risked death by daring to defy the laws of Jim Crow in the Deep South in 1961. They were America's first interracial and interreligious mass movement to challenge segregation in bus and train facilities. Because of their efforts, the signs "Whites Only" and "Colored Only" were taken down forever. To commemorate the 50th anniversary of the freedom rides, the film will be shown in Los Angeles at the ArcLight Hollywood Theatre, 6360 Sunset Blvd. (at Vine St.), Los Angeles, according to the following schedule:

Fri., Aug. 13	3:40 p.m. and 9:45 p.m.	Sat., Aug. 14	1:40 p.m. and 7:35 p.m.
Sun., Aug. 15	5:20 p.m. and 9:50 p.m.	Mon., Aug. 16	1:40 p.m. and 7:35 p.m.
Tues., Aug. 17	5:20 p.m. and 9:50 p.m.	Wed., Aug. 18	1:40 p.m. and 7:35 p.m.
Thurs., Aug. 19	5:20 p.m. and 9:50 p.m.		

By studying the lessons of this film, students may be helped by making the essential connection between history and the moral choices they make.

For tickets and more information go to: <http://www.documentary.org/dicyweejs2010>.

To view the trailer go to: <http://freedomridersfilm.com>.

POSITIONS AVAILABLE

For your Information - 2 CLASSIFIED POSITIONS AVAILABLE –
PILOT SCHOOLS INSTRUCTIONAL COORDINATOR (Salary: \$88,950-\$110,100 per year)
PILOT SCHOOLS OPERATIONS COORDINATOR (Salary: \$88,950-\$110,000 per year)

Innovation and Charter Schools Division

These positions have been established to provide support and act as a resource to District schools that are transitioning to a Pilot School Model. Jobs offer 24 paid vacation days and 12 paid holidays. For information, assistance and application procedures call **Jose Siu** at 213.241.5543 or e-mail jose.siu@lausd.net. **Positions are open until filled.**

CERTIFICATED POSITIONS

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.

Position	Location	Deadline	Contact
Principal, EEC	Noble EEC & Lemay EEC	08/18/10	818.654.3600
Principal, Secondary	Markham MS	Until filled	employment@partnershipla.org
Instructional Specialist	99 th Street School	Until filled	employment@partnershipla.org
Instructional Specialist	Santee Education Complex	Until filled	employment@partnershipla.org

<ul style="list-style-type: none"> SPECIALIST, PSYCHOLOGICAL SERVICES, MST 37 (Temp. Adv.), B Basis Division of Special Ed., Central Office – Behavior Support Office For information and application procedures contact Nancy Franklin, Director, LRE, at 213.241.6701. 	<p>5:00 p.m. Thur., Aug. 19, 2010</p>
<ul style="list-style-type: none"> SPECIALIST, MODERATE TO SEVERE DISABILITIES, MST 38 (Temp. Adv.), B Basis, Division of Special Ed. For information and application procedures contact Gloria Lopez, SELPA Director, at 213.241.8169. 	<p>Tues., Aug. 24, 2010</p>
<ul style="list-style-type: none"> ACADEMIC INTERVENTION ADMINISTRATOR, MST 43 (Temp. Adv.), A Basis, Beyond the Bell Branch For information and application procedures contact Alvaro Cortés at 213.241.7900. 	<p>5:00 p.m. Thur., Aug. 26, 2010</p>
<ul style="list-style-type: none"> ADMINISTRATOR, INSTRUCTIONAL AND OPERATIONAL OVERSIGHT, MST 45, B Basis, Charter Schools Division For information and application procedures contact Aaron Eairleywine, Central Business Advisor, at 213.241.5516. 	<p>UNTIL FILLED</p>
<ul style="list-style-type: none"> COORDINATOR, Local District Pre-K–12 SCHOOL COUNSELING, MST 41 (Temp. Adv.), E Basis, Office of Curriculum, Instruction, and School Support Openings are in Local Districts 1, 6 and 7 only. For information and application procedures contact Graciela Gonzalez at 213.241.5333 or graciela.gonzalez@lausd.net. 	<p>5:00 p.m. Fri., Aug. 20, 2010</p>