

## UPDATE

Week of September 27, 2010

### LETTER TO THE EDITOR OF THE *L. A. TIMES*

*Last Saturday, Steve Lopez's L.A. Times column featured a conversation with A. J. Duffy. Describing his relationship with Duffy as "a love-hate relationship," Lopez met with him ". . . to discuss his cranky reaction to the Times series on teacher evaluations." Following is a letter to the editor written by AALA President, Dr. Judith Perez, in response to some of Lopez's comments in his column. Note that letters to the editor are limited by the Times to 150 words, hence the brevity and focus.*

**Steve Lopez** comments in his interview with UTLA President Duffy (9/18/10), ". . .The current system, in which an administrator floats into a class briefly and rates a teacher satisfactory or unsatisfactory, is pretty useless." Such gratuitous swipes at administrators, based at best on anecdotal evidence, serve only to attack those responsible for improving schools, despite LAUSD's massive budget cuts. While administrators agree that the current teacher evaluation system needs improvement, let's get the facts right. The current system is based upon the respected *California Standards for the Teaching Profession*. Prescheduled observations are just one part of teacher evaluation, which also includes unscheduled classroom visits, individual conferences and growth plans. The final evaluation form provides for comments about a teacher's special skills, contributions to the school community, kudos for work done well and recommendations for improvement. Yes, let's improve the current evaluation system but stop misrepresenting how it currently works.

### LAUSD BUDGET TRANSPARENCY

The Board of Education on Tuesday, September 14, 2010, adopted its final budget for 2009-2010, nearly three months after the close of the school year. This is not a typo. A school district is required to turn in its actual revenue and expenditures to the Los Angeles County Office of Education at this time for the previous year. The 2010-2011 budget recommended to the Board by Chief Financial Officer (CFO) Megan Reilly and the Superintendent was rather prudent. However, AALA believes that the general budget forecast appears to be potentially more optimistic than their budget indicated.

On September 14, the CFO's report to the Board showed approximately a \$93.7 million carryover in monies available for 2010-2011. The public will not find this figure in the budget easily. By the time the Board met in open session that day, there were enough "what ifs" and worries to cause the carryover to be reduced to \$15 million. Those who listened carefully learned that the 2010-2011 school year is no longer a fiscal concern, but the 2011-2012 and 2012-2013 school years are "cliffs" that may prove hazardous for LAUSD schools. The District's estimated deficits for the 2011-2012 and 2012-2013 school years are \$280 million and \$600 million, respectively.

**LAUSD BUDGET TRANSPARENCY (Continued)**

What did we learn from the CFO's presentation on September 14? We learned that expenses are constant and growing, but there was no significant mention of what revenues are likely to be available to the District. In small print in the Board Informative there was a mention that the \$93.7 million carryover may be available. However, there was no discussion of the anticipated \$114 million from the Federal Jobs Bill. Even though Congress allocated the funds, the President signed the bill and the State legislature approved the monies, LAUSD did not include the \$114 million in the 2010-2011 budget because the check has not arrived yet. It should be noted that this funding is one time only. Prudent? Sure, however, if you don't think the money is coming, then prepare a fight and a lawsuit to get the monies owed to the District. One would think that President Obama wants those funds spent before the elections, not after!

Please remember that the State Legislature has yet to provide a budget for 2010-2011, even though we are currently in the third month of the fiscal year. Yes, to date, the money hasn't arrived in LAUSD, but all indicators point to billions more being allocated to school districts than the Governor's May Revise reflected. The State's anticipated allocation could mean an additional \$125 million for LAUSD. Why was this information not shared on September 14?

Let's do the math: Add \$125 million from the State, \$114 million from the feds and the \$93 million from LAUSD's carryover, and you end up with \$332 million dollars—nearly enough to have balanced budgets in 2010-2011 and 2011-2012 without any more District cuts such as class size increases, shorter school years and total demoralization of those charged with the instruction and supervision of students. Clearly then, 2012-2013 may stop all of us in our tracks. Should our District plan for three years from now as AB 1200 requires, or do as Superintendent Cortines so bravely did this year and submit a budget for two years and tell the State to fix its budget, its revenues and expenses rather than traumatize local school districts, their students, parents and employees?

The Board of Education and the public must have full disclosure of all available revenue well before any further budget decisions are made. Otherwise, there is no transparency, and we are all operating in the dark.

**CONGRATULATIONS, AALA SLOGAN CONTEST WINNERS!**

AALA's slogan contest has two winners: **Cheryl Gonzales**, (Active Member, Huntington Park HS) and **Perlisa Dorn** (Alumni Member). Both members submitted entries that resulted in the selected slogan, *Exemplary Leadership*. Cheryl and Perlisa will be recognized at the Fall Reception on September 29 and presented with their "goodie" bags. In addition, they will be invited guests at the AALA Scholarship/Community Awards Banquet on May 25, 2011, at the Millennium Biltmore Hotel.

Thank you to all members who submitted entries in the contest. We received well over 200, and as you can see, it took us some time to make the selection. Thank you for your patience with this process. Plan to come to the reception on September 29 and help us launch our slogan, *Exemplary Leadership*.

## WHY CIVIL RIGHTS GROUPS OPPOSE THE OBAMA EDUCATION AGENDA

By [Diane Ravitch](#), *Education Week*, September 14, 2010

In late July, the nation's leading [civil rights organizations issued a withering critique](#) of the Obama administration's education policies. Did you see it? It would be understandable if most people never even heard about it because of the circumstances under which it was released. The statement was issued by the NAACP, the Lawyers' Committee for Civil Rights Under Law, the National Urban League, the Rainbow PUSH Coalition, the National Coalition for Educating Black Children, the NAACP Legal Defense and Educational Fund, and the Schott Foundation for Public Education. The press briefing was canceled at the last minute, when the leaders were invited to meet with Secretary **Arne Duncan** at the very hour they had scheduled their press briefing.

The statement—titled "Framework for Providing All Students an Opportunity to Learn"—got little media coverage, but its detractors got plenty. Columnist **Ruth Marcus** in *The Washington Post* [castigated the civil rights groups](#) for daring to challenge President Obama, as did an editorial in *The Wall Street Journal* titled "[Civil rights groups choose the teachers unions over black kids.](#)" (*Subscription required for full text.*) A hedge-fund manager associated with the pro-charter group "Democrats for Education Reform" called the civil rights leaders "[gutless weasels](#)" and accused them of putting the interests of the teachers' unions over the future of minority children.

The only thoughtful reprise of the 17-page document was in **Valerie Strauss's** blog in *The Washington Post*, *The Answer Sheet*, where she explained its main points ("[Civil Rights Groups Skewer Obama Education Policy](#)"). Strauss, who is now our nation's most indispensable education journalist, summarized the report in these words: "Dear President Obama, you say you believe in an equal education for all students, but you are embarking on education policies that will never achieve that goal and that can do harm to America's school children, especially its neediest. Stop before it is too late."

I hope that our readers will forget the invective directed against the authors of this report. Read it. It contains wisdom and good sense, both as a warning about the errors of current and proposed policies and as a roadmap for reauthorization of the Elementary and Secondary Education Act.

The report criticizes the Obama administration's embrace of competition for federal funding, as in *Race to the Top*, as well as its intention to make future funding for Title I competitive. The civil rights groups point out that competition cannot provide equal opportunity and that millions of minority children will see no benefit from federal funding if they happen to be in states or districts that lose the competition. The principle of our education system, toward which we fitfully strive, is equality of educational opportunity, not winner take all and the devil take the hindmost.

Instead of fostering competition for federal funding, which was never the intent of the Elementary and Secondary Education Act, the report recommends federal "common resource opportunity standards" that would enhance and support common outcome standards. Specifically, the groups want the federal government to require states to make progress towards resource equity and "to ensure, at a minimum, that all students have access to early-childhood education, highly effective teachers, college-ready preparatory curricula, and equitable instructional resources."

Secretary Arne Duncan often says that "education is a civil right," but if that is the case, then states and districts should not have to compete for federal funding to guarantee the civil rights of their students. Logic suggests that the neediest students should have the greatest claim on federal funding. But, as we saw in *Race to the Top*, the children in 39 states saw no benefit at all from billions in federal education spending. Poor and minority children in states such as Mississippi, Alabama, California, Texas, Louisiana, and Illinois were left out. If the money were truly intended to strengthen education as a civil right, then it should have gone to those who needed it most, not to those who wrote the best proposal or had the best consultants.

## WHY CIVIL RIGHTS GROUPS OPPOSE THE OBAMA EDUCATION AGENDA (Continued)

"The civil right to a high-quality education," say the civil rights groups, "is connected to individuals, not the states, and federal policy should be framed accordingly." By delivering extra funding to states that compete and win, they warn, "the majority of low-income and minority students will be left behind."

Nor were the civil rights groups complimentary about other components of the Obama education agenda. They complained that: "For far too long, communities of color have been testing grounds for unproven methods of educational change while all levels of government have resisted the tough decisions required to expand access to effective educational methods." Instead of providing high-quality, early-childhood education and supporting policies that would provide "a stable supply of experienced, highly effective teachers," current reforms are "stop-gap" measures that rely on "quick fixes" and "offer no real long-term strategy for effective systemic change." The absence of these strategies in affluent communities indicates "the marginal nature of this approach."

These "quick-fix" strategies include closing schools, which is a central feature of the Obama-Duncan education agenda. Although, as the report says, this strategy has little or no evidence to support it, it will be inflicted primarily on low-income and minority communities. School closings have "increased disruption but have not improved achievement for the students in these communities. And in some communities, the new schools created do not admit or retain the most educationally needy students." Schools in poor communities should be closed only as a last resort, and only after intensive efforts to help the school improve, and only after close collaboration with parents, the community, and teachers, and only after development of a clear plan to relocate the students to better schools.

The report also takes issue with the Obama administration's reliance on charter schools: "...we are concerned about the overrepresentation of charter schools in low-income and predominantly minority communities. There is no evidence that charter operators are systematically more effective in creating higher student outcomes nationwide...while some charter schools can and do work for some students, they are not a universal solution for systemic change for all students, especially those with the highest needs."

Nor do the civil rights groups support the idea of using test scores as a "sole or primary measure of teacher effectiveness." They believe that schools in low-income and minority communities need a stable and effective staff that is committed to schools over the long haul, and they propose that "any measure of teacher effectiveness must account for the degree of difficulty of the teaching environment so that high-quality teachers will not be deterred from working in high-need schools."

It is a strong statement, and it deserves a close reading. If you believe that education is a civil right, or that education is of paramount importance to the future of our nation, or that every child should have access to a high-quality education, it is hard to conclude that the Obama administration's education policies are wise, practical, or likely to succeed.

A few weeks after I read the civil rights document, I came across a [table showing inequities](#) in funding within states and among states. Take a look. Wealthy communities typically spend two to three times as much to educate their children as districts with poor and minority students. The civil rights groups want to change the status quo. The Wall Street titans who are now promoting privatization, competition, tough accountability, and merit pay don't think this is a topic that bears discussing. They like to talk about how education (if run like a business by a leader who has a chain saw, a bat, or a broom, and who ignores the views of parents and teachers) will close the achievement gap, but they never talk about closing the resource gap.

If the Obama administration won't listen to the groups who are most assertive in defending America's neediest children, if they listen instead to hedge-fund managers and venture philanthropists, what hope is there for a more thoughtful approach to federal policy?

**CONGRATULATIONS, RANDY DELLING!**

**Dr. Randall Delling**, Principal of North Hollywood High School and active member of AALA's Representative Assembly, has received the well-deserved honor of being named ACSA's Secondary Principal of the Year. Randy has served as an educator in LAUSD since 1986 and has been Principal of North Hollywood High since 2002. Under his leadership, the school's API soared from 566 to 722. *Newsweek* magazine has identified North Hollywood as a high-performing public high school. Randy will be honored at the ACSA Leadership Summit on November 4-6 in San Diego, along with other administrator of the year award recipients. AALA salutes Randy Delling!

**REMINDER...**  
**ANNUAL AALA RECEPTION**  
**Honoring AALA Members**

**ALL ACTIVE and ALUMNI MEMBERS, FRIENDS,  
SUPERINTENDENT and BOARD MEMBERS ARE INVITED**

**WEDNESDAY, SEPTEMBER 29, 2010**  
**4:30 - 7:00 p.m.**

**THE CENTER AT CATHEDRAL PLAZA**  
**555 W. TEMPLE STREET, LOS ANGELES**

**PLEASE RSVP TO: AALA, 1910 Sunset Blvd., Suite 850, Los Angeles, CA 90026**  
**Phone: 213.484.2226 - Fax: 213.484.0201 – E-mail: [rsvp@aala.us](mailto:rsvp@aala.us)**

**VALIDATED PARKING IN THE CATHEDRAL PARKING STRUCTURE**

**NEW ADMINISTRATOR PROGRAM (NAP)**

**New Assistant Principal ... Need Help? -- Experienced AP... Looking to Promote?** The Leadership Academy is pleased to announce the 2010-2011 New Administrator Program (NAP). The program provides ten professional development sessions for Assistant Principals on urgent issues encountered by school-site administrators. NAP also offers Career Development Meetings for experienced Assistant Principals seeking to promote. These meetings are focused on preparing a professional portfolio based on the LAUSD leadership dimensions. Participants will have time to meet and receive assistance from Mentor Principals. Please refer to LAUSD Memorandum 5217.0 "Application for the Fall 2010 New Administrator Program" for more information and to enroll in the New Administrator Program (the deadline has been extended until the class is filled). For further information, please contact **Christian Mendez** at 213.241.6608 or at [christian.mendez@lausd.net](mailto:christian.mendez@lausd.net).

## **NOTICE: AALA's Long Term Disability Income Protection Plan Discontinued**

Due to the fact that too few members benefited from the plan over the past five years, AALA's Long Term Disability Income Protection Plan through Unum has been dropped effective October 1, 2010.

**REMINDER: The LAUSD-AALA Professional Development Committee Survey will be online only through Wednesday, September 29, 2010. Please complete the survey now so your voice will be heard. Click on the link below to begin the survey:**

[https://cogix.lausd.net/ViewsFlash/servlet/viewsflash?cmd=page&pollid=CAO!Admin\\_PD\\_Survey](https://cogix.lausd.net/ViewsFlash/servlet/viewsflash?cmd=page&pollid=CAO!Admin_PD_Survey)

## **EARN YOUR DOCTORATE IN 3 YEARS!**

**Join USC's Fall 2011 Ed.D. Cohort and Become a Change Agent in Urban Education.** USC's 3-year program equips practitioner-scholars with the skills needed to connect research with practice, lead high-performing organizations, and help all students learn. The program is for working professionals who want to be leaders in education and offers concentrations in K-12 Leadership in Urban School Settings, Educational Psychology, Teacher Education in Multicultural Societies (TEMS), and Higher Education Administration.

**For an overview of the Ed.D. program,** attend an **Ed.D. Information Session:** Wednesday, October 6, 4:30-6:00 p.m. at USC Orange County Center, Irvine; Wednesday, October 20, 4:30-6:00 p.m. at Doubletree Torrance/South Bay; Monday, October 25, 6:00-7:30 p.m. at USC University Club; Wednesday, November 10, 4:30-6:00 p.m. at Pacific Palms Resort, City of Industry; Tuesday, November 30, 12:00-1:30 p.m. for an Online Session; and Tuesday, January 11, 4:00-5:30 p.m. for an Online Session. Experience a mock class, hear from faculty, students, and alumni panelists and view an in-depth presentation at Ed.D. Prospective Student Day, Saturday, November 20, 9:00 a.m.-1:00 p.m. at the Radisson Los Angeles Midtown at USC. To RSVP for an event, visit their Upcoming Events website and click on the event date: <http://rossier.usc.edu/admission/events.html>. Questions? Contact **Carolyn Stirling**, Associate Director, Recruiting and Admissions, USC Rossier School of Education, at [soeinfo@usc.edu](mailto:soeinfo@usc.edu), or 213-740-0224, or visit their website at <http://rossier.usc.edu>.

## **TIER II IN BRAZIL or THAILAND FOR SCHOOL LEADERS**

### **NOW ACCEPTING APPLICATIONS!**

Join a select group of school administrators for this well-respected program! The program, designed in collaboration with the University of California, Irvine, is now in its eighth year and will support completion of ALL Tier II requirements. You may visit the program website at <http://leadership-innovation.org>.

Rio de Janeiro, Brazil: **April 13-20 or April 16-23, 2011**

Chiang Mai, Thailand: **July 18-27, 2011**

**Cost: \$3,500 (includes international program, Tier II tuition, flight & hotel - approx.)**

Brazil: <http://leadership-innovation.org/ataglancebr10.html>

Thailand: <http://leadership-innovation.org/ataglanceth10.html>

For more information contact Dr. **Linda Orozco** at <http://leadership-innovation.org> or call 562.368.4844 or e-mail [Lorozco14@yahoo.com](mailto:Lorozco14@yahoo.com).

## **Error Correction, Retiree Dependents**

In last week's *AALA Update*, the article on the 2011 benefits package incorrectly stated that **retirees** with dependent children ages 19 through 26 must verify student status to be eligible for health benefits. **The correct age limit is age 19 through age 25.** The District has notified **retirees** with dependents age 19 through age 25, requiring verification of student status by the end of September.

## **IN MEMORIAM**

**DR. EDMUND B. "ED" ADAMS** – Former Administrative Coordinator, Staff Development Branch, and former Elementary Principal. He passed away on September 13, 2010.

**HERBERT LEONG** – Former Principal of Glassell Park School, former Assistant Principal of Plascencia and Hoover Street schools. He retired on June 30, 1989, and passed away on August 20, 2010.

## **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.

### **CLASSIFIED POSITIONS AVAILABLE**

#### ***PROJECT MANAGER, TRANSPARENT BUDGETING***

This position is part of a technical assistance team that supports the LAUSD Transparent Budgeting Team responsible for implementing a need-based, per pupil resource allocation system. This full-time position has a salary of \$75,000-\$85,000 commensurate with experience. To apply, send a cover letter and résumé to **Steve Jubb**, c/o **Allison Carter** at [acarter@pivotlearningpartners.org](mailto:acarter@pivotlearningpartners.org).

#### ***SENIOR POLICY ANALYST, MAYOR'S OFFICE OF EDUCATION***

The Senior Policy Analyst will work with the Deputy Mayor of Education to carry out the Mayor's education policy agenda. Compensation will be negotiated within established annual salary range commensurate with demonstrated skills and work experience. Interested individuals should send a letter of interest and résumé to **Alysha-Stein Manes** at [alysha.stein-manes@lacity.org](mailto:alysha.stein-manes@lacity.org).

#### ***EDUCATION POLICY DIRECTOR***

The Education Policy Director will work with the Deputy Mayor of Education to carry out the Mayor's education policy agenda. Compensation will be negotiated within established annual salary range commensurate with demonstrated skills and work experience. Interested individuals should send a letter of interest and résumé to **Alysha-Stein Manes** at [alysha.stein-manes@lacity.org](mailto:alysha.stein-manes@lacity.org).

#### ***PROGRAM AND POLICY DEVELOPMENT ADVISOR***

The Los Angeles Unified School District (LAUSD) is seeking a highly qualified and motivated individual with extensive knowledge and considerable experience managing the entire life cycle of large-scale school reform initiatives. The individual chosen to fill this position will be part of the innovative team that will be setting strategic vision for the District's future. For information about this opportunity go to:

<http://lausdjobs.lausd.k12.ca.us/appv1/main> or [http://lausdjobs.lausd.k12.ca.us/appv1/main/pdf/ppda\\_monique.pdf](http://lausdjobs.lausd.k12.ca.us/appv1/main/pdf/ppda_monique.pdf).

**POSITIONS AVAILABLE (Continued)**

**CERTIFICATED POSITIONS AVAILABLE**

***ASSISTANT PRINCIPAL, SECONDARY COUNSELING SERVICES (SCS)***

**Nightingale Middle School (5) MST 39**, 3311 North Figueroa Street, Los Angeles, CA 90065  
 Nightingale is a B Basis school. For information and application procedures contact **Raul E. Correa**, Principal Leader, at 323.224.3100. **Filing deadline is Friday, October 8, 2010.**

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
<b>Prin., Secondary</b>	New Technology HS <b>DEADLINE EXTENDED</b>	<b>10/01/10</b>	323.224.3190
<b>Instr. Specialist</b>	Markham Middle School	09/30/10 or Until filled	<a href="mailto:employment@partnershipla.org">employment@partnershipla.org</a>
<b>Operations Director</b>	Roosevelt High School	Until filled	<a href="mailto:employment@partnershipla.org">employment@partnershipla.org</a>
<b>Instr. Specialist</b>	99 <sup>th</sup> Street School	Until filled	<a href="mailto:employment@partnershipla.org">employment@partnershipla.org</a>
<b>Instr. Specialist</b>	Griffith-Joyner School	Until filled	<a href="mailto:employment@partnershipla.org">employment@partnershipla.org</a>

<ul style="list-style-type: none"> <li>▪ <b>ADMINISTRATOR, INSTRUCTIONAL AND OPERATIONAL OVERSIGHT, MST 45, B Basis, Charter Schools Division</b>                      For information and application procedures contact <b>Aaron Eairleywine</b>, Central Business Advisor, at 213.241.5516.</li> </ul>	<p>UNTIL FILLED</p>
<ul style="list-style-type: none"> <li>▪ <b>SPECIALIST, MODERATE TO SEVERE DISABILITIES, MST 38 (Temp. Adv.), B Basis, Division of Special Education</b>                      For information and application procedures contact <b>Geri Fuchigami</b>, Coordinator, Transition and Behavior, at 213.241.8165.</li> </ul>	<p>Thur., Oct 7, 2010</p>
<ul style="list-style-type: none"> <li>▪ <b>SPECIALIST, ARRA and THE ASSISTIVE TECHNOLOGY, PHYSICAL THERAPY and OCCUPATIONAL THERAPY PROGRAMS, MST 38 (Temp. Adv.), B Basis, Division of Special Education</b>                      For information and application procedures contact <b>Lisa Jordan</b>, Administrator Coordinator, Related Services Department, at 213.241.6200.</li> </ul>	<p>12:00 p.m. Thur., Sept. 30, 2010</p>