

UPDATE

Week of November 15, 2010

THE QUALITY EDUCATION INVESTMENT ACT (QEIA)

The Quality Education Investment Act (QEIA) is perhaps California's greatest investment in public schools since class size reduction K-3 in 1996 or even Title I in 1965. QEIA was authored in 2006 by Tom Torlakson, our newly elected State Superintendent of Public Instruction, to settle a lawsuit the California Teachers Association (CTA) brought against Governor Schwarzenegger for suspending Proposition 98 and cutting \$3 billion from public education the previous year.

The settlement provided \$3 billion over seven years for API 1 and 2 schools to improve instruction and student services. Provisions of QEIA include reduced class size, improved counselor to student ratios, a higher proportion of experienced teachers, in-depth professional development, District flexibility to support innovation and a career education program incorporating vocational training.

LAUSD currently has approximately 100 schools, mostly secondary, receiving a total of \$130 million in QEIA funds. Each identified high school receives \$1,000 per student per year. Schools with Grades 4-8 receive \$900, while schools with Grades K-3 receive \$500 per student per year, respectively. Some QEIA high schools have received up to \$4 million.

Schools receiving QEIA funding are accountable fiscally and instructionally. Ongoing monitoring and support are provided by the Superintendent of Public Instruction, the California Department of Education, County Offices of Education, local school districts and the schools themselves. **By the end of the first three years of the program, funded schools must exceed their API growth targets. Schools that do not meet these targets by this school year are at risk of losing their QEIA funding. In LAUSD that could be up to 20 schools.**

Obviously, in a time of fiscal crisis in our State and District, QEIA schools depend upon these substantial revenues to improve students' educational outcomes. Loss of the funds will cause a dramatic increase in class size, a disastrous reduction in the number of counselors and major cuts in professional development opportunities. In fact, more money and the potential for educational improvement are at stake through QEIA than most line items in LAUSD's educational budget. AALA wishes to thank the Office of Federal and State Programs for its continued assistance with and support for QEIA schools.

However, for the reasons cited above and the time pressure these schools are facing, AALA urges the Superintendent, Board and senior staff members to be proactive and give QEIA schools immediate support. **First, we ask District leaders to keep QEIA schools out of Public School Choice. School teams need to focus all their attention on meeting their accountabilities within QEIA's mandated timeline. Second, we ask that the District maintain QEIA's required class size of 20-to-1 in affected elementary schools, as opposed to the District's decision to increase class size to 24-to-1.**

THE QUALITY EDUCATION INVESTMENT ACT (QEIA) (Continued)

Third, we urge the District to restore plant managers to QEIA elementary schools so they may be in compliance with the Williams Consent Decree, a QEIA requirement. Finally, we suggest District leaders meet immediately with Tom Torlakson to enlist his support to maintain the State's commitment to QEIA schools.

If LAUSD neglects to assist QEIA schools right away, the magnitude of the harm done could be devastating for individual schools and the District as a whole. District leaders need to focus their support on students in classrooms, not politics in the Board room.

LESS DISTRICT SUPPORT COUPLED WITH MORE TASKS

The lead article in the AALA *Update* of the week of October 25, 2010, enumerated a listing of some of the tasks that are mandated for principals and their administrative team (realizing that some schools have only a principal). Following the publication of the article in *Update*, several principals shared with AALA additional District mandated tasks. The list follows:

- Online *Workplace Harassment* training
- Online *Child Abuse* training
- Online *ProCharge System* training
- Leadership Development Modules* (new this year—six 2-hour sessions, off-site)
- Administrator's Certification Form* (for all mandated bulletins, memoranda and reference guides reviewed with staff)
- Monthly *Water Fountain Flushing Logs*
- Safe Schools Plans, Volumes I, II & III*
- Injury and Illness Prevention Plan*
- Program Improvement Status Notification to Parents* (Federal—sent twice as per District mandate)
- Romero Open Enrollment Notification to Parents* (State)
- Williams/Valenzuela Textbook* paperwork and visit
- Williams/Valenzuela Science Materials* paperwork
- Williams/Valenzuela Facilities* paperwork and visit
- Youth Risk Behavior Survey*
- School Occupancy & Transition Unit (SOTU) Performance Audit*
- Schoolwide Plan for Student Achievement*
- Roadshow* forms (rooms, staffing, enrollment, etc.) completion and meeting (off-site)
- Payroll Certification
- Procurement Card Approvals
- IFS Scheduling & Approvals for purchases
- Online *Performance Evaluation System* (plus IPS and IP Conferences)
- Mandated meeting with nurse
- Mandated meeting with fiscal specialist
- Mandated testing (so far this year, *PSAT, CAHSEE, Diagnostic CAHSEE, Periodic Assessments*)
- Fall Survey, Norm Day* paperwork

LESS DISTRICT SUPPORT COUPLED WITH MORE TASKS (Continued)

AALA President **Dr. Judith Perez** and AALA Administrator **Dan Isaacs** have requested that one or more designees by the Superintendent be given the responsibility to approve memos and requests sent to principals. To date, the Superintendent has not responded positively to this request. AALA members continue to wait for the District to eliminate some tasks and design an approval system to shield principals from receiving unnecessary memos and requests for information.

Senior staff continues to let contracts and add staff to support their value-added quest, while schools remain underfunded and burdened with additional responsibilities. Research reflects, organization's priorities are determined by where their resources are allocated!

TRANSFORMATIONAL LEADERSHIP PROGRAM WAITING LIST

ACSA Region XVI and AALA are proud to announce that the Transformational Leadership: Creating Academic Optimism series has filled. We have over 50 participants who have registered for the series and are considering opening another cohort. The series is designed for experienced principals who are working to change the culture of their schools. At the end of the two-year program, participants may also receive an Advanced Leadership Certificate from the Association of California School Administrators. If you are interested in being placed on a waiting list for cohort 2, please e-mail **Dr. Angel J. Barrett**, President, ACSA Region XVI, at abarr5@lausd.net.

ACSA REGION XVI AWARDS INFORMATION

Each year, ACSA Region XVI recognizes outstanding administrators. The deadline for this year's nominees is November 30. Please click on the link below to see the attached nomination form and categories.

<http://www.aalausd.com/documents/ACSA%20%20Annual%20Award%20Categories%20NominationForm.doc>

NOTE:

The AALA OFFICE WILL BE CLOSED NOVEMBER 22 – 26, 2010, due to the furlough days and Thanksgiving holidays. *Update* will not be published that week. The next *Update* will be dated December 6, 2010. To view LAUSD positions available and the respective flyers, please go to the AALA Website – www.aalausd.com.

Elementary school administrators: AALA is collecting information about the loss of safety and security due to the elimination of plant managers during the day at many sites. Please forward such examples to cvacca@aala.us so we may share them with the Superintendent.

RESTORING OUR SCHOOLS

Linda Darling-Hammond, June 14, 2010, *The Nation*

EXCERPTS - For the full article, copy this website into your browser.

<http://www.thenation.com/article/restoring-our-schools>

In 1989, **President George H. W. Bush** and the nation's governors convened to establish a set of six national education goals to be accomplished by the year 2000. Among these were to ensure that all students enter school healthy and ready to learn, that at least 90 percent of students graduate from high school, that all students are competent in the academic disciplines and that the United States ranks "first in the world in mathematics and science achievement." In 2010, none of these goals have been accomplished, and we are further away from achieving most of them than we were two decades ago. Far from being first in the world in math and science, the United States ranked thirty-fifth out of the top forty countries in math—right between Azerbaijan and Croatia—when the most recent Programme in International Student Assessment tests were given in 2006. Since the 1980s, national investments have tipped heavily toward incarceration rather than education. States that would not spend \$10,000 a year to ensure adequate education for children of color in under-resourced schools later spend more than \$30,000 a year to keep them in jail. As the number of prisoners has quadrupled since 1980, state budgets for corrections have grown by more than 900 percent, three times faster than funds for education.

A Glimpse of What High-Achieving Nations Are Doing

Other nations have been transforming their school systems to meet the new demands of today's world. They are expanding educational access to more and more of their people, and they are revising curriculums, instruction and assessments to support the more complex knowledge and skills needed in the twenty-first century. Starting in the 1980s, for example, Finland dismantled the rigid tracking system that had allocated differential access to knowledge to its young people and eliminated the state-mandated testing system that was used for this purpose, replacing them with highly trained teachers educated in newly overhauled schools of education, along with curriculums and assessments focused on problem-solving, creativity and independent learning. In the space of one generation, South Korea has transformed itself from a nation that educated less than a quarter of its citizens through high school to one that graduates more than 95 percent from high school and ranks third in college-educated adults, with most young people now completing postsecondary education.

Learning From the Past

When the school lacks the rudiments needed to focus on the quality of learning and teaching or the development of higher-order thinking, it is impossible even to begin to talk about developing the deep knowledge and complex skills required of young people in today's and tomorrow's society. These declines are not inevitable. We have made strong headway on educational achievement in the past and can do so again. It is easy to forget that during the years following *Brown v. Board of Education*, when desegregation and school finance reform efforts were launched, and when the Great Society's War on Poverty increased investments in poor communities, substantial gains were made in equalizing educational inputs and outcomes.

What's to Be Done?

To meet twenty-first-century demands, the United States needs to move beyond a collection of disparate and shifting reform initiatives to a thoughtful, well-organized and well-supported set of policies that will enable young people to thrive in the new world they are entering. We must also finally make good on the American promise to make education available to all on equal terms, so that every member of this society can realize a productive life and contribute to the greater welfare.

PROPOSED EARLY START CALENDAR - 2011-2012

Los Angeles Unified School District is proposing a Districtwide Early Start Instructional Calendar for all single-track elementary, middle and senior high schools. The proposed calendar would allow the school year to start on August 15, 2011, and end on June 1, 2012, for students and offers the following instructional benefits:

- More instructional days are provided before standardized tests are given in the spring,
- High school students finish their first semester final exams before the winter break,
- The school year ends earlier in June, allowing students to participate in summer activities and courses.

The draft 2011-2012 instructional calendars are posted on the LAUSD website. Please follow the steps below to view the drafts. <http://www.lausd.net> News and Events Section on the home page OR: <http://www.LAUSD.net> and click on the *About LAUSD* tab found on the top of the home page. Click on the *District Information* link, scroll down to *Facts and Resources* and click on the *District Calendars* link.

If you have questions or comments e-mail Zsuzsanna.Vincze@lausd.net no later than December 10, 2010.

IN MEMORIAM

DR. FRANK SNYDER – Former Assistant Superintendent, Personnel Division, Principal of San Fernando and Jefferson high schools, Assistant Principal of Wilson High School. He retired on June 30, 1972, and passed away on October 31, 2010. Donations in his name may be made to VITAS Hospice Charitable Fund, 1343 N. Grand Ave., Suite 100, Covina, CA 91724, attention **Becky Lopez**.

JEANNETTE SCHENK PAULSON – Former Principal of Sixth-first Street and Westport Heights schools. She retired on June 28, 1985, and passed away on October 8, 2010.

MARY LOU MALOY – Former Principal of Sunland and Oxnard Street schools. She retired on June 25, 1987, and passed away on October 17, 2010.

CHARLES HEALY – Former Assistant Principal, SCS, at Monroe, Kennedy, Gardena and Westchester high schools, Webster Middle School and Cooper Community Day School. Retired on February 19, 1993, and passed away on November 6, 2010. Services will be held on Saturday, November 13, 2010, at 2:00 p.m. at St. Lawrence Martyr Catholic Church, 1900 S. Prospect Ave., Torrance. 90277 (310.540.0329).

CSUN TIER II PROGRAM

California State University, Northridge, has space in its one semester, 12-unit Tier II program. It is open to current administrators working to clear their Administrative Credential, and administrators who have been displaced from their administrative positions but plan on returning to administrative positions when available.

While the displaced administrators are waiting for reassignment to administrative positions, 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 on-line. The five class sessions will be held at Helen Bernstein High School. They will run from 4:20 to 8:30 p.m. on January 31, February 14, March 14, April 11, and May 9, 2011.

For additional information, please contact the CSUN Educational Leadership & Policy Studies Office at 818.677.2591 or **Rick Castallo**, at richard.castallo@csun.edu.

USC Ed.D. PROSPECTIVE STUDENT DAY

Please join the Rossier School of Education for a closer look at USC's 3-year Ed.D. program:

USC Ed.D. Prospective Student Day
Saturday, November 20, 2010
9:00 a.m.-1:00 p.m.

The meeting will be held at the Radisson Hotel, 3540 S. Figueroa Street, Los Angeles (across from the USC campus). Park in Structure 2 (\$8) located behind the Radisson.

- Hear details about the program's structure, the application process, and ways to finance your education.
- Experience a simulated class session taught by **Dr. Rudy Crew**.
- Listen to a panel of faculty members representing each of the four program concentrations.
- Talk to current students and alumni for a first-hand account of the USC Ed.D. experience.

A light continental breakfast will be available during check-in from 8:30-9:00 a.m., and lunch will be served.

Don't miss out on this special opportunity to meet Ed.D. faculty, students, and alumni and learn how you can become a change agent in urban education. For more information e-mail **Carolyn Stirling** at stirling@usc.edu.

SAVE THE DATE

THURSDAY, DECEMBER 9, 2010 – The **ACSA-R Winter Luncheon** will be held at 11:30 a.m. at Taix Restaurant, 1911 Sunset Blvd., Los Angeles. The cost is \$20. For information contact **Mike Perez** at 213.484.2226 or mperez@aala.us. The flyer sent out has been corrected. Go to the following link for the corrected copy:
<http://www.aalausd.com/Documents/ACSAR%20Region%20XVI%20Winter%20Luncheon%20Flyer.pdf>

YOU CAN AVOID BECOMING A FRAUD VICTIM

WARNING SIGNS

- Sounds too good to be true.
- Pressures you to act "right away."
- Guarantees success.
- Promises unusually high returns.
- Requires an upfront investment— even for a "free" prize.
- Buyers want to overpay you for an item and have you send them the difference.
- Doesn't have the look of a real business.
- Something just doesn't feel right.

FRAUD FACTS

- Your bank will never e-mail or call you for your account number.
- Don't wire money to people you don't know.
- Be cautious of work-at-home job offers.
- Check out the company with the Better Business Bureau.
- There are no legitimate jobs that involve reshipping items or financial instruments from your home.
- Foreign lotteries are illegal in the U. S. You can't win no matter what they say.
- Check your monthly bank statements for charges you don't recognize.
- Order a copy of your credit report from each of the three national credit bureaus once a year from:
www.annualcreditreport.com.

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

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.

POSITIONS AVAILABLE (Continued)

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.

CERTIFICATED POSITIONS AVAILABLE

PRINCIPAL, ELEMENTARY

Valley View ES (4) MST 40, 6921 Woodrow Wilson Drive, Los Angeles, CA 90068

Valley View is an E Basis school. For information and application procedures contact **Maureen Diekmann**, Principal Leader, at 213.241.0132. **Filing deadline is Monday, November 29, 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
Instr. Specialist	Markham MS	Until filled	employment@partnershipla.org
Instr. Specialist	Huerta ES	11/12/10	employment@partnershipla.org
Principal, Elementary	Hughes ES	11/12/10	323.278.3954
Instr. Specialist	West Adams Prep HS	11/12/10	213.745.4928, Ext. 5123

<ul style="list-style-type: none"> ▪ DIRECTOR, SCHOOL IMPROVEMENT GRANT TEAM, MST 45 (Temp. Adv.), E Basis, Office of the Superintendent For information and application procedures contact Dr. Sharon Robinson, Special Assistant to the Superintendent, at 213.241.7000 or sharon.robinson@lausd.net. 	<p>EXTENDED DEADLINE 5:00 p.m. Mon., Nov. 15, 2010</p>
<ul style="list-style-type: none"> ▪ PRINCIPAL LEAD, SCHOOL IMPROVEMENT GRANT TEAM, MST 45 (Temp. Adv.), B Basis, Office of the Superintendent For information and application procedures contact Dr. Sharon Robinson, Special Assistant to the Superintendent, at 213.241.7000 or sharon.robinson@lausd.net. 	<p>EXTENDED DEADLINE 5:00 p.m. Mon., Nov. 15, 2010</p>
<ul style="list-style-type: none"> ▪ COORDINATOR, STUDENT INTEGRATION, MST 42 (Temp. Adv.), E Basis, Student Integration Services For information and application procedures contact Estelle Lockett, Director, Student Integration Services, at 213.241.6532. 	<p>Tue., Nov. 16, 2010</p>
<ul style="list-style-type: none"> ▪ GRANT WRITER, PROGRAM/FISCAL ACCOUNTABILITY UNIT, MST 40 (Temp. Adv.), B Basis, Division of Special Education For information and application procedures contact Sharon Jarrett, Director, Program/Fiscal Accountability Unit, at 213.241.6701. 	<p>5:00 p.m. Fri., Nov. 19, 2010</p>