

UPDATE

Week of February 13, 2012

KEEP STUDENT OPTIONS OPEN

*The Superintendent and those who advise him are proposing a series of devastating cuts to the LAUSD budget for 2012-2013 as the result of the District's deficit. The Board will vote on the budget on February 14, 2012. AALA has repeatedly expressed our deep concerns regarding the potential elimination of Adult Education and Early Childhood Education Programs in the District. AALA wishes to thank **Odus Caldwell** for contributing to this article, which addresses the threat to the District's Options Program.*

In the early 1970s, the District took an innovative step and developed small, independent high schools to serve at-risk students who were struggling academically or socially for a variety of reasons. These continuation schools were the beginning of the Options Schools Program and served students in their own neighborhoods for both safety and access reasons. As time has passed, the wisdom of this policy has been dramatized by the issues facing many communities, including the proliferation of gang activity and the increase in violence. Students in LAUSD are often unable to travel safely from one neighborhood to another.

Today's Options Schools include continuation, opportunity, pregnant minor, community day, hospital and independent study schools. They are accredited and require the same credits for graduation as the traditional high school while providing the small, caring learning environment that encourages at-risk students to attend school daily and succeed. The personal relationships between staff members and students made possible by the small-school setting promote student confidence, encourage academic success and give the students necessary support. Options Schools graduate 1,800-2,000 students annually.

Typically, Options Schools serve teenagers who have been unsuccessful in the traditional high school and are usually behind in credits, which in most cases is a result of poor attendance. Poor attendance can be traced to such societal ills as drug abuse, peer pressure and family dysfunction. Many Options students have had to provide childcare for siblings, their own children or disabled family members. They have had to find jobs to help support their families and in many cases, are living independently. Others have serious health issues, while others have been involved in gangs, been expelled or have legal problems. In most cases they are capable learners who simply need an appropriate setting and support to succeed.

What do the numbers tell us? Currently, Options Schools serve 9,100 students at any given time. Due to the open entry/open exit policy, the actual number served throughout the year is significantly greater. In total, the annual enrollment is 80-100% higher than the 9,100 cited and has reached as high as 18,000.

In meeting its mission to educate all children, the District has a moral responsibility to provide an alternative setting for students whose needs cannot be met at the large, traditional, comprehensive high school. To date, it has done so, albeit with some budget reductions that have impacted services over the past two years. Should the District choose to erroneously eliminate a large number of Options Schools, what will happen to their students? Returning to their home school or even transferring to a traditional high school in another service area are not reasonable alternatives for most. More than likely, they will simply give up and drop out of school, thereby limiting their chances to become contributing members of society!

AALA believes that the Board and District leaders need to recognize that Options Schools are a vital part of the K-12 Program. Students in Options Schools belong to LAUSD and are worthy of the same equal support and consideration from the Board members as those students in "traditional schools."

WAKE UP!!!

AALA thanks *Wendy Peel* for contributing to this article.

As February 14 nears, AALA hopes LAUSD Board members are giving serious thought to the impact the possible closing of all early childhood programs will have on students and their families. We urge the Board to consider two important facts:

Fact #1: Study after study has shown that most children who have a quality preschool program experience read earlier, redesignate earlier, have a higher rate of high school graduation and grow up to become contributing citizens. Children in LAUSD who attend early childhood education programs attend kindergarten ready to learn and help close the achievement gap.

Fact #2: Early childhood programs in LAUSD provide over 15,000 low-income parents with subsidized child care services so that they can work or attend training such as that provided by adult schools. These parents cannot afford to send their children to private preschools, which can cost more than \$900 monthly. Without the services of LAUSD early childhood programs, many parents will have to choose between taking care of their young children or going to work and/or training. Because they are often single parents with little support, many will have to stay home and depend on public social services to feed their families.

These two facts alone paint a grim picture for the future of our children, their parents and our economy. Since working parents produce tax revenue for California, AALA believes that a Board vote to eliminate a resource that allows them to continue to generate income in this current struggling economy is imprudent, at best. It is contrary to LAUSD's emphasis on closing the achievement gap and will only increase the disparity between the socio-economic groups. Board members must take an in-depth look at the misfortune they will bestow on so many families, the cities served by LAUSD and the State of California if they vote to close early childhood programs.

**REDESIGNED COMPENSATION PLAN FOR
SCHOOL-BASED ADMINISTRATORS**

The District has been working to develop a redesigned school-based administrator classification/compensation plan to replace the suspended Ewing Study plan. The redesigned compensation plan is intended to:

1. Simplify and provide an objective and transparent base for school-based administrator compensation.
2. Maintain salary levels that are relatively competitive with those of surrounding districts.
3. Provide stability to principal and assistant principal salaries.
4. Mitigate salary decreases required by the previous Ewing study.

In the redesigned plan, base principal and assistant principal salaries would be determined by school type/level and student enrollment. A preliminary draft of the redesigned plan is being reviewed by the District and has been shared with AALA. When finalized and approved, the redesigned school-based administrator compensation plan will be in effect for the 2012-2013 school year.

The District is also considering strategies and options that may assist to recruit, retain and reward successful administrators. Additional information on the redesigned compensation plan will be available in March 2012.

HEALTH BENEFITS FAQ

Topic: You still have time to use your 2011 Flexible Spending Account

What is the “Use it or Lose it” rule for Flexible Spending Accounts (FSAs)?

The rule is that any money remaining in your FSA accounts after a 2½ month extension into the following calendar year will be forfeited.

What is the deadline for incurring claims in 2012 against my 2011 account?

The 2½ month extension for your 2011 FSA increases the coverage period from January 1, 2011, to March 15, 2012. This means you still have about a month left to use the remaining funds.

What are the eligible out-of-pocket costs that I can claim again the Health Care FSA?

These costs include deductibles, copayments or coinsurance, prescription drugs, orthodontia or other planned dental treatments, physical therapy, LASIK, prescription eyewear and contact lenses, smoking cessation programs, physician-prescribed programs (such as weight reduction), chiropractic treatment, acupuncture and durable medical equipment, not covered or only partially covered by your medical plan.

What kinds of expenses can't be covered?

Ineligible health care expense examples include nonprescription over-the-counter drugs (except for insulin), maternity clothes, fees or dues for exercise clubs or classes, premiums on health care plans and long-term care plans, products such as exercise equipment, whirlpools and saunas, charges for vitamins and cosmetic surgery, unless it is directly related to a mastectomy.

I have Dependent Care FSA and have money leftover. Besides paying for child care services, can I claim the same expenses as a Health Care FSA?

No, the guidelines are entirely different; Dependent Care FSA only covers expenses related to child or adult day care. Eligible expenses include services provided in your home, including Social Security taxes paid on behalf of your employee, child or adult day care services provided at someone else's home, expenses for a licensed day care center, a portion of wages for a housekeeper whose duties include caring for a qualified dependent and schooling costs for children not yet in kindergarten (if it cannot be separated from the cost of care).

What expenses for Dependent Care FSA can't be claimed?

Ineligible expense examples include babysitting charges for nonwork hours, charges paid to one of your dependent children under age 19, charges paid to someone who doesn't report income to the IRS, kindergarten or overnight camp and charges incurred if your spouse is not working, not going to school full time for at least five months or is not disabled.

Can I make claims for expenses incurred by all of my insured family members?

Yes, your Health Care FSA covers expenses incurred by you, your spouse and dependent children.

I had an FSA last year and have another for 2012. How will the District know to apply the claims I make to my 2011 FSA account?

When submitting your claim(s), make sure you indicate which claims incurred before March 15, 2012, should be applied to your unused contributions for the 2011 plan year.

For additional questions about your Health Care or Child Care FSA, contact Benefits Administration at 213.241.4262.

Legal Brief

BOOSTER CLUBS AND APPROVED PARENT GROUPS, PART 2

Booster clubs are separate legal entities. Prior to operation, and annually thereafter, a booster club should provide the principal with the following information:

- ✓ Articles of Incorporation filed with the state
- ✓ Proof of nonprofit status (e.g., 501(c) (3) status)
- ✓ Names and contact information for all board members
- ✓ Proof of insurance
- ✓ Fully executed license agreement (see Partnerships Office web page)
- ✓ Independent audit
- ✓ At any point, within a reasonable timeframe of the request, inspection of business records related to work with the school (could include accounting books, tax documents, etc.)

Best practices:

- ✓ Set up a regular schedule to review any independent audits or large revenue/expenditure items.
- ✓ Request a plan for the proposed activities for the school year so that you can plan ahead for any special events/leasing requirements.
- ✓ Go over the License Agreement with the officers, emphasizing the value and good will associated with the school's name and the need for the booster club to adhere to the District's and school's mission in any activities carried out with the school's name.
- ✓ See *Legal Brief*, week of February 6, 2012, regarding guidelines for PTAs and PTOs—booster clubs should follow similar guidelines, except that the principal should not be a member/officer of the booster club and membership is generally open to more individuals, depending on bylaws.

Hiring/Paying for Staff by Booster Clubs or Approved Parent Group

Enrichment staff positions at a school may be hired directly or funded through the District by a booster club or approved parent group (APG). However, any employee hired by the District must follow donation policies and all hiring procedures, including, for example, collective bargaining agreement provisions. Staff hired by a booster club or APG are not District employees so all insurance, benefits, and work-related costs are the responsibility of the booster club/APG. In addition, if these individuals are at the school during school-sponsored activities, they must meet all school visitor/volunteer requirements. Also, they may not displace District staff. For more information, contact Staff Relations.

RESOURCES (all available through www.lausd.net and Inside LAUSD):

- Board Rules 1255-1258 (fundraising), 1317.1-1317.8 (PTAs), 1721-1722 (donations), 2525-2561 (student body fundraisers)
- BUL 1633—Policies Governing School Fundraising Activities of PTA, Approved Parent Group/PTO, and Booster Clubs
- BUL C-66—Donations
- Publication 464, Student Body Policies and Accounting Procedures—Elementary (see pp. 47-50)
- Publication 465, Student Body Policies and Accounting Procedures—Secondary (see pp. 57-60)
- BUL 4591—Secondary Student Body Organizations Prohibited and Permitted Expenditures and BUL 4624—Elementary Student Body Organizations Prohibited and Permitted Expenditures
- Documents on the Partnerships webpage:
www.lausd.net/Offices/Partnerships/Doyouhavemoreinformationaboutstartingaboosterclub? include sample articles of incorporation, sample bylaws, and a license agreement template that spells out use of name, inspection authority, etc.

This LAUSD Legal Brief is for information only and does not constitute legal advice. Please contact the Office of the General Counsel to determine how this information may apply to your school's specific facts and circumstances.

HOW ADULT EDUCATION SAVED MY FAMILY

AALA is grateful to Men Le for allowing us to publish her story. LAUSD has produced hundreds of thousands of adult school graduates who have made a tremendous impact on our community, well beyond themselves and their individual families.

My name is Men Le and I am a child of a father who was an adult school student. I have my Master's degree in education and am a teacher advisor at Wilson-Lincoln Community Adult School. My father was my first teacher. We emigrated from Vietnam, escaped in the middle of the night, stowed away in a boat with a few bags and our lives hoping for a better future in the land where people imagined that the streets were paved with gold, America. My grandfather was arrested by the communist party when he would not disclose our whereabouts.

We first arrived in Thailand and lived in a refugee camp for a few months. Then we were transported to the Philippines where I could clearly remember the clear night skies filled with stars ripe for the picking. Ten people living in a 15 X 15 room. We had a communal bathroom, and at night I remember the cockroaches buzzing about searching for their meals.

After arriving in America, my mother worked at home as a seamstress, while my father obtained a job as part of a lawn-mowing team making below minimum wage. When my father got home from his twelve-hour shift, he would eat a quick dinner, grab his books and head off to adult school. My father's schoolbooks were scattered about in the house. I was six years old when I picked up one of his books and thought it strange that it had pictures in them. Was my father going to kindergarten classes for adults?

My parents stressed the importance of a good education. They believed that America offers the best education in the world and in order to move out of the deep poverty we were living in, my father took ESL classes. He learned English slowly, but he was determined to communicate effectively with his employers. After many nights attending classes and studying at home, he finally grasped the English language. He was my first teacher because he was the one who taught me how to read. He bought me my first books when I was in second grade, and listened to me read aloud until it was past my bedtime.

Fast forward twenty years later, I am standing in front of my ESL classroom teaching my students from a picture dictionary, the same one that my father used when he was a new immigrant trying to learn English, so he could provide a better life for his children. Now I am, humbly, the teacher.

Adult education gave my father a chance to be a successful student, and with the knowledge he gained, he was able to teach his children. He is the product of adult education, and I am the child who benefited from his education and it has shaped my entire life.

MANDATED COSTS REIMBURSEMENT

Site administrators recently received a letter from **Jack O'Connell**, former State Superintendent of Public Instruction, representing School Innovations and Advocacy (SI&A), a firm that LAUSD has hired to secure reimbursement from the state for mandated costs. The site administrator may voluntarily participate in this effort by agreeing to meet with representatives of SI&A and providing information needed for the claim process. Through the efforts of AALA, the District has agreed that each high school will receive \$2000 for participating; elementary and middle schools will each receive \$1000. The funds will be disbursed to the participating schools once the District receives reimbursement from the state for the mandated costs claims that will be submitted. No District funds will be expended in this effort. SI&A will receive their compensation from the reimbursement of the mandated costs as well.

AALA supports the immediate implementation of this program on a voluntary basis. If you have any questions or concerns about this effort, please contact SI&A at 877.954.4357.

BUDGETING FOR STUDENT ACHIEVEMENT COMMITTEE

The District's Budgeting for Student Achievement (BSA) team is seeking volunteers interested in reviewing and providing feedback on training materials that have been developed by the BSA team to assist principals in building effective school budgets. The volunteers will help ensure that the District's plan for budget training and professional development will effectively support a year-long planning and budget development process that is focused on student achievement and designed for site-based autonomy, innovation and best practices.

This working group will meet via a webinar once a month from February to June. Committee members will review drafts prior to the webinar, and then provide feedback during a live, group webinar not to exceed 1.5 hours. Webinars will be scheduled after school hours. No compensation will be provided to volunteers.

This is an opportunity to ensure that the training materials are user-friendly and provide the support necessary for schools to effectively budget their resources. All administrators are encouraged to participate. If you are interested, please e-mail **Beth Marco** at beth.marco@lausd.net by Friday, February 17, 2012. If you have questions, please call 213.241.0712.

Explore AALA's Website at www.aalausd.com – Meet AALA's *Support Staff*

AALA President, **Dr. Judith Perez**, is the only full-time AALA officer; however, she is assisted by a complement of professional and support staff members. The four-person full-time support staff is led by **Lorraine Bush**, Office Manager, who has been with AALA since its inception. Working with her are **Gema Pivaral**, **Gloria Souquette** and **Cathy Vacca**. You have been greeted by them on the telephone and also in person at Representative Assembly meetings and other events hosted by AALA. Go to the AALA website and put a face to these members of AALA's support staff with whom you have been communicating.

FRIENDS OF AALA THANKS IN-KIND DONORS

The Friends of AALA Board of Directors wants to thank two in-kind donors for their generous support. First, we want to thank **Yissela Aguilar**, AALA's accountant, for donating six months of her time to help with the establishment of Friends of AALA as a nonprofit corporation. She reviewed all of the incorporation forms and assisted with the filing of the application for nonprofit status with the Internal Revenue Service. Second, we want to thank the California Credit Union, specifically **Jason Pugh**, **Gloria Rogers**, and **Morgan Eveslage**, for the design and production of a Friends of AALA advertising banner to be used at future fundraising events. The banner graphically displays our mission, "Scholarships for LAUSD Graduates." We appreciate this support from two special "friends" of Friends of AALA.

WANT TO EARN A PH.D. THAT WORKS AROUND YOUR SCHEDULE?

The School of Educational Studies at Claremont Graduate University invites you to join us for an informational session for *Prospective Urban Leadership Program Ph.D. Students*:

Saturday, February 25, 2012

2:00 - 4:00 p.m.

Michael T. Johnston Board Room

Claremont Graduate University

150 N. Dartmouth Avenue, Claremont, CA 91711

- Preview the program's unique format designed to meet the needs of current and future leaders in public education.
- Talk to the Dean of the School of Educational Studies, the UL Co-Directors **Carl Cohn** and **Susan Paik**, as well as current faculty, staff and students.
- Learn about the **only weekend Ph.D. Cohort Program** at a selective private-research university.
- Hear from current students and faculty on how to prepare a successful application.

Please RSVP by February 21, 2012, to the Urban Leadership Program at uleducation.rsvp@cgu.edu. Guests and colleagues are welcome to attend. Refreshments and hors d'oeuvres will be provided. Questions? E-mail us at uleducation.info@cgu.edu or call 909.607.3416. For more info & future recruitment dates, please visit www.cgu.edu/urbanleadership.

SCHOLARSHIP OPPORTUNITY

Los Angeles Federal Credit Union Scholarship – Information and applications may be found at LAFCU's website www.lafcu.org/site/scholarships. LAFCU will award four \$1000 scholarships to current high school seniors with a minimum 2.5 gpa based on their essay, extracurricular activities and community service. The deadline is April 30, 2012.

IN MEMORIAM

EARL LEWIS – Former Principal of Darby Avenue, Pomelo Drive, Winnetka Avenue and Dacotah Street schools. Earl retired from the District on June 30, 1989, and passed away on February 4, 2012.

EILEEN MCNABB – Former Region Administrator of Operations, Deputy Area Superintendent and Principal of Hyde Park Boulevard School. Eileen retired from the District on September 7, 1984, and passed away on February 3, 2012. A Memorial Service will be held on February 24, 2012, 11:00 a.m., at St. Thomas More Catholic Church, located at 1450 South Melrose Drive, Oceanside, CA 92056.

ERNEST C. SCOTT JR. – Former Principal of Woodlake Avenue, Van Gogh and Tulsa Street schools. Ernest retired from the District on June 25, 1987, and passed away on February 1, 2012.

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 http://certificated.lausd.k12.ca.us/admin_vacancies. Select School-Based and Non-School-Based positions and click on any position to view the specific flyer.

CERTIFICATED POSITIONS

INSTRUCTIONAL DIRECTORS, ELEMENTARY SCHOOL

Local Educational Service Center (23 positions) MST 45G (Temp. Adv.), E Basis. For information and application procedures, call 213.241.6886. **Filing deadline is Friday, February 24, 2012.**

INSTRUCTIONAL DIRECTORS, MIDDLE SCHOOL

Local Educational Service Center (10 positions) MST 45G (Temp. Adv.), E Basis. For information and application procedures, call 213.241.6886. **Filing deadline is Friday, February 24, 2012.**

INSTRUCTIONAL DIRECTORS, SENIOR HIGH SCHOOL

Local Educational Service Center (14 positions) MST 45G (Temp. Adv.), E Basis. For information and application procedures, call 213.241.6886. **Filing deadline is Friday, February 24, 2012.**

INSTRUCTIONAL SPECIALIST

San Pedro High School (8), MST 40G, (Temp. Adv.). 1001 W. 15th Street, San Pedro, CA 90731
San Pedro is a B Basis school. For information and application procedures contact **Terry Ball**, Principal Leader, at 310.354.3400. **Filing deadline is extended to Friday, February 17, 2012.**

CLASSIFIED POSITION	LOCATION	CONTACT	DEADLINE
INSPECTOR GENERAL Senior Management Position	LAUSD Beaudry Building	213.241.5549 Katie.wong@lausd.net Anna.forsberg@lausd.net	Until filled

CERTIFICATED POSITION	DEADLINE
SPECIALIST, Pre-K through 12, English Learner Compliance, MST 38, (Temp Adv.), B Basis, Office of Curriculum and Instruction. Contact Ana Estevez, Coordinator, at 213.241.5582.	5:00 p.m. Fri., February 17, 2012