

UPDATE

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Week of October 29, 2012

FINANCIAL IMPACTS OF PROPOSITIONS 30 AND 38

Dr. John Deasy, Superintendent, sent an informative to Board Members, union leadership and principals on October 19, 2012, in which he detailed the financial impacts of Propositions 30 and 38, which are on the November 6, 2012, ballot. You may recall that **Governor Brown's** budget for 2012-13 was predicated upon the passage of Proposition 30. In the interim, Proposition 38 was introduced by **Molly Munger**, civil rights attorney, and the California PTA. Previous issues of *Update* have compared the two competing propositions and explained the impact of both on the District. Dr. Deasy's memo presents in stark reality the impact of the defeat of Proposition 30. Because we realize that some AALA members may not have had an opportunity to read Dr. Deasy's informative, we would like to highlight some key points that were made.

Because Proposition 38 funding would not begin until 2013-14, Dr. Deasy focused his informative on how this current school year would be impacted should Proposition 30 fail. If that occurs, the funding guarantee provided by Proposition 98 will be permanently lowered and a series of trigger cuts would have to be enacted immediately after the election, followed by continued cuts in the ensuing school years. He states that he does not intend to cut any more programs or personnel, so the \$255 million that is needed will have to be obtained through *dramatically shortening the school year*, possibly as early as the end of April. Below is an excerpt from the memo:

Should this catastrophic situation become a reality, the District is currently planning scenarios to deal with informing parents of the loss of transportation, early childhood care, afterschool care, food, end-of-year national assessments, transcripts and graduation for seniors. All of which will be imperiled at unprecedented levels. These devastating fiscal scenarios in the 2012-13 and 2013-14 school years have great consequences on our youth. Among them, and by no means is this a complete list:

2012-13

- *Inability to transport students and provide education to those students in compliance with all of our IEPs.*
- *Loss of weeks of breakfast, lunch and dinner for many of our students.*
- *Impact on families having to find daycare and childcare.*
- *Inability for seniors to receive a complete school year, thus rendering them in a far less competitive situation for college acceptance against students from states that have a full school year.*
- *Inability for us to complete transcripts.*
- *Inability for students to take AP and IB Exams.*
- *A reduced amount of instructional time before state examinations.*
- *Loss of critical scholarship opportunities.*

2013-14

Since the loss of Proposition 30 would result in an ongoing crisis, the 2013-14 year would require the following actions:

FINANCIAL IMPACTS (Cont.)

- *Continue with the shortened school year by at least 20 days and at least 5 nonpaid days resulting in \$368 million.*
- *We would need to borrow funds against the entirety of the reserve for revenue uncertainty (with no expectation of the state paying us back) of \$337 million.*
- *We may be required to use some or all of our obligations to fund required additional reserves and contributions of \$65 million.*
- *We would have to assess the federal situation and likely need an additional 1-2 weeks of school closure; above the 20, ending the school year in mid-April.*

2014-15

Lastly, the District's financial forecast for 2014-15 is not sustainable or viable, and the reserve would no longer exist...

More information about the District's fiscal crisis and the impact of the upcoming election can be found at <http://budgetrealities.lausd.net>.

LAUSD PROVIDING ACCESS TO SUPPER MEALS

Principals recently received a letter from the Superintendent, **Dr. John Deasy**, explaining another District initiative that is being implemented without their input. Apparently 539 schools are eligible to offer supper to not just their students, but anyone under 18. A partnership between LAUSD's Beyond the Bell Branch and the U.S. Department of Agriculture has resulted in this new program. Beyond the Bell staff members at the elementary school (How many is that? 1? 2?) are responsible for serving the supper and monitoring the sign-in process, **and** the Superintendent is encouraging the meal to be served immediately after dismissal to increase participation. So principals, this is another activity for you to supervise, in your free time. Of course, the more meals that are served, the more money the District will receive in reimbursement. We get that, but did anyone think of the impact to the limited number of personnel on an elementary school site after school? A few things to consider:

1. At what point is supper over?
2. Can parents bring non-school-age children to eat?
3. Are cafeteria personnel going to be available?
4. Will additional custodial support be provided? Many elementary schools are already sharing custodians—how will they be impacted?
5. Is there no limit to the number of students (or people) under 18 we serve?
6. What if there are more people than food?
7. Has anyone considered the potential for conflicts with the campus open to anyone under 18?
8. Has any thought been given to having additional security/supervision?
9. What happens on rainy days? Where will the participants eat?
10. Is the U.S. Department of Agriculture going to fund additional staff?

Dr. Deasy, before you go off on a tangent about AALA not wanting to feed hungry kids, be clear, we want children to eat, but we need to have an organized, orderly, safe manner in which to do so. This dinner (we don't do supper in California) program, while well intentioned and obviously a political time bomb to deny, requires staff to sign in the participants, to serve, to supervise and to cleanup. It is placing additional responsibility on already overburdened school staff. Nowhere in your letter does it say that participation is mandatory. Do principals have the option of opting-out? They absolutely cannot take on another thing without adequate resources in place to make it work.

HEALTH BENEFITS FAQ

Topic: Have Dual Coverage? Consider Medical Opt-Out/Cash Back during Open Enrollment

How does the Medical Opt-Out/Cash Back option work?

In dual coverage households where spouses or domestic partners are both District employees, one may elect Medical Opt-Out/Cash Back during Open Enrollment and still retain medical coverage as a dependent. The employee who opts out will receive \$3,000 cash back annually, paid in installments on the regular payroll warrant. The opt-out cash back is taxable income.

How does Medical Opt-Out work if one member of a dual coverage household is retired?

- In a dual coverage household where one member is an employee and the other is a District retiree under 65 years of age, the employee may opt out and receive \$3,000 cash back while covered as a dependent on the retiree's medical plan.
- If an active employee has a retired spouse/domestic partner who is age 65 or older, Opt-Out is only possible if the retiree's medical plan is Anthem Blue Cross EPO. In this case, medical costs for the retiree are shared by Medicare and Anthem; the employee's coverage as a dependent requires a 20% coinsurance payment subject to a \$7,500 annual out-of-pocket limit and a \$300 deductible.

Does Opt-Out apply to my dental and vision plans, as well?

No. If you opt-out of District medical coverage, you may still elect dental and vision care coverage.

Is Medical Opt-Out permanent? Can I opt back in?

Opting out does not mean your benefits are forfeited permanently. You will be eligible to enroll in medical coverage again during the next Open Enrollment period or earlier if you have an applicable major life event, such as beginning retirement, moving out of a plan's service area, birth or adoption, etc. For a complete list of major life events, visit the Benefits Administration webpage at: <http://benefits.lausd.net/popup/major-life-events-mid-year-plan-changes>.

Will electing for Medical Opt-Out affect my future retirement benefits in any way?

No. Opting out will not affect your eligibility for retirement benefits.

I opted out last year and wish to continue opting out. Do I have to reenroll in Medical Opt-Out/Cash Back during Open Enrollment each year?

No. Opt-Out/Cash Back remains in effect until you opt back in during Open Enrollment.

Why aren't retirees eligible for Opt-Out?

Opt-Out/Cash Back is paid only through an employee's regular salary warrant.

Remember to make your elections during the Open Enrollment period from November 1 through November 18, 2012. All elections become final on November 18, 2012, at 11:59 p.m.

THE LAW OF INITIATIVE FATIGUE

The Law of Initiative Fatigue states that when the number of initiatives increases while time, resources, and emotional energy are constant, then each new initiative—no matter how well conceived or well intentioned—will receive fewer minutes, dollars, and ounces of emotional energy than its predecessors...

The above quotation is taken from the book Transforming Professional Development into Student Results by noted educational consultant, researcher and founder of The Leadership and Learning Center, **Dr. Douglas B. Reeves**. It can be used to describe what is happening to LAUSD administrators this year as the onslaught of new initiatives continues. The many new District initiatives have overwhelmed the available time, resources and emotional energy of AALA members. As we continue to look at working conditions and the impact of the reorganization on our members, we must address the sheer numbers of programs that have sprung up in recent years.

In a study conducted in 50 school districts in Missouri by staff at the Leadership and Learning Center, it was concluded that the introduction of more than six initiatives had an inverse effect on student achievement and not surprisingly, impacted the degree of implementation. Let's look at what the last two years have brought to LAUSD:

- The Superintendent's and Board President's Strategic Plan
 - Five goals, supported by seventeen initiatives
 - Five key strategies, supported by thirteen more initiatives
- EGDC
- Breakfast in the classroom
- Dinner after school
- TARs
- Discipline Foundation Policy
- School Leadership Framework
- Teaching and Learning Framework
- Common Core State Standards
- A-G Graduation Requirements
- Pilot Program on Administrator Evaluation
- Performance Meter
- E-CAST
- Employee file search
- Campuses shared with charter schools and special education centers
- One administrator supervising multiple sites
- Change of calendar for many schools
- English Learner and Standard English Learner Master Plan
- Expanded Special Education Inclusion
- Performance Management Cycle
- Local Schools Stabilization and Empowerment Initiative (LSSEI) Autonomy Agreement
- Performance Management – Operations
- Unified Printing Program

INITIATIVE FATIGUE (Cont.)

- Up-Trade
- Race to the Top
- Human Capital Management System (HCMS)
- Performance Based Compensation System
- Multiple Measure Evaluation System
- Public School Choice
- School Improvement Grants
- Expansion of ISIS

So, if research has shown that more than six initiatives affects student achievement and causes a decline in organizational effectiveness, what can all of the above possibly do? We are seeing that as programs proliferate, administrators and teachers ultimately become overwhelmed, sick and demoralized. Is it no wonder that educators are drowning under the waters of initiative fatigue? **Dr. Deasy**, we have brought this to your attention multiple times, and while we understand that your priority is the financial stability of the District, you must provide some relief to your employees who are inundated with the myriad initiatives. More is not always better and quantity does not denote quality.

RAISING LATINO ACHIEVEMENT— A NATIONAL DEMOGRAPHIC IMPERATIVE

By 2020, one in four children enrolled in America's K – 12 public schools will be Latino. In California, the number of Latino students is currently over 50 percent; and in LAUSD, almost 75 percent of the students are Latino. It will take more than 9 million postsecondary degrees to meet President Barack Obama's goal of making the United States the world leader in the number of college graduates by 2020. Of those 9 million, more than half will need to be earned by Latinos. It is also projected that California will need more than five million college graduates and professional certificate holders by 2025 just to meet its economic needs. To attain this goal, the educational achievement of Latinos, the U.S.'s fastest-growing population in public schools, has implications for the national economy, local labor markets and upward social mobility and is a 'demographic imperative' according to *Education Week* in a recent article.

The U.S. Department of Education published statistics in 2011 that showed that among Latino 16- to 24-year-olds, 17.6 percent were high school dropouts compared to 9.3 percent of African Americans and 5.2 percent of whites. Among those in the 25 – 64 age group, only 64 percent have earned either a diploma or GED. Within this same age group, only 37 percent had completed some college coursework or had an associate degree; whites had a rate of 63 percent, African Americans had 53 percent and Asian Americans had 74 percent. Latino students who do make it to college are far less likely than their black, white and Asian American peers to finish.

And while LAUSD has implemented the A – G curriculum for all students, it is important to recognize that college expectations are generally low for many Latino families because many (especially those from other countries) may have had little formal education themselves, and more often than not, live in communities where people don't know how or believe they have little reason to go to college. Changing this dynamic will necessitate not only raising graduation requirements but a large, focused outreach effort to change expectations of the community.

LATINO ACHIEVEMENT (Cont.)

Despite the good news that Latinos in California public schools now represent a larger percentage of SAT® takers than any other group and have made more progress toward closing the achievement gap than African-Americans, other data from the U.S. Office of Civil Rights shows that low-income, Latino (and African American) students are getting less of what they need to achieve their college and career dreams. Nearly one-third of them fail to graduate from high school and only fourteen percent of those who do, enter the UC or CSU system. According to an analysis prepared by Education Trust-West (ETW), a statewide education civil rights organization, low-income Latino students in California schools receive:

- Less Funding: California school districts with the most low-income students receive \$620 less per student from the state than the wealthiest school districts. The estimate for LAUSD represents a loss of over \$100 million.
- Less Effective Teaching: Low-income African American and Latino students in LAUSD are twice as likely to be assigned the least effective teachers and are more likely to be in schools with higher rates of teacher absenteeism than students in wealthy districts. The good news is that the ETW recognized LAUSD as one of the public school districts that has taken steps to improving teaching effectiveness and providing access to A – G college ready coursework.
- Less Learning Time: Sixty percent of the districts in the state, especially those serving the highest need students, have shortened their school year due to budget cuts. Latino and African American students consistently receive more suspensions than their counterparts of other ethnicities.
- Less Rigorous Curriculum: Statewide, Latino students have disproportionately low rates of access to rigorous coursework.

If the country is going to become a world leader in education, the achievement of Latino students must improve. Our congressional leaders must make a commitment to funding public schools. The factors listed above just exacerbate what is a crisis for not only Latino students but for public education in California and highlight the state's repeated underinvestment in the single most important factor in upward social mobility—education.

AALA FALL ALUMNI LUNCHEON – ENJOYABLE EVENT FOR ALUMNI

The AALA Fall Alumni Luncheon was held on Wednesday, October 17, at The Center at Cathedral Plaza, and all those who attended had an enjoyable afternoon of reconnecting with friends and colleagues and getting caught up on all of the latest news. **Dr. Judith Perez**, AALA President, introduced some of the former superintendents present, **Dr. Richard Cooper**, **Dr. William Johnston**, **Dr. Phil Jordan**, **Dr. Owen Knox**, **Sid Thompson** and **Carol Truscott**, and former Board member, **Victoria Castro**. She thanked the generous luncheon sponsors, California Credit Union, represented by **Teresa Harvey**, Beaudry Branch Manager, and Long Term Care Insurance Services, Inc. (**Ernie Strobel**), and then provided an update on AALA activities.

After a buffet lunch, **Dan Isaacs**, AALA Administrator, introduced the guest speaker, **Jack O'Connell**, Chief Education Officer, School Innovations and Achievement; Partner, Capitol Advisors Group, LLC; and former State Superintendent of Public Instruction. **Mr. O'Connell** shared with the group his candid comments regarding upcoming ballot initiatives, specifically Propositions 30, 32, and 38; pension reform; and the election impact on future legislative decisions, both at the state and national levels. The luncheon

Associated Administrators of Los Angeles

LUNCHEON (Cont.)

concluded with **Jack Moscowitz's** "In Memoriam" presentation honoring the past year's deceased members.

The Spring Alumni Luncheon is scheduled for **Wednesday, April 10, 2013**, at the **Stadium Club at Dodger Stadium**. Please put this date on your calendar and plan to attend. We guarantee an enjoyable event!

IN MEMORIAM

Francis Ralph Atkins—Former principal of Annalee Avenue, Purche Avenue and Amestoy elementary schools. Fran retired in June, 1981, and passed away on October 19, 2012 in Phoenix, Arizona. Donations in his honor may be made to the Alzheimer's Association.

Harold Lee Posey—Former principal of Andasol Avenue and Mayberry Street elementary schools. Hal retired on June 27, 1985, and passed away on September 20, 2012. A graveside memorial service will be held at Forest Lawn Cypress, 4471 Lincoln Avenue Cypress, CA 90630, on November 2, 2012, at 12:30 p.m.

CALENDAR

EVENT	DATE	CONTACT
APACS Meeting at Friedman OC	October 26, 2012 8:00 a.m.	Cynthia Oliva , coliva@lausd.net
Dedication of Sally Ride Center for Environmental Science, 2050 N. San Fernando Road	October 29, 2012 10:30 a.m.	Sarah Bradshaw , 213.241.5555
APSCSO Meeting at Cochran MS	October 31, 2012 8:00 a.m.	Carol Willis , cwillis@lausd.net
CalSTRS Pre-Retirement Workshop at Nobel MS Auditorium	November 1, 2012 4:00 p.m.	Maria Voigt , 213.241.6365
AALA Executive Board Meeting at AALA Office	November 5, 2012 4:30 p.m.	
WEL Fall Reception at San Antonio Winery	November 5, 2012 5:00 p.m.	Penny Sommers , laurice.sommers@yahoo.com
ELECTION DAY	November 6, 2012	PLEASE VOTE!!! 
MSPO Meeting at Marina del Rey MS	November 7, 2012 8:00 a.m.	Ann Allocca , aallocca@lausd.net
CalSTRS Pre-Retirement Workshop at Woodcrest ES Auditorium	November 7, 2012 4:00 p.m.	Maria Voigt , 213.241.6365
AAPA Bring Your Boss to Dinner at the Empress Pavilion	November 7, 2012 5:00 p.m.	Jina Kim-Qvale , jxk5501@lausd.net
K-12 Track D Certificated Furlough Days	November 8 – 9, 2012	
Veterans Day Observed	November 12, 2012	

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EVENT	DATE	CONTACT
Track D K-12 Certificated Furlough Day	November 13, 2012	
ASPO Meeting at Beaudry, 18 th Floor, Room 124	November 14, 2012 8:00 a.m.	Donna Brashear, donna.brashear@lausd.net
CalSTRS Pre-Retirement Workshop at Manhattan Place ES Auditorium	November 14, 2012 4:00 p.m.	Maria Voigt, 213.241.6365
Academic Decathlon Scrimmage at Multiple Sites	November 17, 2012 8:00 a.m.	Cliff Ker, 213.241.3503 or cliff.ker@lausd.net
AALA Office Closed	November 19 – 23, 2012	
K-12 Single, A, B and C Track and DACE Certificated Furlough Days	November 19 – 21, 2012	
Tracks A, B, C School-Based Classified Furlough Day	November 19, 2012	
Single Track School-Based Classified Furlough Day	November 21, 2012	
ECE Certificated A Basis Furlough Day	November 21, 2012	
Thanksgiving Holidays	November 22-23, 2012	
SHSOPO Meeting at Bernstein HS	November 29, 2012	Jason Garrison, jason.garrison@lausd.net
ASAPO Meeting at Friedman OC	November 30, 2012 8:00 a.m.	Denise Becker, dsb2186@lausd.net
AAPA Conference	November 30 – December 2, 2012	Jina Kim-Qvale, jxk5501@lausd.net

UCLA DOCTORATE OF EDUCATION (ED.D.) IN EDUCATIONAL LEADERSHIP

UCLA is accepting applications for its fall 2013 Ed.D. cohort. They are seeking educators who are committed to improving education within the context of a K-16 doctoral program. Each cohort embarks on a practitioner-oriented three-year experience in a supportive environment with outstanding faculty and expert educational practitioners. Established in 1993, UCLA's small, student-focused Ed.D. program is committed to preparing educators to advance educational organizations and improve educational outcomes for children, youth and adults. For further information or to RSVP for an information session, e-mail eddinfo@gseis.ucla.edu, call 310.206.1673 or visit www.edd.gseis.ucla.edu. **Application deadline is February 1, 2013.**

**LOYOLA MARYMOUNT UNIVERSITY ED.D. IN EDUCATIONAL LEADERSHIP
FOR SOCIAL JUSTICE**

The program prepares leaders to create more socially just learning environments for all children. LMU's innovative 3-year program integrates theory with practice in a curriculum designed for working professionals. The program provides educators with the tools, theories and experiences needed to be agents of change. Please visit the website: <http://soe.lmu.edu/doctoral> and plan to attend an **information session** to learn more about LMU's Ed.D. program on **Tuesday, Nov. 13, 2012**, from 6:00 – 8:00 p.m. RSVP to doctoral@lmu.edu or call 310.338.7449.

POSITIONS AVAILABLE

Minimum Qualifications: Candidates are responsible for making sure all the District requirements have been met. Please do not contact AALA for information regarding positions; use the contact phone number provided in the announcement or go to http://www.teachinla.com/admin_vacancies/ for more detailed requirements for positions and employment updates.

CERTIFICATED

PRINCIPAL, SECONDARY

Fleming MS (ESC South), MST 45G, E Basis. For information and application procedures contact **Terry Ball**, Instructional Director, at 310.354.3400. Filing deadline is Tuesday, November 6, 2012.

PRINCIPAL, SECONDARY

Nimitz MS (ISIC), MST 45G, E Basis. For information and application procedures contact **Dina Sim**, Instructional Director, at 213.241.0100. Filing deadline is Tuesday, November 6, 2012.

ASSISTANT PRINCIPAL, SECONDARY COUNSELING SERVICES

Jefferson High School (ISIC), MST 40G, B Basis. For information and application procedures contact **Dr. Shelley Holt**, Instructional Director, at 213.241.0100. Filing deadline is 5:00 p.m., Tuesday, November 6, 2012.

SPECIALIST, MODERATE TO SEVERE DISABILITIES

Division of Special Education, MST 38G, Temporary Adviser, B Basis. For information and application procedures contact **Nancy Franklin**, Director, at 213.241.8051. Filing deadline is 5:00 p.m., Monday, November 5, 2012.

SPECIALIST, ELEMENTARY LITERACY/ENGLISH LANGUAGE ARTS

Office of Curriculum, Instruction and School Support, MST 38G, Temporary Adviser, B Basis. For information and application procedures contact Human Resources at 213.241.6886. Filing deadline is 5:00 p.m., Tuesday, November 6, 2012.

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PREVIOUSLY ANNOUNCED POSITIONS

CERTIFICATED POSITIONS	LOCATION	CONTACT	DEADLINE
<i>INSTRUCTIONAL SPECIALIST</i> MST 39G, B Basis	Maclay MS Academy of Social Justice (ISIC)	Dr. Paula Nelson, Instructional Director, 213.241.0159	5:00 p.m. Tuesday October 30, 2012
<i>SPECIALIST, TRANSITION SERVICES</i> MST 38G, B Basis	Division of Special Education	Aaron Jeffery, Transition Services Coordinator, 213.241.8050	5:00 p.m. Monday October 29, 2012
<i>SPECIALIST, LEAST RESTRICTIVE ENVIRONMENT</i> MST 38G, B Basis	Division of Special Education (2 positions)	Sharyn Howell, Executive Director, 213.241.6718	5:00 p.m. Friday October 26, 2012
<i>RECRUITMENT SPECIALIST</i> MST 37G, A Basis	Division of Human Resources	Derek Ramage, Director, 213.241.4669	5:00 p.m. Friday October 26, 2012
CLASSIFIED POSITION	LOCATION	CONTACT	DEADLINE
<i>DEPUTY DIRECTOR OF PAYROLL ADMINISTRATION</i> \$95,820 - \$118,630, A Basis	Accounting and Disbursements Division	www.lausdjobs.org (Spotlight Section)	Until Filled