

UPDATE

www.aala.us

Week of October 8, 2012

ENOUGH IS ENOUGH! PART I

For the past three years, we have published numerous articles in *Update* describing the overwhelming workload imposed on AALA members. We have raised these concerns with two LAUSD Superintendents, dozens of District senior staff and Board members and during negotiations. Our members have given their hearts and souls to this District. They've agreed to 26 furlough days between 2009 and 2013 and they've lost additional salary through basis reductions. The cuts to clerical, custodial and supervision staff have directly increased the administrative workload at school sites. Those who work at Beaudry and other offices have had to shoulder additional responsibilities as their colleagues' ranks were reduced. AALA members, both certificated and classified, are reeling from the stress of taking on too many extra responsibilities. As we have said before, with power, politics and personalities constantly changing, AALA members continue to hold this District together. Their reward? More initiatives, more plans, more responsibility, more accountability, more intimidation—and less support, less compensation, less autonomy and less professional growth and development. Add to this the District's trifurcated reorganization that separates instruction, operations and parent services—necessitating principals to report to three supervisors. **Superintendent Deasy**, we heard you when you said that you were dividing the responsibilities that the directors had under the previous structure because they were overwhelming for one person to handle. Yet, the schools have lost clerical, custodial, supervision, cafeteria and administrative support, and principals are being asked to do more with less. Don't you find that overwhelming for school administrators, or do only directors get overwhelmed?

Plans, plans and more plans—Attendance, Safety, Single School, Accreditation, Common Core, Master, Discipline, Parent Involvement and Autonomy—all plans! Dr. Deasy, are you even aware of the number of plans that principals are supposed to develop, submit AND implement? Couple that with targets for the Performance Meter in your multilevel Strategic Action Plan, the numerous “certifications” that they must sign, the difficulty accessing information from the District's MyData system and the lack of user-friendly software, is it any wonder that principals are feeling like they're drowning and it's just the second month of school? AALA continues to receive letters from principals who are frustrated with the arbitrary deadlines, the lack of support and the continuing barrage of documents to submit.

Below is an excerpt of a letter from an elementary principal.

I am a dedicated, hardworking principal who is totally overwhelmed and frustrated... I received an e-mail yesterday afternoon that [mentioned] the required Attendance Plan that is due Monday. You will see that no information was provided as to where we would find it. I first logged into Inside LAUSD, checked What's New and What's Due, but it wasn't there. I next went onto the ESC website to the Operations page, but no information or links were to be found. I called several other principals; no one had the information, knew where to find it or had started it. Just last week the ESC had a four-hour Operations meeting. The Attendance Plan was not mentioned at all. It is due on Monday, October 1, the same day as two volumes of the Safe School Plan are due, the same week that the Fall Survey is due and our Goal Setting forms are due to our directors. Please note, on pages 4 & 5 of the template, there is no way to insert the information into the triangles, arrows [and] text boxes ... and the directions do not address this. In addition, many schools met the benchmark and goals from last year as well as the Performance Meter. These schools should not have to rewrite the entire plan. Where is the acknowledgement for meeting the goal or any type of differentiation or support for schools that are struggling?

ENOUGH IS ENOUGH (Cont.)

In addition, at our Operations Meeting, the agenda did not address some of the critical concerns of principals such as how off E-CAST was for many ESC schools, the textbook shortage created by using E-CAST, the plan to rehire any RIF teachers or the online Administrative Certification. I have completed my 7th year as principal at my school and have never felt so frustrated and unsupported. I had a full-day principal meeting with my directors, a half-day operations meeting and the discipline training all within a few weeks ... I don't know if I should laugh or cry. I do not know how I can meet all the deadlines next week and still support the teachers, students and parents at my school. I know that many of my colleagues feel the same way, please help!

Here is part of a letter that was sent to Superintendent Deasy from a principal in a different ESC:

I've been a principal for a few years now, and I've never seen such a bombardment of e-mails on a daily basis related to compliance—attendance plans, discipline, operations, instruction, budget, personnel, staff relations, parent engagement, etc., etc. It is nonstop. Principals are so overwhelmed in [my] ESC, they are afraid to open their daily e-mails... Morale is at an all-time low... as we are being asked to do more with less support and pay... Between the operations leaders, the instructional directors (many who have been out of schools for years) and the other directors... I've never seen such micromanagement, fear and intimidation.

Dr. Deasy and ESC Superintendents, you need to be aware of how the reorganization, with the various new initiatives and lofty ideals that are being tossed at principals, is impacting the day-to-day operation of schools. The above are just two of the many letters we have received regarding the increased workload and pressure which school-site administrators are facing. AALA staff members met with a group of more than twenty-five elementary principals from different ESCs on Wednesday, October 3, 2012, and were stunned at the level of despair, intimidation and anger that they are feeling. Rarely have so many raised issues of work overload and low morale so early in the year. Do you realize that there are 83 new principals? Given that the letters above were written by well-experienced principals, can you imagine how the novices must feel? We have had principals relay to us that they are receiving sometimes more than 100 e-mails a day, requiring immediate responses. When are they supposed to do that? Given the mountain of paperwork and the lack of clerical and supervision support, when are they supposed to get into classrooms? Many principals do not have an assistant principal. The District is demanding more, yet continually reducing resources; requiring plans that should take thought, time and effort to develop while not providing any assistance to accomplish the task. The technology administrators are required to use is not user-friendly, frequently difficult to navigate and often inaccessible.

Principals know when they accept an assignment, that the challenge of running a school, while transforming teaching and learning, is no easy task. They are not prepared, though, for the myriad demands from forces external to the school and in many cases, the actual undermining of their ability to do the job. The three pronged structure of the ESCs means that administrators are receiving direction from multiple directors and support from none. For those of you who have never been a principal, be advised, it is like running a city, except in the LAUSD city, the mayor is also the chief financial officer, chief medical officer, community liaison officer, city manager, chief human resources officer, head of maintenance, ITD director, PR director, mental health director and transportation coordinator. The District principal must assume all of those roles while focusing on teaching and learning, implementing the Strategic Plan (to which they had no input), raising test scores and fundraising. We know that our members are giving their all, working nights and weekends—they don't need to hear platitudes from senior staff. What they do need is a respite in order to really focus on the needs of their students and staff AND maybe, just maybe, have some kind of personal life.

ENOUGH IS ENOUGH! (PART II NEXT WEEK)

HEALTH BENEFITS FAQ

Topic: Will You Qualify for Medicare Parts A and B at Age 65?

This month, Benefits Administration will be notifying certificated employees who have not had Medicare taxes withheld from their salary about changes in the Medicare requirement for obtaining and maintaining medical benefits. Classified employees have always paid Medicare taxes; therefore, this article only applies to certificated employees.

Why is qualifying for Medicare Parts A and B so important?

To continue District-paid medical benefits, a retiree and his/her retired dependent (including a spouse or domestic partner), must enroll in Medicare Part A (hospital care) and Medicare Part B (physician services and outpatient hospital care) when reaching age 65. They must remain enrolled in both A and B to retain their District-paid health benefits. Retirees pay a monthly, income-based premium for Medicare Part B; Part A may be free, under certain conditions.

How do I know if I qualify for premium-free Medicare Part A?

Certificated retirees qualify for premium-free Medicare Part A under the following conditions:

- The retiree or spouse earned at least 40 credits by paying Social Security/Medicare taxes over a period of ten years.
- The employee retired from certificated service prior to July 1, 2012, with fewer than 40 credits of Medicare tax payments. In this case, the retiree may still be eligible to apply for the CalSTRS Medicare Part A premium payment program in place through June 30, 2012.
- The employee retires by December 31, 2012, and provides to Benefits Administration documentation of ineligibility from the Centers of Medicare and Medicaid Services. In this situation, retiree enrollment in Medicare Part A is waived.

I was hired in July of 1988 and my salary warrant shows a Medicare tax deduction. Would I automatically qualify for premium-free Part A?

While classified employees have always paid into both Social Security and Medicare, the District only began withholding the Medicare tax from certificated employees on April 1, 1986. Certificated employees hired prior to April 1, 1986, participated in an election in 2001 to choose whether or not to pay the federal Medicare tax. The vast majority of current employees who elected to have the Medicare tax withheld from their salary would have accrued the required 40 credits for premium-free Medicare Part A.

What happens if I don't have 40 credits and am not eligible for premium-free Medicare Part A?

If you don't have enough credits and you retire after December 31, 2012, you will have to enroll in Medicare Parts A and B upon reaching age 65 and pay premiums for both. This applies to spouses and domestic partners as well.

How much is the Medicare Part A premium?

If you have fewer than 30 credits, the Medicare Part A payment for 2012 is \$451 per month. If you have between 30 and 39 credits, then the Part A premium is \$248 per month. Part B premiums range from about \$99 to \$319, based on income from the previous tax year. Premium rates for 2013 have not been announced.

When should I enroll in Medicare?

You can sign up for Part A and/or Part B anytime during a 7-month period that begins 3 months before the month in which you turn 65; this period includes the month you turn 65 and ends 3 months after your birthday. If you sign up for Part A and/or Part B during the first 3 months of the initial enrollment period, in most cases, your coverage starts the first day of your birthday month. To enroll, contact your local Social Security office.

2012-2015 STRATEGIC PLAN, PART III

Superintendent Deasy and **Board President García** released a strategic plan on August 20, 2012. In previous issues of *Update*, we have summarized key provisions of this document and identified some of the myriad initiatives it provides. In this article, we will explore one of the five *key strategies* that will guide the District in reaching its five goals: (1) 100 percent graduation; (2) proficiency for all; (3) 100 percent attendance; (4) parent and community engagement; and (5) school safety.

The strategy that we are reviewing in this issue focuses on both certificated and classified professional development: Key Strategy #2—Ensuring there are effective employees at every level of the organization focused on improving student outcomes. As usual, the strategy has a number of initiatives that each have a few modules.

Initiative A is the Educator Growth and Development Cycle (EGDC). This is defined within the document as “the interconnection between (a) multiple-measure performance reviews that celebrate, leverage, and accelerate the skills of our most effective educators, and (b) aligned support and development opportunities for teachers and leaders throughout their careers.” (See if you can celebrate, leverage and accelerate your skills to identify that improperly used comma in that oh, so verbose sentence.) For more detailed information (23 pages) on the EGDC, visit the LAUSD website. In a nutshell, the EGDC is *anchored* by the LAUSD Teaching & Learning Framework and supported by the Multiple Measure Performance Review System and the observation cycle. Each of these can be explored in minute detail through links from the Strategic Plan. This EGDC was a result of the recommendations of the Teacher Effectiveness Task Force (TETF) which was composed of *external stakeholders*, as well as some teachers, a couple of classified employees, AALA members, a few parents and senior staff. Looking at the roster of the TETF, it looks like less than half have ever been a teacher or administrator. So much for experience in the field! Now District educators will have a *robust Learning Management System* to support them in *ongoing, self-directed professional learning*. Huh?

On to Initiative B, the Leadership Pipeline Program Development, which will *develop and implement a cohesive approach to the recruitment, selection, preparation, professional development and retention of effective leaders for all schools*. Eager to see exactly what the Leadership Pipeline Program Development entails, we followed the provided link which made no mention of a pipeline but expounded on supporting all employees and referred us back to the TETF. How about that circular definition?

Initiative B also incorporates the School Leadership Framework from the Talent Management Division, which serves *as the foundation ... to support and develop school administrators, and for multiple measure performance reviews of our administrators* (there’s that pesky comma again). This is still in draft format and is currently composed of *standards, components, levels of performance actions, elements, principal actions and examples of evidence* (Whew!). Why couldn’t the talent managers just use the California Professional Standards for Education Leaders? They are State-adopted guidelines for administrators and certainly more concise and easier to follow. Nevertheless, AALA is eager to see how our members’ talent is ultimately going to be managed. By the way, Dr. Deasy, whatever happened to the Leadership Academy, which used to be the pipeline for administrator professional development?

Initiative C, Classified Employee Development, is to create a growth and development cycle for classified employees. There is currently an Advisory Committee working on developing a Classified Performance Framework which will identify a set of competencies for these employees that is similar to

STRATEGIC PLAN (Cont.)

those for teachers and school leaders. What???? How is this growth and development? We want our classified members to have their talent managed as well.

When we first began to look at the Strategic Plan in depth, we commented on the enormous amount of work that went into its development. Our opinion has not changed; however, most of this document is so disconnected from the real work at schools that it boggles the mind. It makes one wonder if and when did the authors of this document actually work in a school? Considering the ridiculous demands on the time of LAUSD administrators, reading and internalizing this lofty, idealistic, document is a pipe dream. The Performance Meter is the most pertinent, coherent and useful part. The rest can be summarized with the statement, *If you cannot dazzle them with brilliance, baffle them with _____!* (AALA members, you fill in the blank.)

NOTE: This may be the last of the articles on the Strategic Plan, we need some *high-quality differentiated support* and *talent-managed intervention* to make our collective heads stop spinning.

CONGRATULATIONS!!!

We are proud to announce that four AALA members were among 29 principals selected as Fellows for America Achieves. Congratulations to **Veronica Arreguin** (Maclay MS), **Eugene Hernandez** (Frank Del Olmo ES), **Jose Huerta** (Garfield HS) and **Brad Rumble** (Leo Politi ES) for this outstanding accomplishment. Annually, America Achieves selects 100 of the country's most effective principals and teachers, bringing them together to share ideas, develop skills and advise policymakers on education issues. This year they will focus on the Common Core standards and assessments and how national policy influences classroom practice. The LAUSD principals recently attended the Education Nation forum in New York. Despite enormous obstacles, our members continue to shine!!

PURCHASING SERVICE CREDIT

Active CalPERS and CalSTRS members have only until December 31, 2012, to purchase nonqualified (airtime) or additional retirement service credit. The recently signed Pension Reform Act prohibits the purchase of such as of January 1, 2013. This type of service credit can increase the number of years of service in the retirement system and is not tied to any previous work that the member may have done. Although the purchase of nonqualified service credit is not cheap, AALA members are encouraged to look into this opportunity. Since your retirement is based on the formula, service credit X age factor X final compensation, an increase in service credit will increase the lifetime retirement benefit. All requests to purchase this type of service credit must be received by the retirement system by 5:00 p.m. on December 31, 2012. The purchase does not have to be complete; just the request must meet the deadline. Online calculators at both STRS, www.calstrs.com, and PERS, www.calpers.com, will allow you to see the difference that an additional year or two of service credit can make to your retirement income. Don't let the cost automatically deter you from this last opportunity, payment for the purchase can be made over a number of years or it can be rolled over from a qualifying tax-deferred account. Visit the appropriate website for more information.

LEGISLATION UPDATE

SB 1458, sponsored by Senate President Pro Tem **Darrell Steinberg**, was signed by **Governor Brown** on Wednesday, September 26, 2012. In addition to test scores, it adds preparation for college and the world of work to measure a high school's performance. Beginning in 2014, standardized test scores will comprise *no more* than 60 percent of the API score for high schools. The bill does not specify what the other 40 percent will comprise, but leaves that to the State Board of Education and the Superintendent of Public Instruction to determine. Whatever they determine should reflect success in preparing students for higher education and/or the workforce. Suggested measures include graduation and dropout rates, the percentage of students who pass Advanced Placement exams and the number who complete the A-G course requirements, enter college not needing remedial English or math or have completed a Partnership Academy program.

Test scores for middle and elementary schools must comprise *at least* 60 percent of the API score, with science and history being added into the measure. An article in *EdSource* on September 27, 2012, by **John Fensterwald**, a journalist at the Silicon Valley Education Foundation, stated, "SB 1458 reflected widespread frustration that the heavy weight given to multiple-choice reading and math exams was narrowing the focus on what was taught, encouraged weeks of test prep and distorted priorities, with science, the arts and vocational and career tech programs given short shrift. That's why SB 1458 had strong support in the business community, with regional workforce organizations and the California Manufacturers and Technology Association among those behind it."

Other factors that will also play a part in the composition of the API are adoption of new standardized tests to reflect the transition to the Common Core standards in math and ELA, the adoption of new science standards and recommendations from the Legislature as to which tests should be eliminated. The State Board of Education and Superintendent of Public Instruction have four years to institute the changes.

Another piece of legislation that was recently passed is **AB 1575**, which settles a lawsuit filed by the ACLU in September 2010 that accused state education officials of doing nothing as school districts continually and illegally charged students for educational activities and materials, such as textbooks, PE uniforms, art/photo class materials, AP exams and field trips. This was the second piece of legislation introduced by Assembly Member **Ricardo Lara** in response to **Jane Doe and Jason Roe v. The State of California** which identified such charges in over 50 school districts. The first, **AB 165**, was vetoed by the Governor because he said that it went too far by mandating notices to be posted in every single public school classroom in the state and that specific complaint, hearing and audit procedures be established. This current legislation includes the establishment of a formal complaint process, establishes that the Superintendent of Public Instruction must periodically advise schools about what is legal and what is not and some other provisions. AB 1575 defines a student fee as any charge or deposit that students must pay "as a condition for registering for school or classes or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory or is for credit." It does allow schools to ask for voluntary contributions. The signing of the bill makes the law suit moot.

LAUSD/AALA NEW PRINCIPAL ACADEMY

We heard your requests! On October 18, 2012, LAUSD and AALA will launch a series of voluntary sessions for new principals. These sessions will be offered on Thursday evenings from 4:00 – 7:00 p.m. Interested principals should contact the Leadership Pipeline Development and Support Unit or go directly to the Learning Zone, <http://lz.lausd.net>, Leadership Academy Program offerings and register for the sessions. In addition to the differentiated professional development sessions, this program will offer retired mentors available to confidentially conduct site visits. For additional information or to request mentor support, please contact **Desdra Butler** at the Leadership Pipeline Development and Support Unit 213.241.6608.

CALENDAR

EVENT	DATE	CONTACT
National Principals Month	October 1 – 31, 2012	http://www.nassp.org/NATIONAL-PRINCIPALS-MONTH
Unassigned Day for B Basis Administrative Assistants	October 8, 2012	
LAUSD State of the District Address by Dr. Deasy at RFK Community School	October 8, 2012 4:30 – 6:00 p.m.	Amalia Villarruel , amalia.villarruel@lausd.net
Public Release of 2011-12 Accountability Progress Reporting System	October 11, 2012	
CalSTRS Pre-Retirement Workshop at Marlton School Auditorium	October 11, 2012 4:00 p.m.	Maria Voigt , 213.241.6365
Tamar Galatzan's Town Hall Event on Propositions 30 & 38 at Cleveland High School	October 16, 2012 6:30 p.m.	Aixle Aman , 213.241.4813
AALA Alumni Luncheon at The Center at Cathedra Plaza	October 17, 2012 11:30 a.m.	AALA Office, 213.484.2226
CalSTRS Pre-Retirement Workshop at Belvedere ES Auditorium	October 17, 2012 4:00 p.m.	Maria Voigt , 213.241.6365
CalSTRS Pre-Retirement Workshop at Parmelee ES Auditorium	October 18, 2012 4:00 p.m.	Maria Voigt , 213.241.6365
America's Safe Schools Week	October 21-27, 2012	
Retirement Party for Cynthia Tollette at Maggiano's at Farmers Market	October 21, 2012 11:00 a.m.	Stephanie Lewis , slewis1@lausd.net
Westchester HS Magnets Hall of Fame Gala at LMU	October 21, 2012 5:00 p.m.	www.wesmPTO.org
National Red Ribbon Week	October 23-31, 2012	
ACSA Pension Reform Webinar (See article, page 8)	October 24, 2012 10:00 a.m.	www.acsa.org or 800.608.ACSA (2272)
COBA General Membership Meeting at Crenshaw HS Library	October 24, 2012 5:30 p.m.	Josephine Ruffin , josephineruffin@sbcglobal.net
CalSTRS Pre-Retirement Workshop at Meyler ES Auditorium	October 25, 2012 4:00 p.m.	Maria Voigt , 213.241.6365

CALIFORNIA PENSION REFORM WEBINAR

ACSA is offering a webinar to answer questions regarding the California Public Employees' Pension Reform Act of 2013 on October 24, 2012, at 10:00 a.m. **Sal Villaseñor**, Legislative Advocate, **Sheila Vickers**, Vice President of School Services, and respected labor and employment lawyer, **Douglas Freifeld**, will host. [Click here to register for this free webinar](#). If you are unable to participate live, this webinar will be recorded, archived, and available at www.acsa.org/e-ducation.

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.*

CLASSIFIED

DIRECTOR OF LABOR RELATIONS

Office of the General Counsel, \$114,870 - \$143,120 per year, A Basis. For information and application procedures visit www.lausdjobs.org (Spotlight Section). Position is open until filled.

ASSISTANT DIRECTOR OF LABOR RELATIONS

Office of the General Counsel, \$108,930 - \$135,700 per year, A Basis. For information and application procedures visit www.lausdjobs.org (Spotlight Section). Position is open until filled.

LABOR RELATIONS ADMINISTRATORS

Office of the General Counsel, \$104,100 - \$128,900 per year, A Basis, 2 Positions. For information and application procedures visit www.lausdjobs.org (Spotlight Section). Positions are open until filled.

CERTIFICATED

COORDINATOR, OPERATIONS SUPPORT SERVICES

Educational Service Center West, MST 43G, Temporary Adviser, B Basis. For information and application procedures contact Human Resources at 213.241.6886. Filing deadline is 5:00 p.m., Friday, October 19, 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., Tuesday, October 16, 2012.

SPECIALIST, BEHAVIOR INTERVENTION

Division of Special Education (Charter), MST 38G, Temporary Adviser, B Basis. For information and application procedures contact **Sydney Quon**, Director, at 213.241.6701. Filing deadline is 5:00 p.m., Friday, October 19, 2012.

Associated Administrators of Los Angeles

PREVIOUSLY ANNOUNCED POSITIONS

POSITION	LOCATION	CONTACT	DEADLINE
<i>PRINCIPAL, ELEMENTARY MST 40G, E Basis</i>	Martha Escutia Primary Center (ESC South)	Kathi Hannum , Instructional Director, 310.354.3400	5:00 p.m. Friday October 12, 2012
<i>COORDINATOR, PUPIL SERVICES AND ATTENDANCE (PSA) MST 39G, B Basis</i>	Division of Student Health and Human Services	Debra Duardo , Director, 213.241.8605	5:00 p.m. Wednesday October 10, 2012
<i>COORDINATOR, ENGLISH LEARNERS ACCESS GRANT MST 38G, B Basis</i>	Beyond the Bell Branch	Harry Talbot , Administrative Coordinator, 213.241.7900	5:00 p.m. Friday October 12, 2012
<i>ASSISTANT PRINCIPAL, SECONDARY COUNSELING SERVICES MST 37G, B Basis</i>	Harbor Teacher Preparation Academy (ESC South)	Terry Ball , Instructional Director, 310.354.3400	EXTENDED 5:00 p.m. Thursday October 18, 2012