

# UPDATE

[www.aalausd.com](http://www.aalausd.com)

Week of June 4, 2012

## COLLEGE AND CAREER READY—REALLY?

A quick perusal of **Dr. John Deasy's** newsletters and the LAUSD website in general, as well as, sound bites from Board of Education meetings highlight the frequent use of the phrase *college and career (or workforce) ready*. Like any good PR term, this phrase easily rolls off the tongue and finds itself placed squarely at the center of most current initiatives, e.g., Common Core Standards and A-G Curriculum. But what does it really mean? Are the two terms synonymous or are they different? Can a student be one and not the other? In California and LAUSD, we know that *college ready* means meeting a set of course requirements prescribed by the UC and CSU systems, irrespective of the fact that these institutions serve only about one-quarter of high school graduates and the California Master Plan aims to serve only one-third. Yet, there seems to be no parallel for *career ready*. Dr. Deasy and **Dr. Jaime Aquino**, Deputy Superintendent of Instruction, both promote the philosophy that if a student is college ready (has completed the A-G curriculum), he/she is automatically career ready. While there are connections and intersections between college and career readiness, research has found that they are separate and distinct achievements. To be career ready means that there has been some career planning and counseling coupled with an experiential base. With the virtual demise of vocational and industrial arts education, career counselors and adult education programs, most students are no longer introduced to what might become their lifelong careers.

*Pathways to Prosperity*, a 2011 Harvard University report, argues that preparing all students to go to college (or be eligible to go) is shortsighted. The study begins with the following introductory statements, “One of the most fundamental obligations of any society is to prepare its adolescents and young adults to lead productive and prosperous lives as adults. This means preparing all young people with a solid enough foundation of literacy, numeracy and thinking skills for responsible citizenship, career development and lifelong learning.” One of the key findings is that meaningful career training is integral to comprehensive school reform and that students need to be offered multiple pathways to become career ready. (To access the full report: [http://www.gse.harvard.edu/news\\_events/features/2011/Pathways to Prosperity Feb2011.pdf](http://www.gse.harvard.edu/news_events/features/2011/Pathways_to_Prosperty_Feb2011.pdf).) Career readiness implies that students have a foundation to make informed decisions about their post-high school options, including, not only postsecondary education, but entry-level employment, apprenticeships or military service. The implication of this work is that a focus on college readiness alone does not equip young people with all of the skills and abilities they will need in the workplace, or to successfully complete the transition from adolescence to adulthood. Even Germany, which is currently the economic engine of Europe, clearly bifurcates its college and technical education as early as the 6<sup>th</sup> grade.

Competencies required for both college and career readiness include high personal expectations, self-management, critical thinking and academic achievement, but there are also some striking differences in the requisites. For instance, while career planning, previous work experience, decision making, listening skills, integrity and creativity are all considered vital in the workplace, they hardly figure in college readiness. Interestingly, California has a *Plan for Career and Technical Education* that somewhat addresses these competencies and focuses on ways to strengthen the career-ready status of students in meaningful and effective ways. In fact, on May 23, 2012, the State Superintendent of Public Instruction, **Tom Torlakson**, launched the state's first central, comprehensive website of career and college resources for middle and high school students. Students can learn how to match their interests and skills with potential careers, discover tips on job searching, internships, résumé writing and interviewing. It even has a “Challenges” section which is designed for students who may have some unique issues, such as foster youth, undocumented students, those in the juvenile justice system or those with physical or learning disabilities. With the new mandated A-G curriculum and the requirement of a C letter grade to pass, it appears that LAUSD students will have to build their career-ready skills somewhere other than high school.

## **CALIFORNIA'S COMMITMENT TO PUBLIC EDUCATION**

Multiple changes that have significantly impacted the public school system have occurred in the state of California in the last 30 years. Coupled with demographic changes, the public and political commitment to public education has declined, leaving schools to operate with fewer resources and putting California in the bottom ranking in funding categories for education. The facts listed below were provided to us by John Mockler and Associates, Inc., a consulting firm specializing in educational policy and finance. **John Mockler** was the former Executive Director of the California State Board of Education under **Governor Gray Davis** and is known as the chief architect of Proposition 98. While our politicians and the business community are spouting their commitment to education, here is the reality:

- There has been a 52% increase (2 million) in the number of students in the state since 1980.
- The number of English learners has increased 353% since 1980.
- Students with special needs have increased by 88% since 1980.
- There are 52 certificated staff members for every 1,000 students; the national average is 71 to 1,000, making California the 50<sup>th</sup> of 50 states.
- The typical American school has 30% more teachers (rank 48); 40% more school-site administrators (rank 48); and 75% more counselors (rank 50) than those in California.
- In 1972, California's spending per student ranked 19<sup>th</sup> in the nation; in 2010, it ranked 46<sup>th</sup>.
- In 2008, California spent \$60,000 less per classroom than the average state.
- The Proposition 98 Constitutional guarantee of funding for education in 2011-2012 is \$61.2 billion; the actual funding is \$49.7 billion.

Despite the above, there is good news and reason for us to be proud under trying circumstances:

- By API, 81% of all California public schools are now in the top three deciles; up from 31% in 1999.
- The total number of students who are ranked proficient or advanced in reading has grown 54% since 2003; with English Learners, Latino and educationally disadvantaged showing over 100% increases.
- The number of students who are proficient or advanced in mathematics has increased 43% since 2003.
- California secondary students are now taking 63% more college prep math and science courses than in 2003 and the number of those students who are proficient has grown by 121%.
- The number of English learners who test at the advanced and early advanced levels has increased 47% in the last eight years.
- The achievement gap between white students and their African-American and Latino counterparts has decreased almost 20% in the last eight years.

## **CALIFORNIA SCHOOL DISTRICTS IN FINANCIAL JEOPARDY**

After reading the above article, is it any wonder that **Tom Torlakson**, State Superintendent of Public Instruction, recently announced that 2.6 million (1/3) of California students now attend schools in districts that are in financial jeopardy? This is the highest number in the state's history. One hundred eighty-eight local educational agencies (LEAs) out of a total of 1,037, comprised of school districts, county offices of education and joint powers agencies, are either in negative or qualified financial status. Negative certification is the most serious and is assigned to those LEAs that will be unable to meet their financial obligations for the remainder of the current school year or for the following school year. Inglewood Unified is the only district in Southern California to fall into this category. However, 26 districts in Los Angeles County are currently in the category of qualified certification. LEAs are assigned this category when there is a possibility that they may not meet their financial obligations for the current or two subsequent fiscal years. LAUSD has received qualified certification. These categories were assigned based on the budgetary status of the districts as of January 31, 2012, and may have changed by now.

**HEALTH BENEFITS FAQ**

**Topic: Kaiser’s Report on Chronic Diseases**

This FAQ is the second half of the report on chronic diseases among LAUSD members of Kaiser. Last week, we focused on obesity, since obesity may lead to a number of chronic diseases. This week, we address Kaiser’s findings on the other major chronic conditions. Besides obesity, these include diabetes, hypertension, depression, coronary artery disease, asthma and heart failure.

**How do chronic diseases affect employees and employers?**

The Kaiser report presented these national facts from the Centers for Disease Control (2005) about the impact of chronic diseases:

- Workers with diabetes lost 8.3 workdays a year, compared to 1.7 days for nondiabetics.
- On a daily basis, 40,000 people miss work or school because of asthma.
- Lost productivity from absenteeism due to depression is estimated at \$8.27 billion annually.
- Heart disease and stroke are the foremost causes of disability among workers.
- Cardiovascular disease takes the life of one American every 35 seconds each year.

**What are the rates of chronic conditions among LAUSD Kaiser members and their families and how do these rates compare with Kaiser’s national benchmarks?**

Condition	Active Employees	Retirees Under 65	Retirees 65 and older
Hypertension	7.7%	25.0%	46.6%
Diabetes	5.5%	15.5%	13.6%
Depression	4.6%	9.2%	11.2%
Asthma	0.8%	0.3%	0.0%
Coronary Artery Disease	0.4%	2.4%	3.3%
Heart Failure	0.3%	3.0%	6.6%

Chronic conditions among LAUSD Kaiser members are slightly lower than Kaiser’s national benchmarks.

**What strategies does Kaiser offer to help members manage chronic diseases?**

Kaiser has a complete care approach to member wellness that is delivered through an integrated system which uses medical teams to coordinate care across specialties. Members with chronic conditions and those at risk for chronic conditions are identified through automated searches and tracked in disease registries. Kaiser caregivers contact members in person, by phone and by mail to ensure regular screenings, tests, medication schedules and follow-up visits. Treatment effectiveness is closely monitored.

**What can members with chronic conditions do to more effectively manage their own care?**

According to the National Institutes of Health, patients with chronic conditions should become more proactive in self-managing their conditions. Patients should: (1) be informed about their condition(s), ask questions, discuss options and set realistic goals with their doctors; (2) make treatment decisions with their doctors on what’s best for them; (3) take medications, as prescribed; and (4) modify and monitor their own lifestyle behaviors, such as exercise, diet, weight control, smoking cessation, etc. Kaiser’s wide range of online tools and offline classes, as well as discounts at selected health clubs and weight loss programs, offers support for patients to exercise greater control over their chronic conditions.

## **ESTATE PLANNING**

Even with the advances in medical science, whether we want to acknowledge it or not, our lifetime is finite. There is no law that says you must have an estate plan, however, estate planning is critical for the security of your assets and the protection of your beneficiaries. So, just what is estate planning? In simple terms, it is planning for the possibility of mental incapacity and the inevitable end of life. It is your own personal instruction sheet to guide others in the future distribution of your property. If you do not have an estate plan, the state in which you reside at death will dictate what happens to your property.

### ***Key Factors in Estate Planning***

1. You should have an estate plan regardless of your net worth.
2. Your plan should include, at minimum, a will.
3. You do not have to be wealthy to create a trust.
4. Talking about your plans with loved ones may avoid problems later.
5. You can create charitable gifts in your will that leave a lasting legacy.

### ***Estate Planning for Mental Incapacity***

To protect yourself in case of mental incapacity, you will need to have a two-part estate plan in place – one that will take care of your personal decisions and one that will take care of your financial decisions. Otherwise, you and your assets could end up in a court-supervised guardianship or conservatorship.

1. The legal document necessary to delegate decisions regarding your health treatment is called an Advance Medical Directive. It will allow you to give to the person of your choice the right to make your medical decisions if you're temporarily or permanently unable to do so for yourself.
2. The legal document necessary to delegate your financial decisions is called a Power of Attorney. It will allow you to choose someone to manage your assets on your behalf if you're unable to do so for yourself. The Power of Attorney can be "durable" or "springing." Durable means that the person you choose will have the immediate ability to take care of your property and will continue to be able to take care of it. If the Power of Attorney is "springing," the person you choose won't be able to manage your assets until after you've been determined to be mentally incompetent by a physician or court.

### ***Estate Planning for Death***

Prior to your death, you should have a two-part estate plan in place; one that will insure all of your debts will be paid and one that will determine who will receive the balance of your assets.

1. The basic legal document that addresses planning for death is called a Last Will and Testament. It contains a written set of instructions to your loved ones describing how you want your estate to be handled after your death. One of the biggest drawbacks to using a will is that the property must go through probate (probate is the court-supervised process of inventorying all of your assets after your death, paying your final bills, and then distributing what's left to your loved ones) before your family will be able to take legal control of it.
2. A more comprehensive plan is a revocable living trust. It allows planning for both mental disability and death in one document. A revocable trust will allow you to control your property while you're alive and well, designate the person of your choice to manage you and your finances if you become mentally disabled, and then list your instructions to your loved ones as to what to do with your assets after you die. Another benefit of using a Revocable Living Trust as part of your estate plan is that your family will be able to gain virtually immediate access to your assets after your death since property held in the trust will avoid court-supervised probate.

## ESTATE PLANNING (Cont.)

### *Next Steps*

Review your beneficiary designations on file at CalSTRS or CalPERS, LAUSD, savings and investment plans and life insurance policies. Make an appointment with an attorney to draw up your will or trust. If you do not have or know of an attorney, ask friends or relatives for recommendations or contact your local Bar Association. Your will or trust needs to be reviewed periodically and updated as changes in your family, circumstances, laws and the economy occur.

## AALA'S SCHOLARSHIP AND COMMUNITY AWARDS BANQUET: AN INSPIRING CELEBRATION

The AALA Scholarship and Community Awards Banquet held on Wednesday, May 23, 2012, at the Millennium Biltmore Hotel was a wonderful celebration of outstanding student achievement and extraordinary volunteerism. Twenty-two LAUSD scholars were presented \$1000 scholarships, an AALA Scholarship Award Certificate and a junior portfolio. Each student also received a 16" x 20" portrait courtesy of **Gary Kranz**, School Portraits by Kranz Inc., and a certificate from **Dr. Richard Vladovic**, Board Member. This year four of the scholarships carried special designations and the recipients of these awards were: **Daniel Sobajian**, Venice High School, **Dr. William J. Johnston Leadership Scholarship**, which also included a perpetual plaque that will be hung in the AALA office (Dr. Johnston was in attendance to see the award presented.); **Alexandra Morales**, Belmont High School, **Jack H. Silas Social Justice Scholarship**, which also included a perpetual plaque (**Jack** and **Vergie Silas** were in attendance to see the award presented.); **Corrina Calanoc**, Verdugo Hills High School, **LAUSD Staff Leadership Scholarship**; and **Shanice Buggs**, King/Drew Magnet HS of Medicine and Science, the **Zelda Fisher Memorial Scholarship**, which also has a perpetual plaque.

The eighteen other scholars honored at the banquet were the following: **Madaly Alcalá**, San Pedro HS; **Joseph Bassey**, Carson High School; **Carol Chiu**, Wilson HS; **Kimberly Garcia**, North Hollywood HS; **Melissa Garibay**, Banning HS; **Susan Kim**, Lincoln HS; **Raken Mai**, Carson HS; **Linda Nkemere**, King/Drew Magnet HS of Medicine and Science; **Maya Omuziligbo**, Narbonne HS; **Jessica Rodriguez**, Foshay LC; **Camille Saucier**, Taft HS; **Dan Tamayo**, Carson HS; **Darren Yin**, North Hollywood HS; **Jamal Younus**, USC MaST HS; **Katrina Navarrette**, Avalon HS; **Diego Olandez**, John R. Wooden HS; **Ruben Dennis**, Evans CAS; and **Francisco Olla**, South Gate CAS. The students will be attending universities/colleges such as Harvard, Princeton, Duke, Columbia, UC Berkeley, UC Santa Barbara, UCLA, USC, and community colleges such as Los Angeles City College and Los Angeles Pierce College.

In addition to the student scholars, community volunteers were recognized for their service to the students in the District and presented with commemorative plaques from AALA. The following were the honorees: **Rosa Dueñas**, Noble Avenue School; **Celina Enriquez**, Glassell Park School; **Ronit Fischbach**, Germain Street School; **Juan Lopez**, Noble EEC; **Lourdes Olmos**, Fishburn Avenue School; **ENRICH LA (Tomas O'Grady)**, West Vernon Avenue School; **Los Angeles Clippers**, 42<sup>nd</sup> Street School; **Paramount Pictures (Anita Ortiz)**, Helen Bernstein HS; **PrimeTime LAUSD (The Sherry Lansing Foundation)**, North Hollywood HS; and **St. Peter's by the Sea**, Angel's Gate HS.

**BANQUET (Cont.)**

The Friends of AALA Board of Directors sincerely appreciates the support of the following generous donors listed below.

**DIAMOND LEVEL**

**The Academic Advantage**

**PLATINUM LEVEL**

**McGraw-Hill School Education Group**

**SILVER LEVEL**

**Pearson Digital Learning  
School Portraits by Kranz Inc.**

**BRONZE LEVEL**

**Parker & Covert LLP  
Houghton Mifflin Harcourt  
LAUSD Staff Leadership Scholarship  
Zelda Fisher Memorial Scholarship**

**FRIENDS LEVEL**

**ACSA-R Region XVI  
Jacobs Project Management Co.  
Francie Alexander, Scholastic Education  
Los Angeles School Police Association  
Mary Mondragon, Avaya**

**FRIENDS IN-KIND LEVEL**

**California Credit Union  
Yissela Aguilar, Tax and Financial Services**

***Individual donations were received from more than 250 AALA active and alumni members and friends.***

Find a complete list of all individual donors on the AALA website: <http://www.aala.us/2012-donors/>

**Explore the AALA Website at [www.aalausd.com](http://www.aalausd.com)!**

Did you know that you have access to all of AALA's important documents that affect your administrative assignment? For example, do you want to know what was negotiated for the pilot evaluation program, information about types of leaves you can take or your due process rights? All pertinent AALA documents are posted under *Key Documents*. You will also find the entire AALA/LAUSD contract.

## IN MEMORIAM

**MARY FENNESSEY**—Former assistant principal of Narbonne High School retired in June 1997 and passed away on May 24, 2012. Viewing is at 5:00 p.m. and the rosary will be at 6:30 p.m. on Monday, June 11, 2012, at All Souls Chapel, 4400 Cherry Avenue, Long Beach, CA 90807. Funeral Mass will be held at 11:00 a.m. on Tuesday, June 12, 2012, at St. Barnabas Catholic Church, 3955 Orange Avenue, Long Beach 90807. Messages may be sent to her son, Mark, at [mark.fenn51@yahoo.com](mailto:mark.fenn51@yahoo.com).

**BRUNO TIMPANO**—Former principal of Danube Avenue and Haskell elementary schools and assistant principal of Tenth Street and Fifty-Second Street elementary schools retired in 1984 and passed away on April 19, 2012. Condolences may be sent to his wife, Elvera, and family in care of his daughter, Regina Timpano-Cardenas, at 11954 Buckeye Meadow Lane, Northridge, CA 91326.

*NOTE: Donations for scholarships in the name of a deceased administrator may be made to Friends of AALA, 1910 W. Sunset Blvd., Suite 850, Los Angeles, CA 90026.*

## UPCOMING EVENTS

EVENT	DATE	CONTACT
COBA Annual Black Child Conference and Scholarship Luncheon	June 2, 2012 7:00 a.m.	<b>Sharon Brown</b> , <a href="mailto:slb8612@lausd.net">slb8612@lausd.net</a> or <b>Simone Charles</b> , <a href="mailto:simone.charles@lausd.net">simone.charles@lausd.net</a>
Women Educators Installation and Scholarship Awards Brunch	June 10, 2012 11:00 a.m.	<b>Mariza Albers</b> , 818.631.0386 or <a href="mailto:mariza.albers@lausd.net">mariza.albers@lausd.net</a>
Women in Educational Leadership Spring Brunch	June 16, 2012 9:00 a.m.	<b>Penny Sommers</b> , 323.270.2420 or <a href="mailto:penny.sommers@lausd.net">penny.sommers@lausd.net</a>
<b>Suzanne Russo</b> Retirement Reception and Dinner at Shanghai Reds	June 3, 2012 5:00 p.m.	<b>Lori Bennett</b> , 310.832.6446
<b>Sherry Rubalcava</b> Retirement Event at Regency West	June 8, 2012 5:00 p.m.	<b>Christina Elliot</b> , 562.756.5552 or <a href="mailto:keepbelieving@gmail.com">keepbelieving@gmail.com</a>
<b>Dr. Donna Zero</b> Retirement Celebration at BJ's Restaurant	June 22, 2012	<b>Jennifer Phelps-Kosoy</b> , <a href="mailto:jmkosoy@aol.com">jmkosoy@aol.com</a>
<b>Bob and Sue Spears</b> Retirement Luncheon at Sheraton Hotel	June 24, 2012 11:30 a.m.	<b>Diane Klewitz</b> , 818.984.1441 or <a href="mailto:klewitzx2@sbcglobal.net">klewitzx2@sbcglobal.net</a>
<b>Leah Perrotti</b> Retirement Brunch and Prestidigitation at the Magic Castle	June 24, 2012 11:00 a.m.	<b>Estela Moreno-Lee</b> , 818.314.7797

**URBAN SCHOOL LEADERS  
SUMMER MASTER SCHEDULE INSTITUTE**

*California State University, Dominguez Hills, LAUSD and AALA* invite you to apply for an excellent professional development opportunity, the Master Schedule Institute, in which you will learn how to build a master program specifically designed for high school and/or middle school under the direction of an experienced school-site administrator. The Institute is a hybrid seminar, beginning on Thursday, July 12, 2012, consisting of five face-to-face course sessions and four online sessions. Applications are currently being accepted through the deadline date of Friday, June 22, 2012.

- Questions? Contact **Judy Radeke** at [jaradeke@csudh.edu](mailto:jaradeke@csudh.edu) or 310.243.3524
- For details and application go to: <https://eadcsudh.box.com/s/6890fbd296f92bd55e12>

**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://certificated.lausd.k12.ca.us/admin\\_vacancies](http://certificated.lausd.k12.ca.us/admin_vacancies).*

**CERTIFICATED POSITIONS**

***PRINCIPAL, SECONDARY***

**\*Santee Education Complex (Partnership LA), \$125,034 - \$150,984.** For information and application procedures contact **Christina Legg Greenberg** at 510.250.7994 or [info@redwoodcircle.org](mailto:info@redwoodcircle.org).

***PRINCIPAL, ELEMENTARY***

**Community Magnet Charter Elementary School (LD3), MST 40G, D Basis.** For information and application procedures contact **Mary Campbell**, Principal Leader, at 310.914.2100. Filing deadline is 5:00 p.m., Friday, June 8, 2012.

**Open Magnet Charter Elementary School (LD3), MST 40G, D Basis.** For information and application procedures contact **Renée Robinson**, Principal Leader, at 310.914.2100. Filing deadline is 5:00 p.m., Friday, June 8, 2012.

**Sherman Oaks Charter Elementary School (LD2), MST 40G, D Basis.** For information and application procedures contact **Jack Bagwell**, Principal Leader, at 818.252.5404. Filing deadline is 5:00 p.m., Friday, June 15, 2012.

**\*Sunrise Elementary School (Partnership LA), \$103-373 - \$126,474.** For information and application procedures contact **Christina Legg Greenberg** at 510.250.7994 or [info@redwoodcircle.org](mailto:info@redwoodcircle.org).

**Westwood Charter Elementary School (LD3), MST 40G, D Basis.** For information and application procedures contact **Renée Robinson**, Principal Leader, at 310.914.2100. Filing deadline is 5:00 p.m., Friday, June 8, 2012.

***PRINCIPAL, SECONDARY SMALL SCHOOLS***

**Hilda Solis Learning Academy School of Technology, Business and Education (LD5), Temporary Adviser, MST 40G, E Basis.** For information and application procedures contact **Jesus Angulo**, Principal Leader, at 323.224.3173. Filing deadline is 5:00 p.m., Friday, June 15, 2012.

***COORDINATOR, INSTRUCTION K-12***

**Division of Special Education, MST 42G, B Basis.** For information and application procedures contact **Nancy Franklin** at 213.241.6701 or [nancy.franklin@lausd.net](mailto:nancy.franklin@lausd.net). Filing deadline is 5:00 p.m., Thursday, June 14, 2012.

***COORDINATOR, SECONDARY OPTIONS PROGRAMS***

**Office of Curriculum, Instruction and School Support, Temporary Adviser, MST 43G, E Basis.** For information and application procedures call 213.241.6886. Filing deadline is 5:00 p.m., Friday, June 15, 2012.

***INSTRUCTIONAL SPECIALIST***

**\*Gompers Middle School (Partnership LA), \$75,502 - \$94,043, 221 days.** For information and application procedures call 213.201.2000, ext. 221, or visit the website, [www.partnershipla.org/careers](http://www.partnershipla.org/careers). Filing deadline is June 8, 2012, or until filled.

**\*Mendez Learning Center (Partnership LA), \$69,470 - \$86,653, 221 days.** For information and application procedures call 213.201.2000, ext. 238, or visit the website, [www.partnershipla.org/careers](http://www.partnershipla.org/careers). Position is open until filled.

***SPECIALIST, PSYCHOLOGICAL SERVICES***

**Division of Special Education, MST 37G, B Basis.** For information and application procedures contact **Alnita Dunn**, Director, at 213.241.8303. Filing deadline is 5:00 p.m., Wednesday, June 13, 2012.

***\*HUMAN RESOURCES AND RECRUITING MANAGER***

**Partnership for Los Angeles Schools.** For information and application procedures visit the website, [www.partnershipla.org/careers](http://www.partnershipla.org/careers). Position is open until filled.

**\*NOTE:** We are providing information about these positions as a courtesy to our members. Although they have been publicly announced by the Partnership, they have not been approved by the District.

**PREVIOUSLY ANNOUNCED POSITIONS**

POSITION	LOCATION	CONTACT	DEADLINE
<i>DIRECTOR, K-12 Curriculum and Instruction</i> MST 45G, E Basis	Office of Curriculum, Instruction and School Support	213.241.6886	5:00 p.m. Friday June 1, 2012
<i>DIRECTOR, Multilingual and Multicultural Education (Pre-K-12 EL Program),</i> MST 45G, E Basis	Office of Curriculum, Instruction and School Support	213.241.6886	5:00 p.m. Friday June 1, 2012
<i>COORDINATOR, K-12 Arts</i> MST 41G, B Basis	Office of Curriculum, Instruction and School Support	213.241.6886	5:00 p.m. Friday June 1, 2012

# Associated Administrators of Los Angeles

<i>COORDINATOR, Central K-12 Counseling</i> MST 41G, E Basis	Office of Curriculum, Instruction and School Support	213.241.6886	5:00 p.m. Thursday June 7, 2012
<i>COORDINATOR, Local Educational Service Center K-12 Counseling</i> MST 41G, E Basis (2 positions)	Office of Curriculum, Instruction and School Support	213.241.6886	5:00 p.m. Thursday June 7, 2012
<i>PRINCIPAL, SECONDARY SMALL SCHOOLS</i> MST 40G, E Basis	Marquez HS, School of Social Justice (LD6)	<b>Natividad Rozsa,</b> Principal Leader, 323.568.8500	5:00 p.m. Friday June 1, 2012
<i>PRINCIPAL, SECONDARY SMALL SCHOOLS</i> MST 40G, E Basis	Augustus Hawkins HS, Community Health Advocates School (LD7)	<b>George Bartleson,</b> Director, 213.241.7003	<u>EXTENDED</u> 5:00 p.m. Friday June 15, 2012
<i>SPECIALIST, Charter Schools</i> MST 39G, E Basis (3 positions)	Charter Schools Division	<b>Aaron Eairleywine,</b> Central Business Adviser, 213.241.0383	5:00 p.m. Monday June 4, 2012
<i>SPECIALIST, K-12 English Learner Programs</i> MST 38G (subject to change), B Basis	Office of Curriculum, Instruction and School Support	213.241.6886	5:00 p.m. Friday June 8, 2012