

# UPDATE

[www.aala.us](http://www.aala.us)

Week of October 1, 2012

## ADMINISTRATOR EVALUATION—NEW LAW

On Friday, September 21, 2012, with little fanfare, **Governor Brown** signed SB 1292 which addresses principal evaluations. **Senator Carol Liu** (D-Pasadena), a former teacher, authored the bill with strong collaboration and support from ACSA. It was introduced in February 2012, and has quietly made its way through the legislative process obtaining almost unanimous support. The key reason for its smooth passage is that SB 1292 is voluntary—districts are not bound to use the provisions and they retain the power to define the key elements of an evaluation.

The California Legislative Counsel's Digest summary of the provisions of the bill is as follows:  
*This bill would authorize a school district to evaluate a principal annually for the principal's first and second year of employment as a new principal and authorize additional evaluations, as specified. The bill would authorize the governing board of a school district to identify who will conduct the evaluation of each school principal. The bill would authorize the criteria for school principal evaluations to be based upon the California Professional Standards for Educational Leaders and to include evidence of, among other things, pupil academic growth, effective and comprehensive teacher evaluations, culturally responsive instructional strategies, the ability to analyze quality instructional strategies and provide effective feedback, and effective school management.*

Senator Liu, when speaking before the California Association of Urban School Administrators (CAUSA) in Los Angeles last May, focused on this bill. At that time, **AALA President Dr. Judith Perez** and AALA members provided her key feedback while SB 1292 was still in its formative stage, assisting in the recrafting of the measure. The bill also draws heavily from the recommendations of **State Superintendent Tom Torlakson's** Educator Excellence Task Force found in its report, *Greatness by Design* ([www.cde.ca.gov/eo/in/documents/greatnessfinal.pdf](http://www.cde.ca.gov/eo/in/documents/greatnessfinal.pdf)), which has an entire section devoted to administrator evaluation and has many similarities to the MOU that AALA crafted with the District regarding the same topic.

The difference between SB 1292 and AALA's MOU with LAUSD is that the ACSA sponsored bill is based on the six California Professional Standards for Educational Leaders (CPSELs), while LAUSD is basing its evaluation tenets on its internally developed School Leadership Framework. The CPSELs currently are the bases on which administrators are trained in credential programs and include: (1) a vision of learning for all students; (2) a school culture focused on an effective instructional program; (3) an effective learning environment; (4) collaboration with families and community; (5) ethical leadership and professional growth; and (6) operating within a larger political, social, economic, legal and cultural context.

Like the MOU, the bill does include utilizing growth in student learning as part of an evaluation, but did not limit itself to CST and AGT data. It also recommends a menu of many measures: standardized tests, district assessments, Advanced Placement and college entrance tests and performance assessments, such as portfolios.

While this bill remains voluntary, ACSA and Senator Liu both wanted it to be mandatory; however, they were convinced that it would not win the necessary support with that provision. Both Senator Liu and **Senator Alan Lowenthal**, Senate Education Committee Chair, are on record as predicting that the law will eventually be amended to become a district mandate.

## **GUIDELINES FOR EMPLOYEES: POLITICAL CAMPAIGNS**

The Education Code of the State of California prohibits the use of public funds (time, resources, equipment, vehicles and/or facilities) for advocating or fundraising for the passage or rejection of any ballot measure. However, it does allow for public funds to be used to provide information about a ballot measure if it avoids advocacy wording and is fair and balanced. In an effort to make all employees aware of the legal requirements, the Ethics Office has issued a *Ballot Measure Tipsheet* that can be found in its entirety (including an informative Q & A) at [http://ethics.lausd.net/resources/ethics\\_tools.shtml](http://ethics.lausd.net/resources/ethics_tools.shtml). The following is an excerpt from the document:

LAUSD employees and elected officials **may**:

- Work on a ballot campaign on off-duty time.
- Make contributions with personal funds to a ballot campaign.
- Make it clear to the public that any advocacy is in a personal capacity.
- Monitor use of personal time and private equipment on ballot activities in order to document that no public funds were used.

LAUSD employees and elected officials **may not**:

- Utilize District resources at any time for campaign work.
- Place campaign materials on bulletin boards, web page or other LAUSD premises.
- Add any links from the LAUSD website(s) to a campaign website.
- Exchange campaign-related e-mails or calls on LAUSD equipment.
- Advocate on behalf of a ballot measure during compensated work hours.
- Ask subordinates or other staff to be advocates for a ballot measure.
- Conduct fundraising activities during duty hours.
- Drive a District vehicle to a campaign event.

There are two critical additional items not included in the District materials:

- You may encourage adults to exercise their democratic rights by registering and voting.
- You may encourage teachers to incorporate the electoral process into the instructional program.

## **MORE FROM THE AALA PAC**

Last week, we advised you that the AALA PAC Steering Committee had voted to recommend that the PAC Council support both Propositions 30 (Schools & Local Public Safety Protection Act—**Governor Brown**, CFT & others) and 38 (Our Children, Our Future—**Molly Munger** & PTA) and that the decision would be made on October 4, 2012, at AALA's Representative Assembly meeting. ACSA has developed a comparative chart on the initiatives which we encourage you to read and digest. It can be found at <http://acsa.org/MainMenuCategories/Advocacy/2012-Election/GovPlan-Initiative-Chart.aspx>. Whether either of these critical propositions pass or fail, public education funding for the next several years will be impacted. You can also obtain more information about these initiatives on the official websites: For Proposition 30 it is <http://vig.cdn.sos.ca.gov/2012/general/pdf/30-title-summ-analysis.pdf>; and for Proposition 38 is <http://vig.cdn.sos.ca.gov/2012/general/pdf/38-title-summ-analysis.pdf>. Proposition 32 is also of importance in the upcoming election, visit <http://vig.cdn.sos.ca.gov/2012/general/pdf/32-title-summ-analysis.pdf>.

## HEALTH BENEFITS FAQ

### **Topic: Health Benefit Plans for 2013**

Both active and retired health plan participants will soon be receiving LAUSD's official notification that outlines the health benefits for 2013. AALA urges members to read this letter carefully. Open Enrollment takes place from November 1, 2012, through November 18, 2012, with specific coverage information and literature mailed out during the latter part of October.

### **Will there be major changes to the LAUSD medical, dental, and vision plans for 2013?**

No, for the third year now, despite increases in total premium costs for the District's health benefits package, the Health Benefits Committee (HBC) was able to secure the same benefits for 2013, with some minor cost-saving changes. The last time that there was an increase in copays, deductibles, annual out-of-pocket limits and prescription costs was in 2010.

### **What will be new for 2013?**

The Health Care FSA contribution, beginning January 1, 2013, will be limited to \$2,500 per calendar year per employee. Dependent Care FSA remains at \$5,000. Members who have an FSA account must reenroll each year during Open Enrollment.

Kaiser has two copay changes: (1) Substance Abuse Outpatient Treatment copay will be \$5 per group visit instead of the current \$10 per group visit; and (2) Kaiser Senior Advantage members will no longer have copays for *Preventive Care Services* such as adult physical and well woman exams.

### **Are there any changes that affect retirees?**

Yes, there are changes to the Medicare enrollment requirement:

- Employees who retire on or after January 1, 2013, must enroll in both Medicare Part A and Medicare Part B when they first become eligible, in order to maintain their medical coverage under any District plan. Employees who are not eligible for premium-free Medicare Part A, purchase Medicare Part A at their own expense.
- Medicare Part A and B enrollment applies to spouses and domestic partners of employees that retire on or after January 1, 2013, as well. If the retiree's spouse or domestic partner is not eligible for premium-free Medicare Part A coverage, they must purchase Medicare Part A at their own expense.

### **My spouse and I are both District employees and participate in the "Medical Opt-Out/Cash Back" program. Do we need to reenroll each year?**

No, opt-out rolls over each year until the employee opts back in by electing a medical plan during Open Enrollment or loses eligibility due to retiring or separating from the District. The employee who opts out still retains his/her own dental and vision coverage.

**For additional information, call 213.241.4262 or visit the Benefits Administration website at: <http://benefits.lausd.net>.**

## *Legal Brief*

### **WORKPLACE VIOLENCE PREVENTION**

The California Constitution requires schools to ensure a safe, secure and peaceful environment for students and employees (Article I, Section 28). District administrators are responsible for responding to safety concerns, including workplace violence. The District issued the revised Bulletin 5798.0, *Workplace Violence, Bullying and Threats (Adult-to-Adult)* on July 16, 2012, to assist administrators in intervening and preventing incidents of workplace violence. This bulletin replaces Bulletin 5610.0, with the same title.

Bulletin 5798.0 defines workplace violence broadly to capture a variety of behaviors that may escalate or have escalated. The bulletin notes that workplace violence falls on a continuum that recognizes severity, frequency and recency. Workplace violence can be impacted by individual characteristics, environmental stressors and/or the relationship between involved parties. It is more specifically defined in the bulletin as *Any act of physical, verbal or emotional aggression and represents a continuum of behaviors that includes threats, harassment, bullying, stalking, vandalism, emotional abuse, intimidation and other forms of conduct that create anxiety, fear and a climate of distrust in the work or educational setting.* In addition, the bulletin specifically addresses threats and bullying by associated persons, which include, but are not limited to, volunteers, vendors, parents, former students, former employees and relatives or friends of employees.

To assist site administrators in ensuring a safe school campus, the bulletin includes protocols and checklists for dealing with threats, bullying, harassment, discrimination and workplace violence. While each type of incident has a specifically designed response procedure, site administrators should keep in mind the following steps to address reports of workplace violence:

- Secure campus/office safety.
- Assure involved parties that allegations are taken seriously.
- Investigate promptly and thoroughly, including requesting a factual written statement from all involved parties and, if appropriate, witnesses.
- Assess for risk to self or others.
- Consult with your ESC, Staff Relations and other offices as appropriate.
- Convene a multi-disciplinary threat assessment team.
- Determine the appropriate actions and take action to stop the behavior.
- Implement disciplinary action as needed.
- If appropriate, the victim may file a criminal complaint with law enforcement.
- Continue to monitor behavior and address inappropriate behaviors.
- Document actions taken by completing an incident report in ISTAR.

Each situation presents unique facts that must be taken into account in responding. School Mental Health Crisis Counseling and Intervention Services Division provides technical assistance and consultation for handling threat assessments and mental health issues; the Office of Human Relations, Diversity and Equity in the Office of School Operations provides assistance and support in addressing bullying, conflict resolution and diversity training; the Equal Opportunity Section provides assistance and guidance with sexual harassment and discrimination complaints affecting employees; and the Office of the General Counsel assists with legal issues arising from or related to reports of workplace violence. Additional resources and contact information are included in Bulletin 5798.0.

*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.*

## CONGRATULATIONS!!!

135<sup>th</sup> Street Elementary School was awarded a \$92,500 grant from Lowe's Charitable and Educational Foundation. The Toolbox for Education® grant will enable the school to open a new computer lab, with new computers, digital cameras, scanners and color printers for students in grades 3 – 5. Currently the school has only a small primary grade computer lab that can only accommodate 24 small children, so this will be a welcome addition. Also, the school will use the new computer lab to offer classes to parents on basic computer skills, internet safety and accessing resources to help their children at home. Congratulations to the students, **Antonio Camacho**, Principal, **Anna Aguilera**, Coordinator, and the entire staff for this fine accomplishment.

## ANOTHER LOOK AT THE INCOME ACHIEVEMENT GAP

Several issues ago, *Update* featured an article on the income gap and its impact on the achievement level of students. In this article, we look at how this income gap continues to widen and some alarming new statistics about its results. In an article entitled Standing up for Teachers (September 17, 2012) in the *Washington Post*, **Eugene Robinson**, an opinion writer, stated that the problems that afflict public education go far beyond the typical culprits—teacher quality, powerful unions, low salaries. He says that a key variable in student performance is family income and “it is not fair to expect teachers to correct all the imbalances and remedy all the pathologies that result from growing inequality in our society.”

So why is the income gap continuing to widen? It is now wider than at almost any point in the history of the country. We are finding that fewer opportunities exist for families to move up the ladder. A Harvard study found that the affluent and college educated are raising their children in starkly different ways from those in the lower income working class. They are spending enormous amounts of time and money on enrichment activities and private tutors. The College Board established that students from families making more than \$200,000 score more than 300 points higher on the SAT than students from families making less than \$20,000. As family income increases, so do the scores on the test and the ability to get into college. **Dr. Pedro Noguera**, a highly respected educator and researcher, noted in his *Education Week* blog, “... those with resources and privilege are opting out of public education ... and as they do, they leave the system more segregated and bereft of those who have the wherewithal to insist upon quality.” Poorer parents cannot keep up and their students' test scores and grades prove that; ultimately decreasing their chances to move into a higher socio-economic status. Add into that the increasing cost of public and private higher education, and many students are doomed to remain in poverty.

In addition to lower academic achievement, the income gap decreases the chances of growing up in a two parent family. Sixty percent of births among non-college-educated women occur to single parents; among college-educated women, the number drops to 10 percent. Research over the years has shown that single parent children are more likely to live in poverty, act out in class, become teenage parents and drop out of school; thereby, perpetuating the cycle.

But family structure is not the entire picture. Other countries, such as Denmark, Norway, Sweden, Germany and Canada, have greater social mobility and less of an income gap. These countries guarantee health care, provide more-affordable college educations and levy higher taxes on the wealthy. While we, as a country bemoan the status of public education, we should be mindful of how non-educational political policies undermine our children's achievement, opportunities to improve themselves and deny them access to the *American Dream*.

## IMPORTANT NOTICE FOR CERTIFICATED ADMINISTRATORS WHO DO NOT HAVE AN ADMINISTRATIVE SERVICES CREDENTIAL

Certificated administrators are required to hold an Administrative Services Credential (ASC). However, in previous years the District had accepted either the ASC or other services credentials that authorized some supervision duties to meet the requirement in shortage areas for administrators. Examples of these shortage areas include Assistant Principal, Secondary Counseling Services; Assistant Principal, Adult Counseling Services; and a limited number of health and human services classifications.

Recently, the Commission on Teacher Credentialing (CTC) directed the District that *only* holders of the Administrative Services Credential (ASC) are authorized to evaluate other certificated personnel. Employees who do not hold the ASC are no longer authorized to evaluate, supervise and administer employee discipline. The CTC is requiring the District to provide assurances that administrators who do not hold an ASC are not solely responsible for the evaluation of certificated personnel until they earn their ASC.

Currently, there are approximately 31 administrators who do not hold an Administrative Services Credential (ASC). These administrators have been offered assistance to earn their ASC and they will have until June 30, 2014, to complete the requirements. Principals and supervisors who have a current administrator in this situation have been contacted and required to ensure that these administrators do not perform supervisory duties, perform evaluations, conference with employees or take any disciplinary actions against any certificated personnel. While the principal or supervisor may delegate portions of the evaluation process such as assistance and guidance, a final performance evaluation form must be signed by a principal or supervisor who holds an ASC.

The District appreciates your attention to this matter; if you have questions related to this matter please contact Certificated Human Resources Division, 213.241.6365.

### WE GET LETTERS

AALA thanks an anonymous principal for this insightful response to the TAR.

*On Friday, September 14, Dr. Jaime Aquino pled his case about the Technical Assistance Review (TAR) to the members of the Elementary Principals Organization. He was concerned with the anxiety level of principals and asked us to presume good intent on his part. Dr. Aquino correctly identified the anxiety being connected to the TAR. There are powerful reasons for this anxiety. He publically stated that the TAR will not be used as a means of evaluation and invited us to look at the FAQs in AALA's newsletter.*

*According to Aquino, the TAR is used for "memorializing the collaborative work" between the instructional director and the principal. "The TAR has been designed as a tool to enable instructional directors to coach and support principals and it is NOT to be used as evaluative in and of itself." Presumably, it will be used alongside of some other evaluative instrument. Given that the current MOU for principal evaluation already allows for separate treatment of principals and assistant principals (as mandated by the court), it is not surprising that a separate tool is already in place to track observable teaching and leadership behaviors.*

## **WE GET LETTERS (CONT.)**

*In an attempt to downplay the use of the TAR as an evaluation tool, Aquino states, “It can be compared to the informal notes that principals provide to teachers with feedback when visiting their classrooms.” Really, Jaime? When has an informal note given to a teacher been posted on an evaluation website and shared with the ESC superintendent or directors? The truth is that the TAR and informal notes are nothing alike. The TAR is memorialized on the new Truenorth EVALUATION website. It’s based on extensive conversations between the Principal Network, the principal and the director. It is available to **Dr. Deasy**, Dr. Aquino, the ESC superintendent, **Noah Bookman**, the instructional director and presumably a variety of other support providers for review prior to visiting the school. Its stated purpose is to provide guidance and support. The TAR, therefore, is no informal note.*

*Dr. Aquino is correct in stating that “it is NOT to be used as evaluative **in and of itself**.” That is because it is a tracking tool. Evaluation tools require negotiations, tracking tools do not. The TAR does not allow for principal responses, it is not posted by or with the principal present, comments made in the TAR may or may not be made in agreement with the principal. The TAR cannot be changed nor updated by the principal. Per FAQ, it remains on the Truenorth website forever. A TAR can be written after a director’s visit when the principal was not at the school; comments placed in the TAR cannot be removed by the principal; and those comments are visible to most of the known world. In other words – anything can go in the TAR at any time and there is no response a principal can make. The potential for mistakes, misuse or deliberate ruination of a career contained in the present form of the TAR is unprecedented in LAUSD. That is anxiety producing.*

*An old proverb states that the road to hell is paved with good intentions. Meaning, very good people with very good intentions sometimes do wrong things. If the TAR was meant to be the result of good intentions, why not take the time to do it right, be respectful to the people who do the frontline instructional work and reduce the anxiety?*

*As a symbol of good intent:*

- *Use the process currently in place (AALA) to establish a fair and reliable method of memorializing collaborative work.*
- *Immediately cease using the Truenorth website as the tracking tool for principal observations and leadership behavior. You can never truthfully say it isn’t evaluative when it’s on the evaluation website.*
- *Establish a means by which principals can respond to the comments made by directors when they post the TAR and have equal ability to make appropriate changes.*
- *Establish a means that closes and purges past TARs if goals, agreements or developments have been reached.*
- *Make the TAR far less public.*

*The anxiety Dr. Aquino spoke of is very real. He created it by not allowing principals to have a voice in a major piece of documentation that impacts our lives and is subject to shenanigans. We have a representational unit (AALA) for a good reason. Make use of it! Good intent must be followed by good actions to get good work. There is nothing wrong with the intent to support principals. The implementation of the TAR is not supportive. Take the time to back up a few steps and get this right.*

## JACK O'CONNELL – ALUMNI LUNCHEON SPEAKER

At the Alumni Luncheon on Wednesday, October 17, at The Center at Cathedral Plaza, **Jack O'Connell** will be the featured speaker. Mr. O'Connell, former State Superintendent of Public Instruction and now Chief Education Officer, School Innovations and Achievement, and Partner, Capitol Advisors Group, LLC, will address educational funding in the State, ballot initiatives and pension reform. Make your plans now to attend the luncheon. Alumni members should have already received an invitation in the mail. The deadline for reservations is Friday, October 12. Please contact the AALA Office at 213.484.2226 for more information.

## CALENDAR

EVENT	DATE	CONTACT
<b>Maxine Hammond's</b> Retirement Event at the DoubleTree Hotel	September 30, 2012 11:30 a.m.	<b>Jesus Bastidas</b> , 323.564.1431
<b>National Principals Month</b>	October 1 – 31, 2012	<a href="http://www.nassp.org/NATIONAL-PRINCIPALS-MONTH">http://www.nassp.org/NATIONAL-PRINCIPALS-MONTH</a>
Welcome to Retirement Reception at Taix Restaurant (ACSA-R)	October 1, 2012 2:00 – 4:00 p.m.	<b>Charlotte Lerchenmuller</b> , <a href="mailto:clerch@aala.us">clerch@aala.us</a> or 213.484.2226
MSPO Meeting at Porter Middle School	October 3, 2012 8:00 a.m.	<b>Scott Schmerelson</b> , <a href="mailto:sschme1@lausd.net">sschme1@lausd.net</a>
AALA Representative Assembly Meeting at AALA Office	October 4, 2012 4:30 p.m.	AALA Office, 213.484.2226
CalSTRS Pre-Retirement Workshop at Beachy ES Auditorium	October 4, 2012 4:00 p.m.	<b>Maria Voigt</b> , 213.241.6365
LAUSD State of the District Address by <b>Dr. Deasy</b> at RFK Community Schools—Cocoanut Grove	October 8, 2012 4:30 – 6:00 p.m.	<b>Amalia Villarruel</b> , <a href="mailto:amalia.villarruel@lausd.net">amalia.villarruel@lausd.net</a>
CalSTRS Pre-Retirement Workshop at Marlton School Auditorium	October 11, 2012 4:00 p.m.	<b>Maria Voigt</b> , 213.241.6365
<b>Tamar Galatzan's</b> Town Hall Event on Propositions 30 & 38 at Cleveland High School	October 16, 2012 6:30 p.m.	<b>Aixle Aman</b> , 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.	<b>Maria Voigt</b> , 213.241.6365
CalSTRS Pre-Retirement Workshop at Parmelee ES Auditorium	October 18, 2012 4:00 p.m.	<b>Maria Voigt</b> , 213.241.6365
Retirement Party for <b>Cynthia Tollette</b> at Maggiano's at Farmers Market	October 21, 2012 11:00 a.m.	<b>Stephanie Lewis</b> , <a href="mailto:slewis1@lausd.net">slewis1@lausd.net</a>

## MEMBER BENEFITS

AALA members can enjoy the benefits of group rates for the following insurance services.

- Special rates for members now include savings on auto and home insurance! AALA has joined with Liberty Mutual to offer our members discounted auto and home insurance. This unique program allows you to purchase high-quality auto, home and renters insurance at low group rates. See for yourself how much money you could save with Liberty Mutual by obtaining a free, no-obligation quote when you call 800.524.9400 or visit <http://www.libertymutual.com/aala>. (*Discounts and savings are available where state laws and regulations allow and may vary by state. To the extent permitted by law, applicants are individually underwritten; not all applicants may qualify.*)
- As part of your retirement, you may want to consider protecting yourself against the burden of long term care with a group LTC insurance plan. The cost of long term care could run into hundreds of thousands of dollars and affect the retirement funds you have worked so hard to accumulate during your lifetime. If you have any questions or want an enrollment packet, please call Specialists in Long Term Care Insurance Services, Inc. at 1.800.764.6585 or e-mail to [info@siltc.com](mailto:info@siltc.com). If you would like to access the information online, please go to the following website: [www.siltc.com/aala](http://www.siltc.com/aala).

## INCREASING STAFF RESILIENCE DURING DIFFICULT TIMES

The Office of School Mental Health in partnership with the Workforce Management Classified Training Branch is inviting certificated and classified employees to attend the above titled one-half day workshop which will be held on October 11, 2012, and repeated on November 8, 2012, at the Beaudry Building. Workshop highlights include:

- Identifying adjustment patterns to stressful events.
- Learning a model of “Psychological First Aid.”
- Practicing and modeling positive and healthy behaviors.

To reserve a space, register on the Learning Zone at <http://lz.lausd.net>.

## 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/](http://www.teachinla.com/admin_vacancies/) for more detailed requirements for positions and employment updates.*

### **CERTIFICATED**

#### ***PRINCIPAL, ELEMENTARY***

**Martha Escutia Primary Center (ESC South), MST 40G, E Basis.** For information and application procedures contact **Kathi Hannum**, Instructional Director, at 310.354.3400. Filing deadline is 5:00 p.m., Friday, October 12, 2012.

# Associated Administrators of Los Angeles

## ***INSTRUCTIONAL SPECIALIST***

**International Studies Learning Center (6-12) at Southeast MS and South Region HS #9 (ESC South), MST 39G, Temporary Adviser, B Basis.** For information and application procedures contact **Veronica Aragon**, Instructional Director, at 310.354.3400. Filing deadline is 5:00 p.m., Friday, October 5, 2012

## ***COORDINATOR, PUPIL SERVICES AND ATTENDANCE (PSA)***

**Division of Student Health and Human Services, MST 39G, Temporary Adviser, B Basis.** For information and application procedures contact **Debra Duardo**, Director, at 213.241.8605. Filing deadline is 5:00 p.m., Wednesday, October 10, 2012.

## ***COORDINATOR, ENGLISH LEARNERS ACCESS GRANT***

**Beyond the Bell Branch, MST 38G, Temporary Adviser, B Basis.** For information and application procedures contact **Harry Talbot**, Administrative Coordinator, at 213.241.7900. Filing deadline is 5:00 p.m., Friday, October 12, 2012.

## **PREVIOUSLY ANNOUNCED POSITIONS**

<b>POSITION</b>	<b>LOCATION</b>	<b>CONTACT</b>	<b>DEADLINE</b>
<b><i>PRINCIPAL, SECONDARY SMALL SCHOOLS MST 40G, E Basis</i></b>	ArtLab High School at Sotomayor Learning Academies (ISIC)	<b>Ada Snethen-Stevens</b> , Instructional Director, <a href="mailto:asnethen@lausd.net">asnethen@lausd.net</a>	EXTENDED Friday October 5, 2012
<b><i>INSTRUCTIONAL SPECIALIST MST 40G, B Basis</i></b>	John H. Francis Polytechnic HS (ESC North)	<b>Janet Kiddoo</b> , Instructional Director, 818.654.3600	EXTENDED 5:00 p.m. Friday October 5, 2012
<b><i>SPECIALIST, AUTISM MST 38G, B Basis</i></b>	Division of Special Education	<b>Nancy Franklin</b> , Director, 213.241.8051 or <a href="mailto:nancy.franklin@lausd.net">nancy.franklin@lausd.net</a>	EXTENDED 5:00 p.m. Friday October 5, 2012