

UPDATE

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Week of October 7, 2013

DR. DIANE RAVITCH ON REFORM

On Tuesday, October 1, 2013, noted educator and author **Dr. Diane Ravitch** spoke at Occidental College in an event jointly sponsored by AALA, UTLA, CSEA, CTA, CFT and the Occidental Urban & Environmental Policy Department and Policy Institute. Dr. Ravitch was in Los Angeles to promote her latest book, *Reign of Error: The Hoax of the Privatization Movement and the Danger to America's Public Schools*. Prior to her speech, which was open to the public, a private reception was held on the campus, during which the sponsoring organizations were able to dialogue with Dr. Ravitch. She acknowledged AALA member **Irma Cobian**, former principal at Weigand ES who was targeted last year by Parent Revolution, and said that meeting Irma was the highlight of her trip to L.A. She then made a few comments about the parent trigger laws, Parent Revolution and its founder, **Ben Austin**. Dr. Ravitch commended Irma for her work and her leadership during an extremely difficult time. Former Board members **Jackie Goldberg** and **David Tokofsky**, as well as, current members **Steve Zimmer** and **Bennett Kayser** were in attendance. The presidents of Occidental College, UTLA and AALA were also present.

Dr. Ravitch is an outspoken critic of the education reform movement and has written several books addressing what she sees as a concerted effort to encourage privatization of public education by destroying the nation's school systems. During her formal presentation to more than 700 people, she highlighted several "hoaxes" that she says have been foisted on the American public. Among them are: public schools are failing; the private sector does better; technology will save us; online classes are successful alternatives; firing bad teachers will improve student achievement; unions are the source of education's problems; merit pay is the answer; poverty is just an excuse bad teachers use; charters and vouchers are the silver bullets to improve outcomes; making tests harder will help students; and anyone can be a teacher, principal or superintendent, with no formal education training. Another major hoax is the current verbiage being bandied around that school choice is a civil rights issue. She likened this to the days when **George Wallace** and **Strom Thurmond** refused the integration of their states' schools because they felt that parents had the civil right to choose with whom their students attended school and then commented that there is no civil right to abandon public education.

What was particularly refreshing was that Dr. Ravitch did not just attack the reform movement or the corporate culture that is trying to privatize education, she provided eleven solutions in her book. First and foremost was that we, as a country, need to focus on the early years by providing good prenatal care for every pregnant woman and make high-quality early childhood education available for all children. Other solutions included reducing poverty and racial segregation; using tests diagnostically; and strengthening the profession by requiring that (1) teachers have at least one full year of teacher education, (2) principals have to have been a master teacher and (3) superintendents must be experienced educators who have served in multiple roles in the system. She concluded by saying that we must work together to improve public schools and that protecting them against privatization is truly the civil rights issue of our time.

GUILTY EVEN WHEN PROVEN INNOCENT

On Wednesday, August 21, 2013, a well-respected assistant principal with a 28-year impeccable record was directed to remain home while an investigation was initiated by the ESC staff. The investigation was based upon a teacher's complaint that the AP had grabbed her by the arm in the school's main office. The involved teacher had been given several written directives to move to a different classroom beginning this past August. She had failed to follow the prior directives by the principal and assistant principal. ESC leadership assigned the AP to her home.

Some seven weeks later on Monday, September 30, 2013, the AP was told to attend a conference with the instructional director, a representative from performance accountability and her AALA representative. During the meeting, both the instructional director and the performance accountability person commented on the AP's strong leadership qualities and the evidence and statements attesting to the AP's innocence of the allegation. No evidence was presented to support the teacher's charge. At the close of the conference, the instructional director provided the AP with a collection of "you shall do no wrong" District publications as if the AALA member was guilty of wrong-doing. This action brought tears to the eyes of the AP and demonstrated the current insensitivity to the very people who are holding the District's schools together for students, staff and parents.

The story continues: the AALA member remains at home while the investigation packet moves forward to the Housed Employee Reassignment Committee (HERC) for review on Monday, October 7, 2013. Thereafter, the case will be forwarded to **Superintendent Deasy** for his review before a final determination is rendered. Thus, it appears that the administrator will return to her school more than two months after the alleged incident. As a case study, AALA raises the following questions, which, had they been properly addressed, would have resolved this in a more timely and satisfactory fashion.

- Why didn't the ESC superintendent or operations administrator immediately contact the police division where the alleged complaint had been filed to seek a quick resolution?
- Does the ESC administrator of operations track individual cases on a daily basis to insure personnel matters are addressed in a timely manner?
- When did the investigation really begin? When did it end? Who was charged with the responsibility for conducting the investigation?
- Who at the ESC determines the person responsible for handling each case? In this particular situation, AALA has learned that the administrator of operations and the instructional director were uncertain as to the ESC person responsible for completing the case.
- Did the ESC leadership ever think to consider the loss of a highly skilled administrator at an active middle school during the first two months of school?
- Will anybody in District leadership provide the AP with a letter of apology for the mishandling of the case and a commendation for her ongoing professional contributions to students, staff and parents?

Guilty even when proven innocent!

HEALTH BENEFITS FAQ

TOPIC: HEALTH INFORMATION IS PRIVATE

Why is “privacy” an important issue?

As Americans, we place a high value on our individual rights, personal choices and protecting our personal sphere from intrusion. Medical records can include some of the most intimate details about our lives since they document our physical and mental health. Medical records may also include information on social behaviors, personal relationships and financial status.

How are my medical records protected in my District-provided health plans?

The Health Insurance Portability and Accountability Act (HIPAA), passed by Congress in 1996, provides federal protection for personal health information held by health plans, health care providers and others. It requires confidential handling of protected health information and mandates industrywide standards for electronic billing and other processes.

What information is protected?

Protected information includes what health care providers put into your medical records, including conversations the doctor has with nurses and others about your care or treatment. Protected information also includes computerized records, including billing information by providers. HIPAA also provides health plan members the ability to transfer and continue health insurance coverage in case of job loss (COBRA coverage), change of marital status, dependent status change and others.

Who must follow these laws?

Everyone with access to information about you and your health plans must follow these laws. This includes the District, your health plan providers, District insurance consultants and organizations, like the Health Benefits Committee (HBC). The HBC members often receive protected information and must follow HIPAA rules.

How is this information protected?

Safeguards are required, such as who can view and access your health information, limits on uses and disclosure and training for employees on how to protect your health information. Health insurers utilize secure e-mail, with encryption, to exchange information. Commercial e-mail providers like Yahoo, Hotmail, and even LAUSD.net are not “secure.”

When I call, e-mail or fax AALA about a problem about my medical treatment or medical coverage, is this information covered under HIPAA?

Yes, AALA protects information we receive from you. AALA will never disclose your private information (name, address, employee number) or medical information in any unprotected e-mail communications. AALA employees are aware of and follow HIPAA rules.

Are there circumstances where the privacy rule is not required?

HIPAA does not prevent your supervisor, human resources worker or others from asking you for a doctor’s note or other information about your health if your employer needs the information to administer sick leave, workers’ compensation, wellness programs or health insurance.

For additional information, visit <http://www.hhs.gov/ocr/privacy/hipaa/understanding/index.html>.

MORE VIEWS ON THE iPADS

Much has been written in the media in the last week about LAUSD’s massive iPad project. Most of what has been printed has been critical; however, there is still a great deal of support for continuing the project. We, at AALA, have called on District leadership to take some time to work out the programming glitches, better inform parents and develop a unified policy regarding the use and storage of the iPads, before moving forward with Phase 2 of the rollout. **Superintendent Deasy** says in his letter to the *Los Angeles Times* that he is disappointed that the *Times believes that glitches in the largest rollout of its kind in the history of American public education should lead to a reassessment of the entire initiative.* Our view is that asking pertinent questions is by no means equivalent to calling for the termination of the project—just raising issues that can lead to a more thorough and informed methodology for the distribution, maintenance and use of this technology. And no, this is not a civil rights issue. It is about protecting a major investment and getting instructional materials into the hands of students that can be used now and for the next few years. While it is great PR to be the first district to attempt such an enormous undertaking, why the breakneck speed? Is the District in a race? Is there some timeline somewhere that has to be met? Inquiring minds want to know why the implementation cannot be slowed down so it can be done right.

In addition to the hacking issue, the parental responsibility, the security and the loss issues, concerns are now being raised about the software. *Los Angeles Times* columnist **Steve Lopez** asks if anyone has even looked at the content of the software and also suggests that it was bought from Pearson sight unseen. Now, we find out that the curriculum is not yet complete. While one may buy a house after only looking at the plans, should we be that cavalier with curriculum content? Especially something that is costing hundreds of millions of dollars? Since the decision has already been made to defer maintenance and upgrading of facilities in order to provide students with this new technology, let us strongly reiterate what was stated in last week’s article—as more and more questions arise about the use of the iPads, prudent minds may want to delay their further distribution until, at least, the security issues can be worked out, a more coherent use policy is developed and District leadership is on the same page with their expectations.

ERRATA
Last week’s *Update* cited three LAUSD schools where students had hacked into the security system of the recently distributed iPads. One of the schools that was listed was incorrect: Students at Valley Academy of Arts and Sciences were **not** involved. We apologize for the error.

WE GET LETTERS

AALA thanks **Fern Somoza**, Principal at Paul Revere Charter Middle School & Magnet Center, for sharing her thoughts.

After reading your September 30, 2013, article “iPads Bring More Issues” I felt compelled to issue some statements in favor of this new program. I realize that new, revolutionary programs within LAUSD have always been met with skepticism and trepidation by those of us eternally faced with changing educational practices. However the iPad (Common Core Technology Program) could not have arrived at a more opportune time in education. The pendulum in the job market today and for the future has swung seriously toward the technologically advanced candidates. As cited in the Wall Street Journal on September 21-22, 2013 in an article by **Stephen Moore** interviewing **Mr. Bob Funk**, “...young people who are looking for a solid career...get training in accounting, information technology, manufacturing-robotics programming, welding and engineering.” Mr. Funk also states that he is “...mystified why

LETTERS (Cont.)

Express has so much trouble filling thousand[s] of information-technology jobs when so many young, working-age adults are computer literate." Unfortunately the job search agency Mr. Funk heads has discovered a "skills mismatch." Furthermore he blames public schools and universities for the skills mismatch. When I look at LAUSD I know what Mr. Funk is talking about. We provide education for 700,000 students and we are forced to use 20th Century tools in the process.

Every student in this district and others throughout the country should be working on an iPad or some other tablet in the classroom. We are in the 21st Century, this is the future job market our students face, unprepared for technological advances necessary to sustain in their lives. The funding to improve facilities on campuses, used to purchase the technology, is supporting the future structural stability of education. Students will have opportunities to work on a tablet in order to research information, explain findings through evidence and create hypothesis that moves them beyond the usual question and answer phase. How could educators condemn this opportunity? Or a better question would be, "Why would we?"

I will concur that there have been glitches in the system for distribution of the iPads. I was not surprised that some of our students broke the security code. However I was surprised how quickly they did it. These glitches trumpeted by student curiosity and sheer audacity are not unexpected. They need to view the iPads as textbooks not toys. This might be difficult, but we need to explain that the iPad is only leased to each student. Their payment for that lease is personal responsibility for the safety and security of the device and their trustworthiness not to break the agreement with the District and the school. A consequence for breaking any lease is loss of the privilege to full participation. Students need to be made aware of this agreement and understand what is required of them. I do not think it will be 100% effective, but it puts students under a microscope, judging their character and self-restraint. I'd call that a real life-lesson.

It is extremely difficult and fraught with problems and disappointments to revolutionize any organized system. Even in the American Revolution the Colonists lost some important battles, but they won the war! The technology war in education may have its glitches and hiccups, but it must succeed for the sake of students throughout the District. As administrators I think we should offer helpful solutions, knowledgeable advice from our positions on campus and encourage the process even in the face of difficult battles. We owe our dedication and commitment to all students to move diligently ahead in this technological world, even if presently we are faced with anxiety, aggravation, and unresolved questions. Just remember the first time you touched a keyboard connected to a strange looking, heavy, cumbersome computer. Look how far we've come!

**FACILITIES RECRUITMENT, HIRING AND PROMOTIONS
INCREASINGLY LINKED TO HIGHER EDUCATION**

*AALA thanks **Ron Delahoussaye**, Classified Human Resources Administrator, for writing this article.*

The Facilities Services Division (FSD) of the Los Angeles Unified School District has absorbed some devastating cuts during the great recession. As a consequence, we have had to rely increasingly on the talents of fewer people while trying to uphold the high standards our students deserve. As we review and update our class descriptions, we are looking for as many opportunities as possible to increase the education requirements of as many classifications as possible. Having an education is one of the

FACILITIES (Cont.)

primary indicators that a person is capable of following through, focusing, prioritizing and performing at the level of excellence we expect from our employees. The areas where a degree will almost certainly be required are among the management and leadership classifications within FSD. With greater pay and greater responsibility, increased performance and education will be required.

WHEN CHANGING BASIS, BE AWARE...

Employees who have their salaries annualized may face some consequences when changing positions after the school year begins. If the new position includes a change in basis (this can happen with any change in basis), the employee’s service credit and/or salary may be affected. For example, one who moves from B to E Basis in October may receive a notice of overpayment even though the new assignment may be at a higher salary step. This is because the employee has been paid in advance due to the annualized salary. The overpayment reflects the difference between the number of hours paid versus the number of hours actually worked. This can also happen when an employee decides to resign or retire.

In addition, if an employee accepts an assignment requiring more total days of work than are left in the school year, he/she will not receive 1.0 service credit. Using another example, an elementary principal is on E basis when he/she is offered a position in October as coordinator of operations which is an A basis assignment. The employee cannot work the required hours to fulfill the A basis assignment because there are not enough days left in the school year and therefore, will not receive one full year of service credit. This occurs even though the employee ends up working more hours than if he/she had remained in the previous position. In the past CalSTRS has made adjustments in the service credit calculations when this has occurred. However, CalSTRS has informed the District it will no longer perform the change of basis calculation. Human Resources Division will advise employees of a potential payroll impact and service credit implication when they change assignments that results in a basis change. For questions regarding basis changes and service credit issues, employees may contact CalSTRS either via the website, www.CalSTRS.com, or by calling 800.228.5453.

ASSEMBLY BILL 1729—STUDENT SUSPENSION

AALA thanks Earl Perkins, Assistant Superintendent, School Operations, for providing this information.

With the passage of AB 1729, revisions have been made to the District’s policy on suspension. The new law addresses concerns regarding excessive use of disciplinary measures that exclude students from class and/or school and the inconsistent application of discipline. It requires that suspension, including in-school and class suspension, should be utilized for adjustment purposes only when alternative means of correction have failed to bring proper conduct and/or safety is at risk. Alternatives to suspension must be age appropriate and designed to address and correct the student’s specific misconduct. In addition to the new legislation, the Board Resolution *School Discipline and School Climate Bill of Rights* was adopted on May 14, 2013. The resolution reinforces the requirements of AB 1729, and establishes that no student shall be suspended or expelled for a “willful defiance” offense.

Since 2007, LAUSD has worked to implement in all schools the Discipline Foundation Policy: School-Wide Positive Behavior Intervention and Support (SWPBIS). Schools have been utilizing wide varieties

SUSPENSION (Cont.)

of best practices and interventions to ensure that students are in class learning. The articulation of clear and positive behavior expectations, providing positive feedback, modeling appropriate behavior, implementing equitable school-based practices have served as successful strategies to build a positive school climate and a sense of belonging. Individual student and parent conferencing, referrals to case management and counseling, after-school programs that address specific behavioral issues, peer mediation, alternative programming and behavior plans are some of the strategies that schools are already implementing to reduce the number of suspensions.

To assist schools with the implementation of the new law, the District has reissued the following policy bulletins: BUL-5655.2 - *Guidelines for Student Suspension*, BUL-6050.1 - *Expulsion of Students*, BUL-5808.2 – *LAUSD MAX Discipline Module Required Usage*. To support the implementation of the new legislation, training modules will be shared with schools in October. As we gather feedback from the field, we will continue our collaboration with District experts to create more online and in-person professional development opportunities for school staff.

We would like to commend every principal who has shown great leadership with creating a school culture where positive expectations and schoolwide positive behavior support have provided necessary support to our students and families and created a safe academic environment conducive to learning.

IMPORTANT NETWORKING EVENTS

AALA REPRESENTATIVE ASSEMBLY

The first Representative Assembly meeting of this school year will take place at the AALA Offices and 3rd Floor Conference Room on Thursday evening, October 10, 2013. The meeting will commence at 4:30 p.m. with department caucuses followed immediately by our dinner meeting at 5:30 p.m. At the Elementary Department caucus, a director for the AALA Executive Board will need to be selected. Nominees must be present to be considered for this position. There are a number of important reports and issues to be discussed at this meeting, including:

- President's Report
- AALA Policy Decision
- Negotiations
- Health Benefits

Parking will only be available in the parking structure on Glendale Boulevard. If you park behind the bank, security will ask you to move. Only a handicapped parking permit will allow you to park behind the bank. Please call 213.484.2226 or e-mail cvacca@aala.us to RSVP or for further information.

ACSA OKTOBERFEST FALL SOCIAL

LAUSD administrators are invited to attend ACSA's fall social on Thursday, October 17, 2013, at 5:30 p.m. at the Red Lion Inn Tavern, 2366 Glendale Blvd., Los Angeles. This is another opportunity to mix and mingle with colleagues and also learn about the benefits of ACSA membership. Hors d'oeuvres will be served and every ACSA member will enjoy a free beverage. For more information please contact **Brian Sida** at bsida@lausd.net.

Associated Administrators of Los Angeles

CALENDAR

EVENT	DATE	CONTACT
National Principals Month	October 1 – 31, 2013	www.principalsmonth.org
ASPO Meeting at Beaudry Bldg., 18 th Floor, Room 124	October 9, 2013 8:00 a.m.	Donna Brashear , 323.224.5970 or donna.brashear@lausd.net
AAALA Representative Assembly Meeting at AALA Offices	October 10, 2013 4:30 p.m.	Gema Pivaral , 213.484.2226 or gpivaral@aala.us
National Coming Out Day	October 11, 2013	Dr. Judy Chiasson , 213.241.5337
ASAPO Meeting at Friedman Occupational Center	October 11, 2013 8:00 a.m.	Denise Becker , 323.732.0153 or dsb2186@lausd.net
AAALA Alumni Luncheon at The Center at Cathedral Plaza	October 16, 2013 11:30 a.m.	Gema Pivaral , 213.484.2226 or gpivaral@aala.us
ACSA Region XVI General Membership Meeting at Red Lion Inn Tavern	October 17, 2013 5:30 p.m.	Brian Sida , bsida@lausd.net
APACS Meeting at Friedman Occupational Center	October 18, 2013 8:00 a.m.	Lisa Baskin , 310.664.5888 or lbaski1@lausd.net
CAUSA Conference in Sacramento	October 18 – 19, 2013	
COBA Meeting at the Crenshaw HS Library	October 23, 2013 5:30 p.m.	Josephine Ruffin , josephineruffin@sbcglobal.net
AAALA Executive Board Meeting at AALA Offices	November 4, 2013 4:30 p.m.	Gema Pivaral , 213.484.2226 or gpivaral@aala.us
SEPO Meeting at Beaudry, 17 th Floor, Room 105	November 6, 2013 8:00 a.m.	Christina Cisneros , 213.749.8310 or cmc0506@lausd.net
SHSPO/MSPO Meeting at Beaudry, Board Room	November 6, 2013 8:00 a.m.	Ed Trimis , etrimis@lausd.net Deborah Acosta , dacosta@lausd.net
AAAPA Bring Your Boss to Dinner at Golden Dragon Restaurant	November 6, 2013 5:00 p.m.	Hirota, Donna , dnh8944@lausd.net
ACSA Leadership Summit in San Jose	November 6 – 9, 2013	Dr. Victor Gonzalez , victor.gonzalez@lausd.net
SHSOPO Meeting at Bernstein HS	November 7, 2013 8:00 a.m.	Jason Garrison , 818.345.0203 or jason.garrison@lausd.net
EPO Meeting at Pickwick Gardens	November 8, 2013 8:00 a.m.	Ron Tanimura , 310.547.2471 or rht0055@lausd.net
EAPO Meeting	November 8, 2013 1:00 p.m.	Sylvester Harris , 323.264.6953 or sylvester.harris@lausd.net
Veterans Day	November 11, 2013	
Beyond the Bell Golf Classic at Angeles National Golf Club	November 11, 2013	Dennis Stecchi or Wendy Cowen , 213.241.7900

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

UCLA is accepting applications for our Fall 2014 Ed.D. cohort. We 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, please e-mail edinfo@gseis.ucla.edu, call 310.206.1673 or visit: www.edd.gseis.ucla.edu. The application deadline is February 1, 2014.

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 visit http://teachinla.com/admin_vacancies/ (certificated) and <http://www.lausdjobs.org> (classified) for detailed requirements for positions and employment updates.*

CERTIFICATED

DIRECTOR, COMMON CORE IMPLEMENTATION

Office of the Deputy Superintendent of Instruction, MST 48G, Temporary Adviser, A Basis (5 positions). For information and application procedures please visit http://teachinla.com/admin_vacancies/. Application deadline is 5:00 p.m., Tuesday, October 15, 2013.

PRINCIPAL, SECONDARY

Benjamin Franklin High School, ISIC, MST 47G, E Basis. For information and application procedures please contact **Dr. Shelley Holt**, Instructional Director, at 213.241.0100. Application deadline is Tuesday, October 15, 2013.

PRINCIPAL, SECONDARY

Helen Bernstein High School, ISIC, MST 46G, E Basis. For information and application procedures please contact **Dr. Shawn Bird**, Instructional Director, at 213.241.0100. Application deadline is Friday, October 11, 2013.

PRINCIPAL, SECONDARY

Woodland Hills Academy, ESC North, MST 45G, E Basis. For information and application procedures please contact **Carol Alexander**, Instructional Director, at 818.654.3600. Application deadline is Tuesday, October 15, 2013.

PRINCIPAL, SECONDARY

Griffith Middle School, ESC East, MST 45G, E Basis. For information and application procedures please contact **David Downing**, Instructional Director, at 323.224.3100. Application deadline is 5:00 p.m., Wednesday, October 16, 2013.

CERTIFICATED

PRINCIPAL, ELEMENTARY

Sheridan Street Elementary School, ESC East, MST 43G, E Basis. For information and application procedures please contact **Natividad Rozsa**, Instructional Director, at 323.224.3100. Application deadline is 5:00 p.m., Tuesday, October 15, 2013.

PRINCIPAL, ELEMENTARY

Parmelee Elementary School, ESC South, MST 43G, E Basis. For information and application procedures please contact **Christopher Downing**, Instructional Director, at 310.354.3400. Application deadline is 5:00 p.m., Monday, October 21, 2013.

PRINCIPAL, ELEMENTARY

Vermont Elementary School, ESC East, MST 42G, E Basis. For information and application procedures please contact **Celia Ripke**, Instructional Director, at 323.224.3100. Application deadline is 5:00 p.m., Thursday, October 17, 2013.

PRINCIPAL, ELEMENTARY

Cimarron Avenue Elementary School, ESC West, MST 40G, E Basis. For information and application procedures please contact **Rosalinda Lugo**, Instructional Director, at 310.914.2125. Application deadline is 5:00 p.m., Tuesday, October 15, 2013.

INSTRUCTIONAL SPECIALIST

Los Angeles High School, ESC West/Division of Special Education, MST 41G, Temporary Adviser, B Basis. For information and application procedures please contact **Marco Tolj**, Administrative Coordinator, at 213.241.6701. Application deadline is 5:00 p.m., Thursday, October 17, 2013.

INSTRUCTIONAL SPECIALIST

Byrd Middle School, ESC North, MST 40G, Temporary Adviser, B Basis. For information and application procedures please contact **Joseph Nacorda**, Instructional Director, at 818.654.3600 or jcn9591@lausd.net. Application deadline is Thursday, October 17, 2013.

CLASSIFIED

ASSISTANT BUDGET DIRECTOR

Budget Services and Financial Planning Division, \$95,800 - \$118,620, A Basis, 3 positions. For information and application procedures please click [here](#). Application deadline is Thursday, October 10, 2013.

SEE NEXT PAGE FOR PREVIOUSLY ANNOUNCED POSITIONS

PREVIOUSLY ANNOUNCED POSITIONS

CERTIFICATED POSITIONS	LOCATION	CONTACT	DEADLINE
<i>PRINCIPAL, K-12</i> MST 43G, E Basis	Logan Elementary SPAN School, ESC East	Al Vega , Instructional Director, 323.224.3356 or avegal@lausd.net	Friday October 11, 2013
<i>TEACHING AND LEARNING OBSERVER</i> MST 37G, E BASIS (3 positions: 2 secondary; 1 elementary)	Talent Management Division	Joel Bonilla , 213.241.6608, joel.bonillarosales@lausd.net	<u>EXTENDED</u> 5:00 p.m. Friday October 11, 2013
<i>DEPUTY SUPERINTENDENT OF INSTRUCTION</i> \$250,000, A Basis	Office of the Deputy Superintendent of Instruction	Please visit http://teachinla.com/admin _vacancies/	5:00 p.m. Monday November 4, 2013
CLASSIFIED POSITION	LOCATION	CONTACT	DEADLINE
<i>DESIGN NETWORK ENGINEER</i> \$81,900 - \$116,900, A Basis	Information Technology Division	For information and application procedures please click here .	Monday October 14, 2013