

UPDATE

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Week of September 8, 2014

TRIALS AND TRIBULATIONS OF OPENING SCHOOL WITH MISIS

AALA thanks a secondary administrator, who wishes to remain anonymous, for providing this article.

For years, we heard it was coming – an integrated student information system. And then, suddenly, almost without warning, we drop right into the middle of My Integrated Student Information System (MiSiS), a system still in development. If MiSiS is meant to be a test of our patience and perseverance as administrators, it rose to the occasion.

The MiSiS journey begins with a delay in the start date, difficulty accessing the log-in screen and limited user-access roles. To guide us, we receive a quick, three-hour training, some job aides which often lead us to screens still in production and a help desk with no access to MiSiS.

When questions arise, we place calls to the help desk. The help desk listens, empathizes and states that they will find an answer; the most received answer – “try” this or that, we are not sure if it will work. When no answer exists, personnel instruct us to send screen shots and to create tickets – tickets which return weeks later stating the issue is irresolvable or an enhancement for a later date. At times, we realize we figure out more than the help desk and we are all working in the dark.

Yet, we cannot be beat and we persevere because of the students. Counselors and administrators work tirelessly to enter student class requests while fighting the “loading” wheel. Requests entered, double-checked one-by-one, the master schedule ready for the scheduling engine. No reports exist to support the process. Endless explanations of the necessity of reports end in disappointment.

After months of trial and error and a scheduling engine that cannot support the creation of a master schedule, we revert to the “old-fashioned” way of paper and pencil. Out of desperation, as work usually completed in May extends to July, we commit to a master with a low percentage of students fully scheduled. Now, holes in schedules must be filled. Staff work non-stop during summer to complete schedules, hoping each day to avoid the spinning wheel of death.

New students begin to enroll. To transfer students to our school, we contact other schools and hope they have time to release the students. Stacks of new student enrollees’ paperwork mound desks. We spend one hour per student entering all the necessary data only to click save and to have all of the information erased. MiSiS says new enrollment procedures will be implemented.

In August, simplified enrollment procedures make their debut. Yet, error messages of missing parent information stop data from saving even though the parent information is visible on the screen. Back to

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square one and daily calls of distress to MiSiS to support the enrollment of the growing number of new students. Lucky if we enter three to five students a day, even with six people working on data entry, we continue to persevere because of the students.

The system seems to work best at night. To prepare for opening day, taking paperwork home to complete enrollment or to enter student schedules becomes the norm. Working all hours, then coming to work to watch the wheel just spin and spin. Each day is a guessing game. Will you move past the log-in screen? Will you actually arrive at the scheduling screen? Once you are at the scheduling screen, can you change a schedule? Will the schedule you changed earlier stick or revert back to the original schedule? Will all of the students' classes remain or will one, two or all six be missing?

Leading up to August 12, 2014, are endless months of frustration; frustration that often boils into anger or descends into tears. Some days, we can work only an hour a day. Everything must be documented by hand and rechecked. Work that used to take minutes now takes hours, even days. The students are in class but the problems continue. We create hand schedules for students not in MiSiS. Teachers turn rosters in daily to monitor enrollment numbers and class size. New issues stem from classes inadvertently missing from student schedules, from reports not accurately reflecting numbers, and from misinformation from MiSiS.

Top management says we will not remember the trials and tribulations of MiSiS in a year. Even though, we continue to persevere, the new silver streaks in my hair will remain an everlasting reminder of the MiSiS crisis.

MUSINGS ON THE ELECTION

The article below is an excerpt from the blog of **Sara Roos** (<http://redqueeninla.k12newsnetwork.com/>), a Venice-area parent who is very active in the school community. She wrote the article the day after the special election in which **Dr. George McKenna** won the vote to assume the seat of Marguerite **Poindexter LaMotte**. We find Ms. Roos' article particularly compelling (and for which we received permission to reprint) as there will be four seats on the LAUSD Board of Education up for election in November: those occupied by **Dr. Richard Vladovic, Bennett Kayser, Tamar Galatzan** and yes, George McKenna. Campaigning and fundraising efforts are already in full swing. AALA's PAC Steering Committee will soon be meeting to establish procedures to determine which candidates will receive our endorsement.

LA Wins the Most Shocking Apathy Voter Award all over again. And despite ever-diminishing numbers of voters manages to leverage national significance from their voice. Besting last June's record low turnout of 13.1 percent, this special board election was decided by just 8.3% of the 342,493 registered voters of LAUSD's first district. Almost two-thirds of the 28,366 ballots cast were via mail rather than in-person, an option particularly attractive to parents juggling family needs with citizenly responsibilities when election day coincided with the first day of school following summer break.

It was the well-funded and over-staffed Johnson campaign in conjunction with its sidekick, independent, shadowy "independent expenditure" PACS, that pushed hard for absentee, or Vote By Mail (VBM) ballots... their count was reported immediately following the close of polls as slightly favoring McKenna ... And indeed [his] lead over Johnson just widened steadily ... culminating in a 6.4% superiority of votes – or 1,787 ballots ... These scant thousand votes are no trivial smudge. They reflect the culmination of a

MUSINGS (Cont.)

concerted effort from far beyond the borders of LAUSD 1 to sway the electorate in preference for an ideology substituting private, corporate control of our children's education over a publicly-driven and accountable, democratic public school system ...

The idea is part of a grand and general scheme where people trying to make a buck, consider it their prerogative to insert their own private wallet into the public fray in order for it to be filled up by public dollars that were appropriated by the public for a public institution, in this case Education. It is not a novel tactic, siphoning a robust, publicly-underwritten money-stream for private gain. There has been a constant, almost transcendental battle in America as elsewhere to deregulate and privatize public institutions for longer than anyone can remember. Think "social security" and "military operations" and "prisons" as examples of public institutions central to the privatizing debate; or, say, airlines and communications and banking industries as examples of arenas where deregulation has been the focus of a constant tussle.

In recent decades there has been an increasingly intense effort to tap into the vast Education sector, estimated as one-tenth of the US's entire GDP and critical to the US economy. In concert we have seen the systematic substitution of iconic elements of this sector, apple computers for apple-munching Teachers, centralized non-elected corporate-backed, business-class leaders (e.g., Michael Bloomberg of NYC; Rahm Emanuel of Chicago) for publicly elected boards of education stakeholders – teachers, administrators, parents, tax advocates. And in concert with this has grown the influence of a set of shadow schools established in the interstices of public and private education institutions: nominally publicly mandated schools run by private interests with public money. Charter schools.

Proponents of these schools say they exist to fill a void, a perceived displeasure among parents with our public educational institutions. Proponents of the ideology of a public institution of education, wonder why slight the effort to fix rather than scrap the institution. Without malice or gratuitous blame, it should be possible to acknowledge problems where due and focus improvement by concentrating on the needs of those underserved. Instead the cogs in a theoretically sound structure are crippled by establishing a parallel system that leaches from and undermines the old...

People have been slow to recognize this palimpsest of private schools operating with public funds in the infrastructure of the former publicly-controlled institutions. But as they have awakened to this redrawing all across the country, in one locale after another, the public reaction has been of horror to see the loss of control of our funds, our democracy, the minds of our children. All across our nation there has been a slow and steady push-back against the Education Reformer's privatization agenda.

This defeat by McKenna of the Ridley-Thomas-Villaraigosa-Education Reform machine marks the FOURTH such defeat over the shibboleth of Education Reform in Los Angeles. First was Bennet Kayser's over Villaraigosa-backed Louis Sanchez. Next came Zimmer over the massively exogenously subsidized Anderson. Then Mónica Ratliff's dark horse came from out of nowhere, outspent by two million dollars by avowed "Deasy-supporter" (= Eli Broad & Villaraigosa backed) Antonio Sanchez. And now the latest defeat of corporatizing influencers culminates in this nationwide trend with a clear mandate from LA voters: Let Education be managed by education stake-holders. There are many different kinds of education stakeholders, but it is those with children's education as their primary focus, and not private gain or corporate influence, who are receiving the people's nod.

HEALTH BENEFITS FAQ

TOPIC: WHAT ARE SOME IMPORTANT HEALTH BENEFITS TERMS TO KNOW AND UNDERSTAND?

Copay

Copay refers to a fixed amount you pay for a covered healthcare service, usually at the time the service is received. In the District HMO plans, the amount ranges from \$5 to \$20 for office visits and from \$50 to \$100 for emergency room visits (amount waived if admitted).

Coinsurance

This is the insured's share of the costs of a covered healthcare service, calculated as a percent of the allowed amount for the service. You pay coinsurance plus any required deductibles. For example, if the health insurance or plan's allowed amount for an office visit is \$100 and the deductible has been met, your coinsurance payment of 20% would be \$20. The health plan pays the remainder of the allowed amount. In the District plans, Anthem Blue Cross EPO has a 20% coinsurance rate for physician visits.

Deductible

A deductible is the amount you must pay for healthcare services covered by the health plan before it begins to pay. For example, if your deductible is \$300, your plan will not pay anything until you've met your deductible for the year. In the District plans, Anthem Blue Cross EPO has an annual deductible of .5% for active employees (\$800 maximum per member) and \$300 for retirees. The maximum deductible for family members in the EPO is three separate deductibles. All of the other medical plans have no annual deductible.

Exclusive Provider Organization (EPO) Plan

An EPO is a managed-care plan where services are covered only if you go to doctors, specialists or hospitals in the plan's network (except in an emergency). The District offers one EPO plan, the Anthem Blue Cross EPO. Anthem refers to its network of providers as *Prudent Buyer PPO*, and the usage of *PPO* often causes confusion because PPO plans may also cover nonnetwork providers. The Anthem Blue Cross EPO plan does not cover any out-of-network medical services, except in an emergency.

Formulary

The District health plans have different formularies that may change during the plan year. You should have received a booklet that describes the formulary and lists all of the approved medications, along with an explanation of whether the drug is generic, preferred brand, brand, nonpreferred brand or not on the formulary. Most plans also provide access to formularies online. If you have not received a formulary, call the customer service number on your drug card to request one.

Out-of-pocket maximum/limit

This limit is the maximum you pay during a policy period—one calendar year for the District plans—before the plan begins to pay 100% of the covered health services. This limit includes deductibles, coinsurance, copays and any other qualified medical expense. This limit does not include amounts you pay for nonnetwork providers, other out-of-network cost-sharing or spending for non-essential healthcare services. In District-offered plans, out-of-pocket limits vary from \$1,500 per member for the HMO plans to \$7,500 for the Anthem Blue Cross EPO.

THE INCOME GAP AND ITS IMPLICATIONS

INCOME LEVEL		\$200K+	\$100K-199K	\$60K-\$99K	\$30K-\$59K	Less than \$29K
% of population		5%	17%	22%	26%	30%
Average household income		\$332,960	\$134,520	\$77,158	\$43,555	\$16,095
Income growth since 1975		80%	56%	24%	12%	7%
HS Diploma		99%	99%	98%	95%	85%
BA/BS Degree		83%	74%	56%	35%	20%
Smokers		12%	10%	15%	20%	28%
Happy		41%	38%	36%	28%	26%
Life Expectancy		89	87	85	83	79
Statistics related to their children	Engaged in sex by 16	32%	41%	46%	54%	61%
	Charged with an adult crime by 24	11%	12%	15%	18%	21%
	Tried pot by 16	31%	33%	34%	37%	34%
	Average SAT scores	1151	1094	1036	987	897

Source: *TIME Magazine*, September 8/September 15, 2014

These statistics merely verify what educators are seeing in their classrooms on a daily basis. The achievement gap is more related to income than to race or ethnicity and is wider than ever; albeit that Latinos and African-Americans are disproportionately represented in the lower income categories. Why is it that the only category that does not increase or decrease based on income is the *tried pot by 16*? It does not vary nearly as much as the others and is significant in that family income does not have a sizable impact in this area, leading one to conclude that perhaps peer pressure is more compelling when it comes to drugs. This can have serious implications for providing information about drug use and abuse in schools.

It is common knowledge that more affluent parents are able to provide enrichment and supplemental activities that enable their children to score better on tests. They are also able to afford more highly skilled legal representation when their children break the law. Likewise, money is key in postsecondary education; as income increases, so do college and professional opportunities. The old adage, "Money cannot buy happiness," is not reflected in these statistics. Obviously, it has to be hard to be happy when struggling to put food on the table. While research shows that one in four children does not have enough to eat on a daily basis, we see it in greater numbers in our schools.

Why is it that those making less than \$29K per year smoke more, are less happy, do not live as long and appear to be more involved in criminal and risky sexual behavior? Are these just innately irresponsible citizens or are they more victims of their circumstances? They clearly have less access to healthcare and legal representation, fewer job opportunities, little cultural exposure, too much free time with little external stimulation and fewer community resources to occupy their time. Their chances for improving

INCOME (Cont.)

their economic situation are minimal. With 30% of the population making less than \$29,000 a year while the average cost to raise a child is \$245,340, a concentrated effort on the part of policymakers to invest in job growth, social services and healthcare has to be a priority.

APPEAL OF VERGARA DECISION

The final review of the ruling in the *Vergara v. California* case was released on August 28. Judge **Rolf Treu** said, “Plaintiffs have met their burden of proof on all issues presented,” and affirmed his preliminary decision issued in June that said five state statutes governing teacher employment rules violate the California constitution by denying students access to a quality public education. The specific statutes refer to a two-year probationary period for teacher tenure, the process for firing teachers and seniority-based layoffs. The case was brought by education nonprofit Students Matter on behalf of nine public school students against the state of California, Gov. **Jerry Brown**, the California Department of Education, the State Board of Education and three school districts.

While existing laws will stay in place during the appellate process, this final ruling allows the state and the teachers’ unions to begin their appeal of the decision and on Friday, Aug. 29, California Attorney General **Kamala Harris** did so on behalf of Gov. Jerry Brown. According to the *Los Angeles Times*, it is anticipated that the California Federation of Teachers (CFT) and California Teachers Association (CTA), who joined the suit, will appeal as well. State Superintendent of Public Instruction **Tom Torlakson** had requested that the appeal be filed, saying “We do not fault doctors when the emergency room is full...yet we crowd our classrooms and fail to properly equip them with adequate resources...[then] blame teachers...” Torlakson, who was one of the defendants named in the case, said that he does not believe the ruling is supported by the facts or the law. The appeal has cited several issues that required appellate review and also found fault with Judge Treu, saying that the final ruling lacks detail and fails to provide the legal basis for his final decision.

The appeal of the Vergara decision could become a central issue in this November’s election as both of those opposing Governor Brown and Superintendent Torlakson blasted them for their action. **Marshall Tuck**, who is running against Torlakson in his bid for reelection, was happy about the ruling and has loudly criticized him for requesting the appeal. Tuck, a former charter school executive who has received millions in support from the private sector, bills himself as a reformer who opposes the current teacher hiring and dismissal practices. **Neel Kashkari**, Governor Brown’s opponent, also aligned himself with the plaintiffs and said he was angry about Brown’s decision to appeal.

SEXUAL HARASSMENT

ALA thanks **Julie Hall-Panameno**, Director, Ed. Equity Compliance Office, for providing this information.

The LAUSD is committed to maintaining a working and learning environment that is free from sexual harassment. Sexual harassment of or by employees, students or persons doing business with the District, is a form of sex discrimination in that it constitutes differential treatment on the basis of sex, sexual orientation (actual or perceived) or gender (actual or perceived). As such, any act of sexual harassment is a violation of state and federal laws and a violation of District policy. The District considers sexual

HARASSMENT (Cont.)

harassment to be a serious offense which can result in disciplinary action to the offending employee or discipline of the offending student in Grades 4-12. While suspension or expulsion as a disciplinary consequence for sexual harassment shall not apply to students enrolled in Kindergarten and Grades 1-3, other disciplinary actions or interventions may be taken, as appropriate. Any student or employee of the District who believes that she or he has been a target of sexual harassment shall bring the problem to the attention of the site administrator or Title IX/Bullying Complaint Manager so that appropriate action may be taken to resolve the concern. All complaints will be promptly investigated in a way that respects the privacy of the parties concerned. The District prohibits retaliatory behavior against anyone who files a sexual harassment complaint or who participates in the complaint investigation process. See recent policy updates on this topic in [\[BUL-3349.1\] Sexual Harassment Policy \(Student-To-Student, Adult-To-Student, and Student-To-Adult\)](#). For assistance with sexual harassment matters involving employees as targets, contact the District's Equal Opportunity Section at 213.241.7685.

LOCKDOWN PROCEDURES

Principals handle myriad incidents on a daily basis to ensure a safe learning environment for our students and staff. The Sandy Hook tragedy and the recent Los Angeles Police Department manhunt for the former police officer have made all of us more vigilant to activities occurring around school campuses. Lockdowns are initiated by principals, either as a response to law enforcement's request, or as a safety measure due to an immediate danger impacting the safety of students and staff. The principal has the authority to place the school on lockdown, because law enforcement agencies are not always in a position to contact the school quickly enough to request a timely lockdown.

After placing the school on lockdown, the principal should immediately call the Los Angeles School Police Department Watch Commander at 213.625.6631. The Watch Commander will deploy an officer to the school to advise the principal about lockdown modifications. Principals should also follow up with a phone call to the respective ESC Operations Office. For further details on the District's lockdown procedures, please refer to Bul-5469.1, *Lockdown Procedures for All Schools*.



**JOIN YOUR FRIENDS AND COLLEAGUES AT
AALA'S FALL RECEPTION
WEDNESDAY, SEPTEMBER 17, 2014
4:30 - 7:30 P.M.
THE CENTER AT CATHEDRAL PLAZA
RSVP at 213.484.2226 or gpivaral@aala.us**

IN MEMORIAM

JENNIFER HOWELL—Former assistant principal at 92nd Street Elementary School and APEIS at Century Park Elementary School. Jennifer retired from the District on July 1, 2005, and passed away on September 1, 2014. Funeral services will be held at 11:00 a.m., followed by a repast, on Wednesday, September 10, 2014, at New Philadelphia A.M.E. Church, 19100 S. Susana Road, Rancho Dominguez. An Omega Omega Ceremony, which is open to family and friends, will precede the funeral at 10:13 a.m. Condolences may be sent to the Howell family at 5329 S. Garth Avenue, Los Angeles 90056-1113.

SAVE THE DATES

- The formal dedication of the Animo James B. Taylor Middle School will be held on Friday, September 12, 2014, at 10:00 a.m. **Dr. Jim Taylor** was Deputy Superintendent when he retired from LAUSD in 1982 after an illustrious career. The school is located at 810 E. 111th Place, Los Angeles.
- **Darren Huber**, Masa of Echo Park, Taix French Restaurant and Urban Hillside Real Estate invite you to meet and support Board Member **Bennett Kayser** in his reelection candidacy on Wednesday, September 24, 2014. The Honorable **Mitch O’Farrell**, L.A. City Councilmember, will be a special guest at the event which will be held at Taix French Restaurant from 7:00 p.m. – 9:00 p.m. Donation levels range from \$100 - \$500. Please R.S.V.P. to **Farrell Bender** at 323.465.9655 or nancydolanassociates@gmail.com.
- The APSCO meeting scheduled for September 18, 2014, has been postponed until Thursday, October 2, 2014, at Cochran Middle School. Please contact **Dr. Lilia Postell**, at 818.227.3600 or imp9321@lausd.net, for more information.
- The LAUSD Gifted/Talented Programs Office in conjunction with the Professional Advocates for Gifted Education and the Rossier School of Education at U.S.C. is presenting *A Master Class on Gifted Education—Ask the Experts* on Saturday, November 1, 2014, at the Pasadena Convention Center, from 8:00 a.m. – 12:30 p.m. This half-day institute will feature **Dr. Pedro Noguera**, Peter L. Agnew Professor of Education at N.Y.U., as the keynote speaker. Dr. Noguera is a sociologist whose scholarship and research focuses on the ways in which schools are influenced by social and economic conditions. Preregistration is \$95.00 online and \$120.00 onsite. For more information, please call the Gifted/Talented Programs Office at 213.241.6500 or to register, log on to: www.giftedchildrenla.org.

CALENDAR

EVENT	DATE	CONTACT
AALA Certificated Members Receive Salary Increase	September 5, 2014	Employee Service Center, 213.241.6670
TeamHEAL Afternoon of Jazz at Wilshire Country Club	September 6, 2014 2:00 p.m. – 7:00 p.m.	Nicole Levitt , 310.930.1858 or nicole@ewamllc.com

Associated Administrators of Los Angeles

EVENT	DATE	CONTACT
AALA Executive Board Meeting	September 8, 2014 4:30 p.m.	Gema Pivaral , 213.484.2226 or gpivaral@aala.us
EAPISO Meeting at Pickwick Gardens (Required)	September 11, 2014 7:30 a.m.	Dr. Sylvester Harris , 323.268.8508 or sylvester.harris@lausd.net
MSAPISO & SHAPISO Meeting at Pickwick Gardens (Required)	September 11, 2014 12:30 p.m.	Martha Valencia , 323.826.1500 or mlv3216@lausd.net ; Juanita White-Holloman , 323.227.4400 or jdw9998@lausd.net
All AALA Members Receive 2013-14 2% Lump Sum Payment	September 15, 2014	Employee Service Center, 213.241.6670
OMA Meeting in the Board Room at Beaudry	September 17, 2014 8:00 a.m.	Dr. Kevin J. Baker , 213.241.8642 or kevin.baker@lausd.net
AALA Fall Reception at The Center at Cathedral Plaza	September 17, 2014 4:30 p.m. – 7:30 p.m.	Gema Pivaral , 213.484.2226 or gpivaral@aala.us
AAPA Fall Social at Golden Dragon Restaurant	September 17, 2014 5:00 p.m. – 8:00 p.m.	Cathy Tomyoy , 213.241.6990 or cathy.tomyoy@lausd.net
EPO Meeting at Pickwick Gardens (Required)	September 19, 2014 7:30 a.m.	Jose Rodriguez , 323.224.9574 or jmr7481@lausd.net
Fundraising Event for George McKenna (details to follow)	September 23, 2014 4:30 p.m. – 7:00 p.m.	
CalPERS Webinar: <i>Your Retirement Options & Online Application</i>	September 24, 2014 10:30 a.m. – 11:30 a.m.	www.calpers.ca.gov
Fundraising Event for Bennett Kayser at Taix French Restaurant	September 24, 2014 7:00 p.m. – 9:00 p.m.	Farrell Bender , 323.465.9655 or nancydolanassociates@gmail.com
Unassigned Day	September 25, 2014	
SHSPO Meeting Location TBD	October 1, 2014 7:30 a.m.	Luis Rodriguez , 818.673.1300 or luis.x.rodriguez@lausd.net
MSPO Meeting Location TBD	October 1, 2014 7:30 a.m.	

LOYOLA MARYMOUNT UNIVERSITY

Advance your career with an Ed.D. in Educational Leadership for Social Justice from Loyola Marymount University's School of Education. Learn the practices and theories to become a systems leader, superintendent, principal or policymaker who drives socially just change and makes a difference in schools and communities. LMU's innovative 3-year program is designed for working professionals. Attend an **information session** to learn more about LMU's Ed.D. program: **Tuesday, Sept. 23, Wednesday, Oct. 15, and Thursday, Nov. 13**, from 6:00 p.m. – 8:00 p.m. at LMU. RSVP at <http://soe.lmu.edu/doctoral>.

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

UCLA is accepting applications for our Fall 2015 Ed.D. cohort. We are seeking educators committed to improving education within the context of a program designed for working educators.

Each cohort embarks on a practitioner-oriented three-year experience in a supportive environment with outstanding faculty and expert educational practitioners. Established in 1993, UCLA's small, student-focused Ed.D. program is committed to preparing educators to advance educational organizations and improve educational outcomes for children, youth and adults.

For further information or to RSVP for an information session, e-mail edinfo@gseis.ucla.edu, visit: <http://gseis.ucla.edu/education/academic-programs/educational-leadership-program/> or call 310.206.1673.

Application deadline: February 1, 2015.

POSITIONS AVAILABLE

***Note to Applicants:** Please be advised that you are responsible for making sure all the District requirements have been met. Do not contact AALA for information regarding positions; for detailed requirements for positions and employment updates use the contact phone number provided in the announcement or visit the District website at <http://www.lausdjobs.org> (classified) or http://teachinla.com/admin_vacancies/ (certificated). Employees who change basis during the school year may not earn a full year of service credit and annualized employees who change their basis during the year may sustain an annualized settlement.*

CERTIFICATED, SCHOOL-BASED

PRINCIPAL, ELEMENTARY

Ford Blvd. Elementary School, ESC East, MST 43G, E Basis. For information and application procedures, please contact **Dr. Chiae Byun-Kitayama**, Instructional Director, at 323.224.3100. Application deadline is 5:00 p.m., Wednesday, September 17, 2014.

PRINCIPAL, CONTINUATION HIGH SCHOOL

Mt. Lukens High School, Educational Options Program, MST 38G, E Basis. For information and application procedures, please visit http://teachinla.com/admin_vacancies/. Application deadline is 5:00 p.m., Thursday, September 18, 2014.

CERTIFICATED, NON-SCHOOL-BASED

COORDINATOR, ENGLISH LANGUAGE DEVELOPMENT COMPLIANCE

Office of Curriculum, Instruction and School Support (OCISS), MST 41G, Temporary Adviser, E Basis, current vacancy is in ISIC. For information and application procedures, please visit http://teachinla.com/admin_vacancies/. Application deadline is 5:00 p.m., Tuesday, September 16, 2014.

PREVIOUSLY ANNOUNCED POSITIONS

CERTIFICATED POSITIONS	LOCATION	CONTACT	DEADLINE
<i>INSTRUCTIONAL DIRECTOR (SECONDARY)</i> MST 48G, E Basis, 2 positions	ISIC	Please visit http://teachinla.com/admin_vacancies/ .	5:00 p.m. Friday September 5, 2014
<i>PRINCIPAL, ELEMENTARY</i> MST 43G, E Basis	Florence ES, ESC South	Anthony Aguilar , Instructional Director, 310.354.3400	5:00 p.m. Friday September 5, 2014
<i>COORDINATOR, K-12 ENGLISH LEARNER INSTRUCTION</i> MST 41G, E Basis	ESC South, OCISS	Hilda Maldonado , Director MMED, hilda.maldonado@lausd.net or 213.241.5582	5:00 p.m. Friday September 5, 2014
<i>ASSISTANT PRINCIPAL, EIS</i> MST 37G or 38G, B Basis, 2 positions	Division of Special Education	Sharyn Howell , Executive Director, 213.241.6701	5:00 p.m. Friday September 5, 2014
<i>SPECIALIST, SPECIAL ED. SERVICE CENTER, RECORDS MANAGEMENT</i> MST 37G, E Basis	Division of Special Education	Dr. Sharon Jarrett , Director, 213.241.6701 or sharon.jarrett@lausd.net	5:00 p.m. Friday September 5, 2014
<i>PRINCIPAL, ELEMENTARY</i> MST 41G, E Basis	Wonderland Avenue ES, ESC West	Autri Streeck , Instructional Director, 310.914.2100 or autri.streeck@lausd.net	EXTENDED 5:00 p.m. Monday September 8, 2014
<i>INSTRUCTIONAL SPECIALIST, TSP</i> MST 40G, B Basis	32 nd Street USC Performing Arts Magnet, ESC West	Ezequiel Gonzalez , Principal, 213.748.0126	5:00 p.m. Monday September 8, 2014
<i>PRINCIPAL, ELEMENTARY</i> MST 43G, E Basis	Forty-Ninth Street ES, ESC East	Adalberto Vega , Instructional Director, 323.224.3100 or avegal@lausd.net	5:00 p.m. Tuesday September 9, 2014
<i>PRINCIPAL, ELEMENTARY</i> MST 41G, E Basis	Calahan Community Charter School, ESC North	Mary Campbell , Instructional Director, 818.654.3600	5:00 p.m. Tuesday September 9, 2014
<i>INSTRUCTIONAL SPECIALIST, TSP</i> MST 40G, B Basis	Rancho Dominguez Preparatory School, ESC South	Veronica Aragon , Instructional Director, at 310.354.3400	5:00 p.m. Wednesday September 10, 2014
<i>ADMINISTRATOR, ACADEMIC INTERVENTION PROGRAMS</i> MST 43G, A Basis, 2 positions	Beyond the Bell Branch	Alvaro Cortés , Executive Director, 213.241.7900	5:00 p.m. Thursday September 11, 2014
<i>COORDINATOR, CERTIF. PERFORMANCE EVALUATION SUPPORT</i> MST 43G, A Basis	Human Resources Division	Dr. Donna Gilliland , Director, 213.241.5484 or dgilliland@lausd.net	5:00 p.m. Thursday September 11, 2014

Associated Administrators of Los Angeles

CERTIFICATED POSITIONS	LOCATION	CONTACT	DEADLINE
<i>COORDINATOR, STANDARD ENGLISH LEARNER PROGRAM</i> MST 41G, E Basis, 5 positions	OCISS—vacancy in each ESC and ISIC	Please visit: http://teachinla.com/admin_vacancies/ .	5:00 p.m. Thursday September 11, 2014
<i>SPECIALIST, SPECIAL ED. SERVICE CENTER, PROGRAM ALLOCATION AND SUPPORT</i> MST 38G, E Basis	Division of Special Education	Dr. Sharon Jarrett , Director, at 213.241.6701 or sharon.jarrett@lausd.net	5:00 p.m. Thursday September 11, 2014
<i>INSTRUCTIONAL SPECIALIST, TSP</i> MST 40G, B Basis	Markham MS, Partnership L.A.	Please visit: www.partnershipla.org/Careers .	<u>EXTENDED</u> Thursday September 11, 2014 or until filled
<i>SPECIALIST, MEDICAL COMPLIANCE</i> MST 38G, E Basis	Related Services Program, Division of Special Education	Lisa Jordan , Administrative Coordinator, at 213.241.6200	<u>EXTENDED</u> 5:00 p.m. Wednesday September 17, 2014