

UPDATE

www.aala.us

Week of March 30, 2015

THE STARK REALITY OF STUDENT TRAUMA

AALA thanks Pia Escudero, Director, School Mental Health, for providing this information.

Administrators are responsible for a multitude of complex and interrelated systems including those that address barriers to learning. One barrier that significantly impacts a student's ability to learn and a teacher's capacity to provide quality instruction is trauma. The impact of these exceptionally distressing experiences can cause severe emotional shock that affects students differently and manifests itself in a variety of ways such as unwillingness to participate, negative behaviors, substance abuse, withdrawal, depression and anxiety.

During the 2014-15 school year, 800 students from multiple school sites and Wellness Centers were screened. These students (98%) reported experiencing one or more stressful or traumatic life events in the past twelve months. The same data identified at least half of the students with moderate to severe symptoms of Post-Traumatic Stress Disorder (PTSD). This includes symptoms such as feeling future events will not come true (57%), not wanting to do things (57%), feeling irritable/fits of anger (49%), trouble sleeping (49%) and trouble concentrating (45%).

As adults, we rely on years of life experiences to carry-on in the aftermath of a stressful event. Our ability to cope is a learned trait that improves with time. Children, on the other hand, are in the process of developing their ability to cope with life stressors. Students who experience traumatic events often face circumstances which impede their coping skills development and/or contribute to developing unhealthy coping strategies. School administrators, teachers and support staff must understand the complexity of trauma and its effects on learning, as well as, how they can support students during traumatic experiences, help to build resiliency and to learn appropriate coping skills.

By now, you may have supported a student mourning the death of a parent or sibling; or have comforted a classroom of students that witnessed a violent incident in their community; or have visited a student in the hospital due to a life-threatening illness. In these instances, perhaps without you knowing, you likely applied elements of Psychological First Aid (PFA): *listen, protect, connect, model and teach*. The PFA model is a tool for all school personnel to use when responding to a student in the aftermath of a stressful incident. The purpose of PFA is to promote long-term resilience and coping skills in children. [Click here](#) to access a copy of LAUSD PFA.

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TRAUMA (Cont.)

Each of us can help when someone is in crisis, simply by our presence. One does not need to be a mental health professional or have specific training; showing empathy, genuine concern and a willingness to listen is enough. It is important to remember to be aware of your thoughts, feelings and reactions. Do not share your personal experiences with students in crisis. Model calm and optimistic behavior.

There is also support available to assist in addressing crisis and issues requiring professional counseling. Under the Division of Student Health and Human Services (SHHS), there are trained professionals such as psychiatric social workers, pupil services and attendance counselors and school nurses, as well as, Healthy Start navigators to help connect administrators with Wellness Centers and Mental Health Clinics. Additionally, schools may have academic counselors and other support services that can be of assistance.

The SHHS's School Mental Health (SMH) department is a national leader in addressing the mental health needs of students. SMH can provide assistance when needed. ESCs also have mental health consultants who are available to support and train school-site staff. SMH is available to provide universal, targeted and intensive services to students across LAUSD. [Click here](#) for a thorough description of services.

INEQUALITY FOUND IN LOCAL CONTROL FUNDING FORMULA

Researchers at the Public Policy Institute of California have identified a quirk in the Local Control Funding Formula (LCFF) that may actually deprive the students it is intended to help. The LCFF was structured to provide extra funding to districts with high-need students—low income, English learners and foster youth. However, a report from **Dr. Laura Hill** and **Iwunze Ugo** found that if these same students happened to be in a wealthy district, they were likely to receive less funding than if they were in a poor district.

Districts receive a 20 percent supplement on their funding for each high-need student; but if a district is composed of at least 55 percent of these students, it will receive an additional concentration of funding. As a result, those students who may, by definition, be high-need but attend school in a largely middle class or wealthy district will not get the additional funding. Capistrano Unified in Orange County and Carmel Unified in Northern California are examples. Each district has one or two schools with a large percentage of high-need students, but just 24 and 17 percent in the district overall, respectively. A simple resolution would be to provide funding for the students by school, not district, but that would be cost prohibitive or would have raised the threshold to qualify for extra dollars, according to the California Legislative Analyst's Office.

The state has added a requirement that the money should be narrowly targeted to meet the needs of the identified students when there are low numbers in the district. Starting this year, these districts must provide research to justify using their supplemental funds for districtwide programs. In addition, the Local Control and Accountability Plans (LCAP) are supposed to detail specifically and proportionately how the funds are being used to improve programs and services for high-need students. This study, by the Public Policy Institute, as well as one by Education Trust-West, has found that the first round of LCAPs were lacking in details and concluded, "...the action and budget sections of many plans were only marginally effective at outlining strategies for improving the quality of education."

**HEALTH BENEFITS FAQ:
CATCH UP ON YOUR SLEEP DURING SPRING BREAK**

According to the National Institutes of Health (NIH), sleep is often the first thing that busy people squeeze out of their schedules. Until the 1950s, most people believed sleep to be a passive, dormant part of our daily lives. We have since learned that our brains are very active during sleep. Moreover, we are just beginning to understand the many ways that sleep affects our daily functioning and our physical and mental health.

Some NIH statistics on sleep:

- One third of Americans get less than 7 hours of sleep each night.
- 70% of high school students are not getting enough sleep on school nights.
- Insufficient sleep and insomnia are more prevalent in women.
- 5,000 to 6,000 fatal auto accidents each year may be due to drowsy drivers.
- One third of adults feel sleepy during the day every day.

How much sleep is enough? The amount of sleep you need each day changes over the course of your life. Just this year, the U.S. National Health Institutes adopted changes in the recommended amounts of sleep needed:

Age	Recommended Amount of Sleep Per Night
Newborns 0-3 months/4-11 months	14-17 hours/12-15 hours
Toddler 1-2 years/3-5 years	11-14 hours/10-13 hours
School-aged children 6-13 years	9-11 hours
Teens 14-17 years	8-10 hours a day
Adults 18-64 years/65 years and older	7-9 hours a day
Pregnant Women	During pregnancy, women may need a few more hours of sleep per night or a few short naps during the day.

How does sleep deficiency affect one’s physical health?

Continued lack of sleep may have the following effects on your health:

- Increase the risk of obesity, heart disease, kidney disease, high blood pressure, diabetes and stroke.
- Produce higher than normal blood sugar levels, increasing your risk for diabetes.
- Inhibit release of the growth hormone that promotes normal growth in children and teens. This hormone builds muscle mass and helps repair cells and tissues in children, teens and adults.
- Reduce the body’s ability to heal and repair your heart and blood vessels.
- Change how your immune system responds, such as the ability to fight common infections.

What are some common sleep disorders? Sleep disorders affect at least 40 million Americans. The most common sleep disorders are insomnia, sleep apnea, restless legs syndrome and narcolepsy.

For additional information on sleep and problem sleepiness, visit: <http://www.nhlbi.nih.gov/health/health-topics/topics/sdd/why> and <http://www.nhlbi.nih.gov/health/health-topics/topics/sdd/signs>.



- Congratulations to Granada Hills Charter High School's Academic Decathlon team for placing first in the California Academic Decathlon competition recently held in Sacramento. The team, coached by **Matt Arnold** and **Jon Sturtevant**, scored 59,040 points out of a possible 66,000. El Camino Real Charter High School, coached by **Stephanie Franklin**, placed second in the competition with a score of 58,371. In Super Quiz, El Camino Real placed first and Granada Hills second. The total individual medal count for the LAUSD competing students was 138, and **Fernando Sanchez**, Granada Hills Charter, emerged as the top-scoring student in the competition.

In addition to Granada Hills and El Camino Real, nine other LAUSD schools were among the 66 schools participating in the state competition, and they are to be commended for their performances as well. Marshall, coached by **Larry Welch**, was 4th; Franklin, coached by **Sam Kullens**, was 5th; Garfield, coached by **Lucy Romero** and **Kevin Murchie**, was 7th; Hamilton, coached by **Thomas Metro-Zapata**, was 14th; Bell, coached by **Heather Wilson** and **Matthew Moreno**, was 15th; Van Nuys, coached by **Angel Abreu**, was 28th; North Hollywood, coached by **Raul Barragan**, was 31st; Grant, coached by **Karen Evens**, was 47th; and Harbor Teacher Prep., coached by **Albert Lam** and **Alison Dragich**, was 49th. The administrative staffs, teachers and school communities are to be applauded for the fine performances of their schools.

The next challenge for Granada Hills Charter is the United States Academic Decathlon National Finals on April 16 – 18 in Garden Grove, California. At the same time, El Camino Real Charter will be representing California in a national online competition. Good luck to both teams!

- **Evelyn Seubert**, a teacher in the Media Academy at Cleveland Charter High School (**Cindy Duong**, Principal), was selected as one of thirteen teachers to receive the fifth annual Kennedy Center-Sтивен Sondheim Inspirational Teacher Award. The award provides a \$10,000 stipend to classroom teachers who are nominated by their students and chosen by composer **Sondheim**.
- El Sereno and Gage middle schools were the recipients of nearly \$30,000 to purchase new instruments. Thanks to the LA Fund for Public Education, a generous donation was obtained from **John Hotchkis**, a philanthropist dedicated to music and arts education. He provided \$100,000 to the District to reduce the backlog of broken instruments needing repair and for the purchase of new instruments.

ANNUAL FORM 700 – DUE BY APRIL 1

*ALA thanks **Darlene L. Vargas**, Ethics Advisor, for providing this information.*

Administrators and other mandated reporters are reminded to mail the state-mandated Form 700 Statement of Economic Interests (SEI) to the Ethics Office via U.S. or school mail by the April 1 deadline. Principals are asked to remind other school-site filers (e.g., assistant principals, senior financial managers, financial managers, coordinators and specialists) of their filing obligation as well. Please contact the Ethics Office with any questions, 213.241.3330 or <http://ethics.lausd.net/seinotice.html>.

RESHAPING LAUSD

With the departure of **Dr. Deasy**, the ESC configuration is becoming history as well. **Superintendent Cortines** announced that effective July 1, 2015, the District will be reconfigured into six geographically based regions called districts. Each district will have fewer than 100,000 students and 150 schools. The major changes in the new configuration are that schools currently located in ISIC will become part of the geographical district in which they are located, a central district will be added and the San Fernando Valley will be comprised of two districts, instead of one ESC.

The six districts will be Central, East, Northeast, Northwest, South and West. Districts will have a superintendent, administrator of instruction, operations administrators and instructional directors. Mr. Cortines' letter announcing the changes indicated that the superintendents and administrators of instruction will be selected, so another application process is imminent (see Positions section). There will be fewer instructional directors (approximately 44, based on a ratio of 1 for every 18 schools) and more operations staff. The Superintendent assures us that these changes can be made within the existing budget. We hope so, but if not, maybe some of those dollars freed up with John Deasy's exit can be used.

DID LAUSD GET ITS MONEY'S WORTH?

An article in the San Gabriel Valley Tribune, a Whittier-based local newspaper serving the San Gabriel Valley, reported that LAUSD former superintendent, **Dr. John Deasy**, had collected \$439,998 before resigning in October 2014; he earned \$393,106 in 2013. This information was made public last week by Superintendent **Ramón Cortines**. Media outlets had been trying to obtain salary information for months, but the District had released earnings with no names attached. Mr. Cortines said that the information is public pursuant to state transparency laws and released a file on the earnings of all District employees.

Dr. Deasy's base salary was \$330,000 in January 2014, but had climbed to \$350K by March 1. He kept his salary for 2 ½ months after his resignation and his health benefits were extended until June 2015. Upon learning this, UTLA President **Alex Caputo-Pearl** said, "That pay reflects exactly who John Deasy represented, which is the 1 percent trying to profit off of public education." Even Board Member **Bennett Kayser** was shocked and said that Deasy had been overpaid. Nine employees earned more than \$200,000 in 2014, including one teacher. After Deasy, the next highest earning LAUSD employees received \$282K, \$264K and \$248K. One would expect the superintendent of a district to be the highest paid employee, but earning \$150K more than the second highest, we think is a stretch, especially when the investment earned less than stellar returns. Another question: Since Deasy is the Superintendent-in-Residence at the Broad Academy, why is the District still paying his health benefits? With UTLA and LAUSD at an impasse in salary negotiations, revelations of this type will be little aid in the mediation process.

DISTURBING ADVICE FROM AWARD-WINNING TEACHER

Nancie Atwell, a Maine language arts teacher in a private demonstration school and noted author of the book *In the Middle*, is the winner of the first annual \$1 million Global Teacher Prize, awarded by the Varkey Foundation in Dubai. Former President **Bill Clinton** is the honorary chairman of the Foundation which aims to improve the public image of teachers by highlighting their excellent work. What is

ADVICE (Cont.)

disturbing, particularly for those considering education as a career, is that **Ms. Atwell**, who has taught for forty-two years, appeared on CNN and on the HuffPost Live and said, "If you're a creative, smart young person, I don't think this is the time to go into teaching..." She feels that public school teachers are so constrained by testing and the Common Core State Standards that they have become mere technicians, just reading a script.

At a time when a severe teacher shortage is on the horizon (a projection is that 830,000 new teachers will be needed in California by 2020), the entire culture of testing and accountability, coupled with the low wages and scapegoating, is being blamed for the attrition of teachers. Statistics show that nearly 30 percent of teachers leave the profession within their first five years; while at the same time, more than 1.7 million will retire in the next few years. Budget cuts, discouragement from parents and peers, and now from award-winning teachers, added to growing concern about the CCSS and emphasis on testing, will not generate a lot of interest in the profession. However, as the potential teacher shortage heads toward crisis proportions, those currently in the field, teacher preparation programs administrators, businessmen and politicians must make a concerted effort to encourage talented, creative young people to pursue this path.

URBAN CHARTERS DO BETTER

According to a study released by the Center for Research on Education Outcomes (CREDO) at Stanford University, charter schools in 41 major urban areas in 22 different states are outperforming noncharter district schools in reading and math. The study, which is one of the largest the Center has undertaken, was funded by the Walton Foundation and indicated that charter schools scored significantly higher this year than last. In the 2013 study, which covered all charter schools, charters were achieving no equivalent additional days in math and 7 more in reading when compared to regular district schools. This year's study has the urban charter school garnering 40 additional days of learning in math and 28 more in reading. For point of clarity, this means not that the students had 40 more days of instruction, but that they scored on their tests **as if** they had had 40 more days. The results were found to be positive for nearly all student subgroups, but especially strong for students who are minority and in poverty, a significant portion of the urban student population.

Dr. Margaret Raymond, director of CREDO, notes, "This research shows that many urban charter schools are providing superior academic learning for their students, in many cases quite dramatically better. These findings offer important examples of school organization and operation that can serve as models to other schools, including both public charter schools and traditional public schools." Los Angeles, which was included in the study, had even more impressive results for its charter schools, with the students earning 58 additional days in reading and 79 days in math. The entire national report was also broken into separate sections on each urban area studied. To access the Los Angeles report, go to this website: <https://credo.stanford.edu/>.

BREAKING NEWS!

**UTLA HAS UNANIMOUSLY ENDORSED AALA'S CANDIDATE
SCOTT SCHMERELSON FOR DISTRICT 3
IN BOARD OF EDUCATION ELECTION!**

FRIENDS OF AALA SEEKING YOUR SUPPORT

Donations to Friends of AALA’s 2015 fundraising campaign arrive daily, but we need more donations to help us reach our commitment of awarding 25 scholarships valued at \$2,000 each. The Scholarship Selection Committee has just completed the reading of over 200 applications received from outstanding LAUSD students seeking an AALA scholarship. While we would like to help all 200+ students, that is not possible. We will, however, be financially supporting 25 of the scholars, and you can help us do that. Please consider making Friends of AALA one of your charitable contributions this year. Our students will be the beneficiaries of your generosity. All donations are tax deductible to the fullest extent allowed by law and 100% goes directly to support scholarships and recognition activities for LAUSD students.

Should you have any questions regarding making a donation to Friends of AALA, please call **Cathy Vacca** in the AALA office, 213.484.2226, or email her at cvacca@aala.us.

IN MEMORIAM

FLORENCE “TERRY” ROGERS—Former assistant principal at Reseda and North Hollywood-Poly community adult schools and in the Huntington Park Service Area. Terry retired from the District on June 26, 1986, and passed away on March 20, 2015. Funeral services will be held on Wednesday, April 1, 2015, at 10:00 a.m., at St. Charles Borromeo Catholic Church, 10800 Moorpark Street, North Hollywood 91602.

SAVE THE DATES

- Fundraising events are being held for Board of Education Candidate **Scott Schmerelson** in the upcoming weeks. **Candace Lee, Elsa Madrid** and other educators invite AALA members to join them on Friday, April 17, 2015, 4:30 p.m. – 6:30 p.m. at 1650 Morton Avenue, Los Angeles 90026. **Alan and Irma Good** are hosting an event for Scott at their home at 20418 Romar Street, Chatsworth 91311, on Sunday, April 26, 2015, from 2:00 p.m. – 4:00 p.m. Please RSVP to **Tresa McCoy** at tresa.mccoy24@gmail.com. Scott needs your support!!
- **Mark Hovatter**, Chief Facilities Executive, is inviting principals and facilities staff members to attend briefings to hear goals and accomplishments of the current bond program; the vision and status of the next phase of the bond program; and to answer questions. The briefings will be held in various District locations on the following dates from 9:00 a.m. – 10:00 a.m.:

March 30	Beaudry Board Room	April 6	Contreras LC
April 8	Mulholland MS	April 10	El Sereno MS
April 13	M & O Area S1, 6620 11 th Ave, L.A.	April 17	White MS
April 20	San Fernando MS	April 29	Webster MS

**UPDATE WILL NOT BE PUBLISHED NEXT WEEK.
 THE NEXT ISSUE WILL BE DATED APRIL 13, 2015.
 WE, AT AALA, WISH YOU A RELAXING
 AND ENJOYABLE SPRING BREAK!**

Associated Administrators of Los Angeles

CALENDAR

EVENT	DATE	CONTACT
AEMP-AMAE Parent Conference at Cesar Chavez ES	March 28, 2015	Antonio Camacho , 310.251.6306 or acamacho1950@sbcglobal.net
Event to Retire Euna Anderson's Campaign Debt at 6723 Halm Ave., Los Angeles	March 28, 2015 4:00 p.m. – 6:00 p.m.	Tresa McCoy , 310.487.6954 or tresa.mccoy24@gmail.com
Fundraising Event for Scott Schmerelson at 2631 Ivanhoe Drive, Los Angeles	March 29, 2015 2:00 p.m. – 4:00 p.m.	Tresa McCoy , 310.487.6954 or tresa.mccoy24@gmail.com
Facilities Briefing at Beaudry Board Room	March 30, 2015 9:00 a.m. – 10:00 a.m.	Steve Saitman , steve.saitman@lausd.net
Spring Recess AALA Office Closed	March 30 – April 3, 2015	
Form 700 Statement of Economic Interests Due to Ethics Office	April 1, 2015	http://ethics.lausd.net/seinotice.html
Fundraising Event for Scott Schmerelson at 3739 Buckingham Road, Los Angeles	April 4, 2015 3:00 p.m. – 7:00 p.m.	Tresa McCoy , 310.487.6954 or tresa.mccoy24@gmail.com
Cesar Chavez Birthday Observed (Unassigned Day)	April 6, 2015	
Facilities Briefing at Contreras LC	April 6, 2015 9:00 a.m. – 10:00 a.m.	Steve Saitman , steve.saitman@lausd.net
SHSPO, MSPO & SEPO Meeting at Pickwick Gardens (Required)	April 8, 2015 7:30 a.m.	Luis Rodriguez , 818.673.1300 or luis.x.rodriguez@lausd.net Debi Acosta , 818.951.2580 or dacosta@lausd.net Christina Cisneros , 213.749.8310 or cmc0506@lausd.net
Facilities Briefing at Mulholland MS	April 8, 2015 9:00 a.m. – 10:00 a.m.	Steve Saitman , steve.saitman@lausd.net
RFP Walkthrough & Model Specific Information Workshop at Vista MS	April 9, 2015 4:30 p.m. – 7:00 p.m.	RSVP at http://achieve.lausd.net/Page/1393
Facilities Briefing at El Sereno MS	April 10, 2015 9:00 a.m. – 10:00 a.m.	Steve Saitman , steve.saitman@lausd.net
Facilities Briefing at M & O Area S1	April 13, 2015 9:00 a.m. – 10:00 a.m.	Steve Saitman , steve.saitman@lausd.net
RFP Walkthrough & Model Specific Information Workshop at Willow ES	April 13, 2015 4:30 p.m. – 7:00 p.m.	RSVP at http://achieve.lausd.net/Page/1393
AALA's Administrator of the Year Presentation at Meeting of the Board of Education	April 14, 2015 Time TBD	

EVENT	DATE	CONTACT
AALA Alumni Luncheon at Maggiano's	April 15, 2015 11:30 a.m.	Gema Pivaral, 213.484.2226 or gpivaral@aala.us
RFP Walkthrough & Model Specific Information Workshop at Gratts LA	April 16, 2015 4:30 p.m. – 7:00 p.m.	RSVP at http://achieve.lausd.net/Page/1393
Facilities Briefing at White MS	April 17, 2015 9:00 a.m. – 10:00 a.m.	Steve Saitman, steve.saitman@lausd.net
Fundraising Event for Scott Schmerelson at 1650 Morton Avenue, Los Angeles	April 17, 2015 4:30 p.m. – 6:30 p.m.	Tresa McCoy, 310.487.6954 or tresa.mccoy24@gmail.com
Facilities Briefing at San Fernando MS	April 20, 2015 9:00 a.m. – 10:00 a.m.	Steve Saitman, steve.saitman@lausd.net
RFP Walkthrough & Model Specific Information Workshop at ESC East	April 20, 2015 4:30 p.m. – 7:00 p.m.	RSVP at http://achieve.lausd.net/Page/1393
ADMINISTRATIVE PROFESSIONALS DAY	April 22, 2015	
COBA Meeting at Crenshaw HS Library	April 22, 2015 5:30 p.m.	Josephine Ruffin, 323.296.2040 or www.cobalausd.net

ADMINISTRATIVE CREDENTIAL & MA DEGREE AT CSUN

The CSUN program provided me with a strong foundation and the skills to work as a successful administrator. I was able to immediately use what I learned from the ELPS program as an assistant principal and especially now as a principal. The program was also an excellent launching point for the Doctoral program I completed. Overall the ELPS program was a great opportunity for my advancement in the field of education.

~ **Dr. Steve Martinez**, LAUSD Principal

Find someone with leadership potential to “tap on the shoulder!” Identify someone to join the next generation of leadership in our schools. New LAUSD cohorts will be starting in August 2015 in the California State University Northridge (CSUN) Tier I Preliminary Administrative Credential and Master’s Degree Program in Educational Administration. Information meeting dates, locations, as well as, who to contact can be found by clicking here: [CSUN Fall Cohorts](#).



California State University
Northridge

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

INSTRUCTIONAL SPECIALIST

Ford Boulevard Elementary School, ESC East, MST 38G, B Basis. For more information and application procedures, please contact **Dr. Chiae Byun-Kitayama**, Instructional Director, at 323.224.3100 or cbyun1@lausd.net. Application deadline is 5:00 p.m., Tuesday, April 7, 2015.

Norwood Street Elementary School, ESC East, MST 38G, B Basis. For more information and application procedures, please contact **Dr. Chiae Byun-Kitayama**, Instructional Director, at 323.224.3100 or cbyun1@lausd.net. Application deadline is 5:00 p.m., Wednesday, April 8, 2015.

Virginia Road Elementary School, ESC West, MST 37G, B Basis. For more information and application procedures, please contact **Davita McCauley**, Principal, at 323.735.0570. Application deadline is 5:00 p.m., Tuesday, April 7, 2015.

CERTIFICATED, NON-SCHOOL-BASED

DISTRICT SUPERINTENDENT

6 Positions—Central, East, Northeast, Northwest, South and West, A Basis, Salary—Competitive and Negotiable. For more information and application procedures, please visit the Human Resources website at: http://teachinla.com/admin_vacancies/. Application deadline is 5:00 p.m., Monday, April 20, 2015.

ADMINISTRATOR OF INSTRUCTION

6 Positions—Central, East, Northeast, Northwest, South and West, MST 49G, A Basis. For more information and application procedures, please visit the Human Resources website at: http://teachinla.com/admin_vacancies/. Application deadline is 5:00 p.m., Monday, April 20, 2015.

ADMINISTRATOR OF OPERATIONS

2 Positions, MST 49G, A Basis. For more information and application procedures, please visit the Human Resources website at: http://teachinla.com/admin_vacancies/. Application deadline is 5:00 p.m., Monday, April 20, 2015.

CLASSIFIED

AREA HEATING & AIR CONDITIONING SUPERVISOR

Maintenance and Operations Branch, Facilities Services Division, \$94,600, 10-, 11- or 12-month position. For more information and application procedures, please click [HERE](#). Application deadline is Wednesday, April 8, 2015.

PREVIOUSLY ANNOUNCED POSITIONS

CERTIFICATED POSITIONS	LOCATION	CONTACT	DEADLINE
<i>INSTRUCTIONAL SPECIALIST</i> MST 38G, B Basis	Barton Hill ES, ESC South	Gina Ellis , Instructional Director, 310.354.3400	5:00 p.m. Friday March 27, 2015
<i>PRINCIPAL, SECONDARY</i> MST 45G, E Basis	John Muir MS, L.A.'s Promise	Liliana Vasquez , Director of Operations, 213.745.4928	5:00 p.m. Monday March 30, 2015
<i>INSTRUCTIONAL SPECIALIST</i> MST 38G, B Basis	Compton Avenue and Grape Street ES, ESC South	Christopher Downing , Instructional Director, 310.354.3400	5:00 p.m. Tuesday March 31, 2015
<i>INSTRUCTIONAL SPECIALIST</i> MST 38G, B Basis	Parmelee Avenue ES, ESC South	Christopher Downing , Instructional Director, 310.354.3400	5:00 p.m. Tuesday March 31, 2015
<i>INSTRUCTIONAL SPECIALIST</i> MST 38G, B Basis	Wisdom ES, ESC South	Christopher Downing , Instructional Director, 310.354.3400	5:00 p.m. Tuesday March 31, 2015
<i>INSTRUCTIONAL SPECIALIST</i> MST 37G, B Basis	74 th Street Elementary and Gifted Magnet School, ESC West	Autri Streeck , Instructional Director, 310.914.2100 or autri.streeck@lausd.net	5:00 p.m. Friday April 3, 2015
<i>INSTRUCTIONAL SPECIALIST</i> MST 37G, B Basis	Westminster Ave ES, ESC West	Barry Cohen , Principal, 310.392.3041	5:00 p.m. Friday April 3, 2015
<i>PRINCIPAL, SECONDARY</i> MST 47G, E Basis	Venice HS, ESC West	Jaime Morales , Instructional Director, 310.914.2100	<u>EXTENDED</u> 5:00 P.M. Friday April 10, 2015
CLASSIFIED POSITION	LOCATION	CONTACT	DEADLINE
<i>.NET DEVELOPER</i> \$82,400 - \$102,500, 12-month position	Information Technology Division	Please click HERE	When Filled