

UPDATE

www.aala.us

Week of September 21, 2015

INSTRUCTIONAL CALENDARS— MANY OPTIONS TO CONSIDER

In December, **Superintendent Cortines** will make a recommendation to the Board of Education regarding instructional calendars for the next three years. There are many options being considered and, at this point, AALA is not taking a position on any specific choice. However, AALA does strongly support an instructional calendar in which the first semester ends in December prior to the winter break. Please click [HERE](#) to see the calendar options that are being considered, as well as, calendars in use in surrounding districts and the benefits of an early start calendar. AALA members are encouraged to share their thoughts about the calendar options with **President Juan A. Flecha** at juan.flecha@lausd.net.

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Below is an excellent article about the significance of the instructional calendar submitted by **Gerardo Loera**, principal of Virgil Middle School and member of the LAUSD Calendar Committee.

CAN AN INSTRUCTIONAL CALENDAR HELP US MITIGATE THE COLLEGE READINESS GAP?

The Smarter Balanced Assessment results have officially transitioned us into a new era. No longer are we analyzing CST or CAHSEE data that has no correlation or alignment to the skills and knowledge our students will need to be college prepared and career ready. However sobering it may be, Smarter Balanced data focuses our collective vision on something much more profound than the vague construct of the achievement gap. As our systems, Pre-K to college, standards, curriculum, and assessment become more aligned than they've ever been, we can finally address something much more concrete for our kids... the College Readiness Gap.

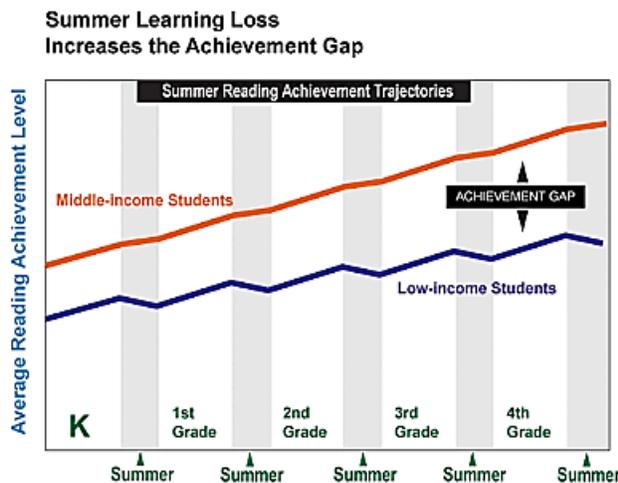
On average, children's achievement test scores were at least one month lower when they returned to school in fall than they had been when the children left school in spring.
Harris Cooper et al, Review of Educational Research, Spring 2003

As we've always known, no amount of test prep can narrow this gap. True learning must be addressed by high-impact learning activities that leverage the time we have with our students. Preparing for the post test-prep era, **Governor Brown** signed SB1221 into law on September 16, 2014. The goal of this

GAP (Cont.)

legislation as stated in the press release from the CDE is to provide “expanded learning programs and encourage more programs to operate year-round.”

Providing year-round learning opportunities is exactly what our students need. Research indicates that summer learning loss is the biggest contributor to the “college readiness gap.” The chart below shows how the achievement gap between middle-income students and low-income students is compounded by the summer. This short two-minute video <https://youtu.be/Ahhj3wxxkdM> provides an excellent demonstration of how the gap widens after each summer.



Source: Adapted from Berman, G.D. (2000). The effects of summer school. Questions answered, questions raised. Monographs of the Society for Research in Child Development, 65(1), Serial N. 200.

To address the complex needs of our students, **Superintendent Cortines** asked for the formation of an Instructional Calendar Committee to make recommendations on how to proceed for the next three years. The committee, made of a broad array of stakeholders, including AALA members, is reviewing a number of calendars, which includes one dramatically different option (Option #5 – a version of a “Balanced Calendar”) that completely redesigns the way the District utilizes the 180 school days. Option 5 addresses summer learning loss by shortening the break and reallocating the days to an extended winter break. A four-week summer school and a four-week winter

intersession would allow many LAUSD students to experience up to 220 days of instructional time if they attend both 20-day interventions in addition to the 180 day school year. Even if the District couldn’t afford to fund both extended learning opportunities, we’ve mitigated the summer learning loss by decreasing the longest extended vacation period.

The *Renewing Our Schools, Securing Our Future National Task Force on Public Education* published a comprehensive report (<http://bit.ly/RethinkAcademicCalendar>) with a set of recommendations that will help Americans be better prepared to meet the needs of the 21st century. One of the recommendations in this report addresses summer learning loss as follows: *States should constructively align school time with student learning and provide incentives for all school districts to better use the current school day, extend the school day to meet student needs and interests, and reorganize the school year with short intersession breaks that offer voluntary tutoring or enrichment programs.*

In the summer of 2014 and 2015, the school district implemented an approximately \$50 million dollar summer school program. Going forward, available dollars can be split to offer a summer school and a winter intersession program. By being proactive and offering support during the middle of the school year, students can receive credit recovery opportunities before falling too far behind. We all know students who desperately needed to take advantage of summer school but chose not to attend. Winter break would be another intervention opportunity that students could access when responsibilities with work or family don’t allow them to access summer school.

GAP (Cont.)

Each year, debate about school calendars focuses on when the school year should start and end and whether it is too hot to start the school year in August. Prior to the Early Start calendar, the school year started in September, one of the hottest months of the year. We need to stop narrowing our thinking to when the school year begins and think more broadly about how to maximize the time and resources we have to support our students and close the college readiness gap.

The National Center of Time and Learning (<http://timeandlearning.org>) keeps a database of schools and districts that offer extended learning opportunities. Doing a simple search in California reveals that almost all of the schools that offer more than 180 days are charter schools. As the District continues to lose enrollment to charter schools, it must think of innovative ways to demonstrate to our stakeholders that we are still the best option to meet the needs of all of our students.

The Instructional Calendar Committee will continue to meet. We need to hear from you before making our final recommendation in time for the District Board vote in December.

FAQ FOR SMARTER BALANCED ASSESSMENT

AALA thanks the Office of Communications for providing this FAQ.

Principal Questions & Answers

1. Where will we be able to see the scores?

Scores will be downloaded into MiSiS where schools can see them by individual students. Scores will also be available in MyData at the school, local district, and district level.

2. Will we be able to see claim level?

Claim level data will be viewable in MiSiS and MyData.

3. Will we be able to see target level?

No, the most detailed level of information is at the claim level.

4. Can we drill to student detail?

Schools will be able to see student detail in MiSiS and MyData.

5. How do we assist teachers with using the scores to inform instruction?

- Understand the blueprints & plan time for teachers to work together to understand and use them to inform instruction.
- Understand that the assessment only tests content from the grade-level blueprints.
- Understand and be able to explain claims scores.
- Understand and be able to explain overall scores.

6. How will these test scores be used? Will they be factored into the API or AYP?

The results from 2014-15 will be used for baseline only. The state has suspended the API for 2014-15 and these scores will not be used for state accountability. The API will resume with next year's (2015-16) scores. Federal AYP reports will use participation rates only. However, LAUSD has received a waiver from many components of No Child Left Behind as part of the CORE waiver and AYP accountability will not apply to LAUSD schools for 2014-15.

FAQ (Cont.)

7. Will these scores count in the School Quality Index for CORE waiver schools?

The 2014-15 SBA scores will be included in the calculation of the School Quality Index but this will be for informational purposes only. It will not be used to rank or categorize schools as priority, focus, support, or reward.

Parent Questions & Answers

1. My child has always been *advanced*, but is now scoring *below standard*. What does this mean?

The new set of standards requires students to engage in complex thinking. Your child may have scored *below standard*, but s/he is being assessed on more rigorous tasks.

2. What do the numbers on my child's score report really mean? Why this score range?

The numbers on the score reports result from a complex calculation that factors in question difficulty on an adaptive test. The score ranges were derived from pilot testing.

3. My son's friend said that his test had different questions, how could that be if they are taking the same test at the same grade level?

The test is computer adaptive, meaning that students are given different questions based upon how they perform on earlier items. As a result, two students can have very different exams that test the same grade-level standards.

4. My child didn't get a score for one of the claims. What does this mean?

Your child did not complete all of the items on the exam for this area or claim.

5. My 3rd grade child received a 2610 for his English Language Arts exam. Does this mean that he exceeds grade level standard in 4th and 5th grade too?

Your child was only assessed on 3rd grade standards and the results are only reflective of performance for this grade level.

6. On the CST my English Learner child performed better in math than English Language Arts, but actually has a lower score in math this year. Why is that?

The new assessment asks students to demonstrate their understanding in different ways including explaining their solutions or rationales in writing; this might have caused your child to receive a lower score than in previous years. An item-by-item analysis is needed to find the exact reason for the lower score.

7. My child scored *below standard* in some of the math areas/claims. What can I do to support him?

Talk to your child's teacher about the instruction occurring in the classroom and how you can best support it at home.

8. How much time is devoted to preparing for the test?

Students prepare for the assessments throughout the school year through daily classroom instruction and assessments. Preparation for the technology-enhanced test items also occurs through the training test. It takes about an hour to run through the training items, a set of items that cover every problem type on the test and guides students through the use of the computer-based tools like dragging and dropping, drawing lines on a graph, and creating equations with the equation editor, so that they are familiar with them when they take the exam.

9. The computer lab at the school is outdated. I'm sure that will impact how my child performs. Will there be paper tests or other ways to help my child at this school?

Paper tests are only available for schools without the computers or Internet connection to support an online test.

FAQ (Cont.)

10. Why do we need a new test anyway?

A new test is needed to measure whether students are gaining skills to prepare them to be ready for college and career. The new California Standards have defined skills that students must master to be prepared for the future.

11. Do I have access to view a practice exam so that I can help my child prepare for the assessments? Are they available in languages other than English?

Practice Tests are available at the Smarter Balanced website <http://sbac.portal.airast.org/practice-test/>. They can be accessed in English and other languages, including Spanish. To change your language preference, after selecting the grade level, and test (mathematics), you will be asked to "Choose Settings." For the side-by-side translations, select Spanish from the Language drop-down menu. To see the pop-up glossaries, choose a language from the Translations (Glossaries) drop-down menu. Click on any word in the problem that is highlighted with a shadow box and the glossary translation will appear.

12. Will performance on the test affect his grades?

No. However, the expectations as defined by the new standards are both higher and broader than expectations measured by our old test. Smarter Balanced does not recommend scores be used to impact grades but instead be used by schools and districts to improve teaching and instruction.

13. What impact will the scores have on my child's college admissions?

The scores do not affect college admissions. For grade 11 students, the assessment results may be used as an early indicator of readiness for college-level coursework. The California State University (CSU) and participating California Community Colleges will use your 11th grader's scores to determine Early Assessment Program (EAP) status, an indicator of readiness to take college-level courses.

14. Can I opt my child out of the test?

Parents or guardians may annually submit a written request to the school to excuse their child from any or all parts of the CAASPP for the school year. If the request is submitted after testing has begun, any completed tests will be scored.

FOR THE RECORD: The name of the author of the article about the Office of Educational Equity Compliance in last week's *Update* was incorrect. **Director Julie Hall-Panameño**, provided the information. We apologize for the error.

HEALTH BENEFITS FAQ: 2015 ADVISORY REPORT ON THE AMERICAN DIET

The *Dietary Guidelines for Americans* is jointly issued and updated every 5 years by the Department of Agriculture (USDA) and the Department of Health and Human Services (HHS). The Advisory Report, released in July, will help inform the federal government of the body of scientific evidence on topics related to diet, nutrition, and health. Later this year, HHS and USDA will jointly issue the new 2015 Dietary Guidelines.

DIET (Cont.)

What problems about the American diet did the Advisory Committee find?

The committee found that about half of all American adults—117 million individuals—have one or more preventable, chronic diseases, including cardiovascular disease, hypertension, type 2 diabetes, and diet-related cancers. More than two-thirds of adults and nearly one-third of children and youth are overweight or obese, increasing the risk of chronic diseases. Research indicates that poor dietary patterns and physical inactivity are strongly linked to chronic diseases.

We know about eating healthy and nutritious foods, so what's not happening?

Knowledge hasn't translated into changes in our dietary habits, made more challenging by the proliferation of highly processed, convenient, lower-cost, energy-dense, and nutrient-poor foods. The committee found few, if any, improvements in consumers' food choices over the past few decades. On average, the U.S. diet continues to be low in vegetables, fruit, and whole grains; diets are high in sodium, calories, saturated fat, refined grains, and added sugars. The committee also found that consumers under consume the essential nutrients—vitamin D, calcium, potassium, and fiber; adolescents and premenopausal females are not getting enough iron.

How can consumers shift their diet paradigm to change ingrained eating habits?

- Make fruit and vegetables half of all your meals.
- Switch to whole grain bread products, but beware of healthy sounding names such as “seven grain” or 100% natural. Read the first ingredient—if 100% whole doesn't precede wheat flour, it is refined flour. Don't be fooled by the color of the bread.
- Eat more seafood, nuts, and legumes.
- Reduce red meat consumption.
- Drastically reduce consumption of processed foods that include high salt and added sugars.



Food labels list sugar in grams. How many grams of sugar are there in one teaspoon?

Four grams of sugar equal one teaspoon of granulated sugar. The sugar content in some common foods and drinks include:

- Oreos (4 cookies)—14g
- Starbucks Grande Caffè Vanilla Frappuccino (16oz)—64g
- Coca Cola (12oz)—39g
- McDonald's McCafé Caramel Iced Coffee (16oz)—20.3g
- Apple Juice (8oz)—26g
- Maple & Brown Sugar Instant Oatmeal (one package)—9g
- Ice Cream (1/2 cup)—15-23g
- Yoplait Yogurt (6oz)—26g

To access nutrition values of other common food products, go to: [nutrition value calculator](#). For additional information on the 2015 Dietary Guidelines Report, see: [Advisory Report](#).

BARGAINING BULLETIN: NEGOTIATIONS ON CERTIFICATED DIRECTORS' COMPENSATION

In March 2015, the Superintendent unilaterally reduced the compensation of Instructional Directors from MST Level 48 E to 46 E. AALA leadership had several discussions with the Superintendent and other District leaders on this issue last spring and demanded negotiations. Our rationale was that salary is a mandatory subject of collective bargaining. Unfortunately, the Superintendent declined to negotiate this matter with us.

During the summer, we continued attempting to persuade him and ultimately wrote him a letter stating that AALA would be forced to file an Unfair Labor Practice Complaint with the Public Employment Relations Board (PERB) should the District refuse our demand. A few weeks ago, we were pleased to learn that the Superintendent gave the District's bargaining team the go-ahead to negotiate directors' compensation with AALA.

The first bargaining session took place on September 10, 2015; the second is scheduled for October 9, 2015. Please check the *Update's* Bargaining Bulletin column regularly for news about certificated and classified (Unit J) negotiations.

MORE THAN A MEAL CAMPAIGN CONTINUES

Meal application collection efforts to identify high-need, low-income students are well underway and will continue until the application deadline of Friday, October 23, 2015. This year's collection is critical, as it will provide the District with important income verification information needed for the State's Local Control Funding Formula (LCFF) calculations. By focusing efforts on all households at the beginning of this year, no midyear income verification process will be necessary and the meal application timeline will be synced with the LCFF timeline.

The District has developed a Principal Toolkit available on the Food Services Division website that includes resources to educate parents. The Toolkit includes parent letters, flyers, a Blackboard Connect script, talking points, and other materials for parents. It also includes instructions on how to run a MiSiS Update Activity Report. Schools are encouraged to run a report each day and monitor progress as we move toward the October 23 deadline. Area Food Services Supervisors are available to help schools run the MiSiS report and understand the data.

You can access additional information by visiting the *More Than a Meal* campaign site by clicking on the following link: [MTAM Link](#). The Principal Toolkit is available by clicking on the following hyperlink: [Toolkit Link](#).

Parent/Family Center Directors will receive training on the campaign during their September meetings and will be able to help explain the importance of the campaign to parents. In addition, central office staff can help address questions. For questions about the *More Than A Meal* Campaign, contact **Rochelle Hardemion-Jackson** at 213.241.4113. For questions about meal applications, contact **Patricia Millender** at 213.241.3002.

Associated Administrators of Los Angeles

LAUSD'S OFFICE OF COMMUNICATIONS LAUNCHES LAUSD DAILY

Shannon Haber, Director of Communications & Media Relations, shared this information.

LAUSD Daily is a new online blog with breaking news, stories about successful programs, and features highlighting the achievements taking place in our classrooms. You can access and subscribe to LAUSD Daily by visiting: <http://achieve.lausd.net/daily> or lausddaily.net. The entire LAUSD family is encouraged to send story ideas, news items, photos, and videos to daily@lausd.net. Thank you and happy reading.

SAVE THE DATE!

The Association of Mexican-American Educators (AMAE) is celebrating 50 years of service on Saturday, October 10, 2015, at La Plaza de Cultura y Artes, 501 N. Main Street, Los Angeles 90012, from 4:00 p.m. – 9:00 p.m. The cost is \$50 per person which includes a reception, program, dinner, and entertainment. For more information, please email losangeles-amae@sbcglobal.net or call 310.251.6306. You may RSVP online at www.amae.org or mail your check to LA-AMAE, P.O. Box 98, San Pedro, CA 90733.

JOIN YOUR FRIENDS AND COLLEAGUES AT
AALA'S FALL RECEPTION
WEDNESDAY, SEPTEMBER 30
4:30 P.M. – 7:30 P.M.

THE CENTER AT CATHEDRAL PLAZA
BRING YOUR BUSINESS CARDS TO WIN PRIZES FROM OUR SPONSORS!

RSVP by September 25 to 213.484.2226 or gpivaral@aala.us

CALENDAR

EVENT	DATE	CONTACT
HISPANIC HERITAGE MONTH STUDENT ATTENDANCE MONTH	September 1 – 30, 2015	
EPO Meeting at Pickwick Gardens (Required)	September 18, 2015 7:30 a.m. – 12:00 p.m.	Heather Lower-Lowe, 323.269.0415 or hlowe@lausd.net
AALA Executive Board Meeting	September 21, 2015 4:30 p.m.	Gema Pivaral, 213.484.2226
Linked Learning Informational Meeting at Carson HS	September 22, 2015 4:30 p.m. – 6:30 p.m.	Linked Learning Office, 213.241.8720

Associated Administrators of Los Angeles

EVENT	DATE	CONTACT
Unassigned Day	September 23, 2015	
COBA Opening Meeting at The Foundation Center	September 24, 2015 5:30 p.m.	Josephine Ruffin, josephineruffin@sbcglobal.net
Native American Day	September 25, 2015	
Deadline For Applications To Aspiring Principals Program	September 25, 2015 5:00 p.m.	Esther Kim, ekim01@lausd.net
LA Coliseum Gridiron Clash	September 26, 2015 11:00 a.m. & 2:00 p.m.	Trenton Cornelius, 213.241.5847 trenton.cornelius@lausd.net
Supervisory Coffee Klatch at Beaudry, Level A Cafeteria	September 28, 2015 7:00 a.m. – 8:00 a.m.	Dr. Victor Gonzalez, victor.gonzalez@lausd.net
AALA Fall Reception at The Center at Cathedral Plaza	September 30, 2015 4:30 p.m.	Gema Pivaral, 213.484.2226
Safe School Plan Due (three volumes)	October 1, 2015	Dr. Jill Barnes, 213.241.5337 or jill.barnes@lausd.net
ACSA Representative Council Meeting at Tam O'Shanter Restaurant	October 1, 2015 5:30 p.m.	Barbara Friedrich, bfriedri@lausd.net
Linked Learning Informational Meeting at Orthopaedic HS	October 5, 2015 4:30 p.m. – 6:30 p.m.	Linked Learning Office, 213.241.8720
Linked Learning Informational Meeting at Sylmar HS	October 6, 2015 4:30 p.m. – 6:30 p.m.	Linked Learning Office, 213.241.8720
MSPO Meeting at Orthopaedic High School	October 7, 2015 7:30 a.m. – 12:00 p.m.	Dr. Deborah Wiltz, 818.394.4300 or dwiltz@lausd.net

UCLA

Principal Leadership Institute

MASTER OF EDUCATION
PRELIMINARY ADMINISTRATIVE CREDENTIAL



LEADING FOR JUSTICE

The UCLA Principal Leadership Institute invites aspiring administrators and teacher leaders to apply for the 2016-2017 cohort of social justice educators. We offer a Tier 1 Administrative Services Credential and Master of Education starting in June 2016 and ending in August 2017. Small scholarships are available to assist with tuition fees. Explore our website at www.uclapli.org and attend an upcoming information session on: 10/7, 11/18, 11/21, 12/12, 1/13 or 1/16. The application deadline is February 1, 2016. For additional information, contact Nataly Birch at birch@gseis.ucla.edu or 310.267.4905.

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://achieve.lausd.net/Page/1125> (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

ASSISTANT PRINCIPAL, ELEMENTARY

Laurel Elementary School, Local District West, MST 39G, B Basis. For more information and application procedures, please click on [School-Based Vacancies](#) or contact **Juanita Rainey Woods**, Director, at 310.914.2100. Application deadline is 5:00 p.m., Wednesday, September 30, 2015.

CERTIFICATED, NON-SCHOOL-BASED

COORDINATOR, ELEMENTARY ENGLISH LEARNING INSTRUCTION

Multilingual and Multicultural Education Department, Division of Instruction, MST 41G, Temporary Adviser, E Basis, vacancy in Local District Central. For more information and application procedures, please click on [Non-School-Based Vacancies](#) or contact **Hilda Maldonado**, Executive Director, at hilda.maldonado@lausd.net or 213.241.5582. Application deadline is 5:00 p.m., Friday, September 25, 2015.

SPECIALIST, CAREER TECHNICAL EDUCATION AND PERKINS PROGRAM

Division of Adult and Career Education, MST 38G, Temporary Adviser, B Basis. For more information and application procedures, please click on [Non-School-Based Vacancies](#) or contact **Joe Stark**, Administrator, at 213.241.3150. Application deadline is 5:00 p.m., Monday, September 28, 2015.

CLASSIFIED

SAP SCHEMA ARCHITECT

Information Technology Division, \$109,000 - \$135,000, 12-month position. For more information and application procedures, please click [HERE](#). Application deadline is Friday, September 25, 2015.

SPECIAL ASSISTANT TO THE CHIEF EXECUTIVE OFFICER

Office of Educational Services, \$103,678 - \$128,355, 12-month position. For more information and application procedures, please click [HERE](#). Application deadline is Monday, October 5, 2015.

Associated Administrators of Los Angeles

SAP FUNCTIONAL ANALYST

Information Technology Division, \$97,600 - \$121,100, 12-month position. For more information and application procedures, please click [HERE](#). Application deadline is Friday, September 25, 2015.

MARKETING DIRECTOR

Office of Communications, \$93,094 - \$115,349, 12-month position. For more information and application procedures, please click [HERE](#). Application deadline is Friday, October 2, 2015.

ASSISTANT GENERAL COUNSEL I

Office of the General Counsel, \$82,884 - \$110,766, 12-month position. For more information and application procedures, please click [HERE](#). Application deadline is Tuesday, September 22, 2015.

PREVIOUSLY ANNOUNCED POSITIONS

CERTIFICATED POSITIONS	LOCATION	CONTACT	DEADLINE
<i>ASSISTANT PRINCIPAL, SECONDARY</i> MST 40G, B Basis	Portola MS and Highly Gifted Magnet, Local District Northwest	Matthew Horvath, Director, 818.654.3600 or matthew.horvath@lausd.net	5:00 p.m. Friday September 18, 2015
<i>SPECIALIST, PROFESSIONAL LEARNING SYSTEMS</i> MST 38G, A Basis	Professional Learning and Leadership Development Branch, Division of Instruction	Ileana M. Dávalos, Director, ileana.davalos@lausd.net	5:00 p.m. Friday September 18, 2015
<i>ASSISTANT PRINCIPAL, SECONDARY COUNSELING SERVICES</i> MST 40G, B Basis	Holmes MS, Local District Northwest	Matthew Horvath, Director, 818.654.3600 or matthew.horvath@lausd.net	5:00 p.m. Monday September 21, 2015
<i>COORDINATOR, WORLD LANGUAGES AND CULTURES</i> MST 41G, E Basis	Multilingual and Multicultural Education Department, OCISS	Hilda Maldonado, hilda.maldonado@lausd.net	<u>EXTENDED</u> 5:00 p.m. Tuesday September 22, 2015
<i>COORDINATOR, CENTRAL K-12 COUNSELING</i> MST 42G, A Basis	Division of Instruction	Sally Vandenburg, sally.vandenburg@lausd.net	5:00 p.m. Tuesday September 22, 2015
<i>PRINCIPAL, SECONDARY</i> MST 45G, E Basis	Nightingale MS, Local District East	Christina Rico, Director, 323.224.3100	5:00 p.m. Wednesday September 23, 2015
<i>ASSISTANT PRINCIPAL, SECONDARY</i> MST 41G, B Basis	West Adams Preparatory HS, L.A.'s Promise	Liliana Vasquez, Director of Operations, 213.745.4928 or lvasquez@laspromise.org	5:00 p.m. Wednesday September 23, 2015

Associated Administrators of Los Angeles

CERTIFICATED POSITIONS	LOCATION	CONTACT	DEADLINE
<i>ASSISTANT PRINCIPAL, SECONDARY MST 41G, B Basis</i>	Reseda HS, Local District Northwest	Matthew Horvath , Director, 818.654.3600 or matthew.horvath@lausd.net	5:00 p.m. Wednesday September 23, 2015
<i>ASSISTANT PRINCIPAL, SECONDARY MST 40G, B Basis</i>	Los Angeles Center for Enriched Studies (LACES), Local District West	Jaime Morales , Director, 310.914.2100	5:00 p.m. Wednesday September 23, 2015
<i>SPECIALIST, ARTS INTEGRATION MST 38G, E Basis</i>	Local District Northeast	Dr. Jack Bagwell , Administrator of Instruction, jack.bagwell@lausd.net	5:00 p.m. Thursday September 24, 2015
<i>ASSISTANT PRINCIPAL, ADULT COUNSELING SERVICES MST 38G, B Basis</i>	West Valley and North Valley Occ. Centers, Division of Adult and Career Education	Donna Brashear , Executive Director, 213.241.3150	5:00 p.m. Thursday September 24, 2015
<i>ASSISTANT PRINCIPAL, SECONDARY MST 40G, B Basis</i>	Walter Reed MS, Local District Northeast	Dr. Timothy Lino , Director, 818.252.5400 or timothy.lino@lausd.net	5:00 p.m. Friday September 25, 2015
<i>ASSISTANT PRINCIPAL, SECONDARY MST 40G, B Basis</i>	Community Health Advocates and Critical Design and Gaming Schools at Hawkins HS, Local District West	LaVerne Brunt , Director, 310.914.2100	5:00 p.m. Friday September 25, 2015
<i>ADMINISTRATOR MST 46G, A Basis</i>	Division of Adult and Career Education	Donna Brashear , Executive Director, 213.241.3151	<u>EXTENDED</u> 5:00 p.m. Wednesday September 30, 2015
<i>COORDINATOR, SPEECH AND LANGUAGE MST 42G, A Basis</i>	Related Services Department, Division of Special Education	Deborah Rubenacker , Director, 213.241.6200	<u>EXTENDED</u> 12:00 p.m. Wednesday September 30, 2015
CLASSIFIED POSITIONS	LOCATION	CONTACT	DEADLINE
<i>DIRECTOR OF FINANCE POLICY \$136,512 - \$170,062, 12-month position</i>	Office of the Chief Financial Officer	Please click HERE	<u>EXTENDED</u> Friday September 18, 2015
<i>DIRECTOR OF BUDGET SERVICES AND FINANCIAL PLANNING \$136,512 - \$170,062, 12-month position</i>	Budget Services and Financial Planning Division	Please click HERE	<u>EXTENDED</u> Friday September 18, 2015

Associated Administrators of Los Angeles

CLASSIFIED POSITIONS	LOCATION	CONTACT	DEADLINE
<i>CHARTER SCHOOLS OPERATIONS COORDINATOR</i> \$90,732 - \$112,344, 12-month position	Charter Schools Division	Please click HERE	<u>EXTENDED</u> Monday September 21, 2015
<i>.NET DEVELOPER</i> \$82,400 - \$102,500, 12-month position	Information Technology Division	Please click HERE	Thursday December 31, 2015
<i>SENIOR PROGRAMMER ANALYST, ORACLE</i> \$79,900 - \$99,400, 10-, 11- or 12- month position	Information Technology Division	Please click HERE	<u>EXTENDED</u> Until Filled
<i>PROGRAMMER ANALYST, ORACLE</i> \$69,300 - \$96,400, 10-, 11- or 12- month position	Information Technology Division	Please click HERE	<u>EXTENDED</u> Until Filled