

UPDATE

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Week of April 18, 2016

ALL THE RIGHT AND WRONG DRIVERS, PART TWO

This is the third installment of our analysis of the book of the month for LAUSD leadership, Michael Fullan's and Joanne Quinn's tome, Coherence.

Organizations are truly immersed in deep learning (the third driver) when they are “building a common language and knowledge base, identifying proven pedagogical practices, continuing to clarify, and providing clear causal links to the impact,”(pg. 89). Inherent is the inquiry cycle described before. As the book defines, “Deeper learning is the ability to understand concepts, think critically, solve problems, and apply learning in authentic ways,” (pg. 92).

Many times, technology is seen as an expedient way to somehow achieve this deeper learning. The authors assert, however, that this is only achieved when teachers are allowed to investigate and seek pedagogical practices that make sense in the context in which they work. Technology may be a tool, but not the goal itself. As mentioned in this section, it highlights the main feature of deep learning: continually building understanding about demands of the work involved and purposefully setting the course of action, without distraction. It may not mean running to the latest technological widget, as that implementation may derail the focus. Rather, the book is extremely clear—technology's purpose is to accelerate the pedagogy, not replace it. Technology is to be chosen purposefully, and when its application makes sense to the group. Coherence is achieved by humans, who exist and orchestrate deliberate moves that are built upon a growing knowledge base. Deep learning reasserts the importance of relationship building, process, and decision-making. It engenders fierce inquiry, which supports plunging further into possible solutions, building precision in practice, and in doing so, continuing to build capacity. Deep learning is the intellectual journey to meet accountabilities.

The fourth driver is securing accountability. The immediate reaction is to cringe at the very word, and throughout the book, the authors are careful to delineate the difference between punitive accountability and taking responsibility for one's actions. Coherence is truly based on “the notion that individuals *and* the group in which they work can transparently hold themselves responsible for their performance,” (pg. 112). What is created is the function of internal accountability, which the authors contend must precede external accountability. By building collaborative practices and reaffirming the collective capacity to meet the challenges we face, educators can focus their direction on impacting student learning and experiences. In essence, the group can set its own accountability, monitor, and adapt when necessary. In doing so, external accountability becomes a dialogue between forces to understand the work undertaken and its full realization. This is possible because the practices within the framework are intrinsically seen as professional, and hopefully, produce the results desired. The organization can then explain its work, meaning of its data, and the next course of action, even if it

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DRIVERS (Cont.)

may appear to be counter to the mandate or initiative. External agencies then become a partner in the ongoing discussion of ensuring true equity and opportunity for all students. They become responsible for providing the support necessary to achieve the mandates and investing in the conditions to strengthen internal accountability.

Coherence addresses a profound need to acknowledge the people who work within school systems and demands placed upon them. **Fullan** and **Quinn** describe the work necessary to tap into the incredible assets of human and social capital who may currently feel demoralized and delegitimized. The book provides excellent working examples of school districts (Garden Grove, Ontario, and New Hampshire) to illustrate the four drivers in action, which is truly the strength of this text. By sharing the words and stories, it helps frame how this approach can be undertaken. More specifically, it acknowledges barriers, including casual collegial practices that undermine true collaboration, bureaucratic disarray, and political realities. Perhaps the most profound insight offered by the book is the possibility for school systems to reclaim a legitimate voice in the public discourse regarding education. However, to reclaim this viable voice, every individual, in every corner, has to be integral to supporting and refining the change. Further, every individual, in every corner, is required to change—there is no immunity. *Coherence's* message is clear, if educators wish to reclaim the legitimacy of the profession, then we will have to own the challenges of educating all students, together. What *Coherence* proposes is a realizable plan of action to regain this legitimacy.

HEALTH BENEFITS FAQ—

VIRTUAL DOCTOR VISITS—ANTHEM'S ALTERNATIVE TO URGENT CARE

What services are available if I am sick—have cold or flu symptoms, allergies, sinus infection, and much more—and want to see a doctor without driving to urgent care or the emergency room?

Anthem EPO and HMO subscribers and dependents may now opt for a virtual doctor's visit through [LiveHealth Online](#) for the same copay as your plan's office visit. You use your computer, tablet, or smartphone for a two-way video session with a doctor, who can prescribe medication, if needed, and send the prescription directly to your pharmacy.

What types of services are offered?

LiveHealth Online medical services are offered 24 hours per day, 7 days a week, 365 days a year for colds and flu symptoms, allergies, sinus infections, and much more.

LiveHealth Online psychological services are available from 7:00 a.m. to 11:00 p.m. daily, for stress, depression, anxiety, relationship or family issues, panic attacks, and more. While psychological services require an appointment with a psychologist or therapist, you can obtain an appointment in most cases within four days or less. This may be sooner than an office visit. *LiveHealth* will also send an email confirming your appointment. You must be 18 or older to visit an online provider and appointments are available in evenings and on weekends. Therapists on *LiveHealth Online* do not prescribe medications.

FAQ (Cont.)

How much does a virtual doctor's visit cost?

Online medical visits cost \$49 per session. Active and under-65 Anthem HMO and EPO members pay their normal copays/coinsurance rates. Although Medicare does not yet cover online visits, Anthem EPO covers 80% and Medicare retiree pays 20%—about \$10 per medical session and up to \$19 per psychological visit. Online psychological service costs vary, from \$80 to \$95 per session, with normal copays/coinsurance per member's plan. The net cost is after all plan deductibles are paid.

What happens during a typical online visit?

After easy setup of your *LiveHealth Online* account, you log in and click on "See a Doctor Now." You will see names and photos of available doctors and can check their qualifications. Just click on the doctor you selected and you'll be immediately connected. Similar to a regular doctor's visit, you describe your condition. Your doctor will ask questions, answer your questions, and may even make visual checks of physical symptoms for diagnosis and treatment. The doctor may prescribe common medications—those that are nonnarcotic and nonlifestyle drugs (i.e., drugs for weight loss, infertility, impotence, and others). Online visits average 10 minutes or more a session. Psychological visits are typically about 45 minutes long.

How do I enroll in *LiveHealth Online*?

You may enroll in several ways. One is through your Anthem online account (recommended), and the other is directly through [LiveHealth Online](#). When going through Anthem, log in to your account at <http://www.anthem.com/ca> and from the homepage, click on *Resources* and then the link in *LiveHealth Online* to enroll. It is best to enroll through the Anthem website so that your Anthem account and *LiveHealth Online* are linked. Then, on your smartphone and/or tablet, download the *LiveHealth Online* app. Many users find a smartphone or tablet easier to use because you can control the lighting for better viewing. You can also move the device to your specific injury or where symptoms occur, such as rash, swelling, redness, etc., for the doctor to see.

For more information and *Frequently Asked Questions*, go to: [How It Works](#).

ADDITIONAL INFORMATION ON ETHNIC STUDIES

Dr. Derrick Chau, Director of Secondary Instruction, Division of Instruction, sent us this additional information regarding implementation of the Board Resolution adopted on November 18, 2014.

- Ethnic Studies has not yet been implemented and communicated as an LAUSD graduation requirement for the Class of 2019.
- A new, one-semester survey course, Ethnic Studies (MiSiS Course Number: 370733), has been approved by UCOP and may be offered as an elective, grades 9-12, beginning Fall 2016. Professional development will be offered soon to support teachers in implementing this course.
- African American History, Mexican American Studies, and American Indian Studies courses have been revised by a teacher committee working in concert with the Division of Instruction, and the new course descriptions will be available no later than May 1, 2016.

ETHNIC STUDIES (Cont.)

- By definition, Ethnic Studies courses deal with the experiences of specific ethnic and racial groups within the United States.
 - The following six courses, along with the new Ethnic Studies one-semester survey course, are considered “Ethnic Studies” courses: African American History, Mexican American Studies and American Indian Studies and African American Literature, Mexican American Literature, and Asian Literature.
 - The following courses are NOT Ethnic Studies courses and are considered to be "Area Studies," and/or "World Language": History of the Middle East, Latin American Studies, Asian Studies, AP European History, AP Chinese Language and Culture, AP French Language and Culture, AP German Language and Culture, AP Italian Language and Culture, AP Japanese Language and Culture, AP Spanish Language and Culture, and AP Spanish Literature.

For further information about Ethnic Studies, please contact the Division of Instruction Secondary History/Social Studies Coordinators, **Kieley Jackson** at kjack2@lausd.net or **Elaina Garza** at elaina.garza@lausd.net.

CALSTRS MEMBERS: ELECTING AN OPTION CAN PROTECT LOVED ONES BEFORE YOU RETIRE

CalSTRS members who joined before January 1, 2013, are eligible to retire at age 55 with 5 years of service or before 55 with 30 years of service. At that time, whether they choose to retire or not, they have the opportunity to elect an option that will provide a monthly lifetime income for a loved one, (does not have to be a relative) when they die; even if they die before retirement. This is called a preretirement option election. It will reduce the monthly amount received once the member retires, but will ensure that the beneficiary will start receiving a CalSTRS benefit whenever the member dies. There are advantages and disadvantages of choosing a preretirement election of an option.

ADVANTAGES

- If you die before retirement, your designee will receive a monthly payment from CalSTRS for the rest of his/her life.
- The amount your beneficiary receives will be higher if you choose the option prior to retirement.
- The career factor applies if you die before retirement.

DISADVANTAGES

- If you select a preretirement option and then cancel or change it before retiring, your retirement benefit may be reduced for life.
- If your beneficiary dies before you retire, the option is automatically canceled and your retirement benefit may be permanently reduced.
- If you change beneficiaries, either due to death or cancellation, you may have to pay an assessment.

Members are encouraged to attend a CalSTRS workshop or make an appointment to see a counselor to consider your options. You may reach CalSTRS at www.calstrs.com or 800.228.5453.

ERRATA: The name of the Academic Decathlon Coach at El Camino Real Charter High School was incorrect in last week's *Update*. Her name is **Stephanie Franklin**. We apologize for the error.

AALA MEMBERS...YOUR ASSISTANCE IS NEEDED

AALA thanks **Dr. Bryan Johnson**, Assistant Director, Human Resources, for providing this information.

Do you know any potential teachers who may be interested in earning a tuition-free Education Specialist Instruction Credential? If you have any classified staff members who already hold a Bachelor's Degree, we would appreciate the opportunity to provide them with additional information about the LAUSD District Intern Program.

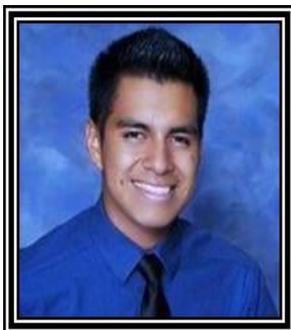
If you have any current teachers at your school who hold a general education credential in a core academic subject area (Mathematics, Science, Social Science, English, or Elementary), and are interested in teaching Special Education, we would appreciate the opportunity to speak with them to provide additional information about the Credentialed Educators Now Teaching Special Education (CENTSE) Program.

Those who have an interest in the District Intern Program may learn more by calling 213.241.5581 or visiting the District Intern website at <http://achieve.lausd.net/districtinternprogram>.

The application deadline is **May 1, 2016**, and the orientation session is tentatively scheduled to begin on July 5, 2016.

JOSE CORTES— 2015 AALA SCHOLARSHIP RECIPIENT

The 2015 scholarship winner we are featuring this week is **Jose Cortes**, a Garfield High School graduate, who now attends UC Berkeley. Below is a letter sent to AALA from Jose.



I am currently attending UC Berkeley with an intent to major in Mechanical Engineering. One word that I would use to describe my college experience thus far is, interesting. I knew that it was going to be difficult, but what I was exposed to was a whole different level of difficulty. I struggled a lot throughout my first semester and I must be honest, there were times were I thought to myself, "What am I even doing here?" A lot of factors contributed to my first year experience, such as being homesick, culture shock, and the rigor of the classes, but the most important was that of being burned out. Over the summer, I attended a program for incoming freshman, as well as, an engineering boot camp. By the time the actual semester started, I was tired and in need of a break; and being homesick, along with personal problems, did not help my situation. However, despite my rough start I must say that this semester was a great learning experience both academically and personally.

JOSE CORTES (Cont.)

My favorite class during the semester was Engineering 25, Visualization and Design because it was the first engineering class I have taken in my life. I enjoyed visualizing the different objects given and I also enjoyed learning about the various programs engineers use in their field of work. Along with E25, German R5A was one of my favorite courses, as it gave me an insight to German Literature. I enjoyed reading the various texts for the course and I also saw this class as a "breather" from my other challenging classes. As the semester progressed, I took part in various clubs such as Hermanos Unidos, HES (Hispanic Engineers and Scientists), and CASA Mora which helped me establish a community to go to when academics were a bit too much.

Overall, the experience at UC Berkeley was not what I expected but I am looking forward to this semester. I believe that I have learned from my mistakes and I am ready to better myself as a student and as an individual so that I can succeed, go back to my community, and give back. I would like to thank the AALA scholarship donors for their generosity and support. I have just sent in my official verification of enrollment and I am planning to buy a laptop with the money so that I don't have to worry about being at the library too late at night. I am so thankful and ready to give it my all this semester to make not just the AALA community proud, but as well as making others who believe in me proud as well.



HELP OUR STUDENTS

DONATE AT LEAST \$8 TO FRIENDS OF AALA FOR SCHOLARSHIPS! PLEASE CLICK [HERE](#) (THEN CLICK ON **DONATE BUTTON) TO MAKE AN ONLINE DONATION OR MAIL IN YOUR CHECK PAYABLE TO FRIENDS OF AALA TO 1910 W. SUNSET BLVD. #850 LOS ANGELES 90026**

IN MEMORIAM

CATELINE CHINERY—Former principal of Bushnell Way and Magnolia Avenue elementary schools. Cateline retired from the District on July 1, 2002, and passed away on April 5, 2016. A memorial service will be held in May.

ALBERT R. DAVIS—Former principal of Flournoy and Kester Avenue elementary Schools. Al retired from the District on July 31, 2001, and passed away on April 12, 2016. Information about services will be forthcoming.

TOMMY (TOM) FERRO—Former principal of Angel Gate Continuation High School. Tom retired from the District on July 1, 2008, and passed away on March 19, 2016. Services will be held on Saturday, April 16, 2016, at 10:00 a.m., at Cottonwood Church, 3311 Sausalito Street, Los Alamitos. You may leave condolences and sign the guestbook at www.dailybreeze.com/obits.

EARL DEAN SMITH—Former AP,SSS, at Fairfax High School. Earl retired from the District on July 1, 1999, and passed away on April 1, 2016. Services were held last week in Los Angeles.

Associated Administrators of Los Angeles

SAVE THE DATE

2016 SUMMER PRINCIPAL INSTITUTE *LEARNING CENTERED LEADERSHIP* will be held at Cal State L.A. on June 14 -15 for elementary and early childhood education administrators and June 16-17 for secondary and adult and career education administrators. Keynote speakers and their topics will be:

- **Michelle King**, LAUSD Superintendent, *Listen, Learn, and Lead*
- **Lee Watanabe-Crockett**, Author, *Leading in a Digital World*
- **Dr. Pedro Noguera**, UCLA Professor, *Leading to Close the Achievement and Opportunity Gaps*
- **Dr. James Stigler**, UCLA Professor, *Making Multimedia Leader-Friendly*

Registration for this outstanding professional learning opportunity will open on May 11 via MyPLN. For more information, please call the Professional Learning and Leadership Development Branch at 213.241.3444 or visit plld@lausd.net. To view the flyer, click [HERE](#).

CALENDAR

EVENT	DATE	CONTACT
APRIL IS AUTISM, MATHEMATICS, PARKINSON'S, SEXUAL ASSAULT, AND STRESS AWARENESS MONTH, JAZZ APPRECIATION, PUBLIC SCHOOLS, SCHOOL LIBRARY, AND CHILD ABUSE PREVENTION MONTH		
Grand Arts Festival at Grand Park	April 16, 2016 10:00 a.m. – 7:00 p.m.	Dr. Steven McCarthy , 213.241.8222
Federal Income Tax Day	April 18, 2016	
Supervisory Coffee Klatch Meeting at A-Level Beaudry Cafeteria	April 19, 2016 7:00 a.m. – 8:00 a.m.	Dr. Victor González , victor.gonzalez@lausd.net
ACSA Representative Council Meeting at Ocean Seafood Restaurant	April 20, 2016 5:30 p.m.	Barbara Friedrich , bfriedri@lausd.net
APSCO Meeting at AALA Office	April 21, 2016 8:00 a.m. – 11:00 a.m.	Karen Fattal , 818.505.2200 or kfattal@lausd.net
OEECA Meeting at Central Shops, 1240 S. Naomi Avenue, Los Angeles	April 21, 2016 9:00 a.m. – 11:30 a.m.	Obioma Uche , oiu9972@lausd.net
AALA Representative Assembly Meeting	April 21, 2016 4:30 p.m.	Gema Pivaral , 213.484.2226
CCA E Conference at San Francisco Marriott Waterfront Hotel	April 21 – 23, 2016	conference@ccaestate.org , 888.542.2231, or Registration
COBA 41st Annual Black Child Conference & Scholarship Luncheon at the Sheraton Gateway Hotel	April 23, 2016	Josephine Ruffin , josephineruffin@sbcglobal.net
LAUSD 5K Move It Challenge	April 23, 2016 8:00 a.m. – 12:00 p.m.	http://moveit.lausd.net

Associated Administrators of Los Angeles

EVENT	DATE	CONTACT
Public Lecture: <i>Rethinking the Value of Nature from Education to Health</i> at Pepperdine University	April 23, 2016 3:00 p.m. – 5:00 p.m.	http://www.environment.ucla.edu/lakretz/events/482
School Bus Driver Appreciation Day	April 26, 2016	
DENIM DAY	April 27, 2016	Everyone is encouraged to wear denim to protest sexual abuse
Administrative Professionals Day	April 27, 2016	
COBA Meeting at Crenshaw High School	April 27, 2016 5:30 p.m.	Josephine Ruffin, josephineruffin@sbcglobal.net
AAPA Scholarship Banquet at Golden Dragon Restaurant	April 27, 2016 5:00 p.m. – 8:00 p.m.	Dean Tagawa, dtagawa@lausd.net
Bring our Sons and Daughters to Work Day	April 28, 2016	
CalSTRS Pre-Retirement Workshop at Broad ES, Auditorium	April 28, 2016 4:00 p.m. – 5:30 p.m.	Preregister at: CALSTRS WORKSHOPS
Gifted Education Conference at the Skirball Cultural Center	April 30, 2016 8:00 a.m. – 12:30 p.m.	www.giftedchildrenla.org
MAY IS NATIONAL ASIAN PACIFIC AMERICAN HERITAGE, FOSTER CARE, AND PHYSICAL FITNESS AND SPORTS MONTH		
California School Principal's Day	May 1, 2016	
Teacher Appreciation Day	May 3, 2016	
ACSA Administrators of the Year Awards Banquet at Casa Italiana	May 3, 2016 5:00 p.m. – 8:00 p.m.	Dr. Jack Bagwell, 818.252.5400
SHSPO, MSPO, and SEPO Meeting at CSULA	May 4, 2016 7:30 a.m. – 12:00 p.m.	Eric Davidson, 310.914.3500 or eric.davidson@lausd.net ; Dr. Deborah Wiltz, 818.394.4300 or dwiltz@lausd.net ; Christina Cisneros, 213.749.8310 or cmc0506@lausd.net
SEPO Meeting at Perez Career and Transition Center	May 4, 2016 1:30 p.m. – 4:30 p.m.	Christina Cisneros, 213.749.8310 or cmc0506@lausd.net
Adult School Administrators Meeting at East Los Angeles Skills Center	May 6, 2016 8:00 a.m.	Dr. Clif de Cordoba, 213.626.7151 or cdecordo@lausd.net
SHSOPO Meeting at ELA College	May 12, 2016	Victorio Gutierrez, 323.292.0331 or vgutiel@lausd.net
CalSTRS Pre-Retirement Workshop at Noble ES, Auditorium	May 12, 2016 4:00 p.m. – 5:30 p.m.	Preregister at: CALSTRS WORKSHOPS
AJE Scholarship Brunch	May 15, 2016 11:00 a.m. – 2:00 p.m.	Maralyn Soifer, 818.903.6640 or paulmaral@yahoo.com

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 2016 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, whom to contact can be found by clicking here: [CSUN-flyer](#).

CSUN

MICHAEL D. EISNER
COLLEGE OF EDUCATION

LOS ANGELES NEW ADMINISTRATORS LEADERSHIP PROGRAM

The Center for Collaborative Education (CCE) seeks candidates and coaches for its two-year leadership development program leading to a Clear Administrative Services Credential. This program targets administrators who have a Preliminary Administrative Services Credential (Tier I) in LAUSD’s autonomous schools (Pilot, School-Based Management, Local Initiative) and other LAUSD schools. Along with support from the LANALP staff and an experienced coach, new administrators of elementary and secondary schools will be prepared to think systemically and act strategically so that they can empower a leadership team that will positively impact instructional quality and student achievement. Tuition for the first four cohorts is provided through a federal grant from the U.S. Department of Education. Coaches are offered a \$3,000 stipend per year.



For more information, click [HERE](#) or call 213.351.2000, ext. 101.



CURRICULUM DIRECTOR, LOS ANGELES NEW ADMINISTRATORS LEADERSHIP PROGRAM

JOB DESCRIPTION

The Center for Collaborative Education (CCE) seeks qualified candidates for the position of Curriculum Director, Los Angeles New Administrator Leadership Program (LANALP); a full-time position, housed at CCE's Los Angeles office. This position reports directly to the director and works collaboratively with LAUSD's Professional Learning and Leadership Development Branch. The LANALP Curriculum Director will be responsible for overall curriculum development, design and delivery as part of a team to successfully launch and refine the Los Angeles New Administrator Leadership Program.

LANALP is a two-year, competency-based leadership development program that will lead to a Professional Clear Administrative Services Credential for administrators who have a Preliminary Administrative Services Credential in LAUSD's autonomous schools (Pilot, School-Based Management, Local Initiative).

For more information and application procedures, please click [HERE](#).

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

PRINCIPAL, SECONDARY

Verdugo Hills High School, Local District Northeast, MST 46G, E Basis. For more information and application procedures, please click on [School-Based Vacancies](#) or contact **Kimberly Noble**, Director, at 818.252.5400. Application deadline is 5:00 p.m., Tuesday, April 26, 2016.

Associated Administrators of Los Angeles

CERTIFICATED, SCHOOL-BASED

ASSISTANT PRINCIPAL, SECONDARY

Mount Gleason Middle School, Local District Northeast, MST 40G, B Basis. For more information and application procedures, please click on [School-Based Vacancies](#) or contact **Kimberly Noble**, Director, at 818.252.5400. Application deadline is 5:00 p.m., Friday, April 22, 2016.

ASSISTANT PRINCIPAL, ELEMENTARY

116th Street Elementary School, Local District South, MST 37G, B Basis. For more information and application procedures, please click on [School-Based Vacancies](#) or contact **Anthony Aguilar**, Director, at 310.354.3400. Application deadline is 5:00 p.m., Wednesday, April 27, 2016.

Normandie Avenue Elementary School, Local District Central, MST 38G, B Basis. For more information and application procedures, please click on [School-Based Vacancies](#) or contact **Francisco Gonzalez**, Director, at 213.241.0126. Application deadline is 5:00 p.m., Wednesday, April 27, 2016.

CERTIFICATED, NON-SCHOOL-BASED

ADMINISTRATOR OF INSTRUCTION

Local District West, 49G, A Basis. For more information and application procedures, please click on [Non-School-Based Vacancies](#) or contact **Cheryl P. Hildreth**, LD Superintendent, at 310.914.2100. Application deadline is 5:00 p.m., Wednesday, April 27, 2016.

ADMINISTRATOR OF OPERATIONS

Local District West, 49G, A Basis. For more information and application procedures, please click on [Non-School-Based Vacancies](#) or contact **Cheryl P. Hildreth**, LD Superintendent, at 310.914.2100. Application deadline is 5:00 p.m., Wednesday, April 27, 2016.

CLASSIFIED

CHIEF SECURITY OFFICER

Information Technology Division, \$114,900 - \$142,300, 12-month position. For more information and application procedures, please click [HERE](#). Application period is open until position is filled.

ABSENCE COORDINATOR

Division of Risk Management and Insurance Service, \$40.92 - \$50.92 per hour, 11-month position. For more information and application procedures, please click [HERE](#). Application deadline is Friday, May 6, 2016.

PREVIOUSLY ANNOUNCED POSITIONS

CERTIFICATED POSITIONS	LOCATION	CONTACT	DEADLINE
<i>ASSISTANT PRINCIPAL, ELEMENTARY</i> MST 37G, B Basis	MacArthur Park Visual & Performing Arts ES, Local District Central	Julie Gonzalez , Director, 213.241.0126	5:00 p.m. Wednesday April 20, 2016

Associated Administrators of Los Angeles

<i>PRINCIPAL, SECONDARY</i> MST 45G, A Basis	Clinton MS, Local District Central	Gary Garcia , Director, 213.241.0126	<u>EXTENDED</u> 5:00 p.m. Wednesday April 27, 2016
<i>COORDINATOR, SPEECH AND LANGUAGE</i> MST 42G, A Basis	Related Services Department, Division of Special Education	Deborah Rubenacker , Director, at 213.241.6200	12:00 p.m. Friday April 29, 2016
<i>LOCAL DISTRICT SUPERINTENDENT</i> \$181,720 - \$223,842, Executive Position, A Basis	Local District Northeast	Justo Avila , Chief Human Resources Officer, 213.241.6131	5:00 p.m. Monday May 2, 2016
<i>EXECUTIVE DIRECTOR</i> \$155,500, Executive Position, A Basis	Division of Student Health and Human Services	Justo Avila , Chief Human Resources Officer, 213.241.6131	5:00 p.m. Monday May 2, 2016
CLASSIFIED POSITIONS	LOCATION	CONTACT	DEADLINE
<i>CULINARY AND EVENTS MANAGER</i> \$86,160 - \$107,000, 12-month position	Food Services Division	Click HERE	Wednesday April 20, 2016
<i>DEPUTY CHIEF PROCUREMENT OFFICER</i> \$143,800 - \$178,300, 12-month position	Procurement Services Division	Click HERE	Friday April 22, 2016
<i>ENERGY PROGRAM MANAGER</i> \$7,829 - \$9,701/PP, 12-month position	Facilities Services Division	Click HERE	Friday April 29, 2016
<i>DIRECTOR OF LABOR RELATIONS</i> \$192,492 - \$204,948, 12-month position	Office of the General Counsel	Click HERE	When Filled
<i>DIRECTOR OF STUDENT RECORDS AND DATA MANAGEMENT</i> \$114,900 - \$142,300, 12-month position	Office of Data and Accountability	Click HERE	When Filled
<i>PROJECT MANAGEMENT ADMINISTRATOR</i> \$93,900 - \$116,400, 12-month position	Office of the Superintendent or Deputy Superintendent	Click HERE	When Filled