

# UPDATE

[www.aala.us](http://www.aala.us)

Week of May 16, 2016

## SEPARATING THE WHEAT FROM THE CHAFF

At the meeting of the Board of Education on Tuesday, May 10, 2016, all of the labor unions ceded their time to **Alex Caputo-Pearl**, UTLA President, in order to share the findings of a study on the fiscal impact of independent charter schools on the District that UTLA had commissioned. MGT, a national consulting firm that works with government agencies and nonprofit organizations, reviewed the data and **Susan Zoller**, a former teacher, principal, and deputy superintendent, presented the report.

AALA appreciates UTLA's efforts to stimulate a genuine conversation of the intended and unintended consequences of independent charters on the District, and the negative fiscal impact as a corollary. It gives us pause to think that some of the issues are caused by the District and others legislatively. Accordingly, the opportunity presents itself to collaboratively problem-solve and right the wrongs with all the affected stakeholders at the table.

The Board Members asked the Superintendent and District staff to respond to the presentation at an upcoming Board meeting. In the meantime, AALA is sharing the findings because of the general interest to the membership, and how they can potentially negatively impact the delivery of a quality educational experience to every student if policies and legislation are left unaddressed.

While awaiting the District's interpretation of the findings, AALA's stance is to trust, but verify. For example, a cursory check-in with one of our members, a District official, yields that in the 2016-2017 school year, only two LAUSD independent charters have elected to join the El Dorado Special Education Local Planning Area (SELPA). If so, that means over two hundred independent charters are in the District SELPA. This contradicts the potential revenue loss due to the SELPA issue that is highlighted in the findings to follow. Secondly, the Charter School Division's operating budget in the report varies significantly from the one publicly presented to the Board in November 2015. Lastly, the report finds the District can statutorily assess a 3% fee for charter colocations and instead chooses to collect only 1% oversight fee in addition to fees charged to all charter schools on District property. A closer look at the regulations states the District can collect *up to* 3% if the District provides facilities substantially rent-free; we understand that it does not. Perhaps the District has a viable reason for only assessing the 1%.

It remains to be seen if there really is a proverbial pot of gold at the end of the rainbow. In the meantime, the findings are at the very least thought provoking and intriguing. One major conclusion is

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# Associated Administrators of Los Angeles

## REPORT (Cont.)

that MGT estimates that the District is losing almost \$600 million this year alone, due to the number of charter schools and the students enrolled in them. There are 221 independent charter schools and the students make up 16% of the District's total enrollment. Since money follows students, about 7% of the District's budget is going to charters. Of course, fewer students also means less staff to fund, but the dollars saved in the loss of staff does not make up for fixed costs, such as infrastructure and oversight from the Charter Schools Division, Special Education, and the Office of the Inspector General, etc., that the District must still absorb. The report estimates that the District loses about \$4,957 per student who attends a charter school. By law, charters pay a maximum of 1% of the money they receive from the state to the District for oversight from the Charter Schools Division; however, the costs are almost \$3 million more than is received. In addition, the report finds that an additional \$13.8 million is spent by the District annually in other administrative costs related to charters.

MGT explains that the *report is not intended as a review or critique of independent charter or public schools in Los Angeles, LAUSD's policies and procedures, operations, or oversight practices... [it] accepts and does not judge the district's existing practices ... The report does, however, identify various state laws or regulations as well as district practices that impact the district either financially or procedurally.*

The report finds that some of the costs are the results of statewide legislation and guidelines, while others are due to the District's *process decisions that could be addressed by LAUSD board decisions and one is part of the LAUSD-UTLA contract.* There are twelve key findings, however, the majority are state issues. We are extracting from the report those over which the District has direct control:

1. *The annual oversight revenue collected from charter schools does not cover the annual budget of the Charter Schools Division (CSD). The cost to the district for the space occupied by the Charter Schools Division, estimated at \$92,006/year, represents a direct cost to the district that is not covered by charter school oversight funds.*
2. *There are direct costs to the district for oversight that are beyond those allocated to the CSD and not currently funded by the oversight revenues. The additional oversight activities occur in the Special Education Division (SPED) and the Office of the Inspector General (OIG). The total cost is estimated at \$1,416,259. Allocating any portion of the charter school oversight revenue to divisions other than CSD is a **district decision**.*
3. *There are significant and quantifiable indirect costs to LAUSD for the independent charter schools operating in the district. Indirect costs include time/opportunity losses when district staff spend time managing or dealing with charter schools, rather than district schools. Many district functions have these time/opportunity costs in support of charter schools, but they have not been identified, gathered, or quantified. The indirect administrative cost is estimated at \$13,845,203. These costs are not supported through the 1% oversight fee that is collected and used to fund the CSD. The allocation of the revenues from the 1% oversight fee is a **district decision**.*
4. *There are 56 charter schools in LAUSD that are operating in district facilities. The law allows the district to collect a 3% oversight fee for charter schools located in district facilities that are not paying rent. None of the 56 schools is paying the 3% fee. The estimated oversight revenue lost is \$2,062,517. This is a **district decision**.*

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## **REPORT (Cont.)**

5. *The LAUSD – UTLA contract allows teachers to take a Leave of Absence (LOA) and work in a charter school and return to LAUSD/UTLA status. There may be an impact on LAUSD due to the legacy benefit costs. The estimated cost is \$250,000 per employee. This is a **contract issue**.*

As you are aware, the District has more charter schools and more students enrolled in them than any public school district in the country and the fiscal impact is tremendous. In addition, charter schools enroll fewer special education students or English learners than the average District school, leaving the majority of these special needs students in the regular schools with fewer dollars. The MGT report makes it clear that the District's future solvency is jeopardized and that charter schools contribute to that grim prediction. To access the entire report, click [HERE](#).

## **HEALTH BENEFITS FAQ— MAY IS OSTEOPOROSIS AWARENESS AND PREVENTION MONTH**

### **What is osteoporosis?**

Osteoporosis, known as “porous” or fragile bones, is a disease in which a person has low bone mass and structural deterioration of bone tissue. Osteoporosis is responsible for an increased risk of fractures, especially in the hip, spine, and wrist. The disease affects both men and women, but can be prevented and treated.

### **I am 55 years old and worry about getting osteoporosis. Is this a legitimate concern?**

Yes, studies show that one in two women and one in four men over 50 years of age will break a bone due to osteoporosis. About 54 million adults in the U. S. are at risk for osteoporosis and/or low bone mass with the risk being highest for whites and Asians.

### **What factors contribute to the risk of osteoporosis?**

Some common risk indicators, in addition to gender, age, and ethnicity, include postmenopausal women, an underweight small frame, a family history of fractures, smoking, heavy use of alcohol, physical conditions/illnesses, and medications that might weaken bones. A diet poor in calcium and Vitamin D and an inactive lifestyle are also risk indicators.

### **How is osteoporosis detected and diagnosed?**

Typically, during a regular physical exam, the physician reviews family and medical history to assess risk indicators for osteoporosis. There are several bone density tests, but the most commonly recognized one is a central DXA (dual-energy x-ray absorptiometry) scan of the hip and spine. Bone density tests show the strength of your bones and whether you have osteoporosis or osteopenia, which indicates low bone mass, but not low enough to be osteoporosis.

### **Are there any guidelines on who should get a bone density test and when?**

The National Osteoporosis Foundation recommends bone density testing for:

- Women aged 65 and older
- Men aged 70 or older
- Menopausal or postmenopausal women with risk factors
- Men over 50 with risk factors

## **FAQ (Cont.)**

### **What are some preventative measures and treatments for osteoporosis?**

- Understand your personal risk indicators.
- Ensure your diet includes adequate amounts of total calcium (1000 mg/day for men 50–70; 1200 mg/day for women 51 and older and men 71 and older). Take dietary supplements if necessary.
- Take vitamin D (800–1000 IU/day), including supplements, if you are 50 years or older.
- Engage in regular weight-bearing and muscle-strengthening exercise to improve agility, strength, posture, and balance; maintain or improve bone strength; and reduce the risk of falls and fractures.
- Quit smoking and avoid excessive alcohol intake.
- Take medication for osteoporosis as prescribed by your physician.

## **INFORMATION TECHNOLOGY DIVISION UPDATE – PART TWO**

### **The New MiSiS Playbook – a Calendar of Tasks and Collaborative Efforts for Success**

The new MiSiS Playbook was created to bring coherence to the District's processes and procedures for opening a new school year, closing the current school year, and transitioning to the summer term. It is a continuous improvement document modeled after the Budget Playbook. The MiSiS team and various central office departments work together to complete tasks needed to support schools. Collaboration, communication, and commitment are key factors. The successful 2015-2016 school year opening was attributed to the partnership between MiSiS, Local District, Central Office, and school-site support staff.

We have learned critical lessons in the past two years and have goals in the Playbook to safeguard that the next year enrollment process allows for student enrollment in the future year; the scheduling process allows users to schedule students for the next year; the summer term process runs effectively and efficiently; and the year-end process allows for a smooth closing.

The MiSiS Playbook includes a monthly calendar of tasks needed for the next year opening, current year closing, and summer term. There is a checklist to go with each of these major school events and it is followed on a weekly basis to ensure we are on track. A color-coded chart of major key milestones is included to give the team the big picture of the events. Other charts in the Playbook include a list of related District policies, as well as a responsibility chart of central office partners who establish policies and procedures.

Since January, we have focused on using the MiSiS Playbook to ensure that secondary schools are able to enroll and schedule in the 2016-2017 school year. Although this may seem a simple task, it actually is a very involved process. It starts with the approval of the 2016-2017 calendar by the Board of Education. This occurred in late January 2016, followed by the calendar configuration in MiSiS and updates to the next year enrollment process for continuing students. Schools were able to start programming students in late February. The process to include the matriculating students in MiSiS was dependent on a few offices—Master Planning and Demographics (for new boundary school updates), Student Integration Services (for Magnet and PWT information), Office of Data and Accountability (for updated schools file), and Zone of Choice (for the matriculating middle school students). The MiSiS team worked collaboratively with these departments who also had dependencies

## **ITD (Cont.)**

to clear before sending the file to MiSiS. In early April, the Next Year Enrollment process for the matriculating students was completed. Schools were able to begin the scheduling for the incoming students. Changes in future enrollment will continue in MiSiS as student transfers are created for the next year and as the magnet and zones of choice are updated.

The MiSiS Playbook has helped guide, document, and plan our work. It is a working instrument and is regularly updated as improvements are made to MiSiS or as policy changes.

## **CONGRATULATIONS**

Congratulations to the Crenshaw High School's Boys Basketball Team for winning the Los Angeles City CIF Championship. This is the team's first win in 19 years and is especially notable in that the team's aggregate grade point average is 3.3! They are truly scholar-athletes. Congratulations to Principal **Ramon Corley** and Coach **Ed Waters** for a job well done.

## **ESTATE PLANNING**

Even with the advances in medical science, whether we want to acknowledge it or not, our lifetime is finite. While many of us will lead a long life, a sudden, tragic event or devastating illness can mean an unexpected death or mental incapacity. Whenever this occurs, estate planning is critical for the security of your assets and the protection of your beneficiaries. While there is no law that requires you to have a will or trust, it is prudent and compassionate to have done estate planning. Estate planning, in simple terms, is preplanning for the possibility of mental incapacity and the inevitable end of life. It is your own personal instruction sheet to guide others in the future management and/or distribution of your property. If you have not created a will or trust, the state in which you reside at death will dictate what happens to your estate.

### ***Key Factors in Estate Planning***

1. You should have an estate plan regardless of your net worth.
2. Your plan should include, at minimum, a will.
3. You do not have to be wealthy to create a trust.
4. Talking about your plans with loved ones may avoid problems later.
5. You can create charitable gifts in your will that leave a lasting legacy.

### ***Estate Planning for Mental Incapacity***

To protect yourself in case of mental incapacity, you will need to have a two-part estate plan in place – one that will take care of your personal decisions and one that will take care of your financial decisions. Otherwise, you and your assets could end up in a court-supervised guardianship or conservatorship.

1. The legal document necessary to delegate decisions regarding your health treatment is called an Advance Medical Directive. It will allow you to give the person of your choice the right to make your medical decisions if you are temporarily or permanently unable to do so for yourself.

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### **ESTATE (Cont.)**

2. The legal document necessary to delegate your financial decisions is called a Power of Attorney. It will allow you to choose someone to manage your assets on your behalf if you are unable to do so for yourself. The Power of Attorney can be "durable" or "springing." Durable means that the person you choose will have the immediate ability to take care of your property and will continue to be able to do so. If the Power of Attorney is "springing," the person you choose won't be able to manage your assets until after you've been determined to be mentally incompetent by a physician or court.

### ***Estate Planning for Death***

Prior to your death, you should have a two-part estate plan in place; one that will insure all of your debts will be paid and one that will determine who will receive the balance of your assets.

1. The basic legal document that addresses planning for death is called a Last Will and Testament. It contains a written set of instructions to your loved ones describing how you want your estate to be handled after your death. One of the biggest drawbacks to using a will is that the property must go through probate (probate is the court-supervised process of inventorying all of your assets after your death, paying your final bills, and then distributing what's left to your loved ones) before your family will be able to take legal control of it.
2. A more comprehensive plan is a revocable living trust. It allows planning for both mental disability and death in one document. A revocable trust will allow you to control your property while you are alive and well, designate the person of your choice to manage you and your finances if you become mentally disabled, and then list your instructions to your loved ones as to what to do with your assets after you die. Another benefit of using a Revocable Living Trust as part of your estate plan is that your family will be able to gain virtually immediate access to your assets after your death since property held in the trust will avoid court-supervised probate.

### ***Next Steps***

Review your beneficiary designations on file at CalSTRS/CalPERS, LAUSD, in savings and checking accounts, investment plans, and life insurance policies. Make an appointment with an attorney to draw up your will or trust. If you do not have or know of an attorney, ask friends or relatives for recommendations or contact your local Bar Association. Your will or trust needs to be reviewed and updated periodically, as changes in your family, the economy, laws, and other circumstances may occur.

## **INTRODUCTION TO EDUCATOR DEVELOPMENT AND SUPPORT: TEACHERS (EDST101)**

Principals are encouraged to share the following information with teachers and encourage their participation. The Professional Learning and Leadership Development (PLLD) Branch would like to invite all teachers to attend EDST101 this summer to learn about the *LAUSD Teaching and Learning Framework* and the 2016-2017 Educator Development and Support: Teachers (EDST) process. This summer training, while optional, is encouraged for teacher participants to: deepen their understanding of the *LAUSD Teaching and Learning Framework*; review all EDST steps, tools, and resources; and discuss how the EDST teacher evaluation and support process can be used to enhance teaching practice.



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### EDST101 (Cont.)

Teachers may register for this summer training by visiting [MyPLN](#). To view additional information about EDST101, click [here](#) to access the flyer. (Principals, please distribute copies of these flyers at your school site.) **All** teachers are invited to participate in EDST101, regardless of whether or not they will be scheduled for evaluation in 2016-2017. This will be the last opportunity for teachers to attend paid, in-person EDST training. For further information, contact your Local District's [Teaching and Learning Coordinator](#) or the PLLD Branch at 213.241.3444.

### AALA MEMBERS NEEDED

Seeking at least six active AALA members who have high school teaching experience (ELA preferred, but not required) to serve on high school textbook evaluation committees. There are six committees that will be reviewing instructional materials in the following areas:

- ✧ Committee #1—Core Courses (English 9AB, English 10AB, and American Literature/Composition)
- ✧ Committee #2—Composition Courses (Contemporary/Expository/Advanced)
- ✧ Committee #3—Literature Electives (English Literature, World Literature, Modern Literature)
- ✧ Committee #4—Literature Electives, Ethnic (African American, Asian American, Mexican American)
- ✧ Committee #5—Journalism & Speech
- ✧ Committee #6—AP English (Language/Composition, Literature/Composition)

Depending upon the committee, orientation will take place either June 21 or June 22. Committee members will conduct individual reviews in July with group deliberations in late July. The goal is to have the materials evaluated and presented to the Board of Education for adoption in the fall, enabling purchases to take place during the February – April 2017 Textbook Ordering Roadshows. Participants on the evaluation committees will be paid a stipend. If you are available to serve on one of the six committees, please notify AALA President **Juan A. Flecha** at 213.484.2226 by May 25.

### KARINA ROSALES – 2015 AALA SCHOLARSHIP RECIPIENT

In this final installment recognizing 2015 scholarship recipients, we are featuring **Karina Rosales**, a graduate of King/Drew Magnet High School of Medicine and Science, who received a \$2,000 award from Friends of AALA. Karina is now attending UC Berkeley. Below is her response to our inquiry about her first semester in college.

*Academic major: Undeclared*

*Favorite course/courses: Sociology 3AC, this class talks about social inequality in the world today and I truly enjoy going to lectures.*

*Extracurricular activities: Member of club TRENZA*

*Impressions of college life: I knew my classes were not going to be easy and the first day of class, I became overwhelmed and broke down, scared of what the semester was going to be like. But, as the*



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### **KARINA ROSALES (Cont.)**

*day progressed, they weren't as bad as I expected. As the semester has gone by, my classes have gotten harder, but manageable. All of my professors are passionate about their subject, which has made learning fun. I was expecting to have the best roommates ever, but that didn't quite happen. I live in a triple and we are all different. We do not fight, but we don't really talk to one another. Fortunately, I met some awesome floor-mates who have welcomed me into their room and adopted me as their new roommate. I also thought I would become home sick but it has been better than expected. So far, college has been okay, I hope better things come next semester.*

### **NOTE TO ALL SUPERVISORS:**

**CLASSIFIED EMPLOYEES RECOGNITION WEEK IS MAY 15 – 21.**

### **IN MEMORIAM**

**DR. JAMES B. TAYLOR**—A memorial to celebrate the life of Dr. Taylor will be held at 6:30 p.m., Sunday, July 17, 2016, at the Friendship Auditorium, 3201 Riverside Drive, Los Angeles. In lieu of flowers, the family requests that donations be made in his honor to the James B. Taylor Charter Middle School at [www.greendot.org/donate](http://www.greendot.org/donate).

### **SAVE THE DATES**

- ✓ AALA members are invited to the retirement dinner for **Kenneth H. Lee**, San Fernando High School Principal, on Thursday, June 16, 2016, 6:00 p.m. – 9:00 p.m., at The Vineyards, 2525 Stow Street, Simi Valley. Tickets are \$50 per person and checks payable to **Eunice Mukasa** should be mailed to her at the school at 11133 O'Melveny Avenue, San Fernando 91340 by May 31, 2016. For more information, please call Eunice at 818.898.7606.
- ✓ A retirement celebration for **Lynn Andrews**, Allesandro Elementary School Principal, will be held on Friday, June 17, 2016, 1:30 p.m. – 5:30 p.m., at Luminarias Restaurant, 3500 Ramona Blvd., Monterey Park. Mr. Andrews is retiring after 46 years with LAUSD, 34 of which were spent as principal of Allesandro. The cost is \$56 per person and checks payable to Allesandro Faculty Club should be mailed to the school at 2210 Riverside Drive, Los Angeles 90039. For more information, please contact **Rosie** or **Guille** at 323.666.7162.
- ✓ Please save July 23, 2016, 8:30 a.m. – 3:00 p.m., for the first convening of instructional leaders from our diverse school models to learn from one another about how we best serve our communities and our scholars. Join in collaborative learning among traditional, expanded school based management, network partner, pilot, magnet, local initiative, affiliated and independent charter schools. There will be opportunities for all school model leaders to discuss how they are collaborating with each other to address the academic, socio-emotional, and parent engagement strategies at the school site. For questions, please contact **Antonio Plascencia** at [antonio.plascencia@lausd.net](mailto:antonio.plascencia@lausd.net) or **Dr. Gina Hughes** at [gina.hughes@lausd.net](mailto:gina.hughes@lausd.net).





# Associated Administrators of Los Angeles

## CALENDAR

EVENT	DATE	CONTACT
<b>MAY IS NATIONAL ASIAN PACIFIC AMERICAN HERITAGE, FOSTER CARE, AND PHYSICAL FITNESS AND SPORTS MONTH</b>		
<b>Adult School Administrators Meeting</b> at East Los Angeles Skills Center	May 13, 2016 8:00 a.m.	<b>Dr. Clif de Cordoba</b> , 213.626.7151 or <a href="mailto:cdecordo@lausd.net">cdecordo@lausd.net</a>
<b>Retirement Celebration for Sonia Ugarte</b> at Knollwood Country Club	May 13, 2016 5:30 p.m. – 9:30 p.m.	<b>Tonya Stephens</b> , 818.341.5821
<b>AJE Scholarship Brunch</b>	May 15, 2016 11:30 a.m. – 2:00 p.m.	<b>Maralyn Soifer</b> , 818.903.6640 or <a href="mailto:paulmaral@yahoo.com">paulmaral@yahoo.com</a>
<b>CLASSIFIED EMPLOYEES WEEK</b>	May 15 – 21, 2016	
<b>SHAPO &amp; MSAPO Meeting</b> at Pickwick Gardens <b>(Required)</b>	May 18, 2016 7:30 a.m. – 12:30 p.m.	<b>Martha Valencia</b> , 323.826.1500 or <a href="mailto:mlv3216@lausd.net">mlv3216@lausd.net</a> ; <b>Juanita White-Holloman</b> , 323.227.4400 or <a href="mailto:jdww9998@lausd.net">jdww9998@lausd.net</a>
<b>EAPO Meeting</b> at Pickwick Gardens	May 18, 2016 12:30 p.m. – 4:30 p.m.	<b>Dr. Sylvester Harris</b> , 213.484.0326 or <a href="mailto:sylvester.harris@lausd.net">sylvester.harris@lausd.net</a>
<b>AALA Scholarship &amp; Community Awards Banquet</b> at the Millennium Biltmore Hotel	May 18, 2016 5:30 p.m.	213.484.2226
<b>APSCO Meeting</b> at Phillips Institute	May 19, 2016 8:00 a.m. – 11:00 a.m.	<b>Karen Fattal</b> , 818.415.1300 or <a href="mailto:kfattal@lausd.net">kfattal@lausd.net</a>
<b>EPO Meeting</b> at Pickwick Gardens <b>(Required)</b>	May 20, 2016 7:30 a.m. – 12:00 p.m.	<b>Heather Lower-Lowe</b> , 323.269.0415 or <a href="mailto:hlowe@lausd.net">hlowe@lausd.net</a>
<b>Troops to Education Employment Fair</b> at Patriotic Hall, 1816 S. Figueroa St., Los Angeles	May 21, 2016 9:30 a.m. – 1:00 p.m.	<b>Melissa Zell</b> , 213.281.9552 or <a href="mailto:mzell@usvetsinc.org">mzell@usvetsinc.org</a> or <b>Brian Witten</b> , 213.542.2640 or <a href="mailto:bwitten@usvetsinc.org">bwitten@usvetsinc.org</a>
<b>CCAE LA Metro Section Spring Awards Luncheon</b> at The Castaway	May 22, 2016 10:45 a.m. – 2:00 p.m.	<b>Brenda Vela</b> , 213.765.2443
<b>Final Evaluation Report for Early Education Teachers Due</b>	May 25, 2016	
<b>OMA Meeting in Board Room</b> at Beaudry Building	May 25, 2016 7:30 a.m. – 9:30 a.m.	<b>Kevin Kilpatrick</b> , 213.241.2418 or <a href="mailto:kkilpatr@lausd.net">kkilpatr@lausd.net</a>
<b>AAPA Retirement Dinner &amp; Officer Installation</b> at Golden Dragon Restaurant	May 25, 2016 5:00 p.m. – 8:00 p.m.	<b>Ramon Mella</b> , <a href="mailto:ramoncito.mella@lausd.net">ramoncito.mella@lausd.net</a>
<b>COBA Meeting</b> at Crenshaw High School	May 25, 2016 5:30 p.m.	<b>Josephine Ruffin</b> , <a href="mailto:josephineruffin@sbcglobal.net">josephineruffin@sbcglobal.net</a>
<b>OEECA Meeting</b> at TBA	May 26, 2016 12:00 p.m. – 4:00 p.m.	<b>Obioma Uche</b> , <a href="mailto:oiu9972@lausd.net">oiu9972@lausd.net</a>

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EVENT	DATE	CONTACT
<b>Retirement Celebration for Barbara Friedrich</b> at Maggiano's Little Italy in Woodland Hills	May 29, 2016 11:30 a.m. – 2:30 p.m.	<b>Carmen Dashiell</b> , 818.700.2020
	May 30, 2016	
<b>JUNE IS NATIONAL LGBT AWARENESS MONTH</b>		
<b>AALA Executive Board Installation Dinner</b> at Maggiano's	June 1, 2016 5:00 p.m.	<b>Gema Pivaral</b> , 213.484.2226
<b>Adult School Administrators Meeting</b> at East Los Angeles Skills Center	June 3, 2016 8:00 a.m.	<b>Dr. Clif de Cordoba</b> , 213.626.7151 or <a href="mailto:cdecordo@lausd.net">cdecordo@lausd.net</a>
<b>COBA End of the Year Celebration</b> at the Sheraton Gateway Los Angeles Airport Hotel	June 8, 2016 5:30 p.m. – 7:30 p.m.	<b>Josephine Ruffin</b> , <a href="mailto:josephineruffin@sbcglobal.net">josephineruffin@sbcglobal.net</a>
<b>Last Day of Instruction</b>	June 10, 2016	
<b>Retirement Brunch for Jose L. Rodriguez</b> at Orange Grove Bistro, CSUN	June 12, 2016 11:30 a.m. – 3:00 p.m.	<b>Melanie Welsh</b> , 818.758.3600

### 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. More information, including locations, as well as, whom to contact can be found by clicking [HERE](#).

CSUN

MICHAEL D. EISNER  
COLLEGE OF EDUCATION



Inner-City Arts and the Center for Collaborative Education are excited to announce the second year of an innovative professional development program for LAUSD elementary and primary school administrators in East and South LA (and adjacent neighborhoods).



The **Education, Arts and Social-Emotional Learning (EASEL) Program** seeks administrators interested in learning how to bridge arts instruction with other core content areas through a lens of social-emotional learning and brain-based research.

Participants will experience up to 40-hours of engaging professional development over a one-year period that ♦ **bridges** the arts and Common Core State Standards, culturally relevant pedagogy, and English Language Learner strategies; ♦ **creates** safe school and classroom environments that foster creativity and innovation ♦ **fosters** a 21<sup>st</sup> century learning environment where collaboration, critical-thinking, communication, and creativity are emphasized to ensure that our low-income and minority students have greater equitable access to college and career readiness.

Funding for this unique professional development opportunity is provided through the generous support of the **California Community Foundation**. Grant funds will fully support registration and materials fees, a \$500 stipend, and professional development tools for participants to utilize at their school sites.

*"EASEL is a wonderful opportunity to share with colleagues how we incorporate the Arts into our curriculum. Jan Kirsch and her staff provide a welcoming, safe environment to explore activities that open us up to new ideas to try with our teachers and for our teaches to share with their students. I highly recommend this program to all administrators!"*

- Deborah Henry – Principal, Olympic Primary Center

Please join us for an  
**INFORMATION SESSION**  
at the beautiful Inner-City Arts campus:

**Wednesday, May 25, 2016**  
**5:00pm-6:30pm**

720 Kohler Street, LA 90021

213/627-9621 ext. 113      [www.inner-cityarts.org](http://www.inner-cityarts.org)

**Free parking is available across from the Kohler St. entrance**

To register for the information session, please click here:

[EASEL Info Session RSVP](#)

**Come and learn about the possibilities for your school!**

*"I wholeheartedly believe in educating the whole child. Through EASEL, I have had the opportunity to work on and actively practice this core belief. Through my own professional development and the subsequent PD I provided back at the site, my teachers are now looking at the arts through a different lens and incorporating nonjudgmental feedback that gets at the core of what the students actually need."*

- Robin Polito-Shuffer, Principal, Hooper Elementary

# Associated Administrators of Los Angeles

## LAUSD IS HIRING SPECIAL EDUCATION TEACHERS FOR THE 2016-2017 SCHOOL YEAR!

Do you know potential teachers who may be interested in earning a TUITION-FREE Education Specialist Instruction Credential?

Opportunities are available through LAUSD's District Intern & Credentialed Educators Now Teaching Special Education (CENTSE) programs for credentialed general education teachers and teachers who do not yet hold a credential.

Please encourage anyone interested to contact Dr. Bryan Johnson  
at 213.241.5581 or visit the website,  
<http://achieve.lausd.net/districtinternprogram>

[www.teachinla.com](http://www.teachinla.com)

[www.lausdjobs.org](http://www.lausdjobs.org)



# LAUSD



## Troops to Education Employment & Career Opportunities

Los Angeles Unified School District & U.S. Vets is hosting an information session for current and former military personnel about the various employment opportunities within the district. Meet LAUSD Human Resources, University Representatives, and Veteran Service Providers

**MAY 21, 2016**  
**9:30 A.M. – 1:00 P.M.**  
**Patriotic Hall**  
**1816 S. Figueroa Street**  
**Los Angeles, 90015**



For more information, contact:  
**Derek Ramage**, 213.241.4669,  
[derek.ramage@lausd.net](mailto:derek.ramage@lausd.net)  
**Melissa Zell**, 213.281.9552,  
[mzell@usvetsinc.org](mailto:mzell@usvetsinc.org)  
**Brian Witten**, 213.542.2640,  
[bwitten@usvetsinc.org](mailto:bwitten@usvetsinc.org)



# Associated Administrators of Los Angeles

## 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, ELEMENTARY***

**Allesandro Elementary Cooperative Learning Magnet, Local District Central, MST 41G, E Basis.** For more information and application procedures, please click on [School-Based Vacancies](#) or contact **Dr. Jose Posada**, Director, at 213.241.0194 or [jmp1322@lausd.net](mailto:jmp1322@lausd.net). Application deadline is 5:00 p.m., Friday, June 3, 2016.

#### ***ASSISTANT PRINCIPAL, ELEMENTARY***

**107<sup>th</sup> Street and STEM Magnet Elementary School, Partnership L.A., MST 38G, B Basis.** For more information and application procedures, please click on [School-Based Vacancies](#) or contact **Margery Weller** at 213.201.2000, ext. 248, or [Margery.Weller@partnershipla.org](mailto:Margery.Weller@partnershipla.org). Application deadline is 5:00 p.m., Wednesday, May 25, 2016.

### **PREVIOUSLY ANNOUNCED POSITIONS**

<b>CERTIFICATED POSITIONS</b>	<b>LOCATION</b>	<b>CONTACT</b>	<b>DEADLINE</b>
<b>ADMINISTRATIVE COORDINATOR</b> MST 43G, A Basis, 2 positions	Professional Learning & Leadership Development Branch	<b>Ileana M. Dávalos</b> , Director, 213.241.6886 or <a href="mailto:idavalos@lausd.net">idavalos@lausd.net</a>	5:00 p.m. Monday May 16, 2016
<b>PRINCIPAL, SECONDARY</b> MST 48G, A Basis	San Fernando HS, Local District Northeast	<b>Veronica Arreguin</b> , Director, 818.252.5400	5:00 p.m. Tuesday May 17, 2016
<b>ASSISTANT PRINCIPAL, SECONDARY</b> MST 40G, B Basis	Valley Academy of Arts & Sciences HS, Local District Northwest	<b>Dr. Matthew Horvath</b> , Director, 818.654.3600	5:00 p.m. Tuesday May 17, 2016
<b>CLASSIFIED POSITIONS</b>	<b>LOCATION</b>	<b>CONTACT</b>	<b>DEADLINE</b>
<b>HUMAN RESOURCES OFFICER</b> \$83,300 - \$103,700, 12-month position	Personnel Commission	Click <a href="#">HERE</a>	Thursday May 19, 2016
<b>CHIEF SECURITY OFFICER</b> \$114,900 - \$142,300, 12-month position	Information Technology Division	Click <a href="#">HERE</a>	When Filled