

UPDATE

www.aala.us

Week of October 29, 2018

“IMAGINE”

(Adapted from the lyrics to “Imagine” by John Lennon)

**Imagine there’s no reorg
It’s easy if you try
Not having to reapply
Above us only relief in sight
Imagine all the frontline managers
Relieved to focus on the kids at hand...
Aha...ah...**

**Imagine there’s no reorg with 10, 15, 20, 25, 30
networks (supervised by 4 Assistant
Superintendents) or who knows
Nothing to worry or pine for
And no displacements, too.**

**Imagine all the frontline managers
Living life and working in peace on behalf of kids
In their current central and local districts
Aha...ah...**

**You may say we’re dreamers
And we are not the only ones
We hope you’ll join us (District)
And the District will be as one
This doesn’t take reimagining! IMAGINE that!
Aha...ah...**

The Los Angeles Unified School District has imagined and reimagined itself over the decades so many times that it is leading itself into literal oblivion:

- ✓ Zones
- ✓ Areas (Alphabetical designations)
- ✓ Regions (Alphabetical designations)
- ✓ Divisions (Elementary, Middle School, Senior High)
- ✓ Clusters (Families of Schools)
- ✓ Local Districts (Alphabetical designations)
- ✓ Local Districts (Numerical designations)
- ✓ Educational Service Centers (Quite elegantly by general geography and Intensive Support and Innovation Center [ISIC] for schools throughout the District)
- ✓ Local Districts (Geographical designations/networks)

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“IMAGINE” (Cont.)

The purpose of each **reorganization**, **restructuring**, and/or **reimagining** has purportedly been for the noble cause of doing right by the students we serve and to improve their academic outcomes and graduation rates. However, it can also be said that some reorganizations along the way were made simply to satisfy the ego and self-interest of the superintendent at the helm. **Reimagining** the system into a new configuration has frequently been a pathway for past superintendents to cement their legacies.

Historically, it may be argued that no matter the structure, the outcomes produced a mixed bag of results. Moreover, the District has made valiant efforts over the years to equitably address the financial and experiential poverty of the many students it serves along with those students coming to the system’s doorstep with significant social capital. Again, the data showed back then, and continues to show, the tremendous gaps between students of color and Asian and white students.

So it seems the answer is **NOT** to reimagine the current local district structure that is in place. The angst employees are feeling and experiencing with the threats of cutting frontline manager positions and “reimagining” is exacerbating feelings of anxiety, distrust, and workplace dissatisfaction. For example, employees throughout the District are being cattle-called into meetings with little notice and being asked to provide “**functional information**.” The functional information being sought from employees is their primary responsibilities* and secondary responsibilities (the asterisk [*] indicates a request that the responses be limited to **ONE SENTENCE ONLY PLEASE**). Our members report how demeaning and demoralizing this exercise has been. Below are some of the voices from the field:

- *Have you seen the District’s very own job descriptions and their flyers when announcing a position? They are usually two pages long! And they want me, in one sentence only, to describe my primary and secondary responsibilities?*
- *Who’s really behind this exercise in futility? How innocent and naïve do they really think we are? Is this the District’s attempt to say employees had input into “reimagining the District” so “they” can crash, burn, and annihilate the District?*
- *I do not know which exercise was worst. The primary responsibilities one or the one where I was asked “What’s working? What’s not?” Like I am really going to disclose what’s not working in a culture and climate that is toxic at best!*

The District invests millions of dollars in human capital, training, developing, and producing administrators who can best serve the needs of students and school communities. Reorganizing the system just for the sake of doing so is a tremendous waste of human and fiscal resources. How is the importance of human capital being factored into the “**reimagining**” process?

The bottom line questions are, “Why is this being done and for what purpose? How will it benefit students?” If there are no cogent answers to these questions, then the best approach would be to simply leave the present structure in place. This is especially appropriate since the current local district structure was established not too long ago. Yielding results takes time, tenacity, midcourse corrections, and simply sticking with it. Throwing the baby out with the bath water will undoubtedly set the District’s forward momentum back. Instead, the focus needs to continue being how to best meet the diagnosed needs of the many students and families it serves; how to most equitably distribute limited funds to yield the greatest academic gains; and how to genuinely and honestly engage the District’s

“IMAGINE” (Cont.)

workforce with true esprit de corps to continue the critical work needed to support and graduate every student from cradle to career.

HEALTH BENEFITS FAQs— CONFUSED BY HEALTH PLAN TERMINOLOGY? HERE ARE THE BASICS!

Copay

Copay is a fixed amount paid for a covered healthcare service, usually at the time of service. In the District HMO medical plans for employees and retirees, copays range from \$5 to \$30 for office visits and from \$50 to \$100 for emergency room visits, with the amount waived if admitted. Prescription copays are in tiers, based on whether a drug is generic, brand-name, nonformulary/nonpreferred, or specialty medication. Dental and vision plans also have varying copays, depending on the procedure/service.

Coinsurance

Coinsurance is calculated as a percent of the allowed amount for the service. You pay coinsurance plus any deductibles you owe. For example, if the health plan’s allowed amount for an office visit is \$100 and you’ve met your deductible, your coinsurance payment of 20% would be \$20. The health plan pays the 80% of allowed amount. In the District plans, the Anthem Blue Cross EPO plan for active employees and pre-Medicare retirees has a 20% coinsurance rate for physician visits.

Deductible

A deductible is the amount you must pay for medical services before your plan begins to pay. For example, if your deductible is \$300, your plan will not pay anything until you’ve received \$300 worth of services for the year. Deductibles vary by plan. For active employees, Anthem Blue Cross EPO has an annual deductible of .5% of gross fiscal earnings, with \$800 maximum per member and a maximum of three (3) deductibles per family. The Anthem EPO retiree deductible is \$300 per member, with a family maximum of three deductibles. All of the District’s HMO plans have **NO** annual deductible.

Allowed Amount

This refers to the maximum amount a plan will pay for a covered healthcare service. It may also be called eligible expense, payment allowance, or negotiated rate. If your provider charges more than the plan’s allowed amount, you may have to pay the difference. If you are a United Concordia dental plan member, you will see this term when you use an out-of-network dentist.

Out-of-pocket maximum/limit

This limit is the maximum paid during a calendar year before the plan pays 100% of covered health services. Unlike a deductible, which is deducted before the plan starts paying, the plan keeps a running total of how much you pay for deductibles, coinsurance, copays, and any other qualified medical expenses. If, and when the amount reaches the out-of-pocket maximum limit, you pay nothing for subsequent services. This limit does not include amounts you pay to nonnetwork providers, other out-of-network coinsurance amounts, or spending for nonessential healthcare services. In the District plans, out-of-pocket limits vary from \$1,500 per member for the HMO plans to \$7,500 for the Anthem Blue Cross EPO.

FAQ (Cont.)

Formulary

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

THE ACHIEVEMENT GAP IS ALIVE AND WELL IN CALIFORNIA

The achievement gap of California students based on race and economics far surpasses the national average, according to a study released last month. This was one of the findings in the study, coordinated by Stanford University and conducted by the independent nonpartisan research center Policy Analysis for California Education (PACE), which was released last month as part of the greater report, *Getting Down to Facts II*. This is an in-depth research report that comprised 36 studies researched by more than 100 investigators across the nation focused on gathering data to help refine and improve policy for the state's Pre-K-12 public school system. While the findings show that the system is making progress, large achievement gaps persist by race, ethnicity, income, and English learner status. Affluent California students have the same average performance of students in other affluent areas in the country, but our low-income students score one grade level behind low-income students in other states. In addition, the achievement gap between black or Latino students and white students is higher in California than in the majority of other states.

These racial and ethnic disparities are part of the reason why, despite some gains, California does not fare well in academic testing when compared to other states. One of the explanations given is that schools serving low-income students tend to have fewer experienced and/or appropriately credentialed teachers. Others cited are that ELs tend to not have equal access to grade-level core classes because they spend so much time in language development and children of color are less likely to have attended preschool and therefore, enter kindergarten already behind and never really catch up. **Dr. Deborah Stipek**, a Stanford professor who contributed to the study, said, "If you want to reduce the achievement gap, you are going to have to pay more attention and invest more in children ages zero to five." One major issue in early childhood education is the wide variance in experiences offered children, with low-income preschool-age children having childcare that is more likely to not be licensed nor high quality.

Key findings, as summarized in the report, are:

- *California's education system is moving in the right direction but is still in need of capacity building to support a decade of reforms. Over the past decade a multitude of reforms have resulted in some improvement. But, the system still must ensure that educators and other practitioners have the skills, information, and materials they need to put major reforms more fully into practice.*
- *Large achievement gaps persist in California by race, ethnicity, income, and English learner (EL) status.*
- *California's children are behind before they enter Kindergarten. The system needs a continued focus on closing achievement gaps through multiple approaches including enhanced early childhood education.*

GAP (Cont.)

- *Funding levels remain short of adequate for schools in California given the goals of state policies. [The report recommended an increase in state funding to schools of 32% (Update, October 8, 2018), which could dramatically improve the outcomes for our students.]*
- *Untouched critical funding issues could destabilize the system. Pensions, special education, and facilities each have the potential to worsen inequities if not addressed.*
- *California produces very little information on what makes an excellent education for its own students. Despite investments in data systems in California, the state still falls short of what other states have developed.*

OPPORTUNITIES FOR SECONDARY SCHOOLS

The Sandy Hook Promise (SHP) Foundation is a national nonprofit organization that provides free “Start with Hello” and “Say Something” assemblies or class visits to secondary schools. “Start with Hello” teaches students how to be more inclusive and connected to one another. “Say Something” teaches students how to look for warning signs, especially in social media, from individuals who may want to hurt themselves or others and to say something to a trusted adult to get them help.

SHP has partnered with the University of Michigan Prevention Research Center to conduct a study to understand the long term effects of these two programs. SHP is looking for **40 LAUSD middle schools** to participate in the study. **Participating schools will receive \$1,000 in supplies** and an individualized report of each school’s progress. To learn more about the study, please click [HERE](#). If you wish to participate in the study, please contact sandyhookinfo@umich.edu. To sign up for free assemblies, class visits, and materials, please email ilana.samuels@sandyhookpromise.org.

CALPERS RESOURCES

CalPERS offers classes, both online and on-site, for its members based on their career stage. PERS members can enroll for workshops in my|CalPERS or by calling the Customer Contact Center at 888.225.7377. The on-site workshops are held at eight regional offices throughout the state. The offices that are probably the most accessible for LAUSD employees are located at: 655 N. Central Avenue, #1400, Glendale, CA 91203; 50 N. State College Blvd., #750, Orange, CA 92868; and 650 E. Hospitality Lane, #330, San Bernardino, CA 92408. Classes currently being offered are:

1. **Benefits Basics** – This class provides a general overview of CalPERS benefits and choices to maximize retirement security.
2. **Your CalPERS and You** – This is more in depth information about benefits, including how your pension is calculated, purchasing service credit, the importance of having a power of attorney, and what happens if you leave your employer.
3. **Planning Your Retirement** – Are you near retirement? Learn how to plan for retirement and the process of retiring. Subjects include service credit, retirement formulas and benefit factors, final compensation, retirement calculation, survivor continuance, retirement payment options, health benefits, and much more.

CALPERS (Cont.)

4. **Your Retirement Application and Beyond** – This class is for members who are ready to retire and want step-by-step instructions for filling out their service retirement application. It also covers working after retirement and how life events may affect your retirement.
5. **Completing Your Disability Retirement Application** – Learn how to complete the Disability Retirement Application forms and submit a complete application package.
6. **Diabetes Prevention Program** – This one-year program is designed to slow and prevent type 2 diabetes among members who have been diagnosed as prediabetic. It emphasizes realistic lifestyle changes and behavior modification.

Webinars are also offered throughout the year on Wednesdays at 11:00 a.m. Upcoming webinars are:

January 16, 2019	Retirement Planning Checklist
February 13, 2019	Understanding Your Retirement Benefit Options
March 13, 2019	Introduction to CalPERS
April 10, 2019	CalPERS Education Resources
May 8, 2019	Your Retirement Calculation
June 12, 2019	Your my CalPERS account
Available on Demand	Power of Attorney

You may register for these webinars by clicking [HERE](#).

READY OR NOT

Ready or not, someday it will all come to an end. There will be no more sunrises, no minutes, hours or days. So begins a poem by **Michael Josephson** titled “What Will Matter,” and those words are so true. Much as we would like to avoid it, most of us will have to deal with the passing of a loved one at some point in our lives. In LAUSD, there are specific procedures to follow when an employee or retiree dies and they are listed in the Human Resources Division Policy Guide, click [HERE](#). Survivors of active employees need to notify the employee’s immediate administrator who assumes the responsibility for contacting the Local District/Division, Payroll Services Branch, Human Resources, and others. Also accessible in the link above is an Employee Checklist for Family Members, which we encourage all AALA members (active and retired) to complete and keep with other important documents.

Survivors of retired employees need to contact LAUSD Benefits Administration **and** CalSTRS or CalPERS, as appropriate. CalSTRS has a one-time death benefit payable to beneficiaries of all members, irrespective of other options that may have been selected. When reporting the death of a CalSTRS member or beneficiary, a *Notification of Death* form may be completed online at www.calstrs.com or you may call 800.228.5453. Information needed includes the person’s full name, Social Security number or CalSTRS Client ID, date of birth, and date of death.

Procedures for reporting the death of a CalPERS member are similar: Contact CalPERS by telephone at 888.225.7377; by mail at CalPERS Benefit Services Division, Survivor & Death Benefits, P.O. Box 1652, Sacramento, CA 95812-1652; or by going into one of the Regional Offices (see page 5). You will need to provide the following information:

- Date of death

READY OR NOT (Cont.)

- Name and Social Security number or CalPERS ID of the deceased
- Name, address, telephone number, date of birth, date of marriage, and Social Security number of surviving spouse or registered domestic partner
- Name, address, and telephone number of closest next of kin or the person designated to settle the estate, if there is no spouse
- Name, address, and telephone number of the person providing the notice of death

EDUCATION INITIATIVES AROUND THE COUNTRY

Education issues will be on the ballot in many states this November. Nearly half of the states that elect their state superintendent of education will do so: California, Arizona, Wyoming, Oklahoma, Georgia, and South Carolina. However, there are other pertinent matters on the ballot. Here are a few:

- ✓ Arizona legislators passed a law last year to expand the state's Education Savings Accounts (ESAs), which had been reserved for specifically designated special needs populations, to any family that applied, with a cap of 30,000 participants. An ESA is equivalent to the per-pupil expenditure of the state. Parents, who have them, can use the ESAs to fund private school education, tutoring, or homeschooling for their children. Voters will decide whether to repeal this law or keep it in place.
- ✓ Colorado is voting whether to increase income taxes on corporations and people making more than \$150,000 per year, with the funds going to pre-K-12 education.
- ✓ Hawaii will determine whether investment properties can be taxed for education funding.
- ✓ Maryland voters will decide if tax revenue from casinos can go to anything other than K-12 education.
- ✓ Massachusetts is voting whether to overturn a law that banned discrimination against transgender people that included giving them access to the bathroom or locker room that matched the gender with which they identified.
- ✓ Oregon voters are deciding if they wish to overturn the law that makes it a sanctuary state – one in which state resources cannot be used for detecting or apprehending people whose only crime is violation of federal immigration laws.
- ✓ South Carolina voters will determine whether the state superintendent of education should be appointed by the governor, instead of elected as it is now.
- ✓ Many states, including New Mexico, New Jersey, Oklahoma, Rhode Island, and Utah have bond measures to improve education funding on the November ballot.

IN MEMORIAM

MARY BONILLA—Former principal at Osceola Street and Victory Boulevard elementary schools and assistant principal at Plummer, Sylvan Park, Strathern Street, Canterbury Avenue, San Miguel Avenue, Huntington Park, and Nueva Vista elementary schools. Ms. Bonilla retired from the District on May 1, 2018, and passed away on October 20, 2018. No information about services is available at this time.

Associated Administrators of Los Angeles

SAVE THE DATE

ACSA Region 16 is proud to announce the 3rd Annual Women in Leadership Summit on March 23, 2019. The keynote speaker is **Dr. Margaret Wheatley**, author of *Leadership and the New Science* and most recently, *Who Do We Choose to Be? Facing Reality, Claiming Leadership, Restoring Sanity*. Read more about Dr. Wheatley's projects here: [Margaret Wheatley](#).

Please click on the link for further details about the summit: [Women In Leadership Summit Save the Date](#).

CALENDAR

EVENT	DATE	CONTACT
HALLOWEEN	October 31, 2018	
NOVEMBER IS ALZHEIMER'S AWARENESS, EPILEPSY AWARENESS, GANG AWARENESS & PREVENTION, NATIONAL AMERICAN INDIAN/ALASKAN NATIVE HERITAGE, CHILD SAFETY & PROTECTION, NATIONAL FAMILY LITERACY, AND HOMELESS YOUTH AWARENESS MONTH		
Special Education Principals' Meeting at Beaudry 17-117	November 1, 2018 8:00 a.m. – 4:30 p.m.	Melissa Winters , 213.749.8310 or mrw4766@lausd.net
CalSTRS Workshop at Mountain View ES Auditorium	November 1, 2018 4:00 p.m. – 5:30 p.m.	Maria Voigt , 213.241.6365 or Register HERE
CSULA Annual Distinguished Educators Award Dinner	November 2, 2018 5:00 p.m.	Click HERE
Step Up Teacher Recruitment Forum at Edison MS	November 3, 2018 8:00 a.m. – 12:30 p.m.	Gwenda Cuesta , 213.241.4571
AALA Executive Board Meeting	November 5, 2018 4:30 p.m.	Javier Melendez , 213.484.2226
ELECTION DAY	November 6, 2018	
Middle School Principals' Meeting at Trade Tech College	November 7, 2018 7:30 a.m. – 12:00 p.m.	Dr. L. Gail Garrett , 323.541.1800 or lgarrett@lausd.net
Pilot School Principals' Meeting at TBD	November 7, 2018 7:30 a.m. – 12:00 p.m.	Paul Hirsch , 323.817.6461 or paul.hirsch@lausd.net
VETERANS DAY OBSERVED	November 12, 2018	
AAPA Bring Your Boss to Dinner at the Golden Dragon Restaurant	November 14, 2018 5:00 p.m.	J. Lillian Sugahara , 323.223.2277 or ljs1713@lausd.net
CalSTRS Workshop at Manhattan Place ES Auditorium	November 15, 2018 4:00 p.m. – 5:30 p.m.	Maria Voigt , 213.241.6365 or Register HERE
GREAT AMERICAN SMOKEOUT	November 16, 2018	

Associated Administrators of Los Angeles

EVENT	DATE	CONTACT
Elementary Principals' Meeting at Pickwick Gardens (Required)	November 16, 2018 8:00 a.m. – 12:00 p.m.	Haywood Thompson , 323.294.5275 or hthomp1@lausd.net
THANKSGIVING DAY	November 22, 2018	
THANKSGIVING HOLIDAY	November 23, 2018	
COBA General Membership Meeting at Crenshaw High School	November 28, 2018 5:30 p.m. – 7:30 p.m.	Josephine Ruffin , 323.296.2040 josephineruffin@sbcglobal.net
Senior High Assistant Principals' Meeting at Pickwick Gardens (Required)	November 29, 2018 7:30 a.m. – 12:00 p.m.	Mario Hernandez , 818.255.5122 or mah3178@lausd.net
Middle School Assistant Principals' Meeting at Pickwick Gardens (Required)	November 29, 2018 7:30 a.m. – 12:00 p.m.	Martin Segura , 818.487.7600 or martin.segura@lausd.net
Elementary Assistant Principals' Meeting at Pickwick Gardens (Required)	November 29, 2018 7:30 a.m. – 12:00 p.m.	Dr. Sylvester Harris , 310.832.6446 or sylvester.harris@lausd.net
CalSTRS Workshop at Polytechnic HS Cafeteria	November 29, 2018 4:00 p.m. – 5:30 p.m.	Maria Voigt , 213.241.6365 or Register HERE
Middle School Principals' Meeting at TBD	December 5, 2018 7:30 a.m. – 12:00 p.m.	Dr. L. Gail Garrett , 323.541.1800 or lgarrett@lausd.net
Special Education Principals' Meeting at Beaudry 17-117	December 6, 2018 8:00 a.m. – 4:30 p.m.	Melissa Winters , 213.749.8310 or mrw4766@lausd.net
APSCO Meeting at Crenshaw HS (Required)	December 6, 2018 8:00 a.m. – 11:30 a.m.	Karen Fattal , 818.505.2225 or kfattal@lausd.net
CalSTRS Workshop at Kingsley ES Auditorium	December 6, 2018 4:00 p.m. – 5:30 p.m.	Maria Voigt , 213.241.6365 or Register HERE
ALA Representative Assembly Meeting at Casa Italiana	December 6, 2018 4:30 p.m.	Javier Melendez , 213.484.2226
CMAA Winter Holiday Social at Luminarias Restaurant	December 7, 2018 5:30 p.m.	Rafael Escobar , 323.262.6382 or rafael.escobar@lausd.net
COBA 50th Anniversary Celebration at California African American Museum	December 7, 2018 6:00 p.m. – 10:00 p.m.	Josephine Ruffin , 323.296.2040 josephineruffin@sbcglobal.net



MICHAEL D. EISNER
COLLEGE OF EDUCATION

**Advancement Opportunities:
Want to Become a K-12 Administrator?**

The Department of Educational Leadership & Policy Studies, California State University, Northridge is pleased to announce the next cohorts of its program for the attainment of the Preliminary Administrative Services Credential (Tier I) and Masters' Degree in Educational Administration starting SPRING 2019. Classes begin the week of January 21, 2019.

**Please Join Us at One of Our Upcoming
Informational Meetings**

CALIFORNIA STATE UNIVERSITY, NORTHRIDGE (CSUN)

On Campus Cohort

18111 Nordhoff Street, Northridge, CA 91330

A Monday Night Cohort

Info Meetings: Thursday, November 1, & Wednesday, November 7, 2018, 4:30 p.m.

Meeting Room: November 1 in ED 1214/1216; November 7 in ED 3118

Michael D. Eisner College of Education Building

NORTH VALLEY/GRANADA HILLS

Robert Frost Middle School

12314 Bradford Pl, Granada Hills, CA 91344

A Thursday Night Cohort

Info Meetings: Thursday, November 1, & Wednesday, November 14, 2018, 4:00 p.m.

Meeting Room: Library

Public, Private, and Charter School Educators are All Welcome!

Please visit our website at <http://www.csun.edu/education/elps>. For additional information, contact jody.dunlap@csun.edu, or ricardo.sosapavon@csun.edu, or call the Educational Leadership & Policy Studies Office at CSUN 818.677.2591

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

COORDINATOR, ELEMENTARY LITERACY/ENGLISH LANGUAGE ARTS

Elementary Instruction, Division of Instruction, MST 41G, School Support Administrator, E Basis. For more information, contact **Carlen Powell**, Administrator, at 213.241.5333. Application deadline is 5:00 p.m., Wednesday, November 7, 2018.

PRINCIPAL, ELEMENTARY

MacArthur Park Elementary Visual and Performing Arts School, Local District Central, MST 41G, E Basis. For more information, contact **Julie Gonzalez**, Director, at 213.241.0126. Application deadline is 5:00 p.m., Monday, November 5, 2018.

ASSISTANT PRINCIPAL, SECONDARY

Santee Education Complex, Partnership for Los Angeles Schools, MST 41G, B Basis. For more information, contact **Margery Weller** at margery.weller@partnershipla.org. Application deadline is 5:00 p.m., Friday, November 2, 2018.

ASSISTANT PRINCIPAL, SECONDARY

Ellen Ochoa Learning Center, Local District East, MST 40G, B Basis. For more information, contact **Gerardo Loera**, Director, at 323.224.3100. Application deadline is 5:00 p.m., Friday, November 2, 2018.

ASSISTANT PRINCIPAL, SECONDARY

Gardena High School, Local District South, MST 40G, B Basis. For more information, contact **Veronica Aragon**, Director, at 310.354.3400. Application deadline is 5:00 p.m., Friday, November 2, 2018.

ASSISTANT PRINCIPAL, SECONDARY

Virgil Middle School, Local District Central, MST 40G, B Basis. For more information, contact **Dr. Chiae Byun-Kitayama**, Director, at 213.241.0126 or cbyun1@lausd.net. Application deadline is 5:00 p.m., Monday, November 5, 2018.

ASSISTANT PRINCIPAL, ELEMENTARY

Woodcrest Elementary School, Local District West, MST 38G, B Basis. For more information, contact **Salvador Rodriguez**, Director, at 310.914.2100 or srodri01@lausd.net. Application deadline is 5:00 p.m., Friday, November 2, 2018.

Associated Administrators of Los Angeles

CERTIFICATED (Cont.)

FIELD COORDINATOR, MENTAL HEALTH L.A.'S BEST

School Mental Health, Division of Student Health and Human Services, MST 39G, School Support Administrator, A Basis. For more information, contact Rosalia Castañeda at rosalia.castaneda@lausd.net. Application deadline is 5:00 p.m., Monday, November 5, 2018.

SPECIALIST, SECONDARY DUAL LANGUAGE PROGRAMS

Multilingual and Multicultural Education Department, Division of Instruction, MST 38G, School Support Administrator, E Basis. For more information, contact Franz Foldvary at franz.foldvary@lausd.net. Application deadline is 5:00 p.m., Monday, November 5, 2018.

SPECIALIST, ENGLISH LEARNER INSTRUCTION, SECONDARY

Multilingual and Multicultural Education Department, Division of Instruction, MST 38G, School Support Administrator, E Basis. For more information, contact Mara Bommarito at mbommant@lausd.net. Application deadline is 5:00 p.m., Monday, November 5, 2018.

CLASSIFIED

ETHICS OFFICER

Office of the General Counsel, \$114,912 - \$142,344, 12-month position. For more information, click [HERE](#). Application deadline is Tuesday, November 6, 2018.

PREVIOUSLY ANNOUNCED POSITIONS

CERTIFICATED POSITIONS	LOCATION	CONTACT	DEADLINE
<i>COORDINATOR, MAGNET PROGRAMS</i> MST 42G, E Basis	Student Integration Services	Jackie Vasquez, jacqueline.vasquez@lausd.net	5:00 p.m. Friday October 26, 2018
<i>SPECIALIST, PUPIL SERVICES AND ATTENDANCE</i> MST 37G, E Basis, two positions	Pupil Services, SHHS	Jessica Gonzalez, jxg8850@lausd.net	5:00 p.m. Friday October 26, 2018
<i>ASSISTANT PRINCIPAL, EIS</i> MST 37G or 38G, B Basis	Local District West	Bette Medina, Special Education Administrator, 310.235.3745	5:00 p.m. Friday October 26, 2018
<i>PRINCIPAL, ELEMENTARY</i> MST 43G, E Basis	Gulf Avenue and Gulf STEAM Magnet ES, Local District South	Gina M. Ellis, Director, 310.354.3400	5:00 p.m. Monday October 29, 2018
<i>PRINCIPAL, ELEMENTARY</i> MST 40G, E Basis	Kentwood ES, Local District West	Karen G. Long, Director, 310.914.2100 or karen.long@lausd.net	5:00 p.m. Tuesday October 30, 2018

Associated Administrators of Los Angeles

CERTIFICATED POSITIONS	LOCATION	CONTACT	DEADLINE
<i>ASSISTANT PRINCIPAL, SECONDARY MST 40G, B Basis</i>	Libra Academy at Marquez HS, Local District East	Dr. Guillermina Jauregui , Director, 323.244.3100	5:00 p.m. Tuesday October 30, 2018
<i>ASSISTANT PRINCIPAL, ELEMENTARY MST 38G, B Basis</i>	Evergreen ES, Local District East	Ruben Valles , Director, 323.224.3100	5:00 p.m. Tuesday October 30, 2018
<i>ASSISTANT PRINCIPAL, SECONDARY MST 41G, B Basis</i>	Fremont HS, Local District South	Dr. Reginald A. Sample , Director, 310.354.3400	4:00 p.m., Wednesday October 31, 2018
<i>ASSISTANT PRINCIPAL, SECONDARY MST 40G, B Basis</i>	Academic Leadership Community & Business and Tourism School, Miguel Contreras LC, Local District Central	Zelendria Robinson , Director, 213.241.0126	5:00 p.m. Friday November 2, 2018
CLASSIFIED POSITIONS	LOCATION	CONTACT	DEADLINE
<i>ELECTRONICS TECHNICAL SUPERVISOR \$87,130 - \$108,100, 12-month position</i>	Information Technology Division	Click HERE	Tuesday October 30, 2018
<i>LEGISLATIVE ADVOCATE \$144,500, 12-month position</i>	Office of Government Relations (vacancy in Sacramento)	Click HERE	Saturday November 10, 2018
<i>LEGISLATIVE LIAISON \$86,100 - \$106,900, 12-month position</i>	Office of Government Relations	Click HERE	Saturday November 10, 2018
<i>DIRECTOR OF LABOR RELATIONS \$192,492- \$204,948, 12-month position</i>	Office of the General Counsel	Click HERE	When Filled
<i>EXECUTIVE COORDINATOR \$136,570 - \$170,144, 12-month position</i>	Office of the Superintendent	Click HERE	When Filled
<i>PROPERTY MANAGER \$107,100 - \$133,500, 12-month position</i>	District Operations Department, FSD	Click HERE	When Filled

Associated Administrators of Los Angeles

CLASSIFIED POSITIONS	LOCATION	CONTACT	DEADLINE
<i>RESIDENT CONSTRUCTION ENGINEER</i> \$107,000 - \$132,500, 12-month position	Facilities Project Execution Branch, FSD	Click HERE	When Filled
<i>ORACLE DEVELOPER</i> \$99,500 - \$123,500, 12-month position	Information Technology Division	Click HERE	When Filled
<i>SUPERVISING ACCESS COMPLIANCE SPECIALIST</i> \$95,800 - \$119,100, 12-month position	Access Compliance Unit, FSD	Click HERE	When Filled
<i>FACILITIES ACCESS COMPLIANCE SPECIALIST</i> \$89,300 - \$110,800, 12-month position	Access Compliance Unit, FSD	Click HERE	When Filled
<i>PROGRAM SCHEDULER</i> \$87,099 - \$108,064, 12-month position	Facilities Services Division	Click HERE	When Filled