

# UPDATE

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

Week of October 6, 2014

## **KEEPING IT TOGETHER, BUT AT WHAT COST?**

*AALA is publishing this information in response to members' requests.*

Recent issues of *Update* have documented the problems with the rollout of the new student information system MiSiS and the resultant impact that it has had on students and staff members. Administrators, teachers and clerical staff have had to work evenings and weekends to keep the schools running smoothly. AALA has sent kudos to its members and Board Members acknowledged their hard work at the Fall Reception last month. But thanks and acknowledgements do not ease the burden or relieve the stress under which LAUSD employees are laboring. Eight weeks into the school year and demands from the central office are not decreasing, the LAUSD Brief is NOT brief and MiSiS is still causing headaches and extra work.

The National Institute for Occupational Safety and Health (NIOSH) defines job stress as the harmful physical and emotional responses that occur when the requirements of the job do not match the capabilities, resources or needs of the worker. Job stress can lead to poor health and even injury. The opening of school this year has been extremely stressful, yet too many are trying to minimize that by saying that it is always challenging. Doing so is a disservice to employees. Challenge in the work place is different from job stress. Challenge can be energizing and motivating. But stress means the normal challenge of running a school has turned into demands that cannot be met, exhaustion, frustration and a stage set for illness and injury.

Job stress can be caused by worker characteristics or working conditions. The degree to which individuals respond to stress can be a characteristic, but when literally everyone in the organization is experiencing stress, it has to be attributed to working conditions. NIOSH says that poor working conditions play the primary role in causing job stress and this is what AALA members are facing on a daily basis. Excessive workload demands coupled with increased pressure, fear and anxiety have led to a level of stress that more and more administrators are finding unbearable.

NIOSH has identified six job conditions that can lead to stress:

1. Design of Tasks—Heavy workload, infrequent rest breaks, long work hours.
2. Management Style—Lack of participation in decision-making, poor organizational communication.
3. Interpersonal Relations—Poor social environment and lack of support from supervisors or coworkers.

## **IN THIS ISSUE**

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## **KEEPING IT TOGETHER (Cont.)**

4. Work Roles—Too much responsibility, too many “hats to wear.”
5. Career Concerns—Job insecurity, rapid changes, lack of opportunity for growth, advancement or promotion.
6. Environmental Conditions—Unpleasant or dangerous physical conditions such as noise, poor sanitation, overcrowding, air pollution or poor ergonomics.

We can say with certainty that many AALA members have experienced many, if not all, of these six conditions since school opened in August. The brief July vacation is little more than a memory as many are fighting midyear fatigue already. Early warning signs of job stress are headaches, sleep disturbances, difficulty in concentrating, short temper, upset stomach, low morale and job dissatisfaction, all of which can lead to major health issues. While we know that our members cannot change the working conditions that are causing stress, AALA is encouraging them to actively try to manage it by reaching out to the Employee Assistance Program, personal physicians or therapists, making time for exercise and family.

AALA leadership will continue to raise our concerns about working conditions with District senior staff and at the bargaining table. Nevertheless, it is incumbent upon the District to improve the working conditions in order to minimize stress on its employees. We recognize that administrators are by nature a group of “can do” educators; willing to make the extra effort to keep the ship sailing for the sake of students. However, the ship is now overloaded and beginning to list; we cannot continue at this pace.

## **AALA REPRESENTATIVE ASSEMBLY**

The first Representative Assembly meeting of this school year will take place at the AALA Office and the 3<sup>rd</sup> Floor Conference Room on Thursday evening, October 9, 2014. The meeting will commence at 4:30 p.m. with department caucuses, followed immediately by our dinner meeting at 5:30 p.m. At the Elementary Department caucus, a vice president and director for the AALA Executive Board will need to be selected; the Adult Department will need to select a director. Nominees must be present to be considered for these positions. There are a number of important reports and issues to be discussed at the meeting, including:

- President's Report
- PAC Council (candidate endorsement for State Superintendent of Public Instruction)
- Friends of AALA Report
- Department Concerns and Questions

Parking will only be available in the parking structure across the street from the office on Glendale Boulevard. If you park behind the bank, security will ask you to move. Only a handicapped parking permit will allow you to park behind the bank. Please call 213.484.2226 or e-mail [gpivaral@aala.us](mailto:gpivaral@aala.us) to RSVP or for further information.

A summary of the highlights from the meeting will be printed in *Update*.

## **HEALTH BENEFITS FAQ**

### ***TOPIC: OPEN ENROLLMENT IS RIGHT AROUND THE CORNER***

#### **Why is Open Enrollment so important?**

Open Enrollment occurs once a year and allows you to change your medical, dental and vision plans. And, depending on your employment status, you may make several other elections:

- Take no action to stay enrolled in your current medical, dental and vision plans.
- Remove dependents no longer eligible for District-paid coverage.
- Active employees may enroll or reenroll in LAUSD's flexible-spending accounts (FSAs). FSA accounts **do not** renew automatically—you must make an election every year.
- If two members of a household are eligible for benefits, one of you may elect Medical Opt-Out/Cash-Back. One member of the household must be an active employee. The employed spouse would opt-out and receive cash back.

All changes become effective on January 1, 2015, and are binding for the entire calendar year, unless you qualify for an IRS-identified life-changing event.

#### **When will I receive my Open Enrollment packet?**

Your Open Enrollment packet will be mailed to you near the end of October 2014. The materials include a cover letter and a fold-out chart or booklet that outlines your specific plan options, based on your eligibility status:

- Active employees will receive the fold-out chart with side-by-side plan comparisons.
- Retirees will receive a booklet with retiree-only plan information.

#### **Will my packet tell me which plans I currently have?**

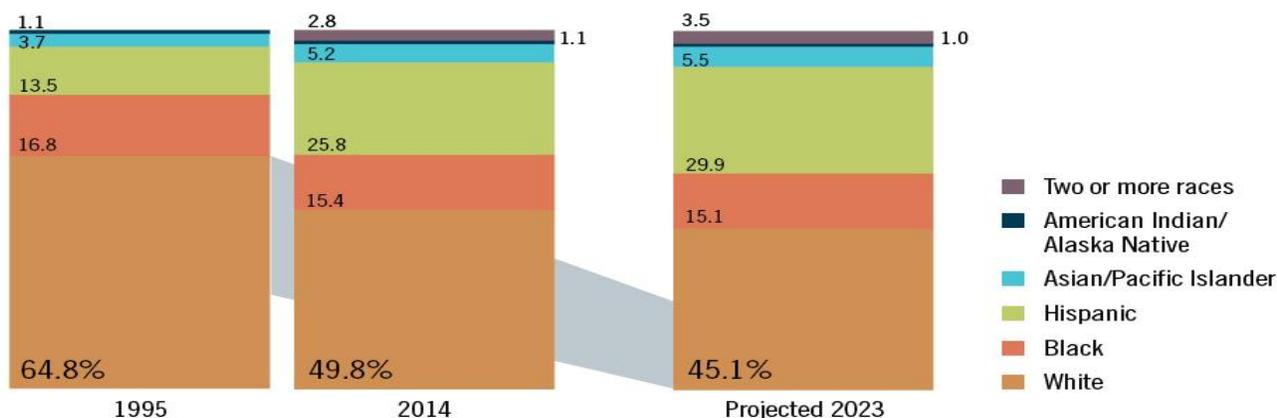
Yes, along with your cover letter, you will receive a personalized worksheet that identifies your 2014 plans and any dependents covered by your plans. You will also see a list of 2015 plans that are available to you, based on your eligibility. Please read all of the information on the worksheet, including the back page. The back page provides information about dependents, provider selections and Medicare, if retired.

#### **How do I make changes to my plans?**

As in previous years, you make changes online beginning November 1, 2014, at: <http://benefits.lausd.net>, or by calling the automated telephone enrollment system, 800.527.1482. Your letter will provide access information for both systems. During Open Enrollment, you can make changes as often as you like. However, your final changes must be made by Sunday, November 23, 2014. If you enroll by telephone, you may review your selection online and print out a copy of your most recent selections.

**For additional information**, you may call Benefits Administration at 213.241.4262 or visit the website: <http://achieve.lausd.net/benefits>.

**PUBLIC SCHOOL ENROLLMENT—CHANGING DEMOGRAPHICS**



EDUCATION WEEK

The 2014-15 school year is projected to be the turning point in the national public school K-12 population. The demographics are going to make a significant change, in that white students will no longer be the majority of public school children in the country (see above). This is still a projection until official school enrollment reports are collected, reported to the federal government and published, which will take several months; however, the National Center for Education Statistics is projecting that non-Hispanic whites will be about 49 percent. As the demographics of the country are changing, an anomaly is occurring in that while almost 20 percent of the nation’s school districts had a majority nonwhite population as of the 2011-12 school year, the rest of the districts had white majorities and it is still uncommon for white students to attend schools where they represent less than 25 percent of the enrollment.

*Education Week* recently did some research on this phenomenon where the number of Hispanic, African-American, Asian- and Native American students will be the majority. This change in the majority is also combined with a significant increase in the number of children whose first language is not English, due to the dramatic growth in the Latino population and the steady rise in the number of Asian-Americans. In fact, by 2050, it is projected that almost 34 percent of children younger than 17 will either be immigrants or children of immigrants and entering school speaking a language other than English. The challenges for educators not only will be more English learners, but more students living in poverty and more with significantly different life experiences than their teachers, who are still 82 percent non-Hispanic white. The nonminority population has been expanding for more than two decades and while concentrated in California, Florida, New York and Texas, is not exclusive to urban areas. Many rural communities now have more diverse populations. An example noted in the *Education Week* report is the Aberdeen, Idaho, school district where Latino children were 56 percent of the student population in 2011-12—a 45 percent increase in five years due to Mexican immigrants drawn to the area to work in the potato industry.

As more ethnically diverse students fill the public schools, the mostly white baby-boomer generation will be living longer and becoming a larger share of the population. Increased life expectancy is leading to a projection that the population of those 65 and older will be almost 20 percent by 2050. This will have significant impact on the investment in public education as the emphasis for these seniors will be on medical and other services that target them. **Dr. Richard Fry**, a senior researcher at the Washington-

## DEMOGRAPHICS (Cont.)

based Pew Research Center, said that these older, mostly white Americans will still exert influence over public policy decisions, which could present new tensions over how much they are willing to invest in public schools that are increasingly diverse and bear little resemblance to those their own children attended.

Another potential difficulty of this changing demographic is that the teaching population has consistently been around 80 percent white. That could potentially create a cultural divide that will be difficult for students and teachers to bridge. Cultural competence is going to be even more crucial in the upcoming years. **David Galin**, the chief academic officer in Portland, Maine, says his district is facing this challenge now and finds that it is “the cultural differences between students and their families, on the one hand, and the district's workforce, on the other, that remain particularly vexing... We have the advantage of having a veteran teaching staff here, but a great majority of them are multigenerational Portlanders who went to schools in this community that look nothing like the ones they are presently teaching in. We've really had to work very hard at understanding the ideas of cultural differences as being a factor in education and in connecting with students.”

The U.S. Census Bureau projects, that by 2043, a majority of the United States population, as a whole, will be nonwhite, necessitating a change in the way we define minority and majority. **Dr. Patricia Gándara**, an education professor and a codirector of the Civil Rights Project/Proyecto Derechos Civiles at UCLA, framed a compelling question that we, as educators, must address:

*“I think even the use of the word 'minority' in the way we always have clearly doesn't make sense with these numbers. The whole notion of being 'minority' is that you are marginalized and have a second-class status, but what does that mean in this new context? When these students are at the margins with respect to achievement but at the center with respect to the population, how do we reconcile that?”*



Congratulations to the Lanai Road Elementary School community (**Erick Hansen**, Principal) on being recognized as a 2014 National Blue Ribbon School. The announcement was made by U.S. Secretary of Education **Arne Duncan** on September 30, 2014. Lanai Road was one of 24 California public schools out of 287 in the nation to receive this honor which will be awarded at a national ceremony in Washington, D.C., in November. To be recognized, schools must be certified as being either:



1. Exemplary high-performing—student achievement is among the highest-performing in the state on reading and math assessments with subgroups being similar to all students; or
2. Exemplary-improving—schools that have at least 40 percent of their students from disadvantaged backgrounds and have improved achievement to high levels in English and mathematics

## LEGISLATIVE UPDATE

**Governor Brown** recently signed legislation and vetoed others that are significant in the education arena. He vetoed a bill that would have made kindergarten mandatory, although the compulsory age for school attendance would remain from six through eighteen. AB 1444, introduced by **Joan Buchanan** (D-Alamo), would have required all students to attend kindergarten even if they were already six when they first began school. “Most children already attend kindergarten...and I would prefer to let parents determine what is best for their children, rather than mandate an entirely new grade level,” wrote Governor Brown. The bill actually would have affected a small number of children; approximately 5 percent of all first graders have not attended kindergarten.

The governor approved AB 1719 (**Weber**, D-San Diego) which mandates that local educational agencies annually report the type of kindergarten program that they offer to the California Department of Education (CDE). CDE must then do an evaluation of kindergarten programs across the state and make recommendations as to the feasibility of providing full-day programs throughout the state.

Also vetoed was AB 2512 (**Bonilla**, D-Concord), a bill requiring districts, county offices of education and charter schools to include Title IX gender equity compliance information in the school climate section of the LCAP. Governor Brown said that he thought state intervention was premature.

SB 1165 (**Mitchell**, D-Los Angeles) received the green light from Governor Brown. This one permits school districts to provide sex trafficking prevention education and ensures that it will be considered for inclusion in the next Health Framework.

Kindergarten through third grade students can no longer be suspended for disruption or willful defiance, nor can those in grades 1 to 12 be recommended for expulsion for the same reasons as of July 1, 2018 (AB 420, **Dickinson**, D-Sacramento). Statistics have shown that defiance has been disproportionately used statewide to discipline African-American and Latino students. LAUSD and San Francisco Unified have already eliminated willful defiance. In 2012-13, African-Americans made up about 6 percent of total enrollment, but 19 percent of suspensions for defiance.

A pilot program that will allow up to 15 community colleges to offer bachelor’s degrees in specialized vocational fields has been signed into law as well. SB 850 (**Block**, D-San Diego) does not specify the subject areas, saying only that the degrees offered by the community colleges cannot duplicate those offered at CSU or UC campuses. It is expected that the bachelor degrees will be in the automotive, industrial and health technology areas. Only one campus in a community college district may offer a degree and the programs must be in place no later than the 2017-18 school year. The pilot program is slated to end in 2022-23, unless extended by the Legislature. While receiving support from CSU and UC staffs, the Academic Senate for California Community Colleges, which represents the faculty at all community colleges, opposed the bill. The Senate was concerned about teacher qualifications and contracts and the impact on other programs.

Governor Brown also approved SB 1266 (**Huff**, R-Diamond Bar) which requires school districts, county offices of education and charter schools to provide emergency epinephrine auto-injectors (EpiPens) to school nurses and trained volunteer personnel. It also authorizes trained personnel to use the EpiPens to provide emergency care to individuals suffering from an anaphylactic reaction.

## IN MEMORIAM

**ERNEST E. LIGHTNER**—Former coordinator in Staff Relations, principal at Normandie and Ramona elementary schools and assistant principal at Wadsworth Elementary School. Ernie retired from the District on August 30, 1988, and passed away on September 18, 2014. Condolences may be sent to his wife, **Dena**, at 4524 Don Arturo Place, Los Angeles 90008. Donations in Ernie’s memory may be made to UCLA Unicamp at: [www.unicamp.org](http://www.unicamp.org). Please enter Ernie as the *Woodsey* name.

**DR. LILLIAN TALLMAN-NEAL**—Former principal at Euclid and Wonderland elementary schools and assistant principal at Harrison and Murchison elementary schools. Lillian retired from the District on June 30, 1978, and passed away on September 20, 2014. Services were private.

## CALENDAR

| EVENT  | DATE   | CONTACT  |
|--|--|--|
| <b>ACSA-R Welcome to Retirement Reception</b> at Taix Restaurant   | October 7, 2014<br>1:30 p.m. – 3:30 p.m.                           | <b>Mike Perez</b> , <a href="mailto:mperez@aala.us">mperez@aala.us</a>   |
| <b>PSO Meeting</b> at Horace Mann MS<br><i>(Required)</i>          | October 8, 2014  | <b>Jose Navarro</b> , 818.838.3916 or <a href="mailto:jose.l.navarro@lasud.net">jose.l.navarro@lasud.net</a>   |
| <b>AALA Representative Assembly Meeting</b>                        | October 9, 2014<br>4:30 p.m.                                       | <b>Gema Pivaral</b> , 213.484.2226 or <a href="mailto:gpivaral@aala.us">gpivaral@aala.us</a>   |
| <b>APACS &amp; ASAPO Meeting</b> at Friedman Occupational Center   | October 14, 2014<br>8:00 a.m.                                      | <b>Cynthia Oliva</b> , 310.258.2000 or <a href="mailto:coliva@lausd.net">coliva@lausd.net</a><br><b>Denise Becker</b> , 323.732.0153 or <a href="mailto:dsb2186@lausd.net">dsb2186@lausd.net</a> |
| <b>Districtwide Earthquake Drill</b>                               | October 16, 2014<br>10:16 a.m.                                     |  |
| <b>CalSTRS Pre-Retirement Workshop</b> at Meyler ES, Auditorium    | October 23, 2014<br>4:00 p.m.                                      |  |
| <b>CalPERS Webinar: Family Status Changes</b>                      | October 29, 2014<br>11:00 a.m. - 11:30 a.m.                        | <a href="http://www.calpers.ca.gov">www.calpers.ca.gov</a>   |
| <b>AAPA Professional Development</b> at PCSB                       | October 29, 2014<br>5:30 p.m. - 6:30 p.m.<br>6:45 p.m. - 7:45 p.m. | <b>Daniel Kim</b> , <a href="mailto:daniel.kim@lausd.net">daniel.kim@lausd.net</a>   |
| <b>Gifted/Talented Institute</b> at the Pasadena Convention Center | November 1, 2014<br>8:00 a.m. – 12:30 p.m.                         | Gifted/Talented Programs Office,<br>213.241.6500 or <a href="http://www.giftedchildrenla.org">www.giftedchildrenla.org</a>   |
| <b>AALA Executive Board Meeting</b>                                | November 3, 2014<br>4:30 p.m.                                      | <b>Gema Pivaral</b> , 213.484.2226 or <a href="mailto:gpivaral@aala.us">gpivaral@aala.us</a>   |
| <b>ELECTION DAY</b>  | November 4, 2014   |  |

**UCLA DOCTORATE OF EDUCATION (ED.D.)  
IN EDUCATIONAL LEADERSHIP**

UCLA is accepting applications for our Fall 2015 Ed.D. cohort. We are seeking educators committed to improving education within the context of a program designed for working educators.

Each cohort embarks on a practitioner-oriented three-year experience in a supportive environment with outstanding faculty and expert educational practitioners. Established in 1993, UCLA's small, student-focused Ed.D. program is committed to preparing educators to advance educational organizations and improve educational outcomes for children, youth and adults.

For further information or to RSVP for an information session, please e-mail [edinfo@gseis.ucla.edu](mailto:edinfo@gseis.ucla.edu), visit the website at: <http://gseis.ucla.edu/education/academic-programs/educational-leadership-program/> or call 310.206.1673.

Application deadline: February 1, 2015.

**POSITIONS AVAILABLE**

***Note to Applicants:** Please be advised that you are responsible for making sure all the District requirements have been met. Do not contact AALA for information regarding positions; for detailed requirements for positions and employment updates use the contact phone number provided in the announcement or visit the District website at <http://www.lausdjobs.org> (classified) or [http://teachinla.com/admin\\_vacancies/](http://teachinla.com/admin_vacancies/) (certificated). Employees who change basis during the school year may not earn a full year of service credit and annualized employees who change their basis during the year may sustain an annualized settlement.*

**CERTIFICATED, SCHOOL-BASED**

***INSTRUCTIONAL SPECIALIST***

**Ramon C. Cortines High School of Visual and Performing Arts, ISIC, MST 41G, Temporary Adviser, B Basis.** Please visit [http://teachinla.com/admin\\_vacancies/](http://teachinla.com/admin_vacancies/) for information and application procedures. Application deadline is 5:00 p.m., Tuesday, October 14, 2014.

**LAUSD/USC Cinematic Arts and Engineering Magnet School (formerly 32<sup>nd</sup> St./USC Performing Arts), ESC West, MST 40G, Temporary Adviser, B Basis.** For information and application procedures, contact **Ezequiel Gonzalez**, Principal, at 213.748.0126 or [ezequiel.gonzalez@lausd.net](mailto:ezequiel.gonzalez@lausd.net). Application deadline is 5:00 p.m., Thursday, October 16, 2014.

**London Continuation High School and London Community Day School, Educational Options Program, MST 38G, Temporary Adviser, B Basis.** For information and application procedures, please contact **Karen O'Riley**, Instructional Director, at 213.241.3759 or [karen.oriley@lausd.net](mailto:karen.oriley@lausd.net). Application deadline is 5:00 p.m., Friday, October 17, 2014.

## ***INSTRUCTIONAL SPECIALIST, TSP***

**Grant Elementary School, ESC West, MST 38G, B Basis.** For information and application procedures, please contact **Autri Streeck**, Instructional Director, at 310.914.2100. Application deadline is 5:00 p.m., Wednesday, October 15, 2014.

## **CERTIFICATED, NON-SCHOOL-BASED**

### ***COORDINATOR, ELEMENTARY LITERACY/ENGLISH-LANGUAGE ARTS***

**ESC South, MST 41G, Temporary Adviser, E Basis.** For information and application procedures, please contact **Christine Cassidy**, Common Core Director, at [ccassidy@lausd.net](mailto:ccassidy@lausd.net). Application deadline is 5:00 p.m., Wednesday, October 15, 2014.

### ***COORDINATOR, STANDARD ENGLISH LEARNER (SEL) PROGRAM***

**Office of Curriculum, Instruction and School Support, MST 41G, Temporary Adviser, E Basis, 5 positions (one in each ESC).** Please visit [http://teachinla.com/admin\\_vacancies/](http://teachinla.com/admin_vacancies/) for information and application procedures. Application deadline is 5:00 p.m., Tuesday, October 14, 2014.

### ***COORDINATOR, PSYCHOLOGICAL SERVICES***

**Division of Special Education, MST 40G, Temporary Adviser, A Basis, 5 positions.** For information and application procedures, please contact **Beth Kauffman**, Director, at [beth.kauffman@lausd.net](mailto:beth.kauffman@lausd.net). Application deadline is 5:00 p.m., Friday, October 10, 2014.

### ***COORDINATOR, UNIFORM COMPLAINT PROCEDURES***

**Educational Equity Compliance Office, Office of the General Counsel, MST 39G, Temporary Adviser, A Basis.** For information and application procedures, please contact **Julie L. Hall-Panameño**, Director, at 213.241.7682. Application deadline is 5:00 p.m., Friday, October 10, 2014.

### ***SPECIALIST, LEAST RESTRICTIVE ENVIRONMENT***

**Division of Special Education, MST 38G, Temporary Adviser, E Basis, multiple positions.** For information and application procedures, please contact **Lisa Kendrick**, Director, at 213.241.6701 or [lisa.kendrick@lausd.net](mailto:lisa.kendrick@lausd.net). Application deadline is 5:00 p.m., Friday, October 10, 2014.

### ***SPECIALIST, CAREER AND TRANSITION CENTER***

**Division of Special Education, MST 38G, Temporary Adviser, E Basis, 3 positions.** For information and application procedures, please contact **Dr. Aaron Jeffery**, Coordinator, at 213.241.6701 or [aaron.jeffery@lausd.net](mailto:aaron.jeffery@lausd.net). Application deadline is 5:00 p.m., Monday, October 13, 2014.

### ***SPECIALIST, BEHAVIOR SUPPORT***

**Division of Special Education, MST 38G, Temporary Adviser, E Basis, 7 positions.** For information and application procedures, please contact **Laura Zeff**, Specialist, at 213.241.6701 or [laura.zeff@lausd.net](mailto:laura.zeff@lausd.net). Application deadline is 5:00 p.m., Tuesday, October 14, 2014.

### ***SPECIALIST, K-12 STANDARD ENGLISH LEARNER (SEL) PROGRAM***

**Office of Curriculum, Instruction and School Support, MST 38G, Temporary Adviser, E Basis.** For information and application procedures, please visit [http://teachinla.com/admin\\_vacancies/](http://teachinla.com/admin_vacancies/). Application deadline is 5:00 p.m., Monday, October 13, 2014.

***SPECIALIST, PSYCHIATRIC SOCIAL WORKER***

**School Mental Health, Student Health and Human Services, MST 37G, Temporary Adviser, B Basis.** For information and application procedures, please contact **Pia Escudero**, Director, at 213.241.3841. Application deadline is 5:00 p.m., Tuesday, October 14, 2014.

**CLASSIFIED**

***WEB ARCHITECT***

**Information Technology Division, \$90,100 - \$111,700, A Basis.** For information and application procedures, please click [HERE](#). Application deadline is 5:00 p.m., Monday, October 6, 2014.

**PREVIOUSLY ANNOUNCED POSITIONS**

| <b>CERTIFICATED POSITIONS</b>  | <b>LOCATION</b>  | <b>CONTACT</b>  | <b>DEADLINE</b>   |
|--|--|---|---|
| <i>PRINCIPAL, ELEMENTARY</i><br>MST 43G, E Basis                                     | Forty-Ninth St.<br>ES, ESC East  | <b>Adalberto Vega</b> ,<br>Instructional Director,<br>323.224.3100 or<br><a href="mailto:avegal@lausd.net">avegal@lausd.net</a>                   | <u>EXTENDED</u><br>5:00 p.m.<br>Friday<br>October 3, 2014   |
| <i>SPECIALIST, SECONDARY SCIENCE</i><br>MST 38G, E Basis                             | ESC North  | <a href="http://teachinla.com/admin_vacancies/">http://teachinla.com/admin_vacancies/</a>   | 5:00 p.m.<br>Monday<br>October 6, 2014                      |
| <i>SECONDARY COORDINATOR</i><br>MST 43G, A Basis                                     | Administrator<br>Development<br>Branch, Talent<br>Management<br>Division | <b>Dr. Michele Shannon</b> ,<br>Senior Director,<br>213.241.6608 or<br><a href="mailto:admindevelopment@lausd.net">admindevelopment@lausd.net</a> | 5:00 p.m.<br>Tuesday<br>October 7, 2014                     |
| <i>TEACHER AMBASSADOR</i><br>MST 38G, E Basis  | Talent<br>Management<br>Division   | <b>Deborah Lee</b> , Program and<br>Policy Development<br>Adviser, 213.241.5474   | 5:00 p.m.<br>Tuesday<br>October 7, 2014                     |
| <i>INSTRUCTIONAL SPECIALIST</i><br>MST 40G, B Basis                                  | Peary MS,<br>ESC South   | <b>Terry Ball</b> , Instructional<br>Director, 310.354.3400   | <u>EXTENDED</u><br>5:00 p.m.<br>Friday<br>October 10, 2014  |
| <i>PRINCIPAL, ELEMENTARY</i><br>MST 40G, E Basis                                     | Lake Street<br>Primary Center,<br>ESC East                               | <b>Patricia Castro</b> ,<br>Instructional Director,<br>323.224.3100   | <u>EXTENDED</u><br>5:00 p.m.<br>Tuesday<br>October 14, 2014 |
| <b>CLASSIFIED POSITIONS</b>  | <b>LOCATION</b>  | <b>CONTACT</b>  | <b>DEADLINE</b>   |
| <i>DIRECTOR OF ENVIRONMENTAL HEALTH AND SAFETY</i><br>\$139,500 - \$170,700, A Basis | Office of<br>Environmental<br>Health and Safety                          | <b>Steve Lahamjian</b> at<br><a href="mailto:steve.lahamjian@lausd.net">steve.lahamjian@lausd.net</a>   | Friday<br>October 3, 2014                                   |
| <b>CLASSIFIED POSITIONS</b>  | <b>LOCATION</b>  | <b>CONTACT</b>  | <b>DEADLINE</b>   |

# Associated Administrators of Los Angeles

|  |  |   |                                    |
|--|--|---|------------------------------------|
| <p><i>DEPUTY DIRECTOR OF ENVIRONMENTAL HEALTH AND SAFETY</i><br/>\$108,000 - \$134,800, A Basis</p>                              | <p>Office of Environmental Health and Safety</p>                                       | <p><b>Steve Lahamjian</b> at <a href="mailto:steve.lahamjian@lausd.net">steve.lahamjian@lausd.net</a></p> | <p>Friday<br/>October 3, 2014</p>  |
| <p><i>MEDI-CAL REIMBURSEMENT AND COST RECOVERY MANAGER</i><br/>\$7,821.40 - \$9,744.86 monthly,<br/>10- or 11-month position</p> | <p>Medi-Cal Reimbursement and Compliance Office, Student Health and Human Services</p> | <p>Click <a href="#">HERE</a></p>   | <p>Monday<br/>October 13, 2014</p> |
| <p><i>DIRECTOR, FACILITIES TECHNOLOGY SERVICES</i><br/>\$106,200 - \$131,500, A Basis</p>  | <p>Facilities Services Division</p>  | <p>Click <a href="#">HERE</a></p>   | <p>Until Filled</p>                |