

UPDATE

www.aala.us

Week of November 23, 2015

A VIEW FROM THE FIELD: SUPPORT VS. INTIMIDATION

The letter below was received from a secondary principal and questions the level of support that is received at the local school site from the Local District office. While it is from a principal, the same set of concerns can be voiced by middle managers throughout the District, both certificated and classified.

Cambridge Dictionary defines the word support as follows:

- 1. to give encouragement and approval to someone or something because you want the person or thing to succeed*
- 2. to help someone or something in an emotional or practical way*
- 3. to provide someone with money or physical things that are needed*

It would be awesome if we worked in an organization that used the word support as it is defined. But we have become a fractured District that uses a number of terms like comply, submit, and acquiesce instead.

I remember working in a local district office and being directed to go to a school and help. The team would dig in, get our hands dirty, and fix the problem. Sometimes it would take days to get the job done, but that was our job. We wanted our schools to succeed. Our actions would almost always reduce the stress of the school-based employees who were overwhelmed and under-resourced. Sometimes we would “borrow” something from one school and “share” it with the school that really needed it.

Now we get countless emails that inform us we aren't doing our job. I know I get at least two emails every week sharing the upcoming IEPs or the ones that are late. What about those flushing logs and bell schedules? The emails will soon be coming about the number of students who are not “on track” for A-G. When are you offering credit recovery? What about those budget adjustments? Procurement services just called about that contract. How come you haven't completed the Initial Planning conference on the platform? Can you please send me your revised professional development plan based on the meeting we had last week?

We all know that meetings are the bane of our existence. They appear to provide a platform for employees in Offices, Divisions, and Local Districts to share their expertise. At the same time, the experts have little time to dig in, get their hands dirty, and fix the problems at school sites. Maybe it's because they are always sharing their expertise at meetings.

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SUPPORT (Cont.)

Each Office, Division and Local District needs to recognize that schools are managing ALL the information, ALL the initiatives, and ALL the compliance on their own. Schools have a context. That context can only be understood through the experience of being there. I suggest we begin to give encouragement and approval to our people and schools because we want our people and schools to succeed. Isn't that the goal?

LEADING VS. MANAGING

The title of principal and school leader is synonymous and interchangeable. Books and articles abound showing effective school leadership has a positive effect on student achievement, school culture and climate, and fostering the professional capital of faculty and staff. And while AALA uses the term middle managers to describe principals, Unit J members, and central and Local District administrative members, there is a vast difference between leading and managing. Successful administrators must sometimes fulfill both the role of leader and manager. The dilemma is that LAUSD expects AALA members to be leaders while senior leaders at the central and local districts have the luxury of exclusively being managers. This expectation is shouted from the rooftop at every meeting, in every bulletin, and every evaluation tool. The chart below contrasts the leader and the manager.

LEADER	MANAGER
Inspires	Disincentivizes
Gives credit	Takes credit
Takes blame	Blames
Is proactive	Is reactive
Bends rules as necessary	Makes rules
Takes risks	Minimizes risks
Wants achievement	Wants results
Is passionate	Is controlling
Is charismatic	Is authoritative
Sets direction	Plans detail
Shapes culture	Enacts culture

One big difference between managers and leaders is the way each one motivates those they supervise. Leaders focus on achieving tasks and keeping the team inspired. The author of the featured letter recalls the time when those in the central and local offices went to schools and really helped! This is an example of true leadership as both the central-office administrator and the school-site leader are working together. Unfortunately, AALA continues hearing too many stories of management through intimidation, fear, and “gotcha” approaches instead of leadership through encouragement and support. Perhaps it is wise for individuals in offices as well as schools to examine their individual styles to move closer towards being a leader rather than a manager. AALA is optimistic the phones will ring off the hook with members saying, “I received an email/call prior to a deadline and was asked, ‘Is there anything I can do to help because I know the deadline is approaching fast?’” This is in sharp contrast to what is happening now, “Why is so-and-so late, and manage-up already!”

**HEALTH BENEFITS FAQ:
OPEN ENROLLMENT CHECKLIST**

Did you...	What happens next...
Keep the same medical, dental or vision plans?	<ul style="list-style-type: none"> • Coverage continues seamlessly. • Anthem EPO Medicare retirees are automatically enrolled in SilverScript and will receive new ID cards. • Anthem EPO Medicare retirees will be billed an income-related Part D adjustment if income exceeds \$85,000/year (see below).
Change your medical plan?	<ul style="list-style-type: none"> • Your new plan will send you ID card(s) and information before December 31, 2015. • You are eligible for <i>transition of care</i> if you are being treated for an acute medical condition.
Drop a dependent?	Coverage ends on November 30, 2015 (the last day of the month dependent becomes ineligible).
Elect Opt-Out/Cash Back?	<ul style="list-style-type: none"> • Your medical coverage ends December 31, 2015. • To have medical coverage as a dependent, your employed spouse must add you on his/her plan. • You receive \$3,000 spread out over the 2016 calendar year.
Opt back in from Opt-Out/Cash Back?	<ul style="list-style-type: none"> • Medical coverage begins January 1, 2016. • You must enroll dependents, if you need medical coverage for them.
Change to United Healthcare Medicare Advantage HMO?	If you have dependents, all must be Medicare-eligible.
Elect a new Medicare Advantage Plan (Kaiser Senior Advantage, Health Net Seniority Plus or United Healthcare Medicare Advantage HMO)?	You must fill out a Medicare Advantage enrollment form for your new Medicare Advantage Plan.
Enroll in a Health Care or Dependent Care FSA?	<ul style="list-style-type: none"> • Beginning January 1, 2016, save your receipts for eligible expenses. • Register or log in for online access with ADP, the plan administrator.

2016 Medicare Part D Monthly Adjustment Amounts

Monthly Part D Premium Adjustment	Individual's Annual Income	Married Couples Filing Jointly, Annual Income	Married Couples Filing Separately, Annual Income
\$0	\$85,000 or less	\$170,000 or less	\$85,000 or less
\$12.70	\$85,001 - \$107,000	\$170,001 - \$214,000	n/a
\$32.80	\$107,001 - \$160,000	\$214,000 - \$320,000	n/a
\$52.80	\$160,001 - \$214,000	\$320,001 - \$428,000	\$85,001-\$129,000
\$72.90	Above \$214,000	Above \$428,000	Above \$129,000



Stanley Mosk Elementary School is the recipient of a \$400,000 grant for being one of only two Lego Model schools in the nation. It is a four-year grant that will provide a full robotics curriculum, including teaching materials, professional development, and attendance at national conferences. The president of Lego Education will join LAUSD Board Members, the Superintendent, the Local District Superintendent, and an L.A. City Council member at a press conference on Friday, November 20. We extend our congratulations to **Barbara Friedrich**, Principal, and the entire school community.

**WHY IS IT SO HARD TO BELIEVE GOOD NEWS
ABOUT PUBLIC SCHOOLS?**

We are printing the article below in its entirety with permission from the author, **Alan Warhaftig**, English teacher and magnet coordinator at the Fairfax Visual Arts Magnet. It was published in **Charles Taylor Kerchner's** blog in *Education Week* last month. He introduces the article by saying, "In a recent post, I called attention to the charter school wars triggered by the Broad Foundation announcement that it sought to start enough new charters to enroll half the students in Los Angeles. I predicted that one of the characteristics of the combat would be an intense battle to spin or reinterpret data so that it supported one's biases about District-run or charter schools. Here, Alan Warhaftig, asks whether preconception bias makes it impossible for the District's detractors to recognize substantial achievement by students in District-run magnet schools."

As a high school English teacher, I require students to support their opinions with quality evidence. That's what I've taught for 25 years, and it's also what the Common Core standards require.

On September 23, the LAUSD Office of Data and Accountability issued an [informative](#) to the Board of Education, accompanied by a [spreadsheet](#) with Smarter Balanced Assessment scores and meal program eligibility data, the data element that commonly indicates low-income students. The informative showed, very clearly, that LAUSD's magnet schools outperformed both charters and the state, by large margins at every grade level.

Table 2. Percentage that Met or Exceeded Standards, LAUSD, Magnets, Charters and California

	Percent that Met or Exceeded Standards							
	All Grades	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
English Language Arts								
California	44	38	40	44	43	44	45	56
Charters	39	36	39	41	30	33	38	57
LAUSD	33	29	30	35	31	32	33	48
Magnets	55	51	50	57	50	53	55	70
Mathematics								
California	33	40	35	30	33	34	33	29
Charters	28	40	35	26	21	24	25	29
LAUSD	25	32	27	22	24	24	23	20
Magnets	44	54	48	42	43	44	42	38

GOOD NEWS (Cont.)

Anticipating objections that gifted and highly gifted magnets might unfairly impact the results, the informative broke the results down so that all magnets, gifted student magnets, and other magnets could be compared with charters. The other magnets (nongifted) outperformed charters by 49-33 (48.5% higher) in English Language Arts (ELA) and 36-28 (28.6% higher) in math.

Table 3. Percentage that Met or Exceeded Standards, Disaggregated by Magnets, LAUSD

All Grade Levels	Met or Exceeded Standards	
	English Language Arts	Mathematics
LAUSD Magnets	55	44
Gifted Magnets	77	72
Other Magnets	49	36
LAUSD non-magnets	29	22
Charters	33	28
California	44	33

In terms of ethnicity, LAUSD’s magnets outperformed charters in 25 of 28 cases on the SBAC ELA and 26 of 28 on the SBAC mathematics. For all grades, magnets outperformed charters for every ethnic group on both exams: African-Americans (39-28 on ELA and 25-16 on math); Asians (81-77 on ELA and 77-70 on math); Latinos (49-37 on ELA and 36-25 on math); and Whites (72-68 on ELA and 62-55 on math).

Charters performed better than magnets with English Learners (11-6 on ELA and 10-7 on math), but magnets outperformed charters with Reclassified English Learners (54-45 in ELA and 40-30 in math) and with Students with Disabilities (21-11 on ELA and 17-8 in math).

For the Economically Disadvantaged, charters outperformed magnets with White students (59-58) and tied with Asian students (75-75), but magnets did better with African Americans (35-25) and Latinos (47-36). With the Non-Economically Disadvantaged, magnets outperformed charters for all ethnicities: African American (47-38); Asian (86-80); Latino (58-49); and White (78-72).

*In a [September 25 article](#) in the Times, **Howard Blume** quoted **Antonia Hernandez** of the California Community Foundation: “The charter schools send out certain data and LAUSD sends out certain data and you can get lost in the data...When the adults stop fighting over data, the issue is where will parents be as far as choice and where will students be as far as getting a good education.”*

Is Ms. Hernandez opposed to examination of actual data, or does she believe that policy should hinge on claims made in press releases? Is Ms. Hernandez distressed by the complexity of data in general or the prospect that honest examination of SBAC test data might require her to rethink her agenda?

The Times [Editorial Board weighed in](#) on October 2 by characterizing the data conversation as a “playground shouting match” and a “tacky exercise in one-upmanship.” The Times is heavily invested in the narrative of charter schools as education’s saviors, but what if the SBAC test data undermines the narrative, which requires that charters outperform noncharter schools on standardized tests?

GOOD NEWS (Cont.)

As an English teacher, I advise students in this situation to reconsider their conclusion because they don't have evidence to support it, but the Times doesn't roll that way. The Editorial Board's breezy dismissal of discussion of test data – "Neener–Neener" – further diminishes the newspaper's endangered brand. "Seek Truth and Report It" has fewer adherents at Times Mirror Square than one would hope.

The ambition of the Common Core Standards is praiseworthy, and the results of the Smarter Balanced Assessments need to be carefully examined with an open mind. LAUSD has released data and needs to release more. The bottom line, though, is that the scores are the scores, and distortions and spin from those who have a horse in the race, including the California Charter Schools Association and the Los Angeles Times, won't change the reality that LAUSD-run magnet schools are doing really well and may be the best choice for parents.

FORMER LAUSD STUDENTS MAY QUALIFY FOR A HIGH SCHOOL DIPLOMA

As a result of a new law, former students who completed the 12th grade between 2006 and 2015 and met all graduation requirements, but did not pass the CAHSEE, now may receive a diploma. The law, S.B. 725, suspended passing the CAHSEE as a condition of graduation from high school for students who have met all other requirements. Those who were in LAUSD classes of 2006 – 2014 should call 213.241.8744 or 213.241.1081 or email CAHSEE@lausd.net for more information. Students in the class of 2015 should contact the school they attended during the 12th grade.

NEW GUIDELINES FOR ASSIGNING STUDENTS CLASSES

As a result of a settlement in the *Cruz v. State of California* case and the signing of A.B. 1012 (**Jones-Sawyer**, D-South Los Angeles), students in grades 9 – 12 will no longer be enrolled in courses that have no academic content. Such courses are usually called home study, service, or just free periods. The court case was filed by the ACLU, Public Counsel, and two pro bono law firms in May 2014 on behalf of **Jessy Cruz** and several other students who attended Jefferson, Fremont, and Dorsey high schools in LAUSD; Castlemont and Fremont high schools in Oakland USD; and Compton High School in Compton USD. The students alleged that they lost valuable learning time because they were placed in multiple *fake classes that lacked any instructional value*. The plaintiff, Jessy Cruz, was a senior at Fremont High School who was placed in three classes that had no educational value, leaving him without the necessary credits to graduate. Such gaps in student's schedules were found to be prevalent in schools with the most vulnerable students, residing in low-income areas. You may recall that during the course of this trial, Public Counsel and the ACLU requested, and were granted, a temporary restraining order requiring the State Department of Education to intervene at Jefferson High School to fix an array of scheduling problems that left many students without proper classes.

In the settlement, the California Department of Education and the State Board of Education agree to offer immediate assistance and support to those six high schools over the next two years to ensure that students are not assigned fake classes; modify the statewide student information system to track when

CLASSES (Cont.)

a student is assigned a fake class; and ensure that all districts are aware of the requirements of A.B. 1012.

A.B. 1012 was signed by **Governor Brown** in October and becomes effective July 1, 2016. It amends the Education Code to prohibit school districts from assigning students in grades 9 – 12, for more than one week, to any course with no educational content; to one which they have previously completed with a grade that would be satisfactory for application to a California postsecondary school; or to send them home because there are no classes for them. Students in alternative, community day, continuation, and opportunity schools are exempt from this provision. (Editorial note: Why are these students exempt? Aren't they the most needy?)

Two observations about the settlement that are at opposite ends of the spectrum came from **Mark Rosenbaum**, Public Counsel Director, and **Tom Torlakson**, State Superintendent of Public Instruction. From **Mark Rosenbaum**: *The settlement ...ends the practices in certain California underperforming high schools of assigning students to sham classes, garbage detail, mindless errands, and even dismissing students early, instead of enrollment in rigorous classes needed for graduation...The so-called achievement gap is in large part a matter of inequity in access to quality curriculum...and [this] resolution closes that gap by a fair amount...* From **Tom Torlakson**: *We believe every student should have access to high-quality courses so they can succeed in 21st century careers and college. This settlement reaffirms my commitment and the California Department of Education's commitment to help identify and coordinate local resources for districts with significant problems scheduling students.*

BEYOND THE BELL

Los Angeles Unified School District

44TH ANNUAL BAND AND DRILL TEAM CHAMPIONSHIPS

DECEMBER 5, 2015
9:30 A.M. - 9:00 P.M.

EAST LOS ANGELES COLLEGE
1301 AVENIDA CESAR CHAVEZ
MONTEREY PARK, CA 91754

Adults	\$12.00
Students with ID	\$10.00
Children (11 and younger), Elderly, Veterans and Disabled	\$5.00

For more information please call 213-241-7900
or visit www.btb.lausd.net

Associated Administrators of Los Angeles

YOU ARE INVITED TO THE SUPERVISORY COFFEE KLATCH

The Supervisory Department consists primarily of non-school-based administrators who serve in the central offices, Local District offices, and other external support services locations. The department includes a wide variety of specialists, coordinators, and directors of departments, as well as the directors of school support services and administrators of instruction in the Local Districts. **Principals and site administrators assigned to Early Childhood Education Division locations are also part of this department.**



Update will not be published next week. The next issue will be the week of December 7, 2015. All of us at the AALA office wish you a wonderful Thanksgiving holiday. Enjoy your family and friends and get some much deserved rest!

CALENDAR

EVENT	DATE	CONTACT
NATIONAL ALZHEIMER'S AWARENESS, HOMELESS YOUTH AWARENESS, AND AMERICAN INDIAN/ALASKAN NATIVE HERITAGE MONTH		
Substitute Educators Appreciation Day	November 20, 2015	
Unassigned Days (AALA Office Closed)	November 23 – 25, 2015	
Thanksgiving Holidays	November 26 – 27, 2015	
DECEMBER IS UNIVERSAL HUMAN RIGHTS MONTH www.udhr.org		
World AIDS Day	December 1, 2015	www.worldaidscampaign.org
Supervisory Coffee Klatch at Beaudry, Level A Cafeteria	December 1, 2015 7:00 a.m. – 8:00 a.m.	Dr. Victor Gonzalez, victor.gonzalez@lausd.net
MSPO Meeting, location TBD	December 2, 2015 7:30 a.m. – 12:00 p.m.	Dr. Deborah Wiltz, 818.394.4300 or dwiltz@lausd.net
SHSPO Meeting, location TBD	December 2, 2015 7:30 a.m. – 12:00 p.m.	Eric Davidson, 310.914.3500 or eric.davidson@lausd.net
AALA Representative Assembly Meeting	December 3, 2015 4:30 p.m.	Gema Pivaral, 213.484.2226
CalSTRS Pre-Retirement Workshop at Polytechnic SH, Cafeteria	December 3, 2015 4:00 p.m. – 5:30 p.m.	Register at: CALSTRS WORKSHOPS
AAPA Educational Conference in Las Vegas	December 4 – 6, 2015	May Arakaki, may_arakaki@yahoo.com

Associated Administrators of Los Angeles

EVENT	DATE	CONTACT
Special Education Career Ladder—STEP UP Fall Forum at CSU Dominguez Hills	December 5, 2015 7:30 a.m. – 12:30 p.m.	Patty Camacho , 213.241.4862 or pxc4090@lausd.net
Band and Drill Team Championship at East Los Angeles College	December 5, 2015 9:30 a.m. – 9:00 p.m.	Anthony White , 213.241.7900 or www.btbt.lausd.net
COBA Winter Holiday Brunch at Cheesecake Factory in Redondo Beach	December 5, 2015 11:00 a.m. – 2:30 p.m.	Josephine Ruffin , josephineruffin@sbcglobal.net
EAPO Meeting at Wilshire Methodist Church	December 10, 2015 12:30 p.m.	Dr. Sylvester Harris , 213.484.0326 or sylvester.harris@lausd.net
CalSTRS Pre-Retirement Workshop at Ramona ES, Auditorium	December 10, 2015 4:00 p.m. – 5:30 p.m.	Register at: CALSTRS WORKSHOPS
Chicano Youth Leadership Conference at Camp Hess Kramer	December 11 - 13, 2015	Myrna Brutti , 310.847.1500
ASPO Meeting at East Los Angeles Skills Center	December 11, 2015 8:00 a.m.	Dr. Clif de Cordoba , 213.626.7151 or cdecordo@lausd.net
OMA Meeting in Board Room at Beaudry Building	December 16, 2015 7:30 a.m. – 9:30 a.m.	Kevin Kilpatrick , 213.241.2418 or kkilpatr@lausd.net
SEPO Meeting at Beaudry Building	December 16, 2015 1:30 p.m. – 4:30 p.m.	Christina Cisneros , 213.749.8310 or cmc0506@lausd.net
First Semester Ends	December 18, 2015	
Winter Recess	December 21, 2015 – January 8, 2016	



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STATE UNIVERSITY
NORTHRIDGE

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To learn more about our admissions process and requirements, or to download an application please visit: <http://www.csun.edu/eisner-education/doctoral-program>.

For more information, please contact **Dr. Miguel Ceja** at miguel.ceja@csun.edu or 818.677.2403.

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San Diego State University's (SDSU) Department of Educational Leadership invites educators in the L.A. Unified School District to apply to SDSU's online Master of Arts in Educational Leadership with a Focus on Technology. Our program is designed for teachers, teacher leaders, and administrators aspiring to be leaders who understand technology integration at the classroom, school or district level; and for those who wish to lead the revolution in training students to use technology in tandem with critical thinking.

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- SDCOE leads the nation in technology integration across districts and in bringing Internet access into the homes of children throughout the region.

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Reimagining Educational Leadership Through Technology

POSITIONS AVAILABLE

Note to Applicants: Please be advised that you are responsible for making sure all the District requirements have been met. Do not contact AALA for information regarding positions; for detailed requirements for positions and employment updates use the contact phone number provided in the announcement or visit the District website at <http://www.lausdjobs.org> (classified) or <http://achieve.lausd.net/Page/1125> (certificated). Employees who change basis during the school year may not earn a full year of service credit and annualized employees who change their basis during the year may sustain an annualized settlement.



CERTIFICATED, SCHOOL-BASED

PRINCIPAL, SECONDARY

Hamilton High School, Local District West, MST 48G, E Basis. For more information and application procedures, please click on [School-Based Vacancies](#) or contact **Jaime Morales**, Director, at jaime.morales@lausd.net. Application deadline is 5:00 p.m., Friday, December 4, 2015, accepting emails only.

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CERTIFICATED, SCHOOL-BASED

PRINCIPAL, ELEMENTARY

Camellia Elementary School, Local District Northeast, MST 43G, E Basis. For more information and application procedures, please click on [School-Based Vacancies](#) or contact **John Rome**, Director, at 818.252.5400. Application deadline is 5:00 p.m., Tuesday, December 1, 2015.

ASSISTANT PRINCIPAL, SECONDARY

Reseda High School, Local District Northwest, MST 41G, B Basis. For more information and application procedures, please click on [School-Based Vacancies](#) or contact **Dr. Matthew Horvath**, Director, at 818.654.3600 or matthew.horvath@lausd.net. Application deadline is 5:00 p.m., Friday, December 4, 2015.

CERTIFICATED, NON-SCHOOL-BASED

COORDINATOR

Certificated Performance Evaluation Support, Human Resources Division, MST 43G, Temporary Adviser, A Basis. For more information and application procedures, please click on [Non-School-Based Vacancies](#) or contact **Dr. Elva Cortez**, Director, at 213.241.5484 or epc9555@lausd.net. Application deadline is 5:00 p.m., Tuesday, December 1, 2015.

COORDINATOR

Operations Support Services, Local District East, MST 43G, Temporary Adviser, E Basis. For more information and application procedures, please click on [Non-School-Based Vacancies](#) or contact **Dr. Alfonzo Webb**, Administrator of Operations, at 323.224.3177. Application deadline is 5:00 p.m., Friday, December 4, 2015.

SPECIALIST, ENGLISH LEARNER EQUITABLE ACCESS

Before and After School Programs, Beyond the Bell Branch, MST 38G, Temporary Adviser, B Basis. For more information and application procedures, please click on [Non-School-Based Vacancies](#) or contact **Harry Talbot**, Administrative Coordinator, at 213.241.7900. Application deadline is 5:00 p.m., Tuesday, December 1, 2015.

CLASSIFIED

LEGISLATIVE ADVOCATE

Office of Government Relations (Sacramento Office), \$113,600 - \$141,700, 12-month position. For more information and application procedures, please click [HERE](#). Application deadline is Monday, November 30, 2015.

ADMINISTRATIVE SERVICES MANAGER

Human Resources Division, Information Technology Division, and the Office of Data Accountability, 3 positions, \$92,100 - \$114,100, 12-month position. For more information and application procedures, please click [HERE](#). Application deadline is Thursday, December 3, 2015.

Associated Administrators of Los Angeles

PREVIOUSLY ANNOUNCED POSITIONS

CERTIFICATED POSITIONS	LOCATION	CONTACT	DEADLINE
<i>SPECIALIST, LEAST RESTRICTIVE ENVIRONMENT</i> MST 38G, E Basis	Division of Special Education	Lisa Kendrick , Director, 213.241.6701	5:00 p.m. Friday November 20, 2015
<i>PRINCIPAL, ELEMENTARY</i> MST 41G, E Basis	Marquez Charter ES, Local District West	Pam Marton , Director, 310.914.2100	5:00 p.m. Friday November 20, 2015
<i>ASSISTANT PRINCIPAL, SECONDARY</i> MST 41G, B Basis	Kennedy HS, Local District Northwest	Joseph Nacorda , Director, 818.654.3600	5:00 p.m. Wednesday December 2, 2015
CLASSIFIED POSITIONS	LOCATION	CONTACT	DEADLINE
<i>SQL DEVELOPER</i> \$89,178 - \$110,998, 12-month position	Information Technology Division	Please click HERE	Thursday December 31, 2015
<i>.NET DEVELOPER</i> \$82,400 - \$102,500, 12-month position	Information Technology Division	Please click HERE	Thursday December 31, 2015
<i>SENIOR PROGRAMMER ANALYST, ORACLE</i> \$79,900 - \$99,400, 10-, 11- or 12-month position	Information Technology Division	Please click HERE	<u>EXTENDED</u> Until Filled
<i>PROGRAMMER ANALYST, ORACLE</i> \$69,300 - \$96,400, 10-, 11- or 12-month position	Information Technology Division	Please click HERE	<u>EXTENDED</u> Until Filled