

UPDATE

www.aala.us

Week of March 14, 2016

IT'S ALL ABOUT RELATIONSHIPS

A Harvard Grant Study that is more than 75 years old has confirmed what should be common knowledge—relationships are the key to a happy life. The government has spent millions on the study that has concluded that wealth, fame, and career success don't bring happiness, but our connections with other human beings is what really counts. And these relationships have quality, stability, connection, and interaction, not just contact via social media. The study began in 1938 and tracked Harvard students, then added young men from Boston tenements through the years. Basically, the conclusion was that those in relationships with others were happier and healthier. Participants who were more isolated faced declining health and brain function earlier in life and ultimately had shorter lives.

Educators have long known that the connection between teacher and student is what propels learning. The connection between the administrator and the teacher is what fosters a positive school climate and we know that a positive school climate is a factor in student achievement. In fact, **Dr. Roland S. Barth**, Founding Director of the Principals' Center at Harvard University, says, "The nature of relationships among the adults within a school has a greater influence on the character and quality of that school and on student accomplishment than anything else." He has written extensively about the importance that the relationships between the adults at the school site have on professional practice and the success of a school. He goes on to point out that students and parents mirror the relationships that they see between administrators and teachers; in short, *the relationships among the educators define all the relationships within the school's culture*. Researchers have found that the key to building good relationships among adults is trust and that the level of trust that exists at the school site can affect student learning, because it either builds or limits an environment that is conducive to improving productivity.

There are many types of relationships that can exist within a school culture—adversarial, collegial, congenial, and parallel—the best of which, of course, is collegial. So, given the demands on administrators' time, how can they foster collegial relationships, which, admittedly, are the hardest to establish? How do we truly grow a professional learning community? Key indicators of educators working together are: talking with one another and sharing knowledge, observing one another, and rooting for a colleague's success. Sounds simple, right? But it is easier said than done. A report from the Northwest Regional Laboratory (from the federal Institute of Education Sciences) and research from **Dr. Judith Warren Little**, researcher and professor at UC Berkeley, identified ways that administrators can foster trust and improve collegiality:

- Show that you care

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RELATIONSHIPS (Cont.)

- Be accessible
- Facilitate and model effective communication; state expectations explicitly
- Involve staff in decision-making; model collegiality
- Celebrate experimentation and support risk; reward and protect those who collaborate
- Express value for dissenting views
- Reduce teachers' sense of vulnerability
- Ensure that teachers have basic resources
- Be prepared to replace ineffective teachers

MISIS UPDATE

ALA thanks Alan Warhaftig, Coordinator, for providing this information.

MiSiS, as veterans of the 2014-15 school year will recall, was rolled out at least a year before it was ready. In eight meetings (22 hours – from December 2012 through May 2014), LAUSD senior staff (represented by former Chief Strategy Officer **Matt Hill** and former Chief Information Officer **Ron Chandler**) was warned about the MiSiS rollout repeatedly, in compelling detail, by a group of experienced administrators and teachers organized by AALA. Summaries were published in the *AALA Update*.

On March 1, 2016, **Juan Flecha**, AALA President, convened the 10th three-hour meeting about MiSiS. LAUSD was represented by **Shahryar Khazei**, LAUSD Chief Information Officer; **Diane Pappas**, Chief Executive Officer of Strategic Planning and Digital Innovation; **Gary Sabia**, MiSiS Project Director; and **Robert Pelayo**, **Richard Alvarez**, **Mary Lu Camacho**, and **Jen Kessler** from the MiSiS Team. Also attending the meeting were **Dan Isaacs** and **Alan Warhaftig**, AALA; **Janet Cord**, **Cynthia Headrick** and **Jackie Purdy**, school-site administrators; **Kevin Kilpatrick**, Office of Data Accountability; and **Robert Storaker** and **Jay Gehringer**, school-site coordinators. Following is a summary of the meeting discussion.

Due to heroic efforts by the MiSiS Team, MiSiS has functioned substantially better during the 2015-16 school year, but questions remain about the accuracy of its reports, and it is far from the integrated system that was promised and which schools desperately need. Frustrations remain that familiar functionalities from SIS (from the mid-1980s) and ISIS (from the mid-2000s) are still not available in MiSiS. Some of these, such as teachers being able to view a student's schedule or whether an absent student was also absent in other classes, remain promised enhancements. Prioritization is given to time-sensitive issues based on the school calendar.

Capturing and organizing LAUSD's student data is an enormously complex task. The technology challenge has been exacerbated by having to sort out District policy with "business process owners" who don't always agree with each other or who don't make decisions in a timely manner. While two teams of Microsoft programmers are working on MiSiS in India, software development is six months behind schedule. At one point, business process owners had to reach agreement to update 150 LAUSD policies. That number has been whittled to 45.

Progress is progress. When MiSiS was implemented in August 2014, the system barely functioned, and LAUSD was forced into the unenviable position of repairing a mission critical system (without

MISIS (Cont.)

SIS/ISIS as backup) while it was in use. According to outside evaluations by EnFocus Solutions and the Viramontes Group, this resulted in a high level of *technical debt* –“extra development work that arises when code that is easy to implement in the short-run is used instead of applying the best overall solution.” Much of this work remains to be done.

There are also a large number of “business rules” that must be correctly implemented, including how absences and tardies are accumulated in the teacher’s grading window. Until recently, Advanced Placement Biology was not identified as fulfilling the A-G graduation requirement. This was corrected, leading to an increase in the number of students estimated to be on track for graduation. At this time, the graduation reports in MiSiS (IGP, Transcript, and A-G) do not produce consistent results and are therefore not reliable. Fortunately, high school counselors have generally kept records on paper so that they may determine whether seniors have met graduation requirements. Hopefully, as the year draws to a conclusion, transcripts printed from MiSiS – for colleges, employers, and the armed forces – will reflect that graduates have, in fact, met graduation requirements.

Concern was expressed that training needs to be differentiated by need, experience, and expertise as well as by user role. It is difficult to find time to attend off-site training sessions, especially if they don’t always meet users’ needs. Webinars, which can be accessed anywhere at any time, would be more practical.

There was general agreement that these meetings are valuable and that, in hopes of breaking up logjams, they should be expanded to include business process owners. AALA is grateful for the commitment and hard work of the MiSiS Team.

HEALTH BENEFITS FAQ—RETIRED AND TURNING 65? BE PREPARED TO PAY MEDICARE PART B PREMIUMS!

What’s this about a retiree paying Medicare Part B premiums when reaching age 65?

As a condition of maintaining District-paid benefits, retirees at age 65 must enroll in both Medicare Parts A and B. Medicare is our country's health insurance program for people age 65 or older. Because Medicare Part B covers 80% of eligible outpatient expenses, the District saves on health insurance premiums for Medicare retirees. Part B premiums are billed by the Centers for Medicare Services (CMS) on an income-based, sliding scale. District retirees are often shocked because they assume the District will cover all health benefits costs over their lifetime.

What is the cost of Medicare Part B premiums?

Premiums for 2016 are calculated on a taxpayer’s modified adjusted gross income for 2014. See the monthly premiums for **new Medicare Part B enrollees** in the chart below.

Part B Monthly Premium	Individual Filer Income	Joint Filer Income
\$121.80	\$85,000 or less	\$170,000 or less
\$170.50	\$85,001-\$107,000	\$170,001 - \$214,000
\$243.60	\$107,001 - \$160,000	\$214,001 - \$320,000
\$316.70	\$160,001 - \$214,000	\$320,001 - \$428,000
\$389.80	Above \$214,000	Above \$428,000

FAQ (Cont.)

Are there any other Medicare-related costs I will incur?

Yes. Even though District retirees **must not** enroll in Medicare Part D (prescription coverage), Part D coverage is part of Kaiser Senior Advantage, Health Net Seniority Plus, United HealthCare Medicare Advantage HMO, and Anthem EPO's SilverScript for Medicare retirees. Medicare assesses individuals a monthly Part D IRMAA (Income-Related Monthly Adjustment Amount) that ranges from \$12.70 to \$72.90 a month on a sliding scale. This year, Medicare retirees in Anthem Blue Cross EPO are assessed the Part D IRMAA.

I'm retired and approaching 65. What are the recommended steps to follow?

1. Enroll in Medicare Parts A and B **within the three (3) months prior to your 65th birthday. This is important because you will lose your District health coverage if you don't have your Medicare card by your 65th birthday**, even though Medicare allows you up to three (3) months after your birthday to enroll. If coverage lapses because of nonenrollment, coverage will resume when the District receives evidence of Medicare coverage.
2. **Enroll at a Social Security Administration (SSA)** office for Medicare Part A and Part B. Social Security Administration will determine if you are eligible for both Parts A and B. Both parts are required by LAUSD for continuing District-paid health benefits. Although you may apply online for Medicare, AALA recommends you go through SSA.
3. **If you don't qualify for Medicare Part A** because you lack 40 quarters of Social Security income from other employment or from your spouse, or because you did not have Medicare taxes withheld from your District salary, AND you retired prior to July 1, 2012, first contact CalSTRS for information regarding your eligibility for CalSTRS' premium payment plan. Retirees and/or their dependent spouses/domestic partners who are not eligible for Medicare Part A premium-free and not eligible for CalSTRS premium payment must provide a letter of ineligibility from CMS to continue their District coverage.

Is my dependent spouse/domestic partner subject to these rules?

Yes. The same rules apply to spouses and/or dependents.

CHANGES TO LENGTH OF TIME SUBSTITUTES CAN SERVE IN ONE POSITION

The California Commission on Teacher Credentialing (CTC) has approved changes to the current 30-day restriction that substitute teachers have when filling in for a teacher on an extended statutory leave (this restriction is limited to 20 days in special education classrooms). Generally, extended leaves are much longer than 20 or 30 days, forcing school districts to have a series of rotating substitutes in a classroom. The CTC has proposed a Teaching Permit for Statutory Leave (TPSL) that will allow the holder to work during the entire period of the leave. Specific guidelines to obtain the TPSL include an additional 45 hours of preparation (orientation, mentoring, and support) plus either a single or multiple subject authorization or a special education authorization.

**SUPERVISORY MEMBERS: CLICK [HERE](#)
TO SEE THE NEWSLETTER
FROM YOUR VICE PRESIDENT AND DIRECTORS**



Congratulations to the entire school community at Oliver Wendell Holmes Middle School (**Blanca Hernandez**, Principal) for being designated again by the California Department of Education and the League of Middle Schools as a *2015-16 School to Watch – Taking Center Stage*. Schools that receive this designation are recognized for demonstrating academic excellence, social equity, and responsiveness to the needs of young adolescents. State Superintendent **Tom Torlakson** said, “I congratulate them for their efforts to exceed challenging goals, narrow the achievement gap, and set their students on a solid path toward high school and future success.”

A.B. 1012 – NO MORE “SERVICE” CLASSES, OR NOT

Last fall the California Legislature adopted Assembly Bill 1012 (D, **Jones-Sawyer**) which prohibited schools from assigning students to classes that had no educational content or to those that the students had already successfully completed. This was partly in response to the *Cruz v. State of California* case in which students from seven schools in the state (including Dorsey, Fremont, and Jefferson high schools in LAUSD) claimed they were denied equal access to educational opportunities due to being placed in such classes. “Service” is an example of the type of class that is referenced in the case. Based on this law, one would think that means the demise of the “Service” class in which students assist teachers and office staff with paperwork, run errands, and generally do clerical tasks. However as the State Board of Education is in the process of developing regulations for the law, it is noted that there are wide loopholes that will allow these courses with no educational content to continue to proliferate. For example, the Education Code specifically “provides that for a pupil placed in a course without educational content for more than one week, the conditions are:

1. A pupil is assigned to that course only if the pupil or, for a pupil who has not reached the age of majority, the pupil’s parent, guardian, or educational rights holder has consented in writing to the assignment;
2. A school official has determined that the pupil will benefit from being assigned to the course period; and
3. The principal or assistant principal of the school has stated in a written document maintained at the school that, for the relevant school year, no pupils are assigned to those classes unless the school has met the conditions specified in these two paragraphs.”

However, the bill does say that multiple students cannot be assigned to the same teacher during the same class period while the teacher is teaching a class. It also prohibits allowing a student to go home before the end of the school day while enrolled in a course called “home study” for example, or having a “free period” during the school day. In addition, the Education Code will allow a pupil to repeat a course he/she has already passed if the purpose is to improve a lower grade and the parent consents.

CHANGES TO 2016-2017 B, C, AND E BASIS DATES

Recently, we published the 2016-2017 dates for employees on B, C, and E Basis. We wish to thank **John Plevack**, Millikan MS Principal, who brought to our attention that those dates only allowed for 8 work days prior to the opening of school for B Basis employees, instead of the traditional 10. After conferring with Payroll Administration and School Operations, the dates for B and E Basis have been adjusted. Below are the calendar dates for B, C, and E Basis employees. Please make note and adjust your personal calendars.

- ✧ B Basis 8/1/16 – 6/19/17
- ✧ C Basis 8/15/16 – 6/12/17
- ✧ E Basis 7/21/16 – 6/27/17

MIREYA BARRAZA-HERNANDEZ— 2015 AALA SCHOLARSHIP RECIPIENT

Continuing to feature our scholarship winners, this week's recipient is **Mireya Barraza-Hernandez**, a graduate of Wilson High School. Mireya is attending Mount Saint Mary's University and sent us the letter below in response to our inquiry about her first semester in college.

*...I just ended my first semester of college; I am officially 3 years and a semester away from graduating. For the past few months my sole focus has been on my studies earning me a well-deserved **4.0 GPA** for the fall semester. College is truly a roller coaster; it has its ups and downs. College has been a well rewarding challenge, half of the time my emotions were a mixture of terrified, stressed and excited. Stress has been a more prominent emotion, almost as if stress is a required emotion that all college students must acquire.*



As the first day of school comes to mind, I realize that in a short time, I have matured and my self-confidence has improved. I have learned to balance my work, school and personal life, but most importantly I have learned to prioritize my education overall things. College is extremely difficult, I look back to the warnings of my high school mentors about college and almost feel naive for not taking them seriously. It might have made the transitions from high school to college easier. Although in high school I was involved in college oriented programs, such as TELACU Upward Bound, Cal-Soap, and Early Academic Outreach program, at the time I felt ready and prepared for college, but once in college I felt that I was lost and unprepared.

I struggled to adapt to the classroom structure of college, leading me to doubt myself, something that was foreign to me before I attended college. I walked into Mount Saint Mary's University thinking it was going to be the type of environment where there would be fun, freedom, parties and the time to meet new people. It was all of that except you got to learn how to handle your studies first before you get to experience all the great qualities that college has to offer. Realizing my insecurities toward college and not liking it one bit I looked for the support system I had in high school in college, I sought for help in the learning resource center, formed study groups, talked to my professors about my difficulties in learning the material and I got involved in the ISAE program. Giving up was not an option for me I worked hard to get to college and I made sure I gave it my all leaving no room for regrets.

MIREYA (Cont.)

It was hard to find the rhythm to college, but once I did I was able learn more about myself, such as how to manage my time and the best way for me to study, so that I could experience all the benefits of the college experience. I got the opportunity to meet great teachers that encourage and support your education by advising and guiding you through college. I made plenty of friends once I became accustomed with the changes that were occurring in my life. As a business major, I got involved in the Business Club where I had the opportunity to learn more about different fields in business and met people with similar struggles providing a new kind of support that made me feel that I was not alone in this journey. These small interactions in college gave me the new fuel I needed to take risks and feel confidence in myself...

College is a challenge that I am ready for. I have many goals and high expectations for myself that I will accomplish. I look forward to what the future holds for me as I continue my academic endeavors. And I have the AALA scholarship to thank for giving me the support I need to go to college. This scholarship did a lot for me as it provided me with a relief of not having to worry about my tuition and allowed me to focus on my education without having to worry about financial troubles. This scholarship allowed me to experience the thrill of going to college. And for that I thank AALA for having faith in my education.



HELP OUR STUDENTS

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

SAVE THE DATES


- On Thursday, April 7, 2016, the Association of California School Administrators (ACSA) is holding its annual Region 16 Spring Social, from 5:00 p.m. – 7:00 p.m., at the University Club/ Orange Grove Bistro at CSUN. Featured keynote speakers are **Steve Zimmer**, LAUSD Board President; **Scott Schmerelson**, Board Member; **Vivian Ekchian**, LD Northwest Superintendent; **Byron Maltez**, LD Northeast Superintendent; and **Michael Spagna**, Dean, Michael D. Eisner College of Education, CSUN. Admission is free and refreshments will be provided. Current ACSA members and anyone interested in joining ACSA are welcome. Parking is available in Lot G1 on the corner of Nordhoff and Zelzah. Please RSVP to **Brian Sida** at 818.609.2522 or email him at bsida@lausd.net.
- The AALA Alumni Luncheon will be held on Wednesday, April 13, 2016, from 11:30 a.m. – 2:00 p.m., at The Center at Cathedral Plaza. All alumni members and friends are invited to attend this enjoyable event. This year's guest speaker is Superintendent **Michelle King**. More information will follow.

Associated Administrators of Los Angeles

RETIRING THIS YEAR?

Please send us information about retirement celebrations so they can be included in the AALA calendar and your colleagues can share in these milestones. Send to Gema Pivaral at gpivaral@aala.us.

CALENDAR

EVENT	DATE	CONTACT
MARCH IS NATIONAL ARTS EDUCATION, MIDDLE LEVEL EDUCATION, MUSIC IN OUR SCHOOLS, SOCIAL WORK, AND WOMEN'S HISTORY MONTH		
Adult School Administrators Meeting at East Los Angeles Skills Center	March 11, 2016 8:00 a.m.	Dr. Clif de Cordoba , 213.626.7151 or cdecordo@lausd.net
Chicano Youth Leadership Conference Applications Due	March 11, 2016	Myrna Brutti , 310.847.1500
AMAE/AEMP Parents as Partners Conference at Cesar Chavez ES	March 12, 2016 8:30 a.m. – 12:30 p.m.	Register at: www.amae.org
AMAE Fundraising Event, No Más Bebés , at Hollenbeck MS	March 12, 2016 3:00 p.m.	626.289.7705
DAYLIGHT SAVINGS TIME BEGINS (move clocks ahead)	March 13, 2016 2:00 a.m.	
Run-off Election (via email) for AALA Secondary Department	March 10 – 16, 2016	
CalSTRS Pre-Retirement Workshop at Eagle Rock HS, Student Dining Room	March 17, 2016 4:00 p.m. – 5:30 p.m.	Preregister at: CALSTRS WORKSHOPS
Administrator of the Year Award Applications Due	March 18, 2016	Dr. Debbie Dillard , debra.dillard@lausd.net
Teacher Applications for ESY Due	March 18, 2016	https://summer.lausd.net
California Academic Decathlon in Sacramento	March 18 – 20, 2016	Cliff Ker , 213.241.3503
Spring Recess	March 21 - 25, 2016	
AALA Office Closed	March 25 – 28, 2016	
Cesar Chavez Birthday Observed	March 28, 2016	www.chavezfoundation.org
COBA Meeting at Crenshaw High School	March 30, 2016 5:30 p.m.	Josephine Ruffin , josephineruffin@sbcglobal.net
MSAPO Meeting (Location TBD)	March 30, 2016 7:30 a.m. – 12:00 p.m.	Martha Valencia , 323.826.1500 or mlv3216@lausd.net
SHAPO Meeting (Location TBD)	March 30, 2016 7:30 a.m. – 12:30 p.m.	Juanita White-Holloman , 323.227.4400 or jdw9998@lausd.net

Associated Administrators of Los Angeles

APRIL IS AUTISM, MATHEMATICS, PARKINSON'S, SEXUAL ASSAULT, AND STRESS AWARENESS MONTH, JAZZ APPRECIATION, PUBLIC SCHOOLS, SCHOOL LIBRARY, AND CHILD ABUSE PREVENTION MONTH

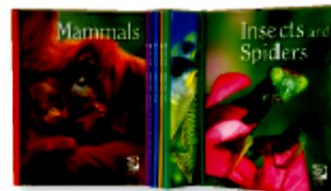
EVENT	DATE	CONTACT
SHSPO, MSPO, and SEPO Meetings at Pickwick Gardens and Beaudry Building (Required)	April 6, 2016 7:30 a.m. – 12:00 p.m.	Eric Davidson, 310.914.3500 or eric.davidson@lausd.net ; Dr. Deborah Wiltz, 818.394.4300 or dwiltz@lausd.net ; Christina Cisneros, 213.749.8310 or cmc0506@lausd.net
Linked Learning Principal Pathway PLC Meeting at Pickwick Gardens	April 6, 2016 12:00 p.m. – 3:30 p.m.	Dr. Marguerite Williams, marguerite.williams@lausd.net
SEPO Meeting at Beaudry Building	April 6, 2016 1:30 p.m. – 4:30 p.m.	Christina Cisneros, 213.749.8310 or cmc0506@lausd.net
CalSTRS Pre-Retirement Workshop at Woodland Hills ES, Auditorium	April 7, 2016 4:00 p.m. – 5:30 p.m.	Preregister at: CALSTRS WORKSHOPS
ACSA Spring Membership Social at CSUN University Club	April 7, 2016 5:00 p.m. – 7:00 p.m.	Brian Sida, 818.609.2522 or bsida@lausd.net
Adult School Administrators Meeting at East Los Angeles Skills Center	April 8, 2016 8:00 a.m.	Dr. Clif de Cordoba, 213.626.7151 or cdecordo@lausd.net

BUNDLE UP WITH WORLD BOOK'S BESTSELLERS*

Elementary Bundle

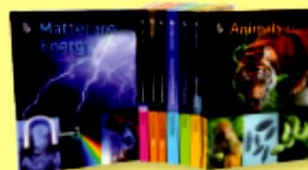
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- Animals and Their Habitats | 8 Volumes | 20342 | \$189 Value
- Animal Lives | 7 Volumes | 20239 | \$149 Value
- Animals of the World, Set 3: From Water to Land | 10 Volumes | 20285 | \$159 Value
- Animals of the World, Set 6: Pets | 10 Volumes | 20247 | \$129 Value
- Building Blocks of Life Science, Set 1 | 8 Volumes | 20339 | \$249 Value
- Building Blocks of Science: Physical Science | 10 Volumes | 20281 | \$279 Value
- Childcraft: The How and Why Library | 12 Volumes | 20289 | \$169 Value
- Dinosaurs! | 4 Volumes | 20306 | \$85 Value
- Discovery Science Encyclopedia | 9 Volumes | 20360 | \$365 Value
- Explore the Solar System | 10 Volumes | 20337 | \$269 Value
- Learning Ladders, Set 1 | 10 Volumes | 30137 | \$149 Value
- People and Places | 7 Volumes | 20291 | \$359 Value



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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, SECONDARY

Clinton Middle School, Local District Central, MST 45G, E Basis. For more information and application procedures, please click on [School-Based Vacancies](#) or contact **Gary Garcia**, Director, at 213.241.0126. Application deadline is 5:00 p.m., Monday, March 21, 2016.

PRINCIPAL, SECONDARY SMALL SCHOOL

Orchard Academies 2C Middle School, Local District East, MST 43G, E Basis. For more information and application procedures, please click on [School-Based Vacancies](#) or contact **Ruben Valles**, Director, at 323.224.3100. Application deadline is 5:00 p.m., Friday, March 25, 2016.

CLASSIFIED

DIRECTOR OF FOOD SERVICES

Food Services Division, \$133,400 - \$166,200, 12-month position. For more information and application procedures, please click [HERE](#). Application deadline is Friday, April 8, 2016.

PURCHASING SERVICES MANAGER

Procurement Services Division, \$92,900 - \$117,600, 10-, 11-, or 12-month position. For more information and application procedures, please click [HERE](#). Application deadline is Tuesday, March 22, 2016.

PREVIOUSLY ANNOUNCED POSITIONS

CERTIFICATED POSITIONS	LOCATION	CONTACT	DEADLINE
<i>ASSISTANT PRINCIPAL, SECONDARY</i> MST 40G, B Basis	Communications & Technology School, Diego Rivera LC, Local District South	Terry Ball , Director, 310.354.3400	5:00 p.m. Friday March 11, 2016
CLASSIFIED POSITIONS	LOCATION	CONTACT	DEADLINE
<i>SUPERVISING STRUCTURAL ENGINEER</i> \$114,400 - \$142,000, 12-month position	Facilities Services Division	Click HERE	Friday March 11, 2016

Associated Administrators of Los Angeles

CLASSIFIED POSITIONS	LOCATION	CONTACT	DEADLINE
<i>REGIONAL CONSTRUCTION DIRECTOR</i> \$133,100 - \$165,888, 12-month position	Facilities Services Division	Click HERE	Tuesday March 22, 2016
<i>FACILITIES ACCESS COMPLIANCE SPECIALIST</i> \$89,300 - \$110,800, 12-month position	Access Compliance Unit, Facilities Services Division	Click HERE	When Filled
<i>SENIOR NUTRITION SPECIALIST</i> \$76,000 - \$94,600, 12-month position	Food Services Division	Click HERE	When Filled