

UPDATE

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Week of April 11, 2016

ALL THE RIGHT AND WRONG DRIVERS

This week, we are continuing to feature **Michael Fullan's** and **Joanne Quinn's** book *Coherence*, which senior leadership and other staff in the central offices are busily reading. Unfortunately, copies of the book have not been made available for middle managers throughout the District who will be impacted by coherent actions that may be initiated as a result of these reading circles. Therefore, we are sharing some of the more cogent and applicable tenets we have learned from the book.

Seeking coherence means building an organization that engages in "...purposeful action and reaction, looking for capacity, clarity, precision of practice, transparency, monitoring of progress, and continuous correction." Coherence requires "simplexity," which is defined as "the harnessing of the smallest number of key factors and working together with practitioners to become clear about how to master the factors in actions." The pathway, or framework, lights the way to understand what motivates people to engage in the work.

Fullan's *Coherence* is an overview of the wrong and right drivers to move an organization. Wrong drivers are cited as punitive accountability, individualistic strategies, technology, and ad hoc policies. Using these drivers to instigate change, the authors argue, results in "...initiative failure, ad hoc projects, arbitrary top down policies, compliance oriented bureaucratization, silos and fiefdoms everywhere, confusion, distrust, and demoralization." How ever well intended or well founded in research these approaches may be, they are doomed to limited influence as they circumvent the most important asset in the process—the people who are the organization. The core basis of Fullan and Quinn's work is the energizing of human and social capital to initiate meaningful change within an organization. This is done by employing the right drivers, which are described within the Coherence Framework as: (1) focusing direction; (2) cultivating collaborative cultures; (3) deepening learning; and (4) securing accountability. As the four drivers are delved into thoroughly throughout the book, it becomes readily apparent that the approach will have tremendous implications for every role or position in an organization.

Focusing direction, the first driver, involves, not only streamlining the work, but also building an ongoing vertical and horizontal organizational conversation of the focus. The focus will be reduced, reframed, and pieces removed as the direction continues to be clarified. Further, it may require "...moving compliance to the side of the plate" (pg. 4), not to avoid the mandate, but to shift it to a purposeful function. It also requires ongoing communication among all levels to continue to build true collaborative approaches to allow the system to "...recognize that finding solutions to complex problems requires the intelligence and talents of everyone," (pg. 22). It also allows for ongoing strategizing and dealing with barriers. In short, continually checking progress by asking, "What is

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DRIVERS (Cont.)

going well? What do we need to be worrying about or taking action on?" It is the mechanism for institutionalizing constant adaptation and inquiry.

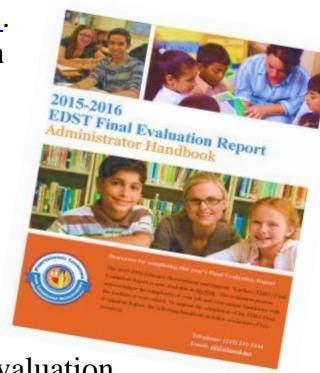
This topic naturally leads into discussing cultivating collaborative cultures, the second driver. In this section, the authors more deeply examine the dynamics of collaborative work. Its first basis is the acknowledgement that everyone—principal, teacher, superintendent—is an active learner, and clearly is a participant in the process. Secondly, collaborative work acknowledges the capabilities of the people within the system to address the challenges before them. More significantly, it will allow collective capacity to emerge. Collective capacity is defined as “the capability of the individual or organization to make the changes required and involves development of knowledge, skills, and commitment,” (pg. 56). This, in turn, allows the organization to take ownership of student achievement and creates a “growth mind set at all levels of the system,” (pg. 57). Arranging for teacher groups, the authors warn, is not enough. Teacher groups, commonly referred to as PLCs (professional learning communities) are not the panacea. “The popularity of the concept of PLCs has been far greater than its consistent impact on student learning,” (pg. 63). The collaborative experience must be structured, intentional, and focused on “...designing more precise pedagogy to meet the identified needs,” (pg. 63). Collaborative cultures require involvement in an ongoing process of inquiry. Inquiry extends beyond questioning, but rather encapsulates a cycle of investigation, planning, action, and reflection that is ongoing. The constant inquiry builds capacity to adapt and allows for meaningful transformation, as the book expresses, “...deep collaborative experiences that are tied to daily work, spent designing and assessing learning, and build on teacher choice and input can dramatically energize teachers and increase results.” As the collective work involves the entire system, it influences the structure of the system to support and ensure the efficacy of the collaborative practice. Intrinsic to this movement is deep learning, the third driver. (To be continued next week.)

EDST FINAL EVALUATION REPORT AND RESOURCES NOW AVAILABLE

AALA thanks **Martha V. Cortes**, Program and Policy Development Coordinator, PLLD, for providing this information.

The 2015-2016 EDST Final Evaluation Report is now available in [MyPGS](#). The deadline to issue the report is **May 10, 2016**. This deadline was March 31, 2016, for Track D on the Four-Track calendar and is May 25, 2016, for Early Education Centers.

In preparation for completing each teacher's EDST Final Evaluation Report, please review the [2015-2016 EDST Final Evaluation Report Administrator Handbook](#) available under the *Resources* tab in MyPGS. This handbook includes a selection of key resources, such as a checklist of activities, FAQs, and detailed guidance. An online training is also available. If you have questions about how to complete the EDST Final Evaluation Report, please contact your Local District's [Teaching and Learning Coordinator](#).



For general questions, contact **Debbi Laidley** at 213.241.3444. If you have evaluation issuance process questions or are issuing a Below Standard Evaluation, please consult with your Staff Relations Field Director.

HEALTH BENEFITS FAQ— IS YOUR HOME ALLERGEN-FREE?

Are you among the one in five who suffers from allergies or asthma? Do you get a scratchy throat, runny nose, itchy eyes, and/or sneeze and cough every spring or summer?

If so, you may be among the 55% who test positive to one or more airborne allergens, such as grass, weed, or tree pollen, dust mites, mold, and/or cat and dog dander, to name just a few. Allergies rank fifth among the leading chronic diseases in the U.S.

Will spring cleaning remove all allergens?

There's no miracle solution to keep the air clean in your home, but a thorough cleaning will help reduce substances that trigger allergic reactions. Remember to wear gloves and a mask when cleaning.

What areas of the home harbor allergens? What are some tips to clean those areas?

- OFFICE
 - Clear the clutter that can accumulate dust and other irritating particles
 - Clean your keyboard—use compressed air
 - Use an air purifier
- BEDROOM
 - Wash your bedding weekly in hot 130° water. Cover your mattress and pillows with dust mite proof protectors.
 - If you have a carpet, vacuum frequently using a HEPA filter.
 - Heavy drapes that need dry cleaning harbor dust mites—use window shades or washable drapery instead and wash frequently.
 - Use your air conditioner rather than opening windows to keep your indoor air clean.
 - Remove dust-collecting objects; declutter your bedroom.
 - Consider making your bedroom a pet-free zone to keep out pet hair/dander.
 - Stuffed animals collect dust and allergens; replace them with washable animals.
- BATHROOM
 - Wash shower curtains at least once a month to prevent mold.
 - Turn on the bathroom fan to remove moisture when showering.
 - Check and clean soap dishes and toothbrush holders frequently.
 - Remove carpeting from bathrooms and minimize use of rugs. If you have them, wash at least once a week.
 - Check for and clean mold from shower stalls. Use a mold-removing cleanser as soap and water alone will not kill mold.
- KITCHEN
 - Put your garbage into a closed container.
 - Clean refrigerator and other spills immediately. Remember to drain and wash refrigerator drip trays.
 - Clean under the stove, refrigerator, and narrow spaces next to appliances to remove food crumbs and dust.
 - Keep counters as clutter free as possible.
 - Remove plants in kitchen window sills or garden windows; they may be attractive, but they promote mold growth.

FAQ (Cont.)

- CLOSETS
 - Remove everything and clean.
 - Wash or dry clean seasonal clothing and store in plastic containers. Make sure your clothing is thoroughly dry. Don't stuff your storage containers, but leave room for air to circulate.

Additional tips on removing allergens from your home can be found on the web by searching *remove allergens from home*.

PROFESSIONAL LEARNING OPPORTUNITIES

AALA thanks **Martha V. Cortes**, Program and Policy Development Coordinator, PLLD, for providing this information.

In partnership with AALA, ACSA Region 16, and the ACSA Equity Committee, the Professional Learning and Leadership Development (PLLD) Branch is offering a variety of workshops for administrators to enhance their content knowledge and leadership skills. These interactive workshops will prepare leaders with strategies, tools, and resources that are focused on improving practice and guided by student learning needs. Participating administrators will be paid their hourly rate. Information on how to register for a workshop is included with the following descriptions. If you have any general questions, please contact **Ileana Dávalos**, PLLD Director, at 213.241.3444 or idavalos@lausd.net.

Culturally Proficient Leadership: Being Mindful of Leadership Language

LAUSD administrators are invited to attend a professional learning opportunity in **Culturally Proficient Leadership**. Participants will learn how to make cultural proficiency a shared priority, experience cultural proficiency as personal and professional work, and use tools of cultural proficiency as a guide for addressing school-based equity issues. Click [here](#) to access the flyer and registration instructions.

Guiding Teachers with Targeted Coaching

LAUSD principals and assistant principals are invited to participate in **Guiding Teachers with Targeted Coaching** to explore strategies for coaching adult learners in the California Standards (Math and ELA). Emphasis will be placed on how to adjust instructional conversations to accommodate the varied needs of staff. This workshop is aligned to the *LAUSD School Leadership Framework*. Click [here](#) to access the flyer and registration instructions.

Museum of Tolerance: Tools for Tolerance for Education Leaders

LAUSD administrators are invited to attend a professional learning opportunity that focuses on systemic transformation to create culturally proficient and responsive schools. Attendees will deepen their understanding of equitable leadership practices grounded in the *LAUSD School Leadership Framework* and California Professional Standards for Educational Leaders through participation in the Museum of Tolerance exhibits and the customized professional development session. Click [here](#) to access the flyer and registration instructions.

UPDATE ON ETHNIC STUDIES

As you may recall, the LAUSD Board of Education passed a resolution in November 2014 requiring that a five-credit ethnic studies course be included as a graduation requirement beginning with the class of 2019, making it the second school district in the nation to have such a mandate. An ethnic studies committee was established to make recommendations to the Division of Instruction for implementation of the resolution. As of June 2015, several ethnic studies courses were already available for high schools to offer, including: Afro-American History, Afro-American Literature, American Indian Studies, Asian Studies, Mexican American Literature, History of the Middle East, Latin American Studies, Literature of Minorities in America, Mexican American Literature, Mexican American Studies, AP European History, AP Chinese Language and Culture, AP French Language and Culture, AP German Language and Culture, AP Italian Language and Culture, AP Japanese Language and Culture, AP Spanish Language and Culture, and AP Spanish Literature.

Since then, African American History, Mexican American Studies, and American Indian Studies courses have been revised and updated and the various ethnic literature courses are in the process of revision. In addition, the District has received approval from the University of California to add a new one-semester course, Ethnic Studies Survey, that will meet the “G” elective requirement as of Fall 2016. This course will be similar to UC Berkeley’s Ethnic Studies course that *explores the “lessons of comparative ethno-racial studies for generalizing about American society and history and about the contemporary global order.”*

CRITICAL LIFE EVENTS – WHAT YOU NEED TO KNOW

Learn how certain events can impact your coverage or benefits in CalPERS and CalSTRS programs. It is imperative that members contact their respective retirement system immediately if any of the life events listed below occur. Specific actions may be necessary to protect your benefits. CalPERS members may call 888.225.7377 or visit the website at www.calpers.ca.gov; CalSTRS members may call 800.228.5453 or visit www.calstrs.com.

Getting Married or Registering a Domestic Partnership
Getting Divorced or Terminating a Domestic Partnership
Becoming Disabled or Terminally Ill
Change of a Beneficiary
Taking a Leave of Absence or Returning to Work

Birth or Adoption of a Child
Changing Your Name
Death of a Family Member or Beneficiary
Moving
Retiring

DECATHLON CONGRATULATIONS

Congratulations to Granada Hills Charter High School’s Academic Decathlon team for placing first in the California Academic Decathlon recently held in Sacramento. The team, coached by **Matt Arnold**, **Rachael Phipps**, and **Jon Sturtevant**, earned a score of 61,150 out of a possible 65,400, which included scores from ten events plus the Super Quiz Relay. According to **Cliff Ker**, LAUSD’s Academic Events Coordinator, it is “the highest team score ever in the history of Academic Decathlon.” Marshall High School, coached by **Larry Welch**, placed second in the competition with a combined score of 59,224, and following close behind at third place was Franklin High School, coached by **Samuel Kullens** and **Aaron Flores**, with a combined score of 59,133, and at fourth place was El Camino Real Charter High School, coached by **Stephanie Edwards**, with a combined score of

DECATHLON (Cont.)

59,106. In Super Quiz, Granada Hills and Marshall tied for first place with a perfect score of 5,400 points, and in second place, there was a tie between El Camino Real and Bell High School, coached by **Heather Wilson** and **Matthew Moreno**. Bell placed 11th overall in the competition. The total individual medal count for the LAUSD competing students was 157, and **Joshua Lin**, Granada Hills, emerged as the top-scoring student in the competition.



In addition to Granada Hills, Marshall, Franklin, El Camino Real, and Bell, eight other LAUSD schools were among the 68 schools participating in the state competition, and they are to be commended for their performances as well. Garfield, coached by **Lucy Romero** and **Kevin Murchie**, placed 7th; Van Nuys, coached by **Angel Abreu**, was 19th; Grant, coached by **Karen Evens**, was 26th; Narbonne, coached by **Jeff Goldberg**, was 32nd; Cleveland, coached by **Danielle DiFrancesco**, was 37th; Hamilton, coached by **Faron Isom**, was 45th; Lincoln, coached by **Marisa Crabtree**, **Winnie Kwan**, and **Maury Zapata**, was 50th; and North Hollywood, coached by **Raul Barragan**, was 51st. The administrative staffs, teachers, and school communities are to be applauded for the fine performances of their schools in this rigorous competition.

The next challenge for Granada Hills Charter is the United States Academic Decathlon National Finals (which the team won last year), to be held on April 28 – 30 in Anchorage, Alaska. At the same time, Marshall will be representing California in a national online competition. Good luck to both teams! LAUSD's Academic Decathlon program is presented under the auspices of Beyond the Bell, **Alvaro Cortés**, Executive Director.

LISA SOBAJIAN — 2015 AALA SCHOLARSHIP RECIPIENT

It is not too late to contribute to the 2016 Friends of AALA Scholarship Fund! To see just where your donations go, we are featuring another one of our 2015 scholarship winners—**Lisa Sobajian**. Lisa graduated from Venice High School and matriculated to Stanford University, where she is continuing her service project of collecting supplies for local schools that she began in high school. Below is an excerpt from a communication that Lisa sent to the AALA office.

School attending: Stanford University

Major: Undecided

Favorite class: I have only taken three classes and of those three, Introduction to Economics is my favorite.

Associated Administrators of Los Angeles

LISA SOBAJIAN (Cont.)

Activities:

1. Stanford Women in Business (SWIB)—I am a member of the society.
2. I have started a new service project at Stanford. I am collecting books at Stanford to donate...to high schools. Presently, I have collected 300 books...and my goal is 500 books by Christmas break. I have orders for the books from three high schools and know I have just hit the tip of the iceberg. Conservatively, I would give the books an Amazon value of at least 10 dollars a book.
3. I am interviewing to work with a professor to do research next quarter.



Impressions: I am enjoying college. My first impressions of Stanford include—the campus is so large, my classmates are amazing, and the academics are more challenging than I expected. I am so impressed with how focused, smart, and motivated my peers are. I am impressed with their life experiences. I never expected to meet so many students who are so driven and study so hard. Everyone at Stanford is so smart. Attending Stanford has encouraged me to want to explore technical majors like computer science and Engineering.

I used the AALA scholarship to help pay my first quarter tuition. The scholarship really meant a lot to me because I was able to help my parents pay my tuition bill. Also, the AALA scholarship gave me recognition that my academic work, school service, and community service was noticed and appreciated by the LAUSD community, where I have spent my short life. Thank you again.



HELP OUTSTANDING SCHOLARS LIKE LISA!

MAKE A TAX-DEDUCTIBLE DONATION 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.

CALENDAR

EVENT	DATE	CONTACT
APRIL IS AUTISM, MATHEMATICS, PARKINSON'S, SEXUAL ASSAULT, AND STRESS AWARENESS MONTH, JAZZ APPRECIATION, PUBLIC SCHOOLS, SCHOOL LIBRARY, AND CHILD ABUSE PREVENTION MONTH		
Teacher Applications for Elem., MS, and HS Summer School Due	April 8, 2016 5:00 p.m.	https://summer.lausd.net
AALA Alumni Luncheon at The Center at Cathedral Plaza	April 13, 2016 11:30 a.m. – 2:00 p.m.	Gema Pivaral , 213.484.2226
SHSOPA Meeting at Bernstein HS	April 14, 2016 7:30 a.m. – 11:30 a.m.	Victorio Gutierrez , 323.292.0331 or vgutie1@lausd.net
Grand Arts Festival at Grand Park	April 16, 2016	
Income Tax Day	April 18, 2016	
Supervisory Coffee Klatch Meeting at A-Level Beaudry Cafeteria	April 19, 2016 7:00 a.m. – 8:00 a.m.	Dr. Victor González , victor.gonzalez@lausd.net

Associated Administrators of Los Angeles

EVENT	DATE	CONTACT
ACSA Representative Council Meeting at Ocean Seafood Restaurant	April 20, 2016 5:30 p.m.	Barbara Friedrich, bfriedri@lausd.net
APSCO Meeting at AALA Office	April 21, 2016 8:00 a.m. – 11:00 a.m.	Karen Fattal , 818.415.1300 or kfattal@lausd.net
OEECA Meeting at Central Shops, 1240 S. Naomi Ave., Los Angeles	April 21, 2016 9:00 a.m. – 11:30 a.m.	Obioma Uche , oiu9972@lausd.net
AALA Representative Assembly Meeting	April 21, 2016 4:30 p.m.	Gema Pivaral , 213.484.2226
CCAЕ Conference at San Francisco Marriott Waterfront Hotel	April 21 – 23, 2016	conference@ccaestate.org , 888.542.2231, or Registration
COBA 41st Annual Black Child Conference & Scholarship Luncheon at the Sheraton Gateway Hotel	April 23, 2016	Josephine Ruffin , josephineruffin@sbcglobal.net
LAUSD 5K Move It Challenge	April 23, 2016 8:00 a.m. – 12:00 p.m.	http://moveit.lausd.net
Public Lecture: <i>Rethinking the Value of Nature from Education to Health</i> at Pepperdine University	April 23, 2016 3:00 p.m. – 5:00 p.m.	http://www.environment.ucla.edu/lakretz/events/482
School Bus Driver Appreciation Day	April 26, 2016	
Administrative Professionals Day	April 27, 2016	
COBA Meeting at Crenshaw High School	April 27, 2016 5:30 p.m.	Josephine Ruffin , josephineruffin@sbcglobal.net
AAPA Scholarship Banquet at Golden Dragon Restaurant	April 27, 2016 5:00 p.m. – 8:00 p.m.	Dean Tagawa , dtagawa@lausd.net
Bring our Sons and Daughters to Work Day	April 28, 2016	
CalSTRS Pre-Retirement Workshop at Broad ES, Auditorium	April 28, 2016 4:00 p.m. – 5:30 p.m.	Preregister at: CALSTRS WORKSHOPS
Gifted Education Conference at the Skirball Cultural Center	April 30, 2016 8:00 a.m. – 12:30 p.m.	www.giftedchildrenla.org
MAY IS NATIONAL ASIAN PACIFIC AMERICAN HERITAGE, FOSTER CARE, AND PHYSICAL FITNESS AND SPORTS MONTH		
California School Principal's Day	May 1, 2016	
Teacher Appreciation Day	May 3, 2016	
ACSA Administrators of the Year Awards Banquet at Casa Italiana	May 3, 2016 5:00 p.m. – 8:00 p.m.	Dr. Jack Bagwell , 818.252.5400
SHSPO, MSPO, and SEPO Meeting at CSULA	May 4, 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
SEPO Meeting at Perez Career and Transition Center	May 4, 2016 1:30 p.m. – 4:30 p.m.	Christina Cisneros , 213.749.8310 or cmc0506@lausd.net

ADMINISTRATIVE CREDENTIAL & MA DEGREE AT CSUN

The CSUN program provided me with a strong foundation and the skills to work as a successful administrator. I was able to immediately use what I learned from the ELPS program as an assistant principal and especially now as a principal. The program was also an excellent launching point for the Doctoral program I completed. Overall the ELPS program was a great opportunity for my advancement in the field of education.

~ Dr. Steve Martinez, LAUSD Principal

Find someone with leadership potential to “tap on the shoulder!” Identify someone to join the next generation of leadership in our schools. New LAUSD cohorts will be starting in August 2016 in the California State University Northridge (CSUN) Tier I Preliminary Administrative Credential and Master’s Degree Program in Educational Administration. Information meeting dates, locations, as well as, whom to contact can be found by clicking here: [CSUN-flyer](#).



LOS ANGELES NEW ADMINISTRATORS LEADERSHIP PROGRAM

The Center for Collaborative Education (CCE) seeks candidates and coaches for its two-year leadership development program leading to a Clear Administrative Services Credential. This program targets administrators who have a Preliminary Administrative Services Credential (Tier I) in LAUSD's autonomous schools (Pilot, School-Based Management, Local Initiative) and other LAUSD schools. Along with support from the LANALP staff and an experienced coach, new administrators of elementary and secondary schools will be prepared to think systemically and act strategically so that they can empower a leadership team that will positively impact instructional quality and student achievement. Tuition for the first four cohorts is provided through a federal grant from the U.S. Department of Education. Coaches are offered a \$3,000 stipend per year.



For more information, click [HERE](#) or call 213.351.2000, ext. 101.

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.

CERTIFIED, SCHOOL-BASED

ASSISTANT PRINCIPAL, ELEMENTARY

MacArthur Park Visual & Performing Arts Elementary School, Local District Central, MST 37G, B Basis. For more information and application procedures, please click on [School-Based Vacancies](#) or contact **Julie Gonzalez**, Director, at 213.241.0126. Application deadline is 5:00 p.m., Wednesday, April 20, 2016.

CERTIFIED, NON-SCHOOL-BASED

LOCAL DISTRICT SUPERINTENDENT

Local District Northeast, \$181,720 - \$223,842, Executive Position, A Basis. For more information and application procedures, please click on [Non-School-Based Vacancies](#) or contact **Justo Avila**, Chief Human Resources Officer, at 213.241.6131. Application deadline is 5:00 p.m., Monday, May 2, 2016.

EXECUTIVE DIRECTOR

Division of Student Health and Human Services, \$155,500, Executive Position, A Basis. For more information and application procedures, please click on [Non-School-Based Vacancies](#) or contact **Justo Avila**, Chief Human Resources Officer, at 213.241.6131. Application deadline is 5:00 p.m., Monday, May 2, 2016.

CLASSIFIED

DEPUTY CHIEF PROCUREMENT OFFICE

Procurement Services Division, \$143,800 - \$178,300, 12-month position. For more information and application procedures, please click [HERE](#). Application deadline is Friday, April 22, 2016.

PROJECT MANAGEMENT ADMINISTRATOR

May report to an administrator in the Superintendent or Deputy Superintendent's Office, \$93,900 - \$116,400, 12-month position. For more information and application procedures, please click [HERE](#). Application period is open until position is filled.

CULINARY AND EVENTS MANAGER

Food Services Division, \$86,160 - \$107,000, 12-month position. For more information and application procedures, please click [HERE](#). Application deadline is Wednesday, April 20, 2016.

Associated Administrators of Los Angeles

PREVIOUSLY ANNOUNCED POSITIONS

CERTIFICATED POSITIONS	LOCATION	CONTACT	DEADLINE
<i>CHIEF SPECIAL EDUCATION OFFICER</i> \$165,659 - \$207,829, Executive Position, A Basis	Division of Special Education	Justo Avila , Chief Human Resources Officer, 213.241.6131	5:00 p.m. Monday April 11, 2016
<i>SPECIALIST, SPEECH AND LANGUAGE</i> 38G, E Basis	Related Services Department, Division of Special Education	Susan Simon , Coordinator, 213.241.6200	12:00 p.m. Tuesday April 12, 2016
<i>COORDINATOR, SPEECH AND LANGUAGE</i> 42G, A Basis	Related Services Department, Division of Special Education	Deborah Rubenacker , Director, at 213.241.6200	12:00 p.m. Friday April 29, 2016
CLASSIFIED POSITIONS	LOCATION	CONTACT	DEADLINE
<i>DIRECTOR OF FOOD SERVICES</i> \$133,400 - \$166,200, 12-month position	Food Services Division	Click HERE	Friday April 8, 2016
<i>ENERGY PROGRAM MANAGER</i> \$7,829 - \$9,701/PP, 12-month position	Facilities Services Division	Click HERE	Friday April 29, 2016
<i>DIRECTOR OF LABOR RELATIONS</i> \$192,492 - \$204,948, 12-month position	Office of the General Counsel	Click HERE	When Filled
<i>DIRECTOR OF STUDENT RECORDS AND DATA MANAGEMENT</i> \$114,900 - \$142,300, 12-month position	Office of Data and Accountability	Click HERE	When Filled