

# UPDATE

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

Week of December 5, 2016

## A MODEL COLLABORATION

*This article is cowritten by **Dr. Marco Nava**, PLLD Branch Administrative Coordinator, and **Delia Estrada**, AALA Representative on LOOC. A portion of it was featured in EdCal, the weekly publication of ACSA.*

Today we are taking the time to celebrate the journey of the emerging Cultural Proficiency Network of the Los Angeles Unified School District (LAUSD). The Associated Administrators of Los Angeles (AALA), the Association of California School Administrators (ACSA) Equity Committee, and the LAUSD Professional Learning and Leadership Development Branch (PLLD) collaborated to address one of the most persistent and important challenges in American urban education: true access and equity for historically underserved populations. The collaborative began with some essential assumptions.

First, LAUSD is not a failing institution, as it is commonly depicted. Rather, it is an institution undergoing deep transformational change. Second, the dynamics of this transformation are heavily rooted in issues of access, equity, and the ability of the workforce to adapt to the needs of the diverse populations they serve. Third, school administrators need, want, and are actively seeking proper tools, resources, and professional learning to meet this challenge. Lastly, and most importantly, cultural proficiency is the pivotal fulcrum of this work. Cultural proficiency is the policies and practices of an organization or the values and behaviors of an individual that enable that agency or person to interact effectively in a culturally diverse environment. Cultural proficiency is reflected in the way an organization treats its employees, its clients (in this case students), and the inherent community.

**Lindsey and Terrell** (*Culturally Proficient Leadership: The Personal Journey Begins Within*, 2009) define the culturally competent person as one who values diversity, assesses one's cultural orientations, manages the dynamics of differences, institutionalizes cultural knowledge, and adapts to diversity. For this reason, cultural proficiency has become the basis for the inquiry work of the Network. The aim is to understand the underlying belief systems that can influence teacher practice, school environments, and what students experience in educational settings.

In conjunction with the LAUSD School Leadership Framework, the Network focused on personal learning and how that influences professional practice. Its main function was to provide support and illustrate the impact of actions and beliefs in developing effective organizations for the populations the members serve. Preliminary data indicates an overwhelmingly positive response. For example, participants were surveyed following the workshops. One hundred percent of respondents indicated that the training provided the tools and resources they needed to put their learning into actions. From

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## COLLABORATION (Cont.)

this initial positive response, the collaborative decided to use improvement science to create a network to support school leaders in addressing the challenge of access and equity.

*Learning to Improve: How America's Schools Can Get Better at Getting Better* by **Anthony S. Bryk, Louis M. Gomez, Alicia Grunow, and Paul G. LeMahieu** updates the discussion of institutional transformation to a pragmatic process. The authors argue educational reform exists in a political environment that seeks quick fixes, without investing in the long term, focused work required to create true transformation. Reforms, such as small learning communities or instructional coaches, are attempted and then fail because people are “going fast but learning slow.” Largely ignored in these roll outs is the actual work people would need to do to make an idea work reliably in the field. As the authors’ note, “Each reform case...sought to implement fast and wide and then fix problems later. This strategy has failed again and again...This occurs because people were not supported to learn fast and implement well.” For reforms to work, school systems must engage in improvement science. The six core principals of improvement science are:

1. Make the work-problem specific and user centered.
2. Variation in performance is the core problem to address.
3. See the system that produces the current outcomes.
4. We cannot improve at scale what we cannot measure.
5. Anchor practice improvement in disciplined inquiry.
6. Accelerate improvement through networked communities.

Improvement science extends, and presents practical tools to support the transformational work required of school leaders and institutions. Much like **Fullan's** coherence, it argues we must “flip” organizational priorities from compliance to support. Improvement science is a pragmatic approach to work, shifting beyond theory to action. We hope this Network can become a model of how this work can be supportive and transformative for all within it.

Participants in the Cultural Proficient Network were introduced to and asked to create possible plans based on this approach. Their collaboration enabled them to acquire the ability to enact transformational work in any capacity in which they served, including the classroom, the school site, district offices, and state and federal agencies. For example, **Juan Torres**, Nava College Preparatory Academy Assistant Principal, is using the knowledge and tools acquired through this collaborative to strengthen instructional practices at his school site. “I will be using improvement science tools to strengthen our instructional rounds that will lead to better reading and literacy achievement among our students,” he said.

**Dr. Felissa Luque** and **Dr. Tracy Eagle**, District Intern Program Specialists, seek to improve the way they support new teachers, and say, “Our plan is to weave the concepts of cultural proficiency throughout the facets of the District Intern Program. We will begin with creating a common mission statement... [and] develop PD for instructional faculty and mentors who work with our interns and induction participating teachers.”

**HEALTH BENEFITS FAQ—  
DOES DRINKING TEA REALLY PREVENT DISEASE?**

Legend holds that **Shennong**, the second emperor of China, accidentally discovered tea while sitting under a camellia tree. Twigs from the tree were set on fire to heat the pot, and while heating, dried camellia leaves fell into the boiling water, infusing it with an aromatic fragrance. Intrigued, Shennong tasted the brew, and chá, or tea, came into being around 2737 B.C. Tea has been touted as having medicinal qualities since the third century A.D.

Tea was introduced in Portugal by Jesuit missionaries in the mid-16th century and spread rapidly to Holland, France, and the Baltic states. Tea arrived in America around 1650 to the Dutch settlement of New Amsterdam (later renamed New York). Because tea was so widely consumed by the settlers, in 1773, the English levied high taxes on it, giving rise to the Boston Tea Party revolt, signaling the beginning of the fight for independence.

**What has science learned about the medicinal effects of consuming tea?**

Here are some sample findings from research conducted over the last 30 years:

- There is growing evidence that drinking tea correlates with reduced risks of stroke, coronary heart disease, and Type 2 diabetes, among other diseases. However, as yet, the evidence is not clear-cut.
- Green tea, not black tea, has been shown to lower the rate of prostate cancer.
- Tea has been associated with lowering the risk of depression. A study with a sample of 23,000 participants showed that drinking three cups of tea a day reduced the risk of depression by 37%.

**There are so many teas on the market today. Do all teas produce healthful effects?**

Most tea research focuses on green and black teas made from the processed leaf of *Camellia sinensis*. Tea types differ in how they are produced and processed—black tea is fermented, green tea is not, and oolong tea is semifermented. These processes of drying and fermentation determine the chemical composition of tea. Green tea is studied for its health benefits, including cancer prevention and other therapeutic effects. Emerging data is showing that black tea may possess similar health-promoting attributes.

There is limited research on the health benefits of herbal teas and teas from fruits, seeds, or roots. Herbal teas do have lower concentrations of antioxidants than teas from *Camellia sinensis*. Most claims that herbal teas help shed pounds, stave off colds, and produce restful sleep are largely unsupported. According to WebMD.com, limited research findings include:

- Chamomile tea—Its antioxidants may help prevent complications from diabetes, like loss of vision and nerve and kidney damage, and stunt the growth of cancer cells.
- Echinacea—Often touted as a way to fight the common cold, the research on Echinacea has been inconclusive.
- Hibiscus—A small study found that drinking three cups of hibiscus tea daily lowered blood pressure in people with modestly elevated levels.

## FAQ (Cont.)

- Rooibos (red tea)—Made from a South African herb that is fermented, it has flavonoids with cancer-fighting properties, but medical studies have been limited.

### **Where can I find additional information about teas?**

- For a NIH (National Institutes of Health) summary of the benefits of green tea, click [here](#).
- Click [here](#) for a fact sheet on tea and cancer prevention from the NIH National Cancer Institute.

## **WHAT DOES \$9 MILLION PURCHASE? A CABINET POSITION**

President-elect **Donald Trump** nominated **Betsy DeVos** for the position of Secretary of Education last week. Ms. DeVos, who, in unconfirmed reports, donated \$9 million to the Trump campaign, is a school choice advocate, supporter of school vouchers, former charter school founder, denouncer of the Common Core, and staunch public school critic. She is seen as a relatively safe pick for those who favor school choice programs such as vouchers that would pay for children to attend private schools. However, she is a polarizing figure for those who support the traditional public school system. She is a billionaire philanthropist who heads the American Federation for Children, an organization that promotes charter schools, and has been very active in Republican politics, but brings no educational experience to her position. She has never taught, has not studied education, has no credentials, never attended a public school, sent her own children to parochial schools, and quite possibly has never even set foot on a public school campus. Yet, she has adamantly stated “...traditional public schools are not succeeding. In fact, let’s be clear, in many cases they are failing.” In her home state of Michigan, she and her husband donated millions to fund a ballot initiative to amend the state constitution to allow students to use taxpayer dollars to attend nonpublic schools. The initiative failed, but **Ms. DeVos’** efforts to privatize public education continued. **Dr. Diane Ravitch**, noted education researcher and professor, calls her nomination for Secretary of Education “a disastrous choice.”

Ms. DeVos has received support from **Senator Lamar Alexander** (R-Tenn.), Senate Education Committee Chairman, and from **Robert Enlow**, President and CEO of EdChoice. She and her husband founded the All Children Matter PAC, which promotes school vouchers, tax credits to businesses that give private school scholarships, and candidates who support these causes. **Donald Trump** said about his nominee, “Betsy DeVos is a brilliant and passionate education advocate. Under her leadership we will reform the U.S. education system and break the bureaucracy that is holding our children back so that we can deliver world-class education and school choice to all families.” However, **Lily Eskelsen Garcia**, NEA President, released a statement saying that DeVos’ efforts “...have done more to undermine public education than support students... [and she] has consistently pushed a corporate agenda to privatize, de-professionalize, and impose cookie-cutter solutions to public education.”

So, what will we get for her \$9 million? That remains to be seen, as **Dr. Michael J. Petrilli**, a research fellow at Stanford's Hoover Institution and the president of the Thomas B. Fordham Institute in Washington, indicates, “She's smart, committed to kids and a mainstream conservative Republican.

## \$9 MILLION (Cont.)

Still, there's a lot that's not clear, so it's going to be important for the press, and for the Senate [education] committee, to ask a lot of questions to understand where she and the president who chose her plan to take federal education policy.”

### **DISTRICT COMMITS TO PROTECTING STUDENTS**

Perhaps in response to the campaign rhetoric and the subsequent nomination of **Senator Jeff Sessions** (R-Alabama) for Attorney General, the Board of Education unanimously approved a resolution sponsored by **Mónica García** and **Steve Zimmer** titled *In the Pursuit of Life, Liberty, and Happiness: Embracing Education as a Pillar to Democratic Progress* on November 15, 2016. Senator Sessions has repeatedly criticized the Deferred Action for Childhood Arrivals (DACA) program and resisted other efforts to reform the immigration system. The Board resolution affirms the District’s commitment to protect its students, their family members, and employees who may be “*adversely affected by any future policies or executive action...*” of the incoming **Trump** administration. With a district that is ethnically diverse and which boasts of having students who speak 49 different languages and is also 74% Latino, the LAUSD governing board is saying that it will not cooperate with any attempt to identify undocumented students or families. The District already has a policy against asking a student’s immigration status as part of the enrollment process and no records are kept of such information. Key provisions of the resolution are below.

The LAUSD Board of Education:

- Directs the Superintendent to provide the necessary outlets for expression, learning, communication, and information by the LAUSD family, which may include:
  - A day of understanding across LAUSD which will encourage students, families, staff, and community partners to explore student and individual rights, the history of civics and coalition building, as well as the struggle to make progress in light of adversity, empowering and recognizing the importance of student leadership and activism;
  - A dedicated web page or hotline so that any member can reach out for assistance, clarification, or understanding;
- Will submit a joint letter, along with the Superintendent as well as any LAUSD students, families, staff, and community partners who would like to be added as signatories, affirming the American ideals that are celebrated in Los Angeles addressed to the president-elect;
- Reaffirms [its] authority to continue to protect the data and identities of any student, family member, or school employee who may be adversely affected by any future policies or executive action that results in the collection of any personally identifiable information to the fullest extent provided by the law;
- Reaffirms its support for every individual embracing education and that L.A. Unified campuses will continue to serve as safe zones and resource centers for students and families threatened by immigration enforcement or discrimination; and
- Remains focused on our goal of 100% graduation so that every child has the opportunity to thrive.

# Associated Administrators of Los Angeles

## RESOLUTION (Cont.)

In a similar move, University of California **President Janet Napolitano**, California State University **Chancellor Timothy White**, and California Community Colleges **Chancellor-designate Eloy Ortiz Oakley** sent a joint letter to the president-elect asking that he retain the temporary protection from deportation (DACA) that the **Obama** administration has given to about 750,000 young, undocumented immigrants nationwide, 74,000 of whom are enrolled in their systems. The letter said that these students "...should be able to pursue their dream of higher education without fear of being arrested, deported, or rounded up for just trying to learn." The University of California went a step further, announcing in a statement cited in the *Los Angeles Times*, that it would refuse to assist federal immigration agents, turn over confidential records without court orders, or supply information for any national registry based on race, national origin, or religion.

## 2016-2017 EDST OBSERVATIONS

With only three weeks remaining in the semester, administrators are asked to please prioritize conducting and completing the required EDST observations in order to provide teachers with timely feedback on their instructional practices. Following the winter recess, consider conducting additional voluntary observations for certain employees (i.e., probationary teachers and BSEs) who may benefit from receiving more opportunities for professional development.

The deadline to complete the formal observation is **February 17, 2017**, and the deadline to complete the growth plan visit is **March 17, 2017**. Please review Staff Relations' [Academic Year Checklist](#) for additional deadlines, such as the affirmative decision for probationary teachers and the midyear warning for a possible below standard rating.

In preparation for completing the EDST observations, click [here](#) to view a handbook that includes key information and guidance. For additional support, please contact your [Teaching and Learning Coordinator](#) or **Jolene Chavira**, Professional Learning and Leadership Development Branch, at 213.241.3444.

## REMEMBER YOUR YEAR-END TAX DEDUCTIBLE DONATION

Help AALA reach its goal of 35 scholarship awards for 2016-2017! Donate to *Friends of AALA* for your tax deductible, end-of-year charitable contribution. To donate by credit card, call **Gloria** at 213.484.2226; to donate online, go to [www.aala.us](http://www.aala.us) and click the *Donate* button on the right side of the homepage; or by mail, send a check payable to Friends of AALA to AALA, 1910 W. Sunset Blvd., Suite 850, Los Angeles, CA 90026.

**NOTE:** The event for ECE and elementary administrators at the California Science Center on December 7, 2016, has been postponed until February 2017.

# Associated Administrators of Los Angeles

## OUTSTANDING SCHOOL PSYCHOLOGIST

The Los Angeles Association of School Psychologists (LAASP) is seeking nominations for the annual Outstanding School Psychologist award, which will be presented in the spring. The award recognizes a psychologist who has provided outstanding service and/or contributions to students, parents, and school staff members. Nominees must have served a minimum of five years as a school psychologist and be a member of LAASP at least since 2015-2016. Two letters of recommendation are required: one from a school psychologist or psych services coordinator/specialist and one from a person on-site who has worked with the nominee in an administrative capacity. Nominations are due Monday, March 6, 2017. For more information, please contact **Dr. Mary Barry**, Chair, at 323.541.1900 or [mary.barry@lausd.net](mailto:mary.barry@lausd.net). Please click [HERE](#) for the nomination form.

## IN MEMORIAM

**MARILYN “JOYCE” WROTEN**—Former instructional adviser in Region C, principal of Kenter Canyon and Palms elementary schools, and assistant principal of 93<sup>rd</sup> Street Elementary School. Joyce retired from the District on May 22, 2000, and passed away on November 10, 2016. No information regarding services is available at this time.

## SAVE THE DATES

On Tuesday, December 6, 2016, the Multicultural Coalition (AAPA, AJE, CMAA, and COBA) is hosting its 2016 Multicultural Coalition Networking Event at 5:00 p.m. at Webster Middle School, 11330 W. Graham Place, Los Angeles. The featured keynote speaker is Superintendent **Michelle King**. Please RSVP to **Brian Sida** at [bsida@lausd.net](mailto:bsida@lausd.net) by December 5, 2016.

**Christine Rescigno**, APSCS at Madison Middle School, is retiring at the end of the semester. Her retirement party will be held on Sunday, January 22, 2017, from 11:00 a.m. – 3:00 p.m., at Orange Grove Bistro on the CSUN campus. The price for the champagne brunch is \$40 per person. Checks payable to **Danielle Gill** should be mailed to 27253 Valderrama Drive, Valencia, CA 91381. For more information, please call 661.313.3613.

## CALENDAR

EVENT	DATE	CONTACT
<b>DECEMBER IS UNIVERSAL HUMAN RIGHTS MONTH AS DESIGNATED BY THE UNITED NATIONS GENERAL ASSEMBLY</b>		
<b>National Special Education Day</b>	December 2, 2016	
<b>AAPA Educational Conference</b>	December 2 – 4, 2016	<b>May Arakaki</b> , <a href="mailto:may_arakaki@yahoo.com">may_arakaki@yahoo.com</a>

# Associated Administrators of Los Angeles

EVENT	DATE	CONTACT
<b>DACE Administrators' Meeting</b> at East L.A. Skills Center	December 2, 2016 8:00 a.m. – 12:00 p.m.	<b>Dr. Clif DeCórdoba,</b> <a href="mailto:cdecordo@lausd.net">cdecordo@lausd.net</a>
<b>CMAA Winter Social</b> at Monterey Hill Restaurant	December 2, 2016 5:00 p.m.	<b>Yumi Kawasaki,</b> 323.568.5528 or <a href="mailto:jyk2204@lausd.net">jyk2204@lausd.net</a>
<b>Multicultural Coalition Networking Event</b> at Webster MS	December 6, 2016 5:00 p.m.	<b>Brian Sida,</b> <a href="mailto:bsida@lausd.net">bsida@lausd.net</a>
<b>MSPO Meeting</b> at UCLA	December 7, 2016 7:30 a.m. – 12:00 p.m.	<b>Dr. Sandra Cruz,</b> 818.832.3870
<b>CalSTRS Pre-Retirement Workshop</b> at Ramona ES Auditorium	December 8, 2016 4:00 p.m. – 5:30 p.m.	<b>Maria Voigt,</b> 213.241.6365
<b>Winter Recess</b>	December 19, 2016 – January 6, 2017	
<b>Winter Solstice</b> – Shortest day of the year in the northern hemisphere	December 21, 2016	
<b>AAALA Office Closed</b>	December 19, 2016 – January 2, 2017	
<b>JANUARY IS NATIONAL BLOOD DONOR AND SLAVERY AND HUMAN TRAFFICKING PREVENTION MONTH</b>		
<b>New Year's Day</b>	January 1, 2017	
<b>New Year's Day Observed (Rose Parade and Game)</b>	January 2, 2017	
<b>Second Semester Begins</b>	January 9, 2017	
<b>AAALA Executive Board Meeting</b>	January 9, 2017 4:30 p.m.	213.484.2226
<b>CalSTRS Pre-Retirement Workshop</b> at Hazeltine ES Auditorium	January 12, 2017 4:00 p.m. – 5:30 p.m.	<b>Maria Voigt,</b> 213.241.6365
<b>Dr. Martin Luther King, Jr. Birthday Observed</b>	January 16, 2017	
<b>OEECA Meeting</b> at Beethoven EEC	January 19, 2017 9:00 a.m. – 12:30 p.m.	<b>Obioma Uche,</b> 323.234.1428
<b>ACSA Region 16 Representative Council Meeting</b> at TBD	January 19, 2017 5:30 p.m. – 7:30 p.m.	<b>Dr. Jack Bagwell,</b> 818.252.5432
<b>DACE Administrators' Meeting</b> at East L.A. Skills Center	January 20, 2017 8:00 a.m. 12:00 p.m.	<b>Dr. Clif DeCórdoba,</b> <a href="mailto:cdecordo@lausd.net">cdecordo@lausd.net</a>
<b>AAPA Professional Development, Preparing for your Best Interview,</b> at Los Angeles ES	January 21, 2017 7:30 a.m. – 12:00 p.m.	<b>Elaine Kinoshita,</b> <a href="mailto:elaine.kinoshita@lausd.net">elaine.kinoshita@lausd.net</a>

## 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***

**Los Angeles Center for Enriched Studies, Local District West, MST 46G, E Basis.** For more information and application procedures, please click on [School-Based Vacancies](#) or contact **Carmina Nacorda**, Instructional Director, at 310.914.2105 or [cnn1617@lausd.net](mailto:cnn1617@lausd.net). Application deadline is 5:00 p.m., Monday, December 5, 2016.

#### ***PRINCIPAL, SPECIAL EDUCATION***

**Salvin Special Education Center, Local District Central, MST 42G, E Basis.** For more information and application procedures, please click on [School-Based Vacancies](#) or contact **Dr. Chiae Byun-Kitayama**, Director, at 213.241.0126 or [cbyun1@lausd.net](mailto:cbyun1@lausd.net). Application deadline is 5:00 p.m., Wednesday, December 14, 2016.

#### ***PRINCIPAL, ELEMENTARY***

**Second Street Elementary School, Local District East, MST 41G, E Basis.** For more information and application procedures, please click on [School-Based Vacancies](#) or contact **Dalys Stewart**, Director, at 323.224.3100. Application deadline is 5:00 p.m., Monday, December 5, 2016.

#### ***ASSISTANT PRINCIPAL, SECONDARY***

**West Adams Preparatory High School, LA's Promise Fund, MST 41G, B Basis.** For more information and application procedures, please click on [School-Based Vacancies](#) or contact **Liliana Vasquez**, Director of Operations, at 213.745.4928, ext. 5123, or [lilianav@lapromisefund.org](mailto:lilianav@lapromisefund.org). Application deadline is 5:00 p.m., Monday, December 5, 2016.

#### ***ASSISTANT PRINCIPAL, SECONDARY COUNSELING SERVICES***

**Maywood Academy High School, Local District East, MST 40G, B Basis.** For more information and application procedures, please click on [School-Based Vacancies](#) or contact **Arturo Valdez**, Director, at 323.224.3100. Application deadline is 5:00 p.m., Wednesday, December 7, 2016.

#### ***ASSISTANT PRINCIPAL, SECONDARY***

**East Los Angeles Renaissance Academy at Torres High School, Local District East, MST 40G, B Basis.** For more information and application procedures, please click on [School-Based Vacancies](#) or contact **Arturo Valdez**, Director, at 323.224.3100. Application deadline is 5:00 p.m., Monday, December 12, 2016.

**CERTIFICATED, NON-SCHOOL-BASED**

***SPECIALIST, K-12 ARTS***

**Arts Education Branch, Division of Instruction, MST 38G, Temporary Adviser, E Basis.** For more information and application procedures, please click on [Non-School-Based Vacancies](#) or contact **Dr. Steven J. McCarthy**, Coordinator, at 213.241.5226. Application deadline is 4:00 p.m., Friday, December 9, 2016.

***SPECIALIST, PARENT AND COMMUNITY LIAISON***

**Division of Special Education, MST 38G, Temporary Adviser, E Basis.** For more information and application procedures, please click on [Non-School-Based Vacancies](#) or contact **Dr. Aaron Jeffery**, Director, at 213.241.6701 or [aaron.jeffery@lausd.net](mailto:aaron.jeffery@lausd.net). Application deadline is 5:00 p.m., Friday, December 9, 2016.

***SPECIALIST, RESEARCH AND RESOLUTION***

**Due Process Department, Division of Special Education, MST 38G, Temporary Adviser, A Basis.** For more information and application procedures, please click on [Non-School-Based Vacancies](#) or contact **Diana Massaria**, Administrative Coordinator, at 213.241.6701 or [diana.massaria@lausd.net](mailto:diana.massaria@lausd.net). Application deadline is 5:00 p.m., Friday, December 9, 2016.

**CLASSIFIED**

***SUPERVISING INVESTIGATOR***

**Office of the Inspector General, \$93,700 - \$116,300, 12-month position.** For more information and application procedures, please click [HERE](#). Application period is open until the position is filled.

***CLASSIFIED ASSIGNMENTS COORDINATOR***

**Classified Employment Services Branch, Human Resources Division, \$93,400 - \$116,100, 12-month position.** For more information and application procedures, please click [HERE](#). Application deadline is Tuesday, December 13, 2016.

***METAL TECHNICAL SUPERVISOR***

**Facilities Services Division, \$87,100 - \$108,100, 10-, 11-, or 12-month position.** For more information and application procedures, please click [HERE](#). Application deadline is Friday, December 2, 2016.

**SEE NEXT PAGE FOR PREVIOUSLY ANNOUNCED POSITIONS**

## Associated Administrators of Los Angeles

CERTIFICATED POSITIONS	LOCATION	CONTACT	DEADLINE
<i>COORDINATOR, MY STUDENT INFORMATION SYSTEM (MiSiS)</i> MST 40G, A Basis	Information Technology Division	<b>Youssef Elias</b> , Coordinator, 213.241.1635	5:00 p.m. Monday December 5, 2016
<i>SPECIALIST, DUAL LANGUAGE PROGRAMS</i> MST 38G, E Basis	Division of Instruction	<b>Anne Kim</b> , Coordinator, 213.241.5882	<u>EXTENDED</u> 5:00 p.m. Friday December 9, 2016
CLASSIFIED POSITIONS	LOCATION	CONTACT	DEADLINE
<i>NETWORK CONFIGURATION ADMINISTRATOR</i> \$84,000 - \$105,600, 12-month position	Information Technology Division	Click <a href="#">HERE</a>	<u>EXTENDED</u> Thursday December 29, 2016
<i>DATABASE ADMINISTRATOR</i> \$101,100 - \$125,200, 12-month position	Information Technology Division	Click <a href="#">HERE</a>	When Filled
<i>CENTRAL BUSINESS ADVISOR</i> \$114,919 - \$142,350, 12-month position	Charter Schools Division	Click <a href="#">HERE</a>	When Filled
<i>CHIEF HUMAN RESOURCES OFFICER</i> \$172,884 - \$215,388, 12-month position	Human Resources Division	<b>Deborah Jansen</b> , 213.241.5449, <a href="mailto:deborah.jansen@lausd.net">deborah.jansen@lausd.net</a> , or click <a href="#">HERE</a>	When Filled