

UPDATE

www.aala.us

Week of August 3, 2020

WHAT HAPPENED?

March 13 and all that happened starting the following Monday seems like a life time away. And despite the breakneck speed of going from brick-and-mortar to virtual, in retrospect, the District showed some heart and sensitivity, even though it did not feel that way at the time.

The accommodations the District made to address underlying health conditions, issues of childcare, individuals 60 and over, and members caring for loved ones over 60 and/or with underlying conditions were appropriate and humane. In fact, employees who were absolutely unable to do their duties virtually were allowed to tend to their families without having to use their benefitted time.

Then, July 2020 rolled around, the email moratorium was completely disrespected, and a few day before E Basis was to start, both A and E Basis employees received a last minute edict that they would be required to report to their brick-and-mortar locations. Here are only a few of the ironies:

- Why weren't A, B, and E Basis administrators informed of the District's expectations for the 2020-2021 school year before ending their 2019-2020 assignments?
- Why did District leadership wait until the 11th hour to completely ruin the few days E Basis administrators had left to recharge their batteries?
- Why didn't the District direct supervisors to welcome E Basis administrators remotely on their first day and have the difficult conversations around expectations and the imposed requirements to successfully open a virtual school year?
- Why were A Basis Early Education Division principals *forced* to report to their offices just because the communication said as much? It is beyond ironic that they had already been handling their business using a hybrid model and without skipping a beat. Why didn't the District consult with them for promising practices around their hybrid model? The District would have learned from them that it wasn't exactly necessary to physically be at school sites 100% of the time to take care of business.
- Why did the District rush to have administrators return to their sites when many were still filthy, dirty, unsafe, and generally unhealthy?
- Why did the District lead administrators to believe personal protective equipment (PPE) was at every site when it was not? Why was the PPE that eventually arrived so paltry and used as a sales pitch for administrators (order forms and prices were interestingly placed in the PPE box) to buy more using school funds?

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- Why were administrators directed to return to their school sites with the promise that plexiglass would be installed in school offices within two weeks after their return? Why wasn't it in place prior to their arrival as a minimal safeguard to protect their health and safety?
- Why is the District forcing members to use their benefitted time when they are able, willing, and ready to work in a hybrid model as they have since March of 2020?
- *And the grandfather of them all, why were accommodations not even considered by supervisors despite the District's guidance to do so? The overall response when seeking an accommodation was almost a universal NO and "You better physically report to work or else!"*

As this is being written, B Basis administrators are anxiously awaiting and wondering what their professional fate is to be when Monday, August 3 arrives. In the meantime, it appears that UTLA is cinching a deal with the District whereby, "LAUSD drops the proposal requiring members to teach virtually from the classroom as the District has yet to provide clear safety protocols or evidence that it has secured testing and PPE necessary for staff to work from school sites, among other issues."

It is sad and shameful that unions have to negotiate with the District for the well-being of their members. Moreover, any member of AALA can tell you he/she successfully closed the school year and did everything that was asked using a hybrid model of being at schools and offices only when absolutely necessary and working virtually the rest of the time. What happened? Why has the District done such an about face by showing total disregard for the health and safety of the Associated Administrators of Los Angeles? What super power and immunity do our administrators have to protect them against COVID-19? Does the District care about the health and safety of one unit more than another?

Rest assured the moment the teachers conclude bargaining with the District AALA is ready to demand to negotiate for parity around the paramount issues of health and safety, for no evaluation of permanent administrators in 2020-21, and for hazard pay similar to what other units are already receiving. These constitute the biggest dragon for the association to slay immediately. However, lest you think everything else is forgotten, it is not, there are more issues atop the to do list:

- Rollback the edict to "sweep" carry-over funds from 2019-20.
- Issues of child-care and the ability to bring your children to work.
- Unrealistic and untenable deadlines squeezed in between all day virtual meetings.

VOTE BY MAIL!

As our medical and science professionals continue to advise us that, absent a vaccine, the only way to control the COVID-19 pandemic is to continue social distancing and wearing masks, it is prudent that we adhere to their guidance to remain safe. However, a critical election is rapidly approaching when voters will be choosing, not only the next president, but national, state, and local representatives, including members of the LAUSD Board of Education, as well as voting on key propositions that affect property taxes, affirmative action, rent control, and consumer privacy. Therefore, it is imperative that we exercise our right to vote in November. AALA recommends that all of our members sign up to be

VOTE BY MAIL (Cont.)



permanent absentee voters and receive their ballots via mail. We encourage both active members and retirees to consider this option and urge their friends and family members to do so as well. Click the following link to register: <https://www.lavote.net/home/voting-elections/voter-registration/register-to-vote/register>. Feel free to share it with others or post on your social media sites.

HEALTHCARE FAQs— WHAT IS KNOWN ABOUT COVID-19 TRANSMISSION IN SCHOOLS THAT HAVE ALREADY REOPENED?

As administrators in charge when schools eventually reopen, we need to keep abreast of the strategies being used in other countries where most school reopening has occurred. Here is the most recent information from the Centers for Disease Control (CDC).

What are the major reopening strategies used by schools abroad?

Internationally, schools have responded to COVID-19 in a variety of ways:

- China, Denmark, Norway, Singapore, and Taiwan all required temperature checks at school entrances daily.
- Most countries have changed the way they operate to reduce class sizes, increase physical distance between students, and keep students in defined groups (cohorts) to reduce contacts.
- Many countries have staggered attendance, start and stop times, and created alternating shifts to enable social distancing.
 - For example, Denmark was the first European country to reopen schools. Denmark staggered students' reentry in waves (e.g., one group started school first, followed by another group at a later date), with limited class sizes and using other social distancing measures. Younger students (under age 12) returned first based on their lower health risk and need for more supervision than older students. Class sizes were reduced to allow physical distancing.
 - In Taiwan, students returned to school with mandatory temperature checks and use of face masks. Rather than national school closures, Taiwan relied on local decision-making to determine if classroom or school closures were needed, based on infection rates.

FAQs (Cont.)

What was the impact of COVID-19 transmission in reopened schools?

There is mixed evidence about whether returning to school results in increased transmission or outbreaks.

- Denmark initially reported a slight increase in cases in the community after reopening schools and childcare centers for students aged 2-12 years, followed by steady declines in cases among children between ages 1 and 19 years.
- Israel experienced a surge of new cases and outbreaks in schools after reopening and relaxing social distancing measures; it is unclear what caused the increase in cases and what other mitigation measures the schools had implemented.
- In summer 2020, Texas reported more than 1,300 COVID-19 cases in childcare centers; however, twice as many staff members had been diagnosed than children, suggesting that children may be at lower risk of getting COVID-19 than adults.

What does the CDC say about how community transmission rates impact school reopening?

The CDC guidelines say that a key consideration to school reopening is *COVID-19 transmission rates in the immediate community and in the communities in which students, teachers, and staff live.*

- Evidence from schools internationally suggests that school reopening is safe in communities with low COVID-19 transmission rates.
- Computer simulations from Europe suggest that school reopening may increase transmission risk where community transmission is already high.
- There is agreement that more research is needed on the implementation of mitigation strategies (e.g., social distancing, cloth face coverings, hand hygiene, and use of cohorts) to determine which strategies are the most effective.

What does research say about children and Covid-19 infection/transmission?

- Analysis of 550 cases in China, Italy, and Spain showed that younger children do not get as sick as adults and rarely die from Covid-19.
- A recent large study from South Korea shows that children under 10 transmitted less often to adults, while children between the ages of 10 – 19 spread Covid-19 like adults.

For additional information:

- [Preparing K-12 School Administrators for a Safe Return to School in Fall 2020](#), Centers for Disease Control, Updated, July 23, 2020.
- [What Scientists Know About How Children Spread Covid-19](#), Smithsonian Magazine, July 2020.

UNDERFUNDING OF PUBLIC EDUCATION – A NATIONAL CRIME

“America is in the midst of a profound political reckoning. Against the backdrop of an unprecedented public health crisis and steadily rising death toll, a historically deep economic recession, and widespread protests against police brutality and racial injustice, people across the country are awakening and grappling anew with longstanding issues of inequality, opportunity, and justice—and confronting the

UNDERFUNDING (Cont.)

hard truths of the American experience for people of color.” So begins a report released by the Century Foundation on July 22, 2020, titled *Closing America’s Education Funding Gaps*. One of the country’s most glaring inequities is in public K-12 school funding, which the report calls *highly unequal and highly segregated* and presents not only a clear delineation of how the country is denying primarily black, brown, and low-income children an unequal opportunity to succeed, but indicates that public schools are underfunded by nearly \$150 billion annually. This funding gap is the difference between what is needed to bring students to national averages in reading and math and what the districts are receiving.

Research has shown that the greater the investment in schools, the more students achieve, particularly low-income and minority students. Across the country, there are wide variances in per pupil spending and teachers’ salaries and according to the report, “...variation in education spending largely overlaps with variation in student outcomes. In general, where states invest more in public schools, students tend to achieve higher scores and perform better.”

Some key findings noted in the report are:

- Low-income school districts are more than twice as likely to have a funding gap as higher income districts.
- Districts that have more than 50 percent black or Latinx enrollment are nearly twice (1.95 times) as likely to have a funding gap as districts with minority enrollment less than 50 percent.
- Black students are disproportionately concentrated in poorly funded, low-performing districts.
- Districts with the largest funding gaps have a high concentration of Latinx students. Majority Latinx districts are nearly 2.3 times as likely as minority Latinx districts to have funding gaps. Their average gap is more than \$8,000 per pupil.
- States with the largest funding gaps per pupil are concentrated in the southwest and southeast United States (Arizona, Nevada, California are the three highest). California, Texas, and Florida have the three highest aggregate funding gaps.

To read the entire report, click [HERE](#).

HUMAN RESOURCES – EDUCATOR DEVELOPMENT AND SUPPORT

Identification of Staff to be Evaluated in 2020-21

Principal supervisors and principals must indicate in the My Professional Growth System platform ([MyPGS](#)) which staff members will be evaluated this school year using Educator Development and Support: Teachers (EDST), Educator Development and Support: Non-Classroom Teachers (EDSNCT), Educator Development and Support: School Leaders (EDSSL), and Educator Development and Support: Counselors (EDSC) processes. Refer to the [frequency of evaluation policy](#) and [MyTeam reports](#) to ensure all staff are evaluated within District guidelines.

Staff members who are scheduled for evaluation must be notified by their administrator; MyPGS does not generate a notification email. Teachers and counselors may be notified now or in the fall semester (before September 18, 2020, the contractual deadline for notification). Principals’ and assistant

GROWTH AND DEVELOPMENT (Cont.)

principals' initial growth plan conferences shall be held by the end of the 8th week of the evaluatee's regular assignment. Templates with language to notify staff, as well as other EDST, EDSNCT, and EDSC resources, are available in the [EDS Planning and Preparation Administrator Handbook](#). Additional support for administrator evaluation is available in the [EDSSL Evaluator Handbook](#), [EDSSL Protocols](#), or the [EDSPS Protocols](#). A full list of resources for administrators, teachers, and counselors to plan and prepare for evaluation is available in MyPGS. If you have any questions regarding EDST, EDSNCT, and EDSC, please contact [Jeff White](#) or [Nancy Concha](#). For questions regarding EDSSL or EDSPS, please contact [Heather Lower Lowe](#) or [Jose Rodriguez](#).

NBC Teachers Provide EDST Support

Do you have a National Board-Certified Teacher on your campus? NBCTs have the opportunity to support their colleagues through the evaluation process. They can explain the steps of the evaluation process, provide technical support with the MyPGS platform, advise other teachers during the composition of the initial planning sheet, and even assist with lesson planning. Send [this document](#) to share the information with your NBC Teacher. A three-hour training is available for NBCTs supporting EDST; registration is via MyPLN. Questions? Contact EDS Coordinators [Silvia Rubalcava](#) or [Nancy Concha](#).

2020 SCHOLARSHIP RECIPIENT

Thirty-two LAUSD graduates received a \$2250 Friends of AALA Scholarship last May. Traditionally, we have held a celebratory banquet where we formally introduced them and made the presentations.



However, due to the pandemic, the physical celebration was cancelled. We asked the recipients to send us a picture as well as let us know what they would have said if the awards banquet could have been held. Following is a response we received from **Leslie Sujey Mendez**, a graduate of Felicitas and Gonzalo Mendez High School (**Mauro Bautista**, Principal).

Firstly, I want to thank my awesome parents for always supporting me no matter the circumstance! I also want to thank my amazing principal, Mr. Bautista, and the most supportive counselors ever, Ms. Maldonado, Ms. Flores, and Ms. De Anda. This fall, I will be attending my absolute dream college, University of California, Los Angeles. I am excited to start my college journey majoring in biology with a pre-med track. Thank you so very much Friends of AALA for generously awarding me a \$2,250 scholarship. Because of this scholarship, I will have the funds to pay for housing at UCLA, and

save myself a daily 2 hour drive in LA traffic. Although I have enjoyed my time as an entrepreneur starting my own nail business, I can't wait for the day to serve my community as a doctor.

To learn about all of our scholarship recipients, please click [HERE](#). Please consider supporting future leaders like Leslie by donating to the Friends of AALA Scholarship Fund. The scholarships are 100%

RECIPIENT (Cont.)

funded by the contributions of members, friends, and sponsors and are fully tax-deductible. We would like to thank our corporate donors: Arey Jones Educational Solutions, California Credit Union, NTA Life, PARS, and Specialists in Long Term Care Insurance Services. To view a list of our generous individual donors, please click [HERE](#).

Active and retired members can make a one-time tax-deductible donation by clicking [HERE](#). Active members also have the option of joining the more than 200 AALA Angels and making a monthly \$5 (or more) donation. Simply click [HERE](#) to complete the necessary paperwork to become an angel. Checks payable to Friends of AALA can be mailed to the AALA office at 1910 W. Sunset Blvd., Suite 850, Los Angeles, CA 90026. If you wish to donate by credit card, please call the AALA office at 213.484.2226.



WILLIE C. WHITE—Former assistant principal at Carver, Emerson, and Virgil middle schools and Jefferson High School. Mr. White retired from the District on July 1, 2000, and passed away on July 24, 2020. Condolences may be sent to the family at 19118 Radlett Avenue, Carson, CA 90746.



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

Open to certificated and classified employees who meet the position requirements

PRINCIPAL, ELEMENTARY

Colfax Charter Elementary School, Local District Northeast, MST 41G, E Basis. For more information, contact **Maria Nichols**, Community of Schools Administrator, at 818.252.5400. Application deadline is 5:00 p.m., Tuesday, August 11, 2020.

PRINCIPAL, CONTINUATION HIGH SCHOOL

Boyle Heights High School, Local District East, MST 38G, E Basis. For more information, contact **Daniel Gettinger**, Community of Schools Administrator, at 213.760.2079. Application deadline is 5:00 p.m., Monday, August 10, 2020.

CERTIFICATED (Cont.)

PRINCIPAL, EARLY EDUCATION

Westminster Avenue Early Education Center, Local District West, Early Childhood Education Division, MST 38G, A Basis. For more information, contact **Dr. Cherise Roper**, Director, at 213.241.0415. Application deadline is 5:00 p.m., Wednesday, August 12, 2020.

ASSISTANT PRINCIPAL, SECONDARY

John C. Fremont High School, Local District South, MST 41G, B Basis. For more information, contact **Dr. Robert Whitman**, Community of Schools Administrator, at 310.354.3400. Application deadline is 3:00 p.m., Friday, August 14, 2020.

COORDINATOR, EDUCATOR GROWTH AND DEVELOPMENT

Induction and Credentialing Programs, Human Resources Division, MST 43G, School Support Administrator, A Basis. For more information, contact **Maura Crossin**, Administrative Coordinator, at maura.crossin@lausd.net. Application deadline is 5:00 p.m., Monday, August 10, 2020.

ADMINISTRATOR, ACADEMIC INTERVENTION PROGRAMS

Beyond the Bell Branch, MST 43G, School Support Administrator, A Basis. For more information, contact **Alvaro Cortés**, Senior Executive Director, at 213.241.7900. Application deadline is 5:00 p.m., Thursday, August 13, 2020.

COORDINATOR, COMPUTER SCIENCE

Instructional Technology Initiative, Division of Instruction, MST 41G, School Support Administrator, E Basis. For more information, contact **Aurora Gomez** at aurora.gomez@lausd.net. Application deadline is 5:00 p.m., Friday, August 7, 2020.

SPECIALIST, INSTRUCTIONAL LEADERSHIP SUPPORT

Instructional Technology Initiative, Division of Instruction, MST 38G, School Support Administrator, A Basis, two positions. For more information, contact **Aurora Gomez** at aurora.gomez@lausd.net. Application deadline is 5:00 p.m., Tuesday, August 11, 2020.

SPECIALIST, RESEARCH AND RESOLUTION

Due Process Department, Division of Special Education, MST 38G, School Support Administrator, A Basis. For more information, contact **Diana Massaria** at diana.massaria@lausd.net. Application deadline is 5:00 p.m., Monday, August 10, 2020.

CLASSIFIED

(Open to certificated and classified employees who meet the position requirements)

SENIOR CONTRACT ADMINISTRATION MANAGER

Facilities Contracts Branch, Facilities Services Division, \$112,100 - \$138,800, 12-month position. For more information, click [HERE](#). Application deadline is Monday, August 10, 2020.

Associated Administrators of Los Angeles

PREVIOUSLY ANNOUNCED POSITIONS

| CERTIFICATED POSITIONS | LOCATION | CONTACT | DEADLINE |
|--|--|---|---|
| <i>PRINCIPAL, SECONDARY</i> MST 46G, E Basis | Gardena HS, Local District South | Rosemarie Martinez, Community of Schools Administrator, 310.354.3400 | 3:30 p.m. Friday July 31, 2020 |
| <i>COORDINATOR, STUDENT HEALTH AND HUMAN SERVICES</i> MST 39G, E Basis, two positions | Local Districts Central and Northwest, SHHS | Yamilet Renderos, yamilet.renderos@ lausd.net | 5:00 p.m. Friday July 31, 2020 |
| <i>ASSISTANT PRINCIPAL, SECONDARY COUNSELING SERVICES</i> MST 39G, B Basis | De La Torre, STEM & Magnet Acad., Local District South | David Kooper, Community of Schools Administrator, 310.354.3400 | 3:30 p.m. Friday July 31, 2020 |
| <i>ASSISTANT PRINCIPAL, ELEMENTARY INSTRUCTIONAL SPECIALIST</i> MST 37G or 38G, depending on site, B Basis | Local District Northeast | Alesha Haase, Administrator, 818.686.4400 or alesha.haase@lausd.net | 5:00 p.m. Friday July 31, 2020 |
| <i>SPECIALIST, SPECIAL EDUCATION SERVICE CENTER, OPERATIONS</i> MST 38G, E Basis | Division of Special Education | Katherine Trainor at katherine.trainor@ lausd.net | 5:00 p.m. Friday July 31, 2020 |
| <i>DIRECTOR, MIDDLE SCHOOL INSTRUCTION</i> MST 46G, A Basis | Division of Instruction | Christine Vega, christine.vega@lausd. net | 5:00 p.m. Wednesday August 5, 2020 |
| <i>PRINCIPAL, ELEMENTARY</i> MST 41G, E Basis | Saturn St. ES & Magnet, Local District West | Paul Hirsch, Community of Schools Administrator, 310.914.2100 | <u>EXTENDED</u> 5:00 p.m. Wednesday August 5, 2020 |
| <i>ASSISTANT PRINCIPAL, SECONDARY</i> MST 40G, B Basis | Panorama HS, Local District Northeast | Dr. Rafael Gaeta, Lead Director, 818.252.5400 | 3:00 p.m. Wednesday August 5, 2020 |
| <i>COORDINATOR, STUDENT MEDICAL SERVICES</i> MST 39G, A Basis | Division of Student Health and Human Services | Yamilet Renderos, yamilet.renderos@ lausd.net | 5:00 p.m. Wednesday August 5, 2020 |
| <i>ASSISTANT PRINCIPAL, ELEMENTARY</i> MST 38G, B Basis | Parmelee Avenue ES, Local District South | Dr. Reginald Sample, Community of Schools Administrator, 310.354.3400 or reginald.sample@ lausd.net | 3:00 p.m. Wednesday August 5, 2020 |

Associated Administrators of Los Angeles

| CERTIFICATED POSITIONS | LOCATION | CONTACT | DEADLINE |
|---|--|---|--|
| <i>DIRECTOR, A – G</i> MST 45G, A Basis | Local District South | Pedro Garcia, Administrator of Instruction, 310.354.3400 | <u>EXTENDED</u> 4:00 p.m. Friday August 7, 2020 |
| <i>PRINCIPAL, CONTINUATION HIGH SCHOOL</i> MST 38G, E Basis | John Hope HS, Local District South | Dr. Robert Whitman, Community of Schools Administrator, robert.whitman@lausd.net or 310.354.3400 | 3:00 p.m. Wednesday August 12, 2020 |
| CLASSIFIED POSITIONS | LOCATION | CONTACT | DEADLINE |
| <i>HUMAN RESOURCES SPECIALIST III</i> \$112,100 - \$138,800, 12-month position | Personnel Research and Analysis Unit, HRD | Click HERE | Monday August 3, 2020 |
| <i>SENIOR CONTRACT ADMINISTRATION MANAGER</i> | Facilities Contracts Branch, FSD | Click HERE | Monday August 10, 2020 |
| <i>CONTROLLER</i> \$156,708 - \$195,223, 12-month position | Accounting and Disbursements Division | Click HERE | When Filled |
| <i>FACILITIES ASSET DEVELOPMENT DIRECTOR</i> \$141,000 - \$175,000, 12-month position | Facilities Services Division | Click HERE | When Filled |
| <i>DIRECTOR OF FACILITIES LEGISLATION, GRANTS, FUNDING</i> \$117,000 - \$145,800, 12-month position | Facilities Services Division | Click HERE | When Filled |
| <i>BUILDING/CONSTRUCTION INSPECTOR</i> \$109,200, 12-month position | Inspection Department, FSD | Click HERE | When Filled |
| <i>DATA BASE ADMINISTRATOR (ORACLE)</i> \$107,307 - \$132,800, 12-month position | Information Technology Division | Click HERE | When Filled |