

INTEROFFICE ORRESPONDENCE
Los Angeles Unified School District

INFORMATIVE
DATE: May 24, 2021

TO: Members, Board of Education
Austin Beutner, Superintendent

FROM: David Hart, Chief Financial Officer *David Hart*
Linda Del Cueto, Chief Human Resources Officer *LD*
Karla Gould, Personnel Director *Karla Gould*
David Baca, Chief of Schools *David Baca*

SUBJECT: REVISED ANTICIPATED NEW POSITIONS FOR PATH TO RECOVERY PLAN

This revised memo contains additional details regarding the estimated positions in the Path to Recovery plan for the 2021-22 school year. The changes and additions are listed below:

1. Added new column to the estimated positions chart called “Average Cost of a Position”.
2. Added new section: K-12 Teachers (Alternative Scheduling and Class Size Reduction).
3. Updated Allocation Methodology under the Student and Family Resource Navigators section:
Allocation Methodology - Schools with enrollment greater than 500 students will receive one (1) Student and Family Resource Navigator.
4. Updated Allocation Methodology under the System of Support Advisers and Mental Health Specialists section:
Allocation Methodology - Each Community of School will receive one (1) System of Support Adviser and/or one (1) Mental Health Support Specialist.

Position	Estimated Positions	Proposed Hiring Authority (50% of Estimated Positions)	Average Cost of a Position	Services
Certificated				
K-12 Teachers, including Primary Promise and Secondary	2,190	1,095	\$121K	Primary Promise, alternative scheduling, and classroom teachers
Psychologists and Psychiatric Social Workers	930	465	\$135K	Mental Health Supports and Special Education
Assistant Principal, Elementary Instructional Specialists	220	110	\$146K	Special Education
Bridge Coordinators	110	55	\$121K	Special Education
System of Support Advisers and Mental Health Specialists	90	45	\$145K	Mental Health Supports
Speech and Language Pathologists	30	15	\$129K	Special Education
Certificated Total	3,570	1,785		
Classified				
Primary Promise - Paraprofessionals	830	415	\$56K	Primary Promise

Position	Estimated Positions	Proposed Hiring Authority (50% of Estimated Positions)	Average Cost of a Position	Services
Custodial staffing	770	385	\$78K	Custodial & Facilities Cost
Student and Family Resource Navigators	360	180	\$84K	Mental Health Supports
IT support for schools	340	170	\$100K	Computers, Internet Access & Helpdesk Support
Licensed Vocational Nurses	190	95	\$84K	COVID-19 Testing, Contact Tracing & Vaccinations

DETAILS BY POSITION (in alphabetical order)

Assistant Principal, Elementary Instructional Specialists

Role Rationale: The increase in Assistant Principal Elementary Instructional Specialist (APEIS) will allow for more personalized, targeted support to our families as well as support to school site staff serving students with disabilities. The APEIS will be able to more diligently lead and provide oversight on the following:

- Coordinated services and instructional programs in support of Students with Disabilities (SWD)
- Inclusion of students into the general education setting
- Monitoring of English Learners/Students with Disabilities (ELs/SWDs) for reclassification
- Scheduling and completion of assessments
- Implementation of Positive Behavior Support Plan
- Implementation of Multi-tiered Systems of Support
- Intervention programs
- Professional Development for staff
- Training for parents of students with disabilities
- Compliance with state and federal mandates

Intended Outcome(s):

- Increased parent/family engagement
- Increased number of parent concerns addressed at school site- decrease to call center
- Increase in Dynamic Indicators of Early Literacy Skills (DIBELS) data for SWD from Beginning of Year (BOY) to Middle of Year (MOY) and End of Year (EOY)
- Decreased number of discipline referrals
- Improved compliance with Individualized Education Plan (IEP) timelines and federal mandates
- Increased number of students served in the general education setting
- Increased number of students exited from Special Education services
- Increased number of schools promoting inclusive practices
- Decrease in number of students referred to Special Education
- Increased number of SWDs reclassified

- Increased tracking of Student Success and Progress Team (SSPT) meetings held/implemented

Allocation Methodology: Based on school need; included consideration of the number of students with IEPs, number of specialized programs, number of students with disabilities who are also English Language Learners.

Bridge Coordinators

Role Rationale: Bridge Coordinators at secondary schools will allow for more personalized, targeted support to our families as well as support to school site staff serving students with disabilities. The Bridge Coordinator will be able to more diligently lead and provide oversight on the following:

- Coordinated services and instructional programs in support of SWDs
- School plan for professional development
- Training for parents of students with disabilities
- Compliance with state and federal mandates
- Assessments scheduled and completed
- Support implementation of inclusion of students into the general education setting
- Consistent monitoring of EL/SWD for reclassification
- Implementation of Multi-tiered Systems of Support

Intended Outcome(s):

- Increased number of students served in general education settings
- Increased number of SWDs reclassified
- Decreased number of students referred for Special Education services
- Increased tracking of SSPT meetings held/implemented
- Improved compliance with IEP timelines and federal mandates
- Decreased discipline referrals

Allocation Methodology: Based on school need; included consideration of the number of students with IEPs, number of specialized programs, number of students with disabilities who are also English Language Learners.

Custodial Staffing

Role Rationale: Augmenting staffing levels beyond the current school year, through overtime, additional positions and/or contract janitorial services, will provide continued additional custodial support, including electrostatic disinfecting, at all schools in accordance with Center for Disease Control, Los Angeles County and District health and safety guidelines.

This staff will be scheduled strategically to assist with disinfecting and cleaning needs while students are on campus as well as provide additional custodial support to generate time savings for night staff to conduct nightly electrostatic disinfecting. This additional staff will also continue to support absences and vacancies.

Intended Outcome(s):

- Ensure that schools are clean and safe, and meet all current public health guidelines

- Equip principals with resources required for comprehensive disinfecting of classrooms, restrooms, offices, common spaces and high touch items (e.g., doorknobs, handrails, etc.)

Allocation Methodology: Current minimum allocation for each school site is two custodians. Additional custodial support will allocate 1 (one) additional staff at Elementary Schools and Early Education Centers, and six (6) hours of overtime at secondary schools.

IT Support for Schools

Role Rationale: With the deployment of more than 200,000 devices and students/staff utilizing technology for everyday teaching and learning, it is critical that every student has a working device. Adding additional support to schools will create a responsive team that can address issues quickly and efficiently at schools and Community of Schools offices. The technical team will support schools with:

- Chromebooks, iPads and other instructional devices
- Cellular devices
- Website support
- Social media support
- Asset Management processes

Intended Outcome(s):

- Ensure every school has personalized and responsive technical support that can be provide within two (2) school days

Allocation Methodology: One (1) technical support Full Time Equivalent (FTE) for every 2,000 students.

K-12 Teachers (Alternative Scheduling and Class Size Reduction)

Role Rationale: In order to promote preventative measures, credit recovery, and student acceleration, the district is incentivizing secondary schools to move to an alternative schedule, such as a 4x4 or 2x8 which offers more opportunity to recover credits and take enrichment or advanced courses. These additional teacher positions will help to create an 8-period day for a subset of schools and to provide additional credentialed teachers or support staff to provide direct instruction and additional teaching for students in need.

Intended Outcome(s):

- Increased number of students passing with a “D” or better and a “C” or better in A-G courses and courses needed for graduation.

Allocation Methodology: Additional funds will be allocated to schools based on SENI. Schools will use these dollars to expand teaching time for students in need of specialized support. Expanded teaching time may have the option to reduce class size, fund an alternative schedule or use to hire people for other instructional needs such as intervention/prevention coordinators or existing staff to provide additional support before or after school and on Saturdays. Estimated FTEs assume all schools choose to reduce class size and implement an alternative schedule.

K-12 Teachers (Primary Promise)

Role Rationale: Middle of Year (MOY) Dynamic Indicators of Early Literacy Skills (DIBELS) data indicate the 51% of K-5 students scored in the Well-Below Basic Benchmark and Below Benchmark ranges. These high rates at at-promise readers requires additional support from a Primary Promise Literacy Intervention Coordinator (Teacher). The intervention teacher will provide daily small group lessons personalized to support the needs of students. On the Edulastic common formative assessment in mathematics, 77% of students scored in the Not Met and Nearly Met ranges. For this reason, Primary Promise Math Intervention Coordinator support is needed to build number sense and numeracy skills of these students.

Intended Outcome(s):

- Increase students' literacy, numeracy, and critical thinking skills needed to be successful no later than Grade 3.

Allocation Methodology: Primary Promise teachers in Cohort 1 were allocated based on student need as measured by the DIBELS. Schools that had 44% or more of students scoring Well Below Basic and Below Basic categories were allocated one Primary Promise teacher. In the next cohort of Primary Promise schools, strong consideration is being given to doubling or tripling the number of FTE assigned to the high and highest needs schools (based on percentage of students Well Below and Below Basic on DIBELS). In 2021-2022, schools will also be identified based on Edulastic math data for math focused intervention teacher support.

Paraprofessionals (Primary Promise)

Role Rationale: With 51% of K-5 students scoring Well-Below Benchmark and Below Benchmark on Middle of Year DIBELS, small group instructional support from an Instructional Aide, Literacy, is needed. These instructional assistants facilitate and monitor literacy skills practice, providing feedback and prompting to support student progress. Instructional aide, math, will facilitate student centered math activities as well as elicit and respond to students' mathematical thinking during individual or small group instruction.

Intended Outcome(s):

- Increase students' literacy, numeracy, and critical thinking skills needed to be successful no later than Grade 3.

Allocation Methodology: Primary Promise Instructional Aide, Literacy, positions in Cohort 1 were allocated based on student need as measured by the DIBELS. Schools that had 44% or more of students scoring Well Below Basic and Below Basic categories were allocated one (1) Primary Promise instructional aide. In the next cohort of Primary Promise schools, strong consideration is being given to doubling or tripling the number of literacy FTE assigned to the high and highest needs schools (based on % of students Well Below and Below Basic on DIBELS). In 2021-2022, schools identified for focused math support will receive instructional aide, math positions or services.

Licensed Vocational Nurses

Role Rationale: District Nursing Services has been experiencing a critical school nurse shortage. Because of this shortage, many schools have not received their total credentialed school nurse

allocation. In addition, due to the COVID pandemic and the reopening of schools, there are critical re-entry guidelines and health related protocols for which a licensed nurse has the required expertise. The increased investment in Licensed Vocational Nurses (LVNs) will improve the district's capacity to address the health needs of our students and is an important step toward mitigating the impact of our current national nursing shortage. LVNs will assist with providing COVID testing, contact training, and vaccinations, as well as supporting health office management, diabetic care, and related services in our schools and perform health related functions that do not require a credentialed school nurse.

Intended Outcome(s):

- Increased assistance with COVID-19 related duties such as immunization administration programs, re-entry guidelines, health office management, isolation and quarantine protocols
- Increased services and general first aid for illnesses and injuries
- Increased diabetic management and assistance (requiring driving to multiple school sites throughout the day)
- Increased completion of specialized physical health care services/protocols and other medical procedures
- Increased management of health office traffic
- Increased assistance with organization of health office and student health records
- Increased assistance with communicable disease reporting and control
- Increased reviews of health care providers' orders and communicate with providers for any clarification needed
- Increased review of immunization records provided by the parent and/or the California Immunization Registry (CAIR) and input dates into MiSiS. Review of student health records to identify those with health issues requiring follow-up.

Allocation Methodology: Based on schools with highest need.

Psychologists and Psychiatric Social Workers

Role Rationale: Additional psychologists are needed to support student assessments, supports and services. The additional psychologists will conduct assessments and provide additional services as needed, including recoupment, due to conditions caused by the pandemic.

Intended Outcome(s):

- Completed evaluations for requests with signed assessment plans
- Decreased incidents of mental health crises with students
- Increased number of teachers identifying mental health issues in students before escalation to crisis
- Decreased referrals for special education evaluation
- Decreased/stabilization in requests for residential services
- Improved progress toward IEP goals
- Increased number of students reaching out for social emotional support
- Increased short term effective support versus protracted counseling service
- Increased school counseling services, Designated Instructional Services (DIS) and short term non-DIS to facilitate adjustment upon return to school
- Increased participation and facilitation of professional development on Social Emotional Learning
- Increased participation in recommendation and delivery of pre-referral interventions
- Increased support to parents in addressing student social emotional learning needs of their student

Allocation Methodology: Five additional Psychologists per each Local District.

Role Rationale: Psychiatric Social Workers will provide school-based mental health supports in every school in the district. Services will include conducting needs assessments to identify students experiencing mental health crises and mental health needs, and identify the root causes of those needs; Linking students to school and community resources that address both students' immediate mental health needs and the underlying causes (e.g., basic needs resources); Providing individual, group, family, and classroom interventions, including counseling and crisis response; Supporting schools' recovery plans, including collaborating with teachers on the mental health needs of students as they return to the school routine; Offering trainings to the entire school community around coping with grief, stress, anxiety, depression and trauma; and implementing school-wide campaigns and initiatives that promote school connectedness, resilience, and mental health and wellness.

Intended Outcome(s):

- Increased number of individual, group, classroom and school wide interventions
- Increased number of mental health training for staff, parents and school community
- Increased number of mental health consultations for staff and parents
- Increased number of students receiving case management, access basic needs, enrollment in Medi-Cal
- Increased number of individual, group and school wide crisis interventions
- Increased number of parent education and support groups
- Increased number of student safety plans

Allocation Methodology: All schools plus additional support based on SENI.

Speech and Language Pathologists

Role Rationale: Additional Speech and Language Pathologists are needed to support student assessments, supports and services. The additional Speech and Language Pathologists will conduct assessments and provide additional services, including recoupment as needed, due to conditions caused by the pandemic.

Intended Outcome(s):

- Improved progress toward IEP goals
- Increased short term effective support versus prolonged services
- Increased completion of recoupment services
- Increased completion of assessments
- Increased identification of students with suspected language and speech needs
- Increased number of exiting students ready for service completion
- Decreased due process filings and CDE complaints
- Increased opportunities for school-site staff development as part of MTSS to prevent over referral and over identification
- Increased MTSS support for general education students presenting mild deficits

Allocation Methodology: Five additional Speech and Language Pathologists per each Local District.

Student and Family Resource Navigators

Role Rationale: Student and Family Resource Navigators will ensure our students' access mental health service providers and support families by conducting needs and asset assessments to identify and address barriers preventing access for students experiencing mental health and physical health needs. Services will include on-going targeted case-management support for students and their families to ensure they access appropriate services which address root causes of needs; Engage community partners that offer no-cost services to link students to resources that address both students' mental health and basic needs in support of critical wellness; Support the facilitation of school referral process to ensure students are access mental health and basic needs supports in a timely manner; Support the multidisciplinary team by ensuring a coordination of care plans is established for students needing mental health supports; Facilitate caregiver/parent workshops that promote wellness through a trauma informed lens.

Intended Outcome(s):

- Increased number of students receiving case management, accessing basic needs, accessing mental health counseling when referred
- Increased enrollment in Medi-Cal
- Increased number parent education and support groups

Allocation Methodology: Schools with enrollment greater than 500 students will receive one (1) Student and Family Resource Navigator.

System of Support Advisers and Mental Health Specialists

Role Rationale: Systems of Support Advisers will work collaboratively with the Community of Schools and school sites to leverage a trauma/resilience informed MTSS framework, including Positive Behavior Interventions and Supports and Restorative Practices (PBIS/RP), as well as Social Emotional Learning/Development. Students will benefit by having school sites that have the tools, knowledge and skills to provide trainings and support on implementing multi-tiered interventions (e.g., mental health promotion, trauma-resilience informed strategies, positive behavior interventions and supports and restorative practices), and the Tiered Fidelity Inventory.

Intended Outcome(s):

- Increased number of schools supported with training on Multi-Tiered Systems of Support, de-escalation, community building, and developing trauma-resilience informed Positive Behavior Interventions and Supports/Restorative Practices systems
- Increased number of school-site SSPT teams supported with school-wide and tiered support systems
- Increased number of Multi-Tiered Systems of Support consultations to individual school staff, school teams and school wide

Allocation Methodology: Each Community of School will receive one (1) System of Support Adviser and/or one (1) Mental Health Support Specialist.

Role Rationale: Mental Health Specialists will address adult (e.g., employee and parents) workplace violence and threat incidents, supports system-wide mental health crisis response across local district, and provides mental health professional development. Community of School Support will include oversight, direction and accountability for services in partnership with Community of School

Administrator, Principal and school-based staff consultations, Professional development and training and Data monitoring to refine service delivery

Intended Outcomes:

- Increased number of assessments of adults
- Increased number of crisis response
- Increased number of recruitments, supervision, retention, and professional development of mental health staff

Allocation Methodology: Each Community of School will receive one (1) System of Support Adviser and/or one (1) Mental Health Support Specialist.

The investments represent an unprecedented opportunity to support students and schools during the next two to three years. Sustainability of progress and success that result from this one-time funding will require strategic focus. Considerations for sustainable staffing include:

- Monitor and align FTEs to critical areas of need during the next few years, adjusting for declining enrollment and leveraging natural attrition
- Strategic design and implementation of career pathways and career ladders, including succession planning
- Use of substitutes, short-term contracts or external partners
- Implement an ongoing short- and long-term plan that addresses differentiated, high-quality professional development that engages master trainers in coaching new participants and releasing dependency from external contracts; and
- Engaging external philanthropic partnerships to support the student progress and success obtained through increased funding and strategic focus.

For more information, please contact Tony Atienza at tony.atienza@lausd.net.

c: Senior Leadership
Jefferson Crain