



**LOS ANGELES UNIFIED SCHOOL DISTRICT
POLICY BULLETIN**

TITLE: Staffing Recommendations for Certificated and Clerical Personnel at Middle Schools

NUMBER: BUL-5978.5

ISSUER: Cheryl Simpson, Director
Budget Services & Financial Planning

DATE: August 15, 2018

ROUTING
 LD Administrators of Instruction
 LD Administrators of Operations
 LD Operations Coordinators
 School Administrators
 School Administrative Assistants
 Central Office Administrators and Staff

POLICY: District policy pertaining to the recommendation of staffing for most Certificated and Clerical personnel at middle schools is based on the attached recommended staffing tables taking into account student enrollment and other school characteristics.

Special education teachers are assigned to middle schools based on the number of students with special needs and their specific disabilities. Refer to Attachment D for the norm table guide. The class sizes in the norm table are based on the Los Angeles Unified School District and United Teachers Los Angeles Collective Bargaining Agreement.

Magnet schools and centers have their own norm tables. Refer to BUL-5981.5, “Staffing Recommendations for Certificated and Clerical Personnel at Magnet Centers and Schools” dated July 31, 2018 for applicable magnet schools and centers certificated norm tables.

Only enrolled students with scheduled classes in MiSiS will be considered towards a school’s norm enrollment count. In other words, students must be both *enrolled and scheduled* for norm purposes. The enrollment and staffing counts are preliminary until the final verification by Budget Services is completed.

MAJOR CHANGES: This Bulletin replaces BUL-5978.4, “Staffing Recommendations for Certificated and Clerical Personnel at Middle Schools”, dated July 31, 2017.

GUIDELINES: The following guidelines apply to middle schools.

I. ENROLLMENT DATA REVIEW AND VALIDATION

- A. Continuing for the 2018-19 school year, the following tools are available to schools, local districts, and central offices:



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1. Norm Day Enrollment Dashboard – helps ensure that Norm Day enrollment counts are accurate and transparent. The dashboard shows classification report enrollment counts, adjustment counts, norm enrollment counts, and warning counts.
2. Norm Staffing Dashboard – displays the number of norm resources based on norm day enrollment counts and the applicable norm tables.

To access the above dashboards, enter the URL below into the browser.

Note: The preferred browser for Focus is the most recent version of Google Chrome or Mozilla Firefox.

<https://focus.lausd.net>

B. Norm Day enrollment is then validated and adjusted to derive the final Norm enrollment count for each school. Adjustments to Norm Day enrollment include, but are not limited to, the exclusions of the following:

1. Students enrolled without scheduled classes in MiSiS
2. Duplicate student records
3. Students with 13 absence days or more, from enrollment date through norm day
4. Students enrolled in one (1) course only

NOTE: The classification report provides counts of students with scheduled class(es) in their school of enrollment. For norm purposes, the classification report counts will be reduced to count only those students who are scheduled in two or more credit-bearing courses. Therefore, school should ensure that each student's complete schedule is entered into MiSiS in time for the Norm capture. Refer to Attachment E for the list of non-credit bearing/zero credit courses.

5. No Show students (students who are scheduled into classes but have not attended school, i.e., marked absent each day) who were not flagged by the school in MiSiS as No Show by Norm Day data capture will be manually deducted from the school's Norm Day enrollment count.

C. Secondary Special Day Program (SDP) Student Count

Secondary students with an active Individualized Education Program (IEP) where the Percent Time in Special Ed is 50% or more are counted as SDP in the Classification Report. Moreover, SDP counts are modified when section assignments for students differ from their IEPs.



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The total SDP counts are excluded in the calculation of General education norm teachers.

- D. In addition to ensuring that students are both enrolled and scheduled in MiSiS, school must also ensure that students are enrolled in the:
1. appropriate cost center (i.e., home school versus magnet center). Students approved to be enrolled at the magnet center must be enrolled at the magnet center's cost center, unless documentation exists to rescind magnet placement.
 2. correct grade level (e.g., grade 11 versus grade 10 based on the credits earned by the students).
 3. correct class(es) based on the student's IEP, if applicable.

School staff must correct all enrollment errors, including incorrect cost center grade level placements, and class(es), before enrollment counts are captured for norm day, September 14, 2018.

Budget Services will manually adjust a school's norm day enrollment counts for enrollment errors that are not corrected in time for the norm day capture.

Request for waiver related to the errors referenced above will be denied.

II. ALLOCATION OF TEACHER POSITIONS ACCORDING TO NORM TABLES

- A. There are two staffing tools available to schools, local districts, and central offices in the 2018-19 school year.
1. The Norm Staffing Dashboard displays the number of norm resources based on norm day enrollment counts and the applicable norm tables.
 2. The Staffing Position Simulator provides transparency on how Norm Teacher counts are calculated based on their enrollment, Norm Category, and Affiliated Charter status. In addition to the Norm Teacher count, this tool also calculates the number of Counselor, Administrator, and Clerical norm positions. Schools can also use the tool to assist with the norm calculation during the budget planning and development.

Visit Budget Services and Financial Planning website at <http://achieve.lausd.net/Page/431> and School Fiscal Services website at <http://achieve.lausd.net/Page/794> for the links to the above tools.



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- B. Teacher positions are allocated to middle schools using “norm tables” which are based on active enrollment. Refer to BUL-4926.2 “Attendance Manual: Policy and Procedures for Elementary, Secondary and Options Schools”, dated March 1, 2013 for the definition of active and inactive students.
- C. The number of positions assigned initially is based on the principal’s confirmed estimated enrollment (E-CAST). The number of positions is adjusted after Norm Day based on the validated Norm enrollment for the school year.
- D. Norm Day (active) enrollment is the count reported on the Secondary School Classification Report on the identified Norm Day of each school year. Refer to REF-1819.16, “Norm Day and Classification Reports - Instructions and Schedules of Electronic Capture” for the procedures on Classification report.
- E. Each school’s projected expenditures will be updated to reflect staffing ratios and resources based on final Norm Day enrollment counts. For schools gaining resources, Budget Services will open positions and allocate additional resources. For schools losing resources, Budget Services will close positions and reduce resources
- F. All schools are expected to be no more than one norm teaching position over their norm allocation on the Friday preceding Norm Day. All schools are expected to be on norm by the scheduled Norm Day. Excess teachers will be promptly reassigned.
- G. The teacher staffing ratios for middle schools will be the same as those in place for the 2017-18 school year. The following table summarizes the class size staffing ratios for the 2018-19 school year:



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Type of School	Type of Classes	Grade(s)	2018-19 Class Size Staffing Ratio
PHBAO	Academic	6	34.00
PHBAO	Academic	7-8	34.00
PHBAO	Academic	6-8	34.00
PHBAO	Non-academic	6	42.50
PHBAO	Non-academic	7-8	42.50
Desegregated/Receiver	Academic	6	39.50
Desegregated/Receiver	Academic	7-8	39.50
Desegregated/Receiver	Academic	6-8	39.50
Desegregated/Receiver	Non-academic	6	42.50
Desegregated/Receiver	Non-academic	7-8	42.50
District Norm/Affiliated Charter School	Academic	6	42.50
District Norm/Affiliated Charter School	Academic	7-8	42.50
District Norm/Affiliated Charter School	Academic	6-8	42.50
District Norm/Affiliated Charter School	Non-academic	6	42.50
District Norm/Affiliated Charter School	Non-academic	7-8	42.50

- H. Schools identified as Predominantly Hispanic, Black, Asian or Other Non-Anglo Students (PHBAO) use Attachment A to determine teacher allocations.
- I. Schools identified as Desegregated/Receiver use Attachment B to determine teacher allocations.
- J. Targeted Instructional Improvement Block Grant (TIIG) resources are used to implement Court Ordered integration class size reduction, PHBAO, and Desegregated/Receiver. The District’s allocation to Affiliated Charter Schools in Program 13723, Charter School Categorical Block Grant, includes TIIG resources. Therefore, Affiliated Charter Schools shall use its Charter School Categorical Block Grant resource allocation to fund integration class size reduction. Norm Charts for Affiliated Charter Schools are displayed in Attachment C.

Continuing for the 2018-19 fiscal year, funding for TIIG resources for Affiliated Charter Schools that began operations prior to fiscal year 2013-14 is included in the Charter School Categorical Block Grant. Therefore, these Affiliated Charter Schools are not eligible for class size reduction funded by District TIIG resources (PHBAO or Desegregated / Receiver).



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However, Affiliated Charter Schools that operated starting in fiscal year 2013-14 and beyond do not receive Charter School Categorical Block Grant allocations. Instead, these schools are eligible for class size reduction funded by District TIIG resources (PHBAO or Desegregated / Receiver).

K. PHBAO Affiliated Charter Schools

The number of norm teachers at PHBAO Affiliated Charter Schools that shall be funded by Charter School Categorical Block Grant is calculated as follows:

1. Determine the number of teacher positions based on enrollment, from Attachment A, Table 1P.
2. Determine the number of teacher positions based on enrollment, from Attachment C, Table 1A.
3. Subtract the number of teacher positions in Step 2 from Step 1 to determine the number of TIIG funded positions.

PHBAO Affiliated Charter schools shall use its Charter School Categorical Block Grant to fund the number of positions from Step 3 above.

L. Desegregated/Receiver Affiliated Charter Schools

The number of norm teachers at Desegregated/Receiver Affiliated Charter Schools that shall be funded by Charter School Categorical Block Grant is calculated as follows:

- I. Determine the number of teacher positions based on enrollment, from Attachment B, Table 1D.
- II. Determine the number of teacher positions based on enrollment, from Attachment C, Table 1A.
- III. Subtract the number of teacher positions in Step II from Step I to determine the number of TIIG funded positions.

Desegregated/Receiver Affiliated Charter schools shall use its Charter School Categorical Block Grant to fund the number of positions from Step III above.

M. Basic Class Size Norms - Tables 1P (for PHBAO Schools), 1D (for Desegregated/Receiver Schools), and 1A (for Affiliated Charter Schools)

The District's norm tables assume that every student takes four academic classes and two non-academic classes. The District's class size norms for academic and non-academic classes vary by type of school, as follows:



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Norm Category	Academic Classes Gr. 6-8	All Other Classes
Basic District Norms (also used by Affiliated Charter Schools)	42.50	42.50
Table 1P: Norms for PHBAO Schools (Predominantly Hispanic, Black, Asian or Other Non-Anglo Students)	34.00	42.50
Table 1D: Desegregated/Receiver Schools	39.50	42.50

Tables 1P, 1D and 1A are used to implement these class size policies. The enrollment to be used in these tables is the active enrollment in grades 6-8. Table 1A is based on Basic District Norms.

N. Class Size Norms for Middle School and Magnet Centers

Norm Category	Academic Classes Gr. 6-8	All Other Classes
Magnet Centers (PHBAO)	34.00	34.00
Magnet Centers (Desegregated/Receiver)	36.50	36.50

Teacher allocation tables for all magnet schools and centers are provided in Budget Services and Financial Planning Division, BUL-5981.5, “Staffing Recommendations for Certificated and Clerical Personnel at Magnet Schools and Centers”.

O. Double Block English Courses at 28:1 (Tables 2P, 2D, and 1A2)

The District has authorized reduction of class size to 28:1 for the Accelerating Academic Literacy (AAL) - Intensive Reading Intervention courses in Grades 6, 7, and 8.

Refer to the *Guidelines for Secondary English Language Arts Strategic and Intensive Intervention, Grades 6-9* available at the secondary ELA website, <https://achieve.lausd.net/Page/9123> for the allocation of auxiliary funding to schools who have structured and intensive intervention ELA program outlined in this memorandum.

Table 2P provides the necessary extra resources to reduce class size from 42.5:1 to 28:1 for one period and from 34:1 to 28:1 for an additional period for PHBAO schools. Table 2D provides the necessary extra resources to reduce class size



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from 42.5:1 to 28:1 for one period and from 39.5:1 to 28:1 for an additional period for Desegregated/Receiver schools. Table 1A2 provides the necessary extra resources to reduce class size from 42.5:1 to 28:1 for two periods a day for Affiliated Charter schools. Enrollment used shall be the combined total of 6th, 7th, and 8th graders in the course, including magnet centers as of Norm Day.

This program only applies to general education English classes (intensive intervention) that are double-blocked and being reduced from either 42.5:1 or 34:1 to 28:1.

Schools are expected to use the resources generated from Tables 2P, 2D and 1A2 to reduce class size for 6th, 7th, and 8th graders in AAL courses, and not for any other purpose. It is the responsibility of the principal to monitor enrollment in each class to ensure compliance with District requirements.

P. 8th Grade Class Size Reduction (Tables 3P, 3D, 3AP1 and 3ADR1)

The District has authorized reduction of class size by 2 students for 8th grade English Language Arts and 8th grade Math classes.

Table 3P provides the necessary extra resources to reduce class size from 34:1 to 32:1 for one period for PHBAO schools. Table 3D provides the necessary extra resources to reduce class size from 39.5:1 to 37.5:1 for one period for Desegregated/Receiver schools. Table 3AP1 provides the necessary extra resources to reduce class size from 34:1 to 32:1 for one period for PHBAO Affiliated Charter schools. Table 3ADR1 provides the necessary extra resources to reduce class size from 39.5:1 to 37.5:1 for one period for Desegregated/Receiver Affiliated Charter schools.

The number of auxiliary periods/positions generated by Tables 3P, 3D, 3AP1 and 3ADR1 are based on one period. The allocation of auxiliary periods/positions needed to reduce class size by 2 students in both English Language Arts and Math 8th grade classes is equal to two times the number of auxiliary periods/positions indicated in the table.

Schools are expected to use the resources generated from Tables 3P, 3D, 3AP1, and 3ADR1 to reduce class size for 8th grade English Language Arts and math courses, and not for any other purpose. It is the responsibility of the principal to monitor enrollment in each class to ensure compliance with District requirements.

Q. 6th – 8th Grade Dual Language, Maintenance Bilingual, and Foreign Language Immersion Programs



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Continuing for the 2018-19 school year, secondary schools participating in Dual Language, Maintenance Bilingual, and Foreign Language Immersion Programs will receive 6 auxiliary periods per approved program language (i.e., Spanish, Korean, Mandarin, French, Armenian, etc.).

Schools are expected to use the resources for the intended purpose of the program, and not for any other purpose. It is the responsibility of the school administrators to comply with the Implementation Policy for Dual Language, Maintenance Bilingual, Transitional Bilingual, and Foreign Language Immersion Programs.

R. Conversion of Norm-Generated Auxiliary Periods

The school is given the flexibility to pursue the conversion of norm-generated auxiliary periods to teaching positions in order to meet the need of their students. For this purpose, the school is required to combine 5 norm auxiliary periods to establish a full-time teaching position. The school is also given the flexibility to convert a full-time norm position into 6 auxiliary periods.

S. Schools wishing to reduce class size further are encouraged to purchase additional teachers using categorical funds. The District may also assign additional teachers to selected schools on a year-to-year basis.

III. ADMINISTRATIVE PERSONNEL

Administrative personnel are allocated based on total school active enrollment, including special day program (SDP) and magnet center enrollment.

It is recommended that middle schools use Table A to determine administrator staffing. Continuing for the 2018-19 school year, the Generic Assistant Principal position(s) and Assistant Principal, Secondary Counseling Services will be allocated as a district-wide targeted school resource. Refer to the “General Fund School Program Manual” for specific details.

Initial administrative staffing suggestions are based on preliminary E-CAST enrollment projections. Each school’s projected expenditures will be updated to reflect staffing ratios and resources based on final Norm Day enrollment counts. Budget Services will only open positions and allocate additional resources for schools gaining resources based on final Norm Day enrollment. The work basis assignment for Principals will be E basis.

The work basis assignment for Generic Assistant Principals and Assistant Principal, Secondary Counseling Services is B basis.



TABLE A – MIDDLE SCHOOL ADMINISTRATIVE STAFFING

Enrollment	Principal*	Asst Prin. Sec. Counseling Services**	Assistant Principal, Secondary (Generic)
1 to 799	1.0	0	0
800 to 1,354	1.0	1.0	0
1,355 to 1,749	1.0	1.0	1.0
1,750 to 2,088	1.0	1.0	2.0
2,089 to 4,233	1.0	1.0	3.0
4,234 and above	1.0	1.0	4.0

*Non-Discretionary resource

** Non-Discretionary resource: Secondary school with 800 or more students must have either an Assistant Principal, Secondary Counseling Services or equivalent. Other than this requirement, schools have the option to convert Assistant Principal positions subject to approval of the Local District (LD) Administrator of Operations.

Span School Administrative Calculation

- o Span school administrative norm is based on the following (weighted average):
 1. Determine the percentage enrollment by grade level grouping K-5 and 6-12 to total enrollment.
 2. Determine number of administrative norm positions from the individual norm tables based on 100% of enrollment as if site is an elementary school and again based on 100% of enrollment as if site is a secondary school.
 3. Multiply the percentage enrollment by grade level grouping from #1 above times the number of positions that result from the individual norm tables from #2 above.
 4. Sum the result and round to the nearest full FTE (e.g., 2.49 FTE is rounded to 2.0 FTE; 2.50 FTE is rounded to 3.0 FTE).



IV. COUNSELORS

Each school receives the number of counselor positions using the suggested staffing tables which are based on active enrollment, including magnet center and special day program (SDP) students.

Initial counselor staff suggestions are based on preliminary E-CAST enrollment projections. Each school’s projected expenditures will be updated to reflect staffing ratios and resources under the final Norm Day enrollment counts. Budget Services will open positions and allocate additional resources for schools gaining resources. For schools losing resources, Budget Services will close positions and reduce resources.

A. PHBAO Middle Schools

It is recommended that PHBAO middle schools use Table B and their total school-wide enrollment, including special day program (SDP) and magnet center enrollment, to determine the suggested number of counseling positions.

TABLE B: COUNSELING NORM for PHBAO Middle Schools

Enrollment From	Enrollment To	Counseling Positions
1	395	0.5
396	790	1.0
791	1,580	2.0
1,581	2,370	3.0
2,371	3,160	4.0
3,161	3,950	5.0
3,951	4,740	6.0

B. Desegregated/Receiver Middle Schools

It is recommended that Desegregated/Receiver middle schools use Table C and their total school-wide enrollment, including special day program (SDP) and magnet center enrollment, to determine the suggested number of counseling positions.



TABLE C: COUNSELING NORM for Desegregated/Receiver Middle Schools

Enrollment From	Enrollment To	Counseling Positions
1	445	0.5
446	890	1.0
891	1,780	2.0
1,781	2,670	3.0
2,671	3,560	4.0
3,561	4,450	5.0
4,451	5,340	6.0

C. Span School Counselor Calculation

- o Span school counselor norm is based on the following (weighted average):
 1. Determine the percentage enrollment by grade level grouping 6-8 and 9-12 to total enrollment.
 2. Determine number of counselor norm positions from the individual norm tables based on 100% of enrollment as if site is middle school and again based on 100% of enrollment as if site is a senior high school.
 3. Multiply the percentage enrollment by grade level grouping from #1 above times the number of positions that result from the individual norm tables from #2 above.
 4. Sum the result and round to the nearest full FTE (e.g., 2.49 FTE is rounded to 2.0 FTE; 2.50 FTE is rounded to 3.0 FTE).

V. CLERICAL

A. Enrollment

Each school receives the number of clerical positions using the suggested staffing tables which are based on active enrollment, including magnet center and special day program (SDP) students.

Initial clerical staff suggestions are based on preliminary E-CAST enrollment projections. Each school’s projected expenditures will be updated to reflect staffing ratios and resources based on final Norm Day enrollment counts. Budget Services will only open positions and allocate additional resources for schools gaining resources based on final Norm Day enrollment.



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B. Maintenance of Effort Activities to Implement the Modified Consent Decree

In compliance with the District's Maintenance of Effort Activities to implement the Modified Consent Decree, the District will ensure that schools continue to receive dedicated clerical support resources to meet special education, Section 504, Hughes Bill and Modified Consent Decree compliance and operational needs.

Within the suggested staffing tables provided to each District school, beginning in 2009-2010 fiscal year, the following support must be allocated to meet special education compliance and operational needs:

1. .5 Full Time Equivalent (FTE) for (a) elementary schools with enrollment below 500; (b) middle schools with enrollment below 1,000; and (c) senior high schools with enrollment below 1,700.
2. 1 FTE for (a) elementary schools with enrollment of 500 and above; (b) middle schools with enrollment of 1,000 and above; and (c) senior high schools with enrollment of 1,700 and above.

C. Staffing Adjustment

Budget Services will compare the actual clerical staff at the school with the suggested positions based on final Norm Day enrollment counts. Budget Services will notify the Principal and LD Administrators of Operations of any adjustment in staffing. The school site will have flexibility to determine how to modify staffing to align with actual enrollment.

Budget Services will notify Workforce Management, Classified Employment Services of any adjustment in staffing.

D. Middle School Suggested Staffing Table

The clerical staffing ranges will be the same as those in place for the 2017-18 school year. Continuing for the 2018-19 fiscal year, Budget Services will only open positions and allocate additional resources for schools gaining resources based on final Norm Day enrollment counts.

Clerical personnel will be assigned based on the following suggested staffing Table D. For norm enrollment purposes, special day program classes (SDP) and magnet center enrollment are to be included.

Sites do not have flexibility over Modified Consent Decree Clerical Support.



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Schools will receive budgets based on recommended staffing ratios. Schools will have the ability to change the budget to align to their unique needs. Refer to the “General Fund School Program Manual” for flexibility guidelines.

TABLE D: RECOMMENDED CLERICAL STAFFING

Enrollment From	Enrollment To	School Admin. Asst.	Modified Consent Decree Support	Additional Clerical Support	Total Clerical Staff
1	700	1.0	0.5	0.5	2.0
701	1,200	1.0	1.0	1.0	3.0
1,201	1,650	1.0	1.0	2.0	4.0
1,651	2,100	1.0	1.0	3.0	5.0
2,101	2,550	1.0	1.0	4.0	6.0
2,551	3,000	1.0	1.0	5.0	7.0
3,001	3,450	1.0	1.0	6.0	8.0
3,451	3,900	1.0	1.0	7.0	9.0
3,901	4,350	1.0	1.0	8.0	10.0
4,351	4,800	1.0	1.0	9.0	11.0
4,801	5,250	1.0	1.0	10.0	12.0
5,251	and above	1.0	1.0	11.0	13.0

E. Staffing Pattern

The typical staffing pattern at middle schools is as follows:

One (1) School Administrative Assistant (Job ID 24102500)

Two (2) Senior Office Technicians (Job ID 24102838)

All other clerical positions - Office Technician(s) (Job ID 24102828)

The work basis assignment for all clerical positions is E basis.

F. Span School Clerical Calculation

- o Span school clerical norm is based on the following (weighted average):

1. Determine the percentage enrollment by grade level grouping K-5 and 6-12 to total enrollment.



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2. Determine number of clerical positions from the individual clerical staffing tables based on 100% of enrollment as if site is an elementary school and again based on 100% of enrollment, as if site is a secondary school.
3. Multiply the percentage enrollment by grade level grouping from #1 above times the number of positions that result from the individual clerical staffing tables from #2 above.
4. Sum the result. If the result is greater than 1.5, round to the nearest full FTE (e.g., 2.49 FTE is rounded to 2.0; 2.50 FTE is rounded to 3.0 FTE). If the result is less than or equal to 1.5 FTE, the site will be allocated 1.5 FTE clerical staff.

AUTHORITY: This is District policy.

RELATED RESOURCES: REF-1819.16 – Norm Day and Classification Reports - Instructions and Schedules of Electronic Capture

BUL-4926.2 - Attendance Manual: Policy and Procedures for Elementary, Secondary and Options Schools

BUL-5981.5 – Staffing Recommendations for Certificated and Clerical Personnel at Magnet Schools and Centers

REF-3451.1 – Implementation Policy for New and Existing Dual Language Programs

MEM-055497 – Establishing a School-Leadership Initiated Secondary Dual Language Education Program (6-12) for the 2019-20 School Year

REF-6554.3 – Opening Day Procedures: Supplemental Guide and Updates

ASSISTANCE: For assistance in the implementation of this bulletin, contact your Certificated Personnel Specialist.

For assistance in the implementation of the bulletin related to clerical positions, contact Workforce Management, Classified Employment Services.

For assistance with other questions, contact Budget Services and Financial Planning Division at (213) 241-2100.



ATTACHMENT A – Teacher Norm Tables for PHBAO Middle Schools

TABLE 1P: PHBAO Middle Schools

This table provides for an overall teacher ratio of 30.36 at PHBAO middle schools. This overall ratio is based on an average class size of 34.00 in four (4) academic periods and 42.50 in two (2) non-academic periods with a maximum average class size of 36.43.

ACTIVE ENROLLMENT			NUMBER OF TEACHERS	ACTIVE ENROLLMENT			NUMBER OF TEACHERS
FROM		TO		FROM		TO	
1	-	30	1	1,124	-	1,153	38
31	-	60	2	1,154	-	1,183	39
61	-	91	3	1,184	-	1,214	40
92	-	121	4	1,215	-	1,244	41
122	-	151	5	1,245	-	1,275	42
152	-	182	6	1,276	-	1,305	43
183	-	212	7	1,306	-	1,335	44
213	-	242	8	1,336	-	1,366	45
243	-	273	9	1,367	-	1,396	46
274	-	303	10	1,397	-	1,426	47
304	-	333	11	1,427	-	1,457	48
334	-	364	12	1,458	-	1,487	49
365	-	394	13	1,488	-	1,517	50
395	-	425	14	1,518	-	1,548	51
426	-	455	15	1,549	-	1,578	52
456	-	485	16	1,579	-	1,608	53
486	-	516	17	1,609	-	1,639	54
517	-	546	18	1,640	-	1,669	55
547	-	576	19	1,670	-	1,700	56
577	-	607	20	1,701	-	1,730	57
608	-	637	21	1,731	-	1,760	58
638	-	667	22	1,761	-	1,791	59
668	-	698	23	1,792	-	1,821	60
699	-	728	24	1,822	-	1,851	61
729	-	758	25	1,852	-	1,882	62
759	-	789	26	1,883	-	1,912	63
790	-	819	27	1,913	-	1,942	64
820	-	850	28	1,943	-	1,973	65
851	-	880	29	1,974	-	2,003	66
881	-	910	30	2,004	-	2,033	67
911	-	941	31	2,034	-	2,064	68
942	-	971	32	2,065	-	2,094	69
972	-	1,001	33	2,095	-	2,125	70
1,002	-	1,032	34	2,126	-	2,155	71
1,033	-	1,062	35	2,156	-	2,185	72
1,063	-	1,092	36	2,186	-	2,216	73
1,093	-	1,123	37	2,217	-	2,246	74



Los Angeles Unified School District

ATTACHMENT A – Teacher Norm Tables for PHBAO Middle Schools

TABLE 1P: PHBAO Middle Schools (Continued)

ACTIVE ENROLLMENT			NUMBER OF TEACHERS	ACTIVE ENROLLMENT			NUMBER OF TEACHERS
FROM		TO		FROM		TO	
2.247	-	2.276	75	3.249	-	3.278	108
2.277	-	2.307	76	3.279	-	3.308	109
2.308	-	2.337	77	3.309	-	3.339	110
2.338	-	2.367	78	3.340	-	3.369	111
2.368	-	2.398	79	3.370	-	3.400	112
2.399	-	2.428	80	3.401	-	3.430	113
2.429	-	2.458	81	3.431	-	3.460	114
2.459	-	2.489	82	3.461	-	3.491	115
2.490	-	2.519	83	3.492	-	3.521	116
2.520	-	2.550	84	3.522	-	3.551	117
2.551	-	2.580	85	3.552	-	3.582	118
2.581	-	2.610	86	3.583	-	3.612	119
2.611	-	2.641	87	3.613	-	3.642	120
2.642	-	2.671	88	3.643	-	3.673	121
2.672	-	2.701	89	3.674	-	3.703	122
2.702	-	2.732	90	3.704	-	3.733	123
2.733	-	2.762	91	3.734	-	3.764	124
2.763	-	2.792	92	3.765	-	3.794	125
2.793	-	2.823	93	3.795	-	3.825	126
2.824	-	2.853	94	3.826	-	3.855	127
2.854	-	2.883	95	3.856	-	3.885	128
2.884	-	2.914	96	3.886	-	3.916	129
2.915	-	2.944	97	3.917	-	3.946	130
2.945	-	2.975	98	3.947	-	3.976	131
2.976	-	3.005	99	3.977	-	4.007	132
3.006	-	3.035	100	4.008	-	4.037	133
3.036	-	3.066	101	4.038	-	4.067	134
3.067	-	3.096	102	4.068	-	4.098	135
3.097	-	3.126	103	4.099	-	4.128	136
3.127	-	3.157	104	4.129	-	4.158	137
3.158	-	3.187	105	4.159	-	4.189	138
3.188	-	3.217	106	4.190	-	4.219	139
3.218	-	3.248	107	4.220	-	4.250	140



ATTACHMENT A – Teacher Norm Tables for PHBAO Middle Schools

Table 2P: Double Block Intensive Intervention English Language Arts Program (Literacy for Success) at 28:1 at PHBAO Middle Schools

This table provides for a class size reduction from student teacher ratio of 42.5:1 to 28:1 for one period and 34:1 to 28:1 for an additional period for the double block intensive intervention English Language Arts program (Literacy for Success) at PHBAO middle schools in grades 6, 7 and 8.

Table with 3 columns: ACTIVE ENROLLMENT FROM, TO, and NUMBER OF TEACHERS. It lists enrollment ranges and corresponding teacher requirements such as 'None', '1 auxiliary period', '2 positions', etc.



Los Angeles Unified School District

ATTACHMENT A – Teacher Norm Tables for PHBAO Middle Schools

Table 3P: Reduce Class Size from 34:1 to 32:1, One Period, for 8th Grade Students at PHBAO Middle Schools

This table provides for a class size reduction from student teacher ratio of 34:1 to 32:1 for one period at PHBAO middle school in grade 8.

ACTIVE ENROLLMENT			NUMBER OF TEACHERS
FROM		TO	
1	-	32	None
33	-	544	1 auxiliary period
545	-	1,088	2 auxiliary periods
1,089	-	1,632	3 auxiliary periods



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ATTACHMENT B – Teacher Norm Tables for Desegregated/Receiver Middle Schools

TABLE 1D: Desegregated/Receiver Middle Schools

This table provides for an overall teacher ratio of 33.71 at Desegregated/Receiver middle schools. This overall ratio is based on an average class size of 39.50 in four (4) academic periods and 42.50 in two (2) non-academic periods with a maximum average class size of 40.45.

ACTIVE ENROLLMENT			NUMBER OF TEACHERS	ACTIVE ENROLLMENT			NUMBER OF TEACHERS
FROM		TO		FROM		TO	
1	-	33	1	1,248	-	1,280	38
34	-	67	2	1,281	-	1,314	39
68	-	101	3	1,315	-	1,348	40
102	-	134	4	1,349	-	1,382	41
135	-	168	5	1,383	-	1,415	42
169	-	202	6	1,416	-	1,449	43
203	-	235	7	1,450	-	1,483	44
236	-	269	8	1,484	-	1,516	45
270	-	303	9	1,517	-	1,550	46
304	-	337	10	1,551	-	1,584	47
338	-	370	11	1,585	-	1,618	48
371	-	404	12	1,619	-	1,651	49
405	-	438	13	1,652	-	1,685	50
439	-	471	14	1,686	-	1,719	51
472	-	505	15	1,720	-	1,752	52
506	-	539	16	1,753	-	1,786	53
540	-	573	17	1,787	-	1,820	54
574	-	606	18	1,821	-	1,854	55
607	-	640	19	1,855	-	1,887	56
641	-	674	20	1,888	-	1,921	57
675	-	707	21	1,922	-	1,955	58
708	-	741	22	1,956	-	1,988	59
742	-	775	23	1,989	-	2,022	60
776	-	809	24	2,023	-	2,056	61
810	-	842	25	2,057	-	2,090	62
843	-	876	26	2,091	-	2,123	63
877	-	910	27	2,124	-	2,157	64
911	-	943	28	2,158	-	2,191	65
944	-	977	29	2,192	-	2,224	66
978	-	1,011	30	2,225	-	2,258	67
1,012	-	1,045	31	2,259	-	2,292	68
1,046	-	1,078	32	2,293	-	2,325	69
1,079	-	1,112	33	2,326	-	2,359	70
1,113	-	1,146	34	2,360	-	2,393	71
1,147	-	1,179	35	2,394	-	2,427	72
1,180	-	1,213	36	2,428	-	2,460	73
1,214	-	1,247	37	2,461	-	2,494	74



Los Angeles Unified School District

ATTACHMENT B – Teacher Norm Tables for Desegregated/Receiver Middle Schools

TABLE 1D: Desegregated/Receiver Middle Schools (Continued)

ACTIVE ENROLLMENT			NUMBER OF TEACHERS	ACTIVE ENROLLMENT			NUMBER OF TEACHERS
FROM		TO		FROM		TO	
2.495	-	2.528	75	3.607	-	3.640	108
2.529	-	2.561	76	3.641	-	3.674	109
2.562	-	2.595	77	3.675	-	3.708	110
2.596	-	2.629	78	3.709	-	3.741	111
2.630	-	2.663	79	3.742	-	3.775	112
2.664	-	2.696	80	3.776	-	3.809	113
2.697	-	2.730	81	3.810	-	3.842	114
2.731	-	2.764	82	3.843	-	3.876	115
2.765	-	2.797	83	3.877	-	3.910	116
2.798	-	2.831	84	3.911	-	3.944	117
2.832	-	2.865	85	3.945	-	3.977	118
2.866	-	2.899	86	3.978	-	4.011	119
2.900	-	2.932	87	4.012	-	4.045	120
2.933	-	2.966	88	4.046	-	4.078	121
2.967	-	3.000	89	4.079	-	4.112	122
3.001	-	3.033	90	4.113	-	4.146	123
3.034	-	3.067	91	4.147	-	4.180	124
3.068	-	3.101	92	4.181	-	4.213	125
3.102	-	3.135	93	4.214	-	4.247	126
3.136	-	3.168	94	4.248	-	4.281	127
3.169	-	3.202	95	4.282	-	4.314	128
3.203	-	3.236	96	4.315	-	4.348	129
3.237	-	3.269	97	4.349	-	4.382	130
3.270	-	3.303	98	4.383	-	4.415	131
3.304	-	3.337	99	4.416	-	4.449	132
3.338	-	3.370	100	4.450	-	4.483	133
3.371	-	3.404	101	4.484	-	4.517	134
3.405	-	3.438	102	4.518	-	4.550	135
3.439	-	3.472	103	4.551	-	4.584	136
3.473	-	3.505	104	4.585	-	4.618	137
3.506	-	3.539	105	4.619	-	4.651	138
3.540	-	3.573	106	4.652	-	4.685	139
3.574	-	3.606	107	4.686	-	4.719	140



Table 2D: Double Block Intensive Intervention English Language Arts Program (Literacy for Success) at 28:1 At Desegregated/Receiver Middle Schools

This table provides for a class size reduction from student teacher ratio of 42.5:1 to 28:1 for one period and 39.5:1 to 28:1 for the double block intensive intervention English Language Arts program (Literacy for Success) at Desegregated/Receiver middle school in grades 6, 7 and 8.

ACTIVE ENROLLMENT		TO	NUMBER OF TEACHERS
FROM			
1	-	25	None
26	-	44	1 auxiliary period
45	-	88	2 auxiliary periods
89	-	132	3 auxiliary periods
133	-	176	4 auxiliary periods
177	-	220	1 position
221	-	264	1 position + 1 auxiliary period
265	-	308	1 position + 2 auxiliary periods
309	-	352	1 position + 3 auxiliary periods
353	-	396	1 position + 4 auxiliary periods
397	-	440	2 positions
441	-	484	2 positions + 1 auxiliary period
485	-	528	2 positions + 2 auxiliary periods
529	-	572	2 positions + 3 auxiliary periods
573	-	616	2 positions + 4 auxiliary periods
617	-	660	3 positions
661	-	704	3 positions + 1 auxiliary period
705	-	748	3 positions + 2 auxiliary periods
749	-	792	3 positions + 3 auxiliary periods
793	-	836	3 positions + 4 auxiliary periods
837	-	880	4 positions
881	-	924	4 positions + 1 auxiliary period
925	-	968	4 positions + 2 auxiliary periods
969	-	1,012	4 positions + 3 auxiliary periods
1,013	-	1,056	4 positions + 4 auxiliary periods
1,057	-	1,100	5 positions
1,101	-	1,144	5 positions + 1 auxiliary period
1,145	-	1,188	5 positions + 2 auxiliary periods
1,189	-	1,232	5 positions + 3 auxiliary periods



Los Angeles Unified School District

ATTACHMENT B – Teacher Norm Tables for Desegregated/Receiver Middle Schools

Table 3D: Reduce Class Size from 39.5:1 to 37.5:1, One Period, for 8th Grade Students at Desegregated/Receiver Middle Schools

This table provides for a class size reduction from student teacher ratio of 39.5:1 to 37.5:1 for one period at Desegregated / Receiver middle school in grade 8.

ACTIVE ENROLLMENT			NUMBER OF TEACHERS
FROM		TO	
1	-	37	None
38	-	741	1 auxiliary period
742	-	1,482	2 auxiliary periods



TABLE 1A: District Norm - Affiliated Charter Middle Schools

This table provides for an overall teacher ratio of 42.50 (District Norm) at Affiliated Charter middle schools.

ACTIVE ENROLLMENT			NUMBER OF TEACHERS	ACTIVE ENROLLMENT			NUMBER OF TEACHERS
FROM		TO		FROM		TO	
1	-	35	1	1.311	-	1.345	38
36	-	70	2	1.346	-	1.381	39
71	-	106	3	1.382	-	1.416	40
107	-	141	4	1.417	-	1.452	41
142	-	177	5	1.453	-	1.487	42
178	-	212	6	1.488	-	1.522	43
213	-	247	7	1.523	-	1.558	44
248	-	283	8	1.559	-	1.593	45
284	-	318	9	1.594	-	1.629	46
319	-	354	10	1.630	-	1.664	47
355	-	389	11	1.665	-	1.700	48
390	-	425	12	1.701	-	1.735	49
426	-	460	13	1.736	-	1.770	50
461	-	495	14	1.771	-	1.806	51
496	-	531	15	1.807	-	1.841	52
532	-	566	16	1.842	-	1.877	53
567	-	602	17	1.878	-	1.912	54
603	-	637	18	1.913	-	1.947	55
638	-	672	19	1.948	-	1.983	56
673	-	708	20	1.984	-	2.018	57
709	-	743	21	2.019	-	2.054	58
744	-	779	22	2.055	-	2.089	59
780	-	814	23	2.090	-	2.125	60
815	-	850	24	2.126	-	2.160	61
851	-	885	25	2.161	-	2.195	62
886	-	920	26	2.196	-	2.231	63
921	-	956	27	2.232	-	2.266	64
957	-	991	28	2.267	-	2.302	65
992	-	1,027	29	2.303	-	2.337	66
1,028	-	1,062	30	2.338	-	2.372	67
1,063	-	1,097	31	2.373	-	2.408	68
1,098	-	1,133	32	2.409	-	2.443	69
1,134	-	1,168	33	2.444	-	2.479	70
1,169	-	1,204	34	2.480	-	2.514	71
1,205	-	1,239	35	2.515	-	2.550	72
1,240	-	1,275	36	2.551	-	2.585	73
1,276	-	1,310	37	2.586	-	2.620	74



Los Angeles Unified School District

ATTACHMENT C – Teacher Norm Tables for Affiliated Charter Middle Schools

TABLE 1A: District Norm - Affiliated Charter Middle Schools (Continued)

ACTIVE ENROLLMENT			NUMBER OF TEACHERS	ACTIVE ENROLLMENT			NUMBER OF TEACHERS
FROM		TO		FROM		TO	
2.621	-	2.656	75	3.790	-	3.825	108
2.657	-	2.691	76	3.826	-	3.860	109
2.692	-	2.727	77	3.861	-	3.895	110
2.728	-	2.762	78	3.896	-	3.931	111
2.763	-	2.797	79	3.932	-	3.966	112
2.798	-	2.833	80	3.967	-	4.002	113
2.834	-	2.868	81	4.003	-	4.037	114
2.869	-	2.904	82	4.038	-	4.072	115
2.905	-	2.939	83	4.073	-	4.108	116
2.940	-	2.975	84	4.109	-	4.143	117
2.976	-	3.010	85	4.144	-	4.179	118
3.011	-	3.045	86	4.180	-	4.214	119
3.046	-	3.081	87	4.215	-	4.250	120
3.082	-	3.116	88	4.251	-	4.285	121
3.117	-	3.152	89	4.286	-	4.320	122
3.153	-	3.187	90	4.321	-	4.356	123
3.188	-	3.222	91	4.357	-	4.391	124
3.223	-	3.258	92	4.392	-	4.427	125
3.259	-	3.293	93	4.428	-	4.462	126
3.294	-	3.329	94	4.463	-	4.497	127
3.330	-	3.364	95	4.498	-	4.533	128
3.365	-	3.400	96	4.534	-	4.568	129
3.401	-	3.435	97	4.569	-	4.604	130
3.436	-	3.470	98	4.605	-	4.639	131
3.471	-	3.506	99	4.640	-	4.675	132
3.507	-	3.541	100	4.676	-	4.710	133
3.542	-	3.577	101	4.711	-	4.745	134
3.578	-	3.612	102	4.746	-	4.781	135
3.613	-	3.647	103	4.782	-	4.816	136
3.648	-	3.683	104	4.817	-	4.852	137
3.684	-	3.718	105	4.853	-	4.887	138
3.719	-	3.754	106	4.888	-	4.922	139
3.755	-	3.789	107	4.923	-	4.958	140



Table 1A2: Double Block Intensive Intervention English Language Arts Program (Literacy for Success) at 28:1 at Affiliated Charter Middle Schools

This table provides for a class size reduction from student teacher ratio of 42.5:1 to 28:1 for two periods for the double block intensive intervention English Language Arts program (Literacy for Success) at Affiliated Charter middle schools in grades 6, 7 and 8.

ACTIVE ENROLLMENT			NUMBER OF TEACHERS
FROM		TO	
1	-	25	None
26	-	41	1 auxiliary period
42	-	82	2 auxiliary periods
83	-	123	3 auxiliary periods
124	-	164	4 auxiliary periods
165	-	205	1 position
206	-	246	1 position + 1 auxiliary period
247	-	287	1 position + 2 auxiliary periods
288	-	328	1 position + 3 auxiliary periods
329	-	369	1 position + 4 auxiliary periods
370	-	410	2 positions
411	-	451	2 positions + 1 auxiliary period
452	-	492	2 positions + 2 auxiliary periods
493	-	533	2 positions + 3 auxiliary periods
534	-	574	2 positions + 4 auxiliary periods
575	-	615	3 positions
616	-	656	3 positions + 1 auxiliary period
657	-	697	3 positions + 2 auxiliary periods
698	-	738	3 positions + 3 auxiliary periods
739	-	779	3 positions + 4 auxiliary periods
780	-	820	4 positions
821	-	861	4 positions + 1 auxiliary period
862	-	902	4 positions + 2 auxiliary periods
903	-	943	4 positions + 3 auxiliary periods
944	-	984	4 positions + 4 auxiliary periods
985	-	1,025	5 positions
1,026	-	1,066	5 positions + 1 auxiliary period
1,067	-	1,107	5 positions + 2 auxiliary periods
1,108	-	1,148	5 positions + 3 auxiliary periods



Table 3AP1: Reduce Class Size from 34:1 to 32:1, One Period, for 8th Grade Students at PHBAO Middle Schools

This table provides for a class size reduction from student teacher ratio of 34:1 to 32:1 for one period at PHBAO middle school in grade 8.

ACTIVE ENROLLMENT			NUMBER OF TEACHERS
FROM		TO	
1	-	32	None
33	-	544	1 auxiliary period
545	-	1,088	2 auxiliary periods
1,089	-	1,632	3 auxiliary periods

Table 3ADR1: Reduce Class Size from 39.5:1 to 37.5:1, One Period, for 8th Grade Students at Desegregated / Receiver Middle Schools

This table provides for a class size reduction from student teacher ratio of 39.5:1 to 37.5:1 for one period at Desegregated / Receiver middle school in grade 8.

ACTIVE ENROLLMENT			NUMBER OF TEACHERS
FROM		TO	
1	-	37	None
38	-	741	1 auxiliary period
742	-	1,482	2 auxiliary periods



Los Angeles Unified School District

ATTACHMENT D – Special Education Norm Table Guide

These do not include Related Services and their required teacher ratios.

<u>Acronym</u>	<u>Name</u>	<u>Teacher Norm for Students Up to 8 Years Old</u>	<u>Teacher Norm for Students 9 Years Old & Above</u>	<u>Notes</u>
AUT	Autism	6	6	
DHH	Deaf/Hard of Hearing	6-8	8-10	
ED	Emotional Disturbance	8	8	
EE	Early Education	10	N/A	
IDM	Intellectual Disability-Moderate	12 or 14*	12 or 14*	
IDS	Intellectual Disability-Severe	12	12	
MD	Multiple Disabilities	6	8	
MDS	Multiple Disability-Severe	10	10	
PAL	Preschool for All	10	-	
PCC	Preschool Collaborative Classroom	10	-	Also 1 GE Teacher, only at EECs.
PCC/ETK	Expanded Transitional Kindergarten	8	-	Total class norms at 24 with 8 SWD and 16 GE children. Also receives 1 GE Teacher. To replace PCC program at non-EEC locations.
PSC	Preschool Collaborative	8	-	
RSP	Resource Specialist Program	24-28	24-28	Schools may also receive Resource Specialist Teacher support through an itinerant position
SLD	Specific Learning Disability	12	12	
VI	Visually Impairment	8	10	
Special Education Centers		10	10	

*12 if a 4 year age span



Los Angeles Unified School District

ATTACHMENT E – List of Non-Credit Bearing/Zero Credit Courses

COURSE NUMBER	COURSE NAME
102547	LOTE YEAR 1A EXEMPT
102548	LOTE YEAR 1B EXEMPT
102549	LOTE YEAR 2A WAIVER
102550	LOTE YEAR 2B WAIVER
103000	*Home
103149	ALGEBRA 2A WAIVER
103150	ALGEBRA 2B WAIVER
109902	PASSPORT PLACEHOLDER
151001	NON EQUIVALENT COLLEGE OTHER
152301	NON EQUIVALENT COLLEGE ENGLISH
152601	NON EQUIVALENT COLLEGE LOTE
153101	NON EQUIVALENT COLLEGE MATH
153201	NON EQUIVALENT COLLEGE VAPA
153601	NON EQUIVALENT COLLEGE SCIENCE
153701	NON EQUIVALENT COLLEGE HISTORY
251140	BILT AWRD ARAB
252040	BILT AWARD ASL
252540	BILT AWRD MAN
253540	BILT AWRD FRE
253740	BILT AWRD GER
254340	BILT AWRD ITAL
254540	BILT AWRD JAPANESE
254840	BILT AWRD LAT
254940	BILT AWRD KOR
255540	BILT AWRD RUS
256040	BILT AWRD SPAN
259040	BILT ARWD OTHR

COURSE NUMBER	COURSE NAME
269948	HEALTH ALT
305074	ED/CAREER PLAN
305075	HS EQUIV TEST STRATEG
305077	HS EQUIV TEST PREP
305094	HS EQUIV TEST PREP DNL
310341C	CC ALGEBRA 1
339901	PE WAIVER DR
339949	PE REQUIRE MET
420103	HOMEROOM
422305	MS SUM INTERVEN ELA 5
422306	MS SUM INTERVEN ELA 6
422307	MS SUM INTERVEN ELA 7
422308	MS SUM INTERVEN ELA 8
423105	MS SUM INTERVEN MATH 5
423106	MS SUM INTERVEN MATH 6
423107	MS SUM INTERVEN MATH 7
423108	MS SUM INTERVEN MATH 8
429949	SERVICE LEARN
431360	ASL/ENG BI-LING ED:LITERACY
431361	ASL/ENG BI-LING ED:LEVEL 1
431362	ASL/ENG BI-LING ED:LEVEL 2
431363	ASL/ENG BI-LING ED:LEVEL 3
671590	CULINARY ART/7: SERVSAF