

# BOARD APPROVED STAFFING RATIOS FOR 2016-17 MIDDLE SCHOOLS – March 3, 2016

## MAJOR CHANGES

Changes starting 2016-17 school year are as follows:

- The teacher staffing ratios for grades 6-8 will be the same as the 2015-16 school year.
- The administrator, counselor, and clerical staffing ranges will be the same as the 2015-16 school year.
- The teacher staffing ratios for the intensive intervention English Language Arts program (English core class with Literacy for Success [middle school] or Strategic Literacy [high school]) will be the same as the 2015-16 school year. Schools implementing this intervention program may request an auxiliary allocation using the “AAL (Accelerating Academic Literacy) Resource Allocation Request 2016-17” form. To receive this allocation, schools must submit the form to Dharma Hernandez, OCISS, by April 22, 2016. ***Allocation requests will be provided based on projected AAL enrollment and will be finalized based on actual norm day AAL enrollment.*** A copy of the “AAL Resource Allocation Request 2016-17” form is available on School Fiscal Services website (<http://sfs.lausd.net/>). For additional information, please refer to the memo, *Placement Guidelines for Strategic and Intensive Literacy Language Arts Intervention Programs in Grades 6 and 9 for EO, SWD, IFEP, and RFEP Students* (memo is currently being revised for 2016-17).

Resources will be distributed to middle schools in July, 2016 based on approved projected enrollment on the allocation requests submitted to OCISS.

- The teacher staffing ratio to reduce 8th grade English Language Arts and Math classes by 2 students will be the same as the 2015-16 school year.

## GUIDELINES

### TEACHERS

- The teacher staffing ratios for grades 6-8 will be the same as the 2015-16 school year.
- Norm Enrollment Adjustments - As in the past, the following adjustments will be applied to Norm Day Enrollment for the 2016-17 school year:
  - Students with 13 absence days or more, from enrollment date through norm day
  - Students with more than one enrollment record (duplicate students)

# BOARD APPROVED STAFFING RATIOS FOR 2016-17

## MIDDLE SCHOOLS – March 3, 2016

- Only enrolled students with scheduled classes in MiSiS will be counted. In other words, students must be both enrolled and scheduled for norm purposes. Schools should ensure that every enrolled student's class schedule is entered into MiSiS. Otherwise, enrolled students without scheduled classes will be excluded from Norm Day Enrollment count.
- 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 enrollment count.
- The SDP counts are modified when section assignments for students are different than what was called for in the Individualized Education Programs (IEPs).
- Secondary SDP Student Count
  - Secondary students with an active Individualized Education Program (IEP) where the Percent Outside General Education is 50% or more are counted as SDP in the Classification Report. Moreover, SDP counts are modified when section assignments for students differed than what was called for in the IEPs.

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

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 optimum class/caseload norms.

- Staffing Position Simulator

“Staffing Position Simulator” tool is available on the School Fiscal Services website (<http://sfs.lausd.net/>). The purpose of this tool is to provide schools with transparency as to 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 will also calculate 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.

# **BOARD APPROVED STAFFING RATIOS FOR 2016-17**

## **MIDDLE SCHOOLS – March 3, 2016**

FY 2016-17 norm tables for different norm categories reflected on Attachment A, B, and C are based on total school enrollment, excluding students with an active IEP where the Percent Outside General Education is 50% or more.

- A. Schools identified as Predominantly Hispanic, Black, Asian and Other Non-Anglo Students (PHBAO) use Attachment A to determine teacher allocations.
- B. Schools identified as Desegregated/Receiver use Attachment B to determine teacher allocations.
- C. Affiliated Charter Schools use Attachment C to determine teacher allocations. Affiliated Charter Schools are not eligible for class size reduction positions funded by Targeted Instructional Improvement Grant (TIIG).<sup>1</sup>

TIIG class size reduction resources are used to fund the difference between the number of teachers generated from the District Norm Table (Attachment C) and either the PHBAO Norm Table (Attachment A, Table 1P) or the Desegregated/Receiver Norm Table (Attachment B, Table 1D).

### PHBAO Affiliated Charter Schools

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

- I. Determine the number of teacher positions based on enrollment from Attachment A, Table 1P.
- 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. The result is the number of positions the Affiliated Charter School will fund from the Charter School Categorical Block Grant

Affiliated Charter PHBAO schools will use the Charter School Categorical Block Grant to fund the number of positions from Step III above.

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<sup>1</sup> Continuing for the 2016-17 fiscal year, funding for Targeted Instructional Improvement Block Grant (TIIG) resources for Affiliated Charter Schools is included in the Charter School Categorical Block Grant. Therefore, Affiliated Charter Schools are not eligible for class size reduction funded by District TIIG resources (PHBAO or Desegregated/Receiver). Norm Charts for Desegregated/Receiver Affiliated Charter Schools are displayed in Attachment C.

# BOARD APPROVED STAFFING RATIOS FOR 2016-17

## MIDDLE SCHOOLS – March 3, 2016

### Desegregated/Receiver Affiliated Charter Schools

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

- I. Determine the number of teacher positions based on enrollment, with applicable enrollment factor, from Attachment B, Table 1D.
- II. Determine the number of teacher positions based on enrollment, with applicable enrollment factor, 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. The result is the number of positions the Affiliated Charter School will fund from the Charter School Categorical Block Grant.

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

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

The teacher staffing ratios for the intensive intervention English Language Arts program (English core class with Literacy for Success [middle school] or Strategic Literacy [high school]) will be the same as the 2015-16 school year. Schools implementing this intervention program may request an auxiliary allocation using the "AAL (Accelerating Academic Literacy) Resource Allocation Request 2016-17" form. To receive this allocation, schools must submit the form to Dharma Hernandez, OCISS, by April 22, 2016. **Allocation requests will be provided based on projected AAL enrollment and will be finalized based on actual norm day AAL enrollment.** A copy of the "AAL Resource Allocation Request 2016-17" form is available on School Fiscal Services website (<http://sfs.lausd.net/>). For additional information, please refer to the memo, *Placement Guidelines for Strategic and Intensive Literacy Language Arts Intervention Programs in Grades 6 and 9 for EO, SWD, IFEP, and RFEP Students* (memo is currently being revised for 2016-17).

Resources will be distributed to middle schools in July, 2016 based on approved projected enrollment on the allocation requests submitted to OCISS.

## **BOARD APPROVED STAFFING RATIOS FOR 2016-17 MIDDLE SCHOOLS – March 3, 2016**

- E. 8th Grade Class Size Reduction (Tables 3P, 3D, 3AP1 and 3ADR1) - LAUSD has authorized reduction of class size by 2 students for 8th grade English Language Arts and 8th grade Math classes. The teacher staffing ratio to reduce 8th grade English Language Arts and Math classes by 2 students will be the same as the 2015-16 school year.
- F. 6th – 8th Grade Dual Language, Maintenance Bilingual, and Foreign Language Immersion Programs

Continuing for the 2016-17 fiscal year, secondary schools participating in Dual Language, Maintenance Bilingual Education, and Foreign Language Immersion Programs will receive 6 auxiliary periods per school.

### **ADMINISTRATORS**

- The administrator staffing ranges will be the same as the 2015-16 school year.
- Administrative personnel are allocated based on total school enrollment, including special day program classes (SDP) and magnet center 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 will be B basis.
- The Generic Assistant Principal position(s) will be included in the discretionary portion of the “General Fund School Program”. Please refer to the “General Fund School Program Manual” for flexibility guidelines.

# BOARD APPROVED STAFFING RATIOS FOR 2016-17 MIDDLE SCHOOLS – March 3, 2016

Continuing for the 2016-17 fiscal year, Administrative personnel will be assigned based on the following table:

**MIDDLE SCHOOL ADMINISTRATIVE STAFFING**

Enrollment From	Enrollment To	Principal	Asst. Prin. Sec. Counseling Services <sup>2</sup>	Generic Assistant Principal
1	799	1.0	-	-
800	1,354	1.0	1.0	-
1,355	1,749	1.0	1.0	1.0
1,750	2,088	1.0	1.0	2.0
2,089	4,233	1.0	1.0	3.0
4,234	and above	1.0	1.0	4.0

## Span School Administrative Calculation

- Span school administrative norm allocation is based on the following (weighted average):
  1. Determine the percentage enrollment by grade level groupings 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 groupings from #1 above by 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).

<sup>2</sup> Secondary schools with 800 or more students must have either an Asst. Prin. – SCS or equivalent.

# BOARD APPROVED STAFFING RATIOS FOR 2016-17 MIDDLE SCHOOLS – March 3, 2016

## COUNSELORS

The counselor staffing ranges will be the same as the 2015-16 school year.

PHBAO middle schools should use Table A and their school-wide enrollment, including special day program classes (SDP) and magnet center enrollment, to determine the number of counseling positions they will receive.

**Table A  
MIDDLE SCHOOL PHBAO COUNSELOR STAFFING**

Enrollment From	Enrollment To	Number of 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

Desegregated/Receiver middle schools should use Table B and their school-wide enrollment, including special day program classes (SDP) and magnet center enrollment, to determine the number of counseling positions they will receive.

**Table B  
MIDDLE SCHOOL DESEGREGATED/RECEIVER  
COUNSELOR STAFFING**

Enrollment From	Enrollment To	Number of 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

# BOARD APPROVED STAFFING RATIOS FOR 2016-17

## MIDDLE SCHOOLS – March 3, 2016

### Span School Counselor Calculation

- Span school counselor norm allocation is based on the following (weighted average):
  1. Determine the percentage enrollment by grade level groupings 6-8 and 9-12 to total enrollment.
  2. Determine number of counselor norm positions from the individual norm tables based on enrollment in grades 6-12 as if the site is a middle school and again based on enrollment grades 6-12 as if the site is a senior high school.
  3. Multiply the percentage enrollment by grade level groupings from #1 above by the number of positions that result from the individual norm tables from #2 above.
  4. Sum the result. If the result is greater than 0.5, round to the nearest full FTE (i.e. 2.49 FTE is rounded to 2.0 FTE; 2.50 FTE is rounded to 3.0 FTE). If the result is less than or equal to 0.5, site will be allocated 0.5 FTE counselor.

### CLERICAL

- The counselor staffing ranges will be the same as the 2015-16 school year.
- Each school receives the number of clerical positions using the staffing tables displayed below based on active enrollment, including special day program classes (SDP) and magnet center enrollment.
- Sites do not have flexibility over Modified Consent Decree Clerical Support.
- Schools will receive budgets based on recommended staffing ratios. Schools will have the ability to change the budget to align to its unique needs. Please refer to the “General Fund School Program Manual” for flexibility guidelines.



## BOARD APPROVED STAFFING RATIOS FOR 2016-17 MIDDLE SCHOOLS – March 3, 2016

Enrollment From	Enrollment To	School Admin. Asst.	Modified Consent Decree Support	Additional Clerical Support	Total Clerical Staff
1	550	1.0	0.5	-	1.5
551	700	1.0	0.5	0.5	2.0
701	1,200	1.0	1.0	1.0	3.0
1,201	1,700	1.0	1.0	2.0	4.0
1,701	2,200	1.0	1.0	3.0	5.0
2,201	2,700	1.0	1.0	4.0	6.0
2,701	3,200	1.0	1.0	5.0	7.0
3,201	3,700	1.0	1.0	6.0	8.0
3,701	4,200	1.0	1.0	7.0	9.0
4,201	4,700	1.0	1.0	8.0	10.0
4,701	5,200	1.0	1.0	9.0	11.0
5,201	and above	1.0	1.0	10.0	12.0

### 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 at middle schools is E basis.

### Span School Clerical Calculation

- Span school clerical norm allocation is based on the following (weighted average):
  1. Determine the percentage enrollment by grade level groupings K-5 and 6-12 to total enrollment.

# BOARD APPROVED STAFFING RATIOS FOR 2016-17

## MIDDLE SCHOOLS – March 3, 2016

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 groupings from #1 above by 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 1.50 FTE, the site will be allocated 1.5 FTE clerical staff.

### Other Resources

- In the continuing effort to improve the District’s budgeting process for schools, for the 2016-17 fiscal year resources allocations for Library Media Teacher Differential will be included in the allocation for Program 13027, “General fund School Program”.
- Plant Managers, School Facilities Attendants, and Pool Custodians are day shift employees. If a school needs these positions to work night shift(s), the school is responsible for the additional cost.
- Library Aide position will continue to be paired with another 3 hour Library Aide position.
- Continuing for the 2016-17 fiscal year, resource allocations for Administrators, Teachers, Counselors, Library Media Teacher/Librarian, Psychologists, Nurses, Clerical, Custodial, Financial Mangers, Instructional Materials, Activity Differentials, etc. will be included in the allocation for Program 13027, “General Fund School Program”.
  - a. Schools will receive budgets based on recommended staffing ratios. Schools may realign certain resources to meet their unique needs. Please refer to the “General Fund School Program Manual” which is available on School Fiscal Services website (<http://sfs.lausd.net/>) for flexibility guidelines.



# Los Angeles Unified School District

## 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



# Los Angeles Unified School District

## 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.

ACTIVE ENROLLMENT			NUMBER OF TEACHERS
FROM		TO	
1	-	25	None
26	-	52	1 auxiliary period
53	-	104	2 auxiliary periods
105	-	156	3 auxiliary periods
157	-	208	4 auxiliary periods
209	-	260	1 position
261	-	312	1 position + 1 auxiliary period
313	-	364	1 position + 2 auxiliary periods
365	-	416	1 position + 3 auxiliary periods
417	-	468	1 position + 4 auxiliary periods
469	-	520	2 positions
521	-	572	2 positions + 1 auxiliary period
573	-	624	2 positions + 2 auxiliary periods
625	-	676	2 positions + 3 auxiliary periods
677	-	728	2 positions + 4 auxiliary periods
729	-	780	3 positions
781	-	832	3 positions + 1 auxiliary period
833	-	884	3 positions + 2 auxiliary periods
885	-	936	3 positions + 3 auxiliary periods
937	-	988	3 positions + 4 auxiliary periods
989	-	1,040	4 positions
1,041	-	1,092	4 positions + 1 auxiliary period
1,093	-	1,144	4 positions + 2 auxiliary periods
1,145	-	1,196	4 positions + 3 auxiliary periods
1,197	-	1,248	4 positions + 4 auxiliary periods
1,249	-	1,300	5 positions
1,301	-	1,352	5 positions + 1 auxiliary period
1,353	-	1,404	5 positions + 2 auxiliary periods
1,405	-	1,456	5 positions + 3 auxiliary periods



# Los Angeles Unified School District

## 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



# Los Angeles Unified School District

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

**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

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### **Table 3D: Reduce Class Size from 39.5:1 to 37.5:1, One Period, for 8<sup>th</sup> 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.

The number of auxiliary periods/positions generated by the table below is 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 8<sup>th</sup> grade classes is equal to two times the number of auxiliary periods/positions indicated in the table.

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 C – Teacher Norm Tables for Affiliated Charter Middle Schools

**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 8<sup>th</sup> 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.

The number of auxiliary periods/positions generated by the table below is 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 8<sup>th</sup> grade classes is equal to two times the number of auxiliary periods/positions indicated in the table.

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 8<sup>th</sup> 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.

The number of auxiliary periods/positions generated by the table below is 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 8<sup>th</sup> grade classes is equal to two times the number of auxiliary periods/positions indicated in the table.

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

## Appendix A - Special Education

Optimum Class/Caseload Norms (a)

Class/Caseload Categories	SERVICE SITES			
	Regular School	Special School	Through 8 Years	9 Years and above
<b>SPECIAL DAY CLASSES</b>				
Autism (AUT)	x	x	6	6
Visually Impaired (VI)	x	x	8	10
Deaf/Blind (DBL)		x	3	5
Deaf/Hard of Hearing (DHH)	x	x	6-8	8-10
Multiple Disability Severe (MDS)		x	10	10
Mental Retardation Moderate (MRM)	x		12 or 14*	12 or 14*
Specific Learning Disability (SLD)	x	x	12	12
Multiple Disability (MD)	x	x	6	8
Noncategorical	x	x	8	12
Orthopedic/Other Health Impaired (OI)	x	x	12	16
Emotional Disturbance (ED)	x	x	8	8
Aphasia (APH)	x		6	8 or 10**
Teleteaching (TEL)	n/a	n/a	20	20
Mental Retardation Severe (MRS)		x	12	12
RESOURCE SPECIALIST PROGRAM	x			24-28
<b>DESIGNATED INSTRUCTION AND SERVICES</b>				
Adapted Physical Education (APE)	x	x		70
Audiology	x	x		115
Counseling	x	x		22
Deaf/Hard of Hearing (DHH)	x	x		12
Home Hospital	n/a	n/a		10
Language and Speech (LAS)	x	x		55
Orientation & Mobility Instruct. for VI	x	x		12
Visually Impaired (VI)	x	x		12
Vocational Education for the Handicapped	x	x		75

\*12 if a 4 year age span    \*\*10 if a secondary level aphasia class

(a) If optimum class norm is exceeded by two for a temporary period of time which exceeds one month, a referral may be made to the Support Unit Administrator who may contact the Executive Director, Special Education, for assistance.

(b) Maximum age is to high school completion or to 22 years of age. Pupils who have not met their prescribed course of study or regular or differential proficiency standards may remain in school through age 21. Any pupil who becomes 22 while participating in a program may continue participation for the remainder of the then current school year.