

INTEROFFICE CORRESPONDENCE

Los Angeles Unified School District
Division of Instruction

TO: Selected Secondary School Principals

DATE: February 5, 2024

FROM: Frances Baez, Ph.D. 
Chief Academic Officer

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Executive Director, Secondary Schools

SUBJECT: FUNDING GUIDANCE FOR ALTERNATIVE SCHEDULES FOR THE 2024-2025 SCHOOL YEAR

The purpose of this communication is to inform secondary schools of the updates with implementing an alternative schedule for the 2024-25 School Year.

Background

During the 2021-22 academic year, the Division of Instruction, in collaboration with the Office of Labor Relations and Human Resources, granted secondary schools the option to transition from a traditional 6-period schedule to an alternative 2x8 or 4x4 model schedule. Funding for the additional teaching positions required by these alternative schedule models was provided centrally for a three-year period, concluding in June 2024. For the 2024-25 academic year, the criteria required for schools to continue to implement an alternative schedule has changed. Below is information for each grade level span.

Senior High and TK-12 or 6-12 Span Schools Currently Following an Alternative Schedule

Senior high and TK-12 or 6-12 span schools that currently follow an alternative schedule model will be eligible to receive partial funding from the central office to continue their alternative schedule for the 2024-25 school year. In order to implement the best research based practices that support the quality implementation of alternative schedule models, schools will be required to follow the specified components described below. Most schools implementing an alternative schedule already have these practices in place. All components will be centrally and regionally monitored. Additional support will be provided by the Division of Instruction.

- Based upon research from the Los Angeles Education Research Institute (2023) concerning enrollment by grade twelve students in a mathematics course and college success, ensure all seniors are enrolled in either a fourth year of math or an advanced science course. Such courses can include Advanced Placement (AP), dual enrollment or concurrent enrollment college courses.
- Based upon current LAUSD on-track graduation and UC/CSU A-G eligibility and demonstrated need, provide at least one period of a credit recovery course during the school day per semester. Credit recovery courses may include blended Edgenuity, virtual Edgenuity, or the rescheduling of a course that was offered during the previous mester or semester. Specific examples can be found below.
 - Example 1: A school following a 4x4 model schedules English 9A during the second mester of the fall semester
 - Example 2: A school following a 2x8 model schedules Algebra 2B during the fall for students who previously failed the course
 - Example 3: A school following either a 4x4 or 2x8 model schedules a period of virtual Edgenuity

- Provide at least one CTE pathway (i.e., introductory, concentrator, and capstone courses) based upon student interest.
- Offer at least one dual enrollment course per semester.
- Design and provide at least two professional development opportunities, one each semester or every two mesters, that incorporate best practices for teaching in an alternative schedule model (e.g., use of engagement, incorporating cooperative learning, providing timely feedback, or facilitating small group instruction.)
- Provide opportunities for teachers time to plan, develop a common assessment, observe, and evaluate student work.
- Provide opportunities for teacher collaboration during Banked Time Tuesdays.

To support schools in maintaining their alternative schedule, the central office will fund 50% of the cost of the additional class size reduction positions required. School sites will be responsible for funding the remaining 50% using school funds. For example, the average cost of a secondary teacher position is approximately \$150,000. At 50%, schools would need to cover approximately \$75,000 per alternative schedule position required under the norm. The additional class size reduction positions are subject to a Norm Day settle up. Positions will be allocated at 50% before Budget Development opens, and schools will be required to fund the remaining 50% with school site resources before Budget Development closes. Please refer to the Alternative Schedule and Norm Staffing documents on the School Fiscal Services [website](#).

To ensure the accuracy of school allocations during the budget development process, it is essential for all current alternative schedule high schools and TK-12 or 6-12 span schools to complete a [Google interest form](#). This form is intended to confirm a school’s decision to either continue or discontinue the implementation of an alternative schedule model for the upcoming 2024-25 school year. The submission deadline for the interest form is Wednesday, February 14, 2024. High schools opting to maintain an alternative schedule will receive a modified allocation from School Fiscal Services prior to their scheduled budget appointment.

Middle and K-8 Span Schools Currently Following an Alternative Schedule

Middle and K-8 span schools currently implementing an alternative schedule will no longer be eligible for central office funding in the 2024-25 school year. However, those schools employing an alternative schedule have the option to present their individual data to their Region Superintendent for a chance to appeal and secure centralized funding. Such appeals will be assessed on a case-by-case basis, and approved appeals will receive a final notification from School Fiscal Services detailing the percentage of centralized funding that will be allocated.

Middle and K-8 span schools that opt not to appeal to their Region Superintendent or have their appeal denied may choose to continue with the implementation of an alternative schedule, as per the LAUSD/UTLA Collective Bargaining Agreement (Article IX, Section 9.0, Article XXVII, Section 2.4(b)(6)). In this scenario, schools must utilize their own funds to cover the expenses associated with additional class size reduction positions as required.

Converting to a 6-Period Schedule

Schools converting from an alternative schedule to a 6-period schedule will see adjustments in their norm-based staffing allocation. The norm staffing bulletins can be accessed via the School Fiscal Services website at <https://www.lausd.org/Page/794>. Additionally, for schools transitioning back to a 6-period schedule, counseling drop-in sessions will be offered to assist administrators in designing the master schedule. These sessions will take place on Thursday, February 15, 2024 at both 9:30 a.m. and 3:30 p.m., accessible through the provided [Zoom link](#).

For general questions, please reach out to your Regional Director. For questions concerning the Collective Bargaining Agreement, please contact your Staff Relations Field Director. For further technical assistance, contact John Vladovic at jkv4418@lausd.net.

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