Board Members Present:
Ms. Mónica García, Chairperson
Ms. Marguerite P. LaMotte, Member
Mr. Jon Lauritzen
Mr. David Tokofsky, Member

Outside Committee Person Present:
Ms. Alicia Loncar, SEIU Local 99 Representative

Staff Present:
Mr. Dan Isaacs, Chief Operating Officer
Mr. Robert Collins, Chief Instructional Officer, Secondary
Mr. Roger Buschmann, Interim Chief Human Resources Officer
Dr. Roger Rasmussen, Director, Budget Services
Ms. Wendy Macy, Provisional Personnel Director
Mr. Steve Brandick, Director, Career Ladder
Ms. Marsha Oh-Bilodeau, Priority Staffing Program Coordinator
Dr. Randy Ross, Board of Education Director of Educational Policy

The meeting convened at 11:20 a.m.

Chairperson García announced that the purpose of the Committee is to ensure that the process utilized to allocate human resources to schools is fair, equitable and in line with the District’s commitment to student achievement. She noted that the vision for the Committee is to support the District’s goal of implementation of the A-G curriculum requirements for all students; the development of instructional enhancements, such as adding teachers towards reducing class size, ensuring counseling and learning support for all, and the monitoring, recruitment, and distribution of teachers to ensure that all schools have the necessary teachers to achieve a 100% graduation rate.
DISTRICT’S POLICIES FOR STAFFING SCHOOLS—NORM TABLE ALLOCATION AND CLASS SIZE REDUCTION

Dr. Rasmussen reported that the District’s baseline class size policies define the basic expectation for class sizes at selected types of schools, grade levels and subjects. In many cases, the actual average class size permitted by the basic norm tables is lower than the baseline class size policy. The District has reduced class sizes below the baseline for selected classes, and most schools with discretionary funds can purchase additional teachers using these funds. The result is that actual average class sizes are usually lower than the baseline.

Dr. Rasmussen reviewed the baseline class size policy for elementary, middle, and high schools. Once baseline class size policies are established, norm tables are constructed to show, for any given enrollment, how many teachers a school is authorized to receive.

Class sizes in grades K-3 have been 20:1 since 1996. Class sizes in grades 4-6 is 30.5 at Predominately Hispanic, Black, Asian and Other Nonwhite (PHBAO) schools and 36.0 for desegregated schools.

The academic subject class size policy is 32.0 for PHBAO middle schools and 37.5 for desegregated middle schools. The nonacademic subject class size policy is 40.5 for all middle schools.

For high schools, the academic subject class size for PHBAO schools is 32 in grades 9-10 and 40.5 in grades 11-12. For all nonacademic subjects, the class size policy is 40.5. For desegregated high schools, the class size is 37.5 for academic classes in grades 9-10, 40.5 for academic classes in grades 11-12, and 40.5 for all nonacademic classes.

Mr. Isaacs, Mr. Collins, and Dr. Rasmussen responded to comments and questions raised by the Committee.

STATUS REPORT ON SCHOOL STAFFING

Mr. Buschmann reported that the total number of new hires comparing September 6, 2005, to September 8, 2006, decreased from 1,844 to 1,765, though there has been a significant increase in the hiring of math, science, and special education teachers.

Mr. Buschmann provided the Committee with written documentation on vacancies at new schools, the Superintendent’s 17 high priority senior high schools, 10 identified middle schools, year-round calendar schools, and traditional calendar schools, and an overall summary of all schools.

Mr. Buschmann highlighted the following school staffing data:

- The number of identified classroom positions are based on projected student enrollment and the actual enrollment is determined on norm day.
• Mr. Buschmann noted that 100% of teaching positions at new schools were filled on the opening day of school.

• At the start of the traditional school year, the Superintendent’s 17 schools had 80 vacancies. As of today, there are 27 vacancies.

• The 10 identified middle schools, which are feeder schools to the Superintendent’s 17 schools, currently have 35 vacancies.

• At the start of the last school year, there were 187 vacancies in year-round schools. As of today, there are 89 vacancies.

• Last year at traditional schools, there were 281 vacancies. As of today, there are 199 vacancies. There are more traditional schools this year than there were last year.

• On September 5, 2006, 99% of all teaching positions were filled.

Mr. Buschmann indicated that Dr. Rasmussen is projecting that staff will have to close between 200 and 300 classrooms on norm day (October 4).

Mr. Isaacs, Mr. Buschmann, and Mr. Larry Higgins, Principal, Fremont High School, responded to comments and questions raised by the Committee.

PRIORITY STAFFING PROGRAM

Mr. Isaacs advised that a program that was initiated by then Superintendent Harry Handler was titled the Priority Staffing Program in 1985-86. The Priority Staffing Program brought stability and retention to the Priority Staffing schools. Due to budget cuts, the program was eliminated at the close of the 1988-89 school year.

Mr. Isaacs announced that the District and UTLA have reached agreement on a Priority Staffing Program Plan (PSP) for the 2006-07 school year. The program was implemented to support and assist the 22 Program Improvement 4 and 5 senior high schools and their feeder middle schools.

As part of the program, full time, A-basis PSP teacher advisers will report to the Priority Staffing Program Coordinator, in concert with the Local District Superintendents, and be utilized to recruit qualified teachers, help build school stability and support in order to increase new teacher retention.

Ms. Oh-Bilodeau stated that the Priority Staffing Program Advisers are coordinating services for over 500 new teachers. They are working with the site administration, department chairs, coaches, district offices, and other support providers at the schools to help build a cohesive and a collaborative system of support for these new teachers. Twenty of the 22 positions have been filled. The Priority Staffing Program Advisers are dedicated and committed to the success of the program.
Ms. Lynn Browers, PSP Adviser, Belmont High School, and Mr. Henry Bell, PSP Adviser, Crenshaw High School, spoke about their experience working in the Priority Staffing Program.

Chairperson García wanted to know the responsibilities of the Teacher Advisers and what training skills, or certification they have to support English learners.

Committee Member Tokofsky asked for a printout showing how many new teachers are at the 22 school sites.

Mr. Larry Higgins, Principal, Fremont High School, spoke about the Priority Staffing Program at his school.

Mr. Isaacs responded to other comments and questions raised by the Committee.

CAREER LADDER PROGRAM PRESENTATION

Mr. Brandick reported that in September 1994, the Career Ladder was established as a joint project of the District and Service Employees International Union, Local 99 to support paraeducators pursuing careers as teachers and to guide them towards shortage fields.

Career Ladder participants are placed on one of five levels based on education completed towards a teaching credential and demonstrated proficiency in a series of teaching related performance areas. Progress towards a teaching credential is monitored through ongoing analysis of transcripts. Proficiency in performance areas is assessed through a process of observation by the supervising teacher. As participants increase their level of proficiency and progress towards a credential, they move up the Ladder. When they have received a credential, they are expected to work for the District for a minimum of two years if offered a position. In return, participants are provided with educational advisement, in-service training, mentoring, test preparation seminars, hiring assistance, and partial reimbursement.

Mr. Brandick pointed out that since July 1995, over 3,000 program participants have been hired as K-12 teachers. These new teachers are 89% minority and 60% bilingual. The five-year retention rate has been a steady 86%.

Ms. Alexia Reyes, a former member of the Teacher Career Academy, stated that she is a teacher assistant at Carson High School where she operates an after-school intervention program for students who need tutoring to improve their grades or for students who want a classroom environment to do their school work. Ms. Reyes expressed her support for the Career Ladder Program.

Ms. Raquel Shepherd, a Special Education District Intern at Cimarron Avenue School, expressed her support for the Career Ladder Program.

Outside Committee Person Loncar pointed out that most of the paraeducators are at the elementary level. She suggested that funding be provided for paraeducators at the high school level in math and science as well as provide funding for student teachers.
Committee Member Tokofsky asked for a copy of the Career Ladder budget.

Chairperson García asked for recommendations from Mr. Brandick concerning funding a Career Ladder Program at the secondary level and increasing participation in the program.

Committee Member LaMotte announced that she will co-sponsor a series of California High School Exit Exam (CAHSEE) Prep Workshops for high school students every Saturday from 9:00 a.m. to 12 noon, at 5351 West Adams Boulevard, Los Angeles. The event is being held in partnership with the Children Youth and Family Collaborative.

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The meeting adjourned at 1:10 p.m.

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AGENDA

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<tr>
<th>STAFFING FOR SUCCESS INITIATIVES</th>
<th>PRESENTERS</th>
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<th>DISCUSSION TIME</th>
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<tr>
<td>1. Chairperson’s Remarks</td>
<td>Mónica García</td>
<td>10 minutes</td>
<td>2-5 minutes</td>
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<td>2. District’s Policies for Staffing Schools – Norm Table Allocation and class size reduction</td>
<td>Roger Rasmussen, <strong>Director, Budget Services</strong> Bob Collins, <strong>Chief Instructional Officer, Instructional Services, Secondary</strong></td>
<td>20-25 minutes</td>
<td>10 minutes</td>
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<td>3. Status Report on School Staffing</td>
<td>Roger Buschmann, <strong>Interim Chief Human Resources Officer</strong> Arnie Weiner, <strong>Director, Certificated Placement &amp; Assignments</strong></td>
<td>15 minutes</td>
<td>10 minutes</td>
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<td>4. PSP (Priority Staffing Program)</td>
<td>Dan Isaacs, <strong>Chief Operating Officer</strong> Marsha Oh-Bilodeau, <strong>PSP Coordinator</strong></td>
<td>10-12 minutes</td>
<td>5 minutes</td>
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5. Career Ladder Program Presentation
   Steve Brandick
   Director, Career Ladder

6. Teacher Vacancy Report
   Roger Buschmann
   Interim Chief Human Resources Officer

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| 5. | Career Ladder Program Presentation | Steve Brandick  
   Director, Career Ladder | 20 minutes | 5 minutes |
| 6. | Teacher Vacancy Report | Roger Buschmann  
   Interim Chief Human Resources Officer | 5 minutes | 5 minutes |

**Future Agenda Items**
Teacher and Counselor Ratios
Teacher Capacity for A-G Implementation
Teacher Capacity for English Learner Authorization

To contact the Human Resources office, call (213) 241-6131.
To contact the Personnel Commission, call (213) 241-7800.

*If you or your organization are seeking to influence a purchasing, policy, site selection or any other LAUSD decision, registration may be required under the District's Lobbying Disclosure Code. Please visit [www.lausd.net/ethics](http://www.lausd.net/ethics) to determine if you need to register or call the LAUSD Ethics Office at: 213-241-3330.*

*Requests for disability related modifications or accommodations should be made 24 hours prior to the meeting to the Board Secretariat at 333 S. Beaudry Ave, 24th Floor, Los Angeles, CA, 90017 or by calling (213)-241-7002 or toll free (877)-772-6273.*

*For more information, go to: [http://www.laschoolboard.org](http://www.laschoolboard.org), Staffing Schools for Success: Human Resources Committee website.*