

UTLA - LAUSD
2016-2017 MEMORANDUM OF UNDERSTANDING
FOR
CLASS SIZE, COUNSELING, TEACHING, & HHS STAFFING

1. **2016-17 Class Size Variations from Article XVIII:** Pursuant to Article XVIII, Section 1.5, the District and UTLA have met and discussed the factual basis and rationale for the District's announced intent to assert contractual circumstances permitting certain variations from the class size restrictions of Article XVIII for the 2016-17 school year, and have agreed that the adoption of those 2016-17 class size averages and maximums is in compliance with Article XVIII, Section 1.5, as follows:

Type of School	Grade Levels	2016-17 Average Class Size	2016-17 Maximums
PHBAO (Predominantly Hispanic, Black, Asian & Other Non-Anglo)	TK-3	24.00	27
PHBAO	4-5(6)	30.50	34
PHBAO Academic	(6) 7-8	34.00	37
PHBAO Academic	9-10	34.00	37
PHBAO Non-Academic	(6) 7-8	42.50	46
PHBAO Non-Academic	9-10	42.50	46
PHBAO Academic & Non-Academic	11-12	42.50	46
Desegregated Receiver (Schools Governed by the Student Integration Program)	TK-3	24.00	27
Desegregated Receiver	4-5 (6)	36.00	39
Desegregated Receiver Academic	(6) 7-8	39.50	43
Desegregated Receiver Academic	9-10	39.50	43
Desegregated Receiver Non-Academic	(6) 7-8	42.50	46
Desegregated Receiver Non-Academic	9-10	42.50	46
Desegregated Receiver Academic & Non-Academic	11-12	42.50	46

Type of School	Grade Levels	2016-17 Maximums
PHBAO Magnet	TK-3	24
PHBAO Magnet	4-5(6)	31
PHBAO Magnet (Academic and Non-Academic)	(6) 7-8	34
PHBAO Magnet (Academic and Non-Academic)	9-12	34
Desegregated Receiver Magnet	TK-3	27
Desegregated Receiver Magnet	4-5(6)	34
Desegregated Receiver Magnet (Academic and Non-Academic)	(6) 7-8	37
Desegregated Receiver Magnet (Academic and Non-Academic)	9-12	37

The problem-solving process described in Article XVIII, Section 4.0 of the UTLA-LAUSD Agreement shall be applicable to any alleged violations of the above 2016-17 averages and maximums.

2. Additional Secondary Counseling and Teaching Supports for the 2016-17 School Year

- a. **Diploma Project Counseling:** Secondary schools and their zones of support currently participating in the 2015-16 Diploma Project are to continue for 2016-17 with their existing full-time A-G Diploma/Re-Entry Counselor position (with a Pupil Personnel Credential in School Social Work and Child Welfare and Attendance), and will also continue to receive support from a full-time PSA Counselor.
- b. **Other Diploma Counseling:** Each high school classified as Title I and not participating in the 2015-16 Diploma Project shall receive one A-G Diploma Counselor (with a Pupil Personnel Credential in School Social Work and Child Welfare and Attendance) position to serve that school and its zone of supported shared school sites, co-locations and neighboring continuation/alternative schools.
- c. **Additional Teacher Position for Secondary Schools:** In order to reduce class size in elective courses, and/or to support opportunities for the addition of arts and other enrichment electives, one additional FTE teacher position shall be assigned to each middle and high school in the District for 2016-2017. This includes SPAN schools with at least 200 secondary students and Pilot/small schools, but does not include options/alternative schools.

3. **Additional Elementary Teacher Position for the 2016-17 School Year:** There shall be an allocation of one additional teaching position for the upper elementary grade levels (grades 4-6 as a group) for each of the 55 highest-need elementary schools, as ranked by the LAUSD Student Equity Index (a total of 55 positions).

4. **HHS Support Enhancements for the 2016-17 School Year:** For 2016-17, there shall be an allocation of funds from the District to the highest-need schools as ranked by the LAUSD Student Equity Index. Such funds are to support an additional 17 days of assignment (Z Time) to a total of 53 FTE Psychiatric Social Worker and/or Pupil Service and Attendance Counselor positions that have been purchased by secondary schools in their local school budget plans for 2016-17. For such purchased positions that are less than full time at a qualifying school, the number of additional days of assignment is to be adjusted proportionately. The first priority for the above funding of Z Time shall be the middle schools, with the any remainder to be allocated to high schools.

5. **Special Education Class Size/Caseloads Task Force of 2016-17:** A Special Education Task Force, comprised of five UTLA appointees and five (5) LAUSD appointees shall be established. The Task Force shall:

- a. Meet at approximately monthly intervals during District business hours, unless the parties agree to additional special meetings at other intervals or times. When Task Force meetings are scheduled during regular work hours, members who are District employees shall be released from their regular employee assignments at no loss of salary or benefits;

- b. Receive reports from Special Education regarding class size and caseloads for LAUSD K-12 school sites and identify patterns deserving further attention and analysis;
- c. Conduct a broad review of SPED class size and caseloads. Explore options and strategies regarding matters such as:
 - Definitions and categories for caseload, workload, and class size
 - Impact of direct vs. indirect services for students
 - “Weighting factors” that may impact norming, from “teacher-based” perspective and/or “student-based” perspective
 - The substantial growth in numbers of students with disabilities integrated/included in the general education environment, and exploration of potential school flexibility to utilize Gen Ed and Special Ed teacher allocations
 - Review of roles and qualifications of other involved adults and support services, as they may affect teacher resources
 - Review of options to remedy excess student assignments in Special Education
 - Requests for paid release time to work on federally-mandated student assessments;
- d. The subject matters to be discussed by the Task Force may include matters of consultation or permissive bargaining, as well as matters that fall within the scope of mandatory bargaining. However, the Task Force members shall not have authority to engage in bargaining, or in agreements or joint reports/recommendations; the party representatives shall instead report back their own advisory opinions and recommendations to their respective bargaining teams; and
- e. This Task Force shall be convened for the 2016-17 school year, unless extended by mutual agreement of the parties.

6. **HHS Recruitment/Retention Working Group of 2016-17:** The District shall create a Health & Human Services Recruitment/Retention Working Group to explore and identify strategies for recruiting and retaining Health and Human Services Staff. The Working group shall be comprised of five designated representatives each from UTLA and the District and shall meet once a month commencing by August 31, 2016. This Working Group shall conclude in December of 2016 and the party representatives shall report back to their respective bargaining teams. UTLA representatives on the committee shall be released from their regular employee duties at no loss of salary or benefits.

7. **Educator Development and Support Committee for 2016-17:** The tri-party Educator Development & Support Committee shall be re-convened and meet at mutually convenient times between August 15, 2016, and December 15, 2016 in anticipation of resumed bargaining commencing in early 2017 regarding 2017-18 evaluation procedures. There are to be up to five persons representing each party, appointed by and serving at the discretion of their respective entities.

Subject matters for Committee review and discussion shall include, but not be limited to, LAUSD certificated performance evaluation matters such as the multi-level ratings of observed

instructional practices, professional development, PAR, NBC support, Mentor Program, and Beginning Teacher support programs. The subject matters to be discussed within the Committee may also include matters of consultation or permissive negotiations as well as subjects of required future negotiations, and may include discussion and review of the District's educational policies and standards of performance for instruction, the Teaching & Learning Framework and the California Standards for the Teaching Profession, and the relationship between those standards.

The Committee and its members shall not have authority to engage in bargaining, agreements or joint recommendations; they are instead to exchange information and viewpoints, and try to identify potential useful approaches to take back to their own respective appointing entities for consideration.

When Committee meetings are scheduled during regular work hours, Committee members who are District employees shall be released from their regular duties without loss of salary and benefits.

- 8. **Grievance Procedures:** The grievance procedures of Article V of the UTLA-LAUSD Agreement are to be applicable to alleged violations of any of the above MOU provisions.

TA: 
SJB 