

**TITLE:** Master Plan Salary Differentials and Incentive Stipends

**NUMBER:** BUL-067100.3

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**POLICY:** The Los Angeles Unified School District's *2018 Master Plan for English Learners (ELs) and Standard English Learners (SELs)* outlines the District's vision for educating our culturally and linguistically diverse students, including increasing dual language education (DLE) programming to provide opportunities for all students in the District to become bilingual and biliterate. Although the *2018 Master Plan for English Learners (ELs) and Standard English Learners (SELs)* is focused on the education of ELs and SELs, the vision for language education in the District is that *all* students will graduate from Los Angeles Unified as bilingual and biliterate.

**MAJOR CHANGES:** This policy bulletin replaces Human Resources Division BUL-067100.2, of the same subject issued on March 2, 2020, which has been updated to reflect new guidelines established by the 2023 LAUSD and UTLA Collective Bargaining Agreement.

**GUIDELINES:** The following guidelines apply.

**I. Background**

The Los Angeles Unified School District (LAUSD) and United Teachers Los Angeles (UTLA) Collective Bargaining Agreement provides for the payment of differentials and stipends to qualified employees appropriately assigned to a Master Plan program for ELs.

These incentives were instituted to enhance the quality of services provided to ELs, help the District recruit and retain qualified bilingual teachers, and serve as an incentive for employees to earn appropriate certification to serve EL students in Master Plan programs.

**ROUTING**  
All Employees  
All Locations

Schools are responsible for implementing Master Plan requirements and instructional programs leading to timely and successful reclassification of EL students.

## II. General Qualifications

In order to be considered eligible for a master plan differential, teachers must meet the requirements for: a) Master Plan Program, b) Bilingual Authorization, and c) Assignment.

Payments are contingent on the employee's qualifications, type of school or assignment and nature of services provided.

### A. Master Plan Program Requirement

In order to be considered eligible for a Master Plan differential, teachers must provide one of the following:

1. Content instruction in a District-approved *Dual Language Program*
2. Primary language content instruction in a District-approved *Secondary Newcomer Program*

Schools are responsible to properly code Master Plan Program information for students and courses to allow for verification of the Master Plan requirement for differential eligibility purposes.

In order to be considered eligible for a Master Plan American Sign Language (ASL) bilingual differential, teachers must meet the following conditions:

1. Possess a Deaf and Hard of Hearing (DHH) credential *and* an American Sign Language proficiency Interview score of 4.0 or above
2. Be assigned to teach and provide ASL content instruction without the assistance of an interpreter in a District-approved ASL Bilingual Program

## B. Bilingual Authorization Requirement

In order to be considered eligible for a Master Plan differential, teachers must possess a valid appropriate Commission on Teacher Credentialing (CTC) issued bilingual authorization listed below:

- Bilingual, Crosscultural, Language and Academic Development (BCLAD) Certificate
- Bilingual Certificate of Competence (BCC)
- Bilingual Authorization (e.g., BAAR, BAKO, BAMA, BASP, etc.)

District A-Level fluency is not a CTC-issued bilingual authorization and therefore not eligible in this category.

Employees are responsible for registering their credentials and certificates (e.g., bilingual authorization) with the District's Credentials Unit before they may qualify for payment.

The bilingual authorization must be valid during the dates of service and assignment in the Dual Language Program or Secondary Newcomer Program.

## C. Assignment Requirement

Employees who meet the qualifications for salary differentials as of Norm Day of each semester, and who thereafter continue in the same assignment, shall be paid the appropriate differential.

Employees who meet the qualifications after Norm Day and who thereafter continue in the same assignment shall be paid the appropriate differential upon verification of eligibility.

The differentials shall be prorated in the case of part-time assignments and for those assigned for more than twenty (20) days but less than a semester.

Whenever a school becomes newly eligible for the salary differential program, the eligible employees shall immediately become subject to the salary differential, consistent with the pro-ratio rules above.

**III. Master Plan Differential Maximum Rates**

Master Plan differentials shall be paid to teachers with the appropriate authorizations and assigned to provide content instruction and/or primary language instruction in a District-approved Dual Language Program or Secondary Newcomer Program, respectively, as provided in Section II above.

Elementary

Eligible teachers assigned to teach in full-time UTK-5/6 grade elementary classrooms shall receive a stipend up to \$5,400 (\$2,700 per semester, as eligible).

Eligible teachers assigned to team-teach the English portion of a District-approved Dual Language program shall receive a stipend of \$500 per semester.

Secondary

Eligible teachers assigned to teach qualifying classes as indicated in Section II of this bulletin up to, and including, one-half (1/2) of a full-time assignment shall receive a stipend up to \$2,700 (\$1,350 per semester, as eligible).

Eligible teachers assigned to teach qualifying classes as indicated in Section II of this bulletin more than one-half (1/2) of a full-time assignment shall receive a stipend up to \$5,400 (\$2,700 per semester, as eligible).

**IV. Additional Payment Information**

Payments are made twice each school year at one-half of the annual differential rate each semester.

Although employees with appropriate certification may be potentially eligible to receive differentials, it is the actual provision of the requisite academic instruction and appropriate services to students in a District-approved Dual Language Program or Newcomer Program that result in a differential payment for any given semester. Therefore, no assurance can be made in advance that an employee will receive a differential payment.

**AUTHORITY:** This is a policy of ESSA Title III, Language Instruction for EL and Immigrant Students, USDE (PL-107-110); Education Code 51101.1; the requirements of Proposition 227 (EC 300-400), Education Code Section 33308.5.

**RELATED RESOURCES:** For information regarding the implementation of Master Plan programs, refer to the 2018 Master Plan for English Learners and Standard English Learners. This document may be found online at <https://achieve.lausd.net/page/14743>.

**ATTACHMENTS:** None.

**ASSISTANCE:** For assistance or further information please contact the offices listed below:

OFFICE	CONTACT INFORMATION	SERVICE PROVIDED
Credentials and Contract Services Unit	To look up the Credentials and Contract specialist assigned to support your school, please go to: <a href="https://www.lausd.org/cccs">https://www.lausd.org/cccs</a>	Applying for and registration of credentials, authorizations/ certificates.
Multilingual and Multicultural Education Department (MMED)	(213) 241-5582	Instructional programs for English learners in elementary and secondary schools.
Master Plan Verification Unit	<a href="mailto:mpvu@lausd.net">mpvu@lausd.net</a> or (213) 241-5862	Verification of eligibility to receive Master Plan differential payments.
My Integrated Student Information System (MiSiS)	(213) 241-5200, Option 5, Sub Option 2 for MiSiS Help	Support for MiSiS, including but not limited to adding/ editing section attributes for DLP courses, scheduling elementary DL students, and general technical support.