

LOS ANGELES UNIFIED SCHOOL DISTRICT
Inter-Office Correspondence
Budget Services and Financial Planning

TO: School Principals
Regional Teams

DATE: July 28, 2023

FROM: Saman Bravo-Karimi 
Senior Executive Director of Finance Policy

SUBJECT: UPDATES ON SCHOOL FUNDED INTERVENTION COORDINATOR POSITIONS

The purpose of this Inter-Office Correspondence is to provide an update on district funding for school-funded Intervention Coordinator positions for FY 2023-24.

The District intends to use ESSER funds to fund up to 0.7 FTE of a Literacy or Numeracy Intervention Coordinator position (Job Code 19100706) that schools funded using their SENI-TSP, Title I, Staffing Equity Grant, or other school-site General Fund dollars (with the exception of donations and grants) during budget development. This is a one-time investment for the 2023-24 school year. The school site funding (70%) that was used to fund the Intervention Coordinator will be returned to the schools to be used for other strategies to support student achievement.

Note that only full-time positions purchased during budget development will be eligible for reimbursement. Schools will not be able to fund a position or convert a position now in order to leverage this reimbursement. In addition, a school will only receive funding for 0.7 FTE of one Intervention Support Coordinator or one Intervention/Prevention Support Coordinator even if the school has purchased multiple Coordinators.

This is in recognition that many schools are receiving interventionists for the first time, or need continuity in intervention support, as the District transitions to a new intervention model that is also more fiscally sustainable. Schools that wish to continue to fund Intervention Coordinator positions in the 2024-25 school year will do so with school discretionary funds during budget development.

Background

Los Angeles Unified is expanding and revamping interventions to include upper elementary grades and middle school students in a manner that follows long substantiated research on Multi-tiered Systems of Support (MTSS) and is fiscally sustainable. In alignment to the Strategic Plan, we will take the best practices of effective literacy and mathematics instruction to scale support in the Literacy and Numeracy Intervention Model. The ultimate goal is to positively impact K-12 students across the entire District. We have re-examined our approach to intervention based on current student performance and school based need. This includes the results from the 2022 Smarter

Balanced Assessment that indicated that only 41.7% of students Met or Exceeded Standards in Literacy and only 28.5% of students Met or Exceeded Standards in Math.

During the 2023-24 school year, a common coherent strategy will be established through the trainings held in the Principals' Leadership Institute and teacher's professional development. Meetings with principals will be held throughout the school year to review data, the progress of implementation and sharing of best practices. Teachers will participate in professional development every Tuesday to build upon the topics introduced in the summer. Intervention academies will launch in August 2023.

For more information on evidence-based intervention strategies, please refer to the relevant IOCs for [Elementary](#) and [Secondary](#) Interventionist Programs.

Next Steps

As savings from the funding switch become available for schools' use, the Division of Instruction has identified the following recommended investments of funds to further support the Interventionist program:

Recommended Investment	TSP Funds*	School Staffing Equity Grant Funds	Title I Funds**	All other General Funds
Instructional Aides	Eligible	Eligible	Eligible	Eligible
Instructional Materials	Eligible	<u>Not</u> Eligible	Eligible	Eligible
Professional Development (such as attendance in Action seminars)	Eligible	Eligible <u>for positions funded using School Staffing Equity Grant</u>	Eligible	Eligible
X time (for data analysis, form student grouping, lesson planning, planning with departments and grade levels)	Eligible	Eligible <u>for positions funded using School Staffing Equity Grant</u>	Eligible	Eligible
<p><i>*Note that the TSP Plan does not need to be revised – please submit a budget adjustment and detail how the new expenditure will work to close equity gaps for English learners, low-income students, and/or students in foster care. The Regional Directors / Principal Supervisors will review budget adjustments for approval.</i></p> <p><i>** For Title I, movement of funds from pending distribution to a new or existing line will require approval by your School Site Council. Schools should reach out to their Regional Title I Coordinator for assistance with the Title I program.</i></p>				

For further guidance and information on the use of these funding sources beyond Interventionist programs, please refer to the following resources:

- TSP Digital Notebook: <https://tinyurl.com/2023-24-TSP-Digital-Notebook>
 - Contact: Equitable School Performance Office
 - Alejandra Sanchez, alejandra.sanchez@lausd.net
 - Helen Yu, helen.yu@lausd.net
- SPSA Digital Notebook: <https://bit.ly/SPSADigitalNotebook>
 - Contact: Federal and State Education Programs
 - Gerardo Cervantes, gac0313@lausd.net
- 2023-24 Budget Development training on School Staffing Equity Grant: <https://tinyurl.com/2023-BD-School-Staffing-Equity>
 - Contact: Strategic Initiatives Office
 - Erik Elward, erik.elward1@lausd.net