



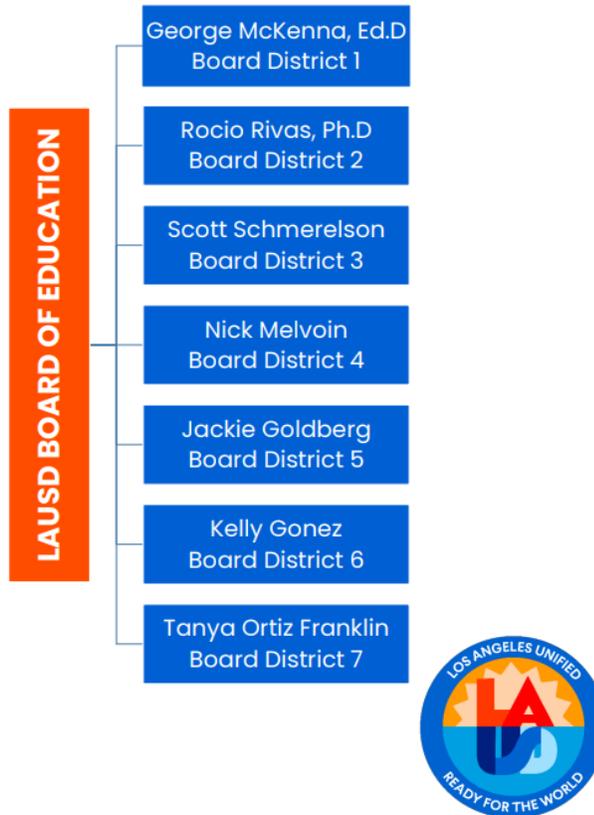
# WELCOME TO THE WORLD OF TEACHING

2024 – 2025  
HANDBOOK



## LAUSD BOARD OF EDUCATION

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# The First Day

The first day of school will be exciting! You and your students will be getting to know each other, and you'll be setting the stage for the rest of the year. Here are some ideas for preparing for that big day.

## Preparing for the First Day

**Try to access your classroom before the first day.** You may not be able to get a key assigned at first, but often you can arrange to get into your assigned room a day or two before the first day. Examine the resources you have, and think about how you will want to arrange them to be accessible and allow you and the students easy movement in the space. The section *Setting Up Your Classroom* in this handbook has more information.

**Reach out to the staff at your site.** School site staff are often on campus before teachers are, so it may be easier to meet with them before the frantic first days take place. The section *Key School Staff* has a list of people to connect with, and the “*Need to Know*” *Checklist* includes a list of important things to ask about. Note that many of these things may be on the school’s website or in emails from the site, so check those first, and then verify with the staff if you have any questions.

**Plan lessons that include connection-building and how students are expected to do things in your classroom.** It may be tempting to jump 100% into the content right away, but remember that students don’t know you or your expectations yet. The time you spend on teaching procedures will make the instruction that comes after much more efficient (the section *About Classroom Management* in this handbook has more information.)

Additionally, the time you spend getting to know your students is invaluable in helping to build connections of trust that make for a welcoming classroom. Know that at first, you may need to over-plan as you develop a sense of how long things actually take in your classroom.



**Prepare your materials for the first few days.** Plan ahead of time what copies and materials you need for the first day and have them prepared in advance. Do not assume you will be able to make copies at school in the morning.

## On the First Day

**Arrive early.** Arrive at school early, and give yourself plenty of time to sign in, double-check your materials for the day, and have a few minutes to organize your thoughts.

**Greet each student warmly.** Stand at the door and greet each student with a warm smile as they enter; also, let them know where to sit and what to do to get ready. If parents accompany their children to the door, give them the same warm welcome. Thank them for leaving their children in

your care. Assure them confidently that their child will have a wonderful day. Smile.

**Start class with names.** When calling role for the first time, remember and use students' names as often as you can, and endeavor to learn them as soon as possible. This is a great time to teach a get-to-know-you activity.



**Review classroom expectations and procedures.** Start the class with the most common routines and procedures the class will be using all year. Teach one or two of these, and practice them several times. If you are going to use an attention-getter (like a raised hand or “1-2-3, eyes on me”), teach and practice this as well.

**Have lunch with colleagues.** As exhausted as you might feel, joining your faculty in the lunchroom can give you a much-needed break and an opportunity to share collegial ideas and insights.

**Be flexible.** On the first day, there will always be some surprises as things beyond your control unfold. Take notes, and follow up with other staff members later to figure out next steps.

**Pat yourself on the back.** You have made it through day one of a most exciting and challenging adventure!

# Key School Staff

As you roll up your sleeves and get busy in your classroom, take time to talk with the key people who can answer your questions and help you settle in.

## Principal

Your principal is the instructional and administrative leader of the school. The principal:

- sets and reinforces expectations for student and staff behavior.
- supports and guides the faculty toward excellence.
- arbitrates student conflicts.
- communicates and works with parents.
- coordinates collaboration among staff.
- manages emergencies and challenging situations within the school.

The principal also guides the development of new teachers from emerging to effective educators. It is important that you create and maintain a strong line of communication with your principal, and that you strive to meet the specific expectations that the principal has established for your school staff.

## School Administrative Assistant (SAA)

Your SAA is the direct administrative assistant to the principal and handles communication with the principal as well as managing the principal's clerical tasks. In addition, the SAA is a key person who keeps the school running, and one who can address most of your day-to-day questions.

The SAA is generally the best person to support you with:

- signing in and out each day (required).
- locating your school mailbox.
- understanding school procedures.
- reporting student attendance.
- informing the school when you will be absent.

The SAA also manages payroll, keeps track of faculty absences and substitute requests, stores and locates supplies, is the first contact for parents, and manages the school office.

The SAA keeps emergency information regarding staff members, it is important that you provide the SAA with these names and phone numbers (emergency contacts, physician name and number, and alternative phone numbers where you can be reached).

## Plant Manager

The Plant Manager is responsible for the maintenance, safety and cleanliness of the school

facility. The Plant Manager can assist you with your classroom furniture, projectors and screens, trash collection and recycling, and arrange for repairs. The Plant Manager also oversees the school groundskeeping, supervises custodial services, and usually knows where the handcarts are when you need to move boxes from your car.

### Other Administrators and Coordinators

**Assistant Principals and Instructional Specialists** share administrative duties with the principal, often focusing on instruction and professional development, intervention for targeted student populations, security and operations, and/or counseling.

**Assistant Principal, Elementary Instructional Specialists (APEIS)** are administrators who coordinate ongoing collaboration between Special Education and General Education staff, and monitor the implementation of District procedures regarding students with special needs and Special Education programs.

**Program Coordinators** work with special programs including Title 1, Magnet, Bilingual, Special Education and Testing. Program coordinators are on-site, and can often assist teachers with schedules, supplies, instructional materials, school policies, testing procedures, teacher assistants and paraprofessionals.

### Other School Staff

There are many staff members on campus who work hard to support students and teachers. As you make your way around campus, keep in mind that these individuals are also resources:



- Cafeteria personnel
- Library-media teacher and/or clerk
- Security staff
- Nurse
- Paraprofessionals and classroom aides
- Bus drivers
- Regular parent volunteers

# “Need to Know” Checklist

## General Information

\_\_\_ Your employee number (memorize it!)

## School Site Locations

\_\_\_ Map of the school

\_\_\_ Staff parking lot location (do you need to display a parking permit?)

\_\_\_ Where and how to sign in each morning

\_\_\_ Location of your school mailbox

\_\_\_ Staff restrooms (especially note the one nearest your classroom!)

\_\_\_ Staff lunchroom/lounge

\_\_\_ Specialized locations like library, media center, auditorium, multipurpose room (MPR)

## School Site Scheduling

\_\_\_ School bell schedule

\_\_\_ Teacher start and end times

\_\_\_ Dates for Back-to-School Night, Open House, other school events

## General Teacher Procedures

\_\_\_ How to take attendance

\_\_\_ How to report an absence; school preferred substitute list

\_\_\_ Who to contact if you are running late in the morning

\_\_\_ How to submit an emergency contact form

## School Site Procedures

\_\_\_ How to use the classroom phone, including how to call the Main Office

\_\_\_ Copy machine locations and copying policies

\_\_\_ Policy for receiving teacher and student instructional materials

\_\_\_ Procedures for issuing textbooks, lockers, one-to-one devices to students

\_\_\_ Student cell phone policy

\_\_\_ Breakfast in the classroom procedures

\_\_\_ Visitor policies for students, parents, and other stakeholders

\_\_\_ Positive behavior support policies

\_\_\_ How and when hall passes can be issued to students

\_\_\_ School guidelines for classroom doors (locked, unlocked, open, closed), covering door windows, hallway artwork/murals, classroom bulletin boards

\_\_\_ Escorting students to and from buses

# Setting Up Your Classroom

The right classroom set-up is key to creating a welcoming environment. The physical layout of your classroom, including desk grouping, supply placement, and work group areas, can influence student creativity, collaboration, and learning opportunities. Here are some specifics to consider:

**Whiteboard and overhead projector and screen.** All your students must be able to see the board and the screen easily. Try sitting in different students' seats to find out if they can see the board.

**Projection technology.** If you regularly use an LCD projector and/or document reader, position your cart or stand in a stable, central spot, and then design your student seating arrangement around it. Tape all cords down securely. Make sure to include a handy spot for necessary items such as remote clickers, pointers, a clipboard and pens.



**Supplies and materials.** Designate places where students can directly access necessary supplemental materials and supplies. Try to keep pencil sharpeners and trash cans away from student desks, so as to prevent noisy disruptions.

**Teacher's desk.** It is generally a good idea to position your work desk in a less trafficked location where you can lock up your phone and other valuables. Keep your desk neat and tidy.

**Arrangement of student desks.** Your seating plan communicates to students what kind of learning you value and what kind of interactions you expect to take place. Below are some common seating arrangements.

- **Classic Rows** This is the most traditional arrangement, with rows of desks, "theater style," facing the front of the room. This set-up allows students to focus on the teacher and his/her instruction.
- **Cooperative Clusters** Many elementary teachers, and some secondary teachers, utilize seating groups or clusters. These "pods" of four, five, or six favor cooperative learning, as students don't have to take time to rearrange desks or form new groups every day. One drawback is that some students are more easily distracted when not directly facing the teacher.
- **Horseshoe or U-shape** If the room and class size allow, arranging desks in a wide horseshoe shape facilitates whole group discussions while still allowing students to face forward for teacher-directed instruction.
- **Full Circle** It is unlikely that you will want your students to sit in a full circle all day every day. However, you may want to have your students move their desks into a closed circle for class meetings, writer's workshop or Socratic Seminar.

As you plan, remember to include aisles! No matter how you choose to arrange your students' desks, remember to build in aisles for easy movement around the classroom. Not only do you need to allow students space to move, effective teachers are always walking around the classroom to manage behavior and help students as they need assistance.

**Daily agenda and objectives.** Designate a spot visible to all students for your daily agenda and instructional objectives, and get in the habit of posting it every morning and reviewing it with the students. This helps students to know what they are expected to learn by the end of each lesson, and also allows them to prepare for the activities and lessons that are planned for the day.

**Bulletin boards and displays.** Use your wall space strategically. Decide where you are going to place posters and reminder charts that may stay put for a while, and where you are going to post assignments, lessons, and student work. Designate one bulletin board for school information and announcements, including bell schedules, school wide learning goals and behavior expectations, and upcoming events.

- Plan a project with your students during the first week of school, then display the work on your walls.
- Put up quotations by famous thinkers, writers, scientists, historical figures. Use their words to inspire students to higher levels of achievement.
- Use comic strips and political cartoons related to your curriculum, or display newspaper editorials pertaining to your curriculum. This will encourage students to think critically about controversial issues related to the content of your course.

**Keep it fluid.** It may be tempting to set up your classroom once and keep it that way all year. But if you find a set-up is not working for you, make a change. Remember to move your students around, too - not just their desks. This allows students to experience different social interactions.

**Classroom safety.** As you plan your classroom set-up, use this safety checklist:

- Are all student desks and tables visible?
- Are all sharp or potentially dangerous materials stored safely?
- Do all students have adequate space to store their belongings? Can backpacks be stored so that straps are not in aisles creating safety hazards?
- Are electrical outlets unobstructed? Are all electrical cords in good working order?
- Are windows, exit doors, and ceiling fire sprinklers unobstructed?
- Are rugs and cords fastened down so no one trips?
- Are emergency fire drill procedures and exit routes posted by the door?
- Is the teacher's name, class and room number posted on or next to the outside classroom door, where it can easily be seen?

# General Tips for Teachers

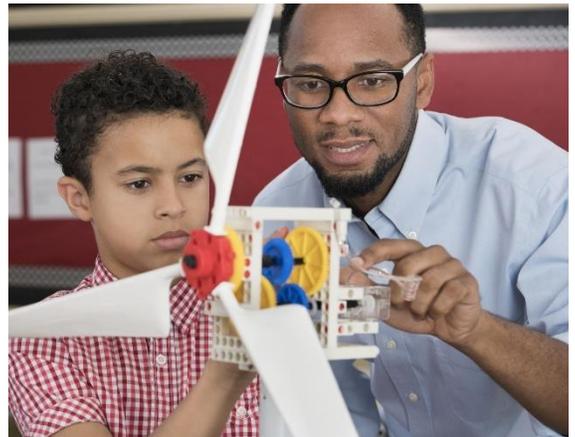
This list of tips was created by experienced teachers – this is what they know now, but often wish they knew earlier!

## Start off Strong

- Learn your students' names as quickly as possible and use them often.
- Greet students at the door. Be friendly, courteous, and happy to see them.
- Try to personalize greetings, when possible, by engaging students in friendly conversation.
- Begin class on time and in a lively manner. Have routines to follow, teach them purposefully, and reinforce them until they become automatic.
- Have the day's agenda and objectives visible.
- Communicate respect for the students and enthusiasm for the subject(s).
- Communicate the unwavering expectation that all students can and will learn.
- Start each day with a clean slate – don't hold grudges. It's good practice to talk with students when they haven't met your expectations for behavior so they know what to do going forward, but it's usually best to do this after the heat of the moment has passed.

## During Instruction

- Modulate your voice. Avoid speaking too fast or in a high-pitched tone.
- Use a voice level that can be heard easily in the back of the room.
- Be animated in your delivery. Using facial expressions and body language can be very effective in teaching.
- Circulate. Don't stand or sit too long in one place.
- Accentuate the positive in every student.
- Be serious about accomplishing work, but add humor and fun to each class.
- Talk to and interact with as many students as possible, not just your favorite students.
- Communicate respect for the students and enthusiasm for the subject(s).
- Praise students appropriately and purposefully for real effort and achievement.



## Conducting Class Efficiently

- Set long-term goals and keep them in mind as you do your daily planning.

- Gain students' attention before beginning a new activity. Don't try to talk over student noise.
- Give students their next assignment before you collect or return papers.
- Don't interrupt students while they are on task.
- Don't introduce too many topics simultaneously. Think through the delivery of content before you get to the classroom.
- Think through directions you will give students (write them down, if that helps, before giving them verbally). Directions should be brief, and as the word implies, direct.
- Don't stretch out the time for an activity.
- Be consistent in what you say and what you do. Avoid using threats to control the class.

# About Classroom Management

When asked, early-career teachers consistently cite classroom management as the most challenging aspect of teaching. What exactly is classroom management?

As leading educator and co-author of *The First Days of School* Harry Wong said in an Education World interview: “Classroom management is not discipline. You don’t discipline a classroom. You manage a classroom. Classroom management is the practices and procedures that allow teachers to teach and students to learn.”

Classroom management strategies fall into two general categories: those that are designed to prevent problems and those responses when problems do occur. Preventative strategies include procedures and routines, strong instructional planning, engaging activities, and constructive feedback. Responsive strategies include a positive behavior plan and effective behavioral interventions. Together, these are the actions teachers employ to create positive classrooms where learning can happen smoothly, productively and safely, and where disruptions are minimized.



According to most successful educators, establishing and teaching clear procedures and routines that students practice consistently is the foundation for creating a classroom that runs smoothly and positively. From routines for students to enter the

classroom and settle down to learn, to the ways students and teachers communicate during lessons, through transitions for moving from one activity to another, to procedures for packing up at the end of the day, procedures, routines and transitions can be key to minimizing conflicts and confusion and maximizing quality learning time.

## Plan, Plan, Plan

Even the most carefully implemented procedures and routines will only remain effective when students are also well engaged in the learning activities. How do effective teachers keep students engaged? Planning is the key. Students want to know the purpose of what they’re learning, to understand what is expected of them and to feel challenged and capable of meeting the challenge. To create engaging lessons that accomplish these goals requires planning. As K.J. Wagner, author of *The Four “P’s” of Lesson Planning*, explains, “A sure ingredient in a recipe for disaster is ‘winging it.’ Good classroom managers plan the lesson, procure the products needed, list the procedures to follow, and prepare for potential problems.” Elementary teacher Colleen Gallagher of *Teaching Heart* adds: “I write out the first few days of school as if I am writing a script, rehearse ahead of time, and always over plan so my students are always actively engaged and are never left with unproductive time.”

## Communicate Compassion and Conviction

The messages teachers convey to students from the first day define the classroom climate. First and foremost, effective teachers communicate the unwavering convictions that learning is valuable and that all students can learn. Teachers who show genuine interest and compassion for students, and who model and expect a culture of encouragement and respect in the classroom community, will create a climate where students feel valued, safe, and excited to learn. In order to create such a classroom environment, suggests Dr. Ronald Ferguson, professor of Public Policy at Harvard University, teachers must clearly and consistently communicate:

1. This is a place of mutual support (establishing caring and trust.)
2. We are going to have order in the classroom (balancing of student autonomy and teacher control).
3. We are going to have very high goals (communicating high expectations).
4. Sometimes this is going to be challenging (setting conditions for student persistence).
5. By the end of the year, we will all have come a long way (demonstrating faith in students' abilities).

## Establish Classroom Discipline

Even with thorough planning and classroom organization, there will be occasions when individual or small groups of students behave disruptively. As Dr. Fred Jones, clinical psychologist, and author/founder of the landmark Tools for Teaching, explains, "Successful teaching is neither 'magic' nor a 'bag of tricks.' Rather, successful teaching is built around a handful of core competencies that are expressed in everything the teacher does." To prevent disruptions from erupting and escalating Dr. Jones advocates these competencies: physically structuring the classroom to discourage misbehavior; using signs, body language and proximity to halt disruptive behavior; implementing a clear and consistent series of consequences for misbehavior; and employing positive incentives.

In dealing with the occasional discipline issue, here are a few positive things that a teacher can do to diffuse the situation early on:

1. Make eye contact with the student. Let the student know his/her behavior is being observed.
2. Use non-verbal cues. Point at the work the student should be completing.
3. Calmly make your way toward the student. Proximity is a great deterrent.
4. Give a verbal hint. During a lecture when a student is off task, ask the student a question.
5. Remind your students about the rules. Direct this to the whole class.
6. Be clear and calm when asking the student to stop a certain behavior.

# Establishing Routines, Procedures, and Transitions

Establishing clear, consistent classroom routines and procedures from the outset of the school year will be a time-saver as well as creating a classroom climate of calm and focused productivity. Once procedures are explained and practiced consistently, they become habitual, creating an environment that is less stressful for everyone, removing many sources of potential conflict, and helping teachers and students alike focus on the work at hand.

Some teachers establish a great number of routines and procedures, from returning colored markers to their proper boxes, to how to organize materials inside the desk. Others focus on only a few important behaviors, such as entering the room and getting to work quietly, passing work



forward in an orderly fashion, or coming to silent attention when requested. If teacher and students are comfortable and secure that the classroom is a calm and productive environment for learning, the goal has been met.

Planning and implementing procedures with your students also require time on your part. For example, if your beginning of class procedure starts with a daily "Do Now"

activity, then you must conscientiously prepare and post these assignments, and plan for managing the assignments (how they are collected, reviewed, recorded, and returned). If you ask students to independently manage their materials and papers in the classroom, then you must set up your room in advance with clearly identified locations for students to access resources and deposit different types of work. If you move about the room during the first five minutes to check students' notebooks and indicate with a stamp when you have reviewed their work, then you must have these stamps handy, and must build a time and independent learning activities into your agenda so you are free to do this. If you expect students to refer to a daily agenda to manage their materials and time, then you must create and post this agenda daily.

What is most important in teaching your class procedures and routines is that you communicate them clearly, practice them with students until they can demonstrate them correctly and consistently, and continue to reinforce these practices until they become habitual.

Dr. Harry and Rosemary Wong, in their newsletter, *Successful Teaching*, outlines a three-step process for teaching classroom procedures:

1. Teach: State, explain, demonstrate, and model the procedure.
2. Rehearse: Practice the procedure under your supervision and give students feedback.
3. Reinforce: Reteach, rehearse, practice, and reinforce the classroom procedure until it becomes a student habit or routine.

# Praise, Encouragement, and Feedback

Teachers are often told to praise early and praise often, but as educational psychologist Elizabeth Hartley-Brewer explains in *Scholastic Teacher*: there's good praise, and there's bad praise.

"Praising well is a subtle art," says the author of *Talking to Tweens*. "How you phrase it can make a huge difference in whether a child feels freed and encouraged by your comments or, despite your good intentions, becomes anxious or even angry." Here Hartley-Brewer shares some tips on the best ways to praise students.

**Increase your vocabulary.** When it comes to ensuring that praise is effective, the word 'good' is inadequate; it says little. Instead, try using description—a "well-argued" paper, an "insightful" poem, or a "beautifully drawn" map. If you stick to this rule in your class, you'll start to notice that your students pick up on it, too, and become better at handing out their own compliments. Raise the bar.

**Fit praise to students' grade level.** Until about second grade, children see the world in black and white terms, says Hartley-Brewer, which also means that they see themselves in the same simple terms, as either a good kid or a bad kid. Consider instituting a balance sheet rule: three pieces of praise for every criticism. With older children, Hartley-Brewer advises us to save celebrations for the notable successes, and in the meantime, focus on affirmation.

**Give high fives. Some of the best praise is non-verbal.** Add some high-fives and handshakes to your repertoire, says Hartley-Brewer. Plus "stickers, kind comments written on homework pages, and simply a warm tone of voice" convey approval and support.

**Don't wait for them to cross the finish line.** Success is a process. A good science project, for instance, is the result of many separate right choices and hard work. Instead of waiting until the final grading, use praise during the process to keep your students on track, help them pick up the pace if necessary, and gain confidence in their work, not just their product.



**Get specific.** Praise should include information about what exactly good work is. Only when they know what they did well, can students make sure to repeat their success. Specific praise fulfills the exact function of constructive criticism (only it's more fun to receive!).

**Don't be wowed by neatness.** Often teachers get a special thrill from super-neat homework.

Although neatness shows diligence and care, it can also be a diversion from content. Remember that when you praise and encourage neatness, it's not the same thing as praising and encouraging good thinking.

**Don't gush.** Too much fervor can not only sound fake but also creates tension around rising expectations to earn accolades. If praise is about appreciation, match the applause to the achievement. Save “wows” and “amazings!” for truly impressive work. Sometimes, a simple “Nice, you finished it on time,” will do.

**Praise en masse.** Genuine praise to the class at large can often be as encouraging as one-on-one praise. Plus, praise of your entire class can engender esprit de corps among the students.

**Don't ignore failure.** When teachers talk up students' achievements, but become silent in the face of failure, the message is: Failure is too shameful to talk about. Pointing out where work is not up to par provides factual and neutral information on what went wrong, what has not been understood fully, and on what needs to be changed.

**Do remember to accept praise for yourself, too.** People who don't receive or give themselves pats on the back are much less likely to give praise to others. So, get used to getting praise, even if you must ask for it - it will make you a more supportive teacher! Learning to praise ourselves, says Hartley-Brewer, "will act as a boost and help us to be positive and encouraging."

Reprinted from Scholastic Teachers [www.scholastic.com](http://www.scholastic.com)

# Designing and Delivering Engaging Lessons

Lesson plans are roadmaps for a teacher’s actions to facilitate student learning. Effective lesson plans begin with the destination in mind. What should students know/be able to do at the end of this lesson? How will this learning be assessed? What are the lesson objectives and goals?

There are many different formats that teachers use for organizing lesson planning, including Backward Planning, Into-Through-Beyond, 5 Step Lesson Plan, Madeline Hunter’s Direct Instruction, and the [Lesson Plan Template](#) used for formal observations in the District’s teacher performance evaluation process, Educator Development and Support: Teachers (EDST).

Regardless of which structure is used, all effective lesson plans address these core questions:

- Does this lesson reflect knowledge of the content and how it fits into the larger context of the discipline?
- Is this lesson aligned to the relevant state and District learning standards?
- Is this lesson appropriate for the students’ developmental levels, skills, prior knowledge and learning needs?
- Does this lesson connect with prior learning and move students forward toward the essential learning goals?
- Are there informal and formal assessments to evaluate student learning?

Developing effective lesson plans is the first step to strong instruction. Delivering engaging lessons is also crucial for effective teaching. Engaged learning is fostered through:

1. Clear communication of learning goals
2. Dynamic presentation of content
3. Varied learning activities and purposeful groupings
4. Challenging independent work
5. Depth and complexity in ideas and tasks
6. Differentiation to engage all learners
7. Meaningful feedback

Assessment of student learning is the final component of effective lesson design. Assessment advances student learning in several ways:

- Checking for understanding throughout a lesson allows the teacher to monitor student progress and adjust instruction as necessary to reteach, reinforce or enrich learning.
- Formative criteria-based assessments indicate students’ levels of mastery of a concept or skill, which in turn informs the teacher’s instruction moving forward.
- Summative assessments provide feedback to teachers and parents, as well as to students themselves, providing them with valuable information to manage their own learning.

# Lesson Planning Tips

Strong lesson planning is essential to effective teaching. The formats teachers use to lesson plan vary based on teacher preferences and district and school expectations. While experienced teachers over time may develop their own shorthand system of lesson planning, research shows that teachers new to the profession are more effective if they follow a structured format. This ensures that all the key components are included in the teacher's planning. Regardless of approach, here are some tips for designing successful lessons:

## **Begin lessons by giving clear instructions and making connections.**

- State learning objectives for the lesson in student-friendly language
- Have students paraphrase directions
- Describe learning activities and product expectations
- Start with a highly motivating activity
- Build lessons upon prior student knowledge

## **Maintain student attention.**

- After posing a question, wait at least five seconds for a response (called “wait time.”)
- Use random selection in calling upon students; vary how students are called
- Be animated; show enthusiasm and interest
- Reinforce student efforts with praise
- Vary instructional methods
- Provide work of appropriate difficulty
- Demonstrate and model the types of tasks you want students to perform
- Provide guided practice for students; deliver immediate corrective feedback
- Watch for cues that students are becoming confused, bored or restless

## **Allow a variety of group and collaborative opportunities.**

- Structure group work so all understand the task
- Group students thoughtfully and purposely
- Monitor group activity; move around to check on progress
- Make groups accountable for products and sharing with class

## **Provide appropriate individual, independent student work.**

- Individual, independent work should be purposefully assigned
- Develop procedures for seeking assistance; have a “help” signal
- Develop procedures for what to do when finished or move around to monitor seat work
- Provide opportunities for students to share their learning

## Review and evaluate the lesson.

- Summarize the lesson and positive learning with students
- Determine if the lesson was successful; were goals accomplished?
- Plan ways to reteach or reinforce, if necessary
- Prepare to transition smoothly to next learning activity



# Working with Your Mentor

Teaching is a profession unlike any other. As you work through your first year as a teacher, you'll discover that you have questions about teaching practice. Fortunately, you'll have a mentor teacher to help you find answers.

Mentors provide support in three categories:

- Planning and communication
- Support of a new teacher's learning
- Checking the new teacher's understanding and progress.

Some things to know about how mentors are assigned and selected:

- Your mentor may be assigned by the District
- A mentor's time commitment is based on your credential/permit.
- Mentors of provisional teachers *do not need* a matching credential.
- Mentors of interns *must have* a matching credential.

## Working Effectively with Your Mentor

**Establish Trust and a Growth Mindset.** A critical element of any successful mentor/mentee relationship is honesty and openness, and those are built on trust. The expectation is that new teachers will develop and improve their practice based on reflections on student outcomes, not that everything will be flawless from the beginning.

**Schedule in-person meetings and maintain regular communication.** With all of the demands on your time, managing your time is critical. Make sure to prioritize working with your mentor and keeping in consistent communication. In-person meetings are especially valuable because they allow you to share your student work and classroom with your mentor more effectively.

**Focus the discussions with your mentor on instructional improvement.** There is a lot to learn about life as an LAUSD teacher, but your mentor is primarily there to focus on instruction. When your relationship has a clear purpose and vision around improving teaching and learning, it will be more effective.

**Align your foci to individual, school, and District goals.** Part of time management is try to make the same work apply to multiple goals. As examples, if your school is focusing on student grouping, or if you want to know more about how to support student discussions, these are great things to work with your mentor on.

**Keep up with documentation.** It may be tempting to put off paperwork, but it is much easier to keep up with records than trying to remember and recreate them later.

# Educator Development and Support (EDS) Evaluation Process

Part of being an educator being evaluated based on practice. LA Unified's evaluation process for teachers is called Educator Development and Support: Teachers, or EDST, and is anchored in the LAUSD Teaching and Learning Framework, or TLF.

## Educator Development and Support: Teachers (EDST)

The purpose of EDST is to ensure all students have access to effective instruction. Non-permanent teachers (probationary, intern, provisional, and temporary contracts) are evaluated yearly at their school site by their principal or designated evaluating administrator. EDST includes procedures to gather and review multiple measures of teaching practice, with the goal of supporting teachers as they grow in the following areas:

- Design and delivery of instruction
- Effective classroom environment
- Progress toward Initial Planning Sheet (IPS) objectives
- Contributions to student outcomes
- Additional professional responsibilities

EDST includes formal and informal observations, conferencing, professional goal-setting, and reflection activities throughout the year. The EDST process incorporates coaching and feedback and encourages professional reflection and growth.

## Teaching and Learning Framework (TLF)

As the foundation for instructional practices in LA Unified, the [LAUSD Teaching and Learning Framework](#) describes clear expectations for effective teaching to improve student outcomes. The TLF serves provides common language for effective practice for all educators across LA Unified.

The TLF includes 5 *standards*:

- Standard 1: Planning and Preparation
- Standard 2: The Classroom Environment
- Standard 3: Delivery of Instruction
- Standard 4: Professional Responsibilities
- Standard 5: Professional Growth

Each standard is broken into *domains*, which are further broken into *elements*. Each element in the TLF includes indicators for *ineffective*, *developing*, *effective*, and *highly effective practice*.

Element	Ineffective Practice	Developing Practice	Effective Practice	Highly Effective Practice
<p><b>3b1. Quality and Purpose of Questions</b></p> <p><i>Questions are designed to challenge students, elicit high-level thinking and to respect the students' culture and language.</i></p> <p><b>CO</b></p> <p><b>EDST Focus Element</b></p>	Teacher's questions are low level or are not relevant. Questions do not reveal student understanding about the content/concept or text under discussion or are not comprehensible to most students. Questions do not respect the students' culture or language.	Teacher's questions are a combination of both high and low level or delivered in rapid succession. Only some questions invite a thoughtful response that reveals student understanding about the content/concept or text under discussion. Teacher differentiates some questions to make them comprehensible for the class as a whole. Some questions respect the students' culture and language.	Teacher's questions are predominantly high level and require rigorous student thinking. Most questions invite and reveal student understanding about the content/concept or text under discussion. Teacher differentiates questions to make learning comprehensible for student subgroups. Questions respect the students' culture and language.	Teacher's questions are high level and require rigorous student thinking and invite students to demonstrate understanding through reasoning. Students themselves formulate questions to advance their understanding about the content/concept or text under discussion. Teacher differentiates questions to make learning comprehensible for all students in the class. Questions by teacher and students respect each student's culture and language.

The ratings for focus element 3b1, Quality and Purpose of Questions.

The TLF placemat (included in this handbook) is a one-sheet listing of the elements. On the placemat, highlighted elements are called *focus elements*; the three green ones are special focus elements called *unified elements*.

### My Professional Growth System (MyPGS)

The documentation for all EDST steps must be completed in the District's online evaluation platform, MYPGS. Log in to the MYPGS platform with your LAUSD SSO at [www.lausd.org/mypgs](http://www.lausd.org/mypgs) to access the TLF, additional information on the EDST process, and helpful resources and videos.

### Initial Planning Sheet

In the early part of the school year, teachers use the Initial Planning Sheet (IPS) to identify areas of focus and development strategies to advance their practice. These are the teacher's long-term objectives. During the Initial Planning Sheet Conference, the IPS objectives are discussed and finalized by the teacher and evaluating administrator. Teachers and administrators revisit these goals throughout the year to monitor and support the teacher's professional growth and development

The first part of the IPS is the development of three objectives:

- the Instructional Objective, selected from TLF Focus Elements in Standards 1, 2, or 3
- the Professional Growth Objective, selected from any element in TLF Standards 4 or 5
- the Data-Based Objective, which is based on multiple measures of student achievement and progress.

The second part of the IPS is the identification of seven TLF focus elements:

- 3 selected by the teacher
- 3 selected by the administrator (almost always the three green unified elements)
- 1 collaboratively identified by the teacher and administrator.

## **Formal Observation Cycle**

The purpose of the Formal Observation Cycle is for the teacher to receive feedback and ratings on the seven Teaching and Learning Framework focus elements identified during the IPS conference. The teacher and administrator will schedule the Formal Observation; following the Formal Observation, the teacher will receive feedback and ratings on the seven TLF Focus Elements being evaluated.

## **Growth Plan Visit**

As another part of the evaluation process, the evaluating administrator will conduct a Growth Plan Visit. The Growth Plan Visit is not rated, and may be scheduled or unscheduled. Following the Growth Plan Visit, the teacher will receive feedback on the Instructional Growth Objectives. The administrator and/or the teacher may initiate additional visits to supplement the Growth Plan visit.

# 2024-2025 EDST Calendar of Events

## 2024-2025

### Completion Dates for All Bases

	I Notification of Evaluation no later than (contractual)	II Submit Initial Planning Sheet by (recommended)	III Establishment of Objectives Conference by (contractual)	IV Formal Observation Deadline (contractual)	V Evaluations Issuance Deadline (contractual)
A Basis	8/2/24	8/9/24	8/23/24	2/14/25	5/30/25
C Basis Single Track	9/13/24	9/20/24	10/4/24	2/14/25	5/9/25
B-Basis Single-Track	9/13/24	9/20/24	10/4/24	2/14/25	5/9/25
B Basis Option 6	9/13/24	9/20/24	10/4/24	2/14/25	5/9/25
B Basis Option 7	9/13/24	9/20/24	10/4/24	2/14/25	5/9/25
B Basis Special Calendar GB_06SPE	9/13/24	9/20/24	10/4/24	2/14/25	5/9/25
B Basis Special Calendar GB_08SPE	9/13/24	9/20/24	10/4/24	2/14/25	5/9/25
E Basis Single-Track	9/13/24	9/20/24	10/4/24	2/14/25	5/9/25

**Notes:**

- Start dates of each Basis

Basis	Start Date	Basis	Start Date
A	7/1/24	B Option 7	7/1/24
C	8/12/24	B 06SPE	7/1/24
B	7/29/24	B 08SPE	7/1/24
B Option 6	7/15/24	E	7/18/24

# TLF Focus Element Placemat

## LAUSD TEACHING AND LEARNING FRAMEWORK

## Focus Elements for Classroom Teachers (EDST)

STANDARD 1: PLANNING AND PREPARATION	STANDARD 2: CLASSROOM ENVIRONMENT
<p><b>a. Demonstrating Knowledge of Content and Pedagogy</b></p> <ol style="list-style-type: none"> <li>1. Knowledge of Content and the Structure of the Discipline</li> <li>2. <i>Knowledge of Content-Related Pedagogy</i></li> </ol> <p><b>b. Demonstrating Knowledge of Students</b></p> <ol style="list-style-type: none"> <li>1. <i>Awareness of Students' Skills, Knowledge, and Language Proficiency</i></li> <li>2. Knowledge of How Children, Adolescents, and Adults Learn</li> <li>3. <b>Knowledge of Students' Special Needs</b></li> <li>4. <b>Knowledge of Students' Interests and Cultural Heritage</b></li> </ol> <p><b>c. Establishing Instructional Outcomes</b></p> <ol style="list-style-type: none"> <li>1. Value, Sequence, Alignment, and Clarity</li> <li>2. Suitability for Diverse Learners</li> </ol> <p><b>d. Designing Coherent Instruction</b></p> <ol style="list-style-type: none"> <li>1. <i>Standards-Based Learning Activities</i></li> <li>2. Instructional Materials, Technology, and Resources</li> <li>3. Purposeful Instructional Groups</li> <li>4. Lesson and Unit Structure</li> </ol> <p><b>e. Designing Student Assessment</b></p> <ol style="list-style-type: none"> <li>1. Aligns with Instructional Outcomes</li> <li>2. <i>Planning Assessment Criteria</i></li> <li>3. Design of Formative Assessments</li> <li>4. Analysis and Use of Assessment Data for Planning</li> </ol>	<p><b>a. Creating an Environment of Respect and Rapport</b></p> <ol style="list-style-type: none"> <li>1. Teacher Interaction with Students</li> <li>2. Student Interactions with One Another</li> <li>3. <i>Academic Climate</i></li> </ol> <p><b>b. Establishing a Culture for Learning</b></p> <ol style="list-style-type: none"> <li>1. Importance of the Content</li> <li>2. Expectations for Learning and Achievement</li> <li>3. Student Ownership of their Work</li> <li>4. Physical Environment</li> </ol> <p><b>c. Managing Classroom Procedures</b></p> <ol style="list-style-type: none"> <li>1. <i>Management of Routines, Procedures, and Transitions</i></li> <li>2. Management of Materials and Supplies</li> <li>3. Performance of Non-Instructional Duties</li> <li>4. Management of Parent Leaders, other Volunteers and Paraprofessionals</li> </ol> <p><b>d. Managing Student Behavior</b></p> <ol style="list-style-type: none"> <li>1. Expectations for Behavior</li> <li>2. <i>Monitoring and Responding to Student Behavior</i></li> </ol>
STANDARD 5: PROFESSIONAL GROWTH	STANDARD 3: DELIVERY OF INSTRUCTION
<p><b>a. Reflecting on Practice</b></p> <ol style="list-style-type: none"> <li>1. Accurate Reflection</li> <li>2. <i>Use of Reflection to Inform Future Instruction</i></li> <li>3. Selection of Professional Development Based on Reflection and Data</li> <li>4. Implementation of New Learning from Professional Development</li> </ol> <p><b>b. Participating in a Professional Community</b></p> <ol style="list-style-type: none"> <li>1. Relationships with Colleagues</li> <li>2. <i>Promotes a Culture of Professional Inquiry and Collaboration*</i></li> </ol>	<p><b>a. Communicating with Students</b></p> <ol style="list-style-type: none"> <li>1. <i>Communicating the Purpose of the Lesson</i></li> <li>2. Directions and Procedures</li> <li>3. Delivery of Content</li> <li>4. <i>Use of Academic Language</i></li> </ol> <p><b>b. Using Questioning and Discussion Techniques</b></p> <ol style="list-style-type: none"> <li>1. <i>Quality and Purpose of Questions</i></li> <li>2. <i>Discussion Techniques and Student Participation</i></li> </ol> <p><b>c. Structures to Engage Students in Learning</b></p> <ol style="list-style-type: none"> <li>1. <i>Standards-Based Projects, Activities, and Assignments</i></li> <li>2. <i>Purposeful and Productive Instructional Groups</i></li> <li>3. Selection and Use of Available Instructional Materials, Technology, and Resources</li> <li>4. Structure and Pacing</li> </ol> <p><b>d. Using Assessment in Instruction to Advance Student Learning</b></p> <ol style="list-style-type: none"> <li>1. Assessment Criteria</li> <li>2. Monitoring of Student Learning</li> <li>3. <i>Feedback to Students</i></li> <li>4. Student Self-Assessment and Monitoring of Progress</li> </ol> <p><b>e. Demonstrating Flexibility and Responsiveness</b></p> <ol style="list-style-type: none"> <li>1. Responds and Adjusts to Meet Student Needs</li> <li>2. Persistence</li> </ol>
STANDARD 4: ADDITIONAL PROFESSIONAL RESPONSIBILITIES	
<p><b>a. Maintaining Accurate Records</b></p> <ol style="list-style-type: none"> <li>1. Tracks Progress Towards Identified Learning Outcomes</li> <li>2. Tracks Completion of Student Assignments in Support of Student Learning</li> <li>3. Manages Non-Instructional Records</li> <li>4. Submits Records on Time</li> </ol> <p><b>b. Communicating with Families</b></p> <ol style="list-style-type: none"> <li>1. Information About the Instructional Program</li> <li>2. Information About Individual Students</li> <li>3. <i>Engagement of Families in the Instructional Program*</i></li> </ol> <p><b>c. Demonstrating Professionalism</b></p> <ol style="list-style-type: none"> <li>1. Ethical Conduct and Compliance with School, District, State, and Federal Regulations</li> <li>2. Advocacy/Intervention for Students</li> <li>3. Decision-Making</li> </ol>	

 Highlighted elements are identified as the Focus Elements for the EDST process.

 Framed elements are the district unified Focus Elements for the EDST process.

\* Evidence of teacher practice for these elements may be collected for Contributions to School Community.

# 2024-2025 Instructional Calendar



Los Angeles Unified School District  
**INSTRUCTIONAL SCHOOL CALENDAR 2024-2025**

**Board Approved**  
**6/20/2023**

**JULY**

MO	TU	WE	TH	FR
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

**AUGUST**

MO	TU	WE	TH	FR
				2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

**SEPTEMBER**

MO	TU	WE	TH	FR
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

**OCTOBER**

MO	TU	WE	TH	FR
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

**NOVEMBER**

MO	TU	WE	TH	FR
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

**DECEMBER**

MO	TU	WE	TH	FR
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

**JANUARY**

MO	TU	WE	TH	FR
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

**FEBRUARY**

MO	TU	WE	TH	FR
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

**MARCH**

MO	TU	WE	TH	FR
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

**APRIL**

MO	TU	WE	TH	FR
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

**MAY**

MO	TU	WE	TH	FR
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

**JUNE**

MO	TU	WE	TH	FR
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

- 07/04/24 . . . . . Independence Day
- 08/12/24 . . . . . First Day of Instruction
- 08/30/24 . . . . . Admission Day
- 09/02/24 . . . . . Labor Day
- 11/11/24 . . . . . Veterans Day
- 11/28 - 11/29/24 . . . . . Thanksgiving Holiday
- 12/16/24 - 12/18/24 . . . . . Optional Winter Recess Academy
- 12/16/24 - 01/03/25 . . . . . Winter Break
- 01/06/25 . . . . . Second Semester Begins
- 01/20/25 . . . . . Dr. Martin L. King Jr. Birthday
- 02/17/25 . . . . . Presidents' Day
- 03/31/25 . . . . . Cesar E. Chavez Birthday
- 04/14 - 04/18/25 . . . . . Spring Break
- 04/24/25 . . . . . Armenian Genocide Remembrance Day
- 05/26/25 . . . . . Memorial Day
- 06/10/25 . . . . . Last Day of Instruction
- 06/19/25 . . . . . Juneteenth Holiday

**LEGEND:**

- First Day/Last Day of Instruction
- Legal/Local Holidays
- Optional Winter Recess Academy
- School Recess
- Unassigned Day (no school)
- Optional Employee Preparation Day
- Second Semester Begins
- Instructional Days

Instructional Days	
Fall Semester . . . . .	81
Spring Semester . . . . .	102
<b>Total . . . . .</b>	<b>183</b>

# 2024–2025 State Testing Calendar

TESTS	Testing Window(s)	Elementary Schools	Middle Schools	High Schools
Initial ELPAC	8/13/24 to 6/4/25	ETK/TK/K-6	6-8	9-12
Initial Alternate ELPAC	8/13/24 to 6/4/25	ETK/TK/K-6	6-8	9-12
CAA for Science <sup>1</sup>	9/23/2024 to 5/23/25	5	8	11 (12)
NAEP	1/27/25 to 3/7/25	4	8	12
Physical Fitness Test (PFT)	2/3/25 to 3/28/25	5	7	9
Sum. ELPAC (Gr. K-2 Writing) <sup>2</sup>	3/17/25 to 4/11/25	K-2	-	-
Sum. ELPAC and Sum. Alternate ELPAC (Gr. 3-12) <sup>2</sup>	3/17/25 to 4/25/25	3-6	6-8	9-12
Sum. ELPAC (Gr. K-2 Speaking, Reading, and Listening Domains) and Sum. Alternate ELPAC (Gr. K-2) <sup>2</sup>	4/28/25 to 5/16/25	K-2	-	-
CAASPP: SBA for ELA and Math <sup>3</sup>	4/21/25 to 5/23/25	3-6	6-8	11
CAASPP: CAA for ELA and Math <sup>3</sup>	4/21/25 to 5/23/25	3-6	6-8	11
CAASPP: CAST <sup>1,3</sup>	4/21/25 to 5/23/25	5	8	11 (12)

<sup>1</sup> Grade 12 students who have not taken CAST or CAA for Science in high school will be required to take CAST or CAA for science in the 2024-25 school year. Students repeating grade 12 are not eligible to take the CAST or CAA for Science.

<sup>2</sup> Newly identified EL students, newly enrolled eligible students, and students who were not able to complete all domains by the due date must be tested by the close of the State testing window (May 31, 2025).

<sup>3</sup> Schools testing more than 1000 students may choose to start on 4/1/25 to meet the May 23<sup>rd</sup> deadline. This testing window is for all regular and make-up testing.

IMPORTANT: Dates are subject to change based on availability of online applications, testing materials, and/or changes in regulations.

From REF-152112, Attachment A

# Salary Point Credit Advisement

## ARE YOU ON THE ROAD TO 98?

Earning 98 salary points early in your career will help you make the most of your salary!



How many salary points do I need for a salary increase?

Where is the Site-Based PD Hour Log?

Where are the LAUSD salary point forms?



### Questions?

Your Salary Point Credit Advisers are ready to help!

How many salary points do I have on file?

What salary point classes are happening?

How do I write a salary point class?

Why are multicultural units so important?

What are the ways to earn salary points?

Will this salary point class I'm thinking about creating count for credit?

When are course proposals reviewed?

How do I earn salary points for workshops?

When should I submit my transcripts for salary points?

How do I earn salary points for travel?

### SALARY POINT CREDIT ADVISERS

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lcm6406@lausd.net  
213-241-5486

Plan out your journey at [lausd.org/salary-point](https://lausd.org/salary-point)

For more resources, join our Schoology Group with code CJJV-MPRX-2MKW2

# Teacher Prep Salary Table L



Personnel Policy Guide: 54

## Los Angeles Unified School District 2024-2025 PREPARATION SALARY (L) TABLE

Preparation Salary (L) Table (Alternative Certification): The 2024-2025 table reflects a 3% increase over the January-June 2024 rates. This table applies only to employees who hold a bachelor's degree and alternative certification (i.e., emergency, intern, provisional), not regular credentials. C Basis rates reflect 204 days. Actual paid salaries will reflect one additional day for the 2024-2025 school year for a total of 205 days.

PAY SCALE GROUP (Req. Pts.)**	PAY SCALE LEVEL										
	1	2	3	4	5	6	7	8	9	10	
20 (Minimum)	C Basis	57,814	57,814	57,814	58,819	61,851	62,495	64,428	66,596	69,659	72,754
		4,817.80	4,817.80	4,817.80	4,901.59	5,154.26	5,207.92	5,368.96	5,549.64	5,804.92	6,062.82
	B Basis	62,631	62,631	62,631	63,720	67,005	67,703	69,797	72,145	75,464	78,817
	A Basis	5,219.28	5,219.28	5,219.28	5,310.03	5,583.77	5,641.94	5,816.40	6,012.07	6,288.69	6,568.06
	74,001	74,001	74,001	75,288	79,169	79,994	82,467	85,242	89,163	93,125	
	6,166.79	6,166.79	6,166.79	6,274.02	6,597.45	6,666.15	6,872.27	7,103.52	7,430.29	7,760.41	
21 (+ 14 points)	C Basis	57,814	57,814	58,317	60,610	63,014	65,354	67,836	70,287	72,691	75,943
		4,817.80	4,817.80	4,859.72	5,050.82	5,251.15	5,446.20	5,653.04	5,857.28	6,057.59	6,328.59
	B Basis	62,631	62,631	63,176	65,661	68,265	70,801	73,490	76,145	78,749	82,272
	A Basis	5,219.28	5,219.28	5,264.66	5,471.73	5,688.73	5,900.07	6,124.16	6,345.41	6,562.39	6,856.00
	74,001	74,001	74,645	77,581	80,658	83,654	86,831	89,968	93,045	97,207	
	6,166.79	6,166.79	6,220.40	6,465.07	6,721.46	6,971.14	7,235.91	7,497.31	7,753.72	8,100.60	
22 (+ 28 points)	C Basis	57,814	58,317	60,704	63,406	65,967	68,669	71,246	74,011	76,603	79,887
		4,817.80	4,859.72	5,058.68	5,283.87	5,497.25	5,722.45	5,937.16	6,167.55	6,383.58	6,657.22
	B Basis	62,631	63,176	65,763	68,690	71,464	74,392	77,183	80,178	82,987	86,544
	A Basis	5,219.28	5,264.66	5,480.26	5,724.18	5,955.35	6,199.31	6,431.91	6,681.54	6,915.56	7,211.98
	74,001	74,645	77,702	81,160	84,438	87,897	91,194	94,734	98,052	102,254	
	6,166.79	6,220.40	6,475.13	6,763.36	7,036.50	7,324.74	7,599.54	7,894.48	8,171.01	8,521.20	
23 (+ 42 points)	C Basis	58,317	60,657	63,406	66,156	69,109	71,953	74,781	77,577	80,421	84,128
		4,859.72	5,054.78	5,283.87	5,512.98	5,759.10	5,996.05	6,231.72	6,464.75	6,701.72	7,010.67
	B Basis	63,176	65,712	68,690	71,669	74,868	77,949	81,012	84,042	87,123	91,139
	A Basis	5,264.66	5,476.01	5,724.18	5,972.38	6,239.04	6,495.77	6,751.02	7,003.49	7,260.23	7,594.88
	74,645	77,641	81,160	84,679	88,460	92,099	95,719	99,299	102,938	107,684	
	6,220.40	6,470.08	6,763.36	7,056.60	7,371.64	7,674.94	7,976.60	8,274.88	8,578.20	8,973.68	
24 (+ 56 points)	C Basis	60,657	62,982	65,967	69,109	72,078	75,173	78,237	81,206	84,379	88,229
		5,054.78	5,248.52	5,497.25	5,759.10	6,006.53	6,264.45	6,519.74	6,767.16	7,031.62	7,352.39
	B Basis	65,712	68,231	71,464	74,868	78,085	81,438	84,757	87,973	91,412	95,581
	A Basis	5,476.01	5,685.89	5,955.35	6,239.04	6,507.07	6,786.48	7,063.05	7,331.10	7,617.63	7,965.09
	77,641	80,617	84,438	88,460	92,260	96,222	100,143	103,944	108,006	112,933	
	6,470.08	6,718.10	7,036.50	7,371.64	7,688.35	8,018.48	8,345.25	8,661.99	9,000.49	9,411.05	
25 (+ 70 points)	C Basis	62,762	65,402	68,732	71,953	75,189	78,473	81,756	84,930	88,213	92,408
		5,230.20	5,450.14	5,727.69	5,996.05	6,265.77	6,539.38	6,813.00	7,077.46	7,351.07	7,700.63
	B Basis	67,992	70,852	74,460	77,949	81,455	85,012	88,569	92,007	95,564	100,108
	A Basis	5,666.04	5,904.33	6,204.97	6,495.77	6,787.90	7,084.31	7,380.74	7,667.26	7,963.54	8,342.33
	80,336	83,714	87,977	92,099	96,242	100,445	104,648	108,710	112,913	118,282	
	6,694.63	6,976.15	7,331.44	7,674.94	8,020.17	8,370.40	8,720.64	9,059.15	9,409.38	9,856.81	
26 (+ 84 points)	C Basis	65,260	67,836	71,262	74,781	78,237	81,772	85,165	88,574	92,093	96,524
		5,438.34	5,653.04	5,938.48	6,231.72	6,519.74	6,814.33	7,097.09	7,381.18	7,674.45	8,043.64
	B Basis	70,699	73,490	77,200	81,012	84,757	88,586	92,262	95,955	99,768	104,567
	A Basis	5,891.56	6,124.16	6,433.31	6,751.02	7,063.05	7,382.15	7,688.51	7,996.29	8,313.96	8,713.93
	83,533	86,831	91,215	95,719	100,143	104,668	109,011	113,375	117,879	123,550	
	6,961.09	7,235.91	7,601.24	7,976.60	8,345.25	8,722.30	9,084.27	9,447.92	9,823.26	10,295.85	
27 (+ 98 points)	C Basis	67,161	70,287	74,011	77,577	81,237	84,976	88,590	92,282	95,942	100,781
		5,596.77	5,857.28	6,167.55	6,464.75	6,769.79	7,081.37	7,382.48	7,690.14	7,995.19	8,398.43
	B Basis	72,758	76,145	80,178	84,042	88,007	92,058	95,972	99,972	103,938	109,179
	A Basis	6,063.16	6,345.41	6,681.54	7,003.49	7,333.95	7,671.50	7,997.70	8,331.01	8,661.48	9,098.28
	85,966	89,968	94,734	99,299	103,984	108,770	113,395	118,120	122,806	129,000	
	7,163.87	7,497.31	7,894.48	8,274.88	8,665.31	9,064.16	9,449.57	9,843.36	10,233.86	10,749.96	
Additional Pay Scale Levels											
		11	12.00	13	14						
(continued)	C Basis	101,252	101,692	102,132	102,588						
		8,437.68	8,474.35	8,511.02	8,548.98						
27	B Basis	109,690	110,166	110,643	111,137						
		9,140.84	9,180.54	9,220.27	9,261.40						
(+ 98 points)	A Basis	129,603	130,166	130,729	131,313						
		10,800.25	10,847.19	10,894.11	10,942.72						

Refer to the District-UTLA Collective Bargaining Agreement, Articles XIV, XV, and Appendix E for rules and requirements regarding salary, including, but not limited to: rating-in, step/schedule placement and advancement, salary point credit, differentials, staff development, career increments, employee filing of required documents, etc.

\* Rating-in limit for employees with a provisional contract; however, employees are eligible for annual pay scale group/pay scale level advances.  
 \*\* A point is a semester unit (or 1.5 quarter units) as defined by the University of California, or its equivalent, as established by the Board of Education.  
 Annual amounts are rounded to the nearest whole number. To obtain the actual annual amount, multiply the respective basis monthly payment rate by 12.

2024-2025 PREPARATION SALARY (L) TABLE (Continued)

(L) Salary Table

Degree Differentials:

Effective 7/01/08, degree differentials are hourly rates paid as worked.

	<u>MA Degree</u>	<u>DR Degree</u>
C Basis (6 hour)	\$584 0.47696	1,168 0.95402
C Basis (8 hour)	\$584 0.35772	1,168 0.71552
B Basis (6 hour)	632 0.47696	1,265 0.95402
B Basis (8 hour)	632 0.35772	1,265 0.71552
E Basis (6 hour)	670 0.47696	1,339 0.95402
E Basis (8 hour)	670 0.35772	1,339 0.71552
A Basis	747 0.35772	1,494 0.71552

**First Career Increment (completed 27L14)\***

Pay Scale Group C1, Pay Scale Level 15-19

		<u>1st CI &amp; MA</u>	<u>1st CI &amp; DR</u>
C Basis	104,127 8,677.28	104,711	105,295
B Basis	112,805 9,400.39	113,437	114,070
A Basis	133,283 11,106.91	134,030	134,777

**Second Career Increment (after 5 yrs on first C. I.)**

Pay Scale Group C2, Pay Scale Level 20-24

		<u>2nd CI &amp; MA</u>	<u>2nd CI &amp; DR</u>
C Basis	104,928 8,744.03	105,512	106,096
B Basis	113,673 9,472.72	114,305	114,305
A Basis	134,309 11,192.39	135,056	135,803

**Third Career Increment (after 5 yrs on second C. I.)**

Pay Scale Group C3, Pay Scale Level 25-29

		<u>3rd CI &amp; MA</u>	<u>3rd CI &amp; DR</u>
C Basis	106,735 8,894.62	107,319	107,903
B Basis	115,630 9,635.81	116,262	116,895
A Basis	136,621 11,385.09	137,368	138,115

**Fourth Career Increment (after 5 yrs on third C. I.)**

Pay Scale Group C4, Pay Scale Level 30+

		<u>4th CI &amp; MA</u>	<u>4th CI &amp; DR</u>
C Basis	108,573 9,047.78	109,157	109,741
B Basis	117,621 9,801.76	118,253	118,886
A Basis	138,973 11,581.12	139,720	140,467

An employee with a master's degree and a doctorate, or equivalent degree, shall receive the doctoral differential only.

For employees working a complete school year, the following is applicable:

- C Basis annualized = 204 paid days or equivalent hours; 1,224 hours annual (6 hours); 1,632 hours annual (8 hours).
- B Basis annualized = 221 paid days or equivalent hours; 1,768 hours annual.
- A Basis annualized = 261 paid days or equivalent hours; 2,088 hours annual.

In accordance with Section 44462 of the Education Code, a teacher whose services are authorized by an internship credential may be paid seven-eighths of the rate to which entitled rounded to the nearest dollar, unless the training program in question requires the full rate.

Categorical Limited Contract teachers are paid on Pay Scale Group 20 only, Pay Scale Level 1 - 10.

\*To qualify for the first career increment, the teacher must have been paid on the maximum pay scale group (PS Group 27) and pay scale level (PS Level 10-14) for five qualifying years. The two semester unit "recency" requirement was eliminated effective April 26, 2005.

Annual amounts are rounded to the nearest whole number. To obtain the actual annual amount, multiply the respective basis monthly payment rate by 12.

Current paytables are located at <https://www.lausd.org/Page/4045>

# Teacher Prep Salary Table T



Los Angeles Unified School District  
2024-2025 PREPARATION SALARY (T) TABLE

Preparation Salary (T) Table (Regular Credentials): The 2024-2025 table reflects a 3% increase over the January-June 2024 rates. This table applies only to employees holding regular credentials (i.e., non-emergency, non-intern) and a bachelor's degree, or possession of certain vocational or industrial arts credentials. C Basis rates reflect 204 days. Actual paid salaries will reflect one additional day for the 2024-2025 school year for a total of 205 days.

PAY SCALE GROUP		PAY SCALE LEVEL									
(Req. Pts.)*		1	2	3	4	5	6	7	8	9	10
20  (Minimum)	C Basis	66,313	66,391	67,098	67,806	67,884	67,994	69,942	71,576	74,042	76,147
		5,526.06	5,532.60	5,591.54	5,650.46	5,656.98	5,666.14	5,828.47	5,964.64	6,170.19	6,345.62
	B Basis	71,839	71,924	72,690	73,456	73,541	73,660	75,770	77,541	80,212	82,493
	A Basis	5,986.59	5,993.67	6,057.48	6,121.33	6,128.42	6,138.34	6,314.19	6,461.73	6,684.36	6,874.41
	84,880	84,981	85,886	86,791	86,891	87,032	89,526	91,617	94,774	97,469	
	7,073.37	7,081.73	7,157.15	7,232.56	7,240.95	7,252.65	7,460.49	7,634.75	7,897.81	8,122.39	
21  (+ 14 points)	C Basis	66,391	67,098	67,806	67,884	67,994	70,617	71,576	74,781	76,933	79,494
		5,532.60	5,591.54	5,650.46	5,656.98	5,666.14	5,884.78	5,964.64	6,231.72	6,411.09	6,624.48
	B Basis	71,924	72,690	73,456	73,541	73,660	76,503	77,541	81,012	83,344	86,118
	A Basis	5,993.67	6,057.48	6,121.33	6,128.42	6,138.34	6,375.21	6,461.73	6,751.02	6,945.34	7,176.53
	84,981	85,886	86,791	86,891	87,032	90,390	91,617	95,719	98,474	101,752	
	7,081.73	7,157.15	7,232.56	7,240.95	7,252.65	7,532.51	7,634.75	7,976.60	8,206.19	8,479.31	
22  (+ 28 points)	C Basis	67,098	67,177	67,884	67,994	70,303	73,037	75,503	77,703	79,934	83,625
		5,591.54	5,598.09	5,656.98	5,666.14	5,858.62	6,086.40	6,291.95	6,475.22	6,661.13	6,968.78
	B Basis	72,690	72,775	73,541	73,660	76,162	79,123	81,795	84,178	86,595	90,594
	A Basis	6,057.48	6,064.58	6,128.42	6,138.34	6,346.81	6,593.60	6,816.28	7,014.82	7,216.22	7,549.53
	85,886	85,987	86,891	86,891	87,032	89,988	93,487	96,645	99,460	102,315	
	7,157.15	7,165.55	7,240.95	7,252.65	7,499.01	7,790.59	8,053.71	8,288.31	8,526.23	8,920.07	
23  (+ 42 points)	C Basis	67,177	67,884	67,994	70,303	72,723	75,551	78,457	80,703	83,060	88,056
		5,598.09	5,656.98	5,666.14	5,858.62	6,060.23	6,295.89	6,538.05	6,725.29	6,921.64	7,337.98
	B Basis	72,775	73,541	73,660	76,162	78,783	81,847	84,995	87,429	89,982	95,394
	A Basis	6,064.58	6,128.42	6,138.34	6,346.81	6,565.24	6,820.55	7,082.93	7,285.74	7,498.47	7,949.48
	85,987	86,891	87,032	89,988	93,085	96,704	100,425	103,301	106,317	112,711	
	7,165.55	7,240.95	7,252.65	7,499.01	7,757.08	8,058.70	8,368.73	8,608.38	8,859.73	9,392.61	
24  (+ 56 points)	C Basis	67,884	67,994	70,303	72,723	75,551	78,504	81,520	83,861	86,736	92,345
		5,656.98	5,666.14	5,858.62	6,060.23	6,295.89	6,542.00	6,793.35	6,988.44	7,228.00	7,695.39
	B Basis	73,541	73,660	76,162	78,783	81,847	85,046	88,314	90,849	93,964	100,040
	A Basis	6,128.42	6,138.34	6,346.81	6,565.24	6,820.55	7,087.13	7,359.49	7,570.77	7,830.36	8,336.68
	86,891	87,032	89,988	93,085	96,704	100,485	104,346	107,342	111,022	118,201	
	7,240.95	7,252.65	7,499.01	7,757.08	8,058.70	8,373.75	8,695.47	8,945.17	9,251.85	9,850.08	
25  (+ 70 points)	C Basis	67,994	70,303	72,314	76,462	79,431	82,541	84,678	87,302	90,695	96,728
		5,666.14	5,858.62	6,026.18	6,371.82	6,619.23	6,878.45	7,056.50	7,275.15	7,557.90	8,060.68
	B Basis	73,660	76,162	78,340	82,833	86,050	89,420	91,734	94,577	98,253	104,788
	A Basis	6,138.34	6,346.81	6,528.37	6,902.78	7,170.84	7,451.65	7,644.54	7,881.40	8,187.76	8,732.34
	87,032	89,988	92,562	97,871	101,671	105,653	108,388	111,746	116,089	123,812	
	7,252.65	7,499.01	7,713.49	8,155.92	8,472.62	8,804.40	9,032.34	9,312.18	9,674.12	10,317.63	
26  (+ 84 points)	C Basis	70,617	72,660	74,781	79,509	82,605	85,840	87,993	91,056	94,670	101,017
		5,884.78	6,054.99	6,231.72	6,625.79	6,883.71	7,153.37	7,332.75	7,588.04	7,889.15	8,418.06
	B Basis	76,503	78,715	81,012	86,135	89,488	92,994	95,326	98,644	102,559	109,435
	A Basis	6,375.21	6,559.56	6,751.02	7,177.94	7,457.33	7,749.47	7,943.80	8,220.37	8,546.59	9,119.57
	90,390	93,004	95,719	101,772	105,733	109,876	112,631	116,552	121,177	129,301	
	7,532.51	7,750.37	7,976.60	8,480.98	8,811.12	9,156.31	9,385.92	9,712.69	10,098.10	10,775.10	
27 <sup>A</sup>  (+ 98 points)	C Basis	72,188	75,535	77,734	82,698	85,919	89,281	91,418	94,874	98,629	105,478
		6,015.70	6,294.56	6,477.86	6,891.52	7,159.91	7,440.08	7,618.14	7,906.17	8,219.05	8,789.86
	B Basis	78,204	81,829	84,212	89,590	93,079	96,721	99,036	102,780	106,848	114,268
	A Basis	6,517.01	6,819.10	7,017.69	7,465.83	7,756.60	8,060.12	8,252.99	8,565.01	8,903.99	9,522.37
	92,401	96,684	99,500	105,854	109,977	114,280	117,015	121,439	126,245	135,012	
	7,700.09	8,057.03	8,291.64	8,821.16	9,164.71	9,523.31	9,751.23	10,119.90	10,520.38	11,251.01	
(continued)	C Basis	105,981	106,437	106,924	107,379	8,831.78	8,869.73	8,910.31	8,948.28		
		114,813	115,307	115,834	116,327	9,567.75	9,608.88	9,652.82	9,693.94		
	B Basis	135,656	136,239	136,863	137,445	11,304.64	11,353.26	11,405.21	11,453.79		
	A Basis										

Refer to the District-UTLA Collective Bargaining Agreement, Articles XIV, XV, and Appendix E for rules and requirements regarding salary, including, but not limited to: rating-in, step (pay scale level)/schedule (pay scale group) placement and advancement, salary point credit, differentials, staff development, career increments, employee filing of required documents, etc.

\* A point is a semester unit (or 1.5 quarter units) as defined by the University of California, or its equivalent, as established by the Board of Education.  
<sup>A</sup> Rating-in limit is Pay Scale Group 27, Pay Scale Level 10.  
 Annual amounts are rounded to the nearest whole number. To obtain the actual annual amount, multiply the respective basis monthly payment rate by 12.  
 Office of the Chief HR Officer:IC/DA/Salary Tables/2024-2025 Salary Tables/2024-2025 Salary Table 3%: T 3%

2024-2025 PREPARATION SALARY (T) TABLE (Continued)

(T) Salary Table

Degree Differentials:

Effective 7/01/08, degree differentials are hourly rates paid as worked.

	<u>MA Degree</u>	<u>DR Degree</u>
C Basis (6 hour)	584 0.47696	1,168 0.95402
C Basis (8 hour)	584 0.35772	1,168 0.71552
B Basis (6 hour)	632 0.47696	1,265 0.95402
B Basis (8 hour)	632 0.35772	1,265 0.71552
E Basis (6 hour)	670 0.47696	1,339 0.95402
E Basis (8 hour)	670 0.35772	1,339 0.71552
A Basis	747 0.35772	1,494 0.71552

Maximum Rates With Career Increments:

**First Career Increment (completed 27T14)\***  
Pay Scale Group C1, Pay Scale Level 15-19

		<u>1st CI &amp; MA</u>	<u>1st CI &amp; DR</u>
C Basis	109,013 9,084.42	109,597	110,181
B Basis	118,098 9,841.46	118,730	119,363
A Basis	139,537 11,628.05	140,284	141,031

**Second Career Increment (after 5 yrs on first CI)**  
Pay Scale Group C2, Pay Scale Level 20-24

		<u>2nd CI &amp; MA</u>	<u>2nd CI &amp; DR</u>
C Basis	109,846 9,153.82	110,430	111,014
B Basis	119,000 9,916.65	119,632	120,265
A Basis	140,603 11,716.90	141,350	142,097

**Third Career Increment (after 5 yrs on second CI)**  
Pay Scale Group C3, Pay Scale Level 25-29

		<u>3rd CI &amp; MA</u>	<u>3rd CI &amp; DR</u>
C Basis	112,752 9,396.02	113,336	113,920
B Basis	122,148 10,179.02	122,780	123,413
A Basis	144,323 12,026.89	145,070	145,817

**Fourth Career Increment (after 5 yrs on third CI)**  
Pay Scale Group C4, Pay Scale Level 30+

		<u>4th CI &amp; MA</u>	<u>4th CI &amp; DR</u>
C Basis	114,653 9,554.42	115,237	115,821
B Basis	124,208 10,350.63	124,840	125,473
A Basis	146,756 12,229.67	147,503	148,250

An employee with a master's degree and a doctorate, or equivalent degree, shall receive the doctoral differential only.

For employees working a complete school year, the following is applicable:

- C Basis annualized = 204 paid days or equivalent hours; 1,224 hours annual (6 hours); 1,632 hours annual (8 hours).
- B Basis annualized = 221 paid days or equivalent hours; 1,768 hours annual.
- A Basis annualized = 261 paid days or equivalent hours; 2,088 hours annual.

\*To qualify for the first career increment, the teacher must have been paid on the maximum pay scale group (PS Group 27) and pay scale level (PS Level 10-14) for five qualifying years. The two semester unit "recency" requirement was eliminated effective April 26, 2005.

Annual amounts are rounded to the nearest whole number. To obtain the actual annual amount, multiply the respective basis monthly payment rate by 12.

Current paytables are located at <https://www.lausd.org/Page/4045>

# Teacher Prep Salary Table SE



Los Angeles Unified School District  
2024-2025 SPECIAL EDUCATION (SE) TABLE

Personnel Policy Guide: S3

Special Education (SE) Table: The 2024-2025 table reflects a 3% increase over the January-June 2024 rates. This table applies only to employees holding regular special education credentials (i.e., non-emergency, non-intern) and a bachelor's degree. C Basis rates reflect 204 days. Actual paid salaries will reflect one additional day for the 2024-2025 school year for a total of 205 days.

PAY SCALE GROUP (Req. Pts.)*		PAY SCALE LEVEL									
		1	2	3	4	5	6	7	8	9	10
20  (Minimum)	C Basis	69,071	69,150	69,857	70,564	70,642	70,752	72,700	74,334	76,801	78,906
	B Basis	5,755.91	5,762.47	5,821.40	5,880.31	5,886.83	5,896.00	6,058.34	6,194.49	6,400.06	6,575.49
	A Basis	74,827	74,912	75,678	76,444	76,529	76,648	78,758	80,529	83,201	85,481
		6,235.58	6,242.68	6,306.50	6,370.33	6,377.41	6,387.34	6,563.20	6,710.71	6,933.39	7,123.45
21  (+ 14 points)	C Basis	88,370	88,471	89,376	90,280	90,380	90,521	93,013	95,104	98,260	100,953
	B Basis	7,364.19	7,372.58	7,447.96	7,523.34	7,531.69	7,543.43	7,751.10	7,925.30	8,188.30	8,412.76
	A Basis	69,150	69,857	70,564	70,642	70,752	73,376	74,334	77,539	79,691	82,252
		5,762.47	5,821.40	5,880.31	5,886.83	5,896.00	6,114.64	6,194.49	6,461.57	6,640.95	6,854.33
22  (+ 28 points)	C Basis	74,912	75,678	76,444	76,529	76,648	79,490	80,529	84,000	86,332	89,106
	B Basis	6,242.68	6,306.50	6,370.33	6,377.41	6,387.34	6,624.19	6,710.71	7,000.04	7,194.36	7,425.53
	A Basis	88,471	89,376	90,280	90,380	90,521	93,878	95,104	99,204	101,958	105,234
		7,372.58	7,447.96	7,523.34	7,531.69	7,543.43	7,823.14	7,925.30	8,267.02	8,496.51	8,769.52
23  (+ 42 points)	C Basis	69,857	69,935	70,642	70,752	73,062	75,795	78,262	80,461	82,692	86,384
	B Basis	5,821.40	5,827.95	5,886.83	5,896.00	6,088.47	6,316.27	6,521.81	6,705.08	6,890.99	7,198.65
	A Basis	75,763	76,529	76,648	79,150	81,771	84,835	87,983	90,417	92,970	98,382
		6,313.62	6,377.41	6,387.34	6,595.85	6,814.26	7,069.55	7,331.90	7,534.76	7,747.47	8,198.49
24  (+ 56 points)	C Basis	89,376	89,476	90,380	90,521	93,476	96,973	100,129	102,943	105,797	110,520
	B Basis	7,447.96	7,456.36	7,531.69	7,543.43	7,789.67	8,081.11	8,344.09	8,578.56	8,816.42	9,210.03
	A Basis	69,935	70,642	70,752	73,062	75,481	78,309	81,215	83,462	85,818	90,814
		5,827.95	5,886.83	5,896.00	6,088.47	6,290.09	6,525.74	6,767.90	6,955.15	7,151.51	7,567.83
25  (+ 70 points)	C Basis	75,763	76,529	76,648	79,150	81,771	84,835	87,983	90,417	92,970	98,382
	B Basis	6,313.62	6,377.41	6,387.34	6,595.85	6,814.26	7,069.55	7,331.90	7,534.76	7,747.47	8,198.49
	A Basis	89,476	90,380	90,521	93,476	96,571	100,189	103,907	106,782	109,797	116,189
		7,456.36	7,531.69	7,543.43	7,789.67	8,047.62	8,349.11	8,658.95	8,998.51	9,149.72	9,682.38
26  (+ 84 points)	C Basis	70,642	70,752	73,062	75,481	78,309	81,262	84,279	86,619	89,494	95,103
	B Basis	5,886.83	5,896.00	6,088.47	6,290.09	6,525.74	6,771.86	7,023.22	7,218.29	7,457.87	7,925.24
	A Basis	76,529	76,648	79,150	81,771	84,835	88,034	91,302	93,838	96,952	103,028
		6,377.41	6,387.34	6,595.85	6,814.26	7,069.55	7,336.18	7,608.50	7,819.81	8,079.36	8,585.69
27  (+ 98 points)	C Basis	90,380	90,521	93,476	96,571	100,189	103,968	107,827	110,822	114,500	121,676
	B Basis	7,531.69	7,543.43	7,789.67	8,047.62	8,349.11	8,664.01	8,985.59	9,235.17	9,541.68	10,139.65
	A Basis	70,752	73,062	75,072	79,220	82,189	85,300	87,436	90,060	93,453	99,486
		5,896.00	6,088.47	6,256.03	6,601.68	6,849.09	7,108.31	7,286.35	7,505.01	7,787.77	8,290.53
27 <sup>^</sup>  (+ 98 points)	C Basis	76,648	79,150	81,329	85,822	89,038	92,408	94,723	97,565	101,241	107,777
	B Basis	6,387.34	6,595.85	6,777.38	7,151.83	7,419.86	7,700.66	7,893.56	8,130.44	8,436.75	8,981.42
	A Basis	90,521	93,476	96,049	101,355	105,154	109,134	111,867	115,224	119,565	127,284
		7,543.43	7,789.67	8,004.05	8,446.27	8,762.81	9,094.46	9,322.24	9,602.00	9,963.77	10,607.01
27 <sup>^</sup>  (+ 98 points)	C Basis	73,376	75,418	77,539	82,268	85,363	88,599	90,751	93,815	97,428	103,775
	B Basis	6,114.64	6,284.84	6,461.57	6,855.65	7,113.56	7,383.23	7,562.61	7,817.90	8,119.01	8,647.91
	A Basis	79,490	81,703	84,000	89,123	92,476	95,982	98,314	101,633	105,547	112,423
		6,624.19	6,808.59	7,000.04	7,426.95	7,706.37	7,998.50	8,192.84	8,469.40	8,795.59	9,368.57
27 <sup>^</sup>  (+ 98 points)	C Basis	93,878	96,491	99,204	105,254	109,214	113,354	116,108	120,028	124,651	132,771
	B Basis	7,823.14	8,040.91	8,267.02	8,771.20	9,101.17	9,446.18	9,675.69	10,002.32	10,387.55	11,064.25
	A Basis	74,947	78,293	80,493	85,457	88,677	92,039	94,176	97,632	101,387	108,237
		6,245.57	6,524.41	6,707.71	7,121.38	7,389.77	7,669.95	7,847.99	8,136.02	8,448.90	9,019.72
(continued)	C Basis	81,192	84,817	87,200	92,578	96,067	99,709	102,024	105,768	109,836	117,256
	B Basis	6,766.03	7,068.11	7,266.70	7,714.83	8,005.58	8,309.10	8,502.00	8,814.04	9,152.98	9,771.37
	A Basis	95,888	100,169	102,983	109,334	113,455	117,756	120,490	124,912	129,716	138,479
		7,990.66	8,347.41	8,581.95	9,111.18	9,454.57	9,813.02	10,040.82	10,409.32	10,809.64	11,539.93
27  (+ 98 points)	C Basis	108,740	109,195	109,682	110,138						
	B Basis	9,061.63	9,099.59	9,140.18	9,178.13						
	A Basis	117,801	118,295	118,822	119,316						
		9,816.78	9,857.89	9,901.86	9,942.98						
27  (+ 98 points)	C Basis	139,123	139,705	140,329	140,911						
	B Basis	11,593.57	11,642.12	11,694.05	11,742.61						
	A Basis	139,123	139,705	140,329	140,911						
		11,593.57	11,642.12	11,694.05	11,742.61						

Refer to the District-UTLA Collective Bargaining Agreement, Articles XIV, XV, and Appendix E for rules and requirements regarding salary, including, but not limited to: rating-in, step (pay scale level)/schedule (pay scale group) placement and advancement, salary point credit, differentials, staff development, career increments, employee filing of required documents, etc.

\* A point is a semester unit (or 1.5 quarter units) as defined by the University of California, or its equivalent, as established by the Board of Education.

<sup>^</sup> Rating-in limit is Pay Scale Group 27, Pay Scale Level 10.

Annual amounts are rounded to the nearest whole number. To obtain the actual annual amount, multiply the respective basis monthly payment rate by 12.

2024-2025 SPECIAL EDUCATION (SE) TABLE (Continued)

(SE) Salary Table

**Degree Differentials:**

Effective 7/01/08, degree differentials are hourly rates paid as worked.

	<u>MA Degree</u>	<u>DR Degree</u>
C Basis (6 hour)	584	1,168
	0.47696	0.95402
C Basis (8 hour)	584	1,168
	0.35772	0.71552
B Basis (6 hour)	632	1,265
	0.47696	0.95402
B Basis (8 hour)	632	1,265
	0.35772	0.71552
E Basis (6 hour)	670	1,339
	0.47696	0.95402
E Basis (8 hour)	670	1,339
	0.35772	0.71552
A Basis	747	1,494
	0.35772	0.71552

**Maximum Rates With Career Increments:**

**First Career Increment (completed 27514)\***

Pay Scale Group C1, Pay Scale Level 15-19

		<u>1st CI &amp; MA</u>	<u>1st CI &amp; DR</u>
C Basis	111,771	112,355	112,939
	9,314.29		
B Basis	121,086	121,718	122,351
	10,090.48		
A Basis	143,002	143,749	144,496
	11,916.81		

**Second Career Increment (after 5 yrs on first CI)**

Pay Scale Group C2, Pay Scale Level 20-24

		<u>2nd CI &amp; MA</u>	<u>2nd CI &amp; DR</u>
C Basis	112,604	113,188	113,772
	9,383.67		
B Basis	121,988	122,620	123,253
	10,165.66		
A Basis	144,067	144,814	145,561
	12,005.59		

**Third Career Increment (after 5 yrs on second CI)**

Pay Scale Group C3, Pay Scale Level 25-29

		<u>3rd CI &amp; MA</u>	<u>3rd CI &amp; DR</u>
C Basis	115,511	116,095	116,679
	9,625.88		
B Basis	125,136	125,768	126,401
	10,428.04		
A Basis	147,786	148,533	149,280
	12,315.47		

**Fourth Career Increment (after 5 yrs on third CI)**

Pay Scale Group C4, Pay Scale Level 30+

		<u>4th CI &amp; MA</u>	<u>4th CI &amp; DR</u>
C Basis	117,411	117,995	118,579
	9,784.29		
B Basis	127,196	127,828	128,461
	10,599.65		
A Basis	150,218	150,965	151,712
	12,518.13		

An employee with a master's degree and a doctorate, or equivalent degree, shall receive the doctoral differential only.

For employees working a complete school year, the following is applicable:

- C Basis annualized = 204 paid days or equivalent hours; 1,224 hours annual (6 hours); 1,632 hours annual (8 hours).
- B Basis annualized = 221 paid days or equivalent hours; 1,768 hours annual.
- A Basis annualized = 261 paid days or equivalent hours; 2,088 hours annual.

\*To qualify for the first career increment, the teacher must have been paid on the maximum pay scale group (PS Group 27) and pay scale level (PS Level 10-14) for five qualifying years. The two semester unit "recency" requirement was eliminated effective April 26, 2005.

Annual amounts are rounded to the nearest whole number. To obtain the actual annual amount, multiply the respective basis monthly payment rate by 12.

Current paytables are located at <https://www.lausd.org/Page/4045>

# LAUSD/UTLA Peer Assistance and Review

## LAUSD/UTLA PEER ASSISTANCE AND REVIEW PROGRAM

PAR provides support for classroom teachers in designing and implementing effective instruction at any stage in their careers.



### PROFESSIONAL DEVELOPMENT WORKSHOPS



- PAR offers 70+ workshops per year on over twenty instructional topics
- PAR workshops are collaborative, interactive, practical – and highly rated by participants
- All workshops can be applied toward salary point credit
- Find our current workshop calendar of workshops at <https://lausd.org/Page/5156>

### 1-ON-1 CONFIDENTIAL COACHING SUPPORT

- PAR Consulting Teachers (CTs) provide 1-on-1 confidential coaching support to classroom teachers in Standards 1, 2, 3, and 5 of the TLF
- PAR CTs provide up to 80 hours of coaching support, including observation/data collection and coaching conferences
- Teachers can request support from a PAR CT with the form at <https://lausd.org/Page/10403>



“My Consulting Teacher encouraged me every step of the way through the challenges and joys of teaching my most high risk/high promise students.” – LAUSD Teacher

“My PAR CT really helped me become a better teacher. She helped hone my instructional approaches as well as providing valuable feedback about my instruction and how I handled student behavior.” – LAUSD Teacher



<https://lausd.org/par>



[peerassistance@lausd.net](mailto:peerassistance@lausd.net)



(213)241-5501

# Teacher Growth and Induction (TGI)



## TEACHER GROWTH & INDUCTION (TGI) PROGRAM



### INDIVIDUALIZED MENTOR SUPPORT FOR NEW TEACHERS

The Teacher Growth & Induction (TGI) Program supports the growth and development of teachers through a no-cost, research-based model of individualized support. TGI is a state-accredited, two-year induction program aligned with district initiatives providing seamless support that promotes candidate teacher progress toward mastery of the California Standards for the Teaching Profession.

### EARNING A CALIFORNIA CLEAR CREDENTIAL: ELIGIBILITY CRITERIA

- Must hold a valid California Multiple Subject or Single Subject Preliminary Credential, verifiable via the CTC website at the time of application
- Currently teaching in an LAUSD school or affiliated charter school
- Assigned, teacher of record to a general education, self-contained classroom placement, teaching within the subject area of the preliminary credential
- Contracted as a temporary, probationary or permanent basis



#### ONE-ON-ONE SUPPORT

Candidate teachers receive differentiated, one-on-one support and ongoing professional development from a highly-trained TGI Mentor.



#### INQUIRY APPROACH

Candidate teachers are engaged in developing effective instructional practices through reflection and focused cycles of inquiry via Individual Learning Plans (ILPs).



#### PROFESSIONAL GROWTH

Mentors assist candidate teachers as they connect with and become part of the larger district and professional learning community, building leadership capacity.



CLICK HERE TO ACCESS PROGRAM APPLICATION:  
[WWW.LAUSD.ORG/TGI](http://WWW.LAUSD.ORG/TGI)



# Support for Provisional Teachers



**LAUSD**  
UNIFIED

**Human Resources Division**  
Teacher Development and Support Branch



## Supports available for **Provisional Teachers** through the Teacher Development and Support (TDAS) Branch

### **Mentoring Support**

- New teachers are eligible to receive support from National Board Certified Teachers. These Mentors are assigned through our program.

### **Monthly Information Meetings**

- Information Meetings are aligned to your program completion priorities.
- Provisional teachers are required to attend an Informational Meeting within 30 days of their placement in an LAUSD classroom.

### **CSET Preparation Support**

- Prepare for CSET subject matter tests with LA Unified's CSET Preparation Program.
- Earn financial support for CSET test fees.



### **Provisional Teacher Program Requirements**

- Pass the CSET(s) if you still need subject matter competency
- Attend mandatory LAUSD Provisional Teacher Information Meetings
- Work with your LAUSD-assigned Mentor
- Monitor LAUSD email regularly
- Respond to LAUSD requests for information in a timely manner

More information is located at <https://www.lausd.org/Page/10841>

☎ (213) 241-5495

✉ [TDAS@lausd.net](mailto:TDAS@lausd.net)

# Support for University Interns



**LAUSD**  
UNIFIED

**Human Resources Division**  
Teacher Development and Support Branch



Supports available for **University Interns** though the Teacher Development and Support (TDAS) Branch



## **Mentoring Support**

- University Interns are eligible to receive support from National Board Certified Teachers. These Mentors are assigned through our program.

## **Monthly Information Meetings**

- Information Meetings are aligned to your program completion priorities.
- University Interns are recommended to attend an Informational Meeting within 2 months of their placement in an LAUSD classroom.

## **University Intern Program Requirements**

- Enroll in a university/college-sponsored intern program
- Secure an assignment with LAUSD as a University Intern
- Attend the LAUSD New Teacher Orientation
- Attend LAUSD University Intern Information Meetings
- Attend Mid-Program Check-In
- Work with your LAUSD-assigned Mentor
- Complete the 22.5-hour mandated English Learner training (waived if you have a credential with the EL authorization)
- Monitor LAUSD email regularly
- Respond to LAUSD requests for information in a timely manner

More information is located at <https://www.lausd.org/Page/11682>

☎ (213) 241-5495

✉ [TDAS@lausd.net](mailto:TDAS@lausd.net)

# National Board Certification

**Teacher  
Development and  
Support Branch**



## Become a National Board Certified Teacher !



### National Board Certified Program

The National Board for Professional Teaching Standards (NBPTS) Certifications is one of a teacher's most significant achievements. The Los Angeles Unified School District has the largest contingent of National Board Certified Teachers (NBCTs) within California and is committed to encouraging the pursuit of National Board certification as an opportunity to grow as teacher leaders.



#### **Clear Credential**

May be issued upon certification by the National Board for Teaching Standards



#### **Salary Compensation**

7.5 % salary compensation in recognition of certification



#### **Monthly Stipend**

Additional 7.5% upon completion of 92 hours of professional duties outside of the normal duties and hours.



**Visit Our Website for more information**

<https://www.lausd.org/NBCT>

# Key Contacts

Credentialing and Assignment Contacts		
Certificated Assignments and Support Services / Personnel Specialists	Teacher staffing, transfers, leaves, resignation, and retirement	(213) 241-5100 <a href="http://www.lausd.org/domain/268">www.lausd.org/domain/268</a>
Intern Credentialing and Added Authorization Program (iCAAP)	Guidance for alternative credential programs and teacher induction	(213) 241-5466 <a href="http://www.lausd.org/DistrictInternProgram">www.lausd.org/DistrictInternProgram</a>
University Intern Support Program	Support and resources for teachers with university intern credentials	(213) 241-5495 <a href="http://www.lausd.org/Page/11682">www.lausd.org/Page/11682</a>
Provisional Teacher Support Program	Support and resources for teachers with provisional credentials	(213) 241-6121 <a href="http://www.lausd.org/Page/10841">www.lausd.org/Page/10841</a>
Teacher Growth Induction Program (TGI)	District-sponsored teacher induction program and pathways to a clear teaching credential	(213) 241-4252 <a href="http://www.lausd.org/Page/354">www.lausd.org/Page/354</a>

Salary and Benefits		
Benefits Administration	Enrollment in and changes to medical/dental/vision benefits, retirement plans, and life insurance	(213) 241-4262 <a href="http://www.lausd.org/Page/5244">www.lausd.org/Page/5244</a>
Salary Allocation	Initial salary “rating in,” salary advancements, and career increments	(213) 241-6121 <a href="http://www.lausd.org/salary">www.lausd.org/salary</a>
Salary Point Credit Advisement	Support and advisement for earning salary point credit	(213) 241-5495 <a href="http://www.lausd.org/salary-point">www.lausd.org/salary-point</a>

## Professional Development

Peer Assistance and Review Program	Professional development workshops and confidential instructional coaching support	(213) 241-5501 <a href="http://www.lausd.org/par">www.lausd.org/par</a>
Division of Instruction (DOI)	Professional development and curriculum support, as well as resources for parents and students	(213) 241-4822 <a href="http://www.lausd.org/instruction">www.lausd.org/instruction</a>
Division of Special Education	Resources and information to support students receiving special education services	(213) 241-6701 <a href="http://www.lausd.org/sped">www.lausd.org/sped</a>
Multilingual Multicultural Education Department (MMED)	Resources and information to support students of diverse linguistic and cultural backgrounds	(213) 241-5582 <a href="http://www.lausd.org/mmed">www.lausd.org/mmed</a>

Looking for something else?  
The directory of LA Unified offices with links and phone numbers is located here:

<https://www.lausd.org/domain/53>





