



# LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

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

**NUMBER:** BUL-067100.2

**ISSUER:** Linda Del Cueto  
Chief Human Resources Officer  
Human Resources Division

**DATE:** March 2, 2020

**ROUTING**  
All Employees  
All Locations

**POLICY:** In June 2018, the LAUSD Board of Education approved the revised Master Plan for English Learners. The Los Angeles Unified School District’s Master Plan is a comprehensive plan to meet the needs of English Learner (EL) students in the District. Key goals are to help English learners develop full receptive and productive proficiencies in English in the domains of listening, speaking, reading, and writing, to assure that English learners are taught challenging academic content that enables them to meet performance standards in all content areas, including reading and language arts, mathematics, social studies, science, the fine arts, health, and physical education, and to hold English learners to the same high expectations of learning established for all students.

**MAJOR CHANGES:** This Policy Bulletin replaces Human Resources Division BUL-067100.1, of the same subject issued on October 7, 2019 which has been changed to update the name of the new Chief Human Resources Officer.

**GUIDELINES:** The following guidelines apply.

**I. Background**

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

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

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



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### II. General Qualifications and Rates

Employees are responsible for having their credentials and certificates registered with the Credentials Unit before they may qualify for payment.

Teachers, including Special Day Class (SDC) teachers, and certain bilingual itinerant and support personnel may be eligible to receive Master Plan differentials and stipends. Payments are contingent on the employee's qualifications, type of school or assignment, nature of service provided, and previous differential payment history. Employees who received a BCLAD/BCC or A-level differential during the period from April 1, 1998 through June 30, 2001 will be indicated by an asterisk (\*) on the Master Plan differential rosters.

#### A. Qualifying Credentials, Certificates, Fluency, and Components:

1. BCLAD/BCC – Bilingual certification issued by the California Commission on Teacher Credentialing (CCTC). For differential payment purposes, the certifications listed below are considered equivalent:

- Bilingual/Crosscultural Specialist Credential
- Multiple Subjects Teaching Credential with Bilingual Crosscultural Emphasis or with Bilingual, Crosscultural, Language and Academic Development (BCLAD) Emphasis
- Single Subject Teaching Credential with Bilingual Crosscultural Emphasis or with Bilingual, Crosscultural, Language and Academic Development (BCLAD) Emphasis
- Bilingual, Crosscultural, Language and Academic Development (BCLAD) Certificate
- Bilingual Certificate of Competence (BCC)
- Bilingual Certificate of Assessment Competence (only for school psychologists and speech and language teachers)

Employees with alternative certification, including but not limited to those with an emergency permit/short-term permit, university/district intern, waiver, or exchange credentials are not eligible in this category.

2. District A-level fluency – An A-level score on the District assessment of fluency and literacy in a language other than English:

For differential purposes, passing all sections of the language component of the California Subject Examinations for Teachers, World Languages (CSET: World Languages Subtest II or III, depending on



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language) will be considered equivalent to A-level. This was formally known as the Bilingual, Crosscultural, Language and Academic Development (BCLAD) Examination. The most recent language assessment score will be used to identify language fluency level. For continuing eligibility, A-level employees are subject to the culture and methodology requirements described in Section IIB.

### B. Grace Period for A-Level Differentials

In order to continue eligibility for receiving a differential payment, employees with A-level fluency must verify passage of the required Culture and Methodology CSET: World Languages Subtests IV and V within two years of their first differential payment. Employees, who after two years become ineligible for the A-level differential, may regain eligibility after they verify passage of the required examinations and provided all other requirements are met.

### C. Other Program Requirements

Employees who meet all certification and program requirements are eligible for a District-funded base differential of up to \$1,060 annually. Additional differential payments at PHBAO schools and CAP-LEP Receiver schools are funded by the Student Integration Program and are contingent on State funding reimbursement.

CAP-LEP Receivers are schools receiving a minimum number of identified LEP students (35 for elementary; 105 for secondary) from overcrowded PHBAO sending schools under the Capacity Adjustment Program (CAP). Other traveling students, including but not limited to Permits With Transportation (PWT), Special Education, and resident EL students, are not included in this count. Other Receiver schools are eligible only for the District-funded base differential.

### D. Additional Payment Information

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

After more than 10 days of absence, the differential will be reduced proportionately, beginning with the eleventh day of absence. Mandated Professional Development is not considered a day of absence for differential payment calculation purposes. Employees who work part-time, attain and register new qualifications during the semester, and/or are assigned to an



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appropriate Master Plan program more than 20 consecutive days but less than one semester, may be eligible to receive a pro-rated differential.

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

## MAXIMUM ANNUAL DIFFERENTIALS

Group 1: (employees with \* on the Master Plan differential roster)

Effective July 1, 2001, teachers, non-classroom, support, itinerant, and non-school employees who had received a BCLAD/BCC or A-level differential during the period from April 1, 1998 through June 30, 2001 shall be eligible to receive the following annual maximum differentials, providing all other requirements are met:

Certification/Fluency	One-Way Immersion Program, Two-way Immersion Program, or Secondary Newcomer Program with Primary Language Instruction
	PHBAO/CAP
BCLAD/BCC	\$5,406
A-Level Fluency	\$2,703

Group 2:

Newly hired teachers with a district hire-date on or after July 1, 2001 and other teachers who were not paid a BCLAD/BCC or A level differential during the period from April 1, 1998 through June 30, 2001 shall be eligible to receive the following annual maximum differentials, providing all other requirements are met:

Certification/Fluency	One-Way Immersion Program, Two-way Immersion Program, or Secondary Newcomer Program with Primary Language Instruction
	PHBAO/CAP
BCLAD/BCC	\$3,392
A-Level Fluency	\$1,696



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Newly hired non-classroom, itinerant, and non-school employees with a district hire-date on or after July 1, 2001 and current non-classroom, itinerant, and non-school employees who were not paid a BCLAD/BCC or A-level differential during the period from April 1, 1998 through June 30, 2001 shall be eligible to receive the following annual maximum differentials, providing all other requirements are met:

Certification/Fluency	One-Way Immersion Program, Two-way Immersion Program, or Secondary Newcomer Program with Primary Language Instruction
	PHBAO/CAP
BCLAD/BCC	\$1,060
A-Level Fluency	\$530

**E. Culture and Methodology Incentive Stipends**

Employees participating in Master Plan programs who have passed the required Culture and/or Methodology components of the CSET: World Languages Subtests IV and V may receive a one-time incentive stipend (a maximum of \$270 per component or \$540 for both).

For persons receiving a differential based on bilingual certification, the stipends are considered to be a part of the first differential payments received. Those who have received stipend payment(s) and subsequently qualify for the differential will have their prior stipend payment(s) deemed an advance on their first differential payment. This also applies to employees who are receiving differentials based on District A-level fluency and who have passed the Culture and/or Methodology components.

Employees who qualify for a differential based on District A-level fluency but have not passed Culture and/or Methodology will have the stipend amount per component withheld from their differential payment one time only. After verification that each required component has been passed, employees may receive the stipend in a subsequent qualifying service cycle, providing both components are passed within the specified grace period, referenced in Section IIB.

**III. Service Requirements for All Employees Serving in an Appropriate Master Plan Program**

A. In addition to certification requirements, employees must also meet all of the following requirements:



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- have bilingual certification or District A-level fluency in the same language as the primary language of their EL students
  - be appropriately assigned to a Two-way Immersion Program (TWI), One-Way Immersion Program (OWI), or Secondary Newcomer Program with Primary Language Instruction
  - in academic subjects (mathematics, science, health, social studies) to identified EL students with ELPAC Overall Proficiency Levels 1,2, or 3 (for Elementary) or 1 or 2 and in LAPL 1-4 (for Secondary) who are enrolled in a TWI, OWI, or Secondary Newcomer Program with Primary Language Instruction
  - be authorized to teach the particular subject
  - in elementary, the number of such EL students for whom the teacher provides the requisite primary language instructional service on a daily basis must be a minimum of one-third of their total classroom enrollment. In secondary, if one or two students of the total enrollment are not identified as EL, the teacher shall not lose eligibility
  - for school-based support personnel, provide services to identified EL students/parents in a TWI, OWI, or Secondary Newcomer Program with Primary Language Instruction using the student's primary language at least 50% of their work assignment
- B. Secondary teachers of ELD need to provide daily instruction in a TWI, OWI, or Secondary Newcomer Program with Primary Language Instruction in any of the following classes:
- ELD 1A/B
  - ELD 2A/B
  - ELD 3A/B
  - ELD 4A/B

ELD teachers with \* on the differential roster are eligible for 50% of the Group 1 rates; other ELD teachers are eligible for 50% of the Group 2 rates.

- C. Secondary teachers providing Specially Designed Academic Instruction in English (SDAIE) in a Secondary Newcomer Program with Primary Language Instruction must meet all of the following:
- have bilingual certification
  - teach designated specially designed academic instruction in English (SDAIE) content-based instruction for identified EL students in a Secondary Newcomer Program with Primary Language Instruction on a



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daily basis in academic subjects (English, mathematics, science, health, social studies)

BCLAD/BCC SDAIE teachers with \* on the differential roster will be eligible for 50% of the Group 1 rates; other BCLAD/BCC SDAIE teachers will be eligible for 50% of Group 2 rates.

### D. Additional Information for Secondary Teachers

Other classes, including but not limited to world language, world language for native speakers, educational and career planning, life skills, and options or electives, are not included for differential purposes. Secondary teachers will be compensated for up to three instructional periods. To receive the differential, teachers must be assigned to teach periods of designated academic subjects using the primary language, ELD, or SDAIE as appropriate to their EL students' Master Plan program and ELPAC Overall Proficiency level. Differentials will be calculated based on the rate of pay for primary language, ELD, and SDAIE classes. Refer to Sections IIIB & IIIC.

## IV. Non-School Based Support and Itinerant Personnel

Non-school based support and itinerant personnel include: instructional/teacher advisers, itinerant special education teachers, student health personnel, school nurses, psychologists, counselors, and others assigned to divisions, service units, and central offices or those who work at multiple locations. To qualify for a differential payment, which may be pro-rated as described below, employees must:

- provide services to identified EL students/parents in a TWI, OWI, or Secondary Newcomer Program with Primary Language Instruction using the student's primary language at least 50% of their work assignment
- serve in PHBAO or CAP-LEP receiver schools at least 25% of their total work assignment

Differentials are pro-rated based on the percentage of the employee's total assignment spent providing appropriate Master Plan services to identified EL students in PHBAO/CAP-LEP receiver schools (e.g., four out of five days per week equals 80% of the total assignment, which results in payment of 80% of the differential rate).



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Utilizing the primary language of assigned EL students in a TWI, OWI, or Secondary Newcomer Program with Primary Language Instruction establishes eligibility to receive a differential; service in PHBAO and CAP-LEP receiver schools determines the percentage of the differential amount earned.

Examples of appropriate Master Plan program service include: working directly with identified EL students using their primary language, testing students, conducting classroom demonstrations of primary language lessons, conducting conferences and interviews with parents of identified EL students, and participating in a Master Plan program language assessment process.

### V. Verification and Documentation

A. Principals/administrators are responsible for certifying that employees are delivering the requisite instruction and services that match the employees' qualifications with the identified needs of their EL students. Documentation of each employee's service is required and records must be kept on file at the school site or office for five years. Verification and maintenance of Master Plan Program records is the responsibility of the school principal or office/unit administrator. These records are to be made available upon request by Master Plan Verification for review and audit purposes.

B. Elementary and Secondary School-Based and Non-School Based Support Personnel

For teachers, documentation of service provided to EL students must include: Master Plan classroom rosters for Elementary and EL Enrollment by Teacher Reports for Secondary.

- location and type of services provided
- the primary language of EL students served
- the amount of time the employee utilized the EL student's primary language
- Master Plan program in which the student is enrolled

**AUTHORITY:** This is a policy of ESSA Title III, Language Instruction for EL and Immigrant Students, USDE (PL-107-110); Education Code 51101.1; the requirements of Proposition 227 (EC 300-340), Education Code Section 33308.5.



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**RELATED RESOURCES:** For information regarding the implementation of Master Plan programs, refer to:

LAUSD 2018 Master Plan for ELs and Standard ELs found online at:  
<http://achieve.lausd.net/page/14743>.

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

<b>OFFICE</b>	<b>PHONE NUMBER</b>	<b>SERVICE PROVIDED</b>
Multilingual and Multicultural Education Department (MMED)	(213) 241-5582	Instructional program for English learners in elementary and secondary schools
Master Plan Verification	(213) 241-5862	Information for CTEL and CSET: World Languages examinations, CTEL and CSET: World Languages examination vouchers, Master Plan differential payments
Credentials and Contracts Services Unit	(213) 241-6520	Applying for and registering credentials and certificates



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## ATTACHMENT A

### DEFINITIONS OF TERMS AND ACRONYMS

\* An asterisk is used on the Master Plan differential roster to indicate an employee who was paid a BCLAD/BCC or A-level differential during the period from April 1, 1998 through June 30, 2001.

**A-Level Fluency.** Passing the District assessment of fluency and literacy in a language other than English with a rating of proficient in all aspects of the language. The languages tested by the District include Armenian, Cantonese, Farsi, Tagalog, Korean, Russian, Spanish, and Vietnamese.

**Bilingual Certification (BCLAD/BCC).** Certification issued by the California Commission on Teacher Credentialing (CCTC) authorizing a person to teach at the grade level(s) in the subject(s) of their basic credential, in English and in a language other than English.

**CSET: World Languages Examinations.** A process conducted by an assessor agency approved by the California Commission on Teacher Credentialing (CCTC) to certify the competencies (language, methodology, and culture) required for bilingual certification. (Formally known as BCLAD Examination)

**Bilingual Certificate of Assessment Competence (BCAC).** Bilingual certification for school psychologists and speech and language personnel, issued by CCTC and based on assessment of required competencies in a language other than English, language, methodology, and culture.

**California Commission on Teacher Credentialing (CCTC).** A State of California commission that is authorized to issue credentials and certificates.

**CAP Receiver School.** A school that has been designated to receive students from overcrowded schools under the Capacity Adjustment Program (CAP).

**CAP-LEP Receiver School.** A school receiving a minimum number of identified EL students (35 for elementary; 105 for secondary) from overcrowded PHBAO sending schools under the Capacity Adjustment Program (CAP).

**Culture Component.** One of the required competencies assessed for bilingual certification, verified by passage of state-administered examination CSET: LOTE Subtest V Culture. (Formerly known as BCC Culture or BCLAD Culture of Emphasis Test 5)



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### ATTACHMENT A

**Comprehensive English Language Development (ELD) Program.** A program, which provides both integrated and designated ELD to English learners.

*Integrated ELD* is provided to ELs throughout the school day and across all subjects by all teachers of ELs. The CA ELD Standards are used in tandem with the CA CCSS for ELA/Literacy and other content standards to ensure students strengthen their abilities to use English as they simultaneously learn content through English.

*Designated ELD* is provided by skilled teachers during a protected time during the regular school day. Teachers use the CA ELD Standards as the focal standards in ways that build into and from content instruction to develop the critical language ELs need for content learning in English.

**Designated Class.** An academic subject class at the secondary level that is specifically for English learners (EL) students in which the content is taught for the entire class either in the primary language of the EL students or in specially designed academic instruction in English (SDAIE), as appropriate for the ELD level and Master Plan program of the EL students.

**Dual Language Program.** A program designed to develop and maintain bilingualism and bi-literacy in two languages, English and another language, for both English learners and English-speaking students. Grade level content is taught in two languages.

**Dual Language One-way Immersion Program (formally Maintenance Bilingual Education Program).** The goal of the Dual Language One-way Immersion Program is the acquisition of language proficiency and academic achievement in two languages: the students' primary language and English. Instruction is delivered in the primary language and English.

**Dual Language Two-way Immersion Program.** The goals of the Dual Language Two-way Immersion Program are acquisition of full language proficiency and academic achievement in two languages: English and the target language, as well as positive cross-cultural competencies for ELs and English-proficient students. Instruction is delivered in the target language and English, with three different program models that vary by proportion of each language used in initial grades.

**English Language Development (ELD).** A program, which provides both English as a Second Language (ESL) and specially designed approaches to content-based academic instruction in English for second language learners. These approaches include listening comprehension, speaking, writing, reading, and thinking skills, leading to fluency and literacy appropriate for social and academic progress and advancement.



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### ATTACHMENT A

**Itinerant Teacher.** An employee who works at multiple locations.

**English Learner (EL) Student** In California, a student is classified as an EL if their overall performance level on the initial English Language Proficiency Assessment for California (ELPAC) is Novice EL or Intermediate EL.

**Methodology Component.** One of the required competencies assessed for bilingual certification, verified by passage of state-administered examinations CSET: LOTE Subtest IV Bilingual Methodology. (Formerly known as BCC Methodology or BCLAD Methodology Tests 1, 2, and 4)

**Non-classroom Teacher.** A full-time employee whose classroom teaching assignment, if any, is fewer than three periods per day in secondary, or less than half time in elementary schools.

**Non-School-Based Employee.** An employee (including but not limited to teacher-advisor, counselor, psychologist, audiologist) who is assigned to a division, education service center, central office, or to a location other than a school site.

**PHBAO School.** A school whose student population is predominantly (greater than 70%) Hispanic, Black, Asian, and Other Non-Anglo.

**Primary Language (L1).** The first language the student learns to speak.

**Primary Language Class (Secondary).** A class for EL students of the same language background where instruction in any of the academic content areas is taught for the entire class in the primary language of the students, as appropriate for the ELD level and Master Plan program of the EL students.

**Secondary Newcomer Program with Primary Language Instruction.** A program designed to provide academic content instruction in the student's primary language during a newcomer's first year of U.S. schooling. The goal of the program is for these students to acquire early intermediate/ intermediate academic English language proficiency while simultaneously developing core academic skills and knowledge. Instruction is delivered in the primary language of the students.

**Special Day Class (SDC).** A self-contained special education class in which a student is enrolled for the majority of the school day.

**Specially Designed Academic Instruction in English (SDAIE).** An instructional process that uses a specially designed approach for teaching academic content to EL students in English. The use of this approach, sometimes referred to as sheltered English, allows students to gain content area knowledge while improving their English language skills.