

La Salle Elementary Schools 122



\$92, 164 FY 2024

The Challenge

The district experienced difficulty in recruiting, hiring, and retaining licensed teaching staff, specifically in the following areas: self-contained special education, general special education, bilingual (English learner), early childhood, and junior high mathematics and science. The district has been identified as a Tier I district since the Evidence-Based Funding formula was implemented in 2018. LaSalle 122 is competing with local districts in Tiers III and IV for the same personnel with different financial resources.

Strategic Local Investments

Strategy 1: Loyalty Stipend

The district collaborated with the Local Education Association and offered a “loyalty stipend” of \$400 per teacher who had completed four consecutive years of full-time service as an incentive to return in the subsequent year.

Outcomes

- The district retained 94% of its teachers in the first year of the grant. In the immediate previous year, the district retained 87% of its teaching staff.

Strategy 2: Salary Offset

The district collaborated with the Local Education Association to develop a salary offset for the specific positions within the district that have been deemed hard to fill or remained unfilled. The salary offset sets aside a bonus payable at the end of the year to staff who have committed to teach within the district in hard-to-fill or vacant positions for the subsequent year.

Outcomes

- The district retained 95% of staff eligible for the salary offset in the first year of the grant. In the immediate previous year, the district retained 73% of its teaching staff in hard-to-fill positions.

Strategy 3: FY 2026 Projected Strategy – Expand Elementary Autism Specific Classroom

The district forecasts the need in FY 2026 for private placement of students with special needs, specifically autism. It anticipates that the position will qualify as hard to fill and require a separate salary offset.

Outcomes

- The district will utilize a salary offset to fill one or two of the positions for autism-specific instruction.