

Strategic Shifts: Design Prototypes for LLESD

As part of LLESD's ongoing efforts to thoughtfully innovate and evolve, these one-pagers explore **ideas—not decisions**—through a human-centered design lens. They are meant to spark thinking and invite feedback as we consider ways to strengthen engaging learning, improve student success, increase efficiency, realize responsible cost savings, and surface creative solutions in the service of our students and community.



**Las Lomitas
Elementary
School District**
Inclusive. Engaging. Inspiring

The Shift	Instructional Capacity Building (Intervention + TOSA)	
The Design Question <i>How might we...?</i>	How might we strengthen instructional effectiveness for all students by shifting from reliance on pull-out interventions toward classroom-embedded capacity-building that supports staff, improves outcomes, and realizes long-term cost savings—while increasing instructional coherence, rigor, and engagement across classrooms and grade levels through limited-term TOSA roles?	
The Idea <i>What if...?</i>	What if LLESD reallocated some existing intervention staffing—reducing reliance on pull-out general education intervention while maintaining targeted support—and invested those resources in two districtwide TOSA positions in literacy (reading and writing) and math to strengthen instructional coherence, build staff capacity, and realize long-term instructional and fiscal benefits? This shift would focus on strengthening what happens in classrooms every day by supporting teachers with aligned curriculum, shared expectations, high-quality assessments, and effective instructional strategies—so students experience even more consistent, rigorous, and engaging learning from class to class and grade to grade.	
Status & Engagement	<input type="checkbox"/> Early exploration <input checked="" type="checkbox"/> Seeking feedback <input type="checkbox"/> Refining the concept <input type="checkbox"/> Considering a pilot <input type="checkbox"/> Moving forward with the idea <input type="checkbox"/> Not moving forward at this time	We are currently seeking feedback for this prototype. Input is encouraged and is being gathered from staff, with particular attention to the perspectives of current interventionists. Feedback will help shape whether and how this idea moves forward, including considerations about roles, implementation, and impact.

How might this idea take shape?

This idea could take shape by reallocating some (not all) existing general education intervention staffing—while maintaining targeted pull-out supports where appropriate—to establish two **limited-term** (3 years) districtwide TOSA roles focused on literacy (reading and writing) and math. These TOSAs would partner with teachers and site leaders to strengthen instructional coherence across classrooms and grade levels through curriculum mapping and alignment, thoughtful curriculum selection, development of common assessments, and progress monitoring. Through job-embedded coaching, modeling, and occasional short-term small-group instruction, TOSAs would support rigorous, engaging, and responsive classroom instruction that meets the needs of students requiring additional support as well as those ready for extension. All work would be intentionally aligned with state-required literacy and math curriculum adoptions to ensure consistency and coherence across the district.

Conceptually, this work could unfold over a **three-year timeline**, acknowledging that curriculum, assessment, and instructional practice are interconnected and iterative rather than linear. **Year 1** would emphasize curriculum mapping and selection, establishing shared expectations for progression, rigor, and coherence. **Year 2** would focus on implementation and the development and refinement of common assessments and progress-monitoring tools. **Year 3** would deepen coaching, modeling, and instructional strategies that promote engagement, rigor, and responsiveness. While all three areas would be addressed throughout the timeline, each year would include clear

priority deliverables. At the conclusion of the three years, the district would reassess instructional needs, staffing structures, and next steps based on evidence and experience.

Why might we explore this idea?

LLESĐ has successfully used instructional capacity-building approaches like this in the past, and many districts—particularly those operating with fiscal constraints—continue to rely on similar models to achieve systemwide instructional coherence and effectiveness without higher ongoing costs. This approach is not new or experimental; it reflects a proven strategy for strengthening classroom instruction by investing in shared curriculum, assessment, and instructional practices.

While pull-out intervention remains an essential support for some students, districts seeking to maximize impact within limited resources often find that strengthening classroom-embedded systems allows more students to access rigorous, engaging instruction during core learning time, by returning to a model that has worked well for LLESĐ and remains widely used elsewhere, the district has an opportunity to build on past success while adapting to current instructional and fiscal realities.

Potential Benefits (if thoughtfully designed)?

- Increased instructional coherence and alignment so students experience consistent expectations, rigor, and learning progressions from classroom to classroom and grade to grade
- More substantial alignment between curriculum, instruction, and assessment in literacy and math
- Greater instructional capacity within classrooms, allowing more students to access high-quality, grade-level instruction during core learning time
- Meaningful differentiation and extension that supports both students needing additional support and those ready for deeper challenge
- Reduced reliance on fragmented pull-out general education intervention services and increased flexibility for teachers to team, align, and co-teach.
- More sustainable, systemwide instructional improvement that does not depend on expanding staffing
- A proven, scalable approach that has worked in LLESĐ previously and is widely used by districts, balancing effectiveness with fiscal constraints

Key Considerations

- Clearly articulating how pull-out intervention and classroom-embedded supports work together as part of a coherent system
- Ensuring this shift is communicated as a return to and refinement of effective practice, not a critique of current instruction
- Maintaining high-quality implementation during periods of curriculum transition and adoption
- Providing clarity around TOSA roles, access, and expectations to ensure consistent support across sites
- Monitoring instructional impact and staff experience to guide adjustments over time
- Being intentional about pacing so that annual deliverables are achievable within existing capacity
- Utilizing staff who may have room in their schedule to augment services, where and when possible

Financial Impact

This shift is expected to result in cost savings by reducing the overall number of general education interventionist FTEs while securing funding for two positions to transition into districtwide TOSA roles in literacy and math. By reallocating staffing in this way, LLESĐ can invest in stronger instructional systems, reduce long-term reliance on pull-out intervention, and improve effectiveness and sustainability without increasing ongoing costs.