



**LOS ANGELES UNIFIED SCHOOL DISTRICT**  
**REFERENCE GUIDE**

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**TITLE:** Elementary Intervention Programs  
 Procedures for Recording Data and  
 Attendance Accounting

**NUMBER:** REF-6212.0

**ISSUER:** Donna Muncey, Chief of Intensive Support  
 and Intervention  
 Office of the Superintendent

**ROUTING**  
 Local District Administration  
 Elementary Principals  
 Elementary Assistant Principals  
 School Administrative Assistants  
 School Coordinators  
 SIS Coordinators  
 Intervention Coordinators

Alvaro Cortés, Executive Director  
 Beyond the Bell Branch

**DATE:** January 21, 2014

**PURPOSE:** The purpose of this Reference Guide is to outline the elementary school's responsibilities for maintaining and entering intervention data into the Elementary Student Information System (SIS) and accounting hourly attendance for all intervention programs.

The District uses the information for decision-making, planning intervention programs, hourly accountability reimbursement funding from the state, and program evaluation purposes. Therefore, it is required that all interventions be entered into the Elementary SIS.

**INSTRUCTIONS I. BACKGROUND**

Schools implement a system of instruction and intervention based upon individual student data to determine achievement, progress, and need.

Supplemental intervention programs are strategically designed from data from multiple measures to provide additional instruction to increase the impact of core instruction and accelerate student learning and achieve proficiency.

- A. Progress monitoring and assessment data such as those recorded in the MyData systems or in the ELD portfolio should be used to assist the teacher and school in determining appropriate interventions for students at risk of not reaching academic proficiency.

The District uses data provided by elementary schools in their Elementary SIS and documented by printed and signed reports in evaluating program effectiveness and in collecting State hourly reimbursement funds when available.



- B. Attendance Accounting procedures are required to document and recapture funding when available from the State. The State of California sets criteria to reimburse districts for each hour or scheduled portion of an hour of beyond-the-school-day instruction of at-risk students.

## II. INTERVENTION PROGRAMS

- A. Intervention programs can be supported by a variety of funding sources. Programs may be organized and financially supported centrally as in the Migrant Education Program and Extended School Year program (ESY). Locally designed programs are created and funded from existing school budgets at individual school sites. Effective programs are designed to provide additional instructional time to strategically meet the academic needs of a variety of at-risk student populations. The following is a list of District Intervention programs:
  - 1. Extended School Year (ESY Special Day Classes) (Program Code A)
  - 2. CORE Waiver (Program Code 2)
  - 3. Migrant Education Program (Program Code M - Entered Centrally)
  - 4. Locally Designed Programs (Program Code L)

## III. SCHOOL RESPONSIBILITIES

- A. Supplemental Intervention
  - 1. Supplemental Intervention programs may be ongoing throughout the school year. They occur during breaks or while schools are in session, after school, or on Saturdays. Schools may identify potential intervention students by using the Elementary SIS Intervention Services Menu (Intervention Eligibility Roster – Screen 26, Option 2), At-Risk Alert reports and School Based Assessment information from MyData, or other progress monitoring tools to help teachers and others make decisions for intervention.
  - 2. Each time a student is recommended for any intervention program to be held beyond the regular school day a separate entry must be made in Elementary SIS. Whenever a student participates in any intervention program held beyond the school day the program type must be entered in Elementary SIS in the Intervention Services Menu Screen, under the Intervention



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Program Type (Attachment B and C). Elementary SIS can record intervention in the academic areas of Reading/Language Arts, Mathematics, Science, and History/Social Studies. An entry must be entered for each intervention subject offered.

3. Schools are reminded to include students with disabilities who otherwise meet their criteria for participation. The school is responsible to allocate the funding for any associated cost, such as transportation or adult assistance, necessary to include these students in intervention.

### B. Attendance Accounting

1. Students attendance in supplemental intervention programs beyond the regular school day must be recorded on the Attendance Register for Elementary Intervention Programs (Attachment D).
2. Before the Intervention class starts, office staff provides intervention teachers with a preliminary, Elementary SIS-generated Class Roster (Option 3, for ESY Option 12) that contains student information (e.g., Name, Grade, and Reason code) and class information (e.g., Intervention program, ESY, dates of intervention).
3. Teacher or office staff completes the Attendance Register.
  - a. Write in or input the School Name and Location Code.
  - b. Write in or input the beginning and ending dates of the class, the start and end times of the class, and the teacher's name.
  - c. Write in or input the Intervention Program name.
4. In the same order as in the Class Roster, write in or input the Students' names. Only 10 student names can be listed per Attendance Register. Complete additional sheets, as necessary, and be sure to number each sheet.
5. A register without an attached Elementary SIS Generated Class Roster is not acceptable. For auditing purposes, hours reported on this register are only valid if Class Rosters are attached to each register and hours are entered into Elementary SIS. Staple the Class Roster to the Attendance Register.
6. Teacher records student attendance.

Most attendance for Intervention classes is recorded and reported in increments of one hour. If a Saturday Intervention class is scheduled for 4 hours, attendance is recorded for each hour. If an intervention is planned for 20 minutes each day attendance must



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- be taken for the scheduled portion of an hour block. If a student is present at any time during an hour or hour-portion block, the full hour or scheduled hour-portion block is counted as actual attendance. (Attendance time is not subtracted for tardiness or leaving early from a time block.)
- a. Record attendance using the negative method, which means that hours or scheduled portion of hour blocks (called time blocks) are marked (X) for each hour (or scheduled portion of an hour) that a student is absent.
  - b. Enter an “E” on the first hour (or scheduled portion of an hour) of the first day that a student is present. Line out all the hour blocks/days prior to the “E”.
  - c. At the beginning of the first time block after the “E”, the following are the approved attendance markings:
    - Leave time block blank if student is present.
    - Put a slash (/) across the time block if student is absent at the beginning of the incremental time block (usually an hour).
  - d. At the end of the incremental time block, take attendance again, focusing on the students with slashes across the time blocks (students who were absent at the beginning of the time block).
    - If student is absent for the entire time block, turn the slash (/) into an X.
    - If student is absent at the beginning of the time block but attends class some time during the time block, keep the slash (/) in the hour block. No additional marking is required. The full hour or scheduled block is counted as actual attendance.
  - e. Follow the same procedure for each of the subsequent incremental time blocks for each day that the class is in session.
  - f. Line through all the days that class is not in session. Using the Excel file (Attachment D), office staff may apply shading/“color fill” to the time blocks/days, prior to distribution of registers, to indicate the days class is not in session).
7. If enrollment is low, class may be closed and students re-assigned. (See Section 8 below for instructions regarding Norming).
- a. If a class is closed, the following are the teacher’s responsibilities on the last day of the class:
    - ◆ On the top of the Attendance Register, for class’ scheduled dates, change the “to” date to the last date the class is in session.



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- ◆ For each of the students on the register, put an “L” on the last hour of the class.
  - ◆ Write “Class Closed” across the days class is no longer in session or line through the days not in session.
  - ◆ Count the number of actual attendance hours for each student and record it in the respective “Hours” box. Count only the blank and slashed  time blocks, and the blocks marked “E” and “L” for the period that student is enrolled. (Do not subtract for tardiness or leaving early from a time block.)
  - ◆ Sign and date the Attendance Register (each page) to certify the attendance hours reported.
  - ◆ Submit signed register(s) with the attached Class Roster to office staff.
- b. For a class receiving re-assigned students, the following are the teacher’s responsibilities:
- ◆ Attach to the Attendance Register the new Class Roster that will be issued by the office on the Norm Day. The new Class Roster will include the re-assigned students’ information. In addition, a copy of the closed class’ register will be forwarded to each teacher receiving re-assigned students. The preliminary and new Class Roster, as well as the closed class’ register, should be stapled to the register.
  - ◆ For each RE-ASSIGNED student attending, verify that the student’s name is on the roster.
  - ◆ Add the student’s name to the register. Use additional sheets, as necessary.
  - ◆ Put an “E” on the first hour of the first day that the RE-ASSIGNED student attends class. Draw a line through all preceding hour blocks and days.
  - ◆ Follow the attendance recording procedure as stated in Section 6 above.
8. Norming (On the third day of any scheduled Intervention Class)
- a. Each class must be “on Norm” according to the specifications of the particular intervention program. (Schools may set their own class-size “norm” for Local Design site-funded intervention programs.)
  - b. After insuring that all records of students who have not come to class have 0 (zero) hours in their record for hours attended, the Intervention Norm Day Classification Report should be printed. Fax a copy to the Beyond the Bell Branch at (213) 241-7562. Keep the original in the school’s records for auditing purposes.



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- c. The following are the teachers' responsibilities:
    - ◆ If a student has not attended class by the third day of the planned intersession class draw a line across the student's name and write "No Show" and put 0 (zero) in the hours column.
    - ◆ Submit the Class Roster to the office staff by end of the day.
  - d. The following are the office staff's responsibilities:
    - ◆ Make a copy of each teacher's updated Class Roster. Return the original Class Rosters to the teachers.
    - ◆ By Norm day, update Elementary SIS based on the administrator's changes to the class lists.
    - ◆ For each student marked "No Show" and not expected to attend classes, enter "0" for attendance hours.
    - ◆ For each class that will be closed, obtain the Attendance Registers from the teacher by the end of the day. Make copies for distribution to teachers receiving the re-assigned students. Retain the original for record. Insure that all data for students is correct and that students are not showing on class rosters who have not yet attended intervention. Print the Norm Day Classification Report. Fax and mail the original to the Beyond the Bell Branch on the third day of Intervention class. (Classes with low enrollment may be closed and students re-assigned).
    - ◆ For each student that will be re-assigned due to closure of a class, update Elementary SIS with the new teacher's employee number.
    - ◆ Re-print the Class Rosters. The new Class Rosters will include the re-assigned students, and should reflect Norm enrollment per Norm Day for this intervention.
    - ◆ Provide the new Class Rosters, as well as copies of the registers containing the re-assigned students' previous week's attendance records, to the "receiving" teachers.
9. The following are the teacher's responsibilities at the end of the Intervention class:
- a. The teacher counts the total hours of attendance. For each student, count only those time blocks (or portion of hour increments) that are blank or slashed and those with "E" or "L". (Do not subtract for tardiness or leaving early during a time block).
  - b. Record the total attendance hours in the "Hours" box. Be sure to record zero (0) in the "Hours" box for students with no attendance hours.
  - c. At the bottom of each Attendance Register, sign and date to certify the hours reported.



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- d. Submit Attendance Register(s) with the attached Elementary SIS Generated Class Roster(s) and closed class' register, as applicable, to the office staff.
- F. Attendance Reporting (Statistical Report)
1. The attendance hours and student counts by Reason Code and Grade Level will be totaled and reported on the Statistical report through the Elementary SIS. The Statistical report for Extended School Year (ESY) attendance hours will show hours by Grade Level only.
  2. The following are the responsibilities of the office staff:
    - a. Review all registers received for completeness and accuracy of attendance hours recorded. Ensure that all attachments (Class Rosters and closed class' register, if applicable) are stapled to the registers.
    - b. Enter each student's total attendance hours on Elementary SIS. For reassigned students, add the attendance hours reported on the closed class' register to the hours reported by "receiving" teacher, and enter the total hours on Elementary SIS.
    - c. Print and review the End of Intervention Exception Report. Make any necessary corrections to ensure that data is accurate and reflective of class registers, and to clear up the exceptions printed on the roster. Rerun the roster until all exception errors have been cleared.
    - d. Generate the statistical report for the Intervention programs Local Design or ESY through Elementary SIS.
    - e. Review the statistical report. If no corrections are necessary, have Principal/Designee sign the report(s) and distribute, as outlined on the report.
  3. The statistical reports are due within five (5) days of the end of the intervention session.
    - a. Fax a copy of the signed report to the Beyond the Bell Branch or Special Education Coordinator (for ESY) for review. Coordinators will then forward all Statistical Reports to Beyond the Bell Branch.
    - b. Keep the original signed report and time cards for school files.
    - c. Original signed Attendance Registers must be retained with their Class Rosters attached. All attendance documents (registers, rosters, and statistical reports) must be retained and available for inspection for five years in accordance with the appropriate Education Code sections.



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- G. Schools should follow the attached checklist (Attachment C) in order to complete all data entry and attendance accounting procedures for any student attending any intervention at the school.

**RELATED RESOURCES:** To maintain Student Attendance in Intervention Programs, use the Attendance Register forms.

The following attachments will assist school personnel:

- A – Intervention Staff Directory
- B – Elementary SIS Descriptions and Codes
- C – Intervention Check List Flow Chart
- D – Attendance Register Sheet
- E – Intent to Offer Intervention Class Form
- F – Parent Notification
- G – Report of Student Progress

**ASSISTANCE:** For assistance with student data entry or access, call Elementary SIS at (213) 241-4617 or fax a request for assistance to FAX (213) 241-8498. You can also visit their website and view the Elementary SIS User's Manual for step-by-step instructions. It can be found in the Publications tab.

For assistance with Attendance and Enrollment procedures, please contact Attendance and Enrollment Section at (213) 241-2196.

For assistance with intervention policy or programs, call your Educational Service Center listed on Attachment A.





## Intervention Staff Directory 2013-2014

### EDUCATIONAL SERVICE CENTERS

ESC	TELEPHONE #	FAX #
NORTH	818- 654-3600	818- 881-6728
SOUTH	310-354-3400	310-532-4674
EAST	323-224-3100	323-222-5702
WEST	310-914-2100	310-479-7160
ISIC	213-241-0100	213-241-3350

### BEYOND THE BELL INTERVENTION ADMINISTRATORS

	NAME	TELEPHONE #	FAX #	E-MAIL ADDRESS
Elementary	Nancy Robinson	213-241-2640	(213) 241-7562	<a href="mailto:nancy.robinson@lausd.net">nancy.robinson@lausd.net</a>
Secondary	Javier Sandoval	213-241-2639	(213) 241-7562	<a href="mailto:javier.sandoval@lausd.net">javier.sandoval@lausd.net</a>

### BEYOND THE BELL INTERVENTION SPECIALIST

NAME	TELEPHONE #	FAX #	E-MAIL ADDRESS
Victor Gonzalez	(213) 241-3107	(213) 241-7562	<a href="mailto:victor.gonzalez@lausd.net">victor.gonzalez@lausd.net</a>



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ATTACHMENT B

FIELD	HEADING	NAME	DESCRIPTION/CODE
0	ID#	Student's four digit ID#	
802	ESY TRANSPORTATION	ESY Transportation	IS THIS STUDENT TRAVELING TO ANOTHER SITE FOR SUMMER SCHOOL ESY? Y = Yes N = No
761	LI	Line	Intervention line number
762	GR	Grade	Enter student's grade level at the time the intervention program is offered.
765	PARENT CONFIRM	Parent Confirmation	Did parent confirm student's participation in the Intervention Program? Y = Yes N = No
766	INTER PROG	Intervention Program	Funding Code: 2 = CORE Waiver A = Extended School Year – Spec Ed (Special Day Class) L = Local Plan (All locally funded programs) M = Migrant Education Program (data downloaded centrally)
764	REC RSN	Recommendation Reason  (For certain Programs, this will be automatically added)	2 – Grades 2-5/6 Recommended for voluntary intervention.  3 – Grades 2-5/6 Recommended for voluntary intervention <i>and</i> scoring FBB, BB B in CST Reading.  5 – All Grades K - 5/6 students participating in Migrant Education Programs.  5 – All K and 1 students participating in locally designed programs.  6 – Off-track PK-5/6 Special Education programs (ESY).
771	SUBJ	Intervention Subject	L = Reading/Writing/Language Arts M = Math E = English Language Development/ESL S = Science H = History/Social Studies  If an intervention session includes <b>more than one subject</b> , data needs to be entered on more than one line for each subject. For example, a 4 hour class could have 1 hour of Math and 3 hours of Reading / Language Arts. This should be entered on 2 separate lines of the Intervention Screen each with the same intervention program type.
658	START DT	Start Date	Scheduled Start Date for Intervention Program MM-DD-YY (This is the start date for the <i>session</i> , not individual student "E" dates.)



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ATTACHMENT B

FIELD	HEADING	NAME	DESCRIPTION/CODE
659	END DATE	End Date	Scheduled End Date for Intervention Program MM-DD-YY (This is the <i>session</i> end date, not individual student "L" dates.)
763	TEACHER	Intervention Teacher's Employee Number	Employee number of the teacher teaching the intervention class
767	INTV LOCN	Intervention Location	Location code of school where Intervention Program will be/was held
768	SCHL OF ATTN	School of Attendance	Location code of student's regular school of attendance (automatically entered by the system)
769	MARK	Intervention Mark All students:	<b>S</b> = Satisfactory <b>U</b> = Unsatisfactory <b>I</b> = Incomplete (Has attended less than half of the scheduled hours of this intervention session.)
770	HOURS ATTND	Hours Attended	Enter number of hours (or portion of scheduled time blocks) student attended the Intervention Program  <b>Enter 0 (zero) hours for any student who does not (no-show) or will not (declined) attend.</b>



**INTERVENTION CHECK LIST FLOW CHART**

- Send the INTENT TO OFFER INTEVENTION SESSION form to the Local Instructional Director and/or Beyond the Bell Branch before starting to plan your intervention. (ATTACHMENT E)
- Review student data and/or run a Potential Intervention Student Roster to determine student eligibility and ask the classroom teacher for feedback to determine which students should attend.
- Once the classroom teachers have returned the list of potential students for intervention, send out invitation letters to the parents. (ATTACHMENT F)
- Use Option 1 (Intervention Screen), on the Intervention Services Menu (26) to input all data for any student who has been invited to for intervention. For details refer to ATTACHMENT B.

**\*\*\* INTERVENTION SERVICES SCREEN \*\*\***

**0 ID # :**

**801 JULY INTERVENTION (SUMMER SCHOOL) :**

**802 TRANSPORTATION:**

LI	GR	PAR	INT	REC	SUBJ	TEACHER	START	DT	END	DATE	INTV	ATTN	MARK	HOURS
			CONF	PROG	RSN						LOCN	LOCN		ATTND

- 801 (Summer School) Enter “Y” only for ESY intervention being held in the summer. All other programs leave this field empty.
- 802 (Transportation) Enter “Y” for all ESY students who will ride the bus to another site for intervention whenever the session takes place. Also contact the Special Education Support Unit.
- Press the F12 key or type LI for line control. Go to the next consecutive line to put in data for the next intervention.
- Type in the grade of the student when the intervention was recommended.
- Parent Confirmation: Y = parent confirms that child will attend  
N = parent declines  
Also enter the program’s start and end date for the session, and mark 0 (zero) for the hours of attendance. (This indicates that the child was offered intervention but did not attend.)
- Fill in a reason code (2, 3, 5 or 6) if not automatically completed by computer.
- Type in the location code where the intervention will take place and the location code where the student usually attends school will appear.



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ATTACHMENT C

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- Press the control key and C at the same time, then type FI for file.
- Send out confirmation letters to students who will be attending the upcoming intervention.
- Determine how many teachers are needed and who they will be.
- Assign students to classes (using the teacher employee number.)
- If the upcoming intervention is a Summer ESY program and you will be sending students to another site, print the SUMMER EMERGENCY ROSTER and the SUMMER INTERVENTION ROSTER. Send both to the receiving school sites using school mail.
- On or before the first day of the intervention session, input teacher employee number of the assigned teacher for each student who will be attending intervention. (All students not expected to attend should already have 0 hours in the hours attended field and will not show up on class rosters or statistical reports.)
- Print a class list (Option 2) and make sure all of the children you are expecting are on the list for each teacher and each program.
- Teachers use the attached Register to record hourly attendance. If the intervention is planned for portions of an hour per session, (e.g. 20 minutes or 30 minutes) indicate the portion of an hour that you are reporting on each square. Mark attendance in the same way that hourly attendance is marked. (See Attachment D.)
- Call homes of students who were expected to participate and are not attending.
- On Norm Day (third day of intervention) enter a 0 (zero) in the hours attended if a student was expected to attend but has not attended in Elementary SIS. Reprint the class lists. Make sure that there are no missing children, and all class lists have a teacher employee number. Make any necessary corrections to Screen 26.
- Print the Norm Day Classification Report (Intervention Screen, Option 5). The Principal should verify and sign the report, then fax the report to the Beyond the Bell Branch. Keep the original in school records for auditing purposes.
- If on Norm Day it is determined that there is insufficient enrollment to sustain class, classes must be reorganized.
- At the end of each intervention session, teachers verify and sign their attendance register, record student marks and total hours attended, and submit to the person responsible supervising the Intervention session.
- Attachment G may be used for intervention program reporting of Student Progress.



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- Registers and all other information is then given to the individual entering data into SIS.
- Using the Intervention Services Screen 26, enter marks and total hours attended for each student who attended ANY TIME during the current intervention session. If an intervention session is scheduled for portions of an hour at each meeting, enter the total hours including portions of an hour by totaling the minutes and converting to hours. For example, if a student's total hours attended is 23 hours and 20 minutes enter 23.3 hours. If the total hours attended is 23 hours and 40 minutes, enter 23.6 hours, etc. Do NOT round portions of an hour up.
- Check to make sure all data entry has been done correctly and completely, print an End of Intervention Exception Report (Intervention Services Screen, Option 6). Review this roster and make any necessary corrections in Elementary SIS. If no students are printed on the Exception Report, the data is as correct as possible.
- When corrections have been made to Elementary SIS using the Exception Report (Option 6), print the Intervention Statistical Report (Intervention Services Screen, Option 7) for the program and session. The principal should review and sign to verify the number of students and hours.
- The Exception Report with no student names on it and the signed Statistical Report are to be faxed to the Beyond the Bell Branch at (213) 241-7562. The originals should be kept in the school's records for auditing purposes.
- All Class Attendance Registers, Class Lists, Classifications, Exception Reports and Statistical Reports, and time cards should be kept at the school site for auditing purposes.
- Repeat the procedure for each planned intervention session program.



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ATTACHMENT D

### ATTENDANCE REGISTER FOR ELEMENTARY INTERVENTION PROGRAMS

School: \_\_\_\_\_ Dates: \_\_\_\_\_ to \_\_\_\_\_ Teacher: \_\_\_\_\_  
 Loc: \_\_\_\_\_ Times: \_\_\_\_\_ to \_\_\_\_\_ Program: \_\_\_\_\_

(NO PROGRAM MAY BE SCHEDULED FOR LESS THAN 20 MINUTES)

Student Names	Hour Increment																																			Hours (Full hours if scheduled by hours. Hours and hour portions if scheduled time blocks are less than an hour.)	Marks				
	↑	M	T	W	Th	F	S	M	T	W	Th	F	S	M	T	W	Th	F	S	M	T	W	Th	F	S	M	T	W	Th	F	S	M	T	W	Th			F	S		
1	1																																								
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I certify that the attendance shown on this Register is true, correct, and complete.

**NOTE:** Attach Class Roster to Attendance Register. Register is NOT VALID without Class Roster.

Class Not In Session

\_\_\_\_\_  
Teacher's Signature Date



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ATTACHMENT E

**LOS ANGELES UNIFIED SCHOOL DISTRICT  
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INTENT TO OFFER INTERVENTION FOR  
ELEMENTARY SCHOOLS**

School \_\_\_\_\_ Location Code \_\_\_\_\_ ESC \_\_\_\_\_

Contact Person \_\_\_\_\_ Telephone Number \_\_\_\_\_

Program: (Please complete an Intent To Offer Intervention for **each** program)

\_\_\_ ESY      \_\_\_ Migrant      \_\_\_ CORE Waiver      \_\_\_ Local Design Fund \_\_\_\_\_      Class Size: \_\_\_\_\_

Intervention Focus: \_\_\_\_\_

**This form is due 2 weeks prior to the start of each intervention offered.**

Grade	Subject	Curriculum and Pre/Post Tests to be Used	Program Start Date	Program End Date	# of Classes	Weekly Intervention with Schedule of Days Start & End Times	Minutes Per Session	Total # of Sessions	Total # of Hours Offered
<b>K</b>	<b>Reading</b>	<b>Zoo Phonics (Sample) / DIBELS Next (Sample)</b>	<b>Feb. 14</b>	<b>April 1</b>	<b>2</b>	<b>M &amp; W 2:30 – 3:15</b>	<b>45</b>	<b>12</b>	<b>15</b>

\_\_\_\_\_  
(Date)

\_\_\_\_\_  
(Principal Signature)

MAIL OR FAX FORM TO THE BEYOND THE BELL BRANCH, FOR REVIEW  
FAX # (213) 241-7562





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ATTACHMENT F

(LETTERHEAD)

PARENT NOTIFICATION  
ELEMENTARY INTERVENTION PROGRAM

\_\_\_\_\_  
(Date)

To the Parent/Guardian of \_\_\_\_\_

(Student's Name)

\_\_\_\_\_  
(Date of Birth)

\_\_\_\_\_  
(Grade)

\_\_\_\_\_  
(Room #)

We are pleased to be able to offer supplemental intervention in an after school or Saturday program at our school. The Intervention Program is being offered to your son/daughter in order to support your child's acquisition of grade level skills in the following subject area(s):

- Reading
- Written Language
- Mathematics
- Science
- Social Studies
- English Learners: English Language Development

Dates/days of program: \_\_\_\_\_

Time: \_\_\_\_\_

Location: \_\_\_\_\_

Please complete the information below and return this form to your child's teacher. We look forward to your child participating in this program.

Sincerely,

\_\_\_\_\_  
Principal

\_\_\_\_\_  
Date

Parent/Guardian Statement:

I have received and understand the above information regarding the intervention program offered to my child:

Yes, I give permission for my child to attend.

No, I do not give permission for my child to attend.

\_\_\_\_\_  
Student's Name (Please Print)

\_\_\_\_\_  
Teacher

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Home Address

\_\_\_\_\_  
Telephone Number



LOS ANGELES UNIFIED SCHOOL DISTRICT  
REFERENCE GUIDE

REF-6212.0  
January 21, 2014

ATTACHMENT F

**(LETTERHEAD)**  
**NOTIFICACIÓN PARA PADRES**  
**PROGRAMA DE INTERVENCIÓN PARA ESCUELAS PRIMARIAS**

Al padre o tutor de \_\_\_\_\_  
(Nombre del estudiante)

\_\_\_\_\_  
(Fecha de nacimiento)

\_\_\_\_\_  
(Grado)

\_\_\_\_\_  
(Número de salón)

Estamos muy complacidos de poder ofrecer el Programa de Intervención en su escuela. El programa ofrece servicios académicos en las siguientes materias:

- Lectura
- Escritura
- Matemática
- Ciencias
- Ciencias Sociales
- Estudiantes que aprenden el idioma ingles: *Capacitación en el idioma ingles(ELD)*

Fecha/días del programa: \_\_\_\_\_ Horario: \_\_\_\_\_

Sitio: \_\_\_\_\_

Por favor complete y mande de regreso la información debajo y regrésela a el/la maestro(a) o consejero(a) de su hijo(a). Esperamos a que su hijo(a) participe en este programa.

Sinceramente,

\_\_\_\_\_  
Firma del director

\_\_\_\_\_  
Fecha

Declaración del padre/tutor:

Yo he recibido y entiendo la información acerca del Programa de Intervención para escuelas primaria:

\_\_\_\_\_

- Sí, doy permiso para que mi hijo(a) asista.
- No, no doy permiso para que mi hijo(a) asista.

\_\_\_\_\_  
Nombre del estudiante

\_\_\_\_\_  
Nombre del consejero

\_\_\_\_\_  
Firma del padre/tutor

\_\_\_\_\_  
Fecha

\_\_\_\_\_  
Domicilio del hogar

\_\_\_\_\_  
Número de teléfono



REF-6212.0  
January 21, 2014

ATTACHMENT G

**REPORT OF STUDENT PROGRESS  
ELEMENTARY INTERVENTION**

Student's Name \_\_\_\_\_ Grade \_\_\_\_ Intervention Teacher \_\_\_\_\_

School \_\_\_\_\_ Program Dates From: \_\_\_\_\_ To: \_\_\_\_\_

Hours of Attendance: Present \_\_\_\_\_ Absent \_\_\_\_\_ PreTest: \_\_\_\_\_ Post Test: \_\_\_\_\_

Intervention Area:  Reading  Written Language  Mathematics  
 Science  Social Studies  English Language Development (ELD)

MAINSTREAM ENGLISH (EO, IFEP, RFEP, ELD 5)			ENGLISH LANGUAGE DEVELOPMENT		
			Entry CELDT Level:		
Academic Area	Progress Mark	Effort Mark	Academic Area	Progress Mark	Effort Mark
Reading			Reading		
Written Language			Written Language		
Mathematics			Mathematics		
Science			Science		
Social Studies			Social Studies		
BASIC BILINGUAL or DUAL LANGUAGE					
Reading			Science		
Written Language			Social Studies		
Mathematics					

**Explanation of Marks**

**S – Satisfactory**      **I – Incomplete** (Has completed less than 1/2 of program)      **U – Unsatisfactory**

Teacher Comments (Optional)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Teacher's Signature \_\_\_\_\_

Date \_\_\_\_\_

Principal or Designee \_\_\_\_\_

Copy to:      Parent / Guardian  
                 Home school



**LOS ANGELES UNIFIED SCHOOL DISTRICT**  
MEMORANDUM

**FILE IN RED FOLDER**

REF-6212.0  
January 21, 2014

ATTACHMENT G

**Programa de Intervención**  
**Informe del Progreso del Estudiante**

Nombre \_\_\_\_\_ Grado \_\_\_\_\_ Maestro de Intervención \_\_\_\_\_

Escuela \_\_\_\_\_ Desde \_\_\_\_\_ Hasta \_\_\_\_\_

Asistencia: Horas Presente: \_\_\_\_\_ Horas Ausente: \_\_\_\_\_ Examen Diagnostico: \_\_\_\_\_ Examen Final: \_\_\_\_\_

Programa de Intervención  Lectura  Escritura  Matemática  
 Ciencias  Ciencias Sociales  Estudiantes a prende el idioma inglés  
*Capacitación en la idioma ingles (ELD)*

INGLÉS DE USO COMÚN (EO, IFEP, RFEP, ELD 5)			ESTRUCTURADA EN EL IDIOMA INGLÉS		
Nivel Inicial de CELDT:					
Programa	Progreso Marque	Esfuerzo Marque	Programa	Progreso Marque	Esfuerzo Marque
Lectura			Lectura		
Escritura			Escritura		
Matemática			Matemática		
Ciencias			Ciencias		
Ciencias Sociales			Ciencias Sociales		
PROGRAMA BÁSICO BILINGUE O APRENDIZAJE SIMULTÁNEO DE DOS IDIOMAS					
Lectura			Ciencias		
Escritura			Ciencias Sociales		
Matemática					

**Explicación de las Notas**

**S – Satisfactorio**      **I –Incompleto** (Ha asistido menos de 50% del programa)      **U -Insatisfactorio**

Comentarios del Maestro (Opcional)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Firma del Maestro(a)

\_\_\_\_\_  
Fecha

\_\_\_\_\_  
Director(a)

Copia para:      Padre / Tutor  
Escuela Sede