

LOS ANGELES UNIFIED SCHOOL DISTRICT REFERENCE GUIDE

TITLE: Locally Designed and Funded Intervention Programs, K-8

NUMBER: REF-6570.5

ISSUER: Rowena Lagrosa
Interim Senior Executive Director
Beyond the Bell Branch

Roberto A. Martinez
Associate Superintendent
Office of School Culture, Climate, and Safety

DATE: September 13, 2021

PURPOSE: The purpose of this Reference Guide is to provide schools guidance and assistance for implementing locally designed and funded intervention programs.

MAJOR CHANGES: This reference guide replaces REF-6570.4, *Locally Designed and Funded Intervention Programs*, dated March 1, 2021, with the following changes:

- The attachments have been updated.
- Schools can now use Title I funds to provide English Language Development (ELD) intervention.
- Locally designed programs will be offered as an in-person program *only* unless otherwise notified.

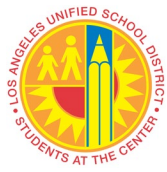
GUIDELINES: I. Background

Schools receive various funds that may be used to provide extended learning opportunities for at-risk students or students not meeting grade level standards. School site decision-making and local budget authority have increased the responsibility of schools to provide locally designed intervention programs when students are not making adequate academic progress.

According to the U.S. Department of Education, the purpose of Title 1 funding is to ensure that all students have a fair, equal, and significant opportunity to obtain a high-quality education and reach proficiency on state academic achievement standards. Additionally, Title III funds may be allocated to ensure that English learners (ELs) attain academic and linguistic proficiency in English. Both categorical programs may be used to *supplement, not supplant*, the District's core instructional program.

ROUTING

LD Superintendents
LD Administrators of Instruction
LD Administrators of Operations
LD Community of Sch. Admin.
LD Directors
LD Operations Coordinators
LD Counseling Coordinators
Principals/Assistant Principals
Counselors
School Coordinators
School Administrative Assistants
UTLA Chapter Chairs



LOS ANGELES UNIFIED SCHOOL DISTRICT REFERENCE GUIDE

Schools may **not** use Title I or Title III funds to pay for intervention services that provide test preparation for the English Language Proficiency Assessments for California (ELPAC), Smarter Balanced Assessment (SBA), California Science Test (CAST), or any other state-mandated assessment, as this would be considered supplanting.

II. Guidelines

A. Multi-Tiered System of Support (MTSS)

Effective first teaching is the foundation for all instructional programs. Schools are to implement a MTSS to align resources and supports necessary for each student's academic, behavioral, and social-emotional success, as described in REF-043782.0, *Implementing a Multi-Tiered System of Supports Framework*, dated July 1, 2018.

A locally designed intervention is a Tier 2 academic support that is provided for students beyond the regular instructional day, on Saturday or unassigned days. All programs should provide a layered continuum of supports for students including, but not limited to:

- Increased duration and frequency of intervention provided
- Data driven small group instruction aligned with student needs
- Flexibility in scheduling, grouping, and class size
- Frequent opportunities for students to receive actionable feedback
- Instruction that maximizes student engagement and discussion
- Ongoing monitoring of student progress
- Supervision of instruction to ensure the fidelity and integrity of the academic intervention

III. Planning a Locally Designed Intervention Program

A. Budget Guidelines

Locally designed intervention programs provide schools with the flexibility to design and fund Tier 2 intervention programs that meet the specific needs of students.

When using categorical funds to pay for intervention, schools must obtain the approval of the School Site Council (SSC) prior to beginning an intervention session. Title I funds may be used to provide supplemental intervention in the core subject areas of English language arts (ELA), mathematics, science, history/social science and/or ELD.



LOS ANGELES UNIFIED SCHOOL DISTRICT REFERENCE GUIDE

Title I and/or Title III expenditures relating to intervention must be documented in the *School Plan for Student Achievement* (SPSA). Refer to the *SPSA Program and Budget Handbook* for information on the appropriate use of categorical funds and allowable budget items for intervention programs. Schools using categorical programs to fund intervention are to follow the time and effort documentation requirements as outlined in BUL-2643.10, *Documentation for Employees Paid from Federal and State Categorical Programs*, dated July 20, 2020.

B. Identifying Eligible Students

The school's instructional leadership team (ILT) is responsible for identifying students to receive supplemental intervention support. When determining eligibility, school teams are to:

1. Evaluate a student based on the degree to which he/she is progressing toward grade-level proficiency
2. Evaluate ELs based on progress toward both academic and linguistic proficiency in English, and
3. Use multiple data metrics including, but not limited to, standardized assessment results, district-mandated assessments, curriculum embedded unit assessments, common formative assessments (CFA), student grades/marks, and/or authentic student work samples.

When ELs are not making adequate progress in ELD, it is important to determine the area(s) of need and provide accelerated supplemental language instruction to meet those needs. For information on the minimum progress expectations for ELs, refer to Chapter 7 of the *2018 Master Plan for English Learners and Standard English Learners*.

C. Designing a Tier 2 Intervention Program

The ILT is to design an intervention program using multiple data metrics to drive instruction. The frequency, duration, and design of each intervention session should be developmentally appropriate and maximize learning opportunities for eligible students.

Class Size

Class size is determined by the ILT and should be organized based on similar student need to facilitate targeted, small group instruction. Factors to consider when determining class size include, but are not limited to, available funding, teacher availability, similar academic needs, and the number of students confirmed to participate in the intervention program.



LOS ANGELES UNIFIED SCHOOL DISTRICT REFERENCE GUIDE

Curriculum

The ILT will determine the appropriate curriculum to be used during intervention instruction. **Curriculum used during intervention must be evidence-based and proven to show positive outcomes for students.**

When purchasing supplemental instructional resources with categorical funds, schools are to follow the guidelines provided in Appendix C of the *SPSA Program and Budget Handbook*. Curriculum for students with disabilities participating in intervention programs must be purchased by the school.

Professional Development

Schools are encouraged to offer professional development for teachers providing intervention instruction. Local funds may be used to pay teachers to attend professional development.

IV. Organizing a Locally Designed Intervention Program

A. Intent to Offer

Once an intervention program has been designed, schools are to complete the *Locally Designed Intervention Program – Intent to Offer* (Attachment A) as follows:

1. All school information must be filled in, including Intervention Designee (point-of-contact for your intervention program) and budget information.
2. Include a concise statement for each of the following:
 - a. Student Eligibility Criteria: identify who will attend and why the students qualify for the program. Example: *7th and 8th grade students receiving a D or F at the 10-week reporting period in English will participate in the intervention program.*
 - b. Purpose of the Program: explain the reason(s) why the program is needed. Example: *An analysis of data shows that a high number of 6th grade students are reading below grade level and are at risk of not passing their ELA class.*
 - c. Expected Outcomes for Students: describe the expected growth goal(s) for students. The measurable objectives should align with goals established in the school's SPSA and address the identified student needs. Example: *By the end of the 8-week intervention program, 70% of 3rd grade students will improve their reading skills by at least two Lexile levels.*
3. Complete one line for **each** intervention class offered.
4. Complete each column to describe the program design. Tips to consider when completing this form include:
 - a. Columns F-G: When planning the program, remember to consider holidays and/or holiday weekends.



LOS ANGELES UNIFIED SCHOOL DISTRICT REFERENCE GUIDE

- b. Column H: When scheduling the meeting days and times, do not include break time as part of the instructional minutes.
5. Complete the Principal information at the bottom of the form. The Principal is required to sign and date the *Intent to Offer*.

The *Intent to Offer* is to be submitted to Ana Estevez, K-8 Administrator, at btb-intervention@lausd.net for review and approval. The *Intent to Offer* is **due three (3) weeks prior** to the start of a planned intervention session.

B. Parent Notification and Consent

Parental notification and consent are required before a student may participate in an intervention program. Parents are to be notified that their son/daughter is at risk of not meeting grade level standards and should attend the locally designed intervention offered.

The *Parent Notification* letter (Attachment B) may be used to inform parents of the program being offered, as well as obtain consent to participate. Schools are to keep a record of when and to whom a *Parent Notification* letter is sent. Once signed and returned, the *Parent Notification* letter is to be filed in the student's red intervention folder located in the cumulative record.

C. Documenting Intervention Services in MiSiS

All academic intervention services offered and provided to students must be documented in My Integrated Student Information System (MiSiS). This record of intervention becomes part of a student's academic history and may be used in educational decision-making.

Schools are to enroll eligible students in MiSiS **prior** to beginning an intervention program. The *Updating Academic Intervention* (Attachment C) job aid provides instructions on adding a new intervention service record for single or multiple students. Refer to the *MiSiS Student Intervention Service Screen for Locally Designed Intervention Programs* (Attachment D) for instructions on completing required MiSiS fields.

Prior to beginning an intervention session, schools are to use the MiSiS *Intervention Service Report* to generate the list of participating students and verify accurate placement in the program. To generate this report, select: Reports > Programs > Intervention Service Report.



LOS ANGELES UNIFIED SCHOOL DISTRICT REFERENCE GUIDE

D. Attendance Registers

Office staff is to prepare an *Attendance Register* (Attachment E) for each intervention class offered by completing the school and program information at the top of page. Student information may be transferred from the MiSiS *Intervention Service Report* to the *Attendance Register* if downloaded as an Excel document.

E. Staffing Procedures

Teacher Selection

Teachers must be highly qualified and credentialed in the subject of the course(s) offered. Schools are to follow the priority and selection guidelines referenced in LAUSD/UTLA bargaining agreement. Coordinators and other non-classroom teachers who receive a differential/stipend may not be paid during their regular 8-hour assignment to provide intervention instruction. Teachers interested in teaching intervention are to complete the *Teacher Application Form* (Attachment F).

Clerical and Custodial Support

Custodial overtime (OT)/Relief and Clerical OT/Relief are **no longer** allowable expenditures in the Title I Program. Refer to the [Classified Employee Handbook](#) or Payroll Services for the correct usage of Clerical X/Z-Time. All overtime must be limited to intervention tasks only. Payroll documentation, along with a list of hourly duties, must be kept on file at the school site for a minimum of five years for auditing purposes.

Administrative Support

An administrator must supervise instruction during an intervention program. Administrators are expected to conduct classroom observations, monitor program implementation, and provide actionable feedback to teachers to improve learning outcomes. Administrative supervision is an indirect cost that may require special approval of the SSC and a budget adjustment request.

If intervention is scheduled on Saturdays or unassigned days, schools are to submit a *Request for Extra Duty Pay for Certificated Administrators* to the Community of Schools Administrator (CoSA) and Local District Superintendent for review and approval **prior** to the start of any planned intervention. This form must be kept on file at the school site for payroll and auditing purposes. There will be no after-the-fact approval for extra duty pay. For more information, refer to BUL-101500.0, *Extra Duty Pay for Certificated Administrators Policy*, dated November 9, 2020.



LOS ANGELES UNIFIED SCHOOL DISTRICT REFERENCE GUIDE

F. Payroll Procedures

Payroll procedures for intervention require a separate District timecard be kept for each employee and funding source. Employees are expected to sign in prior to and sign out at the conclusion of each scheduled intervention session. Time reporting must be completed no later than two (2) weeks after the conclusion of an intervention session.

A *Periodic Certification* form must be completed for employees paid with categorical funds. Refer to BUL-2643.10, *Documentation for Employees Paid from Federal and State Categorical Programs*, dated July 20, 2020, for Title I documentation requirements.

G. Food Services

Schools may complete an application for food services, if applicable. Budget program guidelines must be followed regarding food purchases. Schools may **not** use categorical funds to purchase food items.

Schools are to contact the Cafeteria Manager and complete the *Request to Begin or Change Meal Service* (Attachment G), **a minimum of six to eight weeks prior** to offering the session. For more information, please contact your Area Food Services Supervisor or call Food Services at 213-241-6419.

H. Transportation

Schools are advised to coordinate after school intervention programs with late buses, if applicable. Schools may only use appropriate local funds, not categorical funds, to order additional buses using the *Application for Auxiliary Transportation/Trip* form (Attachment H).

V. Implementing a Locally Designed Intervention Program

A. Daily Attendance

Daily attendance for intervention classes will **not** be taken in MiSiS. Paper copies of the *Attendance Register* (Attachment E) are to be used by the intervention teacher for recording daily attendance.

E	Entered	Student's first day of attendance.
X	Absent	Student did not attend any portion of the day's session.
- #	Partial Absence	Enter a minus (-) sign and the number of minutes missed/absent if a student does not attend the full class meeting (<i>e.g. -30 or -15</i>).



LOS ANGELES UNIFIED SCHOOL DISTRICT REFERENCE GUIDE

To maintain good attendance rates, schools are strongly encouraged to reach out to parents/guardians when a student does not attend intervention regularly.

B. Assessment and Progress Monitoring

Pre and post assessments are to be administered to participating students to establish baseline data and measure student progress. Assessments should align with the intervention curriculum and measure content that is taught during the intervention session. At the end of each intervention session, teachers are to evaluate student progress by identifying growth points on the Pre and Post assessments.

C. Classroom Instruction and Observation

Effective intervention instruction must be intentional and explicit to meet the specific needs of all students, including, but not limited to, English learners (ELs), Students with Disabilities (SWD), and Socio-Economically Disadvantaged (SED) students. Teachers are to implement an instructional model that is data-driven with evidenced-based strategies including, but not limited to, communicating clear expectations for learning, strategic grouping, purposeful questioning, structured scaffolds for using academic language, timely and relevant feedback to students, and intentional differentiation to engage all learners.

Administrators are encouraged to review the *K-8 Intervention Observation Snapshot* (Attachment I) with teachers prior to beginning an intervention session. This form should be used by both teacher and administrator when planning, implementing, and monitoring an intervention program. The observation template is aligned to the LAUSD *Teaching and Learning Framework*.

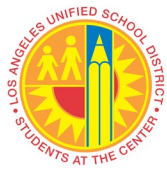
VI. Concluding a Locally Designed Intervention Program

A. Documentation Requirements for Teachers

Grading

At the conclusion of each intervention program, teachers must complete the *Report of Student Progress* (Attachment J) as follows:

1. Complete the Pre/Post Test data to measure student progress.
2. Determine an Overall Progress rating of Satisfactory, Unsatisfactory, or Incomplete.
3. Evaluate Student Progress and assign an overall rating in the areas of Achievement, Participation, Perseverance, Attitude, and Attendance.
4. Add teacher comments related to student progress.



LOS ANGELES UNIFIED SCHOOL DISTRICT REFERENCE GUIDE

5. Certify the accuracy of marks earned by signing and dating each *Report of Student Progress*.
6. Submit completed *Reports of Student Progress* to the office staff within one week of the conclusion of the intervention program.

Attendance Register

At the conclusion of each intervention program, teachers must complete the *Attendance Register* as follows:

1. Calculate the total Hours Absent for each student.
2. Calculate the total Hours Present for each student.
3. Document the Pre/Post Test Scores.
4. Document the Final Progress Mark for each student.
5. Certify the accuracy of attendance and grades by signing the *Attendance Register*.
6. Submit the completed *Attendance Register* to the office staff within one week of the conclusion of the intervention program.

B. Documentation Requirements for Office Staff

At the conclusion of each intervention session, office staff must:

1. Enter final information for all students enrolled, as outlined in the *MiSiS Student Intervention Service Screen (Attachment D)*.
 - a. Maximum Participation Allowed/Duration Units: Enter the total number of hours of the program.
 - b. Actual Participation Duration: Enter the total number of actual hours in attendance. For students who are placed in an intervention class but do not show up, enter “0” for hours of attendance.
 - c. Participation Outcome: Indicate the student’s final mark of Satisfactory (**S**), Unsatisfactory (**U**), or Incomplete (**I**).
 - d. Participation End Reason: Select the reason from the dropdown menu for ending the program. For students who received a “0” for hours of attendance, mark the students as a “No Show” for participation end reason.
2. Provide a copy of the *Report of Student Progress (Attachment J)* to the parents/guardians. The original *Report of Student Progress* is to be filed in the student’s red intervention folder located in the cumulative record.



LOS ANGELES UNIFIED SCHOOL DISTRICT REFERENCE GUIDE

C. Documentation Requirements for Schools

At the conclusion of each intervention program, the school must:

1. Maintain a file with all *Attendance Registers* and time reporting documents (e.g., timecards, categorical certification, hourly duties, etc.), as these official records must be kept on file at the school site for five years and made available for review in the event of an audit.
2. Print and save a completed copy of the MiSiS *Intervention Service Report*. The principal must sign and date the MiSiS report.

D. Documents to Submit to Beyond the Bell

Within one week of concluding an intervention session, submit the completed MiSiS *Intervention Service Report* (signed by the Principal) via email to Ana Estevez, K-8 Administrator, at btb-intervention@lausd.net.

RELATED RESOURCES:

BUL-2643.10, *Documentation for Employees Paid from Federal and State Categorical Programs*, dated July 20, 2020

BUL-101500.0, *Extra Duty Pay for Certificated Administrators Policy*, dated November 9, 2020

REF-043782.0, *Implementing a Multi-Tiered System of Supports Framework*, dated July 1, 2018

ASSISTANCE: For assistance, please contact the respective offices below:

Topic	Office	Telephone
Categorical Funds (Restrictions)	Federal & State Education Programs https://achieve.lausd.net/fsep	213-241-6990
English Learners, Master Plan, or Title III	Multilingual & Multicultural Education Department https://achieve.lausd.net/mmed	213-241-5582
Extra Duty Pay for Administrators	Administrative Assignments https://achieve.lausd.net/Page/1125	213-241-6365
MiSiS	MiSiS https://achieve.lausd.net/Page/10589	213-241-5200
Program Organization	Beyond the Bell Branch Academic Intervention Unit https://btb.lausd.net/	213-241-7900



**LOS ANGELES UNIFIED SCHOOL DISTRICT
REFERENCE GUIDE**

REF-6570.5
September 13, 2021

ATTACHMENT A



**LOCALLY DESIGNED INTERVENTION PROGRAM
Intent to Offer**

School:	Local District:	Cost Center:	School Phone:
Intervention Designee:	Designee Email: _____@lausd.net	Title:	Program Funding:

Student Eligibility Criteria:	
Purpose of the Program:	
Measurable Objective(s):	

Complete one line for **EACH** intervention class. Use additional pages as needed.

A	B	C	D	E	F	G	H	I	J	K
Grade	Subject	Class Size	Evidence-Based Intervention Curriculum	Pre-/Post- Test to Measure Student Progress	Program Start Date	Program End Date	Meeting Days & Times (Ex: Tuesday, 2:30–3:30 pm)	Total Meetings	Minutes per Meeting	Total Instr. Hours

_____ Date _____ Principal Name _____@lausd.net Principal Email _____ Principal Signature

**THIS FORM IS DUE 3 WEEKS PRIOR TO THE START OF THE INTERVENTION SESSION.
SUBMIT THE FORM TO ANA ESTEVEZ, BTB ADMINISTATOR, AT btb-intervention@lausd.net.**

Date Received	BTB Approval	School Notified	Uploaded to SPSA



LOS ANGELES UNIFIED SCHOOL DISTRICT
REFERENCE GUIDE

REF-6570.5
September 13, 2021

ATTACHMENT B

SCHOOL NAME

LOCALLY DESIGNED INTERVENTION PROGRAM, K-8
Parent Notification

To the Parent/Guardian of: _____
(Student's Name) (Date of Birth)

(Teacher's Name) (Grade) (Home Room #)

This letter is to inform you that your son/daughter is at risk of not meeting grade-level standards. Your son/daughter has not demonstrated academic proficiency, as identified on the most recent assessment data. In order to provide additional instructional support, we have scheduled your son/daughter to attend academic intervention in the following subject area(s):

- English Language Arts
- Mathematics
- English Language Development
- Science
- History/Social Science

Dates of Program: _____ Day & Time of Program: _____

Location of Program: _____

Please complete the information below and return this form to your child's teacher/counselor. Daily attendance is critical and we look forward to your son/daughter participating in this program.

Sincerely,

Principal's Signature Date

Return to: _____

Parent/Guardian Statement:

I have read and understand the above information regarding the intervention program being offered. I understand that my son/daughter is being offered this program because he/she is at risk of not meeting grade level standards.

- 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) Grade Date

Parent/Guardian Signature Parent/Guardian Contact Number

Home Address Emergency Telephone Number



LOS ANGELES UNIFIED SCHOOL DISTRICT
REFERENCE GUIDE

REF-6570.5
September 13, 2021

ATTACHMENT B

SCHOOL NAME

PROGRAMA DE INTERVENCIÓN LOCALMENTE DISEÑADO, K-8
Notificación Para Los Padres

Al padre o tutor de: _____
(Nombre del estudiante) (Fecha de nacimiento)

(Maestro/a) (Grado) (Salón)

El propósito de esta carta es informarles que su hijo(a) corre el riesgo de no cumplir con los estándares correspondientes a su nivel de grado. De acuerdo con los datos más reciente, su hijo/a no es académicamente proficiente. Para proporcionarle soporte académico adicional hemos registrado a su hijo/a para que asista a los servicios académicos de intervención en la siguiente materia(s):

- Arte del Lenguaje Inglés
- Matemáticas
- Desarrollo del Idioma Inglés
- Ciencias
- Historia/Ciencias Sociales

Fechas del Programa: _____ Días y horas del programa: _____

Ubicación del Program: _____

Por favor complete la información de abajo y regrésela al maestro/a o consejero/a de su hijo/a. La asistencia diaria es fundamental y esperamos que su hijo/a participe en este programa.

Sinceramente,

Firma del director/a Fecha

Devuelto a: _____

Declaración del padre/tutor:

Yo he leído y entiendo la información arriba con respecto al programa que ofrece. Yo entiendo que mi hijo/a se le ofrece este programa porque él/ella está a riesgo de no cumplir con los estándares de su nivel de grado.

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

Nombre del estudiante Grado Fecha

Firma del padre/tutor Número de teléfono

Domicilio Número de teléfono de emergencia



Updating Academic Intervention

PURPOSE

This job aid is designed to provide instruction in the process to complete the following task:

- **Update** *Academic Intervention* record for a **single** student (Pages 1-4)
- **Update** *Academic Intervention* records for **multiple** students (Pages 5-6)

Users with the Office Manager and Principal roles will be able to perform the tasks in this document. This job aid was created using the **Office Manager** role for an **elementary** school and illustrates the process regardless of school type.

BEFORE YOU GET STARTED

- Have student District ID numbers

LOG IN

1. Log in to MiSiS at <http://misis.lausd.net/start>, using your single sign-on (SSO).
2. Select the correct user role from the landing page.

MENU PATH

Services > Academic Intervention

PROCEDURE – UPDATE INDIVIDUAL STUDENT

Step 1 From the **Student Search** page type the **Student ID** or **First** and **Last Name**, for this job aid first and last name will be used.



REF-6570.5
September 13, 2021

ATTACHMENT C

Step 2 Click the **Search** button.

Search Students

Local District: LOCAL DISTRICT C | School: Aragon Avenue Elementary | Student ID: | Enrolled as of: 04/02/2019

Selected Filters: Enrolled as of: 04/02/2019 | First Name: RAYBURN | Last Name: BURKE

Student Information | Group Information | Course Enrollment | Program and Services | English Learner | Attendance

First Name: RAYBURN | Middle Name: | Last Name: BURKE

Grade Level: Select Grade | Gender: Select Gender | DOB: (None) | mm/dd/yyyy

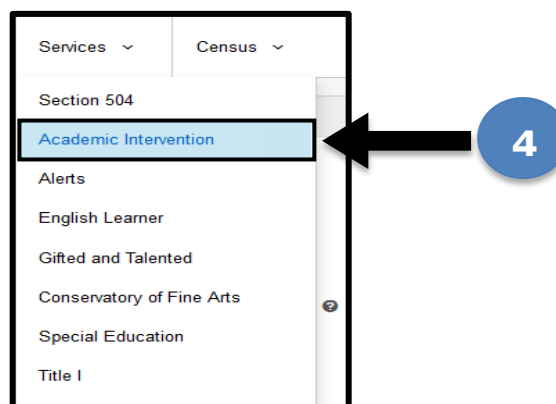
Caretaker First Name: | Caretaker Last Name: | Include Student Alerts:

Step 3 The search results are displayed. Click on the First or Last **name hyperlink** of the desired record to display the **Student Profile**.

Search Results

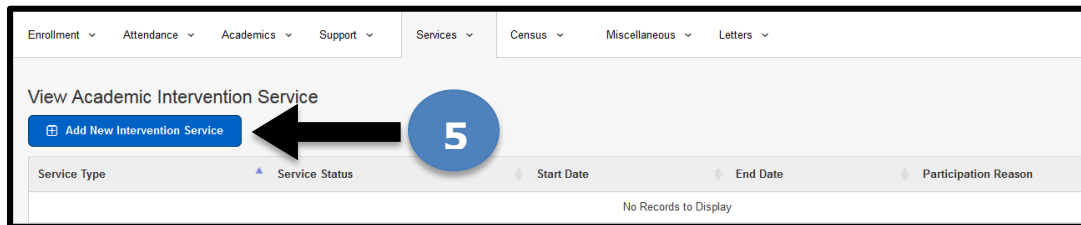
#	Last Name	First Name	Middle Name	District ID	Grade	Date Of Birth	Gender	Room	Home School	Home Phone	Action
1	BURKE	RAYBURN		MC		09/10/2000	M	2	Aragon Avenue Elementary	(323) 241-1761	...

Step 4 Hover over the **Services** menu and select **Academic Intervention** option.





Step 5 Click the **Add New Intervention Service** button.



The **Edit Student Intervention Service** screen displays below, update all mandatory fields, which are identified with a red asterisk, and update optional fields as needed.

- **Service Type** – select appropriate type for example: **Local Plan**
- **Service Status** – both options can be selected
- **Participation Reason** – select appropriate reason for example: **Core Instruction**
- **Subject** – select appropriate reason for example: **Math**
- **Start Date** – type date or click on calendar icon to select date
- **End Date** – type date or click on calendar icon to select date
- **Location** – select appropriate school
- **Teacher** – select appropriate teacher
- **Room** – type the room number for example: **10**
- **Notes** – enter comments as need (**optional**)
- **Parent Confirmation Status** – Yes or No
- **Parent Confirmation Date** – type date or click on calendar icon to select date
- **Recommendation Letter Mailed On** – type date or click on calendar icon to select date
- **Refusal Letter Mailed On** – type date or click on calendar icon to select date
- **Maximum Participation Allowed/Duration Units** – enter total number and select Hours, Days or Weeks
- **Actual Participation Duration** – update once course completed
- **Participation Outcome** – select appropriate grade
- **Participation End reason** – select appropriate reason
- **Updated Date** – systematically updated when saved
- **Last Updated By** – systematically updated when saved



REF-6570.5
September 13, 2021

ATTACHMENT C

Step 6 Once the mandatory and optional fields are updated, click the **Save** button.

The screenshot shows the 'View Academic Intervention Service' form. The form is titled 'Submit Intervention Service' and contains several fields:

- Service Type:** Local Plan
- Service Status:** Student Eligible, Student Participating
- Participation Reason:** Core Instruction
- Subject:** Math
- Start Date:** 10/04/2018
- End Date:** 10/31/2018 (with a 'No End Date' checkbox)
- Location:** Aragon Avenue Elementary
- Teacher:** -Select Teacher-
- Room:** 10
- Notes:** (Max 300)
- Parent Confirmation Status:** Yes
- Parent Confirmation Date:** 09/17/2018
- Recommendation Letter Mailed On:** 09/19/2018
- Refusal Letter Mailed On:** (empty)
- Maximum Participation Allowed/Duration Units:** 4 Weeks
- Actual Participation Duration:** (empty)
- Participation Outcome:** -Select Participation Outcome-
- Participation End Reason:** -Select Participation End Reason-
- Updated Date:** (empty)
- Last Updated By:** (empty)

A blue circle with the number '6' and an arrow points to the 'Save' button at the bottom of the form.

**** Updated view**

The screenshot shows the 'View Academic Intervention Service' table with the following data:

Service Type	Service Status	Start Date	End Date	Participation Reason
Local Plan	Eligible & Participating	10/04/2018	10/31/2018	Core Instruction



PROCEDURE – UPDATE MULTIPLE STUDENTS

Step 1 From the **Student Search** page, search for multiple students in the fifth grade, for this job aid the **Grade Level** option will be used. Click the **Grade Level** drop down arrow and select **Fifth Grade**.

Step 2 Click on the **Search** button.

Step 3 Click on the **Header** checkbox to select multiple students.

Step 3a Click on the 'For Selected' **Action** button and select **Manage Intervention Service**

#	Last Name	First Name	Middle Name	District ID	Grade	Date Of Birth	Room	Home Sch
1	ALDERETE	CIMYLA		012309F	5	01/23/2009	F	Shelia Soto
2	CANALES	DEANE		121808F	5	12/18/2008	M	Florence Nightingale School
3	EMONTAY	GILBERT		200004X	5	02/15/2009	M	Florence Nightingale Middle School



REF-6570.5
September 13, 2021

The **Manage Intervention Service** screen will display. All items with a red asterisk (*) are required fields.

Step 4 Update the mandatory and optional fields, as needed.

Step 5 Click the **Save** button when done entering information.

Note: Confirmation message will appear at the bottom.

Manage Intervention

Applying Intervention Service to the following student(s):

Student Code	First Name	Last Name
070909M	JAMES	JOHNSON
121808F	DEANE	CAWLES
200004X	EMONTAY	GILBERT
050909M	MORRIS	MOISES
012309F	OMYLA	ALDERETE

Student Intervention Service Detail

Submit Intervention Service

Service Type*: Local Plan

Service Status: Student Eligible Student Participating

Participation Reason: Core Instruction

Subject: Math

Start Date*: 04/01/2019

End Date*: 04/26/2019 No End Date

Location: Aragon Avenue Elementary

Teacher: UNFILLED 09, 2178 (7777217809)

Room: 10

Notes:

Parent Confirmation Status: Yes

Parent Confirmation Date: 03/25/2019

Recommendation Letter Mailed On: 03/27/2019

Refusal Letter Mailed On:

Maximum Participation Allowed/Duration Units: 4 Weeks

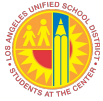
Actual Participation Duration:

Participation Outcome: -Select Participation Outcome-

Participation End Reason: -Select Participation End Reason-

5 → Save Cancel

Intervention Services have been successfully saved for the selected student(s).



**LOS ANGELES UNIFIED SCHOOL DISTRICT
REFERENCE GUIDE**

REF-6570.5
September 13, 2021

ATTACHMENT D

**LOCALLY DESIGNED INTERVENTION PROGRAM
MiSiS Academic Intervention Service Screen**



	REQUIRED FIELD*	TASK	INSTRUCTIONS	ADDITIONAL INFORMATION
1.	X	Service Type	From the drop down menu, select the “ Local Plan. ”	
2.		Service Status	<ol style="list-style-type: none"> 1. Select Student Eligible status for students invited to attend intervention. 2. Once a student begins attending, check the Student Participating box. 	<p>Student Eligible: indicates a student/ family has received a written invitation to attend the intervention program.</p> <p>Student Participating: indicates a student has attended one or more days of the intervention program.</p>
3.	X	Participation Reason	From the drop down menu, select the participation reason.	<ul style="list-style-type: none"> • At-Risk of not meeting grade level standards • Failing/Low Course Grade
4.	X	Subject	Select the content area of the intervention instruction.	<ul style="list-style-type: none"> • English Language Arts • English Language Development (ELD) • History/Social Science • Math • Science
5.	X	Start Date	Click on the calendar icon to select the first day of the intervention program.	“Start Date” is the date the intervention program begins. <u>Use this date for all students</u> , even those who enroll/begin after the program start date.
6.	X	End Date	Click on the calendar icon to select the last day of the intervention program.	“End Date” is the last day of the intervention program. <u>Use this date for all students</u> , regardless of a student’s actual attendance.
7.		Location	(automatic)	
8.	X	Teacher	Select the name of the intervention teacher.	NOTE: If a school hires a teacher from another school to provide intervention, input the teacher’s name in the “Notes” box.
9.		Room	Enter the location of the intervention class.	Examples: <i>Library, 14, Auditorium</i>
10.		Notes	Use this space to comment or record important notes.	Examples: <i>“Late bus pickup at 4:15 p.m. T & TH”</i> <i>“No class meetings during Parent conference week”</i>
11.	X	Parent Confirmation Status	Select the parent’s confirmation of student enrollment in intervention.	<p>YES: Parent confirms student enrollment and planned participation</p> <p>NO: Parent does not consent for student to participate in intervention.</p>



LOS ANGELES UNIFIED SCHOOL DISTRICT REFERENCE GUIDE

REF-6570.5
September 13, 2021

ATTACHMENT D

LOCALLY DESIGNED INTERVENTION PROGRAM MiSiS Academic Intervention Service Screen



	REQUIRED FIELD*	TASK	INSTRUCTIONS	ADDITIONAL INFORMATION
12.		Parent Confirmation Date	Click on the calendar icon to select the date the parent confirms participation.	
13.		Recommendation Letter Mailed On	Click on the calendar icon to record the date the intervention recommendation letter is mailed to the parent.	
14.		Refusal Letter Mailed On	Click on the calendar icon to record the date the parent declined to have their child participate in intervention.	
15.	X	Maximum Participation Allowed/ Duration Units	1. Enter the total number of hours of the intervention program. 2. Select " Hours "	NOTE: Do not select "Days" or "Weeks"
16.	X	Actual Participation Duration	Enter the total number of <u>hours of actual attendance</u> for each participating student. For students who are enrolled in an intervention class, but do not show up, enter "0" for hours of attendance.	Round to the nearest hour
17.	X	Participation Outcome	Using the drop down menu, select the student's final Progress Mark, as indicated on the <i>Attendance Register</i> .	I: Incomplete – student attended less than half (½) of the intervention program S: Satisfactory U: Unsatisfactory
18.	X	Participation End Reason	From the drop down menu, select the student's reason for ending participation in the program.	Program Completed: The student completed the intervention program No Show: Student was eligible (see Service Status) but never attended. Dropped: The parent confirmed participation but student stopped attending.
19.		Update Date	(automatic)	
20.		Last Updated By	(automatic)	

* Required data fields must be entered in MiSiS

SUBMIT INTERVENTION SERVICE REPORT NO LATER THAN TWO (2) WEEKS AFTER THE END OF INTERVENTION VIA EMAIL TO ANA ESTEVEZ AT BTB-INTERVENTION@LAUSD.NET.



**LOS ANGELES UNIFIED SCHOOL DISTRICT
REFERENCE GUIDE**

REF-6570.5
September 13, 2021

ATTACHMENT F

**LOCALLY DESIGNED INTERVENTION PROGRAM
Teacher Application**

Please fill in this application completely. Indicate "N/A" if not applicable. Print in ink or type all information.

1. _____
Payroll Name (Last) (First) (Middle) LAUSD Employee No.
2. _____
Address (Street) (City) (State) (Zip Code)
3. Contact Number (____) _____ School Telephone (____) _____
4. _____
Present Position Grade Level/Subject
5. _____
Present School or Office Local District
6. Please list any special credentials, authorizations or specialized and intensive training you have completed in the subject area of the planned intervention.

If selected for this assignment, I agree to complete the entire assignment and any required training.

Teacher's Signature

Date

FOR PRINCIPAL USE:
Selection Priority #: _____
Seniority Date: _____
Date Assigned: _____

APPLICATION DATES:
Filing Deadline: _____
Date Received: _____



LOS ANGELES UNIFIED SCHOOL DISTRICT REFERENCE GUIDE

REF-6570.5
September 13, 2021

ATTACHMENT G

Request to Begin or Change Meal Service



Instructions

1. Complete one form for each program or requested change.
2. Send completed form to Area Food Services Supervisor for approval

CAFETERIA (PARENT) SITE INFORMATION (Must be completed for all requests):			
Café/Parent Site Location Code:	Café/Parent Site Location Name:	District:	Date:
Café/Parent Site Location Address:		AFSS:	
MEAL PROGRAM INFORMATION (Must be completed for all requests):			
Program Type (Select one):		Change Type (Select one):	
<input type="radio"/> Self <input type="radio"/> Offsite <input type="radio"/> Snack <input type="radio"/> Supper		<input type="radio"/> New Meal Program <input type="radio"/> Change/Extension (Date/Days/Times) <input type="radio"/> Add a Supper Student Organization/Group <input type="radio"/> Add Supper Saturday Service <input type="radio"/> Close Program	
		Grade Level: _____ to _____ Start Date: ____/____/____ End Date: ____/____/____ Serving Time: (Circle am or pm) Start: _____ am pm End: _____ am pm	
Program Loc Code (if Offsite):	Program/Organization/Group Name:	Program Address (if Offsite):	Program/Organization/Group Location on Campus:
Program/Organization/Group Contact Name:		Phone #:	Email:
Site Type (select one):		Type of Service Requested:	Service Days:
<input type="radio"/> Elementary <input type="radio"/> Middle School <input type="radio"/> High School <input type="radio"/> Special Ed <input type="radio"/> Span <input type="radio"/> PC <input type="radio"/> Other _____		<input type="radio"/> Breakfast <input type="radio"/> Lunch <input type="radio"/> Snack <input type="radio"/> Supper	<input type="radio"/> Monday <input type="radio"/> Tuesday <input type="radio"/> Wednesday <input type="radio"/> Thursday <input type="radio"/> Friday <input type="radio"/> Saturday
Additional Remarks:			
FOR NEW PROGRAMS: I am submitting this request a minimum of 6-8 weeks before program begins. I will submit signed "Meal Service Agreement" at least 2 weeks prior to start of the program. I understand meals will not be provided prior to Food Services for approval since State approval is required. _____ Program Administrator or Designee: _____ Date: _____			
AREA FOOD SERVICES SUPERVISOR REVIEW & APPROVED: <input type="radio"/> Yes (if No, notify cafeteria manager and/or organization/group.) Signature: _____ Date: _____			
FOOD SERVICES/OPERATIONS USE (If no changes, select N/A for each item. For multiple site changes, attach list.):			
Site Information:		Site Type:	
State Site Id#: _____ Check all meal services offered as applicable: <input type="radio"/> NSL <input type="radio"/> SFSP <input type="radio"/> CCFP If CCFP, select from the following: <input type="radio"/> EEC <input type="radio"/> IC <input type="radio"/> KIDCARE		<input type="radio"/> Prep <input type="radio"/> NNC Area Eligible: <input type="radio"/> Yes <input type="radio"/> No % _____ Funding Line _____	
For contracted meal services, check the type of contract: <input type="radio"/> N/A <input type="radio"/> Charter <input type="radio"/> County Program		Especially Needy: <input type="radio"/> Yes <input type="radio"/> No % _____	
Check if applicable to the site: <input type="radio"/> N/A <input type="radio"/> ISIC <input type="radio"/> High Priority <input type="radio"/> Headstart		Provision 2 – Check the applicable year: <input type="radio"/> N/A <input type="radio"/> Base Year <input type="radio"/> Year 2 <input type="radio"/> Year 3 <input type="radio"/> Year 4 <input type="radio"/> Year 5 <input type="radio"/> Year 6 <input type="radio"/> Year 7 Adjusted Attendance Factor: <input type="radio"/> N/A % _____	



LOS ANGELES UNIFIED SCHOOL DISTRICT REFERENCE GUIDE

REF-6570.5
September 13, 2021

ATTACHMENT H

TODAY'S DATE

(mm/dd/yy)

**LOS ANGELES UNIFIED SCHOOL DISTRICT
TRANSPORTATION SERVICES DIVISION
APPLICATION FOR AUXILIARY TRANSPORTATION/TRIP(S)**

Funding Source (check one): Reimbursable Student Body Program Code (5 digits) _____

REQUESTING SCHOOL/OFFICE _____ SCHOOL/OFFICE PHONE NUMBER & EXT. _____ COST CENTER (7 DIGITS) _____

SCHOOL/OFFICE FAX NUMBER _____ ESC _____ SCHOOL TYPE _____ PK-K 1 2 3 4 5 6 7 8 9 10 11 12
CHECK GRADES

MR. MS. _____ RESPONSIBLE ADMINISTRATOR _____ RESPONSIBLE ADMINISTRATOR E-MAIL ADDRESS _____

MR. MS. _____ CONTACT PERSON _____ CONTACT PERSON E-MAIL ADDRESS _____

DATE(S) _____ DATE OF TRIP (OR OF 1ST TRIP) (mm/dd/yy) _____ DATE OF LAST TRIP (IF A MULTI-DATE TRIP) (mm/dd/yy) _____
CHECK DAY(S) OF TRIP(S) M T W TH F SA SU

TIMES _____ AM PM _____ REQUESTED PICK UP TIME (hh:mm) _____ AM PM _____ REQUESTED ARRIVAL TIME (hh:mm) _____ AM PM _____ REQUESTED DEPARTURE TIME (hh:mm) _____ AM PM _____ REQUESTED RETURN TIME (hh:mm)

OF PUPILS _____ # OF ADULTS _____ # OF WHEELCHAIRS _____ # OF BUSES REQUIRED _____ YES NO IS THIS A ONE-WAY TRIP? _____ SEATBELT / LAP RESTRAINTS CHECK IF REQUIRED

IMPORTANT:
THIS APPLICATION IS ONLY FOR TRIPS THAT DO NOT MEET THE FOLLOWING PARAMETERS:

- Monday – Friday between 9:00 AM – 2:00 PM
- Requested at a minimum of 15 calendar days prior to trip date.

DO NOT USE THIS FORM FOR TRIPS THAT MEET THE PARAMETERS ABOVE, USE THE ONLINE FIELD TRIP REQUEST SYSTEM WEBSITE <http://fieldtrip.lausd.net>.

PLEASE ALSO NOTE THE FOLLOWING:

- BUS CANNOT EXCEED 65 PASSENGERS PER BUS
- LIFT BUS CAN ACCOMMODATE A MAXIMUM OF 5 WHEELCHAIR PASSENGERS AND 8 ADDITIONAL AMBULATORY PASSENGERS.
- ADDITIONAL PASSENGERS OR SPECIAL EQUIPMENT MAY REQUIRE THE SCHEDULING OF AN ADDITIONAL BUS.

COMMENTS _____

DEPART FROM/FIRST PICK UP _____ SCHOOL / LOCATION NAME _____

DESTINATION NAME _____ ADDRESS, CITY, ZIP _____

COST CENTER (IF APPLICABLE) _____ PLACE NAME _____ PHONE NO. & EXT. _____

ADDRESS, CITY, ZIP _____

SIGNATURE _____ PRINCIPAL/ADMINISTRATOR _____ **E-MAIL ADDRESS** _____

This application will not be processed if any of the information is missing.
E-mail form to tsd.fieldtrip@lausd.net. Retain a Signed Copy at School.

**DISTRICT TRANSPORTATION IS BASED ON AVAILABILITY AND NOT
GUARANTEED UNTIL BOOKED.**



LOS ANGELES UNIFIED SCHOOL DISTRICT REFERENCE GUIDE

REF-6570.5
September 13, 2021

ATTACHMENT I



LOCALLY DESIGNED INTERVENTION PROGRAM – K-8 INTERVENTION OBSERVATION SNAPSHOT*

Teacher/Room # _____ Subject _____ Grade _____ # Students _____

Standard / Element	Description	Observed	Notes / Artifacts
Academic Climate (2a3) <i>The classroom environment is safe and supportive; risk-taking is encouraged, students freely contribute their ideas, and student mistakes are treated as learning opportunities, never with ridicule.</i>	<p>Students freely share their ideas, opinions or academic struggles and take risks in learning.</p> <p>Student and teacher mistakes are treated as learning opportunities by the teacher and students.</p>		
Communicating the Purpose of the Lesson (3a1) <i>The purpose of the lesson is communicated clearly to all students.</i>	<p>Teacher's explanation of the instructional purpose is clear to students. Students articulate connections to big ideas, essential understandings and/or real-world application. Students are able to communicate the purpose of the lesson to their peers and others.</p>		
Discussion Techniques and Student Participation (3b2) <i>Techniques are used to ensure that all students share their thinking around challenging questions.</i>	<p>Teacher uses intentional, differentiated strategies to engage all students in intellectually challenging student-to-student discussions. Teacher creates conditions for students to assume considerable responsibility for the success of the discussions.</p>		
Standards-Based Projects, Activities and Assignments (3c1) <i>Standards aligned learning activities cognitively engage students in the lesson.</i>	<p>Instructional projects and activities are aligned to the instructional standards, require higher levels of thinking, are culturally relevant, and may include real-world application. Students are cognitively engaged, constructing their own understanding and exploring content. Teacher encourages and supports students in initiating/adapting activities and projects to enhance their understanding. The learning activities are differentiated to meet all student learning needs.</p>		
Feedback to Students (3d3) <i>Students receive specific and timely feedback that will move their learning forward.</i>	<p>Teacher's feedback to students is timely, frequent, relevant, accurate, and aligned to the instructional outcome. Students make use of specific feedback to revise and improve their work. Students work collaboratively with peers to provide each other with actionable feedback.</p>		

School: _____ Observ _____ Dat _____ Time: _____

*Adapted from the *Teaching and Learning Framework*.



**LOS ANGELES UNIFIED SCHOOL DISTRICT
REFERENCE GUIDE**

REF-6570.5
September 13, 2021

ATTACHMENT J

**LOCALLY DESIGNED INTERVENTION PROGRAM, K-8
Report of Student Progress**

_____ School

Student's Name: _____ Grade: _____ Teacher: _____

Dates of Program: From: _____ To: _____

Attendance: Hours Present: _____ Hours Absent: _____

SUBJECT	PRE-TEST	POST TEST	OVERALL PROGRESS
<input type="checkbox"/> English Language Arts <input type="checkbox"/> English Language Development (ELD) <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Social Science/History	Name of Assessment:		<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory <input type="checkbox"/> Incomplete* <small>* Student attended less than ½ of program sessions</small>
	Date of Pre-Test:	Date of Post-Test:	
	Pre-Test Score:	Post-Test Score:	

Measures of Student Progress	Satisfactory	Unsatisfactory	Incomplete*
	Achievement: Student shows improvement in skills and concepts taught in class.		
Participation: Student engages in activities which contribute to learning.			
Perseverance: Student displays determination in learning without giving up.			
Attitude: Student respects others, accepts challenges, and has a positive outlook.			
Attendance: Student comes to class on time and completes a full session each day.			

Teacher Comments: _____

_____ Date _____ Teacher's Name _____ Teacher's Signature _____ Principal Signature _____

Copy to: Parent/Guardian
Red Intervention Folder



**LOS ANGELES UNIFIED SCHOOL DISTRICT
REFERENCE GUIDE**

REF-6570.5
September 13, 2021

ATTACHMENT J

**PROGRAMA DE INTERVENCIÓN LOCALMENTE DISEÑADO, K-8
Informe del Progreso del Estudiante**

_____ Escuela

Nombre del estudiante: _____ Grado: _____ Maestro/a: _____

Fecha del Programa: Desde: _____ Hasta: _____

Asistencia: Horas Presente: _____ Horas Ausente: _____

SUBJETO	EXAMEN PRELIMINAR	EXAMEN SECUNDARIO	PROGRESO GENERAL
<input type="checkbox"/> Artes del Lenguaje Inglés <input type="checkbox"/> Desarrollo del Idioma Inglés <input type="checkbox"/> Matemáticas <input type="checkbox"/> Ciencias <input type="checkbox"/> Ciencias Sociales/Historia	Nombre del Examen:		<input type="checkbox"/> Satisfactorio <input type="checkbox"/> Insatisfactorio <input type="checkbox"/> Incompleto* <small>* Estudiante asistió a menos de la mitad de las sesiones del programa</small>
	Fecha del examen:	Fecha del examen:	
	Puntuación Previa:	Puntuación Posterior:	

Medidas del Progreso del Estudiante	Satisfactorio	Insatisfactorio	Incompleto*
Logro: Estudiante demuestra mejoras en las estándares y los conceptos discutidos en clase.			
Participación: Estudiante participa en las actividades que contribuyen al aprendizaje.			
Perseverancia: Estudiante demuestra determinación en aprender sin darse por vencido.			
Actitud: Estudiante respeta a los demás, tiene una actitud positiva, y acepta los retos.			
Asistencia: Estudiante viene a clase puntualmente y completa la sesión cada día.			

Comentarios del Maestro/a: _____

Fecha Nombre del Maestro/a Firma del Maestro/a Firma del Director/a

Copia a: Padres/Guardián
Carpeta roja del estudiante