



# LOS ANGELES UNIFIED SCHOOL DISTRICT REFERENCE GUIDE

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**TITLE:** Locally Designed and Funded Intervention Programs for Grades K-8

**NUMBER:** REF-6570.2

**ISSUER:** Vivian Ekchian, Associate Superintendent  
Support Services

Alvaro Cortés, Sr. Executive Director  
Beyond the Bell Branch

**DATE:** October 2, 2017

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

**MAJOR CHANGES:** This document includes updated MiSiS information and Guidelines for Teacher Selection (Attachment G) to assist schools in planning and implementing locally designed intervention in grades K-8.

This reference guide replaces the following: REF-6570.1, *Locally Designed and Funded Intervention Programs*, dated November 7, 2016

**GUIDELINES:** I. Background

Schools receive various funds that may be used to provide additional intervention learning time to increase student achievement. School site decision-making and local budget authority have increased the responsibility of schools to provide their own locally designed intervention programs outside the school day, including the summer. This reference guide provides procedures to facilitate the implementation of these programs.

All federally funded intervention expenditures must be described in the “ELA/Math Academic Domain” pages of the *Single Plan for Student Achievement* (SPSA). Federal Program Monitoring reporting has provided additional clarification regarding the use of Title I and Title III funds to supplement, not supplant, District services. Accordingly, neither Title I nor Title III funds may be used for interventions in which students are provided test preparation for the California English Language Development Test (CELDT), English Language Proficiency Assessments for California (ELPAC), Smarter Balanced Assessment Consortium (SBAC) or any other state mandated assessment.

II. Guidelines

A. Multi-tiered Support System

Effective first teaching is the foundation for all instructional programs. The classroom teacher provides intervention and



additional instructional support for all students as described in [BUL-4827.1, \*Multi-Tiered Framework for Instruction, Intervention, and Support\*, dated September 1, 2009.](#)

Following classroom program modifications, students who continue to need assistance may need interventions to help them meet standards. Intervention programs should be designed to provide tiered support to help students meet grade level standards through:

1. Alignment to principles of a multi-tiered framework for instruction, intervention, and support.
2. Monitoring of student achievement progress with formative assessments.
3. Flexibility in scheduling, grouping, and class size.
4. Subject-specific curriculum that is flexible enough to target individual student needs.
5. Use of the *Intent to Offer Intervention Form* (Attachment A) to describe specific interventions.

B. Appropriate Funding for Interventions

All allocations and expenditures from school site funds must follow the respective program's guidelines and directions.

Federal funds must be used to *supplement, not supplant* the core program. Accordingly, schools may **not** use Title I or Title III funds for interventions that provide test preparation such as CELDT, ELPAC, SBAC, or any other state mandated assessments.

Refer to the Federal State Education "Programs and Budget Handbook" for complete information on appropriate and compliant use of categorical funds. Title I funds may only be used for intervention classes in the four core subject areas of English language arts, mathematics, science and social science as a supplement intervention. Title I funds are prohibited for custodial and/or classified overtime.

C. Support for Interventions

For assistance and suggestions in implementing locally designed intervention programs, schools should contact their Local District Administrator of Instruction, Local District Categorical Coordinator, or the Beyond the Bell Branch Academic Intervention Unit.

III. Student Eligibility Identification

A. Targeted Students

The school leadership team determines the targeted student population to receive intervention based on multiple criteria and assessments. School sites should refer to the data provided by



student information systems, student grade marks, and progress monitoring when determining student eligibility for interventions. Any student not making adequate progress must be considered for additional support. Schools must seek council approval for interventions funded with categorical funds not written in the *Single Plan for Student Achievement* (SPSA).

B. English Learners (ELs)

When ELs are not making adequate progress in English Language Development (ELD), it is important to determine, as precisely as possible, the specific area of need and provide accelerated supplemental instruction to meet those needs. To aid staff in determining eligibility for supplemental intervention services for ELs, it is recommended that schools review the [English Learner Master Plan \(Chapter 2\)](#) for minimum progress expectations for the various program options. Further guidance for intervention services for ELs is in the [English Learner Master Plan \(Chapter 3\)](#).

ELD intervention may be funded with Title III or EIA-LEP. More information is available from the Multilingual and Multicultural Education Department (MMED).

IV. Parent Notification

Parental notification is required before a student may participate in an intervention program. Parents should be notified that their son/daughter is at risk of not meeting grade level standards or graduation requirements and should attend the locally designed intervention program. Schools may use the *Parent Notification Letters* (Attachment B) to inform parents of program dates, times and locations. A record should be kept of when and to whom a *Parent Notification Letter* was sent.

Once signed and returned by the parent, the *Parent Notification Letter* should be filed at the school site. At the conclusion of the intervention session, parents should receive a copy of the *Report of Student Progress in Intervention* (Attachment C).

V. Organization of Instruction

- A. The school-based instructional leadership team should consider specific intervention based on an analysis of current student achievement data. The following are examples of options dependent upon appropriate funding:
1. During the school day
    - a. Pull-in
    - b. Clustering
    - c. Learning Center



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2. Before/after the school day
3. Saturdays
4. Summer

B. The length of each session and the duration of the intervention planned should be designed to maximize learning for those students selected to participate. Students with severe needs may benefit from more extended intervention. Ways to increase intervention intensity include reducing group size, increasing instructional time, and altering instructional methodology.

C. Classes should be organized to facilitate the delivery of data-based targeted intervention support. Priority should be given to the four core subject areas (ELA, math, history/social science, and science). ELD intervention may be funded with EL funds (Title III or EIA-LEP). Title I funds may not fund ELD or ESL Intervention.

Class size is determined by the school leadership team based on allocated funding, staff availability, and number of students who need support. Daily attendance must be maintained.

D. Schools are to complete the *Intent to Offer Intervention Form* (Attachment A) and submit a copy to Beyond the Bell Branch Academic Intervention Unit by fax at (213) 241-7562 **OR** email to [btb-intervention@lausd.net](mailto:btb-intervention@lausd.net) no later than three weeks prior to the start of a planned intervention session.

E. If intervention will be held on Saturdays or other unassigned days, the school is to notify their Local District Administrator of Operations by sending them a copy of the Intent to Offer.

### VI. Instructional Program

#### A. Curriculum

Locally designed intervention should follow the guidelines for selection of specific instructional materials provided in [BUL-5209.1, \*Criteria for Evaluating Instructional Materials\*, dated August 22, 2016](#) to provide targeted assistance to students based on proficiency levels, academic assessment data and class performance. Curriculum for students with disabilities participating in intervention programs must be purchased by the school.

Based on an analysis of student achievement data and funding program guidelines, the school leadership team will determine the appropriate curriculum.



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Schools may contact the Beyond the Bell Branch Academic Intervention Unit or the Multilingual and Multicultural Education Department (MMED) for guidance on materials to be used during an intervention. The Federal and State Education Program (FSEP) “Budget and Planning Handbook” provides direction on the selection of supplemental resources as well.

### B. Instruction

Effective intervention instruction must be focused and explicit in order to meet the specific needs of all students, including English Learners (ELs), Student with Disabilities (SWDs) and Socio-economically Disadvantaged (SEDs). Teachers must implement high quality standards-based learning activities with clear expectations for student learning. Implementation strategies for purposeful questioning, structured scaffolds for using academic language, and intentional differentiation to engage all participating students are critical for student success.

Intervention aligned pre and post assessments are to be administered in order to assess student progress and the effectiveness of the implemented intervention.

Teachers and administrators are encouraged to review and use the Intervention Observation Snapshot Form (Attachment D) when planning, implementing and monitoring their intervention programs. This form is aligned to the LAUSD Teaching and Learning Framework.

### C. Professional Development

Schools may make arrangements with their curriculum providers for professional development. Voluntary professional development requires that teachers are paid at training rates. Refer to [Personnel Policy Guide S11](#).

### D. Beyond the Bell ESL Intervention Curriculum

The Beyond the Bell ESL Intervention curriculum was designed by LAUSD ESL teachers and experts and aligns with the secondary High Point program. Schools may find this curriculum especially useful with Newcomers beginning to learn English (ESL levels 1 and 2). Curriculum materials are free for LAUSD schools. Use Material Order Form (Attachment E) to request a delivery of selected curriculum. Teacher training on the use of this curriculum is available online through the Learning Zone.



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## VII. Staffing

### A. Teacher Selection

1. Teachers interested in teaching intervention are to complete the *Teacher Application Form* (Attachment F).
2. Schools are to follow the priority and selection guidelines referenced in LAUSD/UTLA agreement, *Guidelines for Teacher Selection* (Attachment G), for fair and equitable opportunities to teach intervention.
3. Home school teachers have priority for intervention positions.

### B. Clerical and Custodial Support

1. Schools may budget for clerical overtime only from certain accounts to ensure that all required intervention tasks and documentation is completed.
2. Custodial overtime may be budgeted for Saturday only, and only from certain accounts based on the size of the program and its impact upon the school facility.
3. All overtime must be documented and limited to intervention tasks only. A list of described hourly duties must be kept on file at the school site for audit purposes.
4. Title I funds may not be used for clerical and/or custodial overtime.

### C. Administrative Support

1. Administrative supervision is an indirect cost that may require special approval of the School Site Council and a budget adjustment request. Schools must communicate with the Local District Director for guidance on the need for an administrator on Saturdays.
2. Schools must submit to their Local District Superintendent a *Request for Extra Duty Pay for Certificated Administrators* (Attachment H) for signature and approval **prior** to the start date of the planned intervention. The request must follow the *Guidelines for Extra Duty Pay for Certificated Administrators* (Attachment I) established by the Human Resources Division. There will be no after-the-fact approval for extra duty pay when funded with categorical resources. If Title I funds will be used, additional approval is required by the FSEP Executive Director.

## VIII. Attendance Accounting and Documentation

All intervention services must be entered in My Integrated Student Information System (MiSiS).

### A. Placement in Intervention and Attendance Accounting

All students are to have documentation in MiSiS of their eligibility and participation in the planned intervention. This record of



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intervention becomes part of the student’s school history and may be used in educational decision making. Schools are to accurately record the intervention services offered and completed for each participating student.

1. Placement of eligible students to participate in a planned intervention occurs in MiSiS before the intervention begins.
2. Use the role of Office Manager, Categorical Program Coordinator, or Counselor to log in and enroll eligible students in MiSiS by selecting students through the search screen. For directions on entering or adding one or more students to an intervention program go to <http://misis.lausd.net>. Look for “Training”. Click on “Job Aides” and select “Academic Interventions”. Click on “Placement and Update Academic Intervention” for step by step assistance.
3. Every student eligible to participate in the planned intervention must have information entered in the *Student Intervention Service* screen.
4. *MiSiS Student Intervention Screen Locally Designed Directions* (Attachment J) fully describes each field available for a Locally Designed Intervention (Local Plan) program.

The fields listed below may be used for documenting Locally Designed Interventions. Some fields are reserved for specially funded programs. For Local Design Intervention programs each student must have the following seven (7) entry items completed:

	Intervention Service	Required	Optional	Do Not Use/Not Available
1	Service Type – Local Plan	X		
2	Service Status		X	
3	Participation Reason		X	
4	Subject	X		
5	Start Date	X		
6	End Date	X		
7	Location		Automatic	
8	Teacher	X	Automatic - default to the user	
9	Room		X	
10	Notes		X	
11	Parent Confirmation Status		X	
12	Parent Confirmation Date		X	
13	Recommendation Letter Mailed On			X
14	Refusal Letter Mailed On			X
15	Maximum Participation		X	
16	Actual Participation	X		
17	Participation Outcome	X		
18	Participation End Reason		X	
19	Updated Date		Automatic	
20	Last Updated By		Automatic	



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5. From the MiSiS Reports tab option, select the *Intervention Service Report* to generate a list of students accurately placed in intervention. This report may be downloaded as an Excel document for greatest flexibility of use. Schools are to use this report to identify students with missing data, organize class lists, prepare class rosters and populate class attendance registers (when downloaded as an Excel document).
6. Daily attendance will **not** be taken online **for intervention classes** through MiSiS. Paper copies of the *Attendance Registers* (Attachment K) are to be used for recording daily attendance by the intervention teachers. Every intervention teacher is to have an accurate class attendance register.

Office staff are to prepare attendance registers by completing all school and intervention program information at the top, including class meeting dates. Student information may be transferred from the MiSiS *Intervention Service Report* to the attendance register if downloaded as an Excel document.

Daily attendance is to be recorded by the teacher for every intervention class meeting on the Attendance Register:

E	Entered	Student's first day of attending
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 day's session. (e.g. -30 or -15)

7. At the conclusion of the intervention program, teachers must complete the Attendance Register by:
  - a. Calculating total hours of attendance for each student.
  - b. Assigning a Progress Report Mark for each student on the register. Progress Reports are to be sent home and a copy placed in the student's school file.
  - c. Certifying the accuracy of attendance and grades by signing each page of their attendance register.
  - d. Submitting all documentation to the office staff within one week of the conclusion of the intervention program.
8. At the conclusion of the intervention program, office staff must enter final information in the *Student Intervention Service* screen for all students placed in the intervention program:
  - a. Actual Participation Duration (total attendance)
  - b. Participation Outcome (Progress Report Mark)
  - c. All required information that may be missing. See section VIII, item A, number 4 above.
  - d. For students who are placed in an intervention class, but do not attend, the office staff is to enter "0" (zero) hours for attendance and "No Show" for Participation End Reason.





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- e. For students that drop out or attend only part of the intervention program, the office staff is to enter the actual number of hours attended and may select “Dropped Out” for their Participation End Reason. Students that attend less than one-half of the program should receive an “I”/Incomplete as their Participation Outcome & Progress Report Mark.

### B. Required Documentation

1. Attendance registers are official attendance documents and must be filed at the school site at the end of each session.
2. Schools are to print and submit a copy of the MiSiS *Incomplete Intervention Report* (without any missing required student information and signed by the principal) to Beyond the Bell Branch Academic Intervention Unit at the conclusion of the intervention program via Fax at 213-241-7562 OR email to [btb-intervention@lausd.net](mailto:btb-intervention@lausd.net).
3. Time reporting records (e.g. time cards, categorical certification, Over Time duty lists, etc.) are to be filed at the school.
4. Records must be available to authorized personnel at any time for inspection or audit purposes. Records are saved at the school site for five years.

### IX. Budget Guidelines and Payroll Procedures

- A. Payroll Procedures require that a separate District timecard must be kept for each employee and funding source.
- B. Schools are to follow the specific guidelines for each funding source used. If using funded Federal funds, schools should refer to [BUL-2643.8, Documentation for Employees Paid from Federal and State Categorical Programs, dated June 7, 2017](#).

### X. Food Services

Schools may complete an application for food services. Funding program guidelines must be followed regarding allocations for food services. Schools must contact the Cafeteria Manager and complete the *Request to Begin or Change Meal Service* (Attachment L), **eight weeks prior** to offering the session.

Schools may also purchase bulk items from the Food Services warehouse using appropriate funding. Schools may not use categorical funds to purchase food items.

If you have any questions, please contact your Area Food Services Supervisor or call Food Services at 213-241-2993.



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## XI. Transportation

Schools are advised to coordinate after school intervention programs with late buses when available. Schools may not use categorical funds to order additional buses. Schools may only use appropriate local funds to order additional buses using the *Application for Auxiliary Transportation/Trip Form* (Attachment M).

### RELATED RESOURCES:

[BUL-2643.8, \*Documentation for Employees Paid from Federal and State Categorical Programs\*, dated June 7, 2017](#)

[BUL-4827.1, \*Multi-Tiered Framework for Instruction, Intervention, and Support\*, dated September 1, 2009](#)

[BUL-5209.1, \*Criteria for Evaluating Instructional Materials\*, dated August 22, 2016](#)

Comprehensive Assessment Program Website: <http://bit.ly/LAUSDCAP>

Multilingual and Multicultural Education Department Website: <http://lausd.schoolwires.net/MMED>

The following attachments will assist school personnel:

- A - Intent to Offer Intervention
- B - Parent Notification
- C - Report of Student Progress in Intervention
- D - Intervention Observation Snapshot
- E - BTB ESL Material Order Form
- F - Teacher Application
- G - Guidelines for Teacher Selection
- H - Request for Extra Duty Pay for Certificated Administrators
- I - Guidelines for Extra Duty Pay for Certificated Administrators
- J - MiSiS Student Intervention Screen Locally Designed Directions
- K - Attendance Register
- L - Request to Begin or Change Meal Services
- M - Application for Auxiliary Transportation/Trips(s)

### ASSISTANCE:

For assistance regarding locally funded intervention programs, call the following offices:

Topic	Office	Telephone No.
Categorical Funds (Restrictions)	Federal & State Education Programs	213-241-6990
EL Master Plan	Multilingual & Multicultural Education Department	213-241-5582



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<b>Topic</b>	<b>Office</b>	<b>Telephone No.</b>
Extra Duty Pay for Administrators (procedures only)	Administrative Assignments	213-241-6365
MiSiS	MiSiS	213-241-5200
Program Organization	Beyond the Bell Branch Academic Intervention Unit	213-241-7900



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ATTACHMENT A



**Locally Designed Intervention Program**  
**INTENT TO OFFER**

School: \_\_\_\_\_ Cost Center: \_\_\_\_\_ Local District: \_\_\_\_\_

Contact Person: \_\_\_\_\_ Title: \_\_\_\_\_ Email: \_\_\_\_\_ @lausd.net Telephone Number: \_\_\_\_\_

Program Funding (☑):  Title I  Title III  TSP  SIG  Other (Specify Fund) \_\_\_\_\_

Program student eligibility criteria, proposed instructional curriculum, and pre/post test assessment descriptions: \_\_\_\_\_

**THIS FORM IS DUE 3 WEEKS PRIOR TO THE START OF THE INTERVENTION PROGRAM/SESSION**

Grade	Subject	# of Classes	Teacher-Student Ratio	Planned Intervention Instruction, curriculum and Pre/Post Assessments to be Used.	Program Start Date	Program End Date	Weekly Schedule of Days, Start & End Times	Total # of Meeting Days	Minutes per Class Meeting	Total # of Hours for Complete Session
3	ELA	2	1:10	<i>SAMPLE: Fast ForWord reading comprehension with DIBELS Next pre/post</i>	1-10-18	3-1-18	<i>Wed &amp; Thurs. 3:00 - 3:45 p.m.</i>	16	<i>45 min each</i>	<i>12 hrs.</i>

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

\_\_\_\_\_  
 (Print Principal Name)

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

Return this form to Beyond the Bell Branch Academic Intervention Unit for review  
 FAX # (213) 241-7562 or  
 EMAIL: [btb-intervention@lausd.net](mailto:btb-intervention@lausd.net)



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ATTACHMENT B

### SCHOOL NAME

### PARENT NOTIFICATION Locally Designed Intervention Program

To the Parent/Guardian of: \_\_\_\_\_  
(Student's Name) (Date)

\_\_\_\_\_  
(Date of Birth) (Grade) (Home Room #)

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

- English Language Arts       English Language Development       Mathematics  
 Science       Social Science

Program  
Dates: \_\_\_\_\_ To: \_\_\_\_\_  
Days & Time: \_\_\_\_\_ Location: \_\_\_\_\_

**Please complete the information below and return this form to your child's teacher.** 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 received and understand the above information regarding the Local Design Intervention Program offered to students not meeting academic proficiency. I understand that my son/daughter is being provided 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) (Date)

\_\_\_\_\_  
Parent/Guardian Signature (Parent/Guardian Contact Number)

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



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ATTACHMENT B

**SCHOOL NAME**

**NOTIFICACIÓN PARA LOS PADRES  
Programas de Intervención Localmente Diseñado**

Al padre o tutor de: \_\_\_\_\_  
 (Nombre del estudiante) (Fecha)  
 \_\_\_\_\_  
 (Fecha de nacimiento) (Grado) (Número de salón)

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

- Arte del Lenguaje Ingles       Desarrollo del Idioma Ingles       Matemáticas  
 Ciencias       Ciencias Sociales

Fecha del Programa: \_\_\_\_\_ a \_\_\_\_\_

Dias y Horas: \_\_\_\_\_ Lugar: \_\_\_\_\_

**Por favor complete la información de abajo y regrésela a el/la maestro(a) o consejero(a) de su hijo(a).** La asistencia todos los días es critica y esperamos ansiosos a que su hijo(a) participe en este programa.

Sinceramente,

\_\_\_\_\_  
 Firma del Director      Fecha  
 -----  
 Devuelto a: \_\_\_\_\_

Declaración del padre/tutor:  
 Yo he recibido y entiendo la información arriba con respecto al Programa de Intervención Diseñado Localmente que es ofrecido a los estudiantes identificados como no proficientes por los datos de exámenes académicos mas recientes. Yo entiendo que mi hijo(a) recibirá esta oportunidad porque el/ella esta a riezgo de no alcanzar 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      Fecha

\_\_\_\_\_  
 Firma del padre/tutor      Padre/Tutor Numero de teléfono

\_\_\_\_\_  
 Domicilio



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ATTACHMENT C

**Locally Designed Intervention Program  
REPORT OF STUDENT PROGRESS**

Student Name \_\_\_\_\_ Grade \_\_\_\_\_ Teacher \_\_\_\_\_

School Name \_\_\_\_\_

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"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Social Science/History <input type="checkbox"/> Eng. Lang. Development	Date Taken:	Date Taken:	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory <input type="checkbox"/> Incomplete* * Student attended less than ½ of program session
	Score:	Score:	

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

Teacher Comments:

\_\_\_\_\_

\_\_\_\_\_

Teacher Signature \_\_\_\_\_ Date \_\_\_\_\_ Principal \_\_\_\_\_

Copy to: Parent / Guardian  
Elementary/Secondary Student File



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ATTACHMENT C

**Programa Diseñado Intervención Localmente  
PROGRESO DEL ESTUDIANTE**

Nombre \_\_\_\_\_ Grado \_\_\_\_ Maestro \_\_\_\_\_

Escuela \_\_\_\_\_

Fecha del Programa: Desde: \_\_\_\_\_ Hasta: \_\_\_\_\_

Asistencia : Horas Presente : \_\_\_\_\_ Horas Ausente: \_\_\_\_\_

SUBJECTO	EXAMEN PRELIMINAR	EXAMEN SECUNDARIO	PROGRESO
<input type="checkbox"/> Arte del Lenguaje Ingles <input type="checkbox"/> Matemáticas <input type="checkbox"/> Ciencias <input type="checkbox"/> Ciencias Sociales/Historia <input type="checkbox"/> ELD	Fecha del Examen:	Fecha del Examen:	<input type="checkbox"/> Satisfactorio <input type="checkbox"/> No satisfactorio <input type="checkbox"/> Incompleto* * Estudiante asistió a menos de la mitad de las sesiones del programa total.
	Puntuación:	Puntuación:	

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

Comentarios del Maestro(a):

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Firma del Maestro(a) \_\_\_\_\_ Fecha \_\_\_\_\_ Directora(or) \_\_\_\_\_

Copia a: Padres / Guardianes  
 Archivo del estudiante en la escuela primaria o secundaria





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**INTERVENTION OBSERVATION SNAPSHOT K-8**  
 Adapted from the Teaching and Learning Framework

Teacher/Room # \_\_\_\_\_ Subject \_\_\_\_\_ Grade \_\_\_\_\_ # Students \_\_\_\_\_

Standard / Element	Description	Observed	Artifacts	Notes
<b>Establishing a Culture for Learning (2b2)</b> The culture of the classroom reflects clear and high expectations about what is expected of students in order for them to learn and achieve.	There is a celebration of growth and achieving personal bests for students and the teacher. Overall learning expectations are clear to all students and consistently related to standards.			
<b>Communicating With Students (3a3)</b> Content is delivered in ways that can be understood by all students.	Teacher's explanation of content is clear, accurate, innovative, and connects with students' prior knowledge, experience and 21 <sup>st</sup> Century Skills. Students contribute to explaining concepts to their peers. Teacher uses a variety of strategies to adapt content explanations to meet the needs of all students.			
<b>Structures to Engage Students in Learning (3c1)</b> Standards aligned learning activities cognitively engage students in the lesson.	Instructional projects, activities and assignments 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 or adapting activities and projects to enhance their understanding. The learning activities are differentiated, as necessary, to meet all student learning needs.			
<b>Demonstrating Flexibility and Responsiveness (3e2)</b> Teacher does not give up on students who may be having difficulty meeting the established learning outcomes.	Teacher persists in seeking effective approaches for student learning challenges, using an extensive repertoire of strategies. Students show persistence in achieving learning outcomes.			

School: \_\_\_\_\_ Observer \_\_\_\_\_ Date \_\_\_\_\_ Time \_\_\_\_\_



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

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ATTACHMENT E



Los Angeles Unified School District  
**Beyond the Bell Branch**  
 Extended Learning and Enrichment Programs

**Beyond the Bell Intervention ESL 1 and 2**  
**Material Order Form**

Office Use:
Order Sent to Warehouse:
Order Sent to School Site:

Return to: Academic Intervention Administrator  
 FAX (213) 241-7562  
 email: [btb-intervention@lausd.net](mailto:btb-intervention@lausd.net)

Date: \_\_\_\_\_

School: \_\_\_\_\_

Phone: \_\_\_\_\_

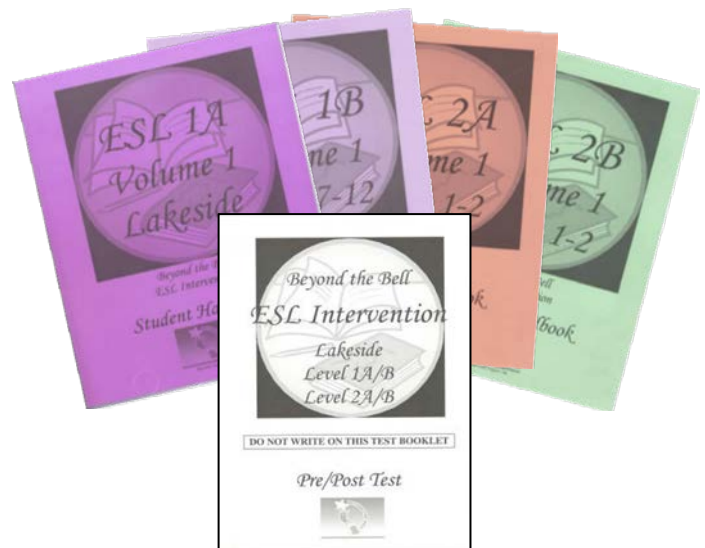
Contact Name: \_\_\_\_\_

Email: \_\_\_\_\_

Beyond the Bell/Language Acquisition Branch ESL 1 and 2 intervention curriculum materials are available at no cost to schools on a first-come first-served basis. The materials include student books, non-consumable pre- and post-tests, and a complete teacher's manual. To receive these materials, please complete the request below and send it to the numbers above. The materials were created by ESL teachers and advisors, and are aligned to the Secondary High Point program.

Teacher Professional Development on the use of BTB-ESL materials is available as a 5 part training on the [Learning Zone](#) at Courses> Course Catalogue>Program Name: Beyond the Bell Branch>BTB-ESL001 to BTB-ESL005. Schools are responsible for any teacher training pay.

BTB-ESL Intervention	Student Books	Pre/post Tests	Teacher Guides
Beg 1A Vol 1 Lakeside			
Beg 1A Vol 2 Units 1-6			
Beg 1B Vol 1 Units 7-12			
Beg 1B Vol 2 Units 13-18			
Interm 2A Vol 1 Units 1-2			
Interm 2A Vol 2 Units 3-4			
Interm 2B Vol 1 Units 1-2			
Interm 2B Vol 2 Units 3-4			



Approved: \_\_\_\_\_  
 Principal/Designee

\_\_\_\_\_ Title



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ATTACHMENT F

**TEACHER APPLICATION  
Locally Designed Intervention Program**

**FOR PRINCIPAL USE:**  
 Selection Priority #: \_\_\_\_\_  
 Seniority Date: \_\_\_\_\_  
 Date Assigned \_\_\_\_\_

**APPLICATION DATES:**  
 Filing Deadline: \_\_\_\_\_  
 (10 Working Days before Class Begins)  
 Date Received: \_\_\_\_\_

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

1. \_\_\_\_\_ (Last) \_\_\_\_\_ (First) \_\_\_\_\_ (Middle) \_\_\_\_\_ LAUSD Employee No.

2. \_\_\_\_\_ (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



# LOS ANGELES UNIFIED SCHOOL DISTRICT

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ATTACHMENT G

### **GUIDELINES FOR TEACHER SELECTION**

#### **Locally Designed Intervention Program**

The Locally Designed Intervention Program is designed to provide targeted academic support to identified students. Scheduling of sessions will be locally determined. Teachers who volunteer for this additional assignment agree to teach the entire session and to attend training if required. School site teachers have priority.

#### **SELECTION**

##### Priority #1

Permanent teacher at the local site in the affected grades/subject fields with appropriate authorization and extensive training in the grade/subject field as evidenced by:

- i. Special credential and/or certificate or Board Permit or
- ii. Successful completion of specialized training and
- iii. Necessary qualifications to teach English Language Learners, Special Ed., etc.

##### Priority #2

Same as above with experience in any other grades/subject field.

##### Priority #3

Same as above with basic training in grades/subject field and in affected grades.

##### Priority #4

Same as above with basic training in other than the affected grades/subject field.

##### Priority #5

Permanent teacher in same priority order as above (#1-#4) but at other locations – A Local District-wide list of such employees who would be willing to work at another location will be established. All teachers with the appropriate qualifications within each of the above categories will be selected in seniority order.

##### Priority #6

Retiree with appropriate credentials, authorization and training.

##### Priority #7

Probationary teachers by seniority at the local site.

##### Priority #8

Emergency Permit teachers by contract date at the local site.

If there are more eligible applicants within each priority to teach a specific course at any one school than there are positions available, District seniority on a rotational basis, shall determine the selection. An applicant, who taught in the program during the previous session, shall not be eligible for service until all teachers in the priority grouping who did not teach the previous session are assigned. Ties in District seniority shall be broken under the provisions of Article XI, Section 6.



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ATTACHMENT H

**Los Angeles Unified School District**  
**Human Resources Division**  
**Certificated Administrative Services**

**REQUEST FOR EXTRA DUTY PAY FOR CERTIFICATED ADMINISTRATORS**

**TO:** \_\_\_\_\_ **Date:** \_\_\_\_\_  
 Local District Instructional Area Superintendent/Division Head  
 \_\_\_\_\_  
 Local District/Division

**FROM:** \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_  
 Principal/Administrator Title Location Code  
 \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_  
 School/Office Name Email Telephone

**RE: Extra Duty Pay Request – Administrator Information**

Name of Administrator: \_\_\_\_\_ Emp. No: \_\_\_\_\_  
 Current Position: \_\_\_\_\_ Basis: \_\_\_\_\_ Location: \_\_\_\_\_

Description of services provided and rationale:

\_\_\_\_\_

Date of Services: Start Date: \_\_\_\_\_ End Date: \_\_\_\_\_  
 Day(s) of the Week: \_\_\_\_\_ Start Time: \_\_\_\_\_ End Time: \_\_\_\_\_  
 Total Hours Requested: \_\_\_\_\_

**Cost Center to be Charged:**

School/Office: \_\_\_\_\_ Location Code: \_\_\_\_\_  
 Cost Center: \_\_\_\_\_ \*\*Fund: \_\_\_\_\_ Functional Area: \_\_\_\_\_

\*\* Use of Categorical Funds (Title I and EIA) also requires written approval on the Budget Adjustment Request (BAR) from the appropriate central office categorical personnel, either Federal & State Education Programs or Multilingual & Multicultural Education.

**Approved** My signature approving this request for extra duty pay is also verification that this assignment, in combination with any other assignment(s), does not exceed the 200-hour per pay period limit for this employee (per Human Resources Policy Guide A7 – Assignment Multiple).

**Not Approved**

\_\_\_\_\_  
 Local District Instructional Area Superintendent/Division Head Signature Date

**Note:** The approved HR Form 9051 is to be kept on file at the school/time reporting location as part of the required payroll support documentation.





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ATTACHMENT I

Los Angeles Unified School District  
Human Resources Division

## **GUIDELINES FOR EXTRA DUTY PAY FOR CERTIFICATED ADMINISTRATORS**

### **I. Summary/Guidelines**

It has been a longstanding District expectation and practice that administrators devote the time necessary to perform their duties. Although, in recognition of the “professional workday,” when the administrator’s schedule requires extended work hours on a given day, flexible work hours on a subsequent day may be taken with the prior approval of the immediate supervisor, in accordance with LAUSD/AALA Collective Bargaining Agreement, Article X, Sections 1.2 and 1.3. Generally, administrators are not provided extra pay or compensatory time off for performing job-related duties.

However, in very limited circumstances, administrators may be eligible for “extra duty” pay (X or Z Basis) when administrators perform services and/or duties on unassigned days that are related to the supervision of the core academic instructional program. The circumstances in which extra duty pay may be warranted are exceptions, rather than the rule. An unassigned day is defined as a non-business day which falls “outside” of the administrator’s regular calendar basis/work week.

Extra duty pay (X or Z Basis) is not to be approved or reported for any extended work hours on a regular work day in which regular time pay hours are reported, regardless of the funding source or reason. The only exception to this is at School Improvement Grant (SIG) schools on days in which the school day has been extended. Administrators at School Improvement Grant (SIG) schools are eligible for X Basis for the extended instructional work time on any day in which the schedule provides extended instructional time for students.

In addition, extra duty pay (X or Z Basis) is not to be approved or reported for “catch-up work done on weekends, holidays, unassigned days, or on a regular work day in which regular time pay hours are reported, **regardless of the funding source or reason.**

Prior written approval for all extra duty pay (X or Z Basis) for administrators must be obtained from the appropriate ESC Instructional Area Superintendent/Division Head, before the service commences and time reporting takes place, regardless of the funding source or reason. As part of the approval process, appropriate funding must be identified and available in the school or office budget.

### **II. Funding for Extra Duty Pay for Administrators**

- A. Appropriate funding must be identified and available in the school or office budget.
- B. *Imprest Funds* or the *P Card* cannot be used to pay any extra duty pay, any salary payment, or for professional services of any kind.



# LOS ANGELES UNIFIED SCHOOL DISTRICT

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### Guidelines for Extra Duty Pay for Certificated Administrators Page 2

- C. The use of categorical funds for administrator X Basis, Title I 7S046/70S46, EIA-EDY 7V462/74V62, EIA-LEP 7S536, EIA-LEP 7V603, and EIA-SCE 7S539, requires the PRIOR approval of the applicable advisory council, the School Site Council, and written approval on the Budget Adjustment Request (BAR) from the appropriate central office categorical personnel (either Deborah Ernst, Director, Federal & State Education Programs, or Hilda Maldonado, Director, Multilingual & Multicultural Education).
1. Categorical funds expended prior to written approval on the Budget Adjustment Request (BAR) from the appropriate central office categorical program personnel (either Deborah Ernst, Director, Federal & State Education Programs, or Hilda Maldonado, Director, Multilingual & Multicultural Education) must be repaid to the applicable Federal and/or State funding source.
  2. There will be no after-the fact approval for extra duty pay when funding with categorical resources.
  3. When using categorical funds, the professional development and/or intervention must be focused on ELA, Math, or ELD. ELD intervention may only be funded with resources for English Learners.
  4. Administrative salaries for intervention and/or site-based professional development on unassigned days cannot be budgeted (allocated) during the categorical budget development process. As a result, categorical funds cannot be used for extra duty pay (X or Z Basis) for administrators for work performed between the period of time when the administrator's regular basis ends (for one school year) and begins for the new school year (Summer Break).
  5. After approval of the applicable advisory council and the School Site Council, a budget adjustment request for X Basis is to be prepared and these salaries must be factored into the indirect cost.
    - a. For professional development pertaining to ELA, mathematics, science, social studies, and ELD, the agenda(s) must be attached to the Budget Adjustment Request (BAR).
    - b. For intervention programs, a flyer or notification to parents describing the intervention must be attached to the Budget Adjustment Request (BAR). The description should include the following:
      - i. The date(s) and time.
      - ii. Number of sessions/days
      - iii. Approximate number of students.



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Guidelines for Extra Duty Pay for Certificated Administrators  
Page 3

6. The use of Title III 7S176 is not allowed for extra duty pay (X or Z Basis) for administrators, regardless of the reason or program.
7. Questions regarding the use of categorical funds for administrator X Basis and categorical fund expenditure approval should be directed to the appropriate central office categorical program personnel as follows:
  - a. Deborah Ernst, Director, Federal & State Education Programs, at (213) 241-6990.
  - b. Hilda Maldonado, Director, Multilingual & Multicultural Education, at (213) 241-5582.

**III. Process to Request Extra Duty Pay (X or Z Basis) for Certificated Administrators**

- A. Effective immediately, before commencing service and time reporting, prior written approval (using HR Form 9051, *Request for Extra Duty Pay for Certificated Administrators*) for all extra duty pay (X or Z Basis) must be obtained from the applicable ESC Instructional Area Superintendent/Division Head.
- B. The completed HR Form 9051, *Request for Extra Duty Pay for Certificated Administrators*, is to be sent by the principal/site administrator to the respective ESC Instructional Area Superintendent/Division Head for approval, even when the request is for extra duty pay (X or Z Basis) for the principal/site administrator.
- C. The approved HR Form 9051 should be returned to the requesting principal/site administrator, with a copy retained by the applicable Educational Service Center/Division.
- D. A copy of the approved HR Form 9051, *Request for Extra Duty Pay for Certificated Administrators*, is to be provided to the time reporter and kept on file at the school/time reporting location as part of the required payroll support documentation for audit purposes for five years.

**IV. Limit on Additional Assignments for Certificated Employees**

- A. Certificated employees are limited to additional assignments (including, but not limited to X and Z Basis), certificated or non-certificated, in which regular time pay hours and additional assignment(s) hours do not exceed 200 hours in any pay period. (Policy Guide A7 – Assignment Multiple)
  1. This 200 hour maximum per pay period limit applies to all certificated assignments regardless of whether the additional assignment is certificated, classified, or unclassified.
  2. The signature of an ESC Instructional Area Superintendent or Division Head on a *Request for Extra Duty Pay for Certificated Administrators* (HR Form 9051) is considered by the Human Resources Division as verification that the assignment will not exceed the 200 hour per pay period limit.





# LOS ANGELES UNIFIED SCHOOL DISTRICT REFERENCE GUIDE

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Guidelines for Extra Duty Pay for Certificated Administrators  
Page 4

- B. If an assignment will cause the certificated employee to exceed the 200 hour per pay period limit, the requesting school/office must obtain a written pre-approval from the applicable ESC Instructional Area Superintendent/Division Head and respective Deputy Superintendent.
- C. A copy of the written approval by the respective Deputy Superintendent to exceed the 200 hour per pay period limit is to be provided to the applicable time reporter and kept on file at the school/time reporting location as part of the required payroll support documentation for audit purposes for five years.

If you have any questions or need more information, please contact Maria Voigt, Administrative Assignments, at (213) 241-6365.



**MiSiS Student Intervention Screen  
Local Design Directions**

*\*Required Fields*

	TASK	DIRECTIONS	OPTIONS
1.	<b>*Service Type</b> <i>(Required Field)</i>	Select the intervention program the student has been selected to participate in from the drop down menu. <i>(Note: Most programs are attached to specific funding sources).</i>	<b>Local Plan</b>
2.	Service Status	Select <b>Student Eligible</b> status for students that have been invited to attend intervention. Once a student begins attending, for any length of time, their status is to be changed to <b>Participating</b> .	<b>Student Eligible</b> – indicates a student/family has received a written invitation to attend the intervention program. <b>Student Participating</b> – indicates a student has attended some portion of the intervention program.
3.	Participation Reason	Select the reason the child is eligible to attend the intervention from the drop down menu.	Grad Requirements Failing/Low course grade At-Risk of not meeting grade level standards Other
4.	<b>*Subject</b> <i>(Required Field)</i>	Select the academic subject area of intervention instruction.	English Language Arts (Reading/Writing) English Language Development (ELD) History/Social Science Math Science Other
5.	<b>*Start Date</b> <i>(Required Field)</i>	Click on the calendar icon to identify the first day the intervention program will occur.	This is the date the intervention program begins. Use this, date for all students, <i>even those who enroll or begin attending late.</i>
6.	<b>*End Date</b> <i>(Required Field)</i>	Click on the calendar icon to select the last day of the intervention program.	This is the last day of the intervention program. <i>Use this common date for all students, regardless of their attendance.</i>
7.	Location	<b>(automatic)</b>	
8.	<b>*Teacher</b> <i>(Required Field)</i>	Select the intervention teacher as appropriate.	Automatic – Default to user
9.	Room	Enter the location of the intervention class.	Examples: Lib, 14, Aud.
10.	Notes	Use this space to record important notes.	<i>Examples:</i> “Enrichment – Drama Club” “Program requires semi-annual certification” “No class meetings during Parent conference week”




**MiSiS Student Intervention Screen  
Local Design Directions**

*\*Required Fields*

	<b>TASK</b>	<b>DIRECTIONS</b>	<b>OPTIONS</b>		
11.	Parent Confirmation Status	Select the parent's confirmation of student enrollment in intervention.	<b>YES</b> – Parent confirms student enrollment and planned attendance in intervention – or – <b>NO</b> – Parent acknowledges student will not attend.		
12.	Parent Confirmation Date	Click on the calendar icon to select the date of the parent confirmation.			
13.	Recommendation Letter Mailed On	Click on the calendar icon to record the date a letter recommending a student's intervention is mailed to the parent.	Not used at this time		
14.	Refusal Letter Mailed On	Click on the calendar icon to record the date a letter noting the parent's refusal to have their child participate in intervention is mailed.	Not used at this time		
15.	Maximum	Enter the total number of Participation Allowed/Duration Units.	<i>Example:</i> <table border="1" style="display: inline-table; vertical-align: middle;"> <tr> <td style="text-align: center;">12</td> <td style="text-align: center;">Hours</td> </tr> </table>	12	Hours
12	Hours				
16.	<i>*Actual Participation Duration (Required Field)</i>	Using the completed attendance register, enter the number of hours of actual attendance for each student.			
17.	<i>*Participation Outcome (Required Field)</i>	Using the class roster, select the student's final Progress Mark from the drop down menu.	<b>S</b> – Satisfactory <b>U</b> – Unsatisfactory <b>I</b> – Incomplete (attended less than ½ of the intervention program)		
18.	Participation End Reason	Select the student's reason for ending the program from the drop down menu.	<b>No Show</b> – Student was eligible (see Service Status) but never attended. <b>Dropped</b> – Confirmed by parent, student stopped attending		
19.	Updated Date		<b>(automatic)</b>		
20.	Last Updated By		<b>(automatic)</b>		

# ATTENDANCE REGISTER

Locally Designed Intervention Program



School Name: _____	Cost Center: _____	Local District: _____
Teacher: _____	Subject/Course: _____	Program Fund Code: _____
Dates: From: _____ To: _____	Schedule: <b>M T W Th F Sat</b>	Start Time: _____ End Time: _____
		Total # of Hours Offered for Complete Program: _____

Student Information		Grade	DATES (In the columns below, please indicate the date when your class is meeting) <sup>‡</sup>																		Hours Absent	Hours Present	Final Progress Mark	
Student Name	Student ID #																							
1																								
2																								
3																								
4																								
5																								
6																								
7																								
8																								
9																								
10																								
11																								
12																								
13																								
14																								
15																								

I certify to the best of my knowledge and belief, the hours reported are true and accurate, and reflect the actual students' attendance.

**Original: KEEP IN SCHOOL FILE WITH ATTACHED MiSiS Intervention Report**

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

\_\_\_\_\_  
Date

<sup>‡</sup> "E" in students on the first day of attendance, "X" if the student is absent, and "-" for minutes missed.



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ATTACHMENT L

### 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):			
<b>Program Type (Select one):</b> <input type="radio"/> Self <input type="radio"/> Offsite <input type="radio"/> Snack <input type="radio"/> Supper	<b>Change Type (Select one):</b> <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	<b>Grade Level:</b> _____ to _____ <b>Start Date:</b> ____/____/____ <b>End Date:</b> ____/____/____ <b>Serving Time: (Circle am or pm)</b> <b>Start:</b> _____ am pm <b>End:</b> _____ 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:
<b>Site Type (select one):</b> <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 _____		<b>Type of Service Requested:</b> <input type="radio"/> Breakfast <input type="radio"/> Lunch <input type="radio"/> Snack <input type="radio"/> Supper	<b>Service Days:</b> <input type="radio"/> Monday <input type="radio"/> Tuesday <input type="radio"/> Wednesday <input type="radio"/> Thursday <input type="radio"/> Friday <input type="radio"/> Saturday
<b>Additional Remarks:</b>			
<b>FOR NEW PROGRAMS:</b> 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: _____			
<b>AREA FOOD SERVICES SUPERVISOR REVIEW &amp; APPROVED:</b> <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.):			
<b>Site Information:</b> State Site Id#: _____ <b>Check all meal services offered as applicable:</b> <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 <b>For contracted meal services, check the type of contract:</b> <input type="radio"/> N/A <input type="radio"/> Charter <input type="radio"/> County Program <b>Check if applicable to the site:</b> <input type="radio"/> N/A <input type="radio"/> ISIC <input type="radio"/> High Priority <input type="radio"/> Headstart	<b>Site Type:</b> <input type="radio"/> Prep <input type="radio"/> NNC <b>Area Eligible:</b> <input type="radio"/> Yes <input type="radio"/> No % _____ <b>Funding Line</b> _____ <b>Especially Needy:</b> <input type="radio"/> Yes <input type="radio"/> No % _____	<b>Provision 2 – Check the applicable year:</b> <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 <b>Adjusted Attendance Factor:</b> <input type="radio"/> N/A % _____	



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<p><b>TODAY'S DATE</b> _____ (mm/dd/yy)</p>	<p><b>LOS ANGELES UNIFIED SCHOOL DISTRICT</b> <b>TRANSPORTATION SERVICES DIVISION</b> <b>APPLICATION FOR AUXILIARY TRANSPORTATION/TRIP(S)</b></p>	<table border="1" style="width:100%; border-collapse: collapse;"> <tr> <td style="text-align: center;"><b>FOR OFFICE USE</b></td> </tr> <tr> <td style="text-align: center;"><b>JOB NO.</b></td> </tr> </table>	<b>FOR OFFICE USE</b>	<b>JOB NO.</b>						
<b>FOR OFFICE USE</b>										
<b>JOB NO.</b>										
<p><b>Funding Source (check one):</b>    <input type="checkbox"/> Reimbursable    <input type="checkbox"/> Student Body  <input type="checkbox"/> Program    <b>FUND</b> _____ <b>AREA</b> _____ <b>PROG CODE</b> _____</p>										
<p><b>SCHOOL</b>          _____ REQUESTING SCHOOL'S NAME    _____ SCHOOL PHONE NUMBER &amp; EXT.    _____ LOCATION CODE          _____ SCHOOL FAX NUMBER    _____ ESC    _____ CALENDAR TRACK    _____ SCHOOL TYPE    _____ PK-K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/> CHECK GRADES  <input type="checkbox"/> MR. <input type="checkbox"/> MS. _____ RESPONSIBLE ADMINISTRATOR    _____ RESPONSIBLE ADMINISTRATOR E-MAIL ADDRESS  <input type="checkbox"/> MR. <input type="checkbox"/> MS. _____ CONTACT PERSON    _____ CONTACT PERSON E-MAIL ADDRESS</p>										
<p><b>DATE(S)</b>          _____ DATE OF TRIP (OR OF 1<sup>ST</sup> TRIP) (mm/dd/yy)    _____ DATE OF LAST TRIP (IF A MULTI-DATE TRIP) (mm/dd/yy)    _____ M <input type="checkbox"/> T <input type="checkbox"/> W <input type="checkbox"/> TH <input type="checkbox"/> F <input type="checkbox"/> SA <input type="checkbox"/> SU CHECK DAY(S) OF TRIP(S)  <b>TIMES</b>  <input type="checkbox"/> AM <input type="checkbox"/> PM _____ REQUESTED PICK UP TIME (hh:mm)    <input type="checkbox"/> AM <input type="checkbox"/> PM _____ REQUESTED ARRIVAL TIME (hh:mm)    <input type="checkbox"/> AM <input type="checkbox"/> PM _____ REQUESTED DEPARTURE TIME (hh:mm)    <input type="checkbox"/> AM <input type="checkbox"/> PM _____ REQUESTED RETURN TIME (hh:mm)          _____ # OF PUPILS    _____ # OF ADULTS    _____ # OF WHEELCHAIRS    _____ # OF BUSES REQUIRED    <input type="checkbox"/> YES <input type="checkbox"/> NO IS THIS A ONE-WAY TRIP?    SEATBELT / LAP RESTRAINTS <input type="checkbox"/> STORAGE COMPARTMENTS <input type="checkbox"/> CHECK IF REQUIRED</p>										
<p><b>IMPORTANT:</b></p> <ul style="list-style-type: none"> <li>ALL TRIPS MUST BE BETWEEN THE HOURS OF 9:00 AM – 2:00 PM UNLESS APPROVED IN ADVANCE BY THE TRANSPORTATION SERVICES DIVISION SENIOR BUS DISPATCHER. ANY QUESTIONS, CONTACT 213-580-2900.</li> <li>CANNOT EXCEED 65 PASSENGERS PER BUS.</li> <li>ADDITIONAL PASSENGERS MAY REQUIRE THE SCHEDULING OF AN ADDITIONAL BUS.</li> </ul>										
<p><b>FOR SCHOOL JOURNEY TRIPS ONLY</b></p> <p>1 LIST 3 CHOICES IN COMMENT SECTION (FROM FIELD TRIP HANDBOOK, APPENDIX D, PART A).          2 HAS APPOINTMENT BEEN MADE BY SCHOOL WITH THE SITE?    <input type="checkbox"/> YES <input type="checkbox"/> NO    <b>TIME OF APPT.</b> _____          3 DATES PREFERRED    _____ (mm/dd/yy)    _____ (mm/dd/yy)    _____ (mm/dd/yy)    _____ (mm/dd/yy)    _____ (mm/dd/yy)    _____ (mm/dd/yy)          4 DATES TO AVOID    _____ (mm/dd/yy)    _____ (mm/dd/yy)    _____ (mm/dd/yy)    _____ (mm/dd/yy)    _____ (mm/dd/yy)    _____ (mm/dd/yy)</p>										
<p><b>COMMENTS/CHOICES</b>          _____          _____          _____</p>										
<p><b>DEPART FROM/FIRST PICK UP</b>          _____ SCHOOL / LOCATION NAME          _____ ADDRESS, CITY, ZIP</p>										
<p><b>DESTINATION NAME</b>          _____ PLACE NAME    _____ PHONE NO. &amp; EXT.          _____ ADDRESS, CITY, ZIP</p>										
<p><b>SIGNATURE</b> _____ <b>E-MAIL ADDRESS</b> _____          _____ PRINCIPAL/ADMINISTRATOR</p>										
<p><b>NOTE:</b>          Refer to <i>Field Trip Handbook</i> for detailed instructions on arranging trips. Submit this completed form <b>15</b> working days before the requested trip date to enable buses to be allocated in a timely and cost-efficient manner and trip confirmations to be received by schools prior to the day of the trip.</p>										
<p><b>FOR TRANSPORTATION DISPATCH USE ONLY:</b></p> <table style="width:100%;"> <tr> <td style="width:50%;">ENTRY DATE _____</td> <td style="width:50%;">School Journey Tracking # _____</td> </tr> <tr> <td>ENTERED BY _____</td> <td>ROUTE #(S) _____</td> </tr> <tr> <td>REVIEWED BY _____</td> <td>D# _____</td> </tr> <tr> <td></td> <td>A# _____</td> </tr> </table>			ENTRY DATE _____	School Journey Tracking # _____	ENTERED BY _____	ROUTE #(S) _____	REVIEWED BY _____	D# _____		A# _____
ENTRY DATE _____	School Journey Tracking # _____									
ENTERED BY _____	ROUTE #(S) _____									
REVIEWED BY _____	D# _____									
	A# _____									

Submit to Transportation Services Division. Retain a Signed Copy at School.