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

This document includes updated Bulletin and related resources to assist schools in planning and implementing locally designed intervention in grades K-8.

This reference guide replaces the following: REF-6570.2, *Locally Designed and Funded Intervention Programs*, dated October 2, 2017.

GUIDELINES:

1. **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-6730.1 A Multi-Tiered System of Support Framework for the Student Support and Progress Team, dated July 13, 2017.

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 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
   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 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 Operations Director 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 and Off-Site Instructional Activities, 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.

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 Board Rule 1921.

VII. Staffing

A. Teacher Selection

1. Teachers interested in teaching intervention are to complete the Teacher Application Form (Attachment E).

2. Schools are to follow the priority and selection guidelines referenced in LAUSD/UTLA agreement, Guidelines for Teacher Selection (Attachment F), 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’s for signature and approval, a Request for Extra Duty Pay for Certificated Administrators (Attachment G) prior to the start date of the planned intervention. The request must follow the Guidelines for Extra Duty Pay for Certificated Administrators (Attachment H) 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 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. Using the role of Office Manager, Categorical Program Coordinator, or Counselor to log in, enroll eligible students in MiSiS selecting students through the search screen. For directions on entering or adding one or more students to an intervention program go to

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 I) 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:

<table>
<thead>
<tr>
<th>Intervention Service</th>
<th>Required</th>
<th>Optional</th>
<th>Do Not Use/Not Available</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Service Type – Local Plan</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>2 Service Status</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>3 Participation Reason</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>4 Subject</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>5 Start Date</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>6 End Date</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>7 Location</td>
<td>Automatic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8 Teacher</td>
<td>X</td>
<td></td>
<td>Automatic - default to user</td>
</tr>
<tr>
<td>9 Room</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>10 Notes</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>11 Parent Confirmation Status</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>12 Parent Confirmation Date</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>13 Recommendation Letter Mailed On</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>14 Refusal Letter Mailed On</td>
<td></td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>
### Intervention Service

<table>
<thead>
<tr>
<th></th>
<th>Intervention Service</th>
<th>Required</th>
<th>Optional</th>
<th>Do Not Use/Not Available</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>Maximum Participation Units</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Actual Participation Duration</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>Participation Outcome</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>Participation End Reason</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>Updated Date</td>
<td></td>
<td>Automatic</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>Last Updated By</td>
<td></td>
<td>Automatic</td>
<td></td>
</tr>
</tbody>
</table>

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 J) 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 is 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:

<table>
<thead>
<tr>
<th>E</th>
<th>Entered</th>
<th>Student’s first day of attendance.</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>Absent</td>
<td>Student did not attend any portion of the day’s session.</td>
</tr>
</tbody>
</table>
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 cumulative 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.
   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.
   f. Red folders are no longer required but may be used to hold student intervention documents within their cumulative file at the school site.

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 Intervention Service 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.

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

Payroll Procedures require that a separate District timecard must be kept for each employee and funding source.

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 K), a minimum of six to 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.

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 L).
RELATED RESOURCES:

BUL-2643.8, *Documentation for Employees Paid from Federal and State Categorical Programs*, dated June 7, 2017


Comprehensive Assessment Program Website: https://achieve.lausd.net/cap

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

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

<table>
<thead>
<tr>
<th>Topic</th>
<th>Office</th>
<th>Telephone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Categorical Funds (Restrictions)</td>
<td>Federal &amp; State Education Programs</td>
<td>213-241-6990</td>
</tr>
<tr>
<td>EL Master Plan</td>
<td>Multilingual &amp; Multicultural Education Department</td>
<td>213-241-5582</td>
</tr>
<tr>
<td>Extra Duty Pay for Administrators (procedures only)</td>
<td>Administrative Assignments</td>
<td>213-241-6365</td>
</tr>
<tr>
<td>MiSiS</td>
<td>MiSiS</td>
<td>213-241-5200</td>
</tr>
<tr>
<td>Program Organization</td>
<td>Beyond the Bell Branch Academic Intervention Unit</td>
<td>213-241-7900</td>
</tr>
</tbody>
</table>
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

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

_____________________                             _________________________________________
(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
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 From: ____________________________ 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

__________________________________________ ____________________________
Student’s Name (Please Print) Date

__________________________________________ ____________________________
Parent/Guardian Signature Parent/Guardian Contact Number

Home Address

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 proficient. Para proporcionarle 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: ___________________________________________
 Desde _________________  Hasta _________________

Días y Horas: ___________________________________________  Lugar: ___________________

Por favor complete la información de abajo y regrésela el/la maestro(a) o consejero(a) de su hijo(a). La asistencia todos los días es crítica 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
Locally Designed Intervention Program
REPORT OF STUDENT PROGRESS

Student Name ___________________________ Grade ______ Teacher ___________________________

School Name ____________________________________________

Dates of Program: From: ________________________ To: ________________________

Attendance Hours Present: ________________ Hours Absent: ________________

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>PRE-TEST</th>
<th>POST TEST</th>
<th>OVERALL PROGRESS</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts</td>
<td>Date Taken:</td>
<td>Date Taken:</td>
<td>☐ Satisfactory</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Score:</td>
<td>Score:</td>
<td>☐ Unsatisfactory</td>
</tr>
<tr>
<td>Science</td>
<td></td>
<td></td>
<td>☐ Incomplete*</td>
</tr>
<tr>
<td>Social Science/History</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eng. Lang. Development</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Student attended less than ½ of program session

Student Progress

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

Teacher Comments:
__________________________________________________________

Teacher Signature_________________________ Date__________ Principal_____________________

Copy to: Parent / Guardian
Elementary/Secondary Student File
# Programa Diseñado Intervención Localmente
## PROGRESO DEL ESTUDIANTE

<table>
<thead>
<tr>
<th>Nombre________________________</th>
<th>Grado ___</th>
<th>Maestro________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Escuela________________________</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fecha del Programa: Desde: ________ Hasta: ________</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asistencia: Horas Presente: ________ Horas Ausente: ________</td>
<td></td>
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</table>

### SUBJECTO

<table>
<thead>
<tr>
<th></th>
<th>EXAMEN PRELIMINAR</th>
<th>EXAMEN SECUNDARIO</th>
<th>PROGRESO</th>
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<tbody>
<tr>
<td></td>
<td>Fecha del Examen:</td>
<td>Fecha del Examen:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Puntuación:</td>
<td>Puntuación:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Satisfactorio</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>No satisfactorio</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Incompleto*</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>* Estudiante asistió a menos de la mitad de las sesiones del programa total.</td>
</tr>
<tr>
<td></td>
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</tr>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

### Progreso del Estudiante

<table>
<thead>
<tr>
<th></th>
<th>Satisfactorio</th>
<th>Insatisfactorio</th>
<th>Incompleto*</th>
</tr>
</thead>
</table>

**Alto 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):

__________________________________________________________

Firma del Maestro(a)________________________ Fecha__________ Directora(or)________________________

Copia a: Padres / Guardianes
Archivo del estudiante en la escuela primaria o secundaria
# INTERVENTION OBSERVATION SNAPSHOT K-8

Adapted from the Teaching and Learning Framework

<table>
<thead>
<tr>
<th>Standard / Element</th>
<th>Description</th>
<th>Observed</th>
<th>Artifacts and Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Establishing a Culture for Learning (2b2)</strong></td>
<td>The culture of the classroom reflects clear and high expectations about what is expected of students in order for them to learn and achieve.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Communicating With Students (3a3)</strong></td>
<td>Teacher's explanation of content is clear, accurate, innovative, and connects with students' prior knowledge, experience and 21st 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.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Structures to Engage Students in Learning (3c1)</strong></td>
<td>Standards aligned learning activities cognitively engage students in the lesson.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Demonstrating Flexibility and Responsiveness (3e2)</strong></td>
<td>Teacher does not give up on students who may be having difficulty meeting the established learning outcomes.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

School: ______________________________________  Observer____________________________________________  Date ______________ Time _______________
# TEACHER APPLICATION
Locally Designed Intervention Program

<table>
<thead>
<tr>
<th>FOR PRINCIPAL USE:</th>
<th>APPLICATION DATES:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Selection Priority #:______________________________</td>
<td>Filing Deadline:__________________________</td>
</tr>
<tr>
<td>Seniority Date:__________________________</td>
<td>(10 Working Days before Class Begins)</td>
</tr>
<tr>
<td>Date Assigned:__________________________</td>
<td>Date Received:___________________</td>
</tr>
</tbody>
</table>

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
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 6.2.
# Request for Extra Duty Pay for Certificated Administrators

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

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

TO:  
Local District/Division

## FROM:  
Principal/Administrator  
**Title:**

FROM:  
School/Office Name  
**Email:**

## 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 Centers:**  
**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**

**Notes:** 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.

---

LAUSDHR Form 9051 07/2015
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.
C. The use of categorical funds for administrator X Basis, Title I 75046/70S46, EIA-EDY 7V462/74V62, EIA-LEP 78536, EIA-LEP 7V603, and EIA-SCE 78539, 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.
Guidelines for Extra Duty Pay for Certificated Administrators

Page 3

6. The use of Title III 78176 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.

VKE: yv
Revised: 6-27-13
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*

<table>
<thead>
<tr>
<th>TASK</th>
<th>DIRECTIONS</th>
<th>OPTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>**1. ** <em>Service Type (Required Field)</em></td>
<td>Select the intervention program the student has been selected to participate in from the drop down menu. <em>(Note: Most programs are attached to specific funding sources).</em></td>
<td><strong>Local Plan</strong></td>
</tr>
<tr>
<td><strong>2.</strong> Service Status</td>
<td>Select <strong>Student Eligible</strong> 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 <strong>Student Participating</strong>.</td>
<td><strong>Student Eligible</strong> – indicates a student/family has received a written invitation to attend the intervention program. <strong>Student Participating</strong> – indicates a student has attended some portion of the intervention program.</td>
</tr>
</tbody>
</table>
| **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. ** *Subject (Required Field)* | Select the academic subject area of intervention instruction.                                                                                                                                               | English Language Arts (Reading/Writing)  
English Language Development (ELD)  
History/Social Science  
Math  
Science  
Other                                                                                          |
| **5. ** *Start Date (Required Field)* | 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, even those who enroll or begin attending late. |
| **6. ** *End Date (Required Field)* | Click on the calendar icon to select the last day of the intervention program.                                                                                                                              | This is the last day of the intervention program. Use this common date for all students, regardless of their attendance. |
| **7.** Location        | (automatic)                                                                                                                                                                                                |                                                                                                                                               |
| **8. ** *Teacher (Required Field)* | 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.                                                                                                                                                                  | Examples:  
“Enrichment – Drama Club”  
“Program requires semi-annual certification”  
“No class meetings during Parent conference week”                                                                                               |
MiSiS Student Intervention Screen  
Local Design Directions  
*Required Fields*

<table>
<thead>
<tr>
<th>TASK</th>
<th>DIRECTIONS</th>
<th>OPTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>11.</td>
<td>Parent Confirmation Status</td>
<td>Select the parent’s confirmation of student enrollment in intervention.</td>
</tr>
<tr>
<td>12.</td>
<td>Parent Confirmation Date</td>
<td>Click on the calendar icon to select the date of the parent confirmation.</td>
</tr>
<tr>
<td>13.</td>
<td>Recommendation Letter Mailed On</td>
<td>Click on the calendar icon to record the date a letter recommending a student’s intervention is mailed to the parent.</td>
</tr>
<tr>
<td>14.</td>
<td>Refusal Letter Mailed On</td>
<td>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.</td>
</tr>
<tr>
<td>15.</td>
<td>Maximum</td>
<td>Enter the total number of Participation Allowed/Duration Units.</td>
</tr>
<tr>
<td>16.</td>
<td>*Actual Participation Duration <em>(Required Field)</em></td>
<td>Using the completed attendance register, enter the number of hours of actual attendance for each student.</td>
</tr>
</tbody>
</table>
| 17.  | *Participation Outcome *(Required Field)* | Using the class roster, select the student’s final Progress Mark from the drop down menu. | S – Satisfactory  
U – Unsatisfactory  
I – 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. | No Show – Student was eligible (see Service Status) but never attended.  
Dropped – Confirmed by parent, student stopped attending |
| 19.  | Updated Date | (automatic) |
| 20.  | Last Updated By | (automatic) |
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 Service Report

Teacher’s Signature: ___________________________  Date: ___________________________  Page ___ of ___

* "E" in students on the first day of attendance, "X" if the student is absent, and "-" for minutes missed.
# 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

<table>
<thead>
<tr>
<th>Cafeteria/Parent Site Location Code</th>
<th>Cafeteria/Parent Site Location Name</th>
<th>District</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cafeteria/Parent Site Location Address</th>
<th>AFSS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Meal Program Information

<table>
<thead>
<tr>
<th>Program Type (Select one)</th>
<th>Change Type (Select one)</th>
<th>Grade Level</th>
<th>Start Date</th>
<th>End Date</th>
<th>Serving Time</th>
<th>Start</th>
<th>am pm</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self</td>
<td>New Meal Program</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Offsite</td>
<td>Change/Extension (Date/Days/Time)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Snack</td>
<td>Add a Supper Student Organization/Group</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supper</td>
<td>Add Supper Saturday Service</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Close Program</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Program Location Code (if Offsite)</th>
<th>Program/Organization/Group Name</th>
<th>Program Address (if Offsite)</th>
<th>Program/Organization/Group Location on Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Program/Organization/Group Contact Name</th>
<th>Phone #</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Site Type (Select one)</th>
<th>Type of Service Requested</th>
<th>Service Days</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary</td>
<td>Breakfast</td>
<td>Monday</td>
</tr>
<tr>
<td>Middle School</td>
<td>Lunch</td>
<td>Tuesday</td>
</tr>
<tr>
<td>High School</td>
<td>Snack</td>
<td>Wednesday</td>
</tr>
<tr>
<td>Special Ed</td>
<td>Supper</td>
<td>Thursday</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Friday</td>
</tr>
</tbody>
</table>

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:**

<table>
<thead>
<tr>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Food Services/Operations Use**

<table>
<thead>
<tr>
<th>Site Information</th>
<th>Site Type</th>
<th>Provision 2 – Check the applicable year</th>
</tr>
</thead>
<tbody>
<tr>
<td>State Site Id:</td>
<td>Prep</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td>NNC</td>
<td>Base Year</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Year 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Year 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Year 4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Year 5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Year 6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Year 7</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Area Eligible</th>
<th>Especially Needy</th>
<th>Adjusted Attendance Factor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>Yes</td>
<td>N/A</td>
</tr>
<tr>
<td>No %________</td>
<td>No %________</td>
<td>%________</td>
</tr>
</tbody>
</table>

For contracted meal services, check the type of contract:

- N/A
- Charter
- County Program

Check if applicable to the site:

- N/A
- ISIC
- High Priority
- Headstart

Check all meal services offered as applicable:

- NSL
- SFSP
- CCFP
- If CCFP, select from the following:
  - EEC
  - IC
  - KIDCARE

For contracted meal services, check the type of contract:

- N/A
- Charter
- County Program

Check if applicable to the site:

- N/A
- ISIC
- High Priority
- Headstart
**LOS ANGELES UNIFIED SCHOOL DISTRICT**  
**REFERENCE GUIDE**

**REF-6570.3**  
October 26, 2018  
ATTACHMENT L

---

### TODAY’S DATE

(nmm/dd/yyyy)

---

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

---

### FOR OFFICE USE

---

### JOB NO.

---

#### Funding Source (check one):
- [ ] Reimbursable
- [ ] Student Body  
- [ ] Program  
- [ ] FUND  
- [ ] AREA  
- [ ] PROG CODE

---

#### SCHOOL

REQUESTING SCHOOL’S NAME

SCHOOL PHONE NUMBER & EXT.

LOCATION CODE

---

#### SCHOOL FAX NUMBER

ESC  
CALANDER TRACK  
SCHOOL TYPE  
CHECK GRADES

---

#### MR.  
[ ]  
[ ] MS.

RESPONSIBLE ADMINISTRATOR

RESPONSIBLE ADMINISTRATOR E-MAIL ADDRESS

---

#### DATE(S)

DATE OF TRIP (OR OF 1ST TRIP) (mm/dd/yyyy)  
DATE OF LAST TRIP OR A MULTI-DATE TRIP (mm/dd/yyyy)

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#### TIMES

CHECK DAY(S) OF TRIP(S)

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#### # OF PUPILS  
# OF ADULTS  
# OF WHEELCHAIRS  
# OF BUSES REQUIRED

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#### IS THIS A ONE-WAY TRIP?

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#### SEATBELT / LAP RESTRAINTS

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#### CHECK IF REQUIRED

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### IMPORTANT:

- 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.
- CANNOT EXCEED 65 PASSENGERS PER BUS.
- ADDITIONAL PASSENGERS MAY REQUIRE THE SCHEDULING OF AN ADDITIONAL BUS.

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### FOR SCHOOL JOURNEY TRIPS ONLY

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?  
   [ ] YES  
   [ ] NO  
   TIME OF APPT.

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### 3 DATES PREFERRED

(mm/dd/yyyy)  
(mm/dd/yyyy)  
(mm/dd/yyyy)

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### 4 DATES TO AVOID

(mm/dd/yyyy)  
(mm/dd/yyyy)  
(mm/dd/yyyy)  
(mm/dd/yyyy)  
(mm/dd/yyyy)

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### COMMENTS/CHOICES

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### DEPART FROM/FIRST PICK UP

SCHOOL / LOCATION NAME

ADDRESS, CITY, ZIP

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### DESTINATION NAME

PLACE NAME

PHONE NO. & EXT.

ADDRESS, CITY, ZIP

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### SIGNATURE

PRINCIPAL/ADMINISTRATOR

E-MAIL ADDRESS

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### NOTE:

Refer to Field Trip Handbook for detailed instructions on arranging trips. Submit this completed form 15 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.

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### FOR TRANSPORTATION DISPATCH USE ONLY:

School Journey Tracking #

ENTRY DATE

ROUTE #(S)

ENTERED BY

D#  
A#  
REVIEWED BY

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

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**FORM 78.20T REV 05/09**