



**LOS ANGELES UNIFIED SCHOOL DISTRICT
REFERENCE GUIDE**

TITLE: TIIP – Title I Intervention Program,
Grades K-8

NUMBER: REF-058498.1

ISSUER: Hilda Maldonado, Associate Superintendent
Leadership Development and Partnerships

Alvaro Cortés, Senior Executive Director
Beyond the Bell Branch

DATE: September 20, 2019

ROUTING
Local District
Superintendents
Administrators of Operations
Local District Administrators
of Instruction
Local District Instructional
Directors
Instructional Coach
Coordinators
Principals/Assistant
Principals
School Coordinators

PURPOSE: The purpose of this Reference Guide is to provide guidance and assistance for implementing the TIIP - Title I Intervention Program in grades K-8.

MAJOR CHANGES: This Reference Guide contains updated program information relevant for the 2019-2020 school year. Major changes include:

- New school identification criteria
- The 2019-2020 list of participating schools
- Revised allowable TIIP budget items:
 - List of five (5) approved custodial supplies
 - Clerical Relief time is excluded
 - Professional Development time is excluded
- New TIIP Session Evaluation required
- Public viewing access to schools’ TIIP intervention plan, approved budget, and final evaluation on the Single Plan for Student Achievement website.

INSTRUCTIONS: I. Background

LAUSD has allocated Title I Intervention Program (TIIP) funds to provide extended learning opportunities for at-risk students or students that are not meeting grade level standards in accordance with the federal Every Student Succeeds Act. Eligible Title I schools may offer supplemental academic TIIP intervention throughout the school year to support core instruction for students currently in grades K-8.

School eligibility criteria for TIIP 2019-2010 includes:

- Low performance level ratings on the Fall 2018 California School Dashboard Equity Report in English language arts and/or mathematics
- California Department of Education identification as a Comprehensive Support and Improvement (CSI) school or



Additional Targeted Support and Improvement (ATSI) school

- At-risk of being identified as ATSI for two or more student groups.

Lists of identified grade K-8 TIIP schools are found in Attachment A-1 and Attachment A-2.

This reference guide provides procedures to facilitate the implementation of TIIP funded intervention.

II. Guidelines

A. Multi-Tiered System of Support (MTSS)

Effective first teaching is the foundation for all instructional programs. The classroom teacher provides intervention and additional instructional support for all students (Tier 1 - Universal) as described in [REF-43782, *Implementing a Multi-Tiered System of Supports Framework*, dated July 1, 2018.](#)

Following classroom program modifications, selected students who continue to need assistance may require a more intensive intervention to help them meet standards. Tier 2 intervention programs require a qualitatively different evidence-based instructional program, approach or strategy, additional time for intervention, and smaller group size for instruction. Strong Tier 2 interventions include the following elements:

- An increase in the duration and frequency of targeted academic instruction.
- Small group targeted supplemental instruction.
- Instruction aligned to student need according to assessment data.
- Instruction that provides a high number of opportunities to respond and receive immediate corrective feedback.
- Instruction that maximizes student motivation.
- Frequent and regular progress monitoring using valid measures.
- Personnel observations conducted to ensure fidelity and integrity of intervention implementation.

TIIP is a Tier 2 intervention.

B. TIIP Allocations

TIIP is a federally funded Title I program. Allocations are



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based upon a per pupil funding formula of Title I students. All TIIP expenditures must follow Title I program guidelines, directions and deadlines to supplement, not supplant, the core academic program.

TIIP funds may only be used to provide intervention in the core subjects of English language arts (literacy), mathematics, science and history/social science for students currently enrolled in grades K-8.

Schools may not offer ELD or ESL instruction with these funds.

Accordingly, schools may not use TIIP funds for intervention that provides test preparation for English Language Proficiency Assessments for California (ELPAC), Smarter Balanced Assessment Consortium (SBAC), or any other state mandated assessments.

TIIP intervention plans, budget worksheets and evaluations are to be shared with the School Site Council (SSC) and will be uploaded to the Single Plan for Student Achievement (SPSA) website for public viewing upon approval and completion by the Beyond the Bell Academic Intervention Unit.

III. Student Eligibility

The school leadership team is to determine the targeted student population to receive TIIP intervention based on multiple criteria and assessment data including the CA School Dashboard Report. School sites should refer to state, district, and school achievement scores/grades, and progress monitoring data when determining student eligibility criteria for interventions. Any student not making adequate progress must be considered for additional support.

Schools identified as Additional Targeted Support and Improvement (ATSI) or ATSI At-Risk (Attachment A-2) must ensure that TIIP intervention services meet the needs of students in their identified student group(s).

Student groups include:

- African American (AA)
- English Learner (EL)
- Homeless (HOM)
- Latino (HI)
- Socio-Economically Disadvantaged (SED)



Students With Disabilities (SWD)
White (WH)

Students in grades PreK, TK and ETK are not eligible to participate in TIIP intervention.

IV. Parent Notification

All plans for TIIP intervention and final session evaluations should be shared with the School Site Council and written in the SSC agenda minutes.

Parental permission is required before any student may participate in a TIIP intervention program scheduled outside of the regular school day. Parents are to be notified that their son/daughter is at risk of not meeting grade level standards and should attend TIIP Intervention.

At the conclusion of the intervention session, parents are to receive a copy of the *Report of Student Progress, TIIP Intervention* (Attachment B).

V. Organization for Instruction

- A. The school-based instructional leadership team will consider interventions based on an analysis of current student achievement data.
- B. The following are examples of TIIP scheduling options:
 - 1. During the school day
 - a. Push-in
 - b. Pull-out
 - 2. Before/After the school day
 - 3. Saturdays or unassigned days
- C. The length of each session and the duration of the planned intervention should be designed to maximize learning for those students selected to participate. Students with severe needs may benefit from more extensive intervention. Ways to increase intervention intensity include: reducing group size, increasing instructional time, and altering instructional methodology.
- D. Classes are to be organized to facilitate effective delivery of evidence-based and targeted instruction and support. Class size is determined by the school leadership team based on student need, the number of students who need support, allocated funding, and staff availability. Daily attendance must be



maintained. Low enrollment classes may be subject to closure.

All TIIP intervention instruction must be completed prior to the Memorial Day Holiday weekend, **May 22, 2020**.

VI. Intent to Offer TIIP Intervention

- A. Once schools have decided upon the structure and schedule of their intended TIIP intervention, schools are to complete the *Intent to Offer TIIP Intervention* form (Attachment C). This form, and all other required additional documents, must be submitted to Beyond the Bell Branch Academic Intervention Unit by email to btb-intervention@lausd.net no later than three (3) weeks prior to the start of each planned intervention session. Schools may not begin intervention until all documents have been signed, submitted and approved.
1. Schools are required to complete all information at the top of the *Intent to Offer TIIP Intervention* form and include contact information of the person on campus who is able to answer questions about the planned intervention.
 2. The TIIP program funding code is **7T143**. If the planned intervention will be supported with additional school site funds, indicate the program(s) these other funds will come from (e.g. general funds, 7S046, etc.).
 3. Write a concise description of the planned intervention. Indicate *why* this particular intervention is needed (the purpose), *who* qualifies to attend (specific criteria), and *how* you will know the students have benefited from participating (measureable objectives). Be specific. Be brief. An example might read: "CA Dashboard results indicate red literacy levels for Homeless and EL students (*why*). Students with Accelerated Reader (AR) reading levels 3 or more years below grade level, will receive small group Language! instruction (*who*). 75% of students will increase reading level by .4 per AR posttest (*how*)."
 4. Use a separate line to describe each intervention class that will be held. Complete each column:
 - a. Enter the grade level of the students that will participate in the class. (TK, ETK and PreK students are not eligible to participate in TIIP.)
 - b. Enter the single subject to be taught (ELA, Math, Science or Social Science/History; not ELD).
 - c. Enter the class size.
 - d. Indicate the curriculum that will be used for instruction.
 - e. Identify the pre and post-tests that will be used to



- measure student growth.
- f. Enter the start date of the intervention session.
 - g. Enter the last date for the intervention session.
 - h. Specify the class meeting schedule. Include the day(s) of the week *and* the times during the day.
 - i. Using a calendar, count up the total number of actual meeting days. Exclude holidays, unassigned days, school breaks, and special event days that prevent holding intervention.
 - j. Enter the number of minutes that the class will meet each day. A Saturday class planned for longer than two (2) hours should include a break. Breaks are not instructional and may not be counted as instructional time.
 - k. Calculate the total number of hours for the class.
(column I x column J) ÷ 60 = # Total hours.

Complete an additional line for each class, adding and numbering pages as needed. The Principal is to sign and date the form. Submit the *Intent to Offer TIIP Intervention* and *TIIP Budget Planning Worksheet*, along with all other required forms/documents, at least three (3) weeks prior to the start of a session for review/approval.

VII. TIIP Funds

TIIP funding will be available for eligible schools to use throughout the current school year only. Funds will not carry over. Schools should plan multiple interventions throughout the school year in response to the changing needs of their students. Schools are not required to plan and request TIIP funding all at once.

TIIP funds are to be budgeted to support implementation of the planned intervention using the *TIIP Budget Planning Worksheet* (Attachment D). All funds requested must match the planned intervention program described in the *Intent to Offer TIIP Intervention* (Attachment C).

Teacher Tutor X-time may be budgeted for classroom teachers to provide instruction beyond their regular workday. Substitute teachers may not be paid from TIIP. Out of classroom teachers, counselors, and coordinators that receive a stipend or differential may only be paid to teach TIIP intervention when it occurs after their regular workday hours have been completed.

TIIP funds *may not* be used to pay teachers for break time or for



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providing supervision during breaks.

General supplies may not be purchased with TIIP funds. Schools may not purchase items that are considered part of the regular instructional program (supplanting).

A maximum of \$1 per participating student may be budgeted for the following custodial supplies only:

- Hand soap
- Paper towels
- Toilet tissue
- Toilet seat covers
- Trash bags

Schools must submit both a completed *Intent to Offer TIIP Intervention* form (Attachment C) and a completed *TIIP Budget Planning Worksheet* (Attachment D) when requesting funds. When applicable, the following additional documents are also required:

1. [Request for Extra Duty Pay for Certificated Administrators \(HR Form 9051\)](#) signed/approved by the Local District Superintendent or designee when intervention is planned on Saturdays or unassigned days.
2. *Supplemental Instructional Resources Request* form(s) (Attachment E) when purchasing material not listed as preapproved in the Federal and State Education Program (FSEP) *2019-2020 Program and Budget Handbook*, Appendix C.
3. Vendor quote(s) for all supplemental materials, new software licenses, or an existing license renewal.

The Beyond the Bell Branch Academic Intervention Unit will review all documents submitted. Upon approval, schools will receive a transfer of funds into **Program Code 7T143**. The Beyond the Bell Branch Academic Intervention Unit will notify the school personnel when funds have posted into the school's account and are available for immediate use. Beyond the Bell will upload the approved *Intent to Offer TIIP Intervention* (Attachment C) and *TIIP Budget Planning Worksheet* (Attachment D) to the school's Single Plan for Student Achievement (SPSA) website for public viewing.

Schools are not to begin or hold an intervention without prior approval and receipt of TIIP funds. All school expenditures and time reporting must align with the approved TIIP intervention plan. Any expenditures that are not reflected in the approved documents and/or overdrafts, may be subject to payback with the school's



general fund at the end of the school year. There is no “after-the-fact” funding. Any change in budget must be requested in advance through Beyond the Bell.

Schools are responsible for placing orders and purchasing approved supplemental instructional materials and/or custodial supplies using their allocated TIIP funds. P-Card and Imprest accounts *may not* be used for TIIP expenditures. When making purchases, a copy of the approved *Intent to Offer TIIP Intervention* (Attachment C), *TIIP Budget Planning Worksheet* (Attachment D), *Supplemental Instructional Resources Request* (Attachment E) and corresponding quotes (when applicable) are to be uploaded online in the “Shopping Cart” for approval.

The deadline to submit TIIP Grade K-8 intervention plans along with requests for funding is **April 24, 2020**.

All TIIP purchases must be completed by **May 5, 2020**. All goods must be received no later than **June 30, 2020**.

VIII. TIIP Budget Planning Worksheet

- A. Schools are required to complete all school information at the top of the *TIIP Budget Planning Worksheet* (Attachment D).
1. Teachers are paid Tutor Teacher X-time when providing TIIP instruction. To calculate the total number of hours needed to fund intervention, add up the number of hours found in column K on each line of the *Intent to Offer TIIP Intervention*. Using the hourly cost of \$85.00 per hour, calculate the amount needed. The budget cost of \$85.00 per hour is an average cost that includes benefits. This is not a teacher’s pay rate.
 2. Reasonable teacher planning time may be budgeted. This may not exceed 10% of budgeted instructional time (maximum 6 minutes planning time for every 60 minutes of tutoring time). For example: Teacher Tutor X-Time = 120 hours. Planning time maximum is $120 \times .1 = 12$ hours (Non-Tutor).
 3. Out of classroom teachers, coordinators, and counselors that receive additional pay (differentials or stipends) may only be paid to teach intervention beyond their regular workday. TIIP funds may not be paid for teachers, coordinators or counselors to help organize intervention sessions or facilitate faculty meetings. Only current District administrators may monitor Saturday programs.



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When a coordinator or counselor teaches intervention (Tutor), up to 10% additional time may be added to their budget line for reasonable planning (Non-Tutor). For example: Intervention class total hours = 15 hours (Tutor). 10% for planning = 1.5 hours (Non-Tutor). Budget total request (Tutor + Non-Tutor) is $15 + 1.5 = 16.5$ hours.

4. When intervention is planned for Saturdays or other unassigned days, the school may budget Extra Duty Pay for one administrator to be present using the cost of \$85.00 per hour. This is an average cost that includes benefits and is not the administrator's pay rate.

Prior to submitting the request for TIIP funding, the school must complete and obtain their LD Superintendent's approval signature and date on a [Request for Extra Duty Pay for Certificated Administrators \(HR Form 9051\)](#)

Schools may include up to 30 minutes before and 30 minutes after the scheduled intervention when requesting Extra Duty Pay.

Submit the approved/signed [Request for Extra Duty Pay for Certificated Administrators \(HR Form 9051\)](#) along with the *Intent to Offer TIIP Intervention* (Attachment C) and *TIIP Budget Planning Worksheet* (Attachment D) to Beyond the Bell.

There will be no "after-the-fact" approval for extra duty pay using TIIP funds, based upon the Superintendent's signature/approval date.

5. Supplemental instructional curriculum, resources, and first time software licenses may be purchased and are budgeted as Supplemental Instructional Material (Object 430010). Quotes must be submitted for all proposed purchases.

District preapproved supplemental resource information is found in the [FSEP 2019-2020 Programs and Budget Handbook, Appendix C](#). The purchase of all other materials requires the school to submit a *Supplemental Instructional Resources Request* (Attachment E) with a vendor quote together with the *TIIP Budget Planning Worksheet* (Attachment D).

6. The renewal and extension of current software licenses may be budgeted as Software Licenses Maintenance (Object 580020). Start dates for all licenses must occur no later than May 5, 2020 and end dates must be no later than



June 30, 2020. Contract quotes are to be submitted along with the *TIIP Budget Planning Worksheet* (Attachment D).

Copy machine contracts may not be paid with TIIP funds.

7. Limited custodial supplies may be purchased to support the planned intervention. The total amount may not exceed \$1 per participating intervention student. Approved custodial supplies include: hand soap, paper towels, toilet seat covers, toilet tissue, and trash bags.
8. Schools may hire and budget for Limited Contract Teachers with assistance from the Human Resources division. All regulations apply as outlined in the *FSEP 2019-2020 Program and Budget Handbook*.

IX. Extra Duty Pay Request for Certificated Administrators

Saturday TIIP Intervention classes and classes held during other unassigned days must be monitored by an administrator. Schools should communicate with their Director their plans for administrative coverage on these days. Only employees in an active administrative position may fulfill the duties of Principal designee. A separate [Request for Extra Duty Pay for Certificated Administrators \(HR Form 9051\)](#) must be completed for each employee that is to receive pay. Only one administrator may be paid per Saturday/unassigned day.

1. During TIIP intervention, administrators are to provide *instructional support and monitoring through classroom observations, providing teachers actionable feedback.*
2. Include every date that requires Extra Duty Pay on the form(s).
3. Administrators may work up to 30 minutes before and 30 minutes after the scheduled intervention program start and end times.
4. Enter the correct school TIIP Program information:
Fund: **010-3010**
Functional Area: **1110-2700-7T143**

Submit the signed and approved [Request for Extra Duty Pay for Certificated Administrators \(HR Form 9051\)](#) form along with the *Intent to Offer TIIP Intervention* (Attachment C) and *TIIP Budget Planning Worksheet* (Attachment D) to btb-intervention@lausd.net.

It is the responsibility of the school to request and obtain Extra Duty Pay approval. There will be no “after the fact” approval for this expenditure with TIIP funds.



X. Instructional Program

A. Curriculum

TIIP is a Tier 2 intervention program designed to support students that are not meeting or are at risk of not meeting grade level standards. Based on an analysis of student achievement data and funding program guidelines, the school leadership team will determine the appropriate curriculum and resources for TIIP. [BUL-5209.1, Criteria for Evaluating Instructional Materials, dated August 22, 2016](#) provides guidelines on the selection of supplemental curriculum to provide targeted assistance to students based on proficiency levels, academic assessment data, and class performance. The [FSEP 2019-2020 Programs and Budget Handbook, Appendix C](#), provides a list of pre-approved supplemental instructional resources.

Schools are to submit a *Supplemental Instructional Resources Request* (Attachment E) and quotes with the *Intent to Offer TIIP Intervention* (Attachment C) and *TIIP Budget Planning Worksheet* (Attachment D) as necessary.

Instructional materials that are regular supply items for the general core program at the school (paper, pencils, etc.) may not be purchased with TIIP funds. Computers and other equipment are not approved purchases.

B. Instruction and Monitoring

Effective intervention instruction must be focused, explicit, sustained, and monitored in order to meet the specific needs of all students, including English Learners (ELs), Students with Disabilities (SWDs) and Socio-Economically Disadvantaged (SEDs). Teachers must implement high quality standards-based learning activities with clear expectations for student learning. TIIP funding may not be used for ELD/ESL intervention.

Title I requires schools to provide documentation of program monitoring. Teachers and administrators are encouraged to review and use the *Intervention Observation Snapshot* (Attachment F) when planning, implementing, and monitoring their TIIP Intervention program. This form is aligned to the Teaching and Learning framework created specifically for intervention settings. Administrators are required to monitor TIIP intervention.



XI. TIIP Session Evaluation

TIIP intervention is part of a school's continuous process to respond to students' academic needs. At the conclusion of every TIIP intervention session, the school is required to complete and submit a *TIIP Session Evaluation* (Attachment G). This evaluation is designed to help schools reflect upon the student learning results from their TIIP intervention and plan for future success. The evaluation results should be shared with stakeholders at a School Site Council meeting and documented in the meeting agenda notes.

A. Complete the school's TIIP information at the top of the *TIIP Session Evaluation* (Attachment G) including session details. ATSI and ATSI at-risk schools are to include their identified student group information.

Answer the four questions in brief and specific terms.

1. List the TIIP intervention measurable objectives from the approved *Intent to Offer TIIP Intervention* (Attachment C). This is *how* the school determines if students were successful.
2. Provide student data as related to the stated objectives. Examples might read "Posttest fluency average increases: Grade 2 = +12 WPM; Grade 3 = +26 WPM", "75% of Grade 4 participants moved from orange to yellow DIBLES MOY".
3. Write a brief evaluation of the TIIP intervention session implemented at the school.
4. Describe modifications that the school will make to ensure TIIP intervention objectives can be met in future sessions.

B. Submit a completed *TIIP Session Evaluation* (Attachment G) no later than two (2) weeks after the conclusion of each intervention session via email to btb-intervention@lausd.net.

Upon receipt, Beyond the Bell will upload a copy of the *TIIP Session Evaluation* (Attachment G) onto the school's SPSA website for public viewing.

XII. Staffing

A. Teacher Selection

1. Intervention teachers must be highly qualified credentialed teachers in the class/course being offered.
2. Schools are to follow the priority and selection guidelines referenced in LAUSD/UTLA agreement.
3. On site coordinators and other non-classroom teachers that



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receive extra pay (differentials or stipends) may not be paid Tutor X-time during their regular (obligated) 8-hr assignment/day (see LAUSD/UTLA agreement Article IX section 3.4 item C).

4. The use of substitutes for intervention is not an allowable TIIP expenditure.

B. Clerical and Custodial Support

Clerical overtime may not be paid with TIIP funds. Custodial overtime may not be budgeted with TIIP funds.

XIII. Attendance Accounting and Documentation

All intervention services must be entered in MiSiS as a Title I Intervention Program - TIIP.

A. Placement in Intervention

All students are to have documentation in My Integrated Student Information System (MiSiS) of their eligibility and participation in TIIP. This record of intervention becomes part of the student's school history and is used in making educational decisions. Schools are to accurately record the intervention services offered and completed for each student. Every student eligible to participate in TIIP intervention should have information entered in the *Student Intervention Service* screen.

1. Identification of students eligible to participate in TIIP occurs in MiSiS before the intervention begins. Use the role of Office Manager, Categorical Program Coordinator, or Counselor to log in, identify 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>. Click on "Job Aids", select "more..." and click on "Academic Interventions". Click on "Placement and Update Academic Intervention" for step by step assistance.

The *MiSiS Academic Intervention Service Screen* (Attachment H) fully describes each field to be used for the Title I Intervention Program - TIIP. There are eight (8)* required entry fields that must be completed.

2. To generate a list of students successfully entered in TIIP, go to the MiSiS "Reports" header, select "Programs", and then select "Intervention Service Report". Enter the



parameter (dates) of your TIIP program and click on “View Report”. When downloaded as an Excel document, schools can easily identify students with missing required data, organize class lists, prepare class rosters and populate class attendance registers (using cut/paste functions).

B. Attendance Accounting

Paper *Attendance Registers* (Attachment I) must be used for recording daily attendance. Every intervention teacher must have and maintain an accurate class attendance register. Office staff prepare attendance registers by completing all school and intervention program information at the top of the page, including class meeting dates and times.

Daily attendance is not taken online for intervention classes. Students are not entered in MiSiS “Courses” for intervention during the school year.

Daily attendance is to be recorded as follows:

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

1. At the conclusion of TIIP Intervention, teachers must complete the *Attendance Register* (Attachment I) by:
 - a. Calculating the total Present Hours of attendance for each student.
 - b. Assigning a Final 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 record.
 - c. Certifying the accuracy of attendance and grades by signing each page of their attendance register.
 - d. Submitting all documentation to the school office staff within one week of the conclusion of the TIIP Intervention class.
2. At the conclusion of the TIIP Intervention session, office staff must enter final information in the MiSiS Student Intervention Service screen for all students placed in the intervention program:



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- a. Actual Participation Duration (total attendance)
- b. Participation Outcome (★Progress Report Mark)
- c. All required missing data (see Attachment H).
- d. For students who are placed in an intervention class, but did 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 after attending only part of the TIIP intervention session, the office staff is to enter the actual number of hours attended and may select “Student Drop Out” for their Participation End Reason. Students who attend less than one-half of the program should receive an “I”/Incomplete as their Participation Outcome & Progress Report Mark.

C. Required Documentation

The following TIIP documentation is to be kept on file at the school site for five years in the event of an audit:

1. Student eligibility lists
2. Class rosters
3. Attendance registers
4. Student pre and posttest data
5. Timecards and records in accordance with guidelines found in the [Payroll Concepts Manual, dated February 2017](#)
6. Title I Periodic Certification as required in [BUL-2643.9, Documentation for Employees Paid from Federal and State Categorical Programs, dated July 9, 2019.](#)

The following TIIP documentation is to be emailed no later than two (2) weeks after close of the intervention session to btb-intervention@lausd.net:

1. MiSiS Intervention Service Report containing all required student information. Download and save the MiSiS report as an Excel document and email the file.
2. *TIIP Session Evaluation* (Attachment G).

XIV. Payroll Procedures

Payroll Procedures require that a separate District timecard must be kept for each employee and funding source. Follow District and Federal guidelines as found in [Payroll Concepts Manual, dated February 2017](#) and [BUL-2643.9, Documentation for Employees Paid from Federal and State Categorical Programs, dated July 9, 2019.](#)



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All time reporting must be completed no later than two (2) weeks after the conclusion of the intervention session.

XV. Food Services

TIIP funds may not be used to purchase food. If you have any questions, please contact your Area Food Services Supervisor or call Food Services at (213) 241-2993.

XVI. Transportation

Schools are advised to coordinate after school intervention programs with late buses when available. Schools may not use TIIP funds to order additional buses.

RELATED RESOURCES:

[BUL-2643.9, *Documentation for Employees Paid from Federal and State Categorical Programs*, dated July 9, 2019](#)

[REF-43782, *Implementing a Multi-Tiered System of Supports Framework*, dated July 1, 2019](#)

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

[BUL-6517.1, *Additional Review Process for Title I Expenditures \(Shopping Carts, Imprest Reconciliations, P-Card Reconciliations and Payroll Overdrafts\)*, dated September 12, 2016](#)

Evidence-based Intervention Bench directory
[https://achieve.lausd.net/cms/lib/CA01000043/Centricity/domain/98/doc/master%20agreements/Directory of Evidence based Interventions for State Identified Schools.pdf](https://achieve.lausd.net/cms/lib/CA01000043/Centricity/domain/98/doc/master%20agreements/Directory_of_Evidence_based_Interventions_for_State_Identified_Schools.pdf)

Federal and State Education Program Website:
<http://achieve.lausd.net/fsep>

ASSISTANCE: For additional assistance, please contact Nancy Robinson, Beyond the Bell Academic Intervention Administrator, at nancy.robinson@lausd.net or (213) 241-2640.



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ATTACHMENT A-1

TIIP –Intervention
2019-2020 School List
Grades K-8



LD - CENTRAL		
7288	C	28 TH ST EL
3932	C	49 TH ST EL *
2178	C	ARAGON AVE EL
2219	C	ASCOT AVE EL *
8057	C	BERENDO MS
8094	C	CARVER MS
8045	C	CASTRO MS
8062	C	CLINTON MS
8132	C	FOSHAY LC
4681	C	HARMONY EL
8064	C	KIM ACADEMY
6534	C	KING JR. EL *
2393	C	LAKE ST PRIMARY *
8058	C	LIECHTY MS *
8200	C	LOS ANGELES ACAD MS *
5113	C	MACK EL
7220	C	MAPLE PC *
5205	C	MAYBERRY ST EL
5173	C	NAVA LEARNING ACAD
5630	C	NORMANDIE AVE EL *
6868	C	OBAMA GLBL PREP ACAD
2311	C	POINDEXTER LAMOTTE EL *
7771	C	RFK AMBSDR GLBL LDSH
7783	C	RFK NEW OPEN WLD
5385	C	RIORDAN PC *
6370	C	ROSEMONT AVE EL *
7151	C	WEEMES EL
2542	C	WHITE EL

LD - WEST		
3959	W	42 ND ST EL
3795	W	59 TH ST EL *
6781	W	6 TH AVE EL
8028	W	AUDUBON MS
7569	W	BALA
8038	W	BANCROFT MS
7123	W	BRADLEY GLBL AW MAG
2507	W	BRENTWOOD EL SCI MAG
2945	W	CENTURY PARK EL
8245	W	COCHRAN MS *
3178	W	COLISEUM EL *
8170	W	HARTE PREP MS
4528	W	HILLCREST DR EL
4786	W	LA SALLE AVE EL *
8226	W	LE CONTE MS
5110	W	MANHATTAN PLACE EL *
8235	W	MARINA DEL REY MS *
1949	W	MARLTON SCHOOL *
8255	W	MUIR MS
6178	W	RAMONA EL *
6740	W	SHORT AVE ES *
7574	W	UCLA MANN MS
7534	W	VINE ST ES
8481	W	WEBSTER MS
7644	W	WEST ATHENS EL *
7671	W	WESTERN AVE EL
7863	W	WOODCREST EL *
4658	W	YES ACADEMY

* ATSI or ATSI At-Risk school



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ATTACHMENT A-1

TIIP Intervention 2019-2020 School List Grades K-8



LD - SOUTH		
5836	S	109 TH ST EL
5884	S	112 TH ST EL
5582	S	93 RD ST EL
2146	S	ANNALEE EL *
8060	S	BETHUNE MS
2473	S	BONITA ST EL *
2685	S	CABRILLO AVE EL *
8104	S	DANA MS
8112	S	DREW MS *
8113	S	EDISON MS
5781	S	FLOURNOY EL *
6795	S	GARCETTI LA *
8160	S	GOMPERS MS
4274	S	GRAPE EL
5849	S	GRIFFITH JOYNER EL
8237	S	MARKHAM MS
8352	S	PEARY MS *
6301	S	RITTER EL *
6863	S	SOUTH PARK EL
7634	S	WEIGAND AVE EL

LD - EAST		
3836	E	1 ST EL
3548	E	ELIZABETH LC
8151	E	GAGE MS
4534	E	HILLSIDE ES
4562	E	HOLMES AVE ES
4877	S	LILLIAN ST ES *
5438	E	MURCHISON ST EL *
5154	E	ORCHARD ACADEMIES 2C
8153	E	SOUTHEAST MS
8387	E	STEVENSON CCP
8390	E	WALNUT PARK MS SJ/SL

* ATSI or ATSI At-Risk school



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TIIP Intervention 2019-2020 School List Grades K-8



LD - NORTHEAST		
2205	NE	ARMINTA ST EL
8080	NE	BYRD MS *
2726	NE	CAMELLIA AVE EL
7401	NE	CARDENAS EL
7432	NE	COLUMBUS AVE EL
8142	NE	FULTON COLLEGE PREP *
8228	NE	MACLAY MS
5397	NE	MORNINGSIDE EL *
8240	NE	MOUNT GLEASON MS *
8306	NE	OLIVE VISTA MS
8321	NE	PACOIMA MS
6096	NE	PLAINVIEW ACAD CA *
8116	NE	ROMER MS
7027	NE	SYLVAN PARK EL
7438	NE	VAN NUYS EL
8434	NE	VAN NUYS MS
8117	NE	VISTA MS

LD - NORTHWEST		
2110	NW	ANATOLA AVE EL *
2802	NW	CAPISTRANO AVE EL *
8102	NW	COLUMBUS MS *
8174	NW	HENRY MS *
8217	NW	LAWRENCE MS *
8259	NW	MULHOLLAND MS
8283	NW	NORTHRIDGE MS *
7404	NW	SANTANA ARTS ACAD
8363	NW	SEPULVEDA MS *
8406	NW	SUTTER MS

* ATSI or ATSI At-Risk school



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ATTACHMENT A-2

2019-2020 TIIP – Intervention Schools ATSI - Additional Targeted Support and Improvement



Loc Code	LD	School Name	Student Groups				
3795	W	59 TH ST EL	AA				SWD
2110	NW	ANATOLA EL					SWD
2473	S	BONITA EL					SWD
8080	NE	BYRD MS					SWD
8245	W	COCHRAN MS					SWD
3178	W	COLISEUM EL	AA			SED	
8102	NW	COLUMBUS MS					SWD
8104	S	DANA MS					SWD
8112	S	DREW MS	AA				SWD
8142	NE	FULTON COLLEGE PREP					SWD
6795	S	GARCETTI LA	AA				SWD
8174	NW	HENRY MS					SWD
4786	W	LA SALLE EL	AA				
8058	C	LIECHTY MS					SWD
4877	E	LILLIAN ST EL					SWD
8200	C	LOS ANGELES ACAD MS	AA				SWD
5110	W	MANHATTAN PLACE EL	AA				
8235	W	MARINA DEL REY MS	AA				SWD
1949	W	MARLTON SCHOOL					SWD
5397	NE	MORNINGSIDE EL					SWD
5438	E	MURCHISON ST EL		EL			
5630	C	NORMANDIE AVE EL	AA				
8283	NW	NORTHRIDGE MS			HI		
6178	W	RAMONA EL					SWD
6370	C	ROSEMONT AVE EL					SWD
8363	NW	SEPULVEDA MS	AA				SWD
7644	W	WEST ATHENS EL	AA				

AA = African American

EL = English Learner

HI = Latino

SED = Socio-Economically Disadvantaged

SWD= Students With Disabilities



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ATTACHMENT A-2

2019-2020 TIIP – Intervention Schools At-Risk of Additional Targeted Support and Improvement For two or More Student Groups



Loc Code	LD	School Name	Student Groups					
3932	C	49 TH ST EL	AA		HOM			
2219	C	ASCOT AVE EL	AA				SWD	
6534	C	KING JR EL			HOM		SWD	
2393	C	LAKE ST PRIMARY		HI		SED		
7220	C	MAPLE PC		HI		SED	SWD	
2311	C	POINDEXTER LAMOTTE EL	AA				SWD	
5385	C	RIORDON PC		HI		SED		
8240	NE	MOUNT GLEASON MS				SED	SWD	
6096	NE	PLAINVIEW ACAD CA					SWD	WH
2802	NW	CAPISTRANO AVE EL					SWD	WH
8217	NW	LAWRENCE MS			HOM		SWD	
2146	S	ANNALEE AVE EL			HOM		SWD	
2685	S	CABRILLO AVE EL	AA		HOM			
5781	S	FLOURNOY EL	AA				SWD	
6301	S	RITTER EL	AA				SWD	
8352	S	PEARY MS	AA		HOM			
6740	W	SHORT AVE EL	AA				SWD	
7863	W	WOODCREST EL	AA		HOM			

AA = African American
 HI = Latino
 HOM = Homeless
 SED = Socio-Economically Disadvantaged
 SWD = Students With Disabilities
 WH = White



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ATTACHMENT B

**REPORT OF STUDENT PROGRESS
TIIP INTERVENTION**



Student's 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	Date Taken:	Date Taken:	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory <input type="checkbox"/> Incomplete* * Student attended less than 1/2 of program sessions
	Pre-Test Score:	Post Test Score:	

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

Teacher Comments:

Teacher Signature _____ Date _____ Principal _____

Copy to: Parent / Guardian
Elementary/Secondary Student File



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ATTACHMENT B

September 20, 2019



PROGRESO DEL ESTUDIANTE TIIP INTERVENCIÓN

Nombre _____ Grado ____ Maestro _____

Escuela _____

Fecha del Programa: Desde: _____ Hasta: _____

Asistencia: Horas Presente: _____ Horas Ausente: _____

SUBJECTO	EXAMEN PRELIMINAR	EXAMEN SECUNDARIO	PROGRESO GENERAL
<input type="checkbox"/> Arte del Lenguaje Ingles <input type="checkbox"/> Matemáticas <input type="checkbox"/> Ciencias <input type="checkbox"/> Ciencias Sociales/Historia	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*
★ 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



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ATTACHMENT C



**BEYOND THE BELL BRANCH, ACADEMIC INTERVENTION UNIT
2019-2020 Intent to Offer TIIP – Title I Intervention Program**

School: _____ Cost Center: _____ School Phone: _____

Contact Person: _____ Email @lausd.net: _____ Title: _____

Program Funding: TIIP Other Funds (Identify): _____ ATSI Identified Student Group(s): EL HOM SED SWD
 AA HI WH N/A - Not ATSI

Briefly describe intervention including: program rationale (purpose), specific student eligibility criteria, and intended measurable objectives.

**Complete one line below for each intervention class to be held. Complete multiple pages as needed.
THIS FORM IS DUE 3 WEEKS PRIOR TO THE START OF THE INTERVENTION PROGRAM/SESSION ALONG WITH ALL SUPPORTING DOCUMENTS.**

A	B	C	D	E	F	G	H	I	J	K
Grade	Subject	Class Size	Curriculum	Pre and Posttest	Program Start Date	Program End Date	Schedule of Days with Start & End Times	Total # of Meeting Days	Minutes per Class Meeting	Total # of Hours

(Date)

(Principal Name)

(Principal Signature)

Return this form to the Beyond the Bell Branch Academic Intervention Unit
via email: btb-intervention@lausd.net

Page _____ of _____



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ATTACHMENT D



2019-2020 TIIP - TITLE I INTERVENTION PROGRAM
BUDGET PLANNING WORKSHEET
PROGRAM CODE 7T143

SCHOOL NAME			LD	COST CENTER	SCHOOL PHONE NUMBER		
FUND	FUNCTIONAL AREA	OBJECT	POSITION ACCOUNT TITLE		COST	# HRS.	AMOUNT
010-3010	1110-1000-7T143	110004	Tutor Teacher X-Time		\$85/ hr.		
010-3010	1110-1000- 7T143	110004	Teacher X-Time (Non-Tutor*) Planning time may not exceed 10% of instructional time worked		\$85/ hr.		
010-3010	1110-2100- 7T143	190004	Coordinator X-Time (Tutor + Non-Tutor *) Only time worked after the regular assigned day.		\$85/ hr.		
010-3010	1110-3110-7T143	120024	Counselor X-Time (Tutor + Non-Tutor*) Only time worked after their regular assigned day.		\$85/ hr.		
010-3010	1110-2700- 7T143	130004	Saturday Administrator Support & Monitoring **		\$85/ hr.		
010-3010	1110-1000- 7T143	430010	Supplemental Instructional Materials/New software. List items & attach quote(s) ***				
010-3010	1110-1000- 7T143	580020	Software License Maintenance – Renewal Name of Software w/ attached quote(s) ***				
010-3010	1110-8100- 7T143	430003	Custodial Supplies (Max \$1 per pupil for approved items only) ****				
010-3010	Contact HR	TBD	Limited Contract Teacher		TBD		
TOTAL BUDGET REQUEST							

- * Non-Tutor planning time may not exceed 10% of intervention *instruction time worked*.
- ** A signed/approved *Request for Extra Duty Pay for Certificated Administrators* must accompany this worksheet.
- *** Quotes must be attached for all planned purchases. If materials/products for purchase are not listed in Appendix C of the FSEP 2019-2020 Program and Budget Handbook, submit an Attachment H along with this worksheet.
- **** Approved items include: paper towels, hand soap, toilet seat covers, toilet tissue, and trash bags.

TIIP Intervention funding is restricted and must meet all Title I fiscal compliance guidelines and deadlines. All personnel expenditures require time reporting and the completion of Periodic Certification. **Time reporting, entering final MiSiS student data, and submitting a TIIP Session Evaluation must be accomplished no later than two (2) weeks after the conclusion of an intervention session.** Program documents retained on site for five years for audit purposes include: student pre/post test results, signed attendance registers, class rosters, MiSiS Intervention Service Report, timecards, Periodic Certification, and all other expenditure documents. Upon approval, budgeted funds will be allocated to the school and the site administrator will be notified.

NOTE: 2019-2020 TIIP Intervention funds will not carry-over.

Principal's Signature

Date

Submit to Beyond the Bell three (3) weeks prior to planned intervention
via email: btb-intervention@lausd.net

Received	BTB Approval	SPSA Uploaded	Budget Posted	School Notified



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ATTACHMENT F

REF-058498.1
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INTERVENTION OBSERVATION SNAPSHOT K-8

Adapted from the Teaching and Learning Framework (* Focus Standard)



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

Standard / Element	Description	Observed	Notes / Artifacts
Establishing a Culture for Learning (2b2) 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.		
Communicating With Students (3a3) 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 st 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.		
Structures to Engage Students in Learning (3c1) * 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.		
Demonstrating Flexibility and Responsiveness (3e2) 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 _____



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ATTACHMENT G



**2019-2020 TIIP – Title I Intervention Program
Session Evaluation
Grade K-8**

TIIP - Title I Intervention Program funds provide extended learning opportunities for at-risk students or students that are not meeting grade level standards in accordance with the federal Every Student Succeeds Act. Eligible schools that offered supplemental academic TIIP intervention are required to complete a TIIP Session Evaluation in order to review the effectiveness of the implemented intervention.

School: _____ LD: _____

Principal: _____ Signature: _____

Type of Intervention (✓): Credit Recovery Intervention

ATSI Identified EL HOM SED SWD
Student Group(s): AA HI WH N/A – Not ATSI or ATSI At-Risk School

Session Start Date: _____ Number of Students: _____

Session End Date: _____ Number of Classes: _____

Subject(s) taught (✓): ELA Math Science History/Social Science

<p>1. List the measurable objectives for the TIIP intervention. <i>(Refer to the submitted Intent to Offer TIIP Intervention)</i></p>
<p>2. What were the student outcomes?</p>
<p>3. Did the program meet each of the stated objectives above? Why or why not?</p>
<p>4. If any objectives were not met, what modifications will the school make for the next session?</p>

Submit *TIIP Session Evaluation* no later than two (2) weeks after the end of intervention
via email to btb-intervention@lausd.net



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ATTACHMENT H

**MiSiS Academic Intervention Service Screen
TIIP Intervention**
**Required Fields*



	TASK	DIRECTIONS	OPTIONS
1.	<i>*Service Type (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>	Title I Intervention Program - TIIP
2.	Service Status	Select Student Eligible 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 Student Participating .	Student Eligible – indicates a student/family has received a written invitation to attend the intervention program. Student Participating – indicates a student has attended some portion of the intervention program.
3.	<i>*Participation Reason (Required Field)</i>	Select the reason the child is eligible to attend the intervention from the drop down menu.	Failing/Low course grade At-Risk of not meeting grade level standards
4.	<i>*Subject (Required Field)</i>	Select the academic subject area of intervention instruction.	English Language Arts (Reading/Writing) History/Social Science Math Science
5.	<i>*Start Date (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, even those who enroll or begin attending late.
6.	<i>*End Date (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. Use this common date for all students, regardless of their attendance.
7.	Location	(automatic)	
8.	<i>*Teacher (Required Field)</i>	Select the intervention teacher as appropriate.	
9.	Room	Enter the location of the intervention class.	Examples: Lib, 14, Aud.
10.	Notes	Use this space to record important notes.	<i>Examples: “Late bus pickup at 4:15 p.m. T & TH” “No class meetings during Parent conference week”</i>
11.	Parent Confirmation Status	Select the parent’s confirmation of student enrollment in intervention.	YES – Parent confirms student enrollment and planned attendance in intervention – or – NO – Parent acknowledges student will not attend.



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ATTACHMENT H

MiSiS Academic Intervention Service Screen
TIIP Intervention
**Required Fields*



	TASK	DIRECTIONS	OPTIONS		
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="width: 40px; text-align: center;">12</td> <td style="width: 40px; 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.	Round to the nearest hour		
17.	<i>*Participation Outcome (Required Field)</i>	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)		

Submit *Intervention Service Report* no later than two (2) weeks after the end of intervention via email to btb-intervention@lausd.net

