



LOS ANGELES UNIFIED SCHOOL DISTRICT  
MEMORANDUM

**TITLE:** CORE Intervention Programs 2016-2017, Grades K-8

**NUMBER:** MEM-6757.0

**ISSUER:** Thelma Meléndez de Santa Ana, Ph.D.  
Chief Executive Officer  
Office of Educational Services

Alvaro Cortés, Senior Executive Director  
Beyond the Bell Branch

**ROUTING**

Local District Superintendents  
Administrators of Instruction  
LD Instructional Directors  
Counselor Coordinators  
Instructional Coordinators  
Principals/Assistant Principals  
Counselors  
School Coordinators  
School Administrative Assistants

**DATE:** September 28, 2016

**PURPOSE:** The purpose of this Memorandum is to provide guidance and assistance for CORE funded intervention programs in grades K-8.

**MAJOR CHANGES:** CORE participating schools for 2016-2017 are listed as Attachment A.

**GUIDELINES:** I. Background

LAUSD has allocated Title I funds to provide extended learning opportunities for at-risk students or students that are not meeting grade level standards in the core subjects of English language arts, mathematics, science and history/social science. Priority & Focus CORE schools may offer supplemental academic intervention throughout the school year to support current core instruction.

CORE and Intervention funds are available for schools identified as Priority and Focus schools, for the 2016-2017 school year. Refer to the included list of *2016-17 CORE Elementary and Middle School Sites* (Attachment A).

This memorandum provides required procedures to facilitate the implementation of CORE Title I funded intervention programs. All federally funded intervention expenditures must be described in the “ELA/Math Academic Domain” pages of the Single Plan for Student Achievement (SPSA).

II. Guidelines

A. Multi-tiered Support  
Effective first teaching is the foundation for all instructional



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programs. The classroom teacher provides intervention and additional instructional support for all students as described in BUL-4827.1, *Multi-Tiered Framework for Instruction, Intervention, and Support*, dated September 1, 2009.

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

1. Alignment to principles of a multi-tiered framework for instruction, intervention, and support.
2. Monitoring of student achievement progress with formative assessments.
3. Flexibility in scheduling, grouping, and class size.
4. Subject-specific curriculum that is flexible enough to target individual student needs.

### B. Funding for CORE Intervention

Schools identified through the CORE as Priority or Focus are eligible for supplemental Title I funding to support academic intervention for students at risk of not meeting grade level standards. Individual school allocations are based upon a CORE funding formula of at-risk students. All CORE Intervention allocations and expenditures must follow Title I program guidelines and directions.

CORE Intervention uses Title I federal funds and therefore must be used to supplement, not supplant the core program. Accordingly, schools may not use CORE funds for intervention that provides test preparation such as California English Language Development Test (CELDT), Smarter Balanced Assessment Consortium (SBAC) or any other state mandated assessments. CORE funds may only be used to provide intervention in the core subjects of English language arts, mathematics, science and history/social science. Schools must seek council approval for any intervention funded with categorical funds not written in their SPSA.

### III. Student Eligibility Identification

#### A. Targeted Students

The school leadership team is to determine the targeted student population to receive intervention based on multiple criteria and



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assessments, including the CORE school eligibility designation. 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.

Students in grades 5/6 and 8 generally do not attend summer Extended Learning Opportunity Summer (ELOS) programs and should be provided intervention during the school year to accommodate this phenomenon.

#### 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 and should attend the CORE 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.

A copy of the Parent Notification Letter is to be filed in a school CORE Intervention file upon receipt. At the conclusion of the intervention session, parents should receive a copy of the *Report of Student Progress in CORE Intervention* (Attachment C).

#### V. Organization of Instruction

The school-based instructional leadership team should consider specific interventions based on an analysis of current student achievement data. The following are examples of CORE Intervention options:

1. During the school day
  - a. Pull-in
  - b. Clustering
  - c. Learning Center
2. Before/after the school day
3. Saturday

Classes should be organized to facilitate the delivery of data-based targeted intervention support. ELD intervention and ESL may not be funded with CORE funds (Title I).

Class size is determined by the school leadership team based on allocated



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funding, staff availability, and number of students who need support. Daily attendance must be maintained. Low enrollment classes may be subject to closure.

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

### VI. Budget Requirements for CORE Funding

CORE funding will be available for schools to use throughout the 2016-2017 school year only. Funds will not carry over. Schools are encouraged to plan multiple interventions to occur throughout the school year in response to the changing needs of their students. Schools are not required to plan and request intervention funding all at once.

The Beyond the Bell Branch Academic Intervention Unit will accept intervention plans and requests for funding up until May 5, 2017. All funded intervention must be completed by June 2, 2017. CORE Intervention funds for the 2016-2017 school year will not be available for expenditures after this date.

All schools must submit a completed *Intent to Offer CORE Intervention* form (Attachment D) along with a completed *Budget Planning Worksheet* (Attachment E) when requesting funds.

If applicable, a *Request for Extra Duty Pay for Certificated Administrators* form (Attachment F) and/or *Supplemental Instructional Resources Request* form (Attachment H) may also be required when requesting funds. Funds requested must match the planned intervention program described. These documents are required each time funds are requested.

The Beyond the Branch Academic Intervention Unit will review all documents submitted for CORE Intervention. Upon approval, schools will receive the requested transfer of funds into **Program Code 7T143**. The Beyond the Bell Branch Academic Intervention Unit will notify the principal and fiscal specialist when funds have posted into the school's account and are available for immediate use. There is no "after-the-fact" funding. Any change in budget must be requested through Beyond the Bell.



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CORE funds may be used to support planned intervention, but may not be used to purchase items that are considered part of the regular instructional program (supplanting). A maximum of 1% of the total CORE budget may be expended on General Supplies for intervention use (i.e. paper, pencils). Schools are responsible for placing supplemental instructional material and/or general supply orders using their CORE funds.

### A. Intent to Offer CORE Intervention Form

1. Schools are required to complete all school information at the top of the *Intent to Offer CORE Intervention* form (Attachment D). Include contact information for the person on campus who is able to answer questions about the planned intervention.
2. CORE program funding code is **7T143**. These funds will not be transferred to the school site until the school's intervention plan and accompanying budget worksheet (and any supporting documents) have been approved by the Beyond the Bell Branch Academic Intervention Unit and the Federal and State Education Program offices. Do not begin instruction until funds are in place.
3. Write a concise statement that describes who will attend intervention, why they qualify, and what the instruction will entail on the form. Be specific. Be brief. An example might read: "6th and 7th graders receiving a D or F at the 5-week reporting period in math will receive foundation/prerequisite skills instruction. SMI will provide pre/post-test measures."
4. Use a separate line for each different type of intervention class that will be held.
5. Complete each column to identify the students and class organization planned:
  - a. Enter the grade level(s) of students that will participate in the class.
  - b. Enter the subject area (not ELD).
  - c. Enter the number of classes/teachers there will be for this specific intervention.
  - d. Include the teacher-to-student ratio for each class.
  - e. Write a brief description of the instructional curriculum and include the pre and posttest assessments that will be used to evaluate the effectiveness of the instruction provided.
  - f. Indicate the start date of the intervention program.
  - g. Enter the last date for the intervention program.
  - h. Calculate the total number of instructional meeting days



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- that will occur. Remember to consider holidays, breaks, and special events.
- i. Specify exactly the class meeting schedule, including days of the week and the times during the day that intervention will be held.
  - j. Enter the number of minutes each class meeting will be.
  - k. Multiply the total number of meeting days by the number of minutes per class meeting to calculate the total number of hours (divide by 60) that will be offered for the intervention session in its entirety.
6. Complete additional pages as necessary to describe each different type of intervention class planned. The principal is to sign and date the form. Return the form along with the CORE Intervention Budget Worksheet to Beyond the Bell Branch Academic Intervention Unit at least 3 weeks prior to the start of a session via FAX at 213-241-7562 or via email to [btb-intervention@lausd.net](mailto:btb-intervention@lausd.net).

B. CORE Intervention Budget Worksheet

Schools are required to complete all school information at the top of the *Budget Planning Worksheet* (Attachment E).

1. Teachers are paid teacher tutor X-time when providing CORE Intervention instruction. Using the average teacher hourly rate (including benefits) of \$80.00 per hour, calculate the cost of the total number of instructional hours planned for the entire intervention program. (Total hours of instruction x \$80.00 per hour). \$80.00 per hour is an average budget “cost,” not the “paid rate.”
2. A maximum of 2 hours per intervention teacher for training may be budgeted. The paid training rate is \$25 per hour. (The \$29 cost includes benefits for budgeting.)
3. 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).
4. Categorical or other program advisors may only be paid to teach intervention on Saturdays.
5. If intervention is planned on a Saturday, an administrator must be present. The school may budget Extra-Duty Administrative Supervision for Saturdays only at an average rate of \$80.00 per hour. Prior to starting or funding the program schools must complete and submit a *Request for Extra Duty Pay for Certificated Administrators* (Attachment F) to their LD Superintendent for approval and signature.



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Schools may include up to 30 minutes before and 30 minutes after the scheduled Saturday intervention when requesting Extra Duty Pay. The request must follow the *Guidelines for Extra Duty Pay for Certificated Administrators* (Attachment G) established by the Human Resources Division. There will be no “after-the-fact” approval for extra duty pay when funded with categorical resources. Be sure to submit a copy of the signed/approved *Extra Duty Pay* form with the Budget Worksheet and Intent to Offer CORE Intervention forms to Beyond the Bell. Beyond the Bell, on behalf of the school will secure the required additional FSEP approval.

6. Supplemental Instructional Materials listed in the Federal and State Education Programs and Budget Handbook, Appendix C, are approved purchases. If other materials are desired, the school must complete the *Supplemental Instructional Resources Request* form (Attachment H) and obtain the signature/approval of the LD Instructional Director. When needed, submit this form with the Budget Worksheet to Beyond the Bell.
7. Contracted Instructional Services is a separate line item to be used to purchase additional or extend continuing computer program software and licenses. Computer equipment may not be purchased with CORE funds. New contracts are to be budgeted as Supplemental Instructional Material. Copy machine contracts may not be paid with CORE Intervention funds.
8. Limited general supply materials (e.g. paper and pencils) may be purchased to directly support the planned intervention with CORE funds. The total amount may not exceed 1% of the total available allocation.
9. Schools may hire and budget for limited contract teachers through the personnel division. All regulations apply as outlined in the Federal and State Education Program and Budget Handbook.
10. Clerical relief or Z-time may only be used to support CORE Intervention clerical tasks which must be documented and filed along with a separate time card at the school. Relief or Z-time may only be worked on “unassigned” days as designated on the employee’s District work schedule calendar. No overtime may be reported.
11. CORE funds may not be used for custodial time. Saturday custodial overtime must be funded by other non-Title I funds by the school.



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### C. Request for Extra Duty Pay for Certificated Administrators

Saturday CORE Intervention classes must be monitored by an administrator. Schools should communicate with their directors their plan for administrative coverage on Saturdays. Only employees in an active administrative position may fulfill the duties of principal designee on a Saturday. A separate Extra Duty Pay Request must be completed for each employee that is to receive pay. Only one administrator may be paid per Saturday.

1. Complete the “TO:” portion of the form at the top, indicating the name of the school’s LD Superintendent, location (e.g. NW, NE, S, E, W, & C) and date. Complete the school principal’s information including email and telephone number in the “FROM:” section on the form.
2. In the “RE:” box, complete the requested information for the employee identified to receive extra duty pay: name, employee number, current position, basis, and current location code.
3. Enter a concise but specific description of the intervention program and the support and instructional monitoring tasks that the administrator will provide. FSEP approval is based upon this description.
4. Enter the date of the first and last Saturday the employee will work.
5. The only day of the week that will be considered for approval is Saturday. Enter the dates for each Saturday that the employee is assigned to work in this blank.
6. Enter the start and end time for the employee. Principals may be scheduled to work up to 30-minutes before and 30 minutes after the scheduled intervention program start and end times.
7. Calculate the total number of hours requested for the employee.
8. Complete the Cost Center to be Charged portion for the school including:
  - a. Fund: 010-3020
  - b. Functional Area: 1110-2700-7T143

A copy of the final approved, signed, and dated form must be submitted to the Beyond the Bell Branch Academic Intervention Unit for review. Beyond the Bell will forward the form on the school’s behalf to the Federal and State Education Program office for final approval.

There will be no “after the fact” approval for expenditures with





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CORE Intervention funds. Submit all forms three weeks prior to beginning intervention programs to Beyond the Bell.

### VII. Instructional Program

#### A. Curriculum

CORE Intervention is to support students at risk of not meeting grade level standards. Schools should follow the guidelines for selection of specific instructional materials provided in *BUL-5209.0, Criteria for Evaluating Instructional Materials and Off-Site Instructional Activities*, dated August 13, 2010, to provide targeted assistance to students based on proficiency levels, academic assessment data and class performance. The Federal and State Education Program and Budget Handbook, Appendix C, contains a list of pre-approved supplemental instructional materials that may be purchased with CORE funds.

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 must obtain approval from the LD Instructional Director for purchase of any supplemental instructional materials that are not listed in the FSEP Handbook, Appendix C. Schools are to submit the *Supplemental Instructional Resources Request* (attachment H) with the *Intent to Offer Form* (attachment D) and *Budget Worksheet* (attachment E) to the Beyond the Bell Branch Academic Intervention Unit when requesting funds.

1. Complete the school and contact information at the top of the form.
2. Describe in a concise manner the eligibility criteria of the targeted student population that will receive intervention with the selected supplemental resources.
3. Provide a clear and explicit description for the use of the material(s) as designed in the intervention.

Instructional materials that are regular supply items for the general core program at the school (paper, pencils, etc.) may be purchased with limited CORE funds to support intervention. Computers and equipment are not approved purchases. Special intervention software and computer program licenses may be purchased. Schools may contact the Beyond the Bell Branch Academic Intervention Unit for guidance on materials to be used during an



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intervention.

### B. Instruction

Effective intervention instruction must be focused, explicit, and sustained 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. CORE funding may not be used for ELD/ESL Intervention.

Teachers and administrators are encouraged to review and use the *Intervention Observation Snapshot* form (Attachment I) when planning, implementing, and monitoring their CORE Intervention program. This form is aligned to the Teaching and Learning framework.

### C. Professional Development

Schools may make arrangements with their curriculum providers for professional development. Teaching intervention is voluntary and voluntary professional development is to be paid at the regular rate of \$25 per hour. (See “Update: Professional Development Pay Rates and Criteria for Mandated Professional Development for Certificated Staff” dated August 24, 2015, Office of the Superintendent.) A maximum of 2 hours of professional development per intervention teacher may be budgeted. Acknowledging that implementation of new intervention curriculum may warrant additional hours, please contact Beyond the Bell when such situations arise. Faculty/staff meetings are not professional development.

## VIII. Staffing

### A. Teacher Selection

1. Teachers interested in teaching intervention are to complete the *Teacher Application* form (Attachment K). The teacher must be a highly qualified credentialed teacher in the class being offered.
2. Schools are to follow the priority and selection guidelines referenced in LAUSD/UTLA agreement, *Guidelines for Teacher Selection* (Attachment L).



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3. On site Coordinators and non-classroom teachers that receive extra pay may not be paid teacher tutor X-time during their regular (obligated) 8-hr assignment/day (see LAUSD/UTLA agreement Article IX section 3.4 item C).
4. Teaching intervention is voluntary. All efforts should be made to be fair and equitable in making assignments.

### B. Clerical and Custodial Support

Schools may budget limited clerical relief/Z-time to ensure all required documentation is completed. Time may only be worked on unassigned days according to the employee's District work schedule calendar. Relief clerical time must be documented and limited to intervention tasks only. A list of described duties must be kept on file at the school site for audit purposes along with separate time card. Clerical overtime may not be paid with CORE funds.

Custodial overtime may not be budgeted with CORE funds.

Alternative, non-Titled I funds may be used to support Saturday programs.

### C. Administrative Support

Administrative supervision is an indirect cost that may require special approval. Schools must communicate with their LD directors for guidance on the need for an administrator on Saturdays.

Schools must submit to their LD Superintendent for signature and approval, a *Request for Extra Duty Pay for Certificated Administrators* (Attachment F) prior to the start date of the planned intervention. The request must follow the *Guidelines for Extra Duty Pay for Certificated Administrators* (Attachment G) established by the Human Resources Division. There will be no "after-the-fact" approval for extra duty pay when funded with categorical resources.

## IX. Attendance Accounting and Documentation

All intervention services must be entered in MiSiS.

### A. Placement in Intervention and Attendance Accounting

All students are to have documentation in My Integrated Student



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Information System (MiSiS) of their eligibility and participation in CORE 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. Every student eligible to participate in the CORE intervention should have information entered in the *Student Intervention Service* screen.

1. Identification of students eligible to participate in CORE Intervention occurs in MiSiS before the intervention begins. Using the role of Office Manager, Categorical Program Coordinator, or Counselor to log in, identify 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 <http://misis.lausd.net>. Look for “Training”. Click on “Job Aides” and select “Academic Interventions.” Click on “Placement and Update Academic Intervention” for step by step assistance.

*MiSiS Student Intervention Screen* (Attachment M) fully describes each field available for the CORE Intervention program. For CORE Intervention programs each student must have the following seven (7) required entry items completed:

	<b>Intervention Service</b>	<b>Required</b>	<b>Optional</b>	<b>Do Not Use</b>
1	Service Type – CORE	X		
2	Service Status		X	
3	Participation Reason		X	
4	Subject	X		
5	Start Date	X		
6	End Date	X		
7	Location	Automatic		
8	Teacher	X		
9	Room		X	
10	Notes		X	
11	Parent Confirmation Status		X	
12	Parent Confirmation Date		X	
13	Recommendation Letter Mailed On			X
14	Refusal Letter Mailed			X



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	On			
15	Maximum Participation Allowed/Duration Units		X	
16	Actual Participation Duration	X		
17	Participation Outcome	X		
18	Participation End Reason		X	
19	Updated Date	Automatic		
20	Last Updated By	Automatic		

2. 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 required data, organize class lists, prepare class rosters and populate class attendance registers (when downloaded as an Excel document).
3. Daily attendance will not be taken online for intervention classes through MiSiS. “Courses” are not used for intervention classes during the school year. *Paper Attendance Registers* (Attachment J) are to be used for recording daily attendance by the intervention teachers. Every intervention teacher is to have and maintain an accurate class attendance register.

Office staff are to prepare attendance registers by completing all school and intervention program information at the top, including class meeting dates.

Student information may be transferred from the MiSiS Intervention Services Report to the attendance register if downloaded as an Excel document.

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

E	Entered	Student’s first day of attending
X	Absent	Student did not attend any portion of the day’s session



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- #	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)
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4. At the conclusion of CORE Intervention, 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 elementary or the secondary school's file.
  - 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 CORE Intervention.
  
5. At the conclusion of CORE Intervention, 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.
  - 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 after attending only part of CORE Intervention, 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.

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 the Beyond the Bell Branch Academic Intervention Unit at the conclusion of CORE Intervention via Fax at 213-241-7562 OR email to [btb-intervention@lausd.net](mailto:btb-intervention@lausd.net). Original reports are



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filed at the school.

3. Time reporting records (e.g. time cards, categorical certification, relief time duty lists, etc.) are to be filed at the school site.
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.

### X. 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 Title I Federal funding. Schools should refer to BUL-2643.6, *Documentation for Employees Paid from Federal and State Categorical Programs*, dated October 31, 2013.

### XI. 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 N), eight weeks prior to offering the session.

Schools may also purchase bulk items from the Food Services warehouse using appropriate funding.

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

### XII. 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 O).

#### **RELATED RESOURCES:**

BUL-2643.6, *Documentation for Employees Paid from Federal and State Categorical Programs*, dated October 31, 2013

BUL-4827.1, *Multi-Tiered Framework for Instruction, Intervention, and Support*, dated September 1, 2009



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BUL-5209.1, Criteria for Evaluating Instructional Materials, dated August 22, 2016

Comprehensive Assessment Program Website: <http://achieve.lausd.net/cap>

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

The following attachments will assist school personnel:

- A - 2016-2017 CORE Schools; Priority and Focus
- B - Parent Notification
- C - Report of Student Progress in CORE Intervention
- D - Intent to Offer CORE Intervention
- E - Budget Planning Worksheet
- F - Request for Extra Duty Pay for Certificated Administrators
- G - Guidelines for Extra Duty Pay for Certificated Administrators
- H - Supplemental Instructional Resources Request Form
- I - Intervention Observation Snapshot
- J - Attendance Register
- K - Teacher Application
- L - Guidelines for Teacher Selection
- M - MiSiS Student Intervention Screen CORE Directions
- N - Request to Begin or Change Meal Services
- O - Application for Auxiliary Transportation/Trips(s)

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

Topic	Office	Telephone Number
CORE	Federal and State Education Programs	213-241-6990
Categorical Funds (Restrictions)	Federal and State Education Programs	213-241-6990
EL Master Plan	Multilingual and Multicultural Education Department	213-241-5582
Extra Duty Pay for Administrators (procedures only)	Administrative Assignments	213-241-6365
MiSiS	MiSiS	213-241-5200
Intervention Program Organization	Beyond the Bell Branch Academic Intervention Unit	213-241-7900
	<ul style="list-style-type: none"> <li>• Kathy Gonnella</li> <li>• Nancy Robinson</li> </ul>	213-241-6971 213-241-2640