



**LOS ANGELES UNIFIED SCHOOL DISTRICT
MEMORANDUM**

TITLE: 2007-2008 Extended Learning Program for Elementary Schools

NUMBER: MEM-3748.0

ISSUER: Alvaro Cortés, Assistant Superintendent Beyond the Bell Branch

DATE: July 3, 2007

ROUTING

Local District Superintendents
Administrators of Instruction
Directors of School Support Services
Intervention Administrators
Intervention Coordinators
Instructional Coach Coordinators
Local District EL Coordinators
Principals/Assistant Principals
School Coordinators
UTLA Chairperson
School Administrative Assistants

PURPOSE: The purpose of this Memorandum is to provide program information for the 2007-2008 Extended Learning Program offered at single/multi-track elementary schools.

MAJOR CHANGES: The major changes for the 2007-2008 Extended Learning Program for schools include a separate memorandum for elementary and secondary schools. Additionally, changes include revision of the instructional curriculum and the implementation of the ELP program. ELP is offered as the on-track intervention program at every school for eligible students. This memorandum replaces MEM-2582.0, 2006-2007 *Extended Learning Program for Elementary and Secondary Schools, Beyond the Bell Branch*, dated July 3, 2006.

I. Background

Following state guidelines, the Board of Education adopted a Standards-Based Promotion Policy requiring students in grades 2, 3, 4, 5/6 and 8 to meet minimum criteria to promote to the next grade. This policy provides for intervention programs for students at-risk of not meeting grade level standards.

II. Guidelines

The Extended Learning Program (ELP) is an intervention program designed to provide standards-based instruction that is aligned to the core instructional program for on-track students in grades K-5/6. The curriculum offered is subject specific and is presented in 30 hour instructional modules at single and multi-track schools. For assistance regarding the Extended Learning Program, refer to the Local District Staff Directory (Attachment A).

Effective first teaching is the foundation for all instructional programs. The classroom teacher provides intervention and additional instructional support for all students. Following classroom program modifications, students who continue to need assistance should participate in the ELP.



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III. Student Eligibility

A. Grades K-1

1. Students experiencing difficulty learning to read.
2. English Learners not making adequate progress on the English Language Development (ELD) standards.
3. Students with disabilities expected to meet grade-level standards as determined by their Individualized Education Plan (IEP) and are not making adequate progress.

B. Grades 2-5

1. Students scoring a one or two on their most recent progress report in reading in grades 2-5 and/or mathematics in grades 4-5 and determined through multiple measures by the classroom teacher to be in jeopardy of not meeting grade-level standards.
2. Students scoring at Below Basic and Far Below Basic proficiency levels on the California Standards Test (CST) in reading/language arts in grades 2-5 and/or mathematics in grades 4-5.
3. English Learners not making adequate progress on ELD standards.
4. English Learners who have completed ELD Level 5 and have not met the redesignation criteria.
5. Students with disabilities expected to meet grade-level standards as determined by their Individualized Education Plan (IEP) and are not making adequate progress.

IV. Organization of Classes

A. Composition of classes is determined by student eligibility. Classes should be organized based on similar student needs.

1. English Language Arts
 - a. Literacy – Decoding and Comprehension
 - b. Written Language
2. Mathematics – Grades 4/5 only
3. English Language Development (ELD Levels 1-4)

B. Class Size

Elementary schools are to organize with an enrollment of 20:1 to allow for attrition. The class size is 15:1. Classes will be closed if attendance falls below 15 students. Daily attendance must be maintained.

C. Scheduling is determined by the school administrator, in collaboration with school teams. Schools may choose from the following options:

1. Before/after school and/or Saturdays
2. Local Design with approval of Local District Superintendent

D. Schools must complete and fax the Intent to Offer Intervention (Attachment B) to the Local District Intervention/Testing Coordinator, 3 weeks prior to the start of ELP sessions



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E. Suggested ELP Sessions:

CALENDAR	FIRST SESSION	SECOND SESSION
Single Track	September - December	January – May
3 – Track A	September - December	January – May
Track B	October - December	January – March
Track C	August - October	January – April
4 – Track A	September - December	January – May
Track B	August - September	January– March
Track C	October - December	March – May
Track D	August - October	January – April

All ELP sessions must be concluded by May 23, 2008. All ELP statistical reports are due June 2, 2008.

V. Parent Notification

Parents are informed of the on-track intervention programs offered at the school. Parents must be notified that their son/daughter is at risk of not meeting grade level standards. Eligible students are expected to attend the Extended Learning Program intervention classes.

Schools must inform parents of program dates, time and location, using the Extended Learning Program Parent Notification letters (Attachment C).

VI. Staffing

A. Teacher Selection

Teachers are required to complete the Extended Learning Program Teacher Application (Attachment D). Priority and selection process for Extended Learning Program is referenced in LAUSD/UTLA agreement. See Guidelines for Teacher Selection (Attachment E).

B. Staff eligibility to teach ELP is determined as follows:

1. Priority #1A – Permanent and Probationary teaches in the affected grade/subject field with appropriate authorization and training in the grade/subject field. This includes resource specialist, librarians, etc.
2. Priority #1B – Non-Permanent and Non-Probationary teachers who do not have a seniority date will use their contract date.
3. Priority #2 – Permanent site-based non-classroom teachers. This priority includes: Deans, Counselors, Coordinators, and Instructional Coaches.
4. Priority #3 – Adult School Teachers
5. Priority #4 – Substitute/ Retiree Teachers
6. Priority #5 – Administrators



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VII. Instructional Program

A. Curriculum

Provide targeted assistance to students based on CST Proficiency Levels, utilizing SOAR Assessment and Mathematics Quarterly Assessments.

Literacy: Open Court Intervention Guide
OCR English Learner Support Guide

Written Language: Write Time for LAUSD Kids

English Language Development: ELD On-track Intervention is scheduled to be available during the 2007-2008 school year

Mathematics: Compass Learning Mathematics, Module 3, Grades 4/5

B. Professional Development

Beyond the Bell Branch funds professional development for the Extended Learning Program. A voucher is provided at the conclusion of each training session. The school site time reporter enters the payroll for the training. Teachers are compensated at their tenths hourly rate.

Professional development is required to teach/supervise the ELP. Teachers not previously trained must attend training. Professional Development for participating teachers/administrators is held at Local District designated locations, facilitated by the Local District Testing/Intervention Coordinator and conducted by Instructional Coaches, prior to beginning of the ELP session. Local Districts will notify schools of the specific dates, time, and location of the trainings.

1. Literacy - two hour training focusing on OCR Intervention Guide or OCR English Learner Support Guide
2. Written Language- two hour training on Write Time for LAUSD Kids.
3. Mathematics intervention is provided to Grade 4 and 5 students. The curriculum is Compass Learning Math Intervention Module 3 two-hour training on Module 3.

VIII. Attendance Accounting and Documentation

It is critical that all intervention program information be entered according to the instructions below. The District and school sites use the information for decision making and planning for intervention programs. Hourly reimbursement money depends upon the accuracy of the attendance and statistical reports. The money generated from these reports funds the intervention programs.

1. Schools must follow the guidelines provided in Reference Guide 1359, *Procedures for Recording Data and Attendance Accounting for Elementary Intervention Programs*, dated November 1, 2004.
2. Office staff must enter student information into SIS prior to the start of an ELP session and generate a class list prior to the first day of class.



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3. Attendance must be monitored and recorded. Teachers must complete and record hourly attendance on the Elementary Intervention Attendance Register (Attachment F) including the following:
 - Information at the top of the Register
 - An "E" code is entered for the first hour of attendance
 - Leave blank for full hour of attendance
 - X for full hour of absences
 - / for tardies (counted as full attendance)
 - Enter the increment of time to the left of each box
 - Total students' hours of attendance and record
 - Enter students' marks
 - Sign and date the register at the bottom of the page
 - Attach the SIS class roster to the Attendance Roster and return to the School Administrative Assistant.
4. After the 6th hour of intervention, fax the SIS generated Classification Roster to the Local District Intervention/Testing Coordinator.
5. At end of each ELP session, fax the Intervention Exception Report with all exception errors cleared and the Statistical Report to the Local District Intervention/Testing Coordinator.
6. File the following attendance documents at the end of each session in the main office. Records must be kept at the school for five years for audit purposes.
 - Intent to Offer Intervention
 - Statistical Reports
 - Error-free Exception Reports
 - Attendance Registers with attached class rosters
7. All ELP sessions must be concluded by May 23, 2008. All ELP statistical reports are due June 2, 2008.

B. Local Design

Local Design is an intervention program funded by the school. Schools may use grant funding including IIUSP, HPSG, CSR and/or Title I, Title III. Follow the procedures for recording data and attendance accounting as outlined in Reference Guide 1359. Within 5 days of the close of each *Local Design Intervention Program*, fax the Statistical Report to the Local District Intervention/Testing Coordinator.

C. Documentation

1. Elementary School

- a. Teachers complete the following at the end of each ELP session and file in the students' Red Folder.
 - 1) Standards-Based Intervention Log (Attachment G)
 - Grade
 - Participation in intervention program section - dates and initials
 - Parent Communication - dates and initials



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- 2) ELP Report of Student Progress (Attachment H)
 - Student and Program information
 - Attendance and Marks
 - Teacher Comments
- 3) File Parent Notification Letter
- b. School Administrative Assistants complete the following:
 - 1) All student intervention information is entered into SIS.
 - 2) Complete and fax Classification Reports, the Exception and Statistical Reports to the Local District Intervention/Testing Coordinator.

IX. Budget Guidelines and Payroll Procedures

- A. The Extended Learning Program is the on track intervention program at every school for eligible students. Schools will receive ELP funding within the first month of the school year. Contact the Local District Intervention Coordinator for assistance if additional support is needed.
 1. Schools complete the Extended Learning Program Intent to Offer Intervention (Attachment B) and Budget Worksheet (Attachment I) and fax forms to the Local District Intervention/Testing Coordinator.
 2. Schools must budget at least 85% of allocated funds in direct services for certificated teaching salaries. This amount may only be used for teaching salaries. Funds may not be transferred to indirect services.
 3. School may budget up to 15% of allocated funding in indirect services including Administrative Instructional Support, Coordinating Support, Clerical/Custodial Relief and/or Overtime and Instructional/School Supplies.
 - a. Administrative Instructional Support, except for Extended/Required Learning Academies is allocated for Saturdays and/or after regular assignment hours. Administrative Supervision includes the student hours, plus 30 minutes before/after the session. The Request for Extra Duty Pay form must be completed and submitted to the Local District Superintendent (Attachment J).
 - b. Coordinating Support is provided for the organization of ELP including parent notification, class organization and documentation.
 - c. Clerical Relief/Overtime provides for data entry into ESIS.
 4. Schools may use grant funding, for example, IIUSP, HPSG, CSR and/or Title I or Title III to supplement the Extended Learning Program.
 5. Local District Intervention/Testing Coordinators will assist schools in April to review expended and projected expenditures.
- B. Payroll Procedures
 1. A time card must be kept for all teachers providing intervention.
 2. Teachers are compensated at their tenths hourly rate plus an additional stipend of .09224. The stipend is for planning, monitoring of student attendance, intervention documentation/ assessment, faculty meetings and supervision as appropriate. The stipend is not provided for teacher training.



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3. Retired teachers and substitutes are compensated on a professional expert basis.
4. The program code is 11247.

X. Transportation

Transportation is provided for CAP, PWT, Magnet and Students with Disabilities by the Central Office. Submit an Application for Auxiliary Transportation/Trip Form 78.20T Rev. (Attachment K) with the Intent to Offer Intervention to the Local District Intervention/Testing Coordinator for approval and processing.

XI. Food Services

Snacks are provided for ELP programs. Schools must contact their Cafeteria Manager and complete the Request to Begin or Change Meal Service, three weeks prior to offering the ELP session.

RELATED RESOURCES:

BUL-601, *Standards-Based Promotion (SBP) Policy, Parent Notification and Appeal Process for Elementary Schools*, dated December 17, 2003, Beyond the Bell.

REF-1359, *Procedures for Recording Data and Attendance Accounting for Elementary Intervention Programs*, dated November 1, 2004, Planning, Assessment and Research

The following attachments will assist school personnel:

- A - Directory of Local District Intervention/Testing Coordinators and Intervention Administrators
- B - Intent to Offer Intervention
- C - Parent Notification
- D - Teacher Application
- E - Guidelines for Teacher Selection
- F - Intervention Attendance Register
- G - Standards-Based Intervention Log
- H - Report of Student Progress
- I - Budget Worksheet
- J - Request for Extra Duty Pay
- K - Request for Transportation (78.20)

ASSISTANCE:

For assistance regarding the Extended Learning Program, call your Local District Intervention/Testing Coordinator and/or Intervention Administrator. Refer to Local District Intervention Staff Directory (Attachment A).