



LOS ANGELES UNIFIED SCHOOL DISTRICT

REFERENCE GUIDE

TITLE: REQUIRED ELEMENTARY SIS DATA FOR
STANDARDS-BASED PROMOTION AND
INTERVENTION PROGRAMS FOR 2003-2004

NUMBER: REFERENCE GUIDE – REF-799

ISSUER: ESTHER WONG, Assistant Superintendent
Planning, Assessment and Research

DATE: February 9, 2004

ROUTING

Local District
Administration
Elementary Principals
Elementary Assistant
Principals
School Admin. Assistants
School Coordinators
SIS Coordinators
SBP Coordinators

PURPOSE: The purpose of this Reference Guide is to outline the school's responsibilities for maintaining and entering promotion and intervention data into the Student Information System (SIS).

The District uses the information for decision-making, planning for summer school and intersession and program evaluation purposes. Therefore, it is critical that the school's SIS is updated on a regular basis.

MAJOR CHANGES: Changes have been made in the requirements for Standards-Based Promotion and for mandatory intervention. These changes are reflected in this reference guide.

INSTRUCTIONS: I. BACKGROUND

- A. Following state guidelines, the Board of Education adopted an updated Standards-Based Promotion Policy requiring students in grades 2, 3, 4 and 5/6 to meet minimum criteria in order to promote to the next grade. This policy provides for the development of a systematic process for early identification, parent notification, and monitoring of students at-risk of not meeting grade level standards for promotion.
- B. Summer interventions, intersession interventions, as well as in-class and extended learning program interventions (i.e., after school, before school and on weekends) will be provided to minimize the number of students at-risk for retention.
- C. For 2003/2004, multiple measures will continue to be used to determine promotion in grades 2-5/6. These multiple measures include student progress report marks (grades) and the Performance Writing Assessment (PWA) score in language arts. Students in grades 4 and 5/6 will also need to score basic, proficient or advanced in the California Standards Test (CST) for math. For English learners in Spanish Bilingual or Dual Language Programs, progress in math is based on the Aprenda. For English learners in all programs ELD progress is based on the California English Language Development Test (CELDT) and the ELD Performance Assignment.



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II. STANDARDS BASED PROMOTION/ RETENTION AND INTERVENTION CRITERIA

- A. For the Standards-Based Promotion/ Retention and Intervention criteria, please see Bulletin 601, *Standards-Based Promotion (SBP) Policy, Parent Notification and Appeal Process for Elementary Schools*, December 17, 2003 – Beyond the Bell.
- B. There are a variety of intervention programs that are supported by various district, state and federal funding sources. These programs are designed to provide additional instructional time to strategically meet the academic needs of a variety of at-risk student populations. The following is a list of some of the District's Intervention programs (See attachments B1 and B2 for SIS Codes):
 - 1. Extended Learning Program (ELP)
 - 2. English Language Acquisition Program (ELAP)
 - 3. Single Track Calendar Summer Session
 - 4. Multi-Track Calendar Intersessions
 - 5. Emergency Immigrant Education Program (EIEP)
 - 6. Extended School Year (ESY)
 - 7. No Child Left Behind (NCLB) Supplemental Education Services (SES)

III. SCHOOL RESPONSIBILITIES

- A. Progress Reports Marks - Reporting Period marks must be entered by using the Online Progress Report Program or entered through SIS.
 - 1. Those schools that have connectivity issues and are not using the required Online Progress Report program must enter the progress report marks into SIS (Screen 27) for all academic subjects.
 - 2. Progress report marks must be entered into SIS within 10 days of the end of each reporting period. Please refer to Memorandum No. M-225, *Dates for Required Progress Reports in Elementary Schools 2003-2004*, dated July 7, 2003, Instructional Services, for schedules for all calendars.
 - 3. Schools using the Online Progress Report System are to follow directions in Bulletin (BUL-339), *Elementary Progress Report Marking Practices & Procedures*, dated July 1, 2003 – Deputy Superintendent Instructional Services.
- B. ELD Levels
 - 1. Schools are to verify that ELD levels for English learners on SIS Screen 6 are



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accurate, as supported by current student work samples in the ELD Assessment Portfolio.

C. Intervention / Intersession Data

1. Schools may generate lists of students who are not meeting the criteria for Standards-Based Promotion and are therefore eligible for intervention. Lists may be generated for three groups:
 - a. EO, IFEP, RFEP and ELD level 5 students in grades 2-3
:SBP-ROSTER-23
 - b. EO, IFEP, RFEP and ELD level 5 students in grades 2-5/6
:SBP-ROSTER-45
 - c. EL students in ELD levels 1-4
:EL-SBP-ROSTER
 - d. Schools with waiver to basic (WB) and dual language Spanish programs (DS) should note that EL students will be on two lists – either list a or list b AND on list c.
 - e. More specific information related to EL students can be found in the Reference Guide entitled *Standards Based Promotion Identification Roster for Elementary English learners* – dated February, 2004 – Instructional Support Services.
2. Schools are to enter intervention/ intersession data into SIS, Intervention Services Screen (Screen 26). Intervention/Intersession information is important in monitoring the types of services at-risk students receive and in providing the district with the needed information to identify schools to offer summer session, plan for meals, and schedule bus routes.
3. Intervention programs are ongoing throughout the school year. Each time a student is recommended for an intervention program, a separate entry must be made in SIS. The data must be entered on four separate occasions each time a student participates in an intervention program. On Screen 26, Intervention Services:
 - a. **Before intervention:** Enter the grade, recommendation reason, Intervention type, subject.
 - b. **Parent notification:** Enter the parent confirmation that the student will/will not attend intervention.
 - c. **After intervention begins:** Enter start date, intervention location.
 - d. **After intervention ends:** Enter end date, mark/grade, and hours



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attended, be sure to update intervention program data for students who were offered intervention but did not attend the program. (Make start date and end dates the same.)

RELATED RESOURCES:

Bulletin 601, *Standards-Based Promotion (SBP) Policy, Parent Notification And Appeal Process For Elementary Schools*, December 17, 2003 – Beyond the Bell.

Memorandum 600, *Guidelines For The Extended Learning Program for the 2003-2004 School Year*, October 31, 2003 – Beyond the Bell.

Memorandum No. M-225, *Dates for Required Progress Reports in Elementary Schools 2003-2004*, July 7, 2003 – Instructional Services.

Bulletin 339, *Elementary Progress Report Marking Practices & Procedures*, July 1, 2003 – Deputy Superintendent Instructional Services.

In order to maintain Student Attendance in Intervention Programs, use the Attendance Register forms. Refer to the following:

- ♦ Reference Guide No. B-68 (Rev.), *Enrollment/Attendance Accounting Elementary Extended Learning Program (ELP)*, November 1, 2000 – Budget Services and Financial Planning.
- ♦ Reference Guide No. B-2 (Rev.), *Enrollment/Attendance Accounting Intersession Intervention Programs Multitrack Elementary School*, July 1, 2003 – Budget Services and Financial Planning.
- ♦ Reference Guide B-69 (Rev.), *Enrollment/Attendance Accounting Summer Intervention Programs, Single-Track Elementary Schools*, July 1, 2003 – Budget Services and Financial Planning.

The following attachments will assist school personnel:

A – Directory of Local District SBP, EL and SP Ed. Coordinators.

B1, B2 – Description and codes to enter into fields in Elementary SIS.

C1, C2 – Elementary Intervention Programs for 2003-2004.

For assistance with student data entry or access call Elementary SIS at (213) 241-4617.

ASSISTANCE:

For assistance with SBP policy call SBP coordinators listed on attachment A.

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ATTACHMENT A

SBP Local District Staff Directory

Loc Dist	SBP Coordinator	Phone #	EL Coord. * Specialist	Phone #	Special Educ. Coord	Phone #
A	Michelle Bennett	(818) 256-2817	Carol Underwood	(818) 256-2854	Ricardo Sosapavon	(818) 256-2830
B	Diane Agliam	(818) 755-5362	Mary Campbell	(818) 755-5400	Janet McElroy	(818) 755-5445
C	Rich Dewey (ES) Marianne Cleary (Sec)	(818) 654-3665 (818) 654-3602	Judy Skinder*	(818) 654-3651	Bette Medina	(818) 654-3700
D	Jacquelyn Mack (ES) Sally Erskine (Sec)	(310) 253-7827 (310) 253-7812	Pat de la Peña*	(310) 253-7137	Linda Dinerstein	(310) 253-7150
E	Roberto Martinez Isaias Martinez	(323) 932-2613 (323) 932-2298	Sue Florindez	(323) 932-2631	Pat Trenhaile	(323) 932-2155
F	Barbara Valastro	(323) 224-3131	Lilia Picado	Main line (323) 224-3100	Joyce Johnson	(323) 224-3344
G	Donna Simien	(323) 421-2861	Antonio Pierola*	(323) 421-2865	Sylvia Dean	(323) 421-2950
H	Fay Chu	(323) 266-7355	Luz Cotto	(323) 266-7360	Sharon Jarrett	(323) 266-7434 ext. 2011
I	Bea Lamothe Adrianna McNally	(213) 599-5876 (213) 599-5872	Gustavo Ortiz* (ES) Michael Smith (Sec)	(213) 599-5862 (213) 599-5011	Billie Thomas	(213) 599-5880
J	Rebecca Chavira	(323) 278-3959	Blanca Cantu*	(213) 599-5973	Steve Barragar	(323) 278-3900
K	Howard Vogel	(310) 354-3423	Ellen Rosas-Fisher*	(310) 354-3416	Linda Michel	(310) 354-3431

* Local District EL Coordinator

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ATTACHMENT B1

Field	Heading	Name	Description/Codes
0	ID#	Student's four digit ID#	
761	LI	Line	Intervention line number
762	GR	Grade	Enter student's grade level
764	REC RSN	Recommendation Reason	M = Mandatory Program for retained students and for students at risk of retention in the 2003-2004 school year in grades 2-5/6 V = Voluntary Program for students meeting Voluntary criteria, not mandated to attend
765	PARENT	Parent Confirmation CONFIRM	Did parent confirm student's participation in the Intervention Program? Y = Yes N = No
766	IINTER TYPE	Intervention Type	Code: A = Extended School Year – Spec Ed D = Extended Learning Program (ELP) E = Emergency Immigrant Education Program (EIEP) G = Saturday Program I = Summer School/ Intersession Program K = Kaplan L = Local Plan (Site specific programs) M = Migrant Education Program N = After School/Safe Neighborhood Grant P = Pull-in (grades K-1 only) Q = English Language Acquisition Program (ELAP) Grades 4-8 S = Sylvan T = Tutoring U = UCTP V = Voyager Y = NCLB/Supplemental Ed. Services (SES)
771	SUBJ	Intervention Subject	L = Reading/Language Arts M = Math E = English Language Development/ESL
658	START DT	Start Date	Student Start Date in Intervention Program MM-DD-YY
659	END DATE	End Date	Student End Date in Intervention Program MM-DD-YY
767	INTV LOCN	Intervention Location	Location code of school where Intervention Program will be/was held

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Field	Heading	Name	Description/Codes
768	SCHL OF ATTN	School of Attendance	Location code of student's regular school of attendance (automatically entered by the system)
769	MARK	Intervention Mark For EO's, IFEP, RFEP, and ELD 5 use marks 1-4 For Els levels 1-4 use:	Intervention Mark for Summer Session/Intersession use: 1 = Not Proficient 2 = Partially Proficient 3 = Proficient 4 = Advanced I = Incomplete 2 = Inadequate Progress in ELD* 3 = Adequate Progress in ELD** *Inadequate Progress: When an English learner does not meet the standards for at least one ELD level in each instructional year, he or she is considered to be making some, but less than adequate progress. ** Adequate Progress: When an English learner meets the standards for one ELD level in each instructional year, he or she is considered to be making average or adequate progress. For all other Intervention Programs, use: S = Satisfactory U = Unsatisfactory I = Incomplete
770	HOURS ATTND	Hours Attended	Enter number of hours student attended the Intervention Program

Please note: If a student is assigned to an IAS (Intensive Academic Support) class for the school year, the IAS teacher should be indicated on Screen 16, Utility Menu, Option 2, Enter Room Assignments, in field 18, IAS, with a Y.

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Attachment C1

Program		Program Code	Grade Level(s)	Instructional Hours	Eligibility Criteria	Program Dates
M A N D A T O R Y	Standards-Based Promotion Summer School/ Intersession	1246	Grade 2 - 3 20:1	120 Hours	EO, IFEP, RFEP, AND ELD 5: Final Progress Report Reading score of 1 and Periodic Writing Assessment Score of 1 Basic Bilingual/Dual Language Program: ELD 1-4 Final Progress Report Primary Language Reading score of 1 and Spanish Periodic Writing Assessment Score of 1 ENGLISH LEARNERS: ELD 1-4 Remains at same ELD level two or more years based on the overall score of the annual CELDT and the ELD Performance Assignment	Off Track dates
		1246	Grade 4 - 5 20:1	120 Hours	EO, IFEP, RFEP, AND ELD 5: Final Progress Report Reading score of 1 and Periodic Writing Assessment Score of 1 OR Final Progress Report Mathematics score of 1 and a score of <i>Below Basic</i> or <i>Far Below Basic</i> on the Mathematics California Standards Test from the previous year Basic Bilingual/Dual Language Program: ELD 1-4 Final Progress Report Primary Language Reading score of 1 and Spanish Periodic Writing Assessment Score of 1 OR Final Progress Report Mathematics score of 1 and an Aprenda score below the 25thile ENGLISH LEARNERS: ELD 1-4 Remains at same ELD level two or more years based on the overall score of the annual CELDT and the ELD Performance Assignment	Off Track dates
V O L U N T A R Y	Supplemental Educational Services (SES) (NCLB)		Grades 1-5/6 determined by provider	Determined by provider	Program Improvement, Year 2 – Title I Schools Students receiving Free/ Reduced Lunch Parent completed application by appropriate due date	Determined by provider

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Program		Program Code	Grade Level(s)	Instructional Hours	Eligibility Criteria	Program Dates
VOLUNTARY	Summer School/ Intersession	1246	2 – 3 20:1	120 hours	EO, IFEP, RFEP, AND ELD 5: Reporting Period 2 Progress Report Reading score of 1 or 2 or Periodic Writing Assessment Score of 1 or 2 Basic Bilingual/Dual Language Program: ELD 1-4 Reporting Period 2 Progress Report Primary Language Reading score of 1 or 2 or Spanish Periodic Writing Assessment Score of 1 or 2 ENGLISH LEARNERS: ELD 1-4 Remains at same ELD level between one and two years based on the overall score of the annual CELDT and the ELD Performance Assignment	Off-track dates
		1246	4 – 5 20:1	120 hours	EO, IFEP, RFEP, AND ELD 5: Reporting Period 2 Progress Report Reading score of 1 or 2 or Periodic Writing Assessment Score of 1 or 2 OR Reporting Period 2 Progress Report Mathematics score of 1 or 2 and a score of <i>Basic, Below Basic or Far Below Basic</i> on the Mathematics California Standards Test from the previous year Basic Bilingual/Dual Language Program: ELD 1-4 Reporting Period 2 Progress Report Primary Language Reading score of 1 or 2 or Spanish Periodic Writing Assessment Score of 1 or 2 OR Reporting Period 2 Progress Report Mathematics score of 1 or 2 and an Aprenda score below the 50%ile ENGLISH LEARNERS: ELD 1-4 Remains at same ELD level one or between one and two years based on the overall score of the annual CELDT and the ELD Performance Assignment Final Progress Report Mathematics score of 1 or 2 and a score of <i>Basic, Below Basic or Far Below Basic</i> on the Mathematics California Standards Test from the previous year	Off-track dates
	Emergency Immigrant Education Program (EIEP)	1246	K-5 20:1	120 hours	ELs born outside of the U.S. and 3 years or less in U.S. school	Off Track dates
	Extended School Year (ESY) Special Education	2159	Pre K – 5 Varies	120 hours	Indicated on Individual Education Plan (IEP)	Off Track dates
	Extended Learning Program (ELP)	1247	K-5 20:1	Local School Determination Based on Budget Allocation	EO, IFEP, RFEP, & ELs at ELD 5: Grades K -1 difficulty learning to read Grades 2-3 Reading score of 1 or 2 Grades 4--5 Reading score of 1 or 2 and or Math score of 1 or 2 Review of CAT/CST Scores ELs at ELD 1-4 Not making adequate progress on the ELD standards	On Track After School, Saturdays

Special education students expected to meet grade level standards, as indicated on their IEP, are eligible for Standards-Based Promotion Programs.