



My Integrated Student Information System



LOS ANGELES UNIFIED SCHOOL DISTRICT

An Online User Guide for Secondary Counseling Services

INTRODUCTION

This *Online User Guide for Secondary Counseling Services* is designed to assist individuals who develop and maintain Master Schedules at the secondary level. The Online Guide is organized into four sections: First Steps, Building a Master Schedule, School Information, and an Appendix. It is designed to have the user store the Link on a computer desktop. When the user clicks on the link, it opens the Guide. The Guide is comprised job aids and simulations, bulletins, references, and resources. The user clicks on the link and the link opens. The *Online User Guide for Secondary Counseling Services* will be updated and maintained by MiSiS on a routine basis.



Scheduling Support Guide

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Scheduling Support Guide

1. FIRST STEPS

Apply for Access to MiSiS

[Apply for Access to MiSiS](#) – To gain access to MiSiS

[Access Request Form for Solo Administrators or Charter Schools](#)

Master Scheduling

Master Scheduling Timeline Appendix A – Provides a month by month time-task chart for creating a master schedule

[Flowchart of Secondary MiSiS Scheduling Process](#) – Provides an overview of the Master Scheduling process

2. BUILDING A MASTER SCHEDULE

SET-UP

Job Aids/Video Simulations – Step-by-step guides which show:

Scenario Manager – First step to build a Master – Creates a scenario (template)

Periods – Set-up class periods based on school format/schedule

District Course/Course Master – Provides a list of courses offered by the District and can be included at the school site

School Courses – Allows users to select courses from the District Master

School Spaces – Allows users to select that will be available for scheduling

Section Types – Designates an emphasis codes for courses to further define which students should be assigned to a course

Create and Edit Period Groups and Meeting Patterns – Demonstrates the process to create and edit Period Groups and Meeting Patterns (school calendar)

Resources

Create Student Groups – Provides MiSiS users with the process to assign students to a group. For example: Athletic teams, scheduling and programming, counseling, attendance, and assessment

Create Dynamic Group – Provides users at secondary schools with the process to create a group identifying student records which are populated based on selection criteria; group membership is automatically updated as students meet/no longer meet criteria

Static – Users add/change/delete student records manually by entry of student ID or student search

Instructional Space Settings: Allows the Scheduling Administrator to edit spaces (rooms) to locate – log on as Scheduling Administrator/Admin /Instructional Space Settings

BUILD

Job Aids/Video Simulations

Request Generator – Allows the Scheduling Administrator to build a large volume of student course requests. This tool is especially helpful for schools that typically offer a set curriculum for a particular group of students

Individual Request – Shows how to assign individual students course requests. Users create and/or edit course requests

[Mass Request Editor](#) – Allows the Scheduling Administrator to move a large group of students from one course request to another. It is used to add, change, or delete course requests for students that have at least one request populated in MiSiS

[Section Assignments](#) – Shows how the Scheduling Administrator can create sections, based on student requests and assign teachers to rooms and subject. Users can create sections, set the class capacity and identify a section type

[Linking & Combining](#) – Shows how the Scheduling Administrator can *Link courses*, which are a set of courses that are assigned to a specific group of students (e.g., Period 1 Math and Period 2 Math Intervention) or *Combine courses* which are the equivalent of double rostering, where a teacher is assigned to provide instruction for two or more courses during the same period (e.g., English 9A and English 9A – Sheltered)

[Create Multiple Sections/Teacher](#) – Shows how to create more than one section for one teacher

[Manage Groups](#) – Shows how to add and edit members of a group

[Potential Conflict Matrix Report](#) – Purposes of using this report are the following:
Predicts potential conflicts which may be created based on students' request for singletons and doubletons; "Singleton – a course section that is offered only once in the master schedule with or without section types", "Doubleton – a course section that is offered twice in the master schedule with or without section types." Serves as a visual aid in determining which course sections can be offered in which periods to minimize student schedule conflict and to make adjustments in the section assignments; provides the user the ability to see the number of students requesting the course

Reports

(Can be found at: Log-in as Scheduling Administrator – Master Scheduling – Reports)

Counseling Planning Sheet – Worksheet for counselors to use when planning student schedules

Course Request Criteria Summary – Provides a summary of Request Generator

Course Request NOT Scheduled – How many students did not get into a class (by course)

District Course – A list of courses offered by the District

Pre-run Validation – Gives the user instruction for seeing potential conflicts of courses

Potential Conflict Report – Provides a list of singleton and doubleton courses that may conflict

Requests by Department – Provides a counts of requests by Department

School Courses – List of courses offered by the school site

School Spaces – Shows classrooms at a school site

Student Conflict Analysis – Shows conflicts in student schedules

Scheduler Course Request Summary – Shows the requests for individual students

Student Request Options – Shows what electives (options) a student selected

Student Requests – Shows the courses a student is requesting

Teacher Section Assignment – Lists teacher schedules

COMMIT

Job Aids/ Simulations – Step-by-step guides which show how to:

Quick Run/Long Run/Commit – Shows ways to run the engine

Quick Run – Scheduling engine will process 1 quick run

Long Run – Scheduling engine will process 10 quick run variations to see which will generate the best scheduling results based on the scenario parameters entered

Commit Run – Once a scenario has reached a minimum of 70% fully scheduled students, users can opt to proceed with committing the final schedule

MAINTAIN

Job Aids/Video Simulations

Walk-In – Demonstrates how to Schedule students manually (includes new enrollees)

Section Editor – Demonstrates how to add, edit, and increase class capacity, create additional sections, close sections and move students

Passporting Students/Courses – Describes the process to passport students to different classes/schools

Update Walk-In Dates – Describes the process for updating dates in the Walk-In Scheduler

Generate the Student Schedule Summary Report – The purpose of this job aid is to provide instruction on how to generate the Student Schedule Summary Report

Making Schedule Changes – Demonstrates how to make schedule changes

Update a Student Schedule – Provides instruction on how to perform add/drop changes to a student's schedule

Entering Attendance Category for SDP Students (Secondary) – Entering Attendance Category for SDP Students

[Updating Unfilled Teacher Positions](#) – Provides instruction on how to update unfilled teacher positions

[Assign Students for Independent Study Course](#) – Designed to provide users with the process to perform the following tasks: Create a section type to identify Independent Study class sections. Create a class section for Independent Study and identify the section attribute. Assign a student to an Independent Study class section

[Creating Counseling Groups](#) – Provides instruction on how to Create Counseling Groups

[Scheduling for Work Experience Program \(Continuation Schools\)](#) Work Experience Program – Provides Scheduling Administrators at continuation schools with the process to perform the Work Experience tasks

[Changing a Student's Class](#) – Update a Students Schedule – Provides instruction on how to perform add/drop changes to a student's schedule

[Print Class Changes from the Add/Drop Report](#) – Provides instruction on how to print class changes from the Add/Drop Report

[Generate Multiple Sections in a Single Period Report](#) – Provides instruction to find students are enrolled in more than one course in any section

[Generate Students Without Schedules Report](#) – Provides instructions to find students who have incomplete schedules

Reports

[Add/Drop Report](#) – When student schedules are changed, an End Date is assigned to the class they are dropping and a Start Date for the next day is assigned to the new class. These dates are used in the report parameters. IMPORTANT: The dates entered in From and To will show any class changes that occurred during that date range

[Class Enrollment Report](#) – Secondary Schools Secondary Class Enrollment – Designed to provide secondary users with the process to generate the Class Enrollment Report, which identifies the assigned teachers, rooms, sections, current class enrollment, and class capacity

[Class Roster Five Column Report](#) – The purpose of this report is to produce a five/ten-column worksheet listing all students currently enrolled in a class (course and section). The report may be used by substitute teachers to take roll, etc. and by Physical Education teachers to record information

[Counseling List Report](#) – This report produces a list of grading information based on students scheduled classes. The report prints by Teacher and Class period or by Student and Class period. The report allows for selections of academic, work habits and cooperation grade types earned either positive or negative which administrators and counselors can use to identify students in need of interventions and students who are demonstrating excellent progress

[Print Class Changes from the Add/Drop Report](#) – This report lists all students who drop and/or add a course during the school year

[Student Requests NOT Scheduled](#) – the process to generate the Students Without Schedules Report. Users can generate the report in Summary and/or Detail view. This report should be used after the Master Schedule has been committed for the applicable term.

[Student Schedule Summary Report](#) – Generate the Student Schedule Summary Report This report allows a counselor to run a list of student schedules by a certain group or by a certain course or by class in the current school year. The counselor can see all courses for each student in one report

[Student Sections Report](#) – Provides instruction on how to generate the Student Schedule Summary Report

CONCURRENT TERM EDITOR (ROLLOVER)

Job Aids/Video Simulations

[Master Scheduling Rollover](#) – Steps to roll over a Master from Fall to Spring

[Rollover Tips](#) – Helpful hints

[Adding Students in Mass – Post Commit](#) – Steps to use to create course sections post-commit and add students in mass to the class.

Resources

[Term Rollover](#) Webinar — Walks the user through the Rollover process

3. SCHOOL INFORMATION

ATHLETICS

Job Aids

[Athletic Eligibility Process](#) – Provides Secondary Athletic Directors at secondary schools with the process to determine Athletic Eligibility and the necessary forms and reports (16 pages)

Resources

[Athletic Forms LAUSD](#) – forms related to athletics

[Interscholastic Athletics / Links](#) – National Voice for Interscholastic Athletic Administration

<http://www.csada.org>

<http://achieve.lausd.net/Page/1363>

COUNSELING

Resources

[Carlson Home Hospital School – Home, Hospital & Tele -Teaching Instructional Services](#) – BUL – 1229.2 May 7, 2015 It is the District’s policy, in accordance with state law, that K-12 students whose medical or psychiatric needs or other circumstances prevent them from attending their current school of attendance shall continue to receive educational services through the Carlson Home Hospital School, when this option is appropriate.

[Committee on Assignments Authorization](#) – REF-1708.4 February 9, 2015 – procedure for applying for an additional subject authorization outside a teacher’s current credential permit

[Counselor, Secondary School](#) – Class Description (Job Description)

Crisis Resource Information

[Crisis Counseling Intervention](#) – Crisis Counseling and Intervention Services (CCIS), from the Office of Student Health & Human Services, School Mental Health, is dedicated to restoring and maintaining a safe and healthy learning environment for the students and staff of the Los Angeles Unified School District (LAUSD). CCIS staff provides crisis response and recovery services in collaboration with School Police, Educational Service Centers, and community resources

[Grief and Loss](#) – Links to resources

[Risk Assessment Referral Data \(RARD\)](#) – This documentation form is required to be completed for every student referred as at-risk for suicide or self-injurious behavior. It provides for identifying data and a summary of intervention outcomes

[School Mental Health](#) – Links to resources

[Threat Assessment](#) – Links to resources

Trauma

[Basic Facts about Child Trauma](#) - Facts from the National Child Traumatic Stress Network

[TRAUMA FACTS for Educators](#) – From the National Child Traumatic Stress Network

[Suggestions for Educators](#) – What educators can do to help a traumatized child

[SUICIDE PREVENTION](#) – Links to resources

[SAFE-T Suicide Assessment](#) – Five Step Evaluation and Triage

[Suicide Prevention, Intervention and Postvention \(Students\)](#) – BUL-2637.1 July 16, 2012. It is the District's charge to respond appropriately to a student expressing or exhibiting suicidal ideation or behaviors and to follow-up in the aftermath of a completed suicide

[Threat Assessment and Management](#) – BUL-5799.0 July 16, 2012. (Student-to-Student, Student-to-Adult) The purpose of this bulletin is to outline administrative procedures governing school violence and threats involving students

[Generate Office Summons](#) – Office Summons are used by school staff to inform students where and when to appear

[Generate the Student Schedule Summary Report](#) – Generate the Student Schedule Summary Report
This report allows a counselor to run a list of student schedules by a certain group or by a certain course or class in the current school year. The counselor can see all courses for each student in one report

[Individual Graduation Plan](#) – The IGP is called the Four Year High School [Individualized Graduation Plan](#). With a focus on academic, personal, and career planning, the plan is designed for use with all secondary students.

[Individualized Graduation Plan \(IGP\) for All Secondary Students](#) – BUL-2537.6 September 18, 2012
This Bulletin outlines the procedures for conducting and documenting the Individualized Graduation Plan (IGP) conferences for all secondary students

Intervention

[Placement in Academic Intervention](#) – Provides instruction on how to place a student in academic intervention services

[Update Academic Intervention](#) – provide instruction in the process to update Academic Intervention record for a single and multiple students **Discipline Foundation Policy: School-Wide Positive Behavior Intervention and Support**

[Multi-Tiered Framework for Instruction, Intervention, and Support](#) – BUL-4827.1 September 1, 2009

[Tiered Intervention](#) – A comprehensive approach

[Parent Student Handbook Distribution 2015-2016](#) – MEM-5497.4 - The California Education Code 51101 mandates that school districts annually notify K-12 students and their parents or guardians about their rights and responsibilities relative to the Code’s statutory provisions

Promotes and Demotes

[Adjusting Student Grade Levels](#) – Based on Credits Earned for Students in Grades 9 through 12 Promoting or demoting a student in MiSiS will create a new cohort enrollment record for that student. The MiSiS [Changing Grade Level Job Aid](#) describes the procedure to change a student’s grade level after the beginning of the school year. Compare student grade levels to credits earned. If a student, based on credits earned, is assigned to the wrong grade level, change the grade level in MiSiS. 11th graders may be promoted to 12th grade at the end of the fall semester if they are expected to graduate in June. Students in graduation years 2017 and beyond are required to meet “Benchmark” requirements as well as credit requirements to advance grade levels (see **BUL-6166.1** [Graduation Requirements for Classes of 2017 and 2018](#))

UPDATING

Service Learning

[Service-Learning Graduation Requirement](#) REF-3605 – procedures for students to complete the service-learning requirement and to identify the procedures for school personnel to verify and document completion of the requirement

Service Courses

The LAUSD policy regarding student enrollment in Service classes is delineated in [REF-5886.0](#). The Reference Guide will remain in effect through the 2015-16 school year. The Office of Instruction is currently reviewing and revising REF-5886.0. Any revision to this reference guide will be effective for the 2016-17 school year. If you have any questions, please contact Nader Delnavaz (nader.delnavaz@lausd.net or 213-241-7505).

Year End Flag

[Job Aid for Year-End Flag](#) – How to set a Year-End Flag for a 12th grade student end of year status from a LAUSD school

[2014-15 Year-End Flag Coding for All 12th Grade Students](#) – REF-6501 May 11, 2015.

The Reference Guide provides the due date and instructions for the required data entry of Year-End Flags (YEF) in My Integrated Student Information System (MiSiS) for all 12th grade students. Schools must finish entering the 2014-15 YEF by June 30, 2015.

COURSES

[AP Potential](#) – MEM-6461 February 25, 2015 – This Memorandum provides information regarding how schools can use AP Potential data to recruit students, including the historically underrepresented, for Advanced Placement (AP) and to identify new AP courses to offer for the 2015-2016 academic year. It also provides information about the Summary of Answer and Skills (SOAS) report and how students can access free online, college and career planning resources, including My College QuickStart and MyRoad

[Criteria for Granting Instructional Credit in Secondary Schools](#) – BUL-1100 – June 28, 2004 In order to grant credit for appropriate learning experiences and special programs, schools need clear, concise, and complete information regarding issuing credit as referenced in the California Education Code and as directed by our Board of Education. Credit is given only for verifiable instructional time, not for the implicit educational value of a learning experience, travel, or camp

[Career Pathways Graduation Requirement](#) – REF-911 April 12, 2004 – The purpose of this document is to identify the procedures for students to complete the career pathways requirement

[Credit for Concurrent Enrollment in High School and Community College](#) – BUL-1040.2. October 2, 2012 This Bulletin provides direction for school personnel to advise students appropriately regarding equivalent college course work, to accurately record credit, and to properly work with the community college to arrange courses open to high school students taught on the high school campuses

[Equivalent Academic Courses in Adult Education for Senior High School Diploma Credit](#) – BUL-1757.1 February 25, 2009. Senior high school students may enroll in adult education courses when there is a demonstrated need for academic remediation or for completion of high school credit deficiencies and they have received prior approval from their school guidance counselor or designee

[Foreign Student Transcripts](#) – BUL-1545 – February 14, 2005 – The purpose of this bulletin is to provide procedures for uniformly granting credit for subjects studied in a foreign country

[Guidelines for Independent Study Programs](#) – BULLETIN NO. M-128 May 31, 2001 Independent study is a voluntary alternative instructional strategy by which all enrolled students may reach District curriculum objectives and fulfill graduation requirements outside of the regular classroom setting. Authorization for independent study is found in California Education Code, Article 5.5, Sections 51745-51749.3 and California Code of Regulations (CCR), Title 5, Sections 11700-11703

[Online Courses](#) – APEX courses have been approved by the District and are A-G approved by the University of California Office of the President (UCOP). Courses are offered in three instructional settings: Online, Blended, and Mastery-Based

[Physical Education Programs](#) – Grades K-12 BUL-2528.1 December 21, 2009 – This bulletin is intended to provide administrators and school staffs with the information regarding the requirements for implementing physical education programs at elementary, middle and high schools, as well as graduation requirements

[Procedure for Granting Credit for Special Programs](#) – REF-5523.0 June 20, 2011 – The purpose of this Reference Guide is to provide a procedure for schools to grant high school credit for the following authorized special programs: Upward Bound, Med-COR at USC and Youth and Government Program at West Valley YMCA

Repeatable Courses – These courses can be taken again and receive credit (Appendix D)

[Revision of the UC/CSU A-G Approved Course List for 2014-15 – REF-5833.2](#) – This Reference Guide delineates procedures for school personnel to revise and update the school's University of California/California State University (UC/CSU) A-G Approved Course List for 2014-15

[Service-Learning Graduation Requirement](#) - REF-3605 March 12, 2007. The purpose of this reference guide is to identify the procedures for students to complete the service-learning requirement and to identify the procedures for school personnel to verify and document completion of the requirement

ENGLISH LANGUAGE LEARNERS

Job Aids

[Generate CELDT Coding Roster](#) – The CELDT Coding Roster is used to prepare the CELDT answer booklet for students without barcode labels. The codes printed on this roster are the codes used on the CELDT answer document

[Generate English Learner Roster](#) – This roster provides a list of students' English Learner information including language classification, master plan program, most recent CELDT and CST scores, ELD Level, Long Term English Learner status, and years as an English Learner

[Generate Master Plan Roster](#) – This report organizes a teacher's class roster by student language classification, including English Only (EO), Initially Identified Fluent English Proficient (IFEP), Limited English Proficient (LEP), Reclassified Fluent English Proficient (RFEP), and students missing language class codes. This report also displays students' Master Plan program, Bilingual Waiver, and the ELD level.

[Generate CELDT Coding Roster](#) – The CELDT Coding Roster is used to prepare the CELDT answer booklet for students without barcode labels. The codes printed on this roster are the codes used on the CELDT answer document

English Learners Resources

[Multilingual and Multicultural Education Department](#) – The Multilingual and Multicultural Education Department (MMED) is formerly known as Language Acquisition Branch (LAB). The focus of the Department is the implementation of the EL Master Plan with fidelity at all schools so that student achievement is realized. MMED is comprised of the following offices: 1) Asian/Pacific and Other Languages (APOLO)/Dual Languages Office; 2) English Learner Federal and State Programs; 3) English Learner Programs; 4) Standards English Learner/ Academic English Mastery Program; 5) World Languages and Cultures

[Placement, Scheduling and Staffing of English Learners in Middle School and High School in 2015-2016](#) – MEM-6046.2 - March 1, 2015 – Procedures based on the 2012 English Learner Master Plan for the proper placement of English Learners (ELs) in English Language Development (ELD) classes, including classes for Long Term English Learners (LTEs), and core content classes

[English Learners and Students with Disabilities](#) – Students with disabilities have the same access to the current English Language Development (ELD) instruction and infrastructure at school sites as their nondisabled peers. The District provides services to ELs that are mandated by federal and state laws

[Scheduling ELD Instruction for Students with Disabilities](#) – REF-5994.0 - April 29, 2013 provide guidance for using the revised English Learner Master Plan to serve students with disabilities

[IEP Guidelines for Documenting ELD Instruction for Students with Disabilities](#) – REF-6124.1 - October 25, 2013 – Provides guidelines to all District staff responsible for development and implementation of Individualized Education Plans (IEPs) for students with disabilities who are English Learners (ELs)

[Reclassification of English Learners](#) – BUL-5619.2 - May 05, 2015 – Describes the reclassification process and criteria that are based on guidelines approved by the California State Board of Education (SBE)

GATE (Gifted and Talented Education)/SAS (School for Advanced Studies)

Job Aids

[GATE Referral](#) – Illustrates the process to create a GATE Referral

[Search for Eligible Students](#) – Illustrates how GATE personnel and coordinators can search the current GATE eligibility status for students

[GATE Teacher Checklist](#) – Teachers must receive a GATE referral before a checklist can be completed. The teacher will log into MiSiS and select the student from the Teacher Roster

[Identifying Students that Meet Criteria](#) – Demonstrates how to identify student who meet GATE criteria

Resources – Gifted and Talented Education

[GATE Programs](#) – Gifted/Talented Programs creates high end learning opportunities which allow students to flourish in stimulating academic and social environments. In designing challenging educational opportunities, we strive to raise the floor, remove the walls and eliminate the ceiling on learning

[GATE/SAS Coordinator's Update Newsletter](#) – Gifted and Talented Newsletter for Coordinators

[Gifted/Talented Programs Parent Newsletter](#) – Volume 5, Issue 3 Spring 2014–2015 – What You Should Know About Schools for Advanced Studies (SAS)

[Schools for Advanced Studies \(SAS\): Student Application for 2015–2016](#) – MEM-5974.2 March 12, 2015 – The purpose of this Memorandum is to provide direction to Schools for Advanced Studies (SAS) sites for student application and enrollment. SAS Demonstration Sites offer high-level academic programs that meet the unique educational needs of K-12 high achieving and gifted learners, including students identified in Creative and Leadership Ability Categories, by providing differentiated instruction including depth, complexity, acceleration and novelty

Creative/Leadership GATE Referral Forms – Student Identification as Gifted/Talented – 10/04/2013 (1) Students in grades 4–12 attending a LAUSD school, who characteristically perceive significant similarities or differences within the environment, challenge assumptions, produce unique alternative solutions may be referred for identification in the Creative Ability Category. (2) Students in grades 4–12 attending a LAUSD school, who show confidence and knowledge; influence others effectively; have problem-solving and decision making skills; express ideas in oral or written form clearly; show sense of purpose and direction may be referred for identification in the Leadership Ability Category. For guidelines and the referral process, see REF-5233.0 (the Gifted Rating Scales have been discontinued). Attached please find the referral forms in template format

High Ach/Specif Acad.0 GATE Referral Forms – Student Identification as Gifted/Talented 10/04/2013 (1) Students in grades 4–12 new to LAUSD or from Independent Charter/Private Schools, who reside within the LAUSD boundaries and who function at highly advanced levels in both English-Language Arts/Reading and Mathematics (evidence requires two consecutive years) may be referred for identification in the High Achievement Ability Category. (2) Students in grades 4–12 new to LAUSD or from Independent Charter/Private Schools, who reside within the LAUSD boundaries and who function at highly advanced levels in either English-Language Arts/Reading, Mathematics, Science or Social Science (evidence requires three consecutive years) may be referred for identification in the Specific Academic Ability Category

Intellectual Ability GATE Referral Forms – Student Identification as Gifted/Talented – REF-5228.1 Students second semester Kindergarten or above who reside within the LAUSD boundaries and whose general intellectual development is markedly advanced in relation to their chronological peers may be referred for identification in the Intellectual Ability Category

Visual & Perf. Arts. GATE Referral Forms – Student Identification as Gifted/Talented – 10/04/2013 Students in grades 2–12 attending a LAUSD school, who originate, perform, produce, or respond at exceptionally high levels in the arts may be referred for gifted identification in the Visual Arts (drawing and painting) and Performing Arts (dance, drama and voice) categories. For guidelines and the referral process, see REF-5234.0. For talent assessment dates and deadlines to submit referrals, see MEM-5590.2. Attached please find the referral forms in template format

GRADEBOOK

Job Aids

[MiSiS Gradebook Overview](#) – demonstrates how to use the gradebook

[Roster View](#) – Gives the procedure to select and view data columns using Roster View

[Assignment View](#) – Gives the procedure to filter and sort the assignment view and change the format of scores

[Navigation and Layout](#) – Demonstrates the Navigation Bar and its uses for the Gradebook

[Managing Categories and Weights](#) – Provides the procedures to create assignment categories

[Managing Footnotes and Teacher Notes](#) – Outlines the procedure to create and edit teacher's notes for a student's assignments

[Managing Assignment Scores](#) – Provides the procedures to manage assignment scores

[Setting Grading Scales and Grade Entries](#) – Provides the procedure to create and delete class grading scales

[Publish Grades](#) – Provides the procedures to override grades and publish grades using Publish Grades option

[Templates](#) – Provides the procedures to create a template of a subject or period with desired class attributes

GRADES

Job Aids

[MiSiS Grade Entry Window Change Request](#) – Form to request an extension to the grade entry window for teachers Official dates can be found in REF 4236. Please allow 1-2 business days for processing

[Entering Grades by Teacher](#) – **Secondary** – Describes how to enter grades

[Entering Grades by Office Staff](#) – **Secondary** – Provides instruction in the process for office staff at the secondary schools to submit Grades by Class during an inactive grading period window

[Teacher Verification of Marks](#) – Provides the steps to generate the Teacher Verification of Marks Report

Report Cards

[Print a Report Card](#) – Provides the steps to print Secondary Report Cards

[Report Card Comment Codes](#) – **Secondary** – Provides the description and codes for Secondary Report Card Comment Codes

[Print a Report Card for OPTION SCHOOLS](#) – Provides steps to generate the Report Cards for Options Schools

Transcripts

[View a Student Transcript History](#) – Provides instructions on how to view a student's transcripts

[Editing a Student Transcript](#) – Describes how to edit a student's transcript

[Print a Student Transcript](#) – Provides instruction in the process to generate and print a transcript report for one or more students

Resources

[Generate Counseling List Report](#) – Provides instruction in the process to generate and print a Counseling List report. Although it can be used as a tool for data analysis, its primary use is to identify a list of students with marks of D or F in one or more district courses, during a specific time frame

Grades

[Generate Missing Grades Report](#) – This report can be used to verify whether a teacher has any missing grades for a selected term code/grading period

Resources – Mark Reporting

[Dates for Required Reports of Marks in Secondary Schools 2015-2016](#) – REF-4236.11 – June 22, 2015
The purpose of this Reference Guide is to ensure consistency within the District for reporting student progress to parents during the 2015-2016 school year and to provide instructions for completing the mark reporting process.

[Marking Practices and Procedures in Secondary Schools](#) – BUL-1353.1 December 23, 2005. In 1998, the Los Angeles Unified School District adopted the California content standards for grades kindergarten through twelve. The standards serve as the basis for curriculum, instruction, assessment, and accountability. The standards, as described in the Content Standards for California Public Schools, define what students should know and be able to do throughout the school year and serve as the basis for assessments. Adoption of the standards signals a change in the perception concerning the ability of students who can learn at high levels

[Cumulative Record Handbook For Secondary Schools](#) – Office of Curriculum, Instruction and School Support and Office of Data and Accountability, April 2012 Revision 5.1. This publication provides instructions for counseling office procedures and responsibilities as they pertain to the maintenance and transfer of student records

Grade Changes

Secondary Academic Grade Changes (Marks) – Once a final grade has been issued, other than for incompletes, the grade may not be changed by the teacher without just cause because the grading window has closed. Any changes taking place after the close of the window must be approved by the APSCS or Administrative designee on a “[Change of Final Mark Form](#)”, in accordance with District policy. The form and policy information are available in the [Cumulative Record Handbook for Secondary Schools](#) and BUL-1353.1 (Attachment B), Marking Practices and Procedures in Secondary Schools

Change a Student’s Grade Level will automatically update the student’s transcript. The MiSiS [How to Change an Academic Grade](#) job aid describes the procedure for changing/editing a student’s grade.

GRADUATION REQUIREMENTS/STANDARDS

Job Aids

Generate Graduation Standards Credit Report – Provides instruction in the process to generate and print graduation standards credit report for one or more students for secondary schools

Resources

Career Pathways – REF 911.1 – Career pathway, students need to complete the A-G requirements and complete a technical core of a sequence of at least two related Career Technical Education (CTE) courses as part of the elective sequence

Enrolling Students in A-G Required Courses – BUL-2513.1 September 21, 2006 – This bulletin provides guidelines for school personnel to advise and council students appropriately regarding enrolling students in A-G courses

Graduation Requirements for the Graduating Classes of 2014 and 2015 – BUL-5186.0 February 11, 2011. The requirements in this bulletin apply solely to the graduating classes of 2014 and 2015

Graduation Requirements for Class of 2016 – BUL-5789.1. September 12, 2013 – This is a revised policy for the class of 2016 defining A-G validation and substitution rules, following California State University (CSU) guidelines

Graduation Requirements for Classes of 2017 and 2018 – BUL-6166.1. July 2, 2014 – This is a revised bulletin for the graduating class of 2017 and 2018. In addition to the previously required California Department of Education (CDE) and Los Angeles Unified School District (LAUSD) requirements, students must now pass the minimum fifteen “a-g” college preparatory course sequence with a mark of “C” or better. Validation and substitution rules apply **UPDATING**

Implementation of the A – G Curriculum – Audit Report January 21, 2010. This is the report on the audit of the Implementation of the A – G Curriculum

GRADUATION EXEMPTION FOR FOSTER YOUTH – ASSEMBLY BILL (AB) 167/216 Revised 10.16.14, Requirements and Important Facts for school districts and students in foster care

Generate Graduation Standards Credit Report – This report will be used primarily by counselors to see a student's overall progress towards various graduation standards

[Graduation Verification for Students Attending Nonpublic Schools](#) – REF-6055.0 May 6, 2013 The purpose of this Reference Guide is to provide procedures for verifying graduation status for students with disabilities attending nonpublic schools

[High School “A-G” Graduation Requirements and Students with Disabilities](#) – BUL-6257.0 May 19, 2014 This Policy Bulletin outlines the course options for high school students with disabilities (SWDs) who will earn a diploma from the Los Angeles Unified School District. This bulletin provides guidelines for an IEP team to authorize a student who meets designated criteria to waive certain “A-G” requirements. Waiver options outlined in this bulletin include the Algebra 2 course (or its equivalent) and the second year of foreign language study. This bulletin also outlines the required teaching credentials for special education teachers assigned to carry rosters for “A-G” courses

[Issuance of Diplomas or Certs. of Completion for All Eligible Gr. 12 Students with Disabilities](#) - [REF 6056.2](#) May 12, 2015 - The purpose of this Reference Guide is to provide school site administrators, special education teachers, and other staff working with students with disabilities at the secondary level with information regarding the eligibility requirements and required procedures for the issuance of a high school diploma or certificate of completion to eligible students with disabilities

[Summary of Performance Requirement for Students with Disabilities Graduating or Reaching Maximum Age](#) – BUL-5796.1 – February 5, 2013 The purpose of this Bulletin is to inform school site staff working with students with disabilities of the requirement to issue a Summary of Performance (SOP) to students with disabilities who are graduating or reaching the maximum age of attendance and to ensure that District policies related to the issuance of the SOP conform to federal legal requirements

[Transition Services and Activities for Students with Disabilities](#) – REF-3620.1 August 13, 2012. The purpose of this Reference Guide are: (1) to outline the requirements for transition services identified in the Individuals with Disabilities Education Improvement Act (IDEIA) of 2004; and (2) to provide Individualized Education Program (IEP) teams and instructional teams with guidelines for using data to develop and implement a transition-focused IEP and linking transition activities with standards-based instruction

[Requests for Written Translation of Individualized Education Program \(IEP\) and Related Documents](#) - [REF 6349.1](#) - June 23, 2015 The purpose of this Reference Guide is to inform school sites and District offices of the process to follow to submit a request for a written translation of an Individualized Education Program (IEP) document and/or related documents. Information regarding the translation of Section 504 Plans is also provided

SPANISH EQUIVALENCY EXAMINATION

[Procedures for Administering the LAUSD Spanish Equivalency Examination and Guidelines for Placement](#) – REF-5632.0 January 9, 2012 – The purpose of this reference guide is to provide instructions on procedures for administering the LAUSD Spanish Equivalency Examination, including guidelines for student placement, award of credits to eligible students, and documentation of language proficiency

[Procedures for Granting Credit and Achievement Marks for Foreign Language](#) – BUL-2533.0 May 26, 2006 – The requirements to grant foreign language credit and achievement marks to students who have received instruction in foreign language

MATH PLACEMENT

Job Aids

[Accelerated Math Pathway – Complete Series](#) – Provides users at secondary schools with a reference tool to perform the following functions: 1. Create a dynamic student group to identify students that have successfully met the minimum grade and assessment requirements for proper placement in select Common Core Math courses. 2. Extract an ad hoc query of the Math Placement Test performance levels for all students at their school. 3. Use an existing group and a saved attribute cluster to extract test results for a subset of students via an ad hoc query. 4. View an individual student's transcript detail history to verify final grades earned for Common Core Math classes

[Create Dynamic Group Create Dynamic Group](#) – provide users at secondary schools with the process to create a dynamic group identifying students that have successfully met the minimum grade and test score requirements, for proper placement in select Common Core Math courses

[View Placement Test Data – All Students View Math Placement Test Data](#) – provides users at secondary schools with the process to create and extract an ad hoc query of the Math Placement Test performance level for all students at your school

[View Placement Test Data – Student Subset View Math Placement Test Data](#) – provide users at secondary schools with the process to create and extract an ad hoc query of the Math Placement Test performance level for a subset of students at your school using an existing group

[View Transcripts](#) – Provides users at secondary schools with the process to view an individual's transcript history for final grades earned in select Math courses

[Appendix A – Expressions & Criteria Expressions and Criteria](#) – Math placement criteria for Common Core Math

[Appendix B – System and Error Messages](#) – Provides guidelines and explanations for error messages

Resources

[Guidelines for the Implementation of the LAUSD Algebra 1 Middle School Summative Assessment](#) – MEM-6270.0 – April 2, 2014 – The purpose of this Memorandum is to provide information and guidelines for the implementation of Algebra 1 Summative Assessment for middle school students enrolled in Algebra 1. This assessment will be administered online only to all middle school students currently enrolled in Algebra 1

[Middle and High School Math Courses and Pathways](#) – MEM-6458.0 – February 19, 2015 – The purpose of this Memorandum is to provide information to schools regarding the mathematics pathways and courses aligned to the Common Core State Standards. This Memorandum provides guidelines to schools regarding student placement in mathematics courses. This Memorandum also provides guidelines for student placement in mathematics courses and acceleration points for moving some students through the standards at an accelerated pace.

MiSiS EXPLORER

Job Aids

[MiSiS Explorer](#) – Providers user instructions for building a report using filters and expressions (Ad Hoc Reporting)

[Generating Mailing Labels using MiSiS Explorer](#) – Provides instructions for building a report for mailing labels using filters and expressions

[Creating a Mail Merge and Printing Mailing Labels](#) – School Office users can generate a list of student addresses using MiSiS Explorer

[Using MiSiS Explorer to Generate Emergency Rosters](#) – Directions to generate school emergency rosters

[Generate Student Addresses with MiSiS Explorer](#) – Directions to generate a list of student addresses using MiSiS Explorer

NCLB (No Child Left Behind)

Job Aids

[Generating a NCLB Parent Letter](#) – The Parent Notification letter is generated for any student enrolled in courses identified as “NCLB Core” where the staff member is not NCLB compliant and has been providing instruction or services for 20 consecutive instruction days from the effective date of this letter

NORM DAY

[Norm Dates and Submission of Classification and Statistical Reports – School Year 2014-15 REF-1074.14](#) – (2015-16 coming soon!) The purpose of this Reference Guide is to inform school administrators of: 1) the norm dates for school year 2014-15; 2) the due dates for submission of the Classification Reports (enrollment data) and Statistical Reports (attendance data) to Attendance and Enrollment Section; and 3) the importance of submission of enrollment and attendance data as it relates to the District’s revenue sources and the schools’ operational resources

Staffing Recommendations

District policy pertaining to the recommendation of staffing for most Certificated and Clerical personnel at each school based on the recommended staffing tables taking into account student enrollment and other school characteristics

Magnet Staffing Recommendations -

[BOARD APPROVED STAFFING RATIOS FOR 2015-16 MAGNET CENTERS – Revised April 4, 2015](#)

[BOARD APPROVED STAFFING RATIOS FOR 2015-16 FULL MAGNET SCHOOLS – Revised April 4, 2015](#)

Middle School Staffing Recommendations -

[BOARD APPROVED STAFFING RATIOS FOR 2015-16 MIDDLE SCHOOLS – Revised April 4, 2015](#)

Senior High School Staffing Recommendations –

[BOARD APPROVED STAFFING RATIOS FOR 2015-16 SENIOR HIGH SCHOOLS – Revised April 4, 2015](#)

Options School Staffing Recommendations –

[BOARD APPROVED STAFFING RATIOS FOR 2015-16 OPTIONS SCHOOLS – Revised April 4, 2015](#)

OPENING SCHOOL

[Opening School Tasks](#) – The checklist includes some of your leadership responsibilities when preparing for the opening of the new school year

[Back-to-School and Open House Activities for 2015-2016](#) – The purpose of this Memorandum is to provide guidelines for the scheduling of Back –to –School and Open House activities

[School-Site Professional Development Priorities-Banked Time Days for Middle and High Schools \(2015-2016\)](#) – MEM-5788.3 – May 17, 2015 – The purpose of the Memorandum is to provide schools with the updated banked time dates and information that enables schools to align school-based professional development content and time with the District’s instructional priorities for ensuring each student is college- and career-ready and meeting A-G requirements

PHYSICAL EDUCATION

[Physical Education Programs](#) – Grades K-12 BUL-2528.1 – December 21, 2009 – This bulletin is intended to provide administrators and school staffs with the information regarding the requirements for implementing physical education programs at elementary, middle and high schools, as well as graduation requirements

[Physical Education Exemptions](#) – BUL-2457.1 -This bulletin establishes criteria and clarification for temporary, permanent, and partial physical education course exemptions for students, who are ill or injured, participate in one-half or less of a full-day school schedule, do not meet the passing requirement on the physical performance test, or participate in off-campus physical education activities

REPORTS

[Add/Drop Report](#) – When student schedules are changed an End Date is assigned to the class they are dropping and a Start Date for the next day is assigned to the new class. These dates are used in the report parameters. IMPORTANT: The dates entered in From and To will show any class changes that occurred during that date range (Scheduling Admin. Reports Tab/Under the Master Scheduling category select Add/Drop) Report

[Class Enrollment Report](#) – Secondary Schools Secondary Class Enrollment – Designed to provide secondary users with the process to generate the Class Enrollment Report, which identifies the assigned teachers, rooms, sections, current class enrollment, and class capacity (Scheduling Admin/Reports/ Master Scheduling (it may be necessary to use the vertical scroll bar). Select the Class Enrollment Report.)

[Class Roster Five Column Report](#) – The purpose of this report is to produce a five/ten-column worksheet listing all students currently enrolled in a class (course and section). The report may be used by substitute teachers to take roll, etc. and by Physical Education teachers to record information outside (Office Manager role – Reports, Attendance section and select Class Roster Five Columns)

[Correct Invalid Course Data](#) – This report will display a list of students by school that are actively scheduled in course numbers 800000- 9XXXXX (Reports. Data Cleansing menu, select Invalid Courses Report)

[Generate CELDT Coding Roster](#) – The CELDT Coding Roster is used to prepare the CELDT answer booklet for students without barcode labels. The codes printed on this roster are the codes used on the CELDT answer document (Reports button. From the Testing menu, select CELDT Coding Roster report link.)

[Generate Class Rank Report](#) – Users will have the capability to update the GPAs and class rankings by running a utility. The class rankings shall be saved by student and a report shall be produced for selected student(s) and GPA (Reports are listed in alphabetical order by module. Locate the Grades module and select the Class Rank report link)

[Generate Counseling List Report](#) – This report produces a list of grading information based on students scheduled classes. The report prints by Teacher and Class period or by Student and Class period. The report allows for selections of academic, work habits and cooperation grade types earned, either positive or negative which administrators and counselors can use to identify students in need of interventions and students who are demonstrating excellent progress (Reports are listed in alphabetical order by module. Locate the Grades module and select the Counseling List Report link)

[Generate Graduation Standards Credit Report](#) – This report will be used primarily by counselors to see a student's overall progress towards various graduation standards (Reports are listed in alphabetical order by module. Locate the Graduation Standards module and select the Graduation Standards Credit link)

[Generate Missing Grades Report](#) – This report can be used to verify whether a teacher has any missing grades for a selected term code/grading period (Reports button. From the Grades menu, select the Missing Grades – Secondary link)

[Generate Multiple Sections in a Single Period Report](#) – Provides instruction to find students are enrolled in more than one course in any section

[Generate Office Summons](#) – Office Summons are used by school staff to inform students where and when to appear (Click on Reports, from the Enrollment menu, select the Office Summons Report link.)

[Generate the Student Schedule Summary Report](#) – Generate the Student Schedule Summary Report This report allows a counselor to run a list of student schedules by a certain group or by a certain course or class in the current school year. The counselor can see all courses for each student in one report (Under the Master Scheduling reports options, click the Student Schedule Summary. Report option and the student schedule summary criteria page displays)

[Generate the Student Sections Report](#) – Summarize all student section assignments in MiSiS (Scheduling Admin/Reports/ Under the Master Scheduling reports options, click the Student Sections option and the student sections parameter window will display)

[Generate Students Without Schedules Report](#) – Provides instructions to find students who have incomplete schedules

[Print Class Changes from the Add/Drop Report](#) – This report lists all students who drop and add a course during the school year (Click the Reports Tab. Under the Master Scheduling category select Add/Drop Report.)

[Print a Report Card](#) – Secondary A report card will generated listing a student's courses for the semester with grades and attendance for courses taken, as well as the grades and attendance for courses taken at any other schools within the semester. Report Card – Secondary (Click the Reports button. From the Grades menu, select the Secondary Schools Report Card link.)

[Print CAHSEE Coding Roster](#) – This report helps to identify high school students who still need to take CAHSEE (California High School Exit Examination) tests, and provides the student data needed to bubble in student CAHSEE answer sheets. Special Ed students do not need to pass CAHSEE test as long as they take it once (Reports/Click, hold and drag the vertical scroll bar until the Testing modules are displayed. Click on the in front of Testing to expand the testing menu.)

[Print a Student Transcript](#) – This report will generate a record for every course a student has taken from Grade 6 through 12 and the final grades received for the school year (Reports. Locate the Transcripts module and select the Transcripts report link.)

[Teacher Verification of Marks](#) – Secondary – This report will allow a school administrator or teacher to generate and print a teacher verification report. The report is used to verify students' marks, attendance and comments given by the selected teacher for the selected class(es) during the selected term and grading period (Click the Reports button. (From the Grades menu, select the Teacher Verification of Marks Report – Secondary link. Complete the report parameters.)

SOCIAL MEDIA

[Social Media Policy for Employees and Associated Persons](#) – BUL- 5688.1 January 29, 2015

Provides policies and guidelines for social media communications between employees, students, parents and other associated persons; to prevent unauthorized access and other unlawful activities by District users online; to prevent unauthorized disclosure of or access to sensitive information, and to comply with the Children's Internet Protection Act (CIPA)

SPECIAL EDUCATION

Development of the Final Individualized Education Program (IEP) for Students with Disabilities Expected to Meet Requirements for a Diploma

– REF-4603.0 January 12, 2009. The purpose of this Reference Guide is to provide guidelines to the Individualized Education Program (IEP) team on the development of the final IEP for students with disabilities in grade 12 expected to meet graduation requirements for a diploma or to culminate with a Certificate of Completion

Determining the Appropriate Educational Placement for Students with Disabilities in the Least Restrictive Environment (LRE)

– BUL-5901.3 March 30, 2015 Procedures for determining the educational placement of students with disabilities in the least restrictive environment (LRE)

Dropout Identification and Intervention for Secondary Students with Disabilities

– REF-4850.4 October 24, 2011 – The purpose of this Reference Guide is to provide guidance for senior high school staff in identifying at-risk students, and in providing targeted, individualized intervention for secondary students with disabilities who are at risk for dropping out of school

Graduation Verification for Students Attending Nonpublic Schools

– REF-6055.0 May 6, 2013 – The purpose of this Reference Guide is to provide procedures for verifying graduation status for students with disabilities attending nonpublic schools

High School “A-G” Graduation Requirements and Students with Disabilities

– BUL-6257.0 May 19, 2014 – This Policy Bulletin outlines the course options for high school students with disabilities (SWDs) who will earn a diploma from the Los Angeles Unified School District. This bulletin provides guidelines for an IEP team to authorize a student who meets designated criteria to waive certain “A-G” requirements. Waiver options outlined in this bulletin include the Algebra 2 course (or its equivalent) and the second year of foreign language study. This bulletin also outlines the required teaching credentials for special education teachers assigned to carry rosters for “A-G” courses

Issuance of Diplomas or Certs. of Completion for All Eligible Gr. 12 Students with Disabilities

– REF-6056.2, May 12, 2015 – The purpose of this Reference Guide is to provide school site administrators, special education teachers, and other staff working with students with disabilities at the secondary level with information regarding the eligibility requirements and required procedures for the issuance of a high school diploma or certificate of completion to eligible students with disabilities

Procedures for Requests for Educationally Related Records of Students with or Suspected of Having Disabilities

– BUL-5526.5 February 9, 2015 – Outline the District’s policy for responding to requests for educationally related records for students with or suspected of having disabilities

Summary of Performance Requirement for Students with Disabilities Graduating or Reaching

Maximum Age – BUL-5796.1 February 5, 2013 – The purpose of this Bulletin is to inform school site staff working with students with disabilities of the requirement to issue a Summary of Performance (SOP) to students with disabilities who are graduating or reaching the maximum age of attendance and to ensure that District policies related to the issuance of the SOP conform to federal legal requirements

Scheduling Appropriate English Language Development (ELD) Instruction for Secondary English Learners with Disabilities

– REF-5994.0 April 29, 2013 – The purpose of this Reference Guide is to provide guidance for using the revised English Learner Master Plan to serve students with disabilities. This Reference Guide (1) outlines the options for placement in ELD courses for English learners (ELs) who are matriculating to, or are currently attending a middle or high school; and (2) provides secondary schools with procedures to ensure that students with disabilities have equal access to appropriate ELD courses

[Transition Services and Activities for Students with Disabilities](#) – REF-3620.1 August 13, 2012 – The purpose of this Reference Guide are: (1) to outline the requirements for transition services identified in the Individuals with Disabilities Education Improvement Act (IDEIA) of 2004; and (2) to provide Individualized Education Program (IEP) teams and instructional teams with guidelines for using data to develop and implement a transition-focused IEP and linking transition activities with standards-based instruction.

STAFFING RECOMMENDATIONS (Norm Charts)

District policy pertaining to the recommendation of staffing for most Certificated and Clerical personnel at each school based on the recommended staffing tables taking into account student enrollment and other school characteristics

Magnet Staffing Recommendations –

[BOARD APPROVED STAFFING RATIOS FOR 2015-16 MAGNET CENTERS – Revised April 4, 2015](#)

[BOARD APPROVED STAFFING RATIOS FOR 2015-16 FULL MAGNET SCHOOLS – Revised April 4, 2015](#)

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Options School Staffing Recommendations –

[BOARD APPROVED STAFFING RATIOS FOR 2015-16 OPTIONS SCHOOLS – Revised April 4, 2015](#)

SUMMER SCHOOL

[High School 2015 Credit Recovery Summer School Program](#) – MEM-6441.1 – May 18, 2015 – The purpose of this memorandum is to provide information for the High School 2015 Credit Recovery Summer School Program (CRSSP) offered to eligible students. Selected credit recovery courses will be available for current 9th through 12th grade students at selected high schools

Elementary and Middle School 2015 CORE Waiver Extended Learning Opportunities Summer Program

[Administrative Assignments and Application Process](#) - MEM-6439.0 February 17, 2015 -provide information on the application and selection procedures of elementary and middle school 2015 CORE Waiver Extended Learning Opportunity Summer Program administrative assignments.

[High School 2015 Credit Recovery](#) – MEM-6441.0 March 9, 2015 – The purpose of this memorandum is to provide information for the High School 2015 Credit Recovery Summer School program offered to eligible students. Selected credit recovery courses will be available for current 9th through 12th grade students at selected high schools

Special Education

[2015 Special Education Summer Session Extended School Year \(ESY\) Sites, Programs, and Feeder Schools](#) – MEM-6444.1 March 9, 2015

SUBSTITUTES

New Policy - [Required Information Provided to Substitute Teachers](#) – BUL-6524, June 22, 2015 This bulletin defines information the classroom teacher shall provide to the substitute teacher that will enable the substitute to perform in a competent manner all of the regular instructional duties of the absent teacher.

TESTING

Job Aids

[Generate CELDT Coding Roster](#) – The CELDT Coding Roster is used to prepare the CELDT answer booklet for students without barcode labels. The codes printed on this roster are the codes used on the CELDT answer document

[Print CAHSEE Coding Roster](#) – This report helps to identify high school students who still need to take CAHSEE (California High School Exit Examination) tests, and provides the student data needed to bubble in student CAHSEE answer sheets. Special Ed students do not need to pass CAHSEE test as long as they take it once

Testing Resources

[Testing Calendar 2015-2016](#) – REF-6506 May 18, 2015- Provides dates and grade levels for each District test

[Procedural Guidelines and Calendar for District Assessments for 2015 – 2016](#) – REF-6507 May 19, 2015 The purpose of this Reference Guide is to provide information about the Comprehensive Assessment Program For 2015-2016. The Comprehensive Assessment Program is designed to be formative and to provide multiple measures to drive decisions about instruction and intervention. This document details program policies and also provides the 2015-2016 assessment schedules in calendar form.

[CAHSEE Training and Submission of Test Security Forms for 2014-15 School Year](#) – Outline of the 2014-15 California High School Exit Examination (CAHSEE) training requirements for principals, coordinators, examiners, and proctors. This document also describes the process for submitting CAHSEE security forms to the District

[2014-15 CAASPP and Smarter Balanced Training Requirements](#) – February 5, 2015 REF- 6432 outlines the 2014-15 California Assessment of Student Performance and Progress (CAASPP) and Smarter Balanced Assessment (SBA) training requirements for principals and testing coordinators

[Fitnessgram Administration Training for 2014-15](#) – The purpose of this Reference Guide is to announce the availability of the 2015 Fitnessgram web-based training. The State Testing Program Requirements section of the Principal's Portal system includes the Fitnessgram. Principals must identify their Fitnessgram designee/coordinator and verify the completion of the required Learning Zone training before the administration of the test

TRANSCRIPTS

Job Aids

[View a Student Transcript History](#) – Provides instructions on how to view a student's transcripts

[Editing a Student Transcript](#) – Describes how to edit a student’s transcript

[Print a Student Transcript](#) – Provides instruction in the process to generate and print a transcript report for one or more students

Resources

[ADDING COURSES TAKEN OUTSIDE REGULAR LAUSD PROGRAM](#) – November 2012 From the Office of Data and Accountability Provides documentation related to adding courses to student transcripts outside the comprehensive school

[Generate Class Rank Report](#) – Users will have the capability to update the GPAs and class rankings by running a utility. The class rankings shall be saved by student and a report shall be produced for selected student(s) and GPA

[Generate Counseling List Report](#) – Provides instruction in the process to generate and print a Counseling List report. Although it can be used as a tool for data analysis, its primary use is to identify a list of students with marks of D or F in one or more district courses, during a specific time frame

[Foreign Student Transcripts](#) – Bul-1545 – February 14, 2005 The purpose of this bulletin is to provide procedures for uniformly granting credit for subjects studied in a foreign country

4. APPENDIX

Appendix A – Master Schedule Timeline 2014-15

September – December

Administration discusses proposed changes for next year with faculty. Any alterations to pathways or course of study should be discussed at this time. Teachers should have an opportunity to bring forward any proposals for the next year regarding new electives, team teaching, etc. All decisions regarding these proposals, including any bell schedule changes, should be finalized and voted upon, if necessary, by the end of the semester.

January

- Schools in Zone of Choice sign up or attend training
- Plan the Zone of Choice selection process in computer lab.
- Plan for February/March articulation activities.
- Review current Master Schedule:
 - Evaluate “A-G” course offerings
 - Print current UCOP Doorways list for your school
 - Discuss potential course offerings for upcoming school year with SLC leads, department chairs, and coordinators.
 - Finalize planning regarding course offerings for fall 2015. Keep in mind the courses needed by grad year, failure rates from fall semester, subgroups (EL, Special Ed, GATE).
- Distribute and review teacher preference sheets.
- Create new scenario for upcoming school year under “Manage Scenario”
- Enter Periods, School Courses, Section Types, and School Spaces into MISIS.
- Register online for E-cast by January 31st.

February

- Share list of course offerings for upcoming school year with counselors.
- Students in zones of choice will participate in the zone of choice selection process.
- Begin articulation activities.
- When E-cast for the upcoming school year arrives, review all enrollment projections carefully. If you believe that the enrollment forecast numbers are incorrect, you may appeal it online. Follow the procedures given and the timeline for your appeal if you think it is warranted.
- Create groups to be used in the Request Generator under Manage Groups.
- Batch load student course requests into Request Generator. **Keep in mind that Request Generator overwrites all Individual Requests, so it must be run prior to counselors inputting Individual Requests. If it is run afterwards, it will delete any Individual Requests that have been input.**
- Counselors meet with students to complete programming. The deadline for completion should be no later than the 2nd week of March.
- Counselors will edit Individual Requests as they meet with students.
- Make any mass changes to requests using Mass Request Editor.

March

- MISIS will complete the New Year process, which will increment students' grades by one and create an enrollment record for continuing students and incoming students that are part of a traditional feeder pattern.
- Counselors should finish meeting with students and ensure that all Individual Requests are completed in MISIS by mid-March.
- Once programming is complete, the person in charge of building the master should open the Scheduler Course Request Summary report to view the tallies and determine the number of sections needed for each course.
- Student course requests can be printed using the Student Course Request Summary report or Student Course Requests by Subject Requirement Code report.
- If data is not available for the incoming class, E-cast data along with historical trends can be used to create a projection for the matrix.

April

- **Publish tentative matrix no later than 4 weeks prior to issuing teacher assignments – April 17, 2015.**
- Evaluate staffing needs to determine if teachers need to be displaced or hired.
- Provide opportunities for teachers to give input regarding their preference for teacher assignments (via SLC Lead, Department Chair).
- Gather input from other administrators and coordinators (special ed, EL, magnet, and other special programs).
- Once the matrix is completed, Section Assignments can be entered into MISIS. Teacher names can be left blank until tentative teacher assignments are decided upon.
 - Lock sections that must be taught in a particular period.
 - Combine double-rostered classes
 - Link double-blocked classes.

May

- Students in pwt, zones of choice, and magnet schools will have their enrollment transferred to the receiving school's MISIS system.
- Analyze new student data as it is received and adjust course requests as needed.
- Create Individual Requests for new students once their information is placed in MISIS
- Run Student Conflict Analysis report to identify students who do not have a full set of course requests.
- In collaboration with the department chairs, the administration assigns classes to teachers based on the needs of the educational program, while taking teacher preference and seniority into consideration.
- **Teachers are to be notified of their tentative assignments no later than 21 calendar days prior to the teachers' last scheduled work day. – May 15, 2015**
- Enter teacher names into Section Assignments based on the tentative teacher assignments that were published.
- Print Teacher Section Assignment to review teacher assignments.
- Review Pre-Run Validation prior to running the scheduling engine.
- Once all data is entered, run the scheduling engine with a quick run and/or long run.

- Review Course Request Not Scheduled, Student Requests Not Scheduled, and Class Enrollment reports to view the results of the scheduling run and make adjustments.

June

- Once the scheduling results are as high as possible, but no less than 80%, commit to the master schedule. **Note: This cannot be undone.**
- Counselors should use Walk-In Scheduler to fill holes in students' schedules.

August

- Print Class Enrollment Report (Matrix View and/or List View) to monitor class enrollment.
- Counselors return during the summer to fill holes, balance classes, and make class changes based on new data.
 - Use Student Section Summary to view student schedules en masse.
 - Use Walk-In Scheduler to fill holes or change individual student classes.
 - Use Section Editor to alter the master schedule or make mass changes to student schedules.
- Print student schedules for distribution once all changes have been completed.

No counselor should leave for break or a new assignment until all students have a complete set of course requests. No administrator in charge of the master schedule should leave for break or a new assignment until the master schedule has been entered into MISIS and the scheduling engine has been run at 80%.

Appendix B – Master Schedule Program Comparison

Master Schedule Program Comparison		
<u>MiSiS with Link</u>	<u>Legacy</u> <u>SSIS</u>	<u>Description</u>
Set-Up		
Scenario Manager/Import	ADDYEAR	Create files for the future year Fall Semester
Periods	CL01	Input and update the master schedule, add periods
School Courses	CL31	Input and update course directory
School Courses/Course Master	COURSES	List of official course titles and numbers
School Spaces	CL01	Input Room numbers
Section Types	Emphasis Codes	Identify class types (SLCs, EL, H, etc)
Scenario Manager	Columbia	1st step to building a master, chooses master
Period Groups and Meeting Patterns	CL25/CL26	Add meeting pattern data
Scenario Manager/Import	ADDYEAR	Create files for the future year Fall Semester
Build		
Request Generator	SS15	Add mass requests
Individual Request	SS04	Input and modify student course requests
Mass Request Editor	SS15	Input/edit sets of mass course requests
Section Assignments	CL01	Input teacher sections
Linking & Combining	CL01	Links and combines classes
Create Multiple Sections/Teacher	CL01	Creates multiple sections for one teacher
Managing Groups	Extracts	Creates extract of group to import into excel
Course Request Summary Report	SS04 Print Option	Updates and Prints student requests

Master Schedule Program Comparison

<u>MiSiS with Link</u>	<u>Legacy</u> <u>SSIS</u>	<u>Description</u>
Commit		
Quick Run/Long Run	Columbia Scheduler	Run Master Schedule
Maintain		
Walk-In Scheduler	CL04	Input and update student schedule
Sections Editor	CL01 & CL10	Update Master Schedule
Passporting Students/Courses	CL01	Moving students from one school/SLC/Magnet to another
Print a Report Card	CL22	Print student schedules
Entering Attendance Category for SDP Students	AT06	Mark attendance for students
Updating Unfilled Teacher Positions	CL01	Print student Report Card
Secondary Schools Report Card	MR20	Print Report cards
Class Roster Five Column Report	ID41	Prints Class Rosters with Check-offs
Managing Groups	Extracts	Creates extract of group to import into excel
Changing a Student's Class	CL04	Update a Students Schedule
Print Class Changes from the Add/Drop Report	CL04	Prints the Add/Drop form for class changes
Counseling List Report	MR24, 27 & 28	Creates counseling lists
Student Sections Report	CL04	Prints student schedule
Master Scheduling Rollover	CL11/UT52	Creates a new Spring Master Schedule from Fall/delete previous mappings and use the auto map feature/Print the course mappings
Adding Students in Mass – Post Commit	CL01/CL10	Create course sections post-commit/ adds students in mass

Appendix C – Master Schedule Report Comparison

Master Schedule Report Comparison		
<u>MiSiS with Link</u>	<u>Legacy</u> <u>SSIS</u>	<u>Description</u>
Set-Up		
Import	ADDYEAR	Create files for the future year Fall Semester
School Courses	CL31	Input and update course directory
District Course	COURSES	List of official course titles and numbers
School Spaces	CL01	Input Room numbers
Build		
Course Request Criteria Summary	SS04 Print	Breakdown of requests entered in Request Generator
Course Request NOT Scheduled	Columbia 605	Shows classes and students who did NOT get into a class
Requests by subject Requirement Code	SS15	Create rules for course requests based on course codes
Scheduler Course Request Summary	SS04 Tally	From FRESNO – NOT IN USE
Student Conflict Analysis	Columbia 701	Shows conflicts in student schedules
Student Course Recommendation Excel	SS04	Allows you to determine the number of sections needed for each course
Student Course Request Summary	SS04	Shows the courses a student is requesting
Student Request NOT Scheduled		Shows which courses a student was NOT scheduled into
Student Request Options		Displays Electives and Options
Student Request Scheduled	Columbia 702	Shows the courses and periods a student was successfully enrolled in
Student Requests	SS04	Shows the courses a student is requesting
Course Request Criteria Summary	SS04 Print	Breakdown of requests entered in Request Generator
Course Request NOT Scheduled	Columbia 605	Shows classes and students who did NOT get into a class

Master Schedule Report Comparison

<u>MiSiS with Link</u>	<u>Legacy</u> <u>SSIS</u>	<u>Description</u>
Requests by subject Requirement Code	SS15	Create rules for course requests based on course codes
Scheduler Course Request Summary	SS04 Tally	From FRESNO – NOT IN USE
Maintain		
Add/Drop Report	CL04	Prints an Add/Drop form for class changes
Class Enrollment Report	CL16	Used to keep track of class size and balance classes
Fall Survey – Teacher/Paraprofessional	FS 11	Creates a list of Teachers, courses, and credentials
Print Faculty Information	FC01/FC07	Prints faculty EN, Status, contact info.
Special Education Placement Exception	SS15	Used to schedule or not schedule a specified group of students
Student Schedule Summary Report	CL23	Runs a list of students' entire schedules by a certain group, course, or class in the current school year.
Student Sections Report	CL22	Generate the Student Sections Report
Teacher Section Assignment	CL17	Prints teacher schedule by period
ROLLOVER		
Concurrent Term – Course Mapping	CL11/UT52	Creates a new Spring Master Schedule from Fall

Appendix D – Repeatable Courses

MISIS Titles	Course Title	Max Credits (3 bytes)	Credits
170301	ELD 1A	10	5
170302	ELD 1B	10	5
170303	ELD 2A	10	5
170304	ELD 2B	10	5
170305	ELD 3A	10	5
170306	ELD 3B	10	5
170307	ELD 4A	10	5
170308	ELD 4B	10	5
170403	L & L EL MS A	10	5
170404	L & L EL MS B	10	5
170405	L & L EL MS 2A	10	5
170406	L & L EL MS 2B	10	5
170407	L & L EL SH A	10	5
170408	L & L EL SH B	10	5
170409	L & L EL SH 2A	10	5
170410	L & L EL SH 2B	10	5
170505	ADV ELD MS A	10	5
170506	ADV ELD MS B	10	5
170507	ADV ELD SH A	10	5
170508	ADV ELD SH B	10	5
170509	ADV ELD MS 2A	10	5
170510	ADV ELD MS 2B	10	5
170511	ADV ELD SH 2A	10	5
170512	ADV ELD SH 2B	10	5
170601	DEV ELS MS A	10	5
170602	DEV ELS MS B	10	5
170605	DEV ELS SH A	10	5
170606	DEV ELS SH B	10	5
172013	LAPL 1	10	5
172014	LAPL 2	10	5
190101	DANCE MS 1A	10	5
190102	DANCE MS 1B	10	5
190103	DANCE MS 2A	10	5
190104	DANCE MS 2B	10	5
190105	DANCE MS 3A	10	5
190106	DANCE MS 3B	10	5
190107	DNC CMPNY MS A	15	5
190108	DNC CMPNY MS B	15	5
190109	DNC COMP MS A	10	5

MISIS Titles	Course Title	Max Credits (3 bytes)	Credits
190110	DNC COMP MS B	10	5
190113	BEG DN CH/PR A	15	5
190114	BEG DN CH/PR B	15	5
190119	CHORPROC SH A	10	5
190120	CHORPROC SH B	10	5
190125	DANCE COMPAN A	15	5
190126	DANCE COMPAN B	15	5
190127	CHORPROC SH 2A	10	5
190128	CHORPROC SH 2B	10	5
190135	MOVMNT/MEDIA A	10	5
190136	MOVMNT/MEDIA B	10	5
190203	MOD DNC MS 1A	10	5
190204	MOD DNC MS 1B	10	5
190205	MOD DNC MS 2A	10	5
190206	MOD DNC MS 2B	10	5
190213	MOD DANC SH 1A	10	5
190214	MOD DANC SH 1B	10	5
190215	MOD DANC SH 2A	10	5
190216	MOD DANC SH 2B	10	5
190217	MOD DANC SH 3A	10	5
190218	MOD DANC SH 3B	10	5
190221	CONTEMP DANC A	10	5
190222	CONTEMP DANC B	10	5
190301	TAP MS 1A	10	5
190302	TAP MS 1B	10	5
190303	TAP MS 2A	10	5
190304	TAP MS 2B	10	5
190313	BEG TAP SH A	10	5
190314	BEG TAP SH B	10	5
190315	TAP DANC SH 2A	10	5
190316	TAP DANC SH 2B	10	5
190403	JAZZ MS 1A	10	5
190404	JAZZ MS 1B	10	5
190405	JAZZ MS 2A	10	5
190406	JAZZ MS 2B	10	5
190411	DANCE A	10	5
190412	DANCE B	10	5
190413	JAZZ DN SH 1A	10	5
190414	JAZZ DN SH 1B	10	5

MISIS Titles	Course Title	Max Credits (3 bytes)	Credits
190415	JAZZ DN SH 2A	10	5
190416	JAZZ DN SH 2B	10	5
190503	BALLET MS 1A	10	5
190504	BALLET MS 1B	10	5
190505	BALLET MS 2A	10	5
190506	BALLET MS 2B	10	5
190513	BEG BALLE SH A	10	5
190514	BEG BALLE SH B	10	5
190515	BALLET SH 2A	10	5
190516	BALLET SH 2B	10	5
190517	BALLET SH 3A	10	5
190518	BALLET SH 3B	10	5
190601	CULT DNC MS 1A	10	5
190602	CULT DNC MS 1B	10	5
190605	DNC CMNTY MS A	10	5
190606	DNC CMNTY MS B	10	5
190607	CULT DNC MS 2A	10	5
190608	CULT DNC MS 2B	10	5
190613	FOLKLORIC SH A	15	5
190614	FOLKLORIC SH B	15	5
190615	CULT DAN SH 1A	10	5
190616	CULT DAN SH 1B	10	5
190617	CULT DAN SH 2A	10	5
190618	CULT DAN SH 2B	10	5
200205	CERAMICS 2A	10	5
200206	CERAMICS 2B	10	5
200213	JEWELRY 2A	10	5
200214	JEWELRY 2B	10	5
200309	ADVT DES 2A	10	5
200310	ADVT DES 2B	10	5
200323	DIG IMAG SH 2A	10	5
200324	DIG IMAG SH 2B	10	5
200505	PHOTO 2A	10	5
200506	PHOTO 2B	10	5
200513	FILMMAKING 2A	10	5
200514	FILMMAKING 2B	10	5
200601	DRAWING A	10	5
200602	DRAWING B	10	5
200703	PAINTING 2A	10	5
200704	PAINTING 2B	10	5
200805	SCULPTURE 2A	10	5

MISIS Titles	Course Title	Max Credits (3 bytes)	Credits
200806	SCULPTURE 2B	10	5
230227	ESS STD ENGLISH	20	5
230807	ADV SPEECH	20	5
290521	AUTO MECH 2A	20	5
290522	AUTO MECH 2B	20	5
290531	AUTO MECH 3A	20	5
290532	AUTO MECH 3B	20	5
292121	DRAFT TEC 2A	20	5
292122	DRAFT TEC 2B	20	5
292123	DRAFT ARC 2A	20	5
292124	DRAFT ARC 2B	20	5
292131	DRAFT TEC 3A	20	5
292132	DRAFT TEC 3B	20	5
292133	DRAFT ARC 3A	20	5
292134	DRAFT ARC 3B	20	5
293921	GEN METAL 2A	20	5
293922	GEN METAL 2B	20	5
293923	SHT METAL 2A	20	5
293924	SHT METAL 2B	20	5
293925	MACH SHOP 2A	20	5
293926	MACH SHOP 2B	20	5
293931	GEN METAL 3A	20	5
293932	GEN METAL 3B	20	5
293933	SHT METAL 3A	20	5
293934	SHT METAL 3B	20	5
293935	MACH SHOP 3A	20	5
293936	MACH SHOP 3B	20	5
294621	PHOTO OCC 2A	20	5
294622	PHOTO OCC 2B	20	5
294721	PLAST IND 2A	20	5
294722	PLAST IND 2B	20	5
294731	PLAST IND 3A	20	5
294732	PLAST IND 3B	20	5
294921	GRAPH ART 2A	20	5
294922	GRAPH ART 2B	20	5
294931	GRAPH ART 3A	20	5
294932	GRAPH ART 3B	20	5
295521	UPHOL 2A	20	5
295522	UPHOL 2B	20	5
295531	UPHOL 3A	20	5
295532	UPHOL 3B	20	5

MISIS Titles	Course Title	Max Credits (3 bytes)	Credits
295721	WOOD CAB 2A	20	5
295722	WOOD CAB 2B	20	5
295723	CARPENT 2A	20	5
295724	CARPENT 2B	20	5
295731	WOOD CAB 3A	20	5
295732	WOOD CAB 3B	20	5
295733	CARPENT 3A	20	5
295734	CARPENT 3B	20	5
310001	MATHEMATICS	99	5
310123	DEV MATH MS A	10	5
310124	DEV MATH MS B	10	5
310127	DEV MATH SH A	10	5
310128	DEV MATH SH B	10	5
310209	ESS STAND MATH	20	5
310221	MATH TUT LAB A	15	5
310222	MATH TUT LAB B	15	5
312601	ALG1 TUT LAB A	25	5
312602	ALG1 TUT LAB B	25	5
312603	ALG1 TUT 4X4 A	25	5
312604	ALG1 TUT 4X4 B	25	5
312605	GEOM TUT LAB A	25	5
312606	GEOM TUT LAB B	25	5
312609	ALG2 TUT LAB A	25	5
312610	ALG2 TUT LAB B	25	5
313101	CC MATH BRDG	20	5
313103	CC ALG BRDG	20	5
320305	MUSIC TECH A	15	5
320306	MUSIC TECH B	15	5
320307	TCH:PRD&PRF A	10	5
320308	TCH:PRD&PRF B	10	5
320309	MU TEC PR SH A	15	5
320310	MU TEC PR SH B	15	5
320507	VOICE A	15	5
320508	VOICE B	15	5
320509	CHORUS SH A	15	5
320510	CHORUS SH B	15	5
320511	GLEE SH A	15	5
320512	GLEE SH B	15	5
320513	CHOIR SH A	15	5
320514	CHOIR SH B	15	5
320515	VOC ENSEMBLE A	15	5

MISIS Titles	Course Title	Max Credits (3 bytes)	Credits
320516	VOC ENSEMBLE B	15	5
320807	GUITAR MS 1A	10	5
320808	GUITAR MS 1B	10	5
320809	GUITAR SH 1A	15	5
320810	GUITAR SH 1B	15	5
320811	GUITAR MS 2A	15	5
320812	GUITAR MS 2B	15	5
320813	GUITAR SH 2A	15	5
320814	GUITAR SH 2B	15	5
320817	GUITAR SH 3A	15	5
320818	GUITAR SH 3B	15	5
320903	MARIACHI MS A	10	5
320904	MARIACHI MS B	10	5
320905	MARIACHI SH A	15	5
320906	MARIACHI SH B	15	5
321107	ADV BAND A	15	5
321108	ADV BAND B	15	5
321109	JAZZ ENS A	15	5
321110	JAZZ ENS B	15	5
321119	JAZZ ENS MS A	10	5
321120	JAZZ ENS MS B	10	5
321121	MOD BAND MS A	15	5
321122	MOD BAND MS B	15	5
321123	MOD BAND SH A	15	5
321124	MOD BAND SH B	15	5
321207	ADV ORCH A	15	5
321208	ADV ORCH B	15	5
321209	INSTRUM ENS A	15	5
321210	INSTRUM ENS B	15	5
321211	ORCHESTRA MS A	10	5
321212	ORCHESTRA MS B	10	5
321213	ADV ORCH MS A	10	5
321214	ADV ORCH MS B	10	5
321215	ORCHESTRA SH A	15	5
321216	ORCHESTRA SH B	15	5
321223	MARCH BAND SH	15	5
321303	KEYBOARD 1A	15	5
321304	KEYBOARD 1B	15	5
321305	KEYBOARD 2A	15	5
321306	KEYBOARD 2B	15	5
321307	KEYBOARD 3A	15	5

MISIS Titles	Course Title	Max Credits (3 bytes)	Credits
321308	KEYBOARD 3B	15	5
321321	PIANO MS 2A	10	5
321322	PIANO MS 2B	10	5
321401	BAND MS A	10	5
321402	BAND MS B	10	5
321403	ADV BAND MS A	10	5
321404	ADV BAND MS B	10	5
321503	CHOIR MS 2A	10	5
321504	CHOIR MS 2B	10	5
321505	CHOIR MS 3A	10	5
321506	CHOIR MS 3B	10	5
323003	MUSIC THEA WK	15	5
323011	MUS IND/MED A	15	5
323012	MUS IND/MED B	15	5
330105	ADV PE 1A	10	5
330106	ADV PE 1B	10	5
330121	ADV PE 2A	20	5
330122	ADV PE 2B	20	5
330123	ADV PE FT 2A	20	5
330124	ADV PE FT 2B	20	5
330131	MV BD AWR A MS	20	5
330132	MV BD AWR B MS	20	5
330201	BOD CONT	20	5
330203	PHYS FIT	20	5
330205	ADV COND	20	5
330207	BOD DYN	20	5
330209	AEROBICS	20	5
330211	JOGGING	20	5
330301	ADAP PHYS ED	20	5
330305	SPEC DES PE	20	5
330401	SWIM	20	5
330403	ADV AQUAT	20	5
330405	SKIN SCUBA	20	5
330407	SYNC SWIM	20	5
330409	WATER POLO	20	5
330411	SURF	20	5
330413	BOAT SAFETY	20	5
330415	AQUA CAL	20	5
330501	DANCE/REC HS A	20	5
330502	DANCE/REC HS B	20	5
330511	DRILL TEAM	20	5

MISIS Titles	Course Title	Max Credits (3 bytes)	Credits
330513	AUX CHEER	20	5
330515	AERO DANCE	20	5
330517	AUX CHEER MS	20	5
330531	DANCE/REC MS A	20	5
330532	DANCE/REC MS B	20	5
330545	BEG FOLKLORICO	20	5
330546	INT/ADV FOLKLO	20	5
330547	BEG FOLKLOR MS	20	5
330548	INT/ADV FLK MS	20	5
330601	LIFE SPORTS	20	5
330603	ARCHERY	20	5
330605	BADMINTON	20	5
330607	BICYCLING	20	5
330609	BOWLING	20	5
330611	FENCING	20	5
330613	GOLF	20	5
330615	GYMNASTICS	20	5
330617	HORSE SK	20	5
330619	OUTDOOR ED	20	5
330621	RAC BALL	20	5
330623	RIFLE	20	5
330625	SKATING	20	5
330627	TENNIS	20	5
330629	TRACK FIELD	20	5
330631	WRESTLING	20	5
330701	BASIC TEAM	20	5
330703	ADV TEAM	20	5
330705	BASKETBALL	20	5
330707	FIELD HOCKEY	20	5
330709	SOCCER	20	5
330711	SOFTBALL	20	5
330713	TEAM HANDBL	20	5
330715	TCH FL FTBL	20	5
330717	VOLLEYBALL	20	5
330719	ADV BASEBALL	20	5
330903	BASEBALL, VAR	20	5
330904	BASEBALL, JV	20	5
330905	BSKTBL, V, BOY	20	5
330906	BSKTBL, JV BOY	20	5
330907	BSKTBL, V, GRL	20	5
330908	BSKTBL, JV GRL	20	5

MISIS Titles	Course Title	Max Credits (3 bytes)	Credits
330909	CROSS C, VAR	20	5
330910	CROSS C, JV	20	5
330911	CROSS C, FR/SO	20	5
330913	FOOTBALL, VAR	20	5
330914	FOOTBALL FR/SO	20	5
330915	GOLF, VAR BOYS	20	5
330917	GOLF, VAR GIRL	20	5
330919	GYMNSTCS, BOYS	20	5
330921	GYMNSTCS, GIRL	20	5
330923	SOCCER, V BOYS	20	5
330924	SOCCER, JV BOY	20	5
330925	SOCCER, V GIRL	20	5
330926	SOCCER, JV GRL	20	5
330927	SOFTBALL, VAR	20	5
330928	SOFTBALL, JV	20	5
330929	SWIMMING, VAR	20	5
330930	SWIMMING FR/SO	20	5
330931	TENNIS, V BOYS	20	5
330933	TENNIS, V GIRL	20	5
330935	TRK & FLD, VAR	20	5
330937	TRK/FLD, FR/SO	20	5
330939	VLLYBL, V BOYS	20	5
330940	VLLYBL JV BOYS	20	5
330943	VLLYBL, V GIRL	20	5
330944	VLLYBL JV GIRL	20	5
330945	VLLYBL FR/SO G	20	5
330947	WRESTLING, VAR	20	5
330948	WRESTLING, JV	20	5
330949	WRESTLING V GI	20	5
331001	BSKTBL F/S BYS	20	5
331003	BSKTBL F/S GRL	20	5
331007	WATERPOLO V BO	20	5
331009	WATERPOLO V GI	20	5
331013	LACROSS V BOYS	20	5
331015	LACROSS V GIRL	20	5
339507	ADV PE 1A OL	10	5
339508	ADV PE 1B OL	10	5
339523	ADV PE 2A OL	20	5
339524	ADV PE 2B OL	20	5
350201	DEV READ MS A	20	5
350202	DEV READ MS B	20	5

MISIS Titles	Course Title	Max Credits (3 bytes)	Credits
350211	DEV READ HS A	20	5
350212	DEV READ HS B	20	5
361119	SCI TCH & R 1A	10	5
361120	SCI TCH & R 1B	10	5
361121	SCI TCH & R 2A	10	5
361122	SCI TCH & R 2B	10	5
380303	THEA MUS PRD A	10	5
380304	THEA MUS PRD B	10	5
380305	THEA PROD A	10	5
380306	THEA PROD B	10	5
380307	THEA PLWT SH A	10	5
380308	THEA PLWT SH B	10	5
380405	THEA ADV DSN A	10	5
380406	THEA ADV DSN B	10	5
380501	THEA ENSMB A	10	5
380502	THEA ENSMB B	10	5
380503	TH WLD PERF A	10	5
380504	TH WLD PERF B	10	5
380505	THEA IMPROV A	10	5
380506	THEA IMPROV B	10	5
380507	THEATRE SHKP A	10	5
380508	THEATRE SHKP B	10	5
380509	THEA CMPNY A	10	5
380510	THEA CMPNY B	10	5
380511	TH PERF MED A	10	5
380512	TH PERF MED B	10	5
380513	TH PHYCL SH A	10	5
380514	TH PHYCL SH B	10	5
380801	THEA DIRECT A	10	5
380802	THEA DIRECT B	10	5
380803	THEA DIR MED A	10	5
380804	THEA DIR MED B	10	5
381105	THEA LAB MS A	10	5
381106	THEA LAB MS B	10	5
381111	TH MEDIA MS A	10	5
381112	TH MEDIA MS B	10	5
381201	ENTRTAIN DSN A	10	5
381202	ENTRTAIN DSN B	10	5
410103	COMM ORGAN	25	5
420205	COL & CAREER	40	2.5
420207	COL & CAR II	80	5

MISIS Titles	Course Title	Max Credits (3 bytes)	Credits
440101	JROTC ARM 1A	10	5
440102	JROTC ARM 1B	10	5
440103	JROTC ARM 2A	10	5
440104	JROTC ARM 2B	10	5
440105	JROTC ARM 3A	10	5
440106	JROTC ARM 3B	10	5
440107	JROTC ARM 4A	10	5
440108	JROTC ARM 4B	10	5
440201	JROTC A F 1A	10	5
440202	JROTC A F 1B	10	5
440203	JROTC A F 2A	10	5
440204	JROTC A F 2B	10	5
440205	JROTC A F 3A	10	5
440206	JROTC A F 3B	10	5
440207	JROTC A F 4A	10	5
440208	JROTC A F 4B	10	5
440301	JROTC M C 1A	10	5
440302	JROTC M C 1B	10	5
440303	JROTC M C 2A	10	5
440304	JROTC M C 2B	10	5
440305	JROTC M C 3A	10	5
440306	JROTC M C 3B	10	5
440307	JROTC M C 4A	10	5
440308	JROTC M C 4B	10	5
440401	JROTC NAV 1A	10	5
440402	JROTC NAV 1B	10	5
440403	JROTC NAV 2A	10	5
440404	JROTC NAV 2B	10	5
440405	JROTC NAV 3A	10	5
440406	JROTC NAV 3B	10	5
440407	JROTC NAV 4A	10	5
440408	JROTC NAV 4B	10	5
440501	CAL CADET 1A	10	5
440502	CAL CADET 1B	10	5
440503	CAL CADET 2A	10	5
440504	CAL CADET 2B	10	5
440505	CAL CADET 3A	10	5
440506	CAL CADET 3B	10	5
460501	MEDIA JH A	20	5
460502	MEDIA JH B	20	5
460503	MEDIA SH A	20	5

MISIS Titles	Course Title	Max Credits (3 bytes)	Credits
460504	MEDIA SH B	20	5
460601	LEADER JH A	15	5
460602	LEADER JH B	15	5
460603	LEADER SH A	20	5
460604	LEADER SH B	20	5
460611	LEADER DEV VP	20	5
460701	DECATHLON	20	5
460801	PEER COUNSEL	20	5
480101	EXPL WRK EXP	40	5
480103	EXPL TCH TR	40	5
480201	GEN WRK EXP	40	5
480203	WORK EXP YOUTH	40	5
480207	WORK EXP F/T	40	5
602070	GR DIG IMAG 1	15	5
602080	GR DIG IMAG 2	15	5
602575	LANDSCAPE/2	15	5
602580	LANDSCAPE/3	15	5
605550	ANIMATION/1	15	5
605555	ANIMATION/2	15	5
605560	COMP ANIMAT/1	15	5
605565	COMP ANIMAT/2	15	5
605585	GRCOM DIG PPRE	15	5
605590	GRA COM PRSWK	15	5
606550	GR DESIGN FUND	15	5
606555	GR DES DIG IMA	15	5
606560	GR DES AD DES	15	5
606565	GR DES WEB DES	15	5
606570	PHOTOGRAPHY	15	5
606575	COMM PHOTOGRAH	15	5
607550	PERFORM ARTIST	15	5
608550	STAGE TECH	15	5
608555	STAGE TECH 2	15	5
608590	VIDEO PRO/THEO	15	5
609053	GRAPHIC DESIGN	15	5
611080	ACCTG CLKR UPG	10	5
611570	WOODWK MACH OP	15	5
613070	BUS ECON ENTRE	15	5
613090	VIRTUAL ENTERP	15	5
613560	CONSTRUCTION/2	15	5
613570	CONSTRUCTION/3	15	5
613580	FLOOR TECH/1	15	5

MISIS Titles	Course Title	Max Credits (3 bytes)	Credits
613590	FLOOR TECH/2	15	5
614550	LOCKSMITHING/1	15	5
614560	LOCKSMITHING/2	15	5
614570	PLUMBING/1	15	5
614580	PLUMBING/2	15	5
614590	UPHOLSTERY/1	15	5
614595	UPHOLSTERY/2	15	5
618062	PHARMACY CLERK	20	5
619050	GROCERY CASHIER	20	5
619060	SALES CLK/INTR	10	5
619070	SALES CLK/RETL	15	5
621070	SPEC ED TRAINE	40	5
621080	ECE INFANT/TOD	10	5
621090	ECE ASST 1	25	5
622050	ECE ASST 2	25	5
622060	INTRO TO ECE	30	5
622080	ECE CAR/CHIL/2	10	5
622550	EDUC/1 F OF ED	15	5
623550	SOC&HUM SVC AS	15	5
625050	DIR SUPPORT PR	15	5
625570	ELECTRONICS 3	15	5
626550	PHOTOVOLT/1	15	5
626570	PHOTOVOLT/3	15	5
627550	ELEC/1 FUNDAME	10	5
627555	ELEC/2 WIR/CD	10	5
627560	ELEC/3 WIR TEC	20	5
627565	ELEC/4 INDUSTR	30	5
627570	ELEC MOT CONTR	30	5
627585	PWRLINE SYS 2	20	5
627590	PWRLINE SYS 3	20	5
628560	HVAC/1	15	5
628565	HVAC/2	15	5
628570	HVAC/3	15	5
628580	TECH 1 COP/CAB	15	5
628590	TECH 3 SYSTMS	15	5
641550	A+CERTIFICAT/1	15	5
641560	A+CERTIFICAT/2	15	5
641570	A+CERTIFICAT/3	15	5
642591	ARCHITECT DESN A	15	5
642592	ARCHITECT DESN B	15	5
645070	GROUND SKPR FUN	15	5

MISIS Titles	Course Title	Max Credits (3 bytes)	Credits
645570	FASHION/3	15	5
645580	FASHION/4	15	5
663553	DENTAL ASST/1	15	5
663556	DENTAL ASST/2	15	5
663559	DENTAL ASST/3	15	5
664555	SPTS THERAPEU	15	5
664557	SPORTS MED ROP	15	5
664583	X-RAY TECH/1	30	5
664586	X-RAY TECH/2	40	5
664589	X-RAY TECH/3	40	5
671580	CULART CATERIN	15	5
672070	RADIOLOGIC TEC	40	5
672550	EVENT PLANNING	15	5
674050	MEDICAL ASSIST	40	5
674070	WARD CLK/HEALT	40	5
675050	EMER MED TECH	10	5
675075	LONG TERM CARE	10	5
675080	HOME HEALTH AI	15	5
676060	VOCATION NURSE	40	5
676550	NETWORKING 1	15	5
676560	NETWORKING 2	15	5
678550	MACHINIST 1	15	5
678560	MACHINIST 2	15	5
679060	PHARMACY TECH	10	5
679550	WELDING/1	15	5
679560	WELDING/2	15	5
679570	WELDING/3	15	5
681050	COSMETL ROP/1	15	5
681055	COSMETL ROP/2	15	5
681090	MANICURING/1	15	5
681095	MANICURING/2	15	5
682550	LOGISTICS:INTR	15	5
684551	BARBER/1	10	5
684553	BARBER/2	35	5
684555	BARBER/3	35	5
684557	BARBER/4	35	5
684559	BARBER/5	10	5
684560	COSMETOLOGY 1	30	5
684563	COSMETOLOGY 2	40	5
684565	COSMETOLOGY 3	40	5
684580	ESTHETICIAN 1	15	5

MISIS Titles	Course Title	Max Credits (3 bytes)	Credits
684583	ESTHETICIAN 2	15	5
684585	ESTHETICIAN 3	15	5
685050	BAKER (FUNDAM)	20	5
685055	BAKER	30	5
685080	CHEF ASSISTANT	30	5
685090	COOK TRAINEE	30	5
687550	LAW:PRINCIPLES	15	5
687560	LAW:OFFIC PROC	15	5
688560	FORENSIC SCIEN	15	5
691050	AC TECH (FUND)	10	5
691060	REFRIG TECH FU	10	5
691065	REFRIG TEC SER	10	5
691589	CONST WKR PREP	25	5
692095	COMBO WELDER	15	5
692555	CAD TECH ARCHI	10	5
692560	CAD TECH MECHA	10	5
692575	CAD TECH UPGRD	10	5
693065	COMP TECH INTR	10	5
693090	COMP TECH A+ U	10	5
693565	ELECTRONC TECH	20	5
693575	MOBILE ELECTRO	10	5
693580	MBL ELEC TEC 1	15	5
693585	MBL ELEC TEC 2	15	5
693590	MBL ELEC TEC 3	15	5
693595	MBL ELEC TEC T	30	5
694560	NETWK CTRL OP	15	5
695070	AUTO BODY ASST	10	5
696570	DIESEL TECH TR	40	5
697050	A/P TECHNICIAN	40	5
697053	A/P TECHNOLO 1	25	5
697056	A/P TECHNOLO 2	20	5
697063	AIRFRAM TECH 1	25	5
697066	AIRFRAM TECH 2	25	5
697069	AIRFRAM TECH 3	25	5
697070	A/P TECH TRAIN	40	5
697073	P/P TECHNOL 1	25	5
697076	P/P TECHNOL 2	25	5
697079	P/P TECHNOL 3	25	5
697090	A/P TEC TRN PW	40	5
697565	HOSP MAINT TEC	15	5
698051	AUTO BODY RPR1	30	5

MISIS Titles	Course Title	Max Credits (3 bytes)	Credits
698053	AUTO BODY RPR2	30	5
698055	AUTO BODY RPR3	30	5
698057	AUTO BODY RPR4	30	5
698059	AUTO BODY RPR5	30	5
699051	AUTO TEC ATRAN	15	5
699053	AUTO TEC BRKS	15	5
699055	AUTO TEC DSL/1	15	5
699057	AUTO TEC DSL/2	15	5
699059	AUTO TEC DRTR	15	5
699061	AUTO TEC E&E/1	15	5
699063	AUTO TEC E&E/2	15	5
699065	AUTO TEC EMC/1	15	5
699067	AUTO TEC EMC/2	15	5
699069	AUTO TEC PER/1	15	5
699070	WAREHS OP FUND	15	5
699071	AUTO TEC PER/2	15	5
699073	AUTO TEC ENGRP	15	5
699075	AUTO TEC H&AC	15	5
699077	AUTO TEC MTRAN	15	5
699079	AUTO TEC SUS/S	15	5
699080	WREHS OP FORKL	40	5
699550	MACHINIST FUND	10	5
699560	MACHINIST	15	5
699570	MACHNST CNC	15	5
699580	MACHINIST TRNE	40	5