LOS ANGELES UNIFIED SCHOOL DISTRICT
REFERENCE GUIDE

TITLE:	Online Programs for Secondary Schools
NUMBER:	REF-5670.6
ISSUER:	Frances Baez, Ph.D. Chief Academic Officer Division of Instruction John Vladovic, Ed.D. Executive Director, Secondary Instruction
DATE:	July 1, 2024

PURPOSE: This reference guide replaces REF-5670.5 dated November 8, 2021. The purpose of this reference guide is to outline procedures for obtaining access to online licenses (blended and virtual) as well as to understand how online courses may benefit students in need of credit recovery or acceleration.

MAJOR CHANGES: This reference guide identifies new vendors for online programs and introduces a new partnership with the National Education Equity Lab, which provides college courses from elite universities during the school day in an online format.

BACKGROUND: Los Angeles Unified now has three approved providers for online credit-bearing courses. The online programs provide opportunities for students to engage in credit recovery, acceleration, or enrichment. One of the District's priorities is to champion multiple pathways for college and career readiness for all students. In alignment with Pillar 1, Academic Excellence, of the District's strategic plan, online programs will provide equitable access to a rigorous college preparatory course schedule and offer supports to successfully complete A-G courses with a C or better. The new partnership with the National Education Equity Lab provides students an opportunity to take online courses for enrichment, aligning with the District's plan to expand access to advanced learning options, such as Advanced Placement (AP), International Baccalaureate (IB) and college courses.

PROCEDURES: Schools have the option to select courses from three approved vendors for online, credit-bearing courses. These programs, which may be used for credit recovery or academic course enhancement are: Edmentum, Inc. (formerly APEX), Get Lit Words Ignite, and Imagine Learning (formerly Edgenuity). Schools may not offer online credit-bearing courses from any other vendor. APEX and Edgenuity courses from Edmentum and Imagine Learning, respectively, that are already approved, may continue to be used by schools. Courses from the newly approved vendor, Get Lit Words Ignite, have not yet been adopted for use. It is the school's responsibility to submit the course for approval using the District's course adoption policy.

The Division of Instruction will continue to make a bulk purchase of school blended learning licenses with Imagine Learning (formerly Edgenuity) for all secondary schools during the 2024-2025 school year. All Regions are free to design their own process for allocating blended licenses to school sites.

If additional licenses are needed, the Region or individual school sites must purchase the virtual licenses. Region or school sites may utilize other funding, including A-G funding. Schools should contact their Region Instructional Technology designee for instructions on how to purchase any additional virtual license purchases with Imagine Learning or Edmentum and for pricing and training opportunities. There is no funding to cover the cost of substitutes attending APEX (Edmentum) or Edgenuity (Imagine Learning) trainings. Schools will need to fund the cost of a substitute.

Virtual and prescriptive courses are identified with the name of the online vendor in the "course name" field in MiSiS. Blended, non-prescriptive learning courses no longer have a separate abbreviation identifier, as students are instructed in a face-to-face setting with the teacher who is planning instruction using online tools and resources and direct instruction. Information on courses offerings and corresponding MiSiS course numbers can be found at https://www.lausd.org/page/7845.

As with other "A-G" Los Angeles Unified approved courses, these courses must be listed on the school's UC A-G Course List. Follow the instructions listed in REF-5833.12, Revision of the UCOP "A-G" Approved Course List, dated January 29, 2024, to add the course(s) to the school's UC A-G course list. If you have any questions or need support with this process, contact your Region Counseling Coordinator. Refer to REF-5833.12 for more information on the process for updating the school's course list and deadlines.

I.   MODELS OF IMPLEMENTATION

Online courses are offered in the instructional settings defined below. For each model, the principal must identify a designee to collaborate with the Region Instructional Technology designee. All activities in a semester-long course must be completed per the District's default settings in the online platform.

A. Virtual Courses

Virtual courses are offered online, and the vendor provides the California credentialed teacher. Virtual courses may be used for original credit, credit recovery, or academic grade enhancement. These courses are ideal for students who need a course not offered at their school site or students unable to include a specific course into their regular schedule (master schedule outliers). Please note that some online courses may require additional materials, such as textbooks for Advanced Placement courses, that must be provided by the school.

Although virtual courses provide an online teacher with the appropriate subject credential, the school must designate a mentor for students who holds either a single-subject or multiple-subject credential. The single-subject credential can be in any subject area. In addition to proctoring assessments and communicating with the virtual teacher, the mentor is responsible for monitoring student progress in virtual courses and empowering students with best practices in completing an online course. Schools should designate staff who are able to build rapport and reflect with students on their progress and needs.

1. In virtual courses, the mentor cannot assign supplemental assignments; the mentor is responsible for reporting the grade assigned by the online instructor.
2. A supervising mentor must be designated at each school to oversee a school's virtual learning and ensure the fidelity of its implementation. The supervising mentor must serve as the point of contact for the school's virtual learning program. Training for supervising mentors is available. Schools should contact their Region Instructional Technology designee.
3. Special education accommodations are available for virtual courses. Supervising mentors providing support for students with disabilities or students with 504 plans, who intend to complete virtual courses, must submit the Accommodation

Plan Form to the online instructor during the enrollment process.

4. For a course to be recognized by the National Collegiate Athletic Association (NCAA), the timeframe for completion must be between 12-18 weeks. NCAA does not recognize prescriptive versions; NCAA students must use the core (original credit) version even when completing a course for credit recovery purposes.

5. Online courses in MiSiS will be identified with the transcript abbreviation and vendor abbreviation followed by an "L." For example, a virtual Edgenuity course would appear as "EDGL;" a virtual APEX course would appear as "APXL" (See Attachment A).

Virtual courses provide schedule flexibility for students. Courses may be taken during the school day, before/after school, Saturdays, or independently at home.

B. Blended Learning Courses

Blended learning courses provide face-to-face instruction that integrates online learning from 50:50 to 30:70. In blended learning courses, the teacher plans and facilitates instruction, varying between face-to-face and online learning, to personalize and differentiate instruction to meet the needs of all students. A Los Angeles Unified credentialed instructor plans instruction and decides which lessons to use during face-to-face instruction and which lessons to use with the digital content provided by the online vendor. Blended learning courses may be used for original credit, credit recovery, or academic course enhancement for all approved online courses including Advanced Placement.

Schools must provide the appropriate subject area Los Angeles Unified credentialed teacher to be the primary instructor throughout the courses in this model. The subject area credentialed teacher must be programmed into a period with the students.

Please note: The course title for teachers using the blended model does not have a separate Edgenuity or APEX course title since the digital content is used as a supplemental tool to facilitate instruction similar to the use of ALEKS or Khan Academy.

1. The blended learning teacher plans instruction and selects which concepts and skills are taught face-to-face and which lessons and assessments are completed online. This model provides various options for the teacher:

   a. During training, teachers learn how to customize lessons for individual students and groups of students.
   b. Teachers can delete online lessons and upload their own material into the course.
   c. Blended courses are useful for students who are intermittently absent to maintain progress towards mastering standards while absent.
   d. If a teacher is absent, they can assign students blended lessons that the substitute teacher can monitor and assist students as they work independently. This allows the regular teacher to monitor student progress and reduces the amount of grading required by the teacher upon returning to work.

2. The teacher utilizes the online reporting tools to identify student needs and to monitor student progress, adjusting instruction between face-to-face and online and whole class, small group, and individual direct instruction.

3. Note that online course programs only capture the lessons and tests completed online. The teacher must maintain course marks from online lessons and tests as well as all other assignments, projects, quizzes, tests, and activities provided in face-to-face lessons to calculate and determine a final grade.

4. A site coordinator must be designated to oversee a school's blended learning implementation to ensure the fidelity of its implementation and to serve as the point of contact for the school's blended learning program.

5. As blended learning courses are face-to-face courses with a highly qualified Los Angeles Unified subject matter teacher, the courses are not identified with the transcript abbreviation and the vendor abbreviation in MiSiS.

Edgenuity online course materials may also be utilized for intervention or as a supplemental instructional materials resource. Instructors may select the content to demonstrate a skill or concept for instruction or utilize lessons for in-class intervention. For example, to personalize instruction to meet student needs, teachers may create groups by assigning online Edgenuity

lessons to students, which create the opportunity to provide direct instruction to a small group of students.

Edgenuity Single Standard Recovery Modules are asynchronous learning opportunities that teachers can assign to individuals or groups of students requiring assistance on specific skills/standards. If students are struggling with concepts and skills, teachers may assign specific lessons from an online course, or Edgenuity Single Standard Recovery Modules (in English language arts and mathematics) to support and reinforce learning, preventing a student from falling behind or receiving a failing grade.

For students who need additional time to complete a course at the end of the semester/mester, the Edgenuity Booster Modules provide 20-25 hours of asynchronous learning opportunities focused on the key concepts of the course and can be used as an academic course extension opportunity. Booster Modules are available to both middle school and high school students in English, math, science, and social science. Teachers do not need to develop the course extension curriculum and assessments. Grading is done by the module.

Students in AP courses would be able to self-select units and lessons to review to fortify content knowledge. In this model, the course materials are intended to supplement, differentiate, and personalize classroom instruction.

Blended courses provide teachers and students the opportunity of face-to-face direct instruction and online learning to best support student learning needs. Blended learning courses may be taken during the regular school day, before/after school, on weekends, or during school recess.

C. Prescriptive Versions
Only some virtual and blended model courses are also offered in a prescriptive (mastery-based) version. These courses contain the same content as the original credit versions with a "test-out" feature. The prescriptive course option is only available for students as a credit recovery option. This model cannot be used to obtain original credit. Advanced Placement courses are not available in prescriptive versions. Prescriptive courses are not NCAA-approved regardless of whether they are offered in the

virtual model. Any student that plans to pursue NCAA recognition should be assigned to complete a non-prescriptive virtual course.

1. Virtual: Prescriptive courses require the school to identify a single-subject or multiple-subject credentialed teacher (in any subject area) to serve as a mentor for students. In addition to proctoring assessments and communicating with the virtual teacher, the mentor is responsible for monitoring student progress in virtual courses and empowering student(s) with best practices in completing an online course. In prescriptive virtual courses, the mentor cannot assign supplemental assignments; the mentor is responsible for reporting the grade assigned by the online instructor.

2. Blended: Prescriptive courses require the school to provide the appropriate subject area Los Angeles Unified credentialed teacher to be the primary instructor throughout the courses in this model. The primary instructor monitors student progress, provides direct instruction when needed, and proctors student assessments. The subject area credentialed teacher must be programmed into a period with the students before or after school.

Students may not be programmed into prescriptive blended or virtual courses during the school day due to the "test-out" feature that this model provides, allowing students the opportunity to complete a course at their own pace.

Students taking prescriptive courses for credit recovery are exempt from the 60-hour in-seat requirement and will obtain numerical credits upon completion of the course.

- APEX students take a pre-unit test and test out of individual lessons where they demonstrate proficiency.
- Edgenuity students take a pretest for each lesson individually and skip the lesson if they demonstrate proficiency.
- The threshold for pre-tests is set to 90% for students to "test-out" of a lesson/unit.

Prescriptive (mastery-based) courses in MiSiS will be identified with the transcript abbreviation and the vendor abbreviation followed by a "P." For example, an Edgenuity prescriptive course would appear as "EDGP" for blended prescriptive Edgenuity courses, "EDGVP" for virtual prescriptive Edgenuity courses, and

an APEX prescriptive course would appear as "APXP," see Attachment A.

Attachment A provides a chart that summarizes and compares the different models for online learning.

II.   INTERVENTION RESOURCES FOR MIDDLE SCHOOLS

Edgenuity provides intervention programs in Math and English called *MyPath* for Grades 6-8. The *MyPath* program offers data-driven differentiated instruction for mathematics and reading. *MyPath* is designed to meet middle school students at their learning level and provides age-appropriate instruction to help them get back on track. With *MyPath*, schools can do the following:

1. Identify Gaps – Students take a reading or math placement exam to determine what they have mastered and where they are struggling. Alternatively, schools can import existing student NWEA ® MAP ® Growth™, Renaissance Star 360 ®, or Scantron ® Performance Series ® scores to create prescriptive learning paths with no additional testing.
2. Personalize Instruction – Students are assigned an individualized learning path (ILP) focusing on the concepts they are ready to learn. Age-appropriate instruction via our direct-instruction videos and practice provides intervention, remediation, or enrichment opportunities.
3. Monitor Progress – Educators receive detailed and dynamic reports on student progress in real time, so you can instantly identify the topics students are struggling with and provide immediate support.

III.   NEW ONLINE VENDORS

One new vendor is available from which schools may select courses. Courses must first be adopted and added to a school's UC A-G course list following the procedures outlined in REF-5833.12. Schools should contact their Region Counseling Coordinator for assistance with adding courses.

IV.   PURCHASING ADDITIONAL LICENSES

Each online course publisher has its own list of approved course offerings and pricing plans. Contact your Region Instructional

Technology designee for license pricing information for APEX and Edgenuity.

For all other questions on prices or services, please contact the Procurement Services Division at (213) 241-8708 and ask to speak with a Contract Analyst.

Shopping carts should reference the Vendor number and the Contract number listed below. The SAP Product Category for:
- Instructional Licenses is 78575
- Professional Development is 96102

Any questions about this process should be directed to your Shopping Cart Support Center.

Step-by-Step Instructions:
1. Contact the vendor that offers services of interest to you. Obtain a quote, scope of services, and delivery schedule. If services will extend over weeks or months, include an invoice schedule.
2. Create a shopping cart and also reference
   - Vendor # (Enter in "Preferred Vendor" field).
   - Contract # (Enter in the "Sources of Supply" tab. If an error message is received at this point, contact your Shopping Cart Support Center).
   - Attach a quote, scope of work, and payment schedule.
   - Submit for approval.

Vendor Information
1. Edmentum, Inc. (APEX)
   - Vendor # 1000002973
   - Contract # 4400011142
   - Contact: Michelle Geddes at michelle.geddes@edmentum.com or Nicole Miller at nicole.miller@edmentum.com
2. Get Lit Words Ignite
   - Vendor # 1000007346
   - Contract # 4400011143
   - Contact: Mason Granger at mason@getlit.org or Diane Luby Lane at diane@getlit.org
3. Imagine Learning (Edgenuity)
   - Vendor # 1000022753
   - Contract # 4400011144

- Contact: Lisa Bliss at lisa.bliss@imaginelearning.com, Britta McCreary at britta.mccreary@imaginelearning.com, or Kelsy Anderson at bids@imaginelearning.com

Please visit https://www.lausd.org/Page/11383 for upcoming training opportunities. Please note that if teachers attend APEX or Edgenuity training, schools are expected to cover the cost for any needed substitutes.

A. School Point-of-Contact
All schools that would like to offer online credit-bearing courses must first designate a point of contact for each of the implementation models being offered. The individual(s) designated by the principal is responsible for overseeing the fidelity of the program's implementation and progress as well as being the point of contact for the Regional Instructional Technology designee. The Division of Instruction does not offer any compensation for assuming these roles. Please submit principal's designee selection at: https://bit.ly/onlineprogramspoc.
1. If offering virtual courses, schools must designate a "Supervising Mentor" to oversee all mentors at the school site.
2. If offering blended learning courses, schools must designate a "Site Coordinator" to oversee all teachers hosting a blended learning course at the school site.

B. Adding Online Courses
All virtual online courses *must* be approved by the Division of Instruction and have a course number in MiSiS so that students may be scheduled into the appropriate course. Edgenuity virtual courses *not* approved must go through the process outlined in BUL-3697.4, Procedures for New or Experimental Course Submission, dated November 18, 2015, to be approved. Schools seeking to add a new Edgenuity virtual course need to complete BUL-3697.4 Attachments A and C and submit them to School Counseling Services in the Division of Instruction for Los Angeles Unified course approval. Once the course has been approved by Los Angeles Unified, the next step is to seek A-G course approval. For further information and guidance, contact School Counseling Services at 213-241-7510.

Resources from any Edgenuity course are available for use in blended courses. It is not necessary to go through the course

approval process described in BUL-3697.4 or add to a school's UC A-G course list.

For more information or support with purchasing licenses, please contact your Region Instructional Technology designee.

V.   NATIONAL EDUCATION EQUITY LAB

The District has partnered with the National Education Equity Lab (Ed Equity) to provide college courses from elite universities to high school students during the school day. Courses are delivered online with the university professor providing the instruction and the Los Angeles Unified teacher being the co-teacher or teacher of record. Courses are offered as dual enrollment courses and must be embedded within the school day. Courses are currently funded by the District and are available to interested high schools. In alignment with Pillar 1, Academic Excellence, of the District's strategic plan, the courses are provided to *expand access to advanced learning options, such as advanced placement and college courses*.

A. Structure of Course
Courses follow the calendar of the university providing the instruction and may not begin until two weeks or more after the Los Angeles Unified semester has begun. Each course is one semester long. Instruction is delivered online by the university instructor with the Los Angeles Unified credentialed teacher serving as co-teacher. Ed Equity provides the pre-coursework for the time prior to the university's start date during which the high school is in session as well as post-course activities for schools in need of material to close out the semester once the university course has ended.

For each course, Ed Equity provides a course mentor who communicates with the Los Angeles Unified credentialed teacher. The course mentor will vary by course and by university.

B. Course Offerings
Courses will be offered in the areas of English, math, science, social science, and computer science and will vary each semester by subject area and university. Both equivalent and non-equivalent courses will be offered.
1. Equivalent courses are courses approved as equivalent to an existing Los Angeles Unified course. If a student enrolls in a

course offered by Ed Equity but has previously completed and passed the Los Angeles Unified equivalent course, the student will not receive additional credits towards graduation. A signed *Permission to Enroll in a Repeated Course* form, located in BUL-079501.2 Graduation Requirements for the Class of 2024-2027, must be completed and included in the student's cumulative record folder. Notes must also be included in MiSiS Counseling Communication to indicate that the student has permission to repeat the course. For courses previously completed, students will only receive credits on the university transcript.

2. Non-Equivalent Courses are considered enrichment courses and do not have an equivalent Los Angeles Unified course. Non-equivalent courses do not receive a GPA augmentation and will appear on the Los Angeles Unified transcript as non-equivalent. Numerical credit will be given and will only count as elective credit. There is a 40-credit maximum per subject area for all non-equivalent courses. Students will receive an official transcript from the university at the end of the course.

See Attachment B for a list of course offerings for the 2024-2025 school year.

C. School Site Responsibilities
The school site will be responsible for placing the university course into the school's master schedule for the correct term and ensure that students are programmed correctly. To ensure appropriate programming of students, schools must do the following:
1. Select a credentialed teacher of record for the class.
   - Subject matter alignment is strongly encouraged.
   - The Los Angeles Unified certificated teacher will learn alongside the university professor and provide mentoring supports for students. Pre-course materials will be provided by National Education Equity Lab to prepare students to be successful.
2. Recruit up to 25 students in grades eleven and/or twelve with at least a minimum 3.0 GPA. The California State University (CSU) GPA should be used to recruit students.
3. Provide students with the Los Angeles Unified School District Dual Enrollment Form (Attachment C).
4. Provide students with the link to submit an application on the National Education Equity Lab's online platform. The link will

be provided to participating schools by the National Education Equity Lab.

5. Complete student enrollment in the National Education Equity Lab online platform. Each school site will be provided with unique login credentials to access the National Education Equity Lab's online platform.

6. Add students who have been enrolled in the university course with the National Education Equity Lab to the corresponding course in MiSiS.
   - MiSiS course numbers will be provided by the Region Counseling Coordinator and will end with NE (Example: 370905NE).
   - There must be a minimum of 15 students in the university course for the course to remain open.

7. Verify that the student roster in the National Education Equity Lab portal matches the MiSiS roster for the college course being provided through the National Education Equity Lab.

8. Ensure that grades and attendance are turned on in the MiSiS Section Attributes.

9. Ensure that students who officially drop the university course with the National Education Equity Lab are also withdrawn from the MiSiS course prior to the second week of the start of the college course.

10. Enter the final grade in MiSiS at the end of the semester.
    - The teacher of record is responsible for monitoring students' progress in the course, documenting all communication in MiSiS, and communicating with their school site administrator.
    - For all authorized courses, grades provided by the university instructor shall be included in the final grade with the grades provided by the teacher of record for the supplemental assignments accounting for no more than 10% of the final grade.
    - The teacher of record may utilize supplemental materials provided by the National Education Equity Lab for the authorized course or may add teacher-developed supplemental assignments to the course. The teacher of record must provide their syllabus and grading procedures to students and parents/guardians at the beginning of the course and must turn in a grade book at the end of the course, documenting the coursework graded by the Los Angeles Unified teacher along with

the coursework graded by the university instructor to determine the final grade for the high school course.

For assistance with final grade procedures, schools should contact their Region Counseling Coordinator.

D. Course Materials
Course materials are provided to the Los Angeles Unified teacher to front load information prior to the start of the class. Course readings will be provided by the university instructor. To be compliant with Williams, schools will provide students with the District-approved textbook that aligns with the course. Schools should contact their Regional Content Area Specialist for assistance with textbooks.

ASSISTANCE: For additional information about virtual and blended learning, implementing middle school intervention programs, or participating with the National Education Equity Lab, contact Carol Alexander at carol.alexander@lausd.net or (213) 241-5607.

Region Counseling Coordinators:
- Region East   Gardenia Gonzalez – gxg0944@lausd.net
                          Eiman Hernandez – exh6016@lausd.net
- Region North   Yolanda Jimenez – yolanda.jimenez@lausd.net
                          Angelica Streif – axs03761@lausd.net
- Region South   Gina Kim – gxk1383@lausd.net
                          Barbara Politz – blp2505@lausd.net
- Region West   Maria Whittington – maa8635@lausd.net

Region Instructional Technology Designees:
- Region East   J. Alex Hernandez – julio.hernandez@lausd.net
- Region North   Ramoncito Mella – ramoncito.mella@lausd.net
- Region South   Sam Diaz – sed03621@lausd.net
- Region West   Earlondra Jackson – emj96141@lausd.net

Edgenuity Professional Development Specialists:
- Region East
  Ariel Lehtonen – ariel.lehtonen@imaginelearning.com
- Region North
  Justine Peralta – justine.deperalta@imaginelearning.com
  Jennifer Stephenson – jennifer.stephenson@imaginelearning.com
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Crystal Harrison – crystal.harrison@imaginelearning.com
- Region West:
Xavier Delgado – xavier.delgado@imaginelearning.com

RELATED RESOURCES:

BUL 3697.4, *Procedures for New or Experimental Course Submission*, dated November 18, 2015

BUL 6838.1, *Criteria for Granting Instructional Credit in Secondary Schools*, dated November 21, 2017

REF 5833.12, *Revision of the UC/CSU A-G Approved Course List*, dated January 29, 2024

ATTACHMENTS:

Attachment A – Online Model Comparison Chart

Attachment B – National Education Equity Lab Course Offerings for Fall 2024

Attachment C – Supplemental Application for Admission for Student in Grades 9-12 with the National Education Equity Lab