



**LOS ANGELES UNIFIED SCHOOL DISTRICT  
MEMORANDUM**

**TITLE:** 2007-2008 Required Learning Academy (RLA) for Select Program Improvement Year 5+ Elementary and Secondary Schools

**NUMBER:** MEM-3776.1

**ISSUER:** Alvaro Cortés, Assistant Superintendent  
Beyond the Bell Branch

**DATE:** August 2, 2007

**ROUTING**  
 Local District Superintendents  
 Local District Directors  
 Instructional Support  
 Local District Directors  
 School Services  
 Local District Intervention  
 Coordinator  
 Local District EL Coordinators  
 Principals/Assistant Principals  
 Required Learning Academy  
 Administrators  
 School Coordinators  
 School Administrative Assistants

**PURPOSE:** The purpose of this Memorandum is to provide program information for the 2007-2008 Required Learning Academy. The District is providing assistance for select students in grades 1, 2, 6 and 9 at designated Year 5+ Program Improvement schools for the 2007-2008 school year.

**INSTRUCTIONS:** I. Background

The Federal *No Child Left Behind Act of 2001* mandates districts to identify schools as Program Improvement if the school does not meet its yearly growth target for two consecutive years. Each subsequent year of not meeting its yearly growth target, schools move from Program Improvement (PI) year 1 to 5+.

II. Guidelines

The RLA is a Saturday intervention program designed to provide standards-based instruction that is aligned to the core instructional program for on-track students in grades 1, 2, 6, and 9. The curriculum offered is subject specific and is presented in 30 hour instructional modules at designated PI Year 5+ single/multi-track schools for the 2007-08 school year in Saturday Academies (a sixth day of instruction). For assistance regarding the Required Learning Academy Program (RLA), refer to the Local District Staff Directory (Attachment A).

Effective first teaching is the foundation for all instructional programs. The classroom teacher provides intervention and additional instructional support for students at risk of not achieving grade level standards. Following classroom program modifications, students with 2006-2007 California Standards Test (CST) scores at Basic, Below Basic and Far Below Basic in English Language Arts (ELA) or mathematics should participate in the Required Learning Academy. The numbers of students to be served is dependent on the capacity of the school site to provide teachers for the Saturday program.



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### III. Student Eligibility

#### A. Grade 1:

1. Students scoring at Strategic or Intensive at the End of the Year OCR Kindergarten assessment, or students scoring a one or a two on their most recent progress report in reading in grades K and 1.
2. Students experiencing difficulty learning to read.
3. English Learners not making adequate progress on the English Language Development (ELD) standards.
4. Students with disabilities expected to meet grade-level standards as determined by their Individualized Education Plan (IEP) and are not making adequate progress.

#### B. Grade 2:

1. Students scoring at Strategic or Intensive on Unit 5 OCR assessment.
2. Students scoring a one or two on their most recent progress report in reading in grades 1 and 2 and judged through multiple measures by the classroom teacher to be in jeopardy of not meeting grade-level standards.
3. English Learners not making adequate progress on ELD standards.
4. English Learners who have completed ELD Level 5 and have not met the redesignation criteria.
5. Students with disabilities expected to meet grade-level standards as determined by their Individualized Education Plan (IEP) and are not making adequate progress.

#### C. Grade 6:

1. Students receiving an English or mathematics grade of D or F on the report card and judged through multiple measures by classroom teachers to be in jeopardy of not meeting grade level standards.
2. Students scoring at Basic, Below Basic and Far Below Basic proficiency levels on the California Standards Test (CST) in reading/language arts or mathematics in grade 5.
3. English Learners who received a grade of D or F in English as a Second Language (ESL) 1A, 1B, 2A, or 2B.
4. Students enrolled in the Developing Readers and Writers Course (DRWC) and who scored 60% or below on one or more Summative Assessments in LANGUAGE!
5. Students enrolled in the DRWC and who showed no growth on the Scholastic Reading Inventory and no growth on the Individual Growth Report in READ 180.
6. English Learners not making adequate progress in ESL as determined by the course's Writing Assessments, Unit Tests, or Language Acquisition Assessments.
7. Students preparing for Redesignation Program (PRP) who have not met the criteria for redesignation.



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8. Students with disabilities expected to meet grade-level standards as determined by their Individualized Education Plan (IEP) and are not making adequate progress.

#### D. Grade 9:

1. Students receiving an English or mathematics grade of D or F on the report card and judged through multiple measures by classroom teachers to be in jeopardy of not meeting grade level standards.
2. Students scoring at Basic, Below Basic and Far Below Basic proficiency levels on the California Standards Test (CST) in reading/language arts or mathematics in grade 8.
3. English Learners who received a grade of D or F in English as a Second Language (ESL) 1A, 1B, 2A, or 2B.
4. English Learners not making adequate progress in ESL as determined by the course's Writing Assessments, Unit Tests, or Language Acquisition Assessments.

#### IV. Organization of Classes

- A. Class organization is based upon specific identified student need utilizing current assessment data.

1. Results of the California Standards Test (CST)
2. Results of the 6-week reading assessments for grades 1, 2, 6
3. End of Year K reading assessments for grade 1 (incoming)
4. Periodic benchmark English assessments for grades 6 and 9
5. Quarterly math assessments, for grades 6 and 9
6. ELD Portfolios for grades 1, 2 and 6
7. ESL 1A, 1B, 2A, 2B course final grades and/or course specific assessment scores

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

1. Elementary
  - a. English Language Arts
    - 1) Literacy – Decoding, fluency, comprehension
    - 2) Written Language
  - b. English Language Development (ELD Levels 1-4)
2. Secondary
  - a. English Language Arts
  - b. Mathematics
  - c. English as a Second Language course levels (1A, 1B, 2A, 2B)

#### C. Class Size

1. Elementary schools are to organize classes with an enrollment of 20:1. Daily attendance must be maintained at 15:1. It is critical that attendance be maintained. Classes will be closed if attendance falls below 15.



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2. Secondary schools are to organize classes with an enrollment of 25:1. Daily attendance must be maintained at 20:1. It is critical that attendance be maintained. Classes will be closed if attendance falls below 20 students.

### D. Calendar

1. Classes are offered on designated Saturdays.
2. Three sessions are scheduled for the year according to the school calendar (see Attachments B-1, B-2, B-3, B-4).

### V. Parent Notification

Parents must be notified that their son/daughter is at risk of not meeting grade level standards and must attend the Required Learning Academy intervention program.

Schools must inform parents of program dates, time and location, using the Required Learning Academy Program Parent Notification letters (Attachments C-1, C-2, C-3). If the parent declines student participation, RLA Parent Notification Letter must be signed by the parent and placed in the student Red Folder. In addition, District letters of support are available (Attachments D-1, D-2).

### VI. Staffing

#### A. Teacher Selection

Teachers are required to complete the Required Learning Academy Program Teacher Application (Attachment E-1). Priority and selection process for Extended Learning Program is referenced in LAUSD/UTLA agreement, see Guidelines for Teacher Selection and Displacement of Teachers in Beyond the Bell Programs (Attachment E-2).

#### B. Staff eligible to teach RLA are selected from the following prioritized list:

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

All teachers with the appropriate qualifications in each of the above categories will be selected in seniority order.



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## VII. Instructional Program

### A. Curriculum

#### 1. Elementary – Grades 1 & 2

Provide targeted assistance to students based on CST Proficiency Levels, utilizing SOAR Assessments

Literacy: Open Court Intervention Guide  
OCR English Learner Support Guide

Written Language: Write Time for LAUSD Kids

#### 2. Middle School – Grade 6

Provide targeted assistance to students based on CST Proficiency Levels, utilizing periodic assessments. Credits are not offered at middle school. One of three programs which provide 30 hours of math, English or ESL intervention are offered:

Traditional Middle Schools: PI 5+ schools

Program	Curriculum	Course Numbers
Language Arts	Voyager	232521
Mathematics	Princeton Review	310121
ESL	BTB ESL Intervention 1 A/B	170201/170202
ESL	BTB ESL Intervention 2 A/B	170203/170204

#### 3. Senior High School: PI 5+ schools

Provide targeted assistance to students in grade 9. The ESL intervention classes provide support to students not meeting benchmark assessments in ESL 1 and 2.

Program	Curriculum	Course Numbers
English	Kaplan CAHSEE Preparation	232521
Mathematics	Kaplan CAHSEE Preparation	310121
ESL	BTB ESL Intervention 1A/1B	170201/170202
ESL	BTB ESL Intervention 2A/2B	170203/170204

Course Credit: 2.5 credits per 30 hour session  
At least 24 hours of attendance is required in order to receive credit

Grading (High Schools only). Guidelines for grading practices are provided in Bulletin BUL-1353, “Marking Practices and Procedures in Secondary Schools” dated October 25, 2004. For intervention classes, students should be graded using the following criteria:

- Class participation, completion of assignments, and teacher determined assignments and observations may be used as the basis for the grade.
- 24 hours of attendance is required in order to receive credit.
- Mark of N may be given to students who do not meet the hours of attendance criteria.



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- Grades of D or F are to be avoided.

Placement of students (9<sup>th</sup> graders) in the CAHSEE preparation classes is determined by CST proficiency level.

- a. CST Far Below Basic assign to Foundations level
- b. CST Below Basic assign to Success level
- c. CST Basic assign to Advantage level

### B. Professional Development

Professional development is required prior to teaching the RLA program.

Training is provided for teachers who have not previously been trained in the program. Professional development is funded by Beyond the Bell Branch. A voucher is provided at the conclusion of each training session. The school site time reporter enters the payroll for the training. Teachers are compensated at their tenths hourly rate.

#### 1. Elementary School

Professional development for participating teachers/administrators is held at Local District designated locations, facilitated by the Local District Intervention/Testing Coordinator and conducted by instructional coaches, prior to beginning RLA. Local Districts will notify schools of the specific dates, times, and location of the trainings.

- a. Literacy – two hour training on OCR Intervention Guide
- b. Written Language – two hour training on Write Time for LAUSD Kids.

#### 2. Secondary Schools

The Beyond the Bell Branch coordinates the delivery of training and notifies the schools of the dates and times.

## VIII. Attendance Accounting and Documentation

It is critical that all intervention program information be entered according to instructions below. The District and school sites use the information for decision making and planning intervention programs.

### A. Elementary School

1. Schools must follow the guidelines provided in Reference Guide 1359, *Procedures for Recording Data and Attendance Accounting for Elementary Intervention Programs*, dated November 1, 2004.
2. Office staff must enter student information into SIS prior to the start of an ELP session and generate a class list prior to the first day of class.
3. Attendance must be monitored and recorded. Teachers must complete and record hourly attendance on the Elementary Intervention Attendance Register (Attachment F-1) including the following:
  - Information at the top of the Register
  - An "E" code is entered for the first hour of attendance
  - Leave blank for full hour of attendance
  - X for full hour of absences
  - / for tardies (counted as full attendance)
  - Enter the increment of time to the left of each box



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- Total students' hours of attendance and record
  - Enter students' marks
  - Sign and date the register at the bottom of the page
  - Attach the SIS class roster to the Attendance Roster and return to the School Administrative Assistant.
4. Required Learning Academy Administrator must fax Weekly Attendance Summary form (Attachment F-2) to the Local District Intervention/Testing Coordinator and Beyond the Bell (213) 241-6856 no later than the end of the work day each Saturday classes are in session.
  5. After the 6<sup>th</sup> hour of intervention, fax the SIS generated Classification Roster to the Local District Intervention/Testing Coordinator.
  6. Within five days of the end of each RLA session, fax the Intervention Exception Report with all exception errors cleared and the Statistical Report to the Local District Intervention/Testing Coordinator.
  7. File the following attendance documents at the end of each session in the main office. Records must be kept at the school for ten years for audit purposes.
    - Intent to Offer Intervention
    - Statistical Reports
    - Error-free Exception Reports
    - Signed Attendance Registers with attached class rosters

**B. Secondary Attendance Procedures**

The Secondary Information System (SSIS) is used to identify students and provide student data. Attendance, however, is reported on an Electronic Statistical form.

1. Identifying Students
  - a. Select a local use field (fields 251 through 260) to be assigned to RLA by the head counselor.
  - b. Using the SIS ID01 screen, flag the students into the local use field.
2. Creating Lists to Paste into the Electronic Statistical
  - a. Type ID98,3 and <enter>.
  - b. Select 1 for "active" students and <enter> to accept default date.
  - c. At student selection select the students you have flagged by typing an SIS field and value. For example, 256=RLA.
  - d. At sort selection <enter> to accept alphabetical order.
  - e. Choose <F4> to create a new report.
  - f. At item selection type 112 101 141 142 232 and <enter>.

Identify the student information that needs to be included in the report by selecting the following fields in this exact order:

112 - Student ID
101 - Student Name
141 - Student Grade
142 - Student Track
232 - Meal Code



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- g. Select <F1> “Make Data File”.
  - h. Select <F3> “delimited with tabs”.
  - i. At the “Enter output pathname” prompt, type A:\RLA.XLS to send the file to a floppy disk or other appropriate output. The XLS extension allows the file to open easily in Excel.
3. Transferring Attendance to the Electronic Statistical Form and Attendance Marking
- a. Attendance Marking by Teachers
    - 1. Students are “E’d” in on the first hour block of attendance and “L’d” out when they are withdrawn using the Secondary Intervention Attendance Class Register (Attachment G).
    - 2. Teachers are to take hour by hour attendance using the appropriate number of boxes (“M”, “T”, “W”, “Th” will represent hour 1, hour 2, hour 3 and hour 4. “Fri” will represent fractional part of an hour). Together the boxes will count for total hours and minutes (may vary each session) for the Saturday.
    - 3. Negative attendance using dashes “—“are to be used to mark absences.
    - 4. Tardies are recorded for grading purposes, but a student is considered present if he/she attends any part of the scheduled class or hour time block.
    - 5. “Break time” cannot be counted as instructional time.
  - b. Download the report into an Excel file and copy the file onto the worksheet provided by Beyond the Bell.
  - c. Fill in the following columns on the Electronic Statistical Form:

Program (ELP , RLA, ELAP, Transition, etc)
Intervention Location Code
School of Attendance Location Code
Subject (specify Eng or ESL by typing L, or M for Math
Level (Foundations, Success or Advantage) HS only
Teacher Name
Start Date

This file becomes the RLA Electronic Statistical Form (Attachment H). Appropriate attendance certification page (Attachment H-2, H-3) must be signed and dated by the teacher at the end of the session and attached to the “Secondary Attendance Class Register.” The attendance documents are collected by the RLA Administrator.

At the end of each session class, the attendance from the class registers will be entered into the Electronic Statistical. A copy of the Electronic Statistical will be delivered to Beyond the Bell within five days following the end of each 30 hour session via CD/floppy disc. DO NOT E-MAIL THE ELECTRONIC STATISTICAL.



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Appropriate attendance certification page (Attachment H-3, H-4) must be signed and dated by the teacher at the end of the session and attached to the "Secondary Attendance Class Register." The attendance documents are collected by the RLA administrator.

4. Secondary Attendance Document Security/Procedures
  - a. Attendance registers are official attendance documents and must be filed at the school site at the end of each session.
  - b. Teachers must complete/record attendance on registers and return to the ELA administrator at the end of each class.
  - c. RLA Administrator transfers the daily attendance from the class registers to the RLA Electronic Statistical excel file. This file is delivered at the end of the 30 hour session to Beyond the Bell.
  - d. Required Learning Academy Administrator must also e-mail the electronic Weekly Attendance Summary (EWAS) form (Attachment M) to the Local District Intervention/Testing Coordinator and copied to Beyond the Bell no later than the end of the work day each Saturday classes are in session.
  - e. The signed Electronic Statistical is filed along with the Secondary Intervention Attendance Class Register (Attachment G) and attendance certification pages (H-3, H-4).
  - f. The attendance records must be available to authorized personnel at any time for inspection or audit purposes. Records must be kept for five years.
  - g. For the purpose of norming, after the 3<sup>rd</sup> hour of intervention, if a site is over-teachered, classes will be closed and the teachers assigned to those classes will be displaced. The displaced teachers will be offered positions at other sites where openings exist, or will be offered substitute service for the remainder of the program. RLA administrators are to work closely with Local District Intervention/Testing coordinator in norming.
  - h. At the end of each RLA session, deliver an electronic copy of the RLA Electronic Statistical Report to Beyond the Bell as notified.

## IX. Documentation

### A. Elementary School

1. Teachers complete the following at the end of each RLA session and file in the students' Red Folder.
  - a. Standards-Based Intervention Log (Attachment I-1)
    - Grade
    - Participation in intervention program section - dates and initials
    - Parent Communication - dates and initial
  - b. RLA Report of Student Progress (Attachment J-1)
    - Student and Program information
    - Attendance and Marks
    - Teacher Comments
  - c. File Parent Notification Letter
2. Required Learning Academy Administrators complete the following:
  - a. After the 6th hour of the Required Learning Academy Program, complete and fax the Norm Day Classification Report to the Local District



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Intervention/ Testing Coordinator.

- b. Student intervention information is to be entered into SIS at end of session.
- c. Within five days of the end of each RLA session, fax the Exception Report and the Statistical Report to the Local District Intervention/Testing Coordinator.

### B. Secondary

1. Teachers complete the following each RLA session:
  - a. Standards-Based Intervention Log (Attachment I-2)
  - b. Final participation reports to students and parents are to be sent home at the end of the session (Attachments J-2 or J-3).
  - c. Certification page and Attendance Register – total hours, sign and return to Attendance Office at end of the 30 hour session
2. Required Learning Academy Administrators complete the following at the end of the session:
  - a. The student intervention information should be recorded in SIS program ID17. Credits (for High School students only) should be submitted to the APSCS, entered in the SIS electronic cumulative record (program TR01) by the credit clerk and hand entered cum.
  - b. The codes for Intervention programs are as follows:
    - 1) Reason =2
    - 2) Intervention Type = D for ELP, Q for ELAP (grades 6, 7, 8 only), G for RLA, or L for Local Design
    - 3) Subject = L for Reading/Language Arts or ESL, M for Mathematics
    - 4) Mark – A, B, C or N (high school only)
    - 5) Hours = Total hours of attendance from teachers' registers
  - c. Hard copy of the Electronic Statistical is signed and dated by the principal or his/her designee
  - d. Within five days of the end of each RLA session, deliver an electronic copy of the RLA Electronic Statistical Report to the Beyond the Bell. DO NOT E-MAIL.

### X. Budget Guidelines and Payroll Procedures

#### A. The Required Learning Academy Program provides the following support:

1. Required Learning Academy Administrator, clerical and custodial overtime/relief.

#### B. Payroll Procedures

1. A time card must be kept for all teachers providing intervention.
2. Teachers shall be compensated for time served delivering instruction at their tenthly rate plus a stipend factor of .09224. The stipend factor compensates teachers for planning, monitoring of student attendance, intervention documentation, assessment, faculty meetings and supervision as appropriate.
3. Teachers are compensated at their tenthly rate for professional development.



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4. Retired teachers are compensated on a professional expert basis.
5. The program code is 7A054

## XI. Transportation

Transportation is provided for CAP, PWT, Magnet and Students with Disabilities by Central Office. Submit an Application for Auxiliary Transportation/Trip Form (78.20T Rev.) to the Local District Intervention/Testing Coordinator for approval and processing at least three weeks prior to beginning of the session.

## XII. Food Services

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

### **RELATED RESOURCES:**

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

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

BUL-721 (Rev.), *Eighth Grade Standards-Based Promotion (SBP) Policy, Parent Notification and Appeal Process*, dated December 17, 2003, Beyond the Bell.

REF-1723, *Required Secondary SIS Data for Standards-Based Promotion and Intervention Programs*, dated may 5, 2005, Planning Assessment and Research

The following attachments will assist school personnel:

- A - Directory of Local District Intervention/Testing Coordinators and Intervention Administrators
- B - RLA Calendars 2007-2008
- C - Parent Notifications
- D - District Letters of Support
- E1 - Teacher Application
- E2 - Guidelines for Teacher Selection
- F1 - Elementary Intervention Attendance Register
- F2 - Elementary Weekly Attendance Summary Form
- G - Secondary Intervention Attendance Class Register
- H1 - RLA Middle/High School Electronic Statistical Form
- H2 - MS Attendance Certification
- H3 - SH Attendance Certification
- I - Standards-Based Intervention Log



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- J1 - Elementary Report of Student Progress
- J2-J3 - Secondary Participation Reports

**ASSISTANCE:** For assistance regarding the Required Learning Academy, call your Local District Intervention/Testing Coordinator and/or Intervention Administrator. Refer to the Local District Intervention Staff Directory (Attachment A).