

LOS ANGELES UNIFIED SCHOOL DISTRICT  
Division of Special Education

**LEARNING CENTER/BEHAVIOR OBSERVATION CHECKLIST-Elementary**

Check the left hand side for evidence of the items and the right hand columns for implementation of the items.

| School:   |                     |                           |        | Date: |   |   |   |
|---|---------------------|---------------------------|--------|-------|---|---|---|
| Number of Learning Centers:   |                     | Observer:                 |        |       |   |   |   |
| ELEMENTS  | 1 = OBSERVED IN USE | 2 =DID NOT OBSERVE IN USE | 3 = NA | 1     | 2 | 3 | Commendations, Recommendations, Follow-up |
| <i>Environment (check all that are evident)</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> Room is standard size or larger (seats 15 to 20 students)</li> <li><input type="checkbox"/> Multiple teaching stations</li> <li><input type="checkbox"/> Updated technology is available</li> <li><input type="checkbox"/> Listening station</li> <li><input type="checkbox"/> Writing station</li> </ul>   |                     |                           |        |       |   |   |   |
| <i>Instruction (check all that are evident)</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> Flexible student groups are determined by data</li> <li><input type="checkbox"/> Instruction using evidence-based intervention materials is provided (<i>Touchmath, Basic Skill Builders, Fluency Formula Kit, etc.</i>)</li> <li><input type="checkbox"/> Extension of core curriculum using supplemental materials that are standards-based is provided</li> <li><input type="checkbox"/> Learning strategies are explicitly taught</li> <li><input type="checkbox"/> System for monitoring student progress daily, weekly, and monthly is in place</li> <li><input type="checkbox"/> System for monitoring student attendance (sign-in process) is in place</li> </ul>   |                     |                           |        |       |   |   |   |
| <i>Materials (check all that are available)</i><br>Provided by the school <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Open Court</i> Teacher's Guides for each level</li> <li><input type="checkbox"/> <i>Open Court</i> Intervention Guides and Materials</li> <li><input type="checkbox"/> <i>Open Court</i> Leveled Readers</li> </ul> Provided by the Division of Special Education <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Literacy Manipulative Kit</i></li> <li><input type="checkbox"/> <i>Fluency Formula Kit</i></li> <li><input type="checkbox"/> <i>Momentum Library</i></li> <li><input type="checkbox"/> <i>Grade 2 Manipulative Kit</i></li> <li><input type="checkbox"/> <i>Text Talk</i></li> <li><input type="checkbox"/> <i>Touchmath</i></li> <li><input type="checkbox"/> <i>Basic Skills Builders</i></li> <li><input type="checkbox"/> Additional materials ( identify)</li> </ul>   |                     |                           |        |       |   |   |   |
| STRUCTURES  | 1 = OBSERVED IN USE | 2 =DID NOT OBSERVE IN USE | 3 = NA | 1     | 2 | 3 | Commendations, Recommendations, Follow-up |
| <i>Learning Center (check all that apply)</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> Learning Center is established and meets guidelines established by the District</li> <li><input type="checkbox"/> Students are scheduled in the Learning Center</li> <li><input type="checkbox"/> Reasonable number of students and teachers are scheduled into the Learning Center</li> <li><input type="checkbox"/> Learning Center is available for flexible use as needed or determined by collaborative teachers</li> <li><input type="checkbox"/> Content of IEP reflects range of services and students receive services outlined</li> <li><input type="checkbox"/> Role of paraprofessional is clearly defined</li> </ul> Prereferral Intervention (check all that apply) <ul style="list-style-type: none"> <li><input type="checkbox"/> Student Success Team is established and implemented</li> <li><input type="checkbox"/> Positively stated rules of conduct are posted throughout the school</li> <li><input type="checkbox"/> Systematic method for providing structured and documented prereferral intervention is in place</li> </ul> |                     |                           |        |       |   |   |   |

LOS ANGELES UNIFIED SCHOOL DISTRICT  
Division of Special Education

**LEARNING CENTER/ALTERNATIVES TO SUSPENSION OBSERVATION CHECKLIST-Middle School**

Check the left hand side for evidence of the items and the right hand columns for implementation of the items.

| School:   |                     | Date:                      |        |   |   |   |  |
|---|---------------------|----------------------------|--------|---|---|---|--|
| Number of Learning Centers:   |                     | Observer:                  |        |   |   |   |  |
| ELEMENTS  | 1 = OBSERVED IN USE | 2 = DID NOT OBSERVE IN USE | 3 = NA | 1 | 2 | 3 | Commendations,<br>Recommendations, Follow-up |
| <i>Environment (check all that are evident)</i><br><input type="checkbox"/> Room is standard size or larger (seats 15 to 20 students)<br><input type="checkbox"/> Multiple teaching stations<br><input type="checkbox"/> Updated technology is available<br><input type="checkbox"/> Listening and writing stations are present (with school adopted textbook audio or CDs)   |                     |                            |        |   |   |   |  |
| <i>Instruction (check all that are evident)</i><br><input type="checkbox"/> Direct instruction in learning strategies is provided ( <i>Skills for School Success, Makes Sense Strategies, etc.</i> )<br><input type="checkbox"/> Extension of core curriculum using standards-based supplemental materials is provided ( <i>Algebra Ready, Step Up to Writing, etc.</i> )<br><input type="checkbox"/> Short periods of intensive, prescriptive, intervention are provided ( <i>Practicing Basic Skills Math, Language Arts, 6 Minute Solution, etc.</i> )<br><input type="checkbox"/> System for monitoring student progress weekly and monthly is in place (regular analysis of grades, student assignment calendar or planner, etc.)<br><input type="checkbox"/> Student attendance procedure is in place   |                     |                            |        |   |   |   |  |
| <i>Instruction-Behavior (check all that are evident)</i><br><input type="checkbox"/> Conflict resolution skills are taught in homeroom, advisory, and/or in-school suspension room<br><input type="checkbox"/> <i>Second Step</i> is used as a base program<br><input type="checkbox"/> Disciplinary actions include an instructional component, i.e., reflection forms, assignment of mentor, etc.   |                     |                            |        |   |   |   |  |
| <i>Materials (check all that are available)</i><br><input type="checkbox"/> Core curriculum Teacher's Editions, Instructional Guides, and school textbooks (all subjects)<br><input type="checkbox"/> Materials to teach access strategies are available and used <ul style="list-style-type: none"> <li>o <i>Algebra Ready</i></li> <li>o <i>Makes Sense Strategies</i></li> <li>o Instructional Guides-English/Language Arts, Mathematics, Science, Social Studies</li> <li>o <i>Skills for School Success</i></li> </ul> <input type="checkbox"/> Materials to provide targeted intervention are available and used <ul style="list-style-type: none"> <li>o <i>Practicing Basic Language and Math Skills</i></li> <li>o <i>6 Minute Solution</i></li> <li>o <i>Reading Excellence Word Attack Rate Development Strategy (REWARDS)</i></li> <li>o Student incentives</li> <li>o Others (identify)</li> </ul> |                     |                            |        |   |   |   |  |
| STRUCTURES  | 1 = OBSERVED IN USE | 2 = DID NOT OBSERVE IN USE | 3 = NA | 1 | 2 | 3 | Commendations,<br>Recommendations, Follow-up |
| <i>Learning Center (check all that are evidenced, including through data and records)</i><br><input type="checkbox"/> Learning Center is established and meets guidelines established by the District<br><input type="checkbox"/> Electives are scheduled in the Learning Center<br><input type="checkbox"/> Teacher/Student ratio is reasonable and matches the intended instruction<br><input type="checkbox"/> Learning Center is available for flexible use determined by collaborative teachers<br><input type="checkbox"/> Content of IEP reflects range of services and student receives services outlined<br><input type="checkbox"/> Role of paraprofessional is clearly defined<br><input type="checkbox"/> System for determining which students are programmed into the Learning Center is in place   |                     |                            |        |   |   |   |  |
| <i>Behavioral structures (check all that are evidenced, including through data and records)</i><br><input type="checkbox"/> Positively stated rules are posted throughout the school<br><input type="checkbox"/> Discipline Review Team (DRT) or Coordination of Services Team (COST) is in place<br><input type="checkbox"/> Adoption and implementation of alternatives to suspension are indicated (check one) <ul style="list-style-type: none"> <li><input type="checkbox"/> In-school suspension room, <input type="checkbox"/> Mentoring program, <input type="checkbox"/> Peer Mediation Program</li> </ul> <input type="checkbox"/> Debriefing strategies are used for office referrals, linking behavior to instruction   |                     |                            |        |   |   |   |  |

LOS ANGELES UNIFIED SCHOOL DISTRICT  
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**LEARNING CENTER/ALTERNATIVES TO SUSPENSION OBSERVATION CHECKLIST-High School**

Check the left hand side for evidence of the items and the right hand columns for implementation of the items.

| School:  |   |  |  |           |   | Date: |   |  |
|--|---|--|--|-----------|---|-------|---|--|
| Number of Learning Centers:  |   |  |  | Observer: |   |       |   |  |
| ELEMENTS   | 1 = OBSERVED IN USE 2 = DID NOT OBSERVE IN USE 3 = NA |  |  | 1         | 2 | 3     | Commendations, Recommendations, Follow-up |  |
| <i>Environment (check all that are evident)</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> Room is standard size or larger (seats 15 to 20 students)</li> <li><input type="checkbox"/> Multiple teaching stations</li> <li><input type="checkbox"/> Updated technology is available</li> <li><input type="checkbox"/> Listening and writing stations</li> </ul>   |   |  |  |           |   |       |   |  |
| <i>Instruction (check all that are evident)</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> Direct instruction in learning strategies is provided (<i>Advanced Skills for School Success, Makes Sense Strategies, etc.</i>)</li> <li><input type="checkbox"/> Extension of standards-based instruction is provided (<i>Algebra Rescue, etc.</i>)</li> <li><input type="checkbox"/> Short periods of intensive, prescriptive, intervention are provided (<i>Practicing Basic Skills Algebra, 6 Minute Solution, etc.</i>)</li> <li><input type="checkbox"/> System for monitoring student progress is in place (regular analysis of grades, student assignment calendar or planner, etc.)</li> <li><input type="checkbox"/> Student attendance procedure is in place</li> <li><input type="checkbox"/> Transition activities are provided (<i>Career Locker, Transitions Curriculum</i>)</li> </ul> |   |  |  |           |   |       |   |  |
| <i>Instruction-Behavior (check all that are evident)</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> Conflict resolution skills are taught in homeroom, advisory, and/or in school suspension room</li> <li><input type="checkbox"/> Disciplinary actions include an instructional component, i.e., reflection forms, assignment of mentor, etc.</li> </ul>  |   |  |  |           |   |       |   |  |
| <i>Materials (check all that are available)</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> Core curriculum Teacher's Editions and Instructional Guides (all subjects)</li> <li><input type="checkbox"/> Access materials are available and used               <ul style="list-style-type: none"> <li>o <i>Algebra Rescue</i></li> <li>o <i>Makes Sense Strategies</i></li> <li>o Instructional Guides-English Language Arts, Mathematics, Science</li> <li>o School adopted textbooks (with audio or CD)</li> <li>o <i>Advanced Skills for School Success</i></li> </ul> </li> <li><input type="checkbox"/> Intervention materials are available and used               <ul style="list-style-type: none"> <li>o <i>Practicing Basic Algebra Skills</i></li> <li>o <i>6 Minute Solution</i></li> <li>o Student incentives</li> <li>o Others (identify)</li> </ul> </li> </ul>                     |   |  |  |           |   |       |   |  |
| STRUCTURES   | 1 = OBSERVED IN USE 2 = DID NOT OBSERVE IN USE 3 = NA |  |  | 1         | 2 | 3     | Commendations, Recommendations, Follow-up |  |
| <i>Learning Center (check all that are evidenced, including through data and records)</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> Learning Center is established and meets guidelines established by the District</li> <li><input type="checkbox"/> Electives are scheduled in the Learning Center</li> <li><input type="checkbox"/> Teacher/student ratio is reasonable and matches intended instruction</li> <li><input type="checkbox"/> Learning Center is available for flexible use determined by collaborative teachers</li> <li><input type="checkbox"/> Content of the IEP reflects range of services and student receives services outlined</li> <li><input type="checkbox"/> Role of paraprofessional is well defined</li> <li><input type="checkbox"/> System for determining which students are programmed into the Learning Center is in place</li> </ul>                        |   |  |  |           |   |       |   |  |
| <i>Behavioral structures (check all that are evidenced, including through data and records)</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> Positively stated rules are posted throughout the school</li> <li><input type="checkbox"/> Discipline Review Team (DRT) or Coordination of Services Team (COST) is in place</li> <li><input type="checkbox"/> Adoption and implementation of alternatives to suspension are indicated (check one)               <ul style="list-style-type: none"> <li><input type="checkbox"/> In-school suspension room, <input type="checkbox"/> Mentoring program, <input type="checkbox"/> Peer Mediation Program</li> </ul> </li> <li><input type="checkbox"/> Debriefing strategies are used for office referrals, linking behavior to instruction</li> </ul>   |   |  |  |           |   |       |   |  |