

## Office of the Independent Monitor

### *Study of the Accuracy of District Data on Placement in the Least Restrictive Environment*

Outcome 7 focuses on students in the low incidence disability categories such as autism and mental retardation. These students comprise approximately 30% of the Los Angeles Unified School District's (District) special education population. Outcome 7 requires the District to increase the number of students with low incidence disabilities in the general education setting to 40% or more of their school day. However, to correspond with the language of the outcome, the findings are presented in two categories: students in the special education setting for 60% or less of the day, and those in the special education setting for more than 60% of their day.

#### *Outcome 7: Placement of Students with Disabilities (ages 6-22) with All Other Disabilities*

By June 30, 2006, the District will demonstrate a ratio of not less than 52% of students placed in the combined categories of 0-20% and 21-60% and not more than 48% students placed in the 61-100% category according to Federal placement reporting requirements. In determining whether the District has achieved this outcome, any fractional percentage of .51 or above shall be rounded up to its nearest whole number.

In addition to monitoring progress toward the LRE outcomes, the Independent Monitor is required to "verify the accuracy of the District's data required to measure the District's performance and to make determinations only on data that the Independent Monitor finds accurate."<sup>1</sup> This study validates the accuracy of the District's LRE data for making a determination on Outcome 7.

### **2006-2007 LRE Year Three Study**

This study was a continuation of the year 2005-2006 study. The study was guided by the following research questions and methodology.

#### *Research Questions*

The 2005-2006 study focused on the following questions:

1. Are there discrepancies between the percent of time in special education derived from an analysis of special education minutes in the IEP and the calculation of percent of time conducted by Welligent?
2. Are there discrepancies between the percent of time in special education calculated from information on the IEP and the percent of time in special education calculated from the number of special education minutes in a student's schedule?
3. Do any discrepancies between the percent of time in special education in Welligent and in student schedule data have any impact on the overall calculation of percent of time in special education for Outcome 7?

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<sup>1</sup> Modified Consent Decree, 3.18

## Methodology

IEP data on percentage of time in special education was retrieved at the central level for all students with all other disabilities in the Welligent system.

Weekly instructional minutes for each school type is defined in District policy. Each LAUSD school is placed on a traditional or year-round calendar. There are two types of year-round calendars: three-track and four-track. Each school calendar has a specific number of daily and weekly instructional minutes. In addition, there are different daily and weekly instructional minutes associated with pre-k, kindergarten, grades 1-5, grades 6-8, and grades 9-12. See Attachment A for LAUSD policy guidelines on instructional minutes and weekly instructional minutes by school type. In the past, comparisons were made between school minutes reported by schools and the LAUSD policy minutes to determine the effects of human error in the calculation of a student's time in the LRE. Although data was collected during the 2006-2007 school year of weekly instructional minutes as reported by school, the Welligent system automatic calculation of a student's time in the LRE essentially eliminates this source of error. Therefore, this analysis was not included in the findings section of this report.

Lastly, an accurate calculation based on the LRE time in the IEP does not ensure an accurate percent of time unless accurate information from the student's weekly schedule is entered into the IEP. The percent of time in special education in a student's IEP should match the percentage of time in special education in a student's weekly schedule. For example, a student that is placed in an elementary special day class without any mainstreaming would be expected to have a percent of time in special education of 100%. If the student were placed in a regular education classroom for 60 minutes a day for math and his school had 1500 instructional minutes per week, his percent of time would be 1200 weekly instructional minutes (1500 special education minutes – 300 general education minutes) divided by 1500 weekly instructional minutes or 80%. Similarly, a student in high school placed in four periods of special education and two periods of general education classes would be placed in special education roughly 66% of time<sup>2</sup>.

In order to compare students' schedule and IEP information, student schedules with weekly resource specialist program (RSP) and special education service minutes were collected. In addition, Welligent IEP provider logs were collected when available. The percent of time derived from a schedule analysis was compared to the percentage of time derived from the analysis of IEP information and the percentage of time reported by the Welligent system.

### *Sampling Design*

The objective of the sampling strategy was to maximize efficiency in the data collection process for both the parent participation and LRE studies, without introducing bias. Two databases including both Welligent records and Student Information System(SIS) records were used to draw students for both the parent participation and LRE studies at four different periods during the 2006-2007 school year.

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<sup>2</sup> Length of homeroom and whether the homeroom was a special or general education setting was also factored into the percent of time in special education for students in middle and high school

The resulting samples were also representative of the local school district and school level distributions in the overall special education population.

Tables 1 and 2 show the final distributions of the overall LRE sample (N=1,511) across local school districts and school type in comparison to the overall population of students with all other disabilities in special education in LAUSD.

Table 1: District Distribution for Special Education Population of Students with all other disabilities\* and Total LRE Sample

<b>Local School District</b>	<b>Students in Population</b>	<b>%</b>	<b>Students in LRE Sample</b>	<b>%</b>
1	4,874	19.00%	323	21.4%
2	3,370	13.14%	227	15.0%
3	3,330	12.98%	239	15.8%
4	2,442	9.52%	157	10.4%
5	2,302	8.98%	163	10.8%
6	1,295	5.05%	76	5.0%
7	1,978	7.71%	129	8.5%
8	2,841	11.08%	197	13.0%
NPS	3,215	12.54%	-	-
<b>Total</b>	<b>25,647</b>	<b>100%</b>	<b>1,511</b>	<b>100%</b>

\* Source: Combined database, November 15, 2006

Table 2: School Level Distribution for Special Education Population of students with all other disabilities\* and Total LRE Sample

<b>School Level</b>	<b>Students in Population</b>	<b>%</b>	<b>Students in LRE Sample</b>	<b>%</b>
Elementary	10,882	48.51%	626	41.4%
Middle	3,721	16.59%	304	20.1%
High	4,159	18.54%	325	21.5%
Special Centers	3,669	16.36%	256	16.94%
<b>Total</b>	<b>22,431</b>	<b>100%</b>	<b>1,511</b>	<b>100.0%</b>

\* Source: Combined database, November 15, 2006

Tables 3 and 4 show the distributions for the sample by local district and school level.

Table 3: Distribution of Students in the LRE Analysis by Local District

<b>Local District</b>	<b>N</b>	<b>%</b>
1	323	21.38%
2	227	15.02%
3	239	15.82%
4	157	10.39%
5	163	10.79%
6	76	5.03%
7	129	8.54%
8	197	13.04%
<b>Total</b>	<b>1,511</b>	<b>100%</b>

Table 4: Distribution of Students in the LRE Analysis by School Level

<b>School Level</b>	<b>N</b>	<b>%</b>
Elementary	626	41.43%
Middle	304	20.12%
High	325	21.51%
Spec Centers	256	16.94%
<b>Total</b>	<b>1,511</b>	<b>100%</b>

Tables 5 and 6 show the local district and school level distributions across the 313 schools included in the school level analysis.

Table 5: Number of Schools in LRE Analysis by Local District

<b>Local District</b>	<b>N</b>	<b>%</b>
1	71	22.68%
2	16	5.11%
3	47	15.02%
4	39	12.46%
5	44	14.06%
6	24	7.67%
7	30	9.58%
8	42	13.42%
<b>Total</b>	<b>313</b>	<b>100%</b>

Table 6: Number of Schools in LRE Analysis by School Level

<b>School Level</b>	<b>N</b>	<b>%</b>
Elementary	206	65.81%
Middle	65	20.77%
High	27	8.63%
Spec Centers	15	4.79%
<b>Total</b>	<b>313</b>	<b>100%</b>

### *Data Collection and Analysis*

Research assistants (RAs) were trained to extract the necessary information from a student’s cumulative and IEP folders and place the information on an instrument developed by the Office of the Independent Monitor (OIM) (Attachment B). RAs collected self-reports from schools on the number of instructional minutes, copies of students’ classroom or class schedules, and Welligent service logs and/or time spent receiving related and/or other special education services. They also collected rosters of special education teachers. Each school received a fax at least one week prior to the visit containing a list of students and a checklist of the information that would be collected for each student (Attachment C). RA’s were not required to interpret IEPs but to enter information exactly as it appeared.

Data collected from the schools was used to create student files. Each file was expected to contain: a report on the number of instructional minutes reported by school staff, a completed data collection instrument and the student’s classroom/class or other available schedules such as Welligent service logs. Data from these sources was analyzed to determine the total number of special education minutes each student received and then was transferred to a data summary sheet (Attachment D). Each student file was reviewed three times by three separate reviewers in order to establish inter-rater reliability and ensure consistency of schedule and IEP data analysis. This information was then entered into an LRE database.

### **Findings**

This section examines whether the information on the percent of time in Welligent matches the percent of time information derived from the students’ IEPs and school schedules. In this section, we consider the following questions:

1. Are there discrepancies between the percent of time in special education derived from an analysis of special education minutes in the IEP and the calculation of percent of time conducted by Welligent?
2. Are there discrepancies between the percent of time in special education calculated from information on the IEP and the percent of time in special education calculated from the number of special education minutes in a student’s schedule?
3. Do any discrepancies between percent of time in special education in Welligent and student schedule data have any impact on the overall calculation of percent of time in special education for Outcomes 7?

Over half (61.76%) of the percent of time records calculated by the Welligent system were an exact match to the information found in the IEP (Table 7). This means that the information on the percent of time in the special education setting obtained from the Welligent system was the same as that found in the student’s IEP at the school site. When we compare the data on the percent of time in the special education setting in the Welligent system to the actual percent of time derived from a student’s class schedule obtained from the school, only 27.68% were exact matches. The discrepancies between the Welligent and IEP may indicate problems in the automatic Welligent calculation or the failure of school staff to enter information into the appropriate fields on the IEP. We noticed in the data analysis that information on percent of time in the narrative section (known as page12 of the IEP) often contradicted information in the goals and other sections. It is important to note that similar levels of matches were observed last year. There were considerable differences between students’ weekly school schedules and the percent of time calculated by Welligent. Some of these differences continue to be derived from the movement of students between grade levels. For example, a student at the elementary level who moved to middle school might still have an IEP and a percent of time based on their elementary schedule. Some differences were associated with moves between LAUSD schools with different school schedules. Some were associated with flexible delivery models and ranges written for service frequency and duration on the IEPs. For example, IEPs may indicate that a student would receive pull-out RSP services 1-5 days a week for a range of 30-300 minutes, while the student’s schedule was fixed. Another concern with flexible services was the ambiguity regarding which classroom setting the service would be provided in. This may account for discrepancies between Welligent time in the LRE and time reflected in the student’s schedule.

Table 7: Number and percentages of students whose percentage of special education in the Welligent match the IEP and Schedule

<b>Exact Matches</b>	<b>Welligent – IEP</b>	<b>Welligent - Schedule</b>
Matches	919	411
Non-Matches	569	1,074
<b>Total N</b>	<b>1,488</b>	<b>1,485</b>
Matches	61.76%	27.68%
Non-Matches	38.24%	72.32%
<b>Total %</b>	<b>100%</b>	<b>100%</b>

To determine if the discrepancies found between the Welligent system and the students’ actual time by classroom schedule had an affect on the overall performance toward the outcomes, an analysis was conducted to determine the reliability of the data by the one primary variable: the appropriate reporting categories (60% or less and more than 60%). Again, it is important to note that this analysis does not look at exact matches, therefore allowing for minor variations in schedules and discrepancies. Essentially, this analysis only captures students with discrepancies large enough to place them into a different category.

Essentially, the outcome requires the District to increase the rate of students with disabilities who fall into the 60% or less category, or in other words, increase the percentage of time students with low incidence disabilities spend in the general education. For example, if data from the Welligent system indicates that a student is in the special education setting for 45% of the instructional time, the student is considered to fall into the 60% or less category. For a shift in

category to occur, the same student’s schedule would have to show an additional 15% more time in the special education setting to affect the District’s performance on the outcomes. A discrepancy of less than 15% would result in the student remaining in the 60% or less category.

Table 8 shows that for students in the more than 60% category, the Welligent accurately represented 92.6% of students in their respective reporting category. This means that out of 835 students in the more than 60% category discrepancies were found for 61 students that shifted them into the 60% or less category. Of the 653 students with Welligent data indicating placement in special education for 60% or less of the day, we found discrepancies for 86 students that shifted them into the more than 60% category.

Table 8: Number of Students in Welligent by Category with a Category Change Based on Schedule Information - All students

Schedule Information	Welligent Database		% Matches
	60% or Less	More than 60%	
Total	653	835	
60% or Less	567	<b>61</b>	86.8%
More than 60%	<b>86</b>	774	92.6%

Table 9 compares educational placement by category between the Welligent and the OIM findings. The findings may indicate that the Welligent appears to slightly over-estimate students in the special education setting for 60% or less of the day.

Table 9: Proportions of Students in Welligent and OIM, by Category

	60% or Less		More than 60%		Total
	N	%	N	%	
Welligent	653	43.88%	835	56.12%	<b>100%</b>
OIM Review	628	42.20%	860	57.68%	100%

## Implications

Overall the study found that the Welligent data is a fairly reliable indicator of time spent in the special education setting. For example, the target for Outcome 7 requires that the District demonstrates 52% of students with SLD/SLI participate in the special education setting for less than 60% of the day. The District’s overall performance is currently 46.74%. However, the results of this study may indicate that the actual performance may be a slightly lower.

The improvement in the number of students in the Welligent system has improved our ability to monitor this outcome. In addition, the implementation and availability of Welligent service logs enabled us to use different sources for determining time spent in the special education setting, therefore improving the quality of the data. However, the study found sources of error which cause discrepancies between the Welligent data and students’ actual time spent in special education. Although these discrepancies do not appear to have a significant impact on the outcome, they may have considerable impact on the services students receive. Lastly, during our

data collection efforts we noted times when students with all other disabilities may have been integrated in the LRE during activities such as homeroom which is considered instructional time. The District should considering making minor programmatic changes which may improve performance for students near but not at the 52% of time in the 60% or less category. This will not only increase performance with Outcome 7, but encourage further integration of students with all other disabilities in the LRE.

## Attachment A

### LAUSD Policy Guidelines on Instructional Minutes

#### LOS ANGELES UNIFIED SCHOOL DISTRICT REFERENCE GUIDE

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**TITLE:** Online Bell Schedule And  
Calculator for Number Of  
Daily and Annual Instructional  
Minutes Required At:

Elementary Schools

**NUMBER:** REF-683.1 (Rev. #1)

**ISSUER:** Terri Minami, Director  
School Fiscal Services Division

**DATE:** January 11, 2005  
Due to Local District Offices by February 18, 2005

**PURPOSE:** The purpose of this Reference Guide is to explain the rules for determining whether an elementary school is in compliance with Education Code Section 46201 and District policy regarding the requirements for daily and annual instructional minutes, and to provide instructions for using the Online Bell Schedule and Calculator form.

#### **MAJOR**

**CHANGES:**

1. Schools that used the online form last year will have the same data carried over onto this year's form. They will only need to edit this data for accuracy, rather than completely re-entering it, thus saving time in preparation of the schedule.
2. Schools that were not able to use the online form last year (Options, SPAN, some Special Education schools), will be able to use it this year, although there will be no data to carry over.
3. A new line has been added to accommodate Full-Day Kindergarten.
4. Local District Fiscal Service Managers will receive the certified copies from Principals for review by the school's Director of School Services, or Local District designee.

#### I. INTRODUCTION

It is the Principal's responsibility to review the bell schedule to ensure that the school meets the minimum required daily and annual instructional minutes.

#### II. DEFINITION OF INSTRUCTIONAL TIME

#### ROUTING

Principals, All Elementary Schools  
Local District Superintendents  
Local District Directors of Instruction  
Local District School Support Directors  
UTLA Representatives  
AALA Representatives

For an activity to be considered as instructional time, it must be under the direct supervision of a properly credentialed teacher employed by the District.

Treatment of Brunch, Lunch, and Recess Periods:

Lunch period may not be counted in the calculation of instructional time for either kindergarten or grades 1-6. Recess is counted in the calculation for AM/PM kindergarten, but not for full-day kindergarten or grades 1-6. Brunch, if offered on shortened or minimum days, may be classified as recess or lunch.

III. TOTAL NUMBER OF INSTRUCTIONAL DAYS AND MINUTES REQUIRED

The number of annual instructional days required is set forth in the Education Code as 180 days for schools that follow a single or four-track calendar, or 163 days for school that follow a three-track calendar. The type of calendar adopted does not change the number of annual instructional minutes required.

District policy requires a greater number of instructional minutes to be offered annually than does the Education Code. Under District policy, the number of annual minutes required for Kindergarten and Grades 1- 6 is at least 36,000 and 55,100 minutes, respectively. In order to assist schools in developing a daily schedule that meets the annual minimum, and to assure reasonable uniformity in schedules among schools, a template has been developed. The following table shows the number of daily instructional minutes that are required for each type of school day in order to meet the annual minimum:

Grade Level (Type of School Day)	Daily Instructional Minutes	
	Single Track and Four Track Schools (180-day Calendar School)	Three Track Schools (163-day Calendar School)
AM/PM Kindergarten	200 minutes*	221 minutes*
Full Day Kindergarten	320 minutes**	354 minutes**
Grades 1 – 6 (regular day)	320 minutes	354 minutes
Grades 1 – 6 (Prof Dev day)	260 minutes	294 minutes
Grades 1 – 6 (minimum day)	250 minutes	276 minutes
Grades 1 – 6 (shortened day)	285 minutes	315 minutes
Grades 1 – 6 (hot weather day)	285 minutes	315 minutes

\*Does not change regardless of the type of school day.

\*\*Full-day kindergarten is treated the same as grades 1 – 6.

Elementary schools are allowed to take up to 10 minimum or 20 shortened days, or any combination thereof in the ratio of one minimum day being equal to two shortened days (since minimum days are excused twice as early as shortened days). (Bulletin No.1357, dated October 20, 2004.) The number and dates of Professional Days are fixed at 30. (MEM-906.2, May 21, 2004.)

Full-day kindergarten, introduced beginning with the 2004-05 school year, is treated the same as grades 1 – 6 for purposes of determining instructional minutes.

#### IV. ONLINE BELL SCHEDULE FORM AND CALCULATOR.

Schools must enter their bell schedules online at <http://sib.lausd.net/bell0405>. The procedures are set forth in the Attachment below.

Based on the data entered on the online form, the number of daily and annual instructional minutes completed will be automatically calculated and displayed next to the number of minutes required for each type of school day and school calendar. This will enable school staff to immediately make any necessary corrections to the data, or to take other steps to ensure that the school meets the minimum number of instructional minutes required. After the data has been entered, the data must be certified by the principal. Once the data has been certified, no further changes may be made online. Schools that need to make changes must contact School Fiscal Services Division, Attendance & Enrollment Section for assistance. Once entered, the data will remain available for future years so that only revisions will need to be entered.

A hard copy of the online form must be printed, signed by the principal, and sent to the Local District Fiscal Services Manager (FSM). The FSM will collect the forms from all schools, have them approved by the school's Director of School Services, or Local District designee, and forward the complete packet to this office.

#### V. DUE DATE FOR SUBMISSION OF BELL SCHEDULES

To Local District Fiscal Services Manager: February 18, 2005  
To School Fiscal Services: March 4, 2005

#### RELATED RESOURCES:

- |   |  |
|---|--|
| 1. Request For Approval For Minimum and Shortened Day Schedules | Bulletin No.1357, dated October 20, 2004, issued by the Chief Instructional Officer, Instructional Services  |
| 2. School Day Schedule  | Bulletin No. M-97 (Rev), dated October 14, 2002, issued by the Deputy Superintendent, Instructional Services |

LOS ANGELES UNIFIED SCHOOL DISTRICT  
REFERENCE GUIDE

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**TITLE:** Online Bell Schedule And  
Calculator for Number Of  
Daily and Annual Instructional  
Minutes Required At:

Middle Schools

**NUMBER:** REF-684.1 (Rev. #1)

**ISSUER:** Terri Minami, Director  
School Fiscal Services Division

**DATE:** January 11, 2005  
Due to Local District Offices by February 18, 2005

ROUTING

Principals, All Middle Schools  
Local District Superintendents  
Local District Directors of Instruction  
Local District School Support Directors  
UTLA Chairpersons  
AALA Representatives

**PURPOSE:** The purpose of this Reference Guide is to explain the rules for determining if the District's Middle schools are in compliance with Education Code Section 46201 and District policy related to the requirements for daily and annual instructional minutes, and to provide instructions for using the Online Bell Schedule and Calculator form.

**MAJOR**

**CHANGES:**

1. Schools that used the online form last year will have the same data carried over onto this year's form. They will only need to edit this data for accuracy, rather than completely re-entering it, thus saving time in preparation of the schedule.
2. Schools that were not able to use the online form last year (Options, SPAN, some Special Education schools), will be able to use it this year, although there will be no data to carry over.
3. Local District Fiscal Service Managers will receive the certified copies from Principals for review by the school's Director of School Services, or Local District designee.

I. INTRODUCTION

It is the Principal's responsibility to review the bell schedule to ensure that the school meets the minimum required daily and annual instructional minutes.

II. DEFINITION OF INSTRUCTIONAL TIME

A. Actual Classroom Instruction

Actual classroom instruction is any regularly scheduled classroom activity offered under the direct supervision of a properly credentialed teacher employed by the school district for the number of minutes established by the district. Only that time during which courses are available to all students is counted when determining instructional time.

#### Homeroom

Homeroom may be considered instructional activity and counted as instructional time if that activity is under the immediate supervision of a credentialed teacher and students are regularly assigned with their attendance recorded and reported as part of daily program schedule.

#### C. Nutrition and Lunch

Nutrition and lunch periods are not considered instructional activity. Lunch time activities in classrooms are not counted as instructional time.

#### D. Passing Time

Passing time is that portion of the time between class periods in the same educational program in the same school day, that is necessary for students, as a group, to pass from the locations of their immediately preceding class sessions, to the locations of their immediately following class sessions. One passing time is authorized as instructional time for the periods after the lunch and nutrition breaks, but the passing time must be distinct from the actual lunch and nutrition breaks, and students must return to an instructional activity after the passing time. Passing time must be equal between all classes and every day of the week.

Passing time from one school to another is not considered as instructional time. Paid activities (such as dances, etc.), are not counted as instructional time and should be held after school hours.

### III. TOTAL NUMBER OF INSTRUCTIONAL DAYS AND MINUTES REQUIRED

District policy requires a greater number of annual instructional minutes than does the Education Code. Under District policy, the total annual instructional minutes required for middle schools with Grades 6 - 8 is at least 65,300 minutes, except for middle schools with Common Planning Time.

For middle schools with an approved Common Planning Time (CPT) program, the total annual instructional minutes required is at least 62,160 minutes. Schools with approved CPT days must indicate on the online form the number of days and the dates when CPT days will be used. The CPT program must be approved annually by the Local District Director, School Services, before it is implemented, and a copy of the approved program kept at the Local District Office for audit purposes.

In order to assist schools in developing a daily schedule that meets the annual minimum, and to assure reasonable uniformity in schedules among schools, a template has been developed. The following table shows the number of daily instructional minutes that are required for each type of school day in order to meet the annual minimum:

<u>Grade Level</u>	<u>Daily Instructional Minutes</u>	
	<u>Single Track and Four-Track Schools</u> <u>180-day Calendar School</u>	<u>Three-Track Schools</u> <u>163-day Calendar School</u>
Grades 6-8 (regular day)	378 minutes	418 minutes
Grades 6-8 (minimum day)	248 minutes	274 minutes
Grades 6-8 (shortened day)	313 minutes	346 minutes
Professional Development Banked Time Day	288 minutes	328 minutes
Common Planning Time Day	318 minutes	358 minutes
Refer to Memorandum No. M-163 dated June 25, 2003		

Secondary schools are allowed to take up to 10 minimum or 20 shortened days, or any combination thereof in the ratio of one minimum day being equal to two shortened days (since minimum days are excused twice as early as shortened days). (Bulletin No.1357, dated October 20, 2004.) The number and dates of Professional Days are fixed at 16. (MEM-906.2, May 21, 2004.)

#### IV. ONLINE BELL SCHEDULE FORM AND CALCULATOR.

Schools must enter their bell schedules online at <http://sib.lausd.net/bell0405>. The procedures are set forth in the Attachment below.

Based on the data entered on the online form, the number of daily and annual instructional minutes completed will be automatically calculated and displayed next to the number of minutes required for each type of school day and school calendar. This will enable school staff to immediately make any necessary corrections to the data, or to take other steps to ensure that the school meets the minimum number of instructional minutes required. After the data has been entered, the data must be certified by the principal. Once the data has been certified, no further changes may be made online; schools that need to make changes must contact School Fiscal Services Division, Attendance & Enrollment Section for assistance. Once entered, the data will remain available for future years so that only revisions will need to be entered.

A hard copy of the online form must be printed, signed by the principal, and sent to the Local District Fiscal Services Manager (FSM). The FSM will collect the forms from all schools, have them approved by the school's Director of School Services, or Local District designee, and forward the complete packet to this office.

#### V. DUE DATES FOR SUBMISSION OF BELL SCHEDULES

To Local District Fiscal Services Manager:

February 18, 2005

LOS ANGELES UNIFIED SCHOOL DISTRICT  
REFERENCE GUIDE

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**TITLE:** Online Bell Schedule And  
Calculator for Number Of  
Daily and Annual Instructional  
Minutes Required At:

High Schools

**NUMBER:** REF-685.1 (Rev. #1)

**ISSUER:** Terri Minami, Director  
School Fiscal Services Division

**DATE:** January 11, 2005  
Due to Local District Offices by February 18, 2005.

ROUTING

Principals, All Middle Schools  
Local District Superintendents  
Local District Directors of Instruction  
Local District School Support Directors  
UTLA Chairpersons  
AALA Representatives

**PURPOSE:** The purpose of this Reference Guide is to explain the rules for determining if the District's High Schools are in compliance with Education Code Section 46201 and District policy related to the requirements for daily and annual instructional minutes, and to provide instructions for using the Online Bell Schedule and Calculator form.

**MAJOR**

**CHANGES:**

1. Schools that used the online form last year will have the same data carried over onto this year's form. They will only need to edit this data for accuracy, rather than completely re-entering it, thus saving time in preparation of the schedule.
2. Schools that were not able to use the online form last year (Options, SPAN, some Special Education schools), will be able to use it this year, although there will be no data to carry over.
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B. Homeroom

Homeroom may be considered instructional activity and counted as instructional time if that activity is under the immediate supervision of a credentialed teacher and students are regularly assigned with their attendance recorded and reported as part of daily program schedule.

C. Nutrition and Lunch

Nutrition and lunch periods are not considered instructional activity. Lunch time activities in classrooms are not counted as instructional time.

D. Passing Time

Passing time is that portion of the time between class periods in the same educational program in the same school day that is necessary for students, as a group, to pass from the locations of their immediately preceding class sessions, to the locations of their immediately following class sessions. One passing time is authorized as instructional time for the periods after the lunch and nutrition breaks, but the passing time must be distinct from the actual lunch and nutrition breaks, and students must return to an instructional activity after the passing time. Passing time must be equal between all classes and every day of the week.

Passing time from one school to another is not considered as instructional time. Paid activities (such as dances, etc.), are not counted as instructional time and should be held after school hours.

III. TOTAL NUMBER OF INSTRUCTIONAL DAYS AND MINUTES REQUIRED

District policy requires a greater number of annual instructional minutes than does the Education Code. Under District policy, the total annual instructional minutes required for High Schools with Grades 9 - 12 is at least 65,300 minutes.

Continuation, Opportunity, and Community Day Schools have a requirement for minimum daily, but not annual, instructional minutes.

In order to assist schools in developing a daily schedule that meets the annual minimum, and to assure reasonable uniformity in schedules among schools, a template has been developed. The following table shows the number of daily instructional minutes that are required for each type of school day in order to meet the annual minimum:

<u>Grade Level</u>	<u>Daily Instructional Minutes</u>	
	<u>Single Track and Four-Track Schools</u> <u>180-day Calendar School</u>	<u>Three-Track Schools</u> <u>163-day Calendar School</u>
Grades 9-12 ( regular day )	378 minutes	418 minutes
Grades 9-12 ( minimum day )	248 minutes	274 minutes
Grades 9-12 ( shortened day )	313 minutes	346 minutes
Professional Development Banked Time Day	288 minutes	328 minutes
Continuation/ Opportunity Schools	250 minutes	
Community Day Schools	360 minutes	

Secondary schools are allowed to take up to 10 minimum or 20 shortened days, or any combination thereof in the ratio of one minimum day being equal to two shortened days (since minimum days are excused twice as early as shortened days). (Bulletin No.1357, dated October 20, 2004.) The number and dates of Professional Days are fixed at 16. (MEM-906.2, May 21, 2004.)

#### IV. ONLINE BELL SCHEDULE FORM AND CALCULATOR.

Schools must enter their bell schedules online at <http://sib.lausd.net/bell0405>. The procedures are set forth in the Attachment below.

Based on the data entered on the online form, the number of daily and annual instructional minutes completed will be automatically calculated and displayed next to the number of minutes required for each type of school day and school calendar. This will enable school staff to immediately make any necessary corrections to the data, or to take other steps to ensure that the school meets the minimum number of instructional minutes required. After the data has been entered, the data must be certified by the principal. Once the data has been certified, no further changes may be made online; schools that need to make changes must contact School Fiscal Services Division, Attendance & Enrollment Section for assistance. Once entered, the data will remain available for future years so that only revisions will need to be entered.

A hard copy of the online form must be printed, signed by the principal, and sent to the Local District Fiscal Services Manager (FSM). The FSM will collect the forms from all schools, have them approved by the school's Director of School Services, or Local District designee, and forward the complete packet to this office.

# Attachment B

## Data Collection Instrument

Office of the Independent Monitor  
Least Restrictive Environment

Student in LRE

Page 1

District ID#	Last Name	First Name	Birthday	Grade	Current IEP Date	IEP Date if different:
00000000	XXXXXX	XXXXXX	1/1/1994	7	9/20/2006	

Attend School: XXXXXXXXX      Local District: 3  
IEP Meeting Location: \_\_\_\_\_

Page 4

Eligibility: SLD      Eligibility if different: \_\_\_\_\_

Page 5

Performance area	Wk	Freq	Total	Month	Freq	Total	Minutes outside Gen Ed
1 _____	<input type="checkbox"/>	_____	_____	<input type="checkbox"/>	_____	_____	_____
2 _____	<input type="checkbox"/>	_____	_____	<input type="checkbox"/>	_____	_____	_____
3 _____	<input type="checkbox"/>	_____	_____	<input type="checkbox"/>	_____	_____	_____
4 _____	<input type="checkbox"/>	_____	_____	<input type="checkbox"/>	_____	_____	_____
5 _____	<input type="checkbox"/>	_____	_____	<input type="checkbox"/>	_____	_____	_____

Page 8

Page 8 Missing      Welligent Percent of Time:

Gen Ed    RSP    SDC (Minutes per Week): \_\_\_\_\_    DIS    Gen Ed/Inclusion % of time: \_\_\_\_\_

Page 12

\_\_\_\_\_

1. # of Weekly District Policy Total School Minutes       2. # of Weekly Total School Minutes School Report

**Parent Participation**

Student in PP       Meeting Date       Attended IEP       Attended IEP Different \_\_\_\_\_

Page 10

Parent participated (If checked Stop)      Notification Form Present

Parent indicated not able to attend (Look for documentation to proceed)      1.  I intend, however, proceed (If checked indicate Yes)

Parent did not attend (Look for documentation to proceed without them)      2.  I cannot attend, send copy

Parent notified 3 times (Look for documention of 3 attempts to notify)      3.  I intend, if unable, reschedule/phone conf. (If checked look for Contacts)

4.  Not convenient, reschedule

Evidence to convince: Yes/No \_\_\_\_\_

**Initial Evaluations**

Student in Evaluation       Calendar  Track  Break in Calendar

Assessment Plan	Page 10	Notification Form	Due Date	# of Days	0-60	61-75	76-90	Over 90
Sent Date	Meeting Date	Resched Date						
<input type="text" value="5/19/2006"/>	<input type="text" value="9/20/2006"/>	<input type="text"/>	<input type="text" value="10/3/2006"/>	<input type="text" value="47"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="text"/>	<input type="text" value="9/20/2006"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="56"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Plan Date	Signature Date	Comments if rescheduled						
<input type="text" value="5/19/2006"/>	<input type="text" value="9/20/2006"/>							
<input type="text" value="5/19/2006"/>	<input type="text" value="9/20/2006"/>							



**Attachment D**

**Data Summary Sheet**

Name of Student: \_\_\_\_\_

School: \_\_\_\_\_

Grade: \_\_\_\_\_

If information is not available, please mark N/A

\_\_\_\_\_ Total # of Instructional Minutes in LAUSD policy for this student

\_\_\_\_\_ Total # of Instructional Minutes from School Reports for this student

***Elementary and Pre-K***

_____ Total # of SPED Minutes in IEP (Add special education minutes from p. 5 + p. 8/ Default to p.12)	Total # p.5 Total # p.8 Total # p.12	_____ _____ _____
---	--	-------------------------

_____ Total # of SPED Minutes from Schedule (Total special education minutes in Elementary Classroom +DIS or from RSP + DIS Schedule)	Total # Classroom +DIS Total # DIS Total # RSP	_____ _____ _____
--	--	-------------------------

***Secondary – Middle and High School***

_____ Total # of SPED Minutes in IEP (Add special education minutes from p. 5 + p. 8/ Default to p.12)	Total # p.5 Total # p.8 Total # p.12	_____ _____ _____
---	--	-------------------------

_____ Total # of SPED Minutes from Schedule (Count # special education periods/multiply by # of minutes in a of period)	Length of Period # of Sped periods DIS excluding APE	_____ _____ _____
--	--	-------------------------

\_\_\_\_\_ Percent SPED time from IEP (IEP minutes/Policy minutes)      \_\_\_\_\_ Percent SPED Time from Schedule (Schedule minutes/Policy Minutes)

\_\_\_\_\_ Total SIS      \_\_\_\_\_ Total Welligent