



LOS ANGELES UNIFIED SCHOOL DISTRICT
REFERENCE GUIDE

TITLE: Development and Implementation of a Learning Center at the Secondary Level

NUMBER: REF-2025.2

ISSUER: Donnalyn Jaque-Antón, Associate Superintendent
Division of Special Education

DATE: October 22, 2007

ROUTING

Secondary Schools
 Local District Superintendents
 Administrators of Instruction
 Secondary Directors
 Support Unit Administrators
 Secondary Principals
 Bridge Coordinators
 Special Education Teachers

PURPOSE: The purpose of this Reference Guide is to provide updated guidelines for the development and implementation of a Learning Center in secondary schools. The purpose of the Learning Center is to provide a range of supports for students with disabilities. All secondary schools are required to develop a Learning Center to support students in a collaborative methodology.

MAJOR CHANGES:

- Replaces Reference Guide 2025.1
- Provides guidelines for the scheduling process for the Learning Center
- Corrects course code for Learning Center elective in Middle School

BACKGROUND: BUL-1258.1 outlines the District policy regarding the implementation of the Resource Specialist Program. One component of this program is the provision of direct services. These services support students with mild to moderate disabilities in acquiring the strategies needed to succeed in general education curriculum and classes. The Learning Center is an effective approach for providing the level of intensive services some students with disabilities will need. Schools should schedule electives in the Learning Center to support this type of instruction.

PROCEDURES:

I. Description

A classroom or set of classrooms where a diverse group of educators provides varied levels of intervention and support to students. Several special educators may provide services in the Learning Center.

II. Purpose

The purpose of the Learning Center is to provide students with disabilities direct instructional services in access strategies, intervention, and monitoring instruction in academics, transition, or social skills. It should not serve as a referral room for disciplinary issues.

III. Development

A. Select a room(s) that can accommodate groups of students for a variety of instructional configurations. Comprehensive secondary schools may need more



PROCEDURES:

than one Learning Center to accommodate the number of students served. The room must meet the California Education Code space requirements and may not be moved without the written permission of the Associate Superintendent of Special Education and Local District Superintendent.

- B. Determine the needs of the students to be served in the Learning Center. Some students will use the Learning Center flexibly and some will need to be programmed into the Learning Center for an elective.
- C. Determine the staff who will provide services in the Learning Center. If the Learning Center supports all students, then it must be staffed by both general and special education personnel.
- D. Program students and teachers.

IV. Electives

The following electives may be taught in the Learning Center:

Course Code	Course Title
35-02-05/06	Developing Reading Skills in Content Areas (MS)
35-02-11/12	Developing Reading Skills in Content Areas (HS)
31-02-31/32	Math elective (MS)
31-02-21/22	Math elective (HS)

The resource specialist teacher may be roll carrying for students with disabilities for the above courses. The resource specialist teacher may not teach academic content courses. The Local District Superintendent must approve other electives.

V. Master Schedule

Each school should offer an elective through the Learning Center for students who need intensive levels of intervention and specific instruction in learning strategies.

Step 1: Classes shall be organized based on the academic, transition and social needs of students with disabilities. Factors to consider in determining whether a student should be programmed into the Learning Center include the following:

- a. Current grades in content instruction
- b. History of student success (Individual Culmination Plan or Individual Graduation Plan)
- c. Current performance level of student in reading, writing, and/or mathematics
- d. Ongoing progress monitoring curriculum probes in reading, writing, and/or mathematics
- e. Documented need for specific social skill instruction
- f. Individualized Education Program (IEP)



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PROCEDURES:

Step 2: Students with disabilities should be programmed first and must be programmed by hand. The computerized program will not match the need to strategically cluster students in the Learning Center, critical academic classes, and small learning communities.

Step 3: The number of students programmed into the Learning Center in one period should be determined by the needs of the students served and the number of adults staffed into the Learning Center.

VI. Instruction

Evidence-based instructional practices and curriculum should be used in the Learning Center. Attachment A contains a list of evidence-based programs and the intended use within the Learning Center.

V. Individualized Education Program (IEP)

A student's IEP must reflect the level of service needed by the student. The following guidelines will assist IEP teams in documenting the need for services provided in the Learning Center on the IEP.

1. Time and frequency of services should be identified on the Summary Grid.
2. A clear description of the services provided, the location and duration of the services, and the personnel providing services both in the Learning Center and in co-teaching must be identified on page 12. Attachment B contains examples for the development of the summary statement for page 12.

RELATED RESOURCES:

- BUL-1258.1
- Special Education Policies and Procedures Manual
- Learning Center Guidelines
- REF: Learning Center/Behavior Observation Checklist
- Learning Center DVD
- Learning Center Instructional Guide

ATTACHMENTS: Attachment A: List of Curricular Programs Appropriate for the Learning Center
Attachment B: Guidelines for the Development of Summary Statement

ASSISTANCE: For assistance or further information, please contact your Support Unit Administrator or Susan Tandberg, Administrator, Secondary Instruction and Transition Services at (213) 241-8050 or email at susan.tandberg@lausd.net.

Los Angeles Unified School District
 Division of Special Education
 Suggested Instructional Materials for the Learning Center

Access or Extension of Instruction	
Literacy	Makes Sense Strategies
Math	Algebra Ready
	Math-school
	Math Go Figure
Written Language	Makes Sense Strategies
	Step Up to Writing
Strategy Instruction	Makes Sense Strategies
	Skills for School Success
	SOLO Software
Transition	Career Locker
Intervention	
Literacy	Practicing Basic Language Skills
	6 Minute Solution
Math	Practicing Basic Math Skills 6-8
	Practicing Basic Math Skills Remedial
	Understanding Math Plus
Written Language	Makes Sense Strategies
Behavior	Ripples Effect
Social Skills	Skillstreaming
	Social Stories
Progress Monitoring	
	Curriculum Based Measurement Probes

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Guidelines for the Development of Summary Statement

The summary statement on page 12 must contain the following elements:

- Period of time for the placement and services
- Location of the services
- Identification of the service provider/s
- Description of the services to be provided

Page 12

IEP Team Information

Summary Grid

Summary Statement

The IEP must contain the summary of placement for each student. The description of placement should include a description of the services to be provided, service providers, and the frequency and total number of minutes of collaborative services provided on a weekly or monthly basis in addition to the other required elements of a placement offer. One way to ensure you addressed all the areas of a summary statement is to check for the following elements, who, what, where, when, how, and why. If all are clearly stated your statement should be compliant.

Examples

“Student will receive special education services for language arts and math instruction in the general education classroom consisting of co-teaching between special and general education teachers. Student will also receive occasional targeted intervention for language arts in a Learning Center taught by a special education teacher. A combination of these services will be provided 2-5 times per week for a total of x minutes per week.”

“Student will receive special education services for writing instruction in a Learning Center taught by a resource specialist teacher. Services will be provided x times per week for a total of x minutes per week.”

“Student will receive special education services in the Learning Center for one period per day for instruction on strategies for accessing the core curriculum by the Resource Specialist Program. All academic subjects will be taught in the general education classroom with support from the RSP through co-teaching and co-planning at least two days per week in English and Math.”