INTEROFFICE CORRESPONDENCE
Los **A**ngeles **U**nified **S**chool **D**istrict
Division of Instruction

TO: All Elementary Administrators   **DATE:** May 12, 2020
All Elementary Teachers

FROM: Alison Yoshimoto-Towery
Chief Academic Officer

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Elementary Instruction

**SUBJECT: UPDATE: 2019-2020 MARK REPORTING GUIDELINES FOR
PROGRESS REPORT MARKS FOR REPORTING PERIOD 3 IN
ELEMENTARY SCHOOLS DURING CLOSURES**

The purpose of this communication is to share important updates related to the
elementary school marks for Reporting Period 3 of the 2019-2020 academic year.

BUL-2332.7 Elementary School Progress Report Marking Practices and Procedures,
dated August 3, 2018, continues to be in effect. This document outlines the District's
grading policy during the 2019-2020 school closures (March 16, 2020 through June 12,
2020) for Reporting Period 3.

BACKGROUND
- Students (and parents for our youngest students) should receive regular interaction
  from the classroom teacher each week to support remote learning, which can
  include communication via phone call, email, Schoology, or the option of three
  conferencing methods - Zoom, Microsoft Teams, or Conference feature in
  Schoology for lessons and assignments.
- Students who have not participated in remote learning due to a circumstance
  beyond their control are not to be penalized.
- School administrators are to coordinate immediate outreach to any student for
  whom there has been no contact in the last five school days. Additional support
  will be provided to any school that requests assistance to contact students/families
  at home. Please email instruction@lausd.net for additional support, subject line:
  SUPPORT.

GRADING POLICY FOR REPORTING PERIOD 3
As indicated on the California Department of Education (CDE) website, grading policies
are a District decision in consultation with the local bargaining unit and are to hold
students harmless for their spring marks while the transition to distance learning occurs.

L.A. Unified will use a modified 2-4 grading scale for elementary students which
corresponds to the modified A-D grading scale listed as an option on the CDE website. In
consultation with District leaders and United Teachers of Los Angeles, District policy as
outlined in *BUL-2332.7 Elementary School Progress Report Marking Practices and
Procedures*, dated August 3, 2018, is modified in this circumstance of school closures as
follows:

1

A. Students will not receive a lesser grade than their grade as of March 13, 2020.
B. Teachers have discretion to give students a higher grade.

Reporting Period 3 began on March 9, 2020, five instructional days prior to school closures. In order to hold students harmless during the period of distance learning, teachers may consider progress made during Reporting Period 3 prior to school closures **and** marks earned in Reporting Period 2 in order to determine the baseline for which students may not receive a lesser grade.

Teacher discretion should inform decisions about the use of progress made during distance learning to give students a higher grade than what was earned by March 13th and should be based on considerations such as:
- Observational notes from student participation and assignment completion during regular contact with the teacher via web conferences, phone calls, office hours, etc.
- Checking for understanding (e.g., online submission of work, such as photos, uploading to Schoology, checking for understanding on a phone call or web-conference, etc.)
- Rate of progress and usage on digital platforms (Amplify Reading, ST Math, Khan Academy, Benchmark Universe, Edgenuity, etc.)

Teachers should also retain records supporting marks (e.g., observation notes, completion reports, assignment completion, etc.) to be included in the roll book upon return to school.

Please note that Reporting Period 3 typically requires the determination of marks for standards and strands not previously covered in Reporting Periods 1 and 2. For example, if a mark was provided for music and dance in Reporting Periods 1 and/or 2, a mark is typically required for visual arts and theatre arts in Reporting Period 3 so that each arts discipline receives a mark by the end of the year. Similar instances may occur for science areas and math domains and practices. Every attempt to do so should be made; however, there may be some exceptions to this rule.

Suggested lessons and assignments to address each content area through distance learning are provided in Attachment B and may be useful to provide learning opportunities in areas not previously taught.

Academic marks and Behaviors of a College-Prepared and Career-Ready Learner marks must be assigned to all students who have been enrolled at a school for fifteen or more instructional days, inclusive of the period of distance learning.

For students enrolled less than 15 days during Reporting Period 3, teachers may select under Academic General Comments, AG-14, in the Teacher Comments section, "Insufficient attendance to determine performance."

Teachers should not assign a mark of "2," unless the following steps are implemented:
- Contact the parent to provide the Warning Notice and discuss opportunities for the student to receive additional support;
- Collaborate with school support personnel provide additional support, if available, as needed;
- Consult with the site administrator or designee.

KINDERGARTEN THROUGH FIFTH/SIXTH GRADE MARKING GUIDANCE

Marks indicate the degree to which a student is progressing toward the achievement of grade-level standards and English language proficiency standards for English Learners (EL) where applicable.

The modified 2-4 grading scale on the following table shall be used for Reporting Period 3 of the 2019-2020 school year.

Academic Achievement Scores K-5/6
Indicates student *progress* towards achievement of grade-level California content standards thus far in the school year: 4 = Exceeds grade-level standards 3 = Meets grade-level standards 2 = Limited Progress or Progressing toward meeting grade-level standards N/A = Not assessed in current reporting period ✓ = Assessed during reporting period

Elementary teachers shall adhere to the marking practices as outlined below:

a. Students will not receive a lesser grade than their grade as of March 13, 2020. No marks of "1" shall be issued.
b. Teachers have discretion to give students a higher grade.
c. Teachers shall issue marks for the content areas of English Language Arts, Mathematics, and English Language Development (if an English learner), shall use N/A if another core content area was not assessed, and are expected to complete the comments section of the report card giving a holistic description of each student's progress.

The following table has been modified to explain when N/A can be assigned within an academic subject or content standards domain during the period of school closures through June 12, 2020:

Academic Subject	N/A Allowed
English Language Arts Composite Score	NO
English Language Arts Content Strands	NO
Mathematics Composite Score	NO
Mathematics Content	YES*
Mathematical Practices	YES*
Science	YES
History-Social Science	YES
Visual and Performing Arts	YES
Physical Education	YES
Health Education	YES
Characteristics and Behaviors of a College-Prepared and Career-Ready Learner	NO
ELD	NO
Dual Language	NO

- For every reporting period, including the third reporting period, students should receive a composite score for ELA and marks in all of the ELA strands.
- *By the final reporting period, students should have received a composite score for math and marks in each of the math domains and the mathematical practices.

- English learners are to receive marks in English Language Development.
- Students in Dual Language Education (DLE) are to receive marks for the target language proficiency.
- Students should also receive marks for the Characteristics of College-Prepared and Career-Ready Leaners.

Behaviors of a College-Prepared and Career-Ready Learner K-5/6
Indicates student's demonstration of the 21st Century and Social Emotional Learning Skills aligned to the California content standards (CCS) expectations from the CDE.   C = Consistently   S = Sometimes   R = Rarely

Please see Attachment C for guidance on determining marks for Behaviors of a College-Prepared and Career-Ready Learner.

MASTER PLAN PROGRAMS MARKING GUIDANCE

During the period of distance learning through June 12, 2020, scores for English Language Development (ELD) will be based on the following modified 2-4 scale.

K-5/6 ELD Scoring Guide		
4	Advanced Progress	Demonstrating **Advanced Progress** in the ELD proficiency level standards
3	Average Progress	Demonstrating **Average Progress** in the ELD proficiency level standards
2	Limited or Partial Progress	Demonstrating **Limited or Partially Proficient Progress** in the ELD proficiency level standards

The three English language proficiency levels are as follows:

K-5/6 ELD Proficiency Levels	
BR	**Bridging:** Students at this ELD proficiency level continue to learn and apply a range of high-level English language skills in a wide variety of contexts, including comprehension and production of highly technical texts. Students are ready to transition to full engagement in grade level academic tasks and activities in a variety of content areas without the need for specialized ELD instruction.
EX	**Expanding:** Students at this ELD proficiency level are challenged to increase their English skills in more contexts, learn a greater variety of vocabulary and linguistic structures, and apply their growing language skills in more sophisticated ways appropriate to their age and grade level.
EM	**Emerging:** Students at this ELD proficiency level typically progress very quickly, learning to use English for immediate needs as well as beginning to understand and use academic vocabulary and other features of academic language.

DUAL LANGUAGE EDUCATION PROGRAMS MARKING GUIDANCE

To show progress in the target language along the proficiency continuum, students will be given a two-character level as indicated in the chart below:

Acronym	Level
AH	Advanced High
AM	Advanced Mid
AL	Advanced Low
IH	Intermediate High
IM	Intermediate Mid
IL	Intermediate Low
NH	Novice High
NM	Novice Mid
NL	Novice Low

Please note that English Learners will also be held harmless for ELD progress scores and ELD Proficiency Levels. Students enrolled in the Dual Language Education program will be held harmless for target language proficiency levels. Teachers may consider progress made during Reporting Period 3 prior to school closures **and** marks earned in Reporting Period 2 in order to determine the baseline **score and level** for which students may not receive a lesser grade.

SPECIAL EDUCATION MARKING GUIDANCE

Grades assigned to students with disabilities are assigned using grade level standards to reflect progress in the general education curriculum. Students with disabilities who participate in an alternate curriculum are to be graded on their progress and achievement based on alternate achievement standards.

For additional marking guidance, please see the Elementary Grading Support website: https://achieve.lausd.net/Page/13782.

WARNING NOTICES

Warning notes must be provided to students who are at risk of not meeting grade level standards. Teachers may use the following means to provide the warning notice:

- Hold a telephone or video conference to discuss student progress using the warning notice as a guide or agenda for the meeting.
- Send the warning notice in an email message to parents via Schoology or the Parent Portal. Attach the completed notice as a PDF.
- For parents who are unable to be reached by phone, video conference, Schoology or Parent portal, notices must be sent via mail.

Attachment A provides key dates for Reporting Period 3, including the timeline for providing warning notices (May 13, 2020 through May 21, 2020).

Teachers must log the warning notice date of delivery on the progress report screen in MiSiS. A sample warning notice template is available in English and Spanish at https://achieve.lausd.net/Page/11770 under the LA Unified Policies tab. The 'contact log feature' in MiSiS allows a teacher to document communication with families and the 'counseling communication feature' allows counselors to do the same.

TEACHER COMMENTS AND FEEDBACK

Teachers should continue to give feedback to students and parents regularly, especially when a student is in danger of not meeting grade level standards, not making adequate progress or not meeting the expectations of distance learning.

Comments should be utilized on the progress reports and report cards to ensure students and parents are informed of student progress and needs. Comments will be added to the drop-down menu in MiSiS:

- "In danger of not meeting proficiency. Recommended to attend summer enrichment and intervention programs."
- "Marks for this reporting period have been adjusted based on the modified 2-4 grading scale due to distance learning."

LEARNING MANAGEMENT SYSTEM (LMS) SCHOOLOGY GRADEBOOK ENTRY

Teachers are to continue to follow the requirements to enter assignment marks in the LMS (Schoology) gradebook.

RETENTION

Retention may be recommended for students not meeting grade level standards. Consistent with CDE guidelines, to hold students harmless for their progress during the period of distance learning, retention recommendations may not be based solely on Reporting Period 3. Students who were at risk of not meeting standards in Reporting Period 2 may be considered provided the following conditions have been met:

- The teacher has been able to make regular contact with the student (and parents) to provide instruction and support during distance learning.
- A Student Success and Progress Team (SSPT) meeting was held prior to school closures or during the period of school closures via video or telephone conference.
- A warning notice was provided in Period 2 and Period 3.
- Additional instructional support was provided to the student during the period of distance learning.

KINDERGARTEN RETENTION

Kindergarten Continuance is the official term used by the CDE for kindergarten retention.

- Students who have previously completed TK or ETK in the year prior to kindergarten are not eligible for retention in kindergarten.
- Students retained in kindergarten must have a completed, signed Kindergarten Continuance Form on file in the cumulative record.
- A Kindergarten Continuance Form is not needed for children who are age-eligible for TK (fifth birthday between September 2 and December 2).
- TK and ETK Students are **not eligible for retention.**

TRANSITIONAL KINDGARTEN MARKING GUIDANCE

The Transitional Kindergarten (TK) Progress Report is aligned to the California Preschool Learning Foundations (PLF). A student's mark is based on how he or she is developing along the continuum as follows:

Academic Scores Key			
E = Exploring (48 months)	**B** = Building (60 months)	**D** = Developing (emerging kinder skills)	**I** = Integrating (kinder skills)

Kindergarten standards are not expected to be mastered until the end of the kindergarten year. TK students are working towards meeting all PLF.

Suggested lessons and assignments to address each content area through distance learning are provided in Attachment B and may be useful to provide learning opportunities in areas not previously taught.

English Language Development Scoring Guide for TK
In TK, ELD scoring aligns to the PLF and its levels:

English Language Development Key		
B = Beginning Beginning to develop English especially with signals and stimuli.	**M** = Middle Repeats familiar phrases and uses formulaic speech. Code switches. Comprehension is developing.	**L** = Later Beginning to use English to learn in all content areas. Use of age-appropriate English is improving.

Social Emotional Development is reflected separately in Characteristics and Behaviors of a College-Prepared and Career-Ready Learner TK as indicated in the table below.

Social Emotional Development **Characteristics and Behaviors of a College-Prepared and Career-Ready Learner TK**
Indicates student's demonstration of the 21st Century and Social Emotional Learning Skills aligned to the PLF expectations from CDE. C = Consistently S = Sometimes R = Rarely

For additional marking guidance for TK students, please see the Elementary Grading Support website: https://achieve.lausd.net/Page/13782.

TEACHER VERIFICATION REPORTS
Electronic submission of grades will be considered a teacher's verification of marks during this interim period. Teachers should run their verification report and review to ensure no marks have been missed (this will be indicated with a "?" instead of a grade). Teacher verification reports should be saved in pdf version for a teacher's record. If possible, the verification record can be signed and saved to be turned in with the roll book upon return to school, or printed upon return to school and signed at that time. Administrators are able to view marks within MiSiS in the absence of a verification report.

REPORT CARDS
The Division of Instruction has identified a solution for central office report card printing, sealing, and mailing. Report cards will be automatically generated and sent on behalf of schools.

DISTRICT POLICY
Unless specifically addressed in an interim policy issued by the District or in a side letter with UTLA, all relevant District policies remain in effect.

CONTACT INFORMATION:
For additional information, contact Carlen Powell, Administrator, Elementary Instruction at carlen.powell@lausd.net and/or your Local District Counseling Coordinator.

For additional information regarding English Learners, please contact Dr. Jose Posada, Administrator, English Learning Programs at jmp1322@lausd.net.

For additional information regarding Dual Language Education Programs, please contact Dalys Stewart, Director, Dual Language Education Programs at dalys.stewart@lausd.net.

Local District	Counseling Coordinator	Email
Central	Carmela Bravo	cbravo@lausd.net
East	Eiman Hernandez	exh6016@lausd.net
Northeast	Janet Lord	jlord@lausd.net
Northwest	Bill Bazadier	william.bazadier@lausd.net
South	Barbara Politz	blp2505@lausd.net
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c: Local District Superintendents   School Administrative Assistants   Jesus Angulo
    Administrators of Instruction   Executive Leadership   Lydia Acosta Stephens
    Administrators of Operations   Robert Pelayo
    Counseling Coordinators   Oscar Lafarga

Elementary School Reporting Period 3 Dates

- The dates of Reporting Period 3 are March 9, 2020, through June 12, 2020

- The elementary progress report grading window will open Thursday, May 21, 2020, and will close on Friday, June 12, 2020.

Reporting Period 3			MiSiS Grade Entry Window		
Start Date	End Date	No. of Days	Start Date	End Date	Virtual Parent Conference Dates
3/9/2020	6/12/2020	63	5/21/2020	6/12/2020	6/8/20 - 6/12/20 Optional

Warning notices should be sent to parents/guardians by the midpoint of each reporting period if a student is in danger of getting a "2" on any specific subject on the progress report. It is recommended that warning notices for Reporting Period 3 be provided from May 13th through May 21st if parents haven't already been notified.

Sample Lessons and Digital Tools by Content Areas

Sample lessons and resources for engaging students in distance learning for each content area are available via the following links and Schoology Groups.

Subject Area	Links and Access Codes
English Language Arts	https://achieve.lausd.net/Page/5223
English Language Development	https://achieve.lausd.net/Page/16651
Math	Elementary Mathematics Schoology Group, Access Code: **7Z37V-784N5**
Science	Elementary Science Schoology Course, Access Code: **MBJR-GG9C-SNVJZ**
History Social Studies	Elementary History/Social-Studies Group, Access Code: **MD2GC-8F8DK**
Physical Education	Physical Education Distance Learning Lessons or Elementary Physical Education Schoology Group, Access Code: **BDT6M-TWDC6**
Visual and Performing Arts	**Visual & Performing Arts Online Learning** Opportunities Pre-recorded Video Lessons, and California Visual & Performing Arts Standards https://achieve.lausd.net/Page/8931 Elementary Dance Resources https://achieve.lausd.net/Page/13334 Elementary Music (Instrumental and Vocal) Resources https://achieve.lausd.net/Page/13384 Elementary Theatre Resources https://achieve.lausd.net/Page/13388 Elementary Visual Art Resources https://achieve.lausd.net/Page/13415 Arts Integration Resources https://achieve.lausd.net/Page/13383
Social Emotional Learning	Social Emotional Learning Distance Resources

Additional no technology and low technology resources for early learners (TK – 2nd Grade) are available in the Schoology Course, Supporting Parents at Home, Access Code:
7MBX-4HWN-55HR

Mark Guidance for Characteristics of a College-Prepared and Career-Ready Learner

Teachers should determine where students fall in each of the sub-strands. In determining overall progress report marks, teachers should consider the score that best reflects each student's average performance over all the sub-strands.

Effectively Communicates and Collaborates Sub-Strands	C = Consistently	S = Sometimes	R = Rarely
Communicates clearly through speaking and writing.	Almost always (75-100% of the time)	About half the time needs support (25-75% of the time)	Almost always needs support (0-25% of the time)
Works productively in collaborative groups.	Almost always (75-100% of the time)	About half the time needs support (25-75% of the time)	Almost always needs support (0-25% of the time)
Listens to, interprets and uses information provided by others in a variety of settings.	Almost always (75-100% of the time)	About half the time needs support (25-75% of the time)	Almost always needs support (0-25% of the time)

Understands Other Perspectives Sub-Strands	C = Consistently	S = Sometimes	R = Rarely
Shows respect and recognizes the opinions and feelings of others.	Almost always (75-100% of the time)	About half the time needs support (25-75% of the time)	Almost always needs support (0-25% of the time)
Solves problems in different ways after considering multiple perspectives.	Almost always (75-100% of the time)	About half the time needs support (25-75% of the time)	Almost always needs support (0-25% of the time)

Thinks Critically, Solves Problems Creatively, and Values Evidence Sub-Strands	C = Consistently	S = Sometimes	R = Rarely
Applies knowledge and experiences to solve problems.	Almost always (75-100% of the time)	About half the time needs support (25-75% of the time)	Almost always needs support (0-25% of the time)
Evaluates answers, explains reasoning, and makes appropriate adjustment to thinking.	Almost always (75-100% of the time)	About half the time needs support (25-75% of the time)	Almost always needs support (0-25% of the time)
Generates new and creative ideas.	Almost always (75-100% of the time)	About half the time needs support (25-75% of the time)	Almost always needs support (0-25% of the time)

Acts Responsively, Ethically, and is a Productive Citizen Sub-Strands	C = Consistently	S = Sometimes	R = Rarely
Works independently and asks for assistance when needed.	Almost always (75-100% of the time)	About half the time needs support (25-75% of the time)	Almost always needs support (0-25% of the time)
Follows school and classroom rules, respects the rights and property of school and others.	Almost always (75-100% of the time)	About half the time needs support (25-75% of the time)	Almost always needs support (0-25% of the time)
Organizes workplace and materials.	Almost always (75-100% of the time)	About half the time needs support (25-75% of the time)	Almost always needs support (0-25% of the time)
Makes productive use of class time and stays on task.	Almost always (75-100% of the time)	About half the time needs support (25-75% of the time)	Almost always needs support (0-25% of the time)

Uses Technology and Digital Media Strategically and Capably Sub-Strands	C = Consistently	S = Sometimes	R = Rarely
Presents information effectively in a variety of formats.	Almost always (75-100% of the time)	About half the time needs support (25-75% of the time)	Almost always needs support (0-25% of the time)
Uses appropriate technologies effectively when communicating ideas and creating products.	Almost always (75-100% of the time)	About half the time needs support (25-75% of the time)	Almost always needs support (0-25% of the time)
Adheres to the guidelines found in the District Acceptable Use Policy.	Almost always (75-100% of the time)	About half the time needs support (25-75% of the time)	Almost always needs support (0-25% of the time)

PROGRESS REPORT MARKS FOR REPORTING PERIOD 3
FAQ - ELEMENTARY SCHOOLS

1. **Why did the District choose a modified 2-4 Grading Scale?**
   As indicated on the California Department of Education (CDE) website, grading policies are a local decision in consultation with the local bargaining unit. CDE guidance also states that grading policies are to hold students harmless for their spring marks while the transition to distance learning occurs. Recognizing the diversity of circumstances during this unprecedented situation, this policy supports an equitable approach to our most vulnerable youth. Students not demonstrating proficiency will be recommended for summer enrichment and intervention programs.

2. **Students can improve their grades. Why was the 1 option removed from the Grading Scale?**
   Tutoring, other academic interventions, and social emotional supports were interrupted by this health crisis and school closures. Additionally, the personal and mentoring relationships cultivated by daily in-person motivation and connection are much more challenging in a remote learning environment. This policy focuses on providing an opportunity for grade improvement while teaching and learning occurs in a new environment.

3. **Can an N/A be assigned during Reporting Period 3?**
   The following table has been modified to explain when N/A can be assigned within an academic subject or content standards domain during the period of school closure through June 12, 2020:

Academic Subject	N/A Allowed
English Language Arts Composite Score	NO
English Language Arts Content Strands	NO
Mathematics Composite Score	NO
Mathematics Content	YES*
Mathematical Practices	YES*
Science	YES
History-Social Science	YES
Visual and Performing Arts	YES
Physical Education	YES
Health Education	YES
Characteristics and Behaviors of a College-Prepared and Career-Ready Learner	NO
ELD	NO
Dual Language	NO

- For every reporting period, including the third reporting period, students should receive a composite score for ELA and marks in all of the ELA strands.
- *By the final reporting period, students should have received a composite score for math and marks in each of the math domains and the mathematical practices.
- English learners are to receive marks in English Language Development.
- Students in Dual Language Education (DLE) are to receive marks for the target language proficiency level.
- Students should also receive marks for the Characteristics of College-Prepared and Career-Ready Learners.

4. **What about domains and areas that have not been taught?**
    Sample lessons and resources for engaging students in distance learning for each content area are available. These resources provide opportunities for students to demonstrate their learning and progress towards standards mastery. Teachers may consider marks earned by March 13th and during Reporting Period 2 to determine baseline scores for which students cannot receive a lesser grade.

5. **What about students who were only present for 1 – 2 days before closures or who enrolled during distance learning?**
    Students who were enrolled 15 or more instructional days during the reporting period must receive grades. Marks should be based on considerations such as:
    - Observational notes from student participation and assignment completion during regular contact with the teacher via web conferences, phone calls, office hours, etc.
    - Checking for understanding (e.g., online submission of work, such as photos, uploading to Schoology, checking for understanding on a phone call or web-conference, etc.)
    - Rate of progress and usage on digital platforms (Amplify Reading, ST Math, Khan Academy, Benchmark Universe, Edgenuity, etc.)

6. **How do I hold kids accountable and keep them motivated with less focus on grades?**
    Focus on distance learning instructional activities that are engaging and interactive. Shift to the importance of learning and mastering material and participation. Students may still improve their grades and you will still provide marks for the Characteristics of College-Prepared and Career-Ready Learners.

7. **What is the timeline for warning notices to go out?**
    The warning notices are to be sent home at the midpoint of the reporting period. Due to distance learning, it is recommended that the notices be provided between May 13-21, if parents haven't already been notified in writing.

8. **How can I call parents while keeping my personal phone number private?**
    Teachers may use Google Hangouts (https://hangouts.google.com) and login with their LAUSD google account using their single sign-on. This app can be used to make phone calls to families from your computer. Since parents will see "No Caller ID" on their phones, it is recommended that you schedule the date and time of your call with parents so they know to expect your call. Here is a tutorial: https://support.google.com/a/users/answer/9282720?hl=en

9. **How can I mail midpoint warning notices for parents/guardians that cannot be reached electronically (Schoology, Blackboard Connect, email, phone calls, web conferences)?**
    A mailing solution has been developed for teachers to generate warning notices for automatic mailing to families that can't be reached via phone calls, web conference, Schoology, Parent Portal, etc. The following steps can be used to generate mailings beginning on May 15, 2020 (only if parent/guardian was not notified otherwise). This is mandatory in cases where a student might be retained.

    1. Access the warning notice portal via Schoology or go to mailme.lausd.net and sign in with your single sign-on.
    2. Determine which students require a warning notice to be mailed. You might use the following records to determine students in need of warning notices:
        a. Schoology (assignments, gradebook, etc.)
        b. Roll book or any records you have gathered before and during distance learning
    3. Select the student from your class roster
    4. Complete the required fields and click submit to initiate mailing