



**LOS ANGELES UNIFIED SCHOOL DISTRICT
MEMORANDUM**

TITLE: Students Taking Action for Readiness (STAR)

NUMBER: MEM-6734.1

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ROUTING
LD Instructional
Superintendents
Administrators of
Instruction
CoS Administrators
Directors
Counseling Coordinators
Secondary School
Administrators
Counselors

DATE: September 28, 2020

PURPOSE: The purpose of this memorandum is to provide updated information about the Students Taking Action for Readiness (STAR) course extension and grade improvement program.

MAJOR CHANGES: This memorandum replaces MEM-6734.0 *Students taking Action for Readiness (STAR 17)* dated August 1, 2016 and provides guidance for secondary high schools implementing STAR. Additional information is provided in MEM-6733.4, *Credit Recovery Program Opportunities*, dated September 28, 2020.

INSTRUCTIONS: The following guidelines are provided to prepare for implementation of the STAR program.

I. BACKGROUND

- A. On June 14, 2005, the Board of Education approved the *Resolution to Create Educational Equity in Los Angeles Through the Implementation of the A-G Course Sequence as Part of the High School Graduation Requirements*, beginning with the class of 2016. In June 2015, the Board recommitted with resolution to the timeline, strategies and spirit set forth by the A-G resolution with a precise focus on equitable access to instructional strategies, interventions, and supports to increase the momentum of all students' successful completion of A-G courses in preparation for postsecondary success.
- B. There now exist several credit recovery program opportunities throughout the district to meet the individual graduation needs of high school students. Opportunities include online blended and virtual courses that frequently embed Mastery Learning and Grading principles. Examples of available programs are Students Taking Action for Readiness (STAR), Independent Study, Adult Education, Summer Term, Winter Plus, Spring Plus, Local Design programs, and the Performance Assessment Student Support (PASS) program. Refer to MEM-6733.4 *Credit Recovery Program Opportunities*.



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- C. Research and achievement data show that with a disproportionate number of students successfully passing A-G courses, personalized intervention opportunities are needed to assist with re-engaging students in academic settings. In response to these factors, the following points, along with recent performance data, guided the development of the STAR course extension program proposal:
1. According to Borman and Overman (2004), students considered at promise may not demonstrate a level of academic achievement similar to peers who are not included in Targeted Student Populations. Several studies have shown that in several countries there are students who are academically successful despite their challenging backgrounds (Silas Casillas, 2008; Borman & Overman, 2004; Martin & Marsh, 2006).
 2. Understanding the processes involved in academic resilience could provide the basis for the design of policies aimed at breaking the intergenerational cycle of poor academic achievement, poor job prospects and poverty (Sandoval-Hernandez & Cortes, 2012).
 3. Student candidates for STAR have demonstrated course proficiency; however, due to multiple factors (such as poor test scores, missing assignments, inconsistent attendance, in-class performance, etc.) they did not earn a final semester grade of “C” or higher per their teachers’ grading scales.

II. STAR PROGRAM OVERVIEW

A. Program Purpose

1. The STAR program is intentionally designed to support students in developing as scholars who are aware of their proficient academic ability, and to motivate and engage them while developing resilience through growth mindset theory (Dweck, 2012). STAR provides a unique opportunity of extended time for students who have not mastered course content standards within a given semester. Participation in STAR is intended to fill gaps in student learning and increase students’ overall GPA and therefore, their competitiveness for college applications. Teachers can receive job-embedded support to deliver personalized, targeted instruction for all students (Houk, 2010).
 - a. Students can be referred to the program if they did not earn a final semester grade of “C” per their teachers’ grading scales. Participating in STAR provides an alternative pathway to demonstrate mastery of course-content standards and improve an existing grade below a “C.”
 - b. STAR participants receive additional hours of instruction to fill gaps in learning and allow them to demonstrate proficiency. These additional instructional hours must take place in the semester that immediately follows the semester during which the student earned



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the low grade. For example, a student who earned a “D” in the fall semester can take part in STAR during the spring semester.

- c. The instructional sessions can be provided after school, on weekends, or during winter or spring break. STAR is an optional and voluntary program.
2. Students are eligible to participate in the STAR program by teacher recommendation only. Once accepted into the STAR program, the student, teacher, counselor, and parent will engage in a contract outlining program requirements, commitments, and expectations. The recommending teacher agrees to submit a grade change once the student completes the additional instructional program hours and requirements outlined in the contract.
3. Each STAR program provides extended instructional opportunities with differentiated materials to support diverse learners. Instruction for students focus on targeted standards and skills, allowing them to demonstrate proficiency. STAR evaluation methods include both formative and summative assessments appropriate to the subject area.

B. STAR Teachers

1. Teachers working with students in the STAR program must be highly qualified and certified in the content area that they are teaching.
2. STAR teachers collaborate with their Local District content coordinators, academic counseling team, and the A-G Intervention and Support department for support implementing STAR. Such supports can address program content and assessment in addition to growth mindset and social-emotional strategies for students. Assistance is available to STAR teachers, Site Intervention Coordinators/Counselors, and school site administrators throughout the school year, by request.

C. Program Referral and Grades

1. A teacher’s referral is required for student participation in STAR (see Attachment B). Students are eligible for a referral to STAR if they did not earn a final semester grade of “C” or higher per their teachers’ grading scales.
 - a. To ensure equitable access to this opportunity, it is essential that the STAR program be implemented school-wide within a given department, so that all qualifying students have the opportunity for extended learning leading to grade improvement.
 - b. Students are only permitted to enroll in one STAR subject area program at a time.
2. By referring students to STAR, the teacher of record is agreeing to change and improve the student’s grade upon successful



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completion of all program requirements including submission of all assignments and demonstration of proficiency.

D. Program Delivery

1. The STAR extended learning opportunities can be provided after school, on weekends, or during winter or spring break.
2. The additional instructional hours must take place in the semester that immediately follows the semester during which the student earned the low grade. For example, a student who earned a “D” in the fall semester will take part in STAR during the spring semester.
3. Students must complete the instructional sequence and time expectations, and must demonstrate proficiency in order to receive a higher grade in accordance with A-G requirements. STAR is an optional and voluntary program.
4. All STAR courses will be offered at the student’s school of attendance unless otherwise authorized by the Local District Superintendent or designee.

E. Instructional Content

1. STAR program content, including assignments and assessments, will be standards-aligned.
2. STAR instructional content can be designed by school sites, based on individual student need.
3. Local District staff and the A-G Intervention and Support department can provide teachers and schools with support by request.

III. GENERAL ENROLLMENT PROCEDURES

- A. Teachers will identify and recruit potential students to participate, with priority given to seniors and juniors who did not earn a final semester grade of “C” or higher per their teachers’ grading scales in core academic subjects (BUL-6779.1 *Guidelines for Independent Study Programs* dated November 17, 2017).
- B. A “Parent/Student Contract for STAR Program is required for all students enrolling in a STAR course, and shall be signed by the referring teacher, the STAR teacher, student’s counselor, and the student prior to commencement of the course (EC 51747) (BUL-6779.1 *Guidelines for Independent Study Programs*). See Attachment A.
 1. The STAR Contract must include at minimum all of the following student considerations:
 - a. The approval signatures of the student, the student’s parent, guardian, or caregiver (if the student is younger than eighteen years of age or not officially emancipated), the certificated employees



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- responsible for the general supervision of STAR, and any other persons who have direct responsibility for providing assistance to the pupil, e.g., STAR Site Coordinator, Local District staff, assistant principal of secondary counseling services, etc.
- b. The Legal Counsel for the Department of Education states that if the student or the parent cannot write their name, then they must make an "X" and it should be witnessed and dated next to the "X." No one can sign for another individual.
 - c. If the student is an emancipated minor, evidence of that fact should be made a part of the student's official record. If the minor student is married and the parent does not sign, proof of marriage must be indicated on the Contract.
2. The STAR Contract includes the following logistical considerations:
- a. STAR students can be referred to the program for the semester following the posting of their final grade if they did not earn a final semester grade of "C" or higher per their teachers' grading scales.
 - b. A STAR course for the same subject can only be attempted once. Students can only be enrolled in one STAR content area program at a time.
 - c. All instructional content and assessments must be completed with demonstration of proficiency by the end of each program session.
 - d. Students who are absent more than two hours must attend make-up sessions equal to the time missed.

IV. PROGRAM EVALUATION

- A. Ongoing program evaluation criteria will be determined by each Local District.
 1. Below is a list of areas recommended for guiding program evaluation:
 - a. STAR instructional content, assessments and strategies
 - b. Student resilience and growth mindset
 - c. Professional development/teacher support

V. STUDENT PROGRESS MONITORING

- A. Student progress monitoring measures students' ability to demonstrate mastery of content standards and develop growth mindset.
 1. Progress monitoring will consist of, but is not be limited to:
 - a. Pre and post assessments
 - b. Formative and summative assessments
 - c. Project-based learning
 - d. Scientific investigation and experimentation



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2. In support of creating a 21st century college and career ready culture, students will be able to demonstrate mastery of course standards as outlined in their Contract. The following assessment types may be used:
 - a. Formative and summative assessments
 - b. Researched-based projects
 - c. Project-based learning (PBL) assessments
 - d. Science investigations and experimentation
 - e. Performance or demonstration-based assessments
 - f. Computer adaptive assessments
 - g. Site-level common assessments

VI. GENERAL SUPPORT PROCEDURES

- A. Local District offices will have the option of providing professional development and support to schools as needed. STAR teachers and schools can also obtain support from the A-G Intervention and Support department for assistance implementing STAR, by request. Some topics for support can include the following:
 - a. Mastery-based best practices
 - b. Culturally relevant and responsive instructional practices
 - c. Co-teaching training
 - d. Differentiated instruction
 - e. Parent/guardian support and engagement
 - f. Grading practices
 - g. Resiliency training: developing habits of the mind and growth mindset
 - h. Integration of technology

VII. ROLES AND RESPONSIBILITIES

- A. It is the responsibility of school site staff to inform students and their parents of the procedures for referral, application and enrollment in the courses outlined in this Memorandum, as well as those procedures that are outlined in BUL-6779.1 *Guidelines for Independent Study Programs* dated November 17, 2017 and BUL-3720.0 *Dropout Prevention Intervention and Recovery Strategies* dated May 23, 2007.
 1. The following personnel are recommended for implementation of STAR programs:
 - a. School Site Administrator:
 - Provides opportunities for school staff to obtain professional development/support and communicates effectively with central and Local District personnel.
 - Approves all forms.



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- b. STAR Site Intervention Coordinator/Counselor:
 - Guides and monitors the effective implementation of program components.
 - Attends STAR support sessions provided by Local District staff.
 - Coordinates STAR trainings.
 - Monitors progress data, provides summary reports and reviews them with student and parent/guardian.
 - Meets regularly with STAR teachers to review student progress.
 - Provides regular updates to Local District support personnel, as required.
- c. STAR Teacher
 - Delivers instructional materials that provide students with individualized, purposeful content.
 - Collaborates with content area peers around instructional materials and delivery.
 - Participates in STAR support sessions.
 - Communicates student progress with parent/guardian.
 - Meets regularly with Site Intervention Coordinator to assess student progress.
 - Takes attendance and keeps records at school site.

VIII. GRADES AND CREDITS

- A. Grading will be based on each student's ability to demonstrate proficiency on standards mastered by successfully completing course assessments, and by the STAR teacher's determination.
 - 1. In support of creating a 21st century college and career ready culture, students will be able to demonstrate mastery of course standards as outlined in their contract.
 - a. The following assessment types may be used:
 - Formative and summative assessments
 - Research-based projects
 - Project-based learning (PBL) assessments
 - Science investigations and experimentation
 - Performance or demonstration-based assessments
 - Computer adaptive assessments
 - Site-level common assessments
 - b. Students who successfully complete all course requirements and demonstrate proficiency are eligible to earn a higher grade than they originally earned previously in their semester class of enrollment.



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IX. CLOSING PROCEDURES

- A. No later than one week after program completion, the STAR teacher submits the “STAR Grade Change Agreement” (Attachment C) to the principal or designated administrator for students who have successfully completed all program requirements.
 1. The STAR Coordinator will verify grade change/improvement with both the referring and the STAR teachers.
 2. Designated administrator will then update grade in MiSiS to reflect the grade change/improvement.
 3. A copy of the grade change document will be filed in the student’s cumulative folder and kept in the counseling office for five years.
 4. STAR Coordinator sends certificate of completion or letter to parent/guardian.

RELATED RESOURCES:

ATTACHMENTS

- Attachment A - Parent/Student Contract for STAR Program – English / Spanish
- Attachment B - Sample STAR Student Referral Form
- Attachment C - Sample STAR Grade Change Agreement
- Attachment D - Sample STAR Grade Change Form
- Attachment E - Sample STAR Program Completion Parent Letter – English / Spanish

REFERENCES

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- Borman, G. D., & Overman, L. T. (2004). Academic resilience in mathematics among poor and minority students. *The Elementary School Journal*, 177-195
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- Dweck, C. (2007) The perils and promise of praise. *Kaleidoscope, Contemporary and Classic Readings in Education*, 12
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- Eliot, A.J. & Dweck, C.S. (2013) *Handbook of competence and motivation*: Guilford Publications
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- Martin, A. J., & Marsh, H. W. (2006). Academic resilience and its psychological and educational correlates: A construct validity approach
- Sandoval-Hernandez, A., & Cortes, D. (2012). Factors and conditions



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- that promote academic resilience: A cross-country perspective
- Sandoval-Hernandez, A., & Cortes, D. (2012). Factors and conditions that promote academic resilience: A cross-country perspective
- *Resolution to Create Educational Equity in Los Angeles Through the Implementation of the A-G Course Sequence as Part of the High School Graduation Requirements*, resolved June 14, 2005 by Los Angeles Unified School District Board of Education
- MEM-6733.4 *Credit Recovery Program Opportunities* dated September 28, 2020
- BUL-6779.1 *Guidelines for Independent Study Programs* dated November 17, 2007
- BUL-3720.0 *Dropout Prevention Intervention and Recovery Strategies* dated May 23, 2007

COMPLIANCE WITH CA CODE OF EDUCATION

A. Flexible Pace

EC 51225.3(b) allows districts to adopt alternative “means for pupils to complete the prescribed course of study which may include practical demonstration of skills and competencies, which might also include testing.”

As a result, an independent study student may be scheduled and required to come to group sessions or labs that are specified in his or her written agreement. However, independent study attendance is never based on student presence at “seat-based” sessions. It is based only on the time value of student work, as in *EC 51747.5(b)*

B. Teachers

EC 51746(a) references a designated learning center or study area staffed by appropriately trained personnel.

C. Credits

EC 51225.3(b) allows districts to adopt alternative “means for pupils to complete the prescribed course of study which may include practical demonstration of skills and competencies...”

EC 51225.3(b) The governing board, with the active involvement of parents, administrators, teachers, and pupils, shall adopt alternative means for pupils to complete the prescribed course of study that may include practical demonstration of skills and competencies, supervised work experience or other outside school experience, career technical education classes offered in high schools, courses offered by regional occupational centers or programs, interdisciplinary study, independent study, and credit earned at a postsecondary educational institution.



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Requirements for graduation and specified alternative modes for completing the prescribed course of study shall be made available to pupils, parents, and the public, *EC 51749.5(b)*.

D. Time in seat

EC 51747.5(b) As a result, an independent study student may be scheduled and required to come to group sessions or labs that are specified in his or her written agreement. However, independent study attendance is never based on student presence at “seat-based” sessions. It is based only on the time value of student work.

E. Mastery Learning

EC 51228(d) A school district that adopts a required curriculum pursuant to subdivision (c) that meets or exceeds the model standards developed by the state board pursuant to Section 51226, or that adopts alternative means for pupils to complete the prescribed course of study pursuant to subdivision (b) of Section 51225.3, may substitute pupil demonstration of competence in the prescribed subjects through a practical demonstration of these skills in a regional occupational center or program, work experience, interdisciplinary study, independent study, credit earned at a postsecondary institution, or other outside school experience, as prescribed by Section 51225.3.

ASSISTANCE:

For assistance or further information please contact Carol Alexander:
Director, A-G Intervention and Support at carol.alexander@lausd.net



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ATTACHMENT A

Los Angeles Unified School District Parent/Student Contract for STAR Program

I understand and agree that:

- ✓ STAR is a course extension program of instruction provided by _____ School. It is individualized instruction program based on this agreement, between me, my teacher, and, if I am under the age of 18 and unmarried, my parent, guardian, caregiver, and others if applicable.
- ✓ I am enrolling voluntarily.
- ✓ All course work will be consistent with the Los Angeles Unified School District Guidelines for Instruction.
- ✓ In order to receive course credit, I must complete all of the assignments that I undertake.
- ✓ I will have the resources of my teacher and counselor; state authorized textbooks, supplementary instructional materials, and other resources, as prepared by my teacher.
- ✓ The instructional activities will include, but are not limited to the California State Standards for ELA, the Math Framework, NGSS, History Social Science Content standards, and Literacy in History/Social Science, Science, and Technical subjects.
- ✓ The methods used by my STAR teacher to evaluate my proficiency will include multiple assessment and assignment formats such as written, oral, audio, visual, etc.
- ✓ I will attend my STAR sessions on the assigned days and meet with my teacher. I will be on time for my class and remain for the duration. I understand that if I have two or more consecutive absences, I am in danger of not qualifying for a grade change and must meet with my counselor.
- ✓ I will participate in all assignments and activities as required by my teacher.
- ✓ My parent/guardian or I may contact my teacher or counselor at any time to ask for assistance or check on my progress.
- ✓ I will follow all district, school, and class rules and guidelines.



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**Los Angeles Unified School District
Parent/Student Contract for STAR Program**

School Name _____

Student Name: _____ ID number: _____ Grade Level: _____

The STAR program was explained to me and I believe it will meet my educational needs. By signing this contract, I understand that while enrolled in this program, I must:

1. Remain in the program until the ending date and all assignments are completed.
2. Work toward fulfilling A-G course completion and graduation requirements.
3. Maintain satisfactory attendance, with no more than two consecutive absences. I will meet with my counselor and obtain appropriate documentation if I am absent more than two days.
4. Complete the STAR program requirements.
5. Abide by all school policies as outlined in the Los Angeles Unified School District Code of Conduct.

I, _____, agree to the program procedures and guidelines for STAR, and have read and understand the listed agreements.

Student's Signature _____ Date _____

Course Name _____

Duration: Beginning Date _____ Ending Date _____

I will meet with my STAR teacher as follows:

Day: M T W Th F Time/s _____ Location _____

Teacher's Name: _____

Parent/Guardian Contract:

I, the parent/guardian of the above-named student, give my consent for my child to participate in the STAR Program. My child and I have read, understand and agree with the STAR Program procedures and guidelines.

Parent/Guardian Name (print) _____ Signature _____ Date _____

I, the Site Coordinator/Counselor, verify that the above information has been explained to parent/guardian and student.

Signature _____ Date _____



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Distrito Escolar Unificado de Los Ángeles Contrato del padre de familia y el estudiante para el Programa STAR

Entiendo y acepto que:

- ✓ STAR es un programa de extensión de cursos instructivos que brinda la escuela _____. Es un programa de instrucción individualizado que se basa en este acuerdo, entre el maestro, yo (el estudiante) y, si soy menor de 18 años de edad y no soy casado, mi padre, tutor legal o persona encargada del cuidado del estudiante y otros, si corresponde.
- ✓ Me estoy inscribiendo voluntariamente.
- ✓ Todo el trabajo del curso será consistente con las Directrices y Pautas de Instrucción del Distrito Escolar Unificado de Los Ángeles.
- ✓ Para recibir crédito por el curso, debo completar todas las tareas a las que me comprometa a realizar.
- ✓ Tendré los recursos del maestro y consejero; libros de texto autorizados por el estado, materiales de instrucción suplementarios y otros recursos, preparados por el maestro.
- ✓ Las actividades instructivas incluirán, pero no se limitarán a los estándares del estado de California en lengua y literatura en inglés (ELA), los principios normativos en matemáticas, la próxima generación de los estándares en ciencias (NGSS), los estándares del contenido académico en historia y ciencias sociales y los conocimientos académicos básicos en historia / ciencias sociales, ciencias y materias técnicas.
- ✓ Los métodos que utilizará el maestro STAR para evaluar mi competencia incluirán múltiples formatos de evaluación y asignación, que incluirán formatos escritos, orales, auditivos, visuales, etc.
- ✓ a todas las sesiones STAR en los días asignados y me reuniré con el maestro. Llegaré puntualmente a mi clase y me quedaré durante el tiempo completo de la clase. Entiendo que si tengo dos o más ausencias consecutivas, estaré en peligro de no calificar para un cambio de calificación y tendré que reunirme con mi consejero.
- ✓ Participaré en todas las asignaciones y actividades según lo requiera el maestro.
- ✓ Mi padre/tutor legal o yo podemos comunicarnos con el maestro o consejero en cualquier momento para pedir ayuda o verificar mi progreso.
- ✓ Seguiré todas las reglas, directrices y pautas del distrito, la escuela y la clase.



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**Distrito Escolar Unificado de Los Angeles
Contrato del padre de familia y el estudiante para el Programa STAR**

Nombre de la escuela: _____

Nombre del estudiante: _____ Número de identificación del estudiante: _____

Nivel de grado: _____

Se me explicó sobre el Programa STAR y creo que satisfará mis necesidades educativas. Al firmar este contrato, entiendo que mientras me encuentre inscrito en este programa, debo:

1. Permanecer en el programa hasta la fecha de finalización y completar todas las asignaciones.
2. Trabajar para cumplir con los requisitos de graduación y la finalización de los cursos A - G.
3. Mantener una asistencia satisfactoria, con no más de dos ausencias consecutivas. Me reuniré con mi consejero y obtendré la documentación apropiada si me ausento por más de dos días.
4. Completar todos los requisitos del Programa STAR.
5. Cumplir con todas las políticas de la escuela como se describe en el Código de Conducta del Distrito Escolar Unificado de Los Angeles.

Yo, _____ estoy de acuerdo con los procedimientos, directrices y pautas del Programa STAR y he leído y comprendo los acuerdos enumerados .

Firma del estudiante _____ Fecha _____

Nombre del curso _____

Duración: Fecha de inicio _____ Fecha Final _____

Me reuniré con el maestro STAR de la siguiente manera:

Día: L M M J V Hora/s _____ Ubicación _____

Nombre del Maestro: _____

Contrato del padre de familia / tutor legal:

Yo, el padre de familia / tutor legal del estudiante arriba mencionado, doy mi consentimiento para que mi hijo / hija participe en el Programa STAR. Mi hijo / hija y yo hemos leído y entendido y nos encontramos de acuerdo con los procedimientos, directrices y pautas del Programa STAR.

Nombre del padre de familia/
tutor legal (en letra de imprenta): _____ Firma: _____ Fecha _____

Yo, el coordinador / consejero de la escuela, verifico que la información indicada arriba se le explicó al padre de familia / tutor legal y al estudiante.

Firma: _____ Fecha: _____



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ATTACHMENT B

Los Angeles Unified School District
Local District _____
Course Extension and Academic Support Program
Students Taking Action for Readiness

SAMPLE STAR STUDENT REFERRAL FORM

Teacher: _____ Class Title _____

Period: _____ Semester: Fall Spring Academic Year: _____

Student Last Name	Student First Name	10-week Mark	15-week Mark	20-week Mark	Referral Yes/No (Y/N)
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					
13.					
14.					
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24.					
25.					
26.					
27.					



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ATTACHMENT D

Los Angeles Unified School District
Local District _____
Course Extension and Academic Support Program
Students Taking Action for Readiness

SAMPLE STAR GRADE CHANGE FORM

To the Parent/Guardian of: _____
(Student Name)

Date of Birth: _____ Grade: _____

This letter is to inform you that your son/daughter has successfully completed the following STAR class/es:

(Class Title)

(Semester and Year)

(Class Title)

(Semester and Year)

STAR Program Dates: _____ Days/Times: _____

Having demonstrated course proficiency and based on the STAR Program description, I hereby authorize that a grade change should be granted.

Teacher's Name: _____
(Printed Name)

(Signature)

Date: _____ Submitted to: _____ (Site Intervention Coordinator)

R materials binder, and cumulative folder



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ATTACHMENT E

Los Angeles Unified School District
Local District _____
Course Extension and Academic Support Program
Students Taking Action for **Readiness**

SAMPLE STAR PROGRAM COMPLETION LETTER (ENGLISH)

Date: _____

Congratulations. Your child, _____, participated in the STAR program. He/she has successfully completed the sessions. Their _____ semester 20__ final grade in _____ has been changed to a C. Thank you for allowing your child to participate in STAR.

Assistant Principal, SCS



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Los Angeles Unified School District
Local District _____
Course Extension and Academic Support Program
Students Taking Action for Readiness

SAMPLE STAR PROGRAM COMPLETION LETTER (SPANISH)

Fecha _____

Felicitaciones su hijo/a _____ participó en el programa STAR. Su hijo/a ha completado exitosamente la sesión. La calificación final de el _____ semestre del 20__ en la clase de _____ ha sido cambiada por el grado C. Gracias por permitir la participación de su hijo/a en el programa STAR.

Sub Directora, SCS