East Los Angeles Star Academy

PRINCIPAL JOB DESCRIPTION

The principal needs to be a caring, collaborative and just individual in dealing with students, parents, staff and community members. The principal must be able to make difficult daily decisions with an exclusive focus on improving teaching and learning. The principal needs to anticipate all actions necessary to guarantee a learning community that is grounded in high standards and equity.

Operations

1. The principal oversees the day-to-day operations of the school as a whole. Ultimately, anything that goes wrong can be traced back to his/her action or inaction. Therefore, the principal must be visible in hallways and classrooms whenever possible, stay in contact with appropriate personnel and the community, and read daily briefs from the District regarding special programs, staff or parent issues, and emergencies that have occurred.

Instruction

2. The principal will serve as the instructional leader, setting the tone and culture of the school. The responsibility for setting or communicating high standards of achievement, professionalism and goals rests on his/her shoulders. The principal must lead by example and clearly make expectations known for East Los Angeles Star Academy students to succeed. The principal will achieve this by working collaboratively with the School Leadership Council, which meets to create a plan for the success of all students through transparent budgeting, targeted professional development, and full implementation of the RtI^2 framework.

Budgeting

3. The principal is a member of the School Leadership Council, School Site Council, ELAC and CEAC. He/she manages budget guidelines passed down from District or state boards and shares these with the School Leadership Council. Decisions regarding how funds are allocated and spent are made collaboratively with the School Leadership Council through the transparent budgeting process.

Staffing

4. Staffing the school properly to have the most positive impact on students is another responsibility jointly shared by the School Leadership Council and the principal. The principal must supervise and observe staff members in their roles with students on campus to ensure expectations for job performance are fulfilled. Appropriate support and guidance for all staff will be overseen by the principal. Periodic evaluations of staff will be conducted and documented, per collective bargaining agreements.

Reports

5. Mandated paperwork related to the operation of the school will be completed and submitted on time by the principal. Reports regarding attendance, future staffing allocations, demographics, supplies, curriculum, scheduling, discipline, and performance data require review, sometimes disaggregating and often, action. District mandated tasks include:

    - Online training for *Workplace Harassment, Child Abuse and ProCharge System*
    - *Leadership Development Modules* (new this year – six 2-hour sessions, off-site)
    - *Administrator's Certification Form* (for all mandated bulletins, memoranda and reference guides)
    - Monthly *Water Fountain Flushing Logs*
    - *Safe School Plans, Volumes I, II and III*
    - *Injury and Illness Prevention Plan*
    - *Program improvement Status Notification to Parents* (Federal mandate – sent twice per District mandate)
    - Romero *Open Enrollment Notification to Parents*
    - *Williams/Valenzuela Textbook, Science materials, Facilities* paperwork and visit
    - *Youth Risk Behavior Survey*
    - *School Occupancy & Transition Unit (SOTU) Performance Audit*
    - *Schoolwide Plan for Student Achievement*
    - *Roadshow* forms (rooms, staffing, enrollment, etc.) completion and meeting off-site
    - Payroll Certification
    - Procurement Card Approvals
    - IFS Scheduling and Approvals for Purchases
    - Online *Performance Evaluation System* (plus IPS and IP Conferences)
    - Mandated meetings: nurse, fiscal specialist
    - Testing oversight for STAR, CAHSEE, Diagnostic CAHSEE, Algebra End-Of-Course, Periodic Assessment, PSAT
    - *Fall Survey, Norm Day* paperwork

Communications

6. The principal provides timely and ongoing communication to parents and the community regarding the school. For the public, he/she will be the face of the school and provide its first impression to others. To the staff, he/she is the liaison between District or state mandates and their day-to-day actions. Staff development decisions will be made collaboratively with the School Leadership Council, so he/she must be aware of the needs of the staff. He/she must interpret mandates as they apply to the school and act accordingly. The principal must also occasionally handle disgruntled parents, students, public or staff, and make decisions regarding what is best for all concerned, particularly the students.

Community Outreach

7. The principal will be responsible for managing, maintaining and cultivating community partnerships that will provide students enrichment opportunities, curricular enhancement, service learning opportunities. He/she will actively seek out additional funding through grants to support the vision, mission and medicine / technology focus of East Los Angeles Star Academy.

EAST LOS ANGELES STAR ACADEMY INSTRUCTIONAL IMPLEMENTATION PLAN

PROPOSAL ELEMENT *What element of your proposal program will be implemented?*	TIMELINE *In what year will you implement this element of your proposal?*	RESPONSIBILITY *Who will lead the implementation of this element?*	RESOURCES *What resources are needed for a successful implementation?*	EVIDENCE OF SUCCESS *How will you know you are making progress post-implementation?*	EVALUATION PROCESS *What mechanisms will you use to measure progress?*
Hiring of staff and Principal	Spring, 2011	Local District, Design Team	NA	NA	NA
Selection of instructional materials	Spring, 2011	Principal, Design Team	Funds for collaboration time for teacher teams	NA	NA
Develop a master schedule based upon student needs	Spring, 2011	Principal, AP SCS	Support from Local District 5 leadership	NA	NA
Initial PD for teachers – School policies, Mission/Vision, meditational techniques (*Adaptive Schools*) (see section 8.c. for complete list)	Summer, 2011	Principal, Design Team	Funds for materials and teacher time	NA	NA
Interdisciplinary Teams to design projects	Ongoing beginning fall, 2011 – monthly meetings	Principal/ Member(s) of School Leadership Council	Funds for materials and teacher time	One project will be developed for each semester – grades 9-11, including rubrics	Projects are fully implemented by all faculty
Content-alike Teams (departmental)	Ongoing, beginning fall, 2011– monthly meetings	Principal/ Member(s) of School Leadership Council	Funds for materials and teacher time	Instructional Guide Implementation (Units of study); common assessments / rubrics	All faculty are using common units of study and implementing District periodic assessments
Data Analysis / Problem –Solving Team	Ongoing, beginning fall 2011– monthly meetings	Principal/ Member(s) of School Leadership	Access to My Data, Core K-12, PD on facilitating data	Through ongoing data analysis, teachers make instructional adjustments	Student achievement data including test scores, grades, projects, other

PROPOSAL ELEMENT *What element of your proposal program will be implemented?*	TIMELINE *In what year will you implement this element of your proposal?*	RESPONSIBILITY *Who will lead the implementation of this element?*	RESOURCES *What resources are needed for a successful implementation?*	EVIDENCE OF SUCCESS *How will you know you are making progress post-implementation?*	EVALUATION PROCESS *What mechanisms will you use to measure progress?*
		Council	dialogues; funding for teacher time		student work
Professional Development Team	Ongoing, beginning fall 2011– monthly meetings	Principal/ Member(s) of School Leadership Council	Funds for materials and teacher time	Comprehensive schedule of needed research-based PD activities	Student achievement data, classroom observations, teacher surveys
Focus Teams for WASC Accreditation	Ongoing, beginning fall 2011– monthly meetings	Principal/ Member(s) of School Leadership Council	Funds for materials and teacher time	Teams become familiar with WASC process and begin FOL process	Team written reports
Interdisciplinary Teams to design projects	Ongoing beginning fall, 2012– monthly meetings	Principal/ Member(s) of School Leadership Council	Funds for materials and teacher time	One project will be developed for each semester – grade 12, including rubrics; revise previous year's projects for grades 9-11	Projects are fully implemented by all faculty
Content-alike Teams (departmental)	Ongoing, beginning fall, 2012– monthly meetings	Principal/ Member(s) of School Leadership Council	Funds for materials and teacher time	Instructional Guide Implementation (Units of study); common assessments / rubrics	All faculty are using common units of study and implementing District periodic assessments
Data Analysis / Problem –Solving Team	Ongoing, beginning fall 2012– monthly meetings	Principal/ Member(s) of School Leadership Council	Access to My Data, Core K-12, PD on facilitating data dialogues; funding for teacher time	Through ongoing data analysis, teachers make instructional adjustments	Student achievement data including test scores, grades, projects, other student work
Professional Development Team	Ongoing, beginning fall 2012– monthly meetings	Principal/ Member(s) of School Leadership Council	Funds for materials and teacher time	Comprehensive schedule of needed research-based PD activities	Student achievement data, classroom observations, teacher surveys

PUBLIC SCHOOL CHOICE 2.0: REQUEST FOR PROPOSALS

PROPOSAL ELEMENT *What element of your proposal program will be implemented?*	TIMELINE *In what year will you implement this element of your proposal?*	RESPONSIBILITY *Who will lead the implementation of this element?*	RESOURCES *What resources are needed for a successful implementation?*	EVIDENCE OF SUCCESS *How will you know you are making progress post-implementation?*	EVALUATION PROCESS *What mechanisms will you use to measure progress?*
Focus Teams for WASC Accreditation	Ongoing, beginning fall 2012– monthly meetings	Principal/ Member(s) of School Leadership Council	Funds for materials and teacher time	Teams begin process of reflection on data and writing for accreditation	Team written reports

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MCD OUTCOME	COMPONENT	SCHOOL PLAN
Federal Requirement, District publications and forms are available	**Search and Serve**	• East Los Angeles Star will utilize LAUSD's enrollment form (Form 34//E20) Special Services section # 9 identifies whether or not special services are needed. • All office personnel will be trained to request a copy of the current IEP. Staff is able to access the document on Welligent. If the student is from out of the district, the staff contacts the local special education unit for appropriate placement. • An assessment is triggered by referral from school personnel or parent. COST or SST process is used to review current needs and history of interventions. If interventions have not been successful, an assessment plan, available on Welligent, will be provided to the parent for signature. The parent/guardian must return the signed plan within 15 days. Immediately upon receipt of the signed assessment plan at the school, the assessment process will begin and be completed within 60 days. • The school displays the "Complaint Response Unit/Parent Resource Network" (CRU/PRN) poster. *CRU/PRN: 1800-933-8133* • The school displays the monthly *"Special Education Parent Training Calendar."* http://sped.lausd.net, click Parent Training calendar. • "Are You Puzzled by Your Child's Special Needs?" brochure is available in the office and in the parent center. http://storescatalog.lausd.net

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MCD OUTCOME	COMPONENT	SCHOOL PLAN
Outcome 2	**Intervention Programs**	**PREVENTION/ INTERVENTION FRAMEWORK** Academic intervention is a systematic, focused and individualized approach for providing additional instruction and practice enabling students at risk to attain grade level standards. This approach provides additional help that a student might need before, rather than after, they have failed. The intent of this approach is to provide targeted interventions that supplement and support the district's base literacy program. This prevention/intervention framework has as it foundation a three-tier model of instructional intervention. **A Three-Tiered Model of Early Intervention and Prevention** **TIER 1** The first stage of the intervention process is to identify students whose overall academic performance is below the expected levels of achievement. Schools will identify their at-risk population by reviewing and evaluating robust assessment data available through My Data and identifying all students who fall within the intensive score band level. For students who fall within the intensive score band, there are two levels of response that are to be considered: **Level I**: Prevention: "good first teaching" is provided for all students in the form of highly effective teaching which introduces and reinforces grade-level concepts and skills. Periodic assessments will indicate which students are successful in meeting the grade level content standards and which students require intermediate or intensive interventions. Effective first teaching strategies may include but are not limited to the following: • Specially Designed Academic Instruction in English (SDAIE) • Identifying Similarities and Differences • Summarizing and Note Taking • Reinforcing Effort and Providing Recognition • Strategic Homework and Practice • Nonlinguistic Representation • Cooperative Learning

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		• Setting objectives and providing feedback • Inquiry-based lessons • Interdisciplinary projects • Cues, questions and advanced organizers • Increased depth and complexity • Interactive Technology and Modern Media • Culturally Relevant and Responsive • Literacy Acquisition Across Curriculum **Level II**: Intermediate Intervention is provided to students who have not responded to the good first teaching strategies. This will be provided as differentiated instruction via small group and additional scaffolding. Multiple opportunities for students to demonstrate mastery of grade-level content will be provided. **TIER 2** Intensive Intervention is to be provided for students who continue to score with the intensive instructional band based on assessments. East Los Angeles Star Academy has adopted a 4x8 bell schedule to allow time for intervention and enrichment classes to be built into the school day. The skills areas in need of intervention will be identified through the use of periodic assessment and progress monitoring assessment data. These interventions will be provided as an extra class during a student's schedule. Ongoing progress monitoring will be provided in both the core and intervention classes to ensure students are engaged in personalized, targeted intervention activities and are making adequate progress towards grade-level goals. An intensive intervention approach, strategy, curriculum or program will be selected based on the following criteria: 1. It is research-based. 2. Pre/post screenings or academic probes can be administered with ease. 3. It includes the ability to screen whole classrooms, small groups or individual students.

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		4. The primary focus is on reading , writing and basic math skill interventions. 6. Alignment of interventions to content standards and district curriculum is evident. 7. Instructional interventions are targeted to the student/s identified processing skills gaps. 8. Interventions are provided within a realistic time period. 9. It includes a process for monitoring effectiveness of intervention and student progress. Based upon the above criteria, the READ 180 intervention curriculum will be utilized for English Language Arts and the ALEKS curriculum will be utilized for mathematics. **TIER 3** Tier 3 students consist of those who have not successfully responded to Tier 1 and 2 interventions and continue in the intensive assessment band. School problem-solving teams are to review and evaluate the effectiveness of the previous interventions, taking into account the level of student participation, the integrity level of implementation and other factors that may be impeding achievement. Based on diagnostic testing results and data from progress monitoring school teams may need to consider additional modification of the interventions. Some students may display the characteristics of a student with a specific learning disability. These students should be referred for a comprehensive evaluation to determine if the student has a disability that requires special education services. The comprehensive evaluation will use all progress monitoring data and diagnostic testing previously collected as well as supplementary assessment materials as a basis for establishing the disability, eligibility, and the need for special education services. A Learning Center will be established to personalize support students in tier 3.

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MCD OUTCOME	COMPONENT	SCHOOL PLAN
Outcomes 5, 17 and 18 LAUSD Board Policy	**Discipline Foundations Plan and Behavior Support**	East Los Angeles Star Academy will implement all aspects of the LAUSD's *Discipline Foundation Policy*. At the beginning of the school year, all staff members will review the Seven Norms of Collaboration that are in the book entitled *The Adaptive School* by Garmston and Wellman. Three of the seven norms will be used as part of the school wide discipline policy. The teachers will plan and prepare lessons to teach the three identified norms: pausing, paying attention to self and others and presuming positive intentions. Teachers will also teach Second Step (a violence prevention curriculum) during Advisory period. Grade-level assemblies will be held to review the behavior norms. Teachers will work with students to generate specific classroom rules based on the three norms of collaboration. Students will receive recognition at monthly assemblies for citizenship. Classes will be recognized for least number of referrals / suspensions. Parents will be informed about the schools discipline policy via parent meetings, notices home and parent/teacher conferences. They will be invited to the recognition assemblies and also recognized for supporting their children. Office referrals will be reviewed and students will be counseled using the norms of collaboration and Second Step (tier 1). The students who require more attention will have a behavior contract specific to the student's behavioral issues (tier 2). Those students in need of additional supports (tier 3) will have a behavior support plan and will be referred for a Functional Behavior Assessment when necessary. Students in any and all tiers may be referred to the COST and SST process.

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Necessary for Planning, will be provided	**Description of Student Population**	East Los Angeles Star Academy will have a resource specialist teacher who will work collaboratively with general education faculty to support students in regular classes. This teacher will also function as the coordinator of the Learning Center. ISIS and Welligent will be used to identify the students. A special education administrator will be assigned to coordinate the program. Should there be additional needs for services, Support Unit East will provide additional personnel. Appropriate classroom space is reserved for these programs and paraprofessionals will be assigned to the school. The number of students with disabilities and type of disabilities will be determined.
Outcome 2	**Special Education Program Description**	To the maximum degree appropriate children with disabilities, will be educated with children who are nondisabled and special classes, separate schooling or other removal of children with disabilities from the regular educational environment will occur only if the nature or severity of the disability is such that education in East Los Angeles Star's regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. This means that decisions to place a child in a more restrictive environment will only be made after considering and determining that less restrictive environments with special education, related services and other supports cannot meet the student's needs. Students will not be placed in environments that are more restrictive than necessary to meet their educational needs. Placements for students with disabilities will be in East Los Angeles Star or as close to the student's home as possible. **Least Restrictive Environment** Consistent with Federal and State policy, the continuum of placements offered by the District at East Los Angeles Star will include: ***General Education Schools*** • General education classroom with accommodations or modifications • General education classroom with supplementary aids and supports

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		• General education classroom with related services • General education classroom with resource specialist service ***Nonpubic Schools*** • Dual enrollment • Special Day Program ***Home or Hospital*** • Instruction in the home or hospital ***Residential*** • State school • Nonpublic school or center Selected students will receive special education services through the Resource Specialist Program in the Learning Center for one period per day. Instruction will focus 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 RST through co-teaching and co-planning at least two days in English and Math. Services may include any blend of the following: **A. Layer 1: Co-Planning** A process by which two teachers plan, analyze, modify, and evaluate the instruction and outcomes for students. This service will be provided indirectly to students and consists of regular review of student progress, accommodations and modifications of core material, and modeling of instructional practices between the special education and general education teachers. **B. Layer 2: Co-Teaching** Co-teaching is a process by which general and special education teachers work together to teach students with and

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		without disabilities in a shared classroom. Both are responsible for the planning and delivery of instruction, student achievement, assessment, and discipline. Students receive age appropriate academics, support services, and possibly modified instruction. This layer provides ongoing communication between educators and a lower student-to-teacher ratio. The teachers may use any of a variety of formats to facilitate the process. These may include: 1. *Cooperative Teaching*: One teacher has the primary responsibility for leading the instruction while the other team member supports instruction by modeling strategies, charting, adding questions, clarifying information, prompting students, etc. 2. *Station Teaching*: The co-teachers divide the instructional content and each takes responsibility for planning and teaching part of it. Students move from station to station according to a predetermined schedule. 3. *Parallel Teaching*: The teachers jointly plan the instruction, but each delivers it to a heterogeneous group comprised of half of the students in the class. Teachers do not change groups. All students receive essentially the same instruction. 4. *Shadow Teaching or Alternative Teaching:* Alternative teaching is a strategy for providing highly intensive instruction to a small select group of students based on assessed need. It is an opportunity to preteach or reteach material presented in the lesson. 5. *Team Teaching or Duet Teaching:* Both teachers collaboratively share the instruction of all students. This involves shared planning and a high level of mutual trust. **Learning Center and General Education** Non-intensive direct services are those provided directly to students based on identified need. This layer of service will be provided either within the general education class or outside of the general education class through the use of the Learning Center. A Learning Center is a place where students receive instruction in access strategies, targeted intervention in identified areas of need, and ongoing monitoring of student success. The use of the Learning Center in this method requires immediate intervention and instruction tied to the general education standards and instruction. It will not be designed to be ongoing but to address specific needs as they arise in standards-based instruction. Example: The special education teacher might pull flexible groups of students, based on ongoing assessment, for individual and small group instruction. This instruction directly correlates with the general education instructional program and is based

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		on ongoing joint assessment between the general and special education teachers **Integration of Special Education Students with non-disabled students** To the greatest extent appropriate, special education students will be integrated with general education peers. Consistent with the intent of MCD Outcomes 2, 6, 7, special education students will be integrated to the greatest extent appropriate with their non-disabled peers during art, physical education, music, field trips, assemblies, performances and all non-curricular schoolwide activities. As special education students' skills permit, they will also participate in the core subjects with support provided by special education staff.
Outcomes 8, 10, 13, 14, 15	**IEP Process: Implementation and Monitoring**	• The school will document the request for special education assessment on a "Request for special Education Assessment" form and maintains a copy in the students green folder. • The school will provide the parent with a Welligent generated "Special Education Assessment Plan" in the language requested by the parent, unless clearly not feasible to do so, within 15 calendar days of the written request for assessment. • The school will develop an IEP within 60 calendar days of receipt of written parental consent to the assessment plan unless the parent agrees in writing to an extension. • The timelines set by IDEA will be met by the school using the calendar in Welligent to monitor the MCD Outcome 10 of timely completion of initial SE evaluations on a monthly basis. • The school will follow the appropriate timelines for conducting annual and three-year review IEPs. • The school will convene an IEP meeting within 30 calendar days of parent written request. • When a student transfers into the District with an out-of –District IEP, the school will develop an IEP within 30 calendar days of enrollment. • If requested by the parent, the school will provide copies of assessment reports to the parent 4 working days before the date of the IEP meeting. The reports will be translated into the parent's primary language, upon written request from the parent, unless clearly not feasible to do so, as required in MCD Outcome 15. The school will also provide special education related forms in the parent's primary language when

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		requested. • The Welligent System will be used to notify team members of upcoming IEPs, and to provide communication during assessment and to assign follow up activities. • The school will set up communication systems to notify parents of IEP meetings, accommodate and encourage parent attendance and participation including the use of timely notice of meetings, teleconferencing, and interpretation to primary language which will assist in meeting MCD Outcome 14. • All staff responsible for implementing the student's program, including substitute teachers, will have access to, or a copy of, the IEP and a clear understanding of the supports and services required for the student. • The Resource Specialist Teacher and other support providers will use Welligent to document provision of services as required in MCD Outcome 13. • A room is designated as the IEP Meeting room. The room is supplied with all the needed forms and documents necessary, as well as, wireless access and a speaker phone. • Children with active IEPs will placed in their home school with appropriately identified supports to the greatest extent possible. The increased home school placement will meet MCD Outcome 8. If the district does not have an appropriate program at the home school, the child will be placed in the school closest to their home school with transportation provided.

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Outcomes 10, 18	**Procedures for Identification and Assessment of Students**	East Los Angeles Star Academy will follow LAUSD' s *Multi-tiered Framework for Instruction, Intervention, and Support* found in BUL-4827.1 to guide all its practices relating to instruction and intervention. The essential components of this framework are described below: In a multi-tiered approach to instruction and intervention, teachers provide instruction at each tier of service that is differentiated, culturally responsive, evidence-based and aligned to grade-level, content standards. All students should have universal access to this high-quality instruction. Universal access refers to the right of all students to have equal opportunity and access to high quality, grade-level instruction and behavioral support, regardless of socioeconomic status, ethnicity, background, or disabilities. In the LAUSD, four instructional methodologies and strategies have been identified to scaffold culturally and linguistically diverse students' universal access to core instruction. The research affirms that all students, including SWDs, benefit from the integration of key access methodologies such as cooperative and communal learning, instructional conversations, the use of advanced graphic organizers, and targeted academic language development. These methodologies are used across three tiers. • **Tier 1** is known as "Core Instruction" to which all students must have universal access. All students receive high quality, evidence-based, core classroom curriculum and instruction. It is expected that of all of the students receiving core instruction, 80-85% of students will be proficient when good first instruction is delivered. To monitor and evaluate student progress, California Standards Tests (CST), CELDT, periodic assessments, curriculum-based measures, and behavior data (e.g. suspensions, office daily referrals) are used to guide and inform instruction/intervention. Within Tier 1, identified students receive additional differentiated instruction and support to improve their academic performance and to prevent them from falling behind. All students are universally screened at the beginning of the school year in order to identify learners that need additional support or advanced learners that need acceleration or extended learning opportunities. Instruction is matched to student needs based on levels of performance and rates of student progress. Over time, quick curriculum-based assessments are used to measure growth, monitor progress and inform changes in instruction.

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		Differentiation of instruction begins in Tier I and continues across the tiers. It requires recognition of students' varying levels of readiness, interests, background knowledge, language, culture, and learning preferences. It is the ability to respond to and proactively plan for differing abilities in the same classroom. Differentiation can occur through modifications to the content (what is taught), process (how it's taught), product (how learning is shown), and/or resources available in the classroom (core program or supplementary materials). In order to differentiate instruction to maximize student growth, teachers can add depth and complexity to the curriculum, scaffold lessons, pre-assess students to form flexible groupings, implement interest and/or learning centers, employ questioning strategies, allow for independent study, preview, review, reteach, and frontload. When assessment measures indicate that a student needs more instruction and intervention to access the core curriculum, then Tier 2 services are provided. • **Tier 2**, known as "Strategic or Supplemental Intervention," is provided in addition to Tier 1 core instruction. Strategic Intervention is for 10-15% of students that need additional time and type of instruction to learn successfully. Strategic interventions include more intensive (time and focus), immediate instruction aligned to students' instructional needs based on data from multiple measures including ongoing progress monitoring. Tier 2 serves the needs of students that are not making adequate progress given good, first instruction in Tier 1 and is for those in need of additional instruction to increase the impact of core instruction to achieve proficiency. Strategic interventions can give students more time to learn either by using an instructional strategy used in the core or a different instructional pedagogy - whichever benefits the student more. • **Tier 3**, known as "Intensive Intervention," is for an estimated 1-5% of students that need individualized and/or very small-group instruction that is highly focused, in addition to Tiers 1 and 2, and designed to accelerate student progress. Tier 3 typically includes use of curricula, pedagogy, or instruction that is different from Tier 1 and Tier 2 because data indicate that academic or behavioral progress is delayed despite well-implemented instruction/intervention. Progress monitoring at Tier 3 is more frequent. These assessments provide in-depth information about a student's instructional needs and are used to identify academic deficits. In addition, close monitoring allows for the adjustment of curricula and instruction/intervention. Tier 3 services are **not** synonymous with special education services, but rather a critical step in providing intensive intervention so that students have an additional opportunity to succeed and learn. Within the District's tiered approach to

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		instruction and intervention, the intensity, frequency, and duration of support increases and student-teacher ratio decreases as students move up the tiers. Instructional strategies and examples are provided in the following attachments and can be used as guidelines for planning the instructional day/class periods for each of the tiers. Student performance is monitored closely to evaluate progress and the effectiveness of all instruction and intervention. Intensity, frequency, duration of support, and student-teacher ratio changes as the students move through the tiers, as does the frequency of progress monitoring. This multi-tiered framework is a continuum of instruction and intervention where an individual student may simultaneously receive differentiated instruction in varying intensity in Tiers 1, 2, and 3 in order to match learning supports to both academic and behavioral/social-emotional needs. **Referral Procedure** Parents or guardians will be instructed on the process for referring their child for assessment for special education services. Teachers, other school personnel, and community members will also be trained on how to refer a child for assessment. Within fifteen (15) days, not counting school vacations greater than five (5) days, of the receipt of a referral for assessment, the referring party will receive a written response from the school. If the school determines that an assessment of the student is not appropriate, the referring party will receive a written notice of this decision. If the school determines that an assessment is appropriate, the parent/guardian/teacher will receive an Assessment Plan. An Assessment Plan describes the types and purposes of the assessments which may be used to determine your child's eligibility for special education services. Before your child can be assessed, you must consent to the assessment by signing the Assessment Plan. You have at least fifteen (15) days from the receipt of the Assessment Plan to consent to and sign it. The school has sixty (60) days, not counting school vacations greater than five (5) days, of the receipt of your signed Assessment Plan to complete the assessment and hold an Individualized Education Program (IEP) meeting. **Language Factors** Prior to assessment, the Bilingual Coordinator will review the student's language development history, including

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		program placement, CELDT results, ELD level, CST scores, intervention history, and classroom grades. **Exclusionary Factors** Prior to referral to assessment, it will also be determined whether the unique educational needs of the student are not primarily due to: • Environmental, cultural, or economic factors • Lack of instruction in math and reading • Limited English proficiency • Social maladjustment • Temporary physical disability To determine if a special education referral is appropriate, a school administrator/designee and IEP evaluation team members will review the following: • Student records and academic history • Prior assessments including curriculum based, standardized tests and alternative measures/procedures • Progress in current program, including ELD • Progress in meeting content standards • Progress in meeting literacy and mathematic standards • Results of state and district assessments • Results of proficiency examinations • Results of portfolio assessments/student work samples • Types and results of academic and/or behavioral intervention provided • Teacher information/concerns • Parent information/concerns **Scope of Assessment** Assessments will be conducted by a qualified professional. No single measure or assessment will be used as the sole criterion for determining whether a student has a disability and for determining an appropriate educational program for

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		the student. The assessment will cover all areas related to the student's suspected disability including if appropriate: • Health and development, including vision and hearing • General ability • Academic performance • Language function • Motor abilities • Social and emotional status • Self-help, including orientation and mobility • Career and vocational abilities and interests **Monitoring by ethnicity** East Los Angeles Star Academy will use guidelines that have been developed by LAUSD to assure students meet the eligibility criteria for special education placement and are ethnicity-neutral along with meeting MCD Outcome 18.
Outcome 2	**Instructional Plan for students using grade level standards**	**Instructional Plan for students using grade level standards** Teachers will review the content standards and the essential standards by grade level to become familiar with the standards that need to be addressed throughout the school year. The students will have access to grade level materials. The teachers will spend time backwards planning the lessons and reviewing the standards to ensure that students are taught using grade level standards. Teachers will work together in various configurations, horizontal and vertical teaming, as well as department planning. Authentic data, running records, and periodic assessment data will be used to assess how well the students are doing in meeting grade level standards. As the students' needs are identified in the various tiers, the teachers will accommodate the students and provide appropriate intensity and depth of instruction to ensure success. Those students in tier 1 will work with the teacher in small groups, on a few targeted specific skills. For example, those in tier 2 will work in small groups 2-4 with the teacher for up to 30 minutes. Those in tier 3 will work in groups one to one or in groups of 1-3 using other materials or programs for up to 45 minutes. Several documents will be reviewed with the teachers. These include, Strategies to Improve Access to the General Education Curriculum which will allow teachers to use computer assisted instruction or peer-assisted learning . Ideas gathered from reading this

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		document will be used with data to look at differentiating instruction and assessments. Also, the document titled Accommodations and Modifications: Accessing the Curriculum will be used to review what might be appropriate accommodations and modifications children might benefit from while in the classroom. The Co-Teaching Models will also be part of the discussion so that teachers may see that by teaming or co-teaching with general education teachers students may learn and teachers can feel successful. As teachers assess the students and monitor the gains made, they can continue to plan accordingly with their peers. Those students who may benefit from going to a regular classroom, working with peers or non special education teacher assistants, may do so. Sample schedules of how the teachers will work with students to meet their needs will also be reviewed and adjusted as teachers review data and change the instructional groupings. Data review will be tailored to the tier level of the students and it may go from bi-weekly for those in tier 3 to weekly for those in tier 2 to every 2 weeks for those in tier 1. **Backwards Planning** At East Los Angeles Star Academy, curricular planning will begin with the consideration of the desired results (goals or standards) and then derive the curriculum based on the evidence of learning (obtained through assessments) called for by the goals and standards. In this process, teachers will first consider what evidence will be accepted as to ascertain that students have achieved the desired understandings and proficiencies—before proceeding to plan teaching and learning experiences. Greater coherence among desired results, key performances, and teaching and learning experiences leads to better student performance. The backward design process consists of three general stages: I. **Identify desired results** Teacher will identify what students need to know, understand, and be able to do. II. **Determine acceptable evidence** Teachers will first think how they will determine if students have attained the desired learnings. Teachers will consider a range of assessment methods. A combination of performance tasks and quizzes, tests are

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		used to assess essential knowledge, skills. **III. Plan learning experiences and instruction** With clearly identified desired results and appropriate evidence in mind, teachers will then plan instructional activities. This phase calls for teachers clearly understanding what will need to be taught and how best the content should be taught. Materials and resources best suited to accomplish the goals must be identified and available. **Accomodations and Modifications** To ensure that all students have access to the general education curriculum, East Los Angeles Star Academy will provide a framework for accessibility which supports the development of adjustable materials, varied instructional approaches, and relevant assessment methods. Teachers will be cognizant of potential barriers to learning , and subsequent identification of possible solutions, including assistive technology. Access to the curriculum for all students will be assured through measures such as the following: *Multiple means of representation* to give learners various ways of acquiring information and knowledge, such as demonstration, direct instruction, simulations. *Multiple means of expression* to provide learners with alternatives for demonstrating what they know, such as written, oral, graphic, kinesthetic. *Multiple means of engagement* to tap into learner interests to challenge and motivate them to learn, such as individual student selection of topic or cooperative learning. The importance of this approach is that it underscores the need for "multiple pathways" to help all students succeed. Therefore, curriculum and instruction will be adequately differentiated to address the diverse needs of all learners. See pages from LAUSD Division of Special Education Publication, ***Accommodations and Modifications: Accessing the Curriculum—Schools for all Children: What Every Teacher Needs To Know About Special Education***, Pages 398 - 423 **Data-driven decision making**

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		East Los Angeles Star Academy will utilize a cyclical problem-solving model to design differentiation of instruction. This process involves four steps and determines the best course of action for instructional differentiation for each student. The four steps of the cycle are: • **Define the Problem** In this step, the teacher or team begins with the definition and analysis of the student's problem or instructional need. The team will identify the cause of the student's problem and define the problem completely and in objective, measurable terms. All relevant data and information regarding the child's functioning will be examined. If necessary and appropriate, the team will collect information about the student's functioning outside of the classroom. This is helpful at the beginning of the process to aid the team in determining appropriate resources and differentiation strategies. • **Plan an Intervention (Differentiation)** The next step of the problem-solving process, is to set a goal and develop a differentiation plan containing one or more strategies designed to specifically address the student's problem. The goal for the student will be based on baseline data and a projection of appropriate growth based on expected progress for the grade level The strategies will be scientific, research-based interventions specific to the child's need. The team is responsible for selecting the right differentiation strategy and to ensure that appropriate instruction is provided. The team also establishes a timeline for plan implementation. The team must also decide how and when student progress will be monitored. The team will also specify who is responsible for implementation and progress monitoring. • **Implement the Intervention (Differentiation)** The next step involves implementation of the plan. The interventions must be carried out with accuracy and fidelity. Observations from administrators will verify that the differentiation is being implemented as it was intended. Daily, weekly, or biweekly progress monitoring will be utilized to document positive or negative response to the intervention. Teachers will use various forms of curriculum-based assessment to measure student progress. • **Evaluate the Student's Progress** After a sufficient time, the team will meet and discuss whether the intervention is working for the student. All relevant data showing progress over time will be used to reevaluate the student's functioning and determine the

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		next steps for the student. These data will include some time-sensitive information, such as data charts that measure a child's progress daily or weekly, and may include other data such as class grades or group-administered assessments. Based on these data, the team will decide whether to continue the current strategy, implement a new strategy, move to a more intense strategy, or eliminate the differentiation altogether. *All decisions will be data-driven.* The team members will strive to have sufficient data points to best equip the members in determining what should occur next. This problem-solving cycle will essentially be repeated for each intervention. With each intervention, instruction will become more complex and more intensive as students move through the instruction and master targeted skills. • **Progress Monitoring** East Los Angeles Star Academy will utilize progress monitoring to assess students academic progress in core educational skill areas. The results of progress monitoring will be used to set appropriate individual goals and adjust instruction as needed. Implementing progress monitoring will require determining students' current levels of performance, as well as identifying learning objectives. Students' academic functioning will be evaluated on a regular basis—weekly, biweekly, or monthly, based on individual students' needs. Actual and expected rates of learning will be compared. This will inform the teacher of students' progress, which allows him/her to make appropriate instructional decisions. East Los Angeles Star Academy will utilize The National Association of State Directors of Special Education nine essential characteristics for progress monitoring. Accordingly, progress monitoring should: 1. Assess the specific skills embodied in state and local academic standards. 2. Assess marker variables that have been demonstrated to lead to the ultimate instructional target. 3. Be sensitive to small increments of growth over time. 4. Be administered efficiently over short periods. 5. Be administered repeatedly (using multiple forms). 6. Result in data that can be summarize in teacher-friendly data displays. 7. Be comparable across students

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		8. Be applicable for monitoring an individual student's progress over time. 9. Be relevant to development of instructional strategies and use of appropriate curriculum that addresses the area of need. East Los Angeles Star Academy will access the resources of the National Center on Student Progress Monitoring and the Assessment Suite of Core K-12 (www.studentprogress.org and www.lausd.corek12.com) in order to assist its teachers in implementing effective progress monitoring. The Tools Chart at this website will be helpful as East Los Angeles Star Academy teachers compare tools in order to choose the progress monitoring tool most appropriate for use in the school.
Outcome 7A, 7B	**Instructional Plan for students using Alternate Standards**	It is not anticipated that East Los Angeles Star will be assigned any student with a severe disability. Should that occur, however, the school will utilize the alternate curriculum guide.

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Outcome 13	Plan to provide Supports & Services	GUIDELINES FOR DETERMINING APPROPRIATE RELATEDSERVICES AND RELATED SERVICES PROVIDERS Based on an assessment by a qualified assessor, the IEP team determines whether or not a student requires related services to benefit educationally from his or her instructional program. The IEP team's determination of related services shall be included in a summary offer of FAPE within the IEP. In accordance with Federal law, preparatory activities that District personnel engage in to develop a proposal, or response to a parent proposal, that will be discussed at an IEP meeting are permissible. It is recommended that appropriate District personnel be contacted by the IEP team administrator before the IEP team meeting to ensure that the team is fully knowledgeable of the array of program options for the student. **Procedures to Identify a District-employed Related Services Provider Not Currently Assigned at the School** 1. When school staff believes that a forthcoming IEP meeting may lead to a recommendation for a related service that is currently not available at the school the student is attending, the appropriate related services office should be contacted in advance to allow them to identify District staff to provide the related service at the school of attendance, or at another school as close to the student's home as possible. 2. If District staff can be identified to provide the related service, the related services office will notify the school of the following: a. The name of the District staff that will provide the related service so the school may invite the provider to attend the IEP meeting. b. How the District staff that will provide the service can be contacted. c. Whether it will be necessary to transport the student. 3. If an IEP meeting is recessed because an appropriate related services provider could not be identified prior to the IEP meeting, the IEP team will immediately contact the appropriate related services department, which will attempt to identify a District provider. The related services department will inform the IEP team whether the service(s) will be made available at the school of attendance or another District location.

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		4. The school of attendance will reconvene the IEP meeting and offer the parents the related service, in accordance with the IEP team's recommendation, from a District provider at the student's school or at a location as close to home as possible. Note: If a related services provider who typically serves the school the student attends is subsequently available to provide the service, an IEP meeting shall be held to amend the IEP to indicate the new location of the service. **Procedures to Identify a Certified Nonpublic Agency Related Services Provider** 1. If the related services provider cannot be identified through the appropriate District related services department, or the related service is not typically provided by District staff at the present time, the IEP team shall check the box for "Other Provider" in Section G of the IEP and designate the services that will be provided by a "certified nonpublic agency." School staff should contact the Support Unit Administrator to complete Form SE-24 for submission along with a copy of the recessed or completed IEP to the Nonpublic Services Department. The District provides nonpublic agency related services through a District approved contract provider when an appropriate District provider is not available. 2. The receipt of Form SE-24 by the Nonpublic Services Department will initiate the following procedures: a. The Nonpublic Services Department will work with the Support Unit and parent to identify an appropriate certified nonpublic agency to provide the related services or authorize continuation of related services previously provided by a certified nonpublic agency. **Note:** When the service is available at East Los Angeles Star Academy or at another District school as close to the student's home as possible, an IEP meeting will be held to amend the IEP to indicate the new location of the service. b. When services are no longer necessary, an IEP meeting will be held to amend the IEP to terminate the services. In the case of a student whose behavior impedes his or her learning or that of others, the IEP team shall develop positive behavioral interventions, strategies and supports to address that behavior. The emphasis in all behavioral interventions and supports shall be on collaborative partnerships including general and special educators and families in order to develop appropriate plans and implement them consistently.

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		II. BEHAVIOR ASSESSMENT, INSTRUCTION, SUPPORT AND INTERVENTIONS FOR STUDENTS WITH DISABILITIES The structures for addressing student behaviors and creating positive, safe environments for students fall within three levels. Each level includes supports that enable students to access the curriculum and the social environment of the school setting. The levels are: ▪ **Universal**: Includes social skills training; positive, proactive discipline; teaching school behavior expectations; active supervision and monitoring; positive reinforcement systems; firm, fair, and corrective discipline; peer supports. There is an emphasis on teamwork and collaboration. Assessment may include data collection resulting in group support systems. ▪ **Selected**: Includes all supports at the "Universal" level plus individualized social skills training; self-management programs; Behavior Support Plans (BSP); parent training and collaboration; adult mentors; increased academic support. Assessment may include individualized data collection, observations and interviews, functional behavioral assessment resulting in individual Behavior Support Plans with consistent implementation plans within collaborative teams. ▪ **Targeted**: Includes all supports at the "Universal" and "Selected" levels plus intensive social skills training; individualized support plans; parent training and collaboration; multi-agency collaboration (wrap-around) services. Assessment includes individualized data collection, observations and interviews, Functional Analysis Assessment (FAA) which may result in a Behavior Intervention Plan (BIP) or a Behavior Support Plan (BSP). **III. BEHAVIOR SUPPORT PLAN** A Behavior Support Plan (BSP) is a supplementary support. Legally, if the student has behavior impeding learning of the student or his/her peers, strategies, including positive behavioral interventions, strategies and supports must be considered. If a particular support is needed, the IEP must contain a description of that support and all necessary staff must be informed of their specific responsibility. It includes "proactive action planning to address behavior(s) that are impeding learning." It includes "positive behavioral interventions, strategies and supports." Behavior Support Plans should focus on understanding 'why' the behavior occurred (i.e. 'the function' or 'communicative intent') then focus on teaching an alternative behavior that meets the student's need in a more acceptable way. This includes making

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		"instructional and environmental changes, providing reinforcement, reactive strategies and effective communication." (Diana Browning Wright, Behavior/Discipline Trainings, 2003). A BSP is developed when appropriate classroom behavioral instruction and the implementation of accommodations and modifications, and/or teaching of social and behavioral skills to meet behavioral goals and objectives specified in the student's IEP have not proven adequate to address the student's behavior problems. Assessment activities for its development should include communication with all other agencies serving the student and family. The Behavior Support Plan form is organized to assist the IEP team in analyzing the behavior, developing alternative behaviors, establishing reinforcement strategies, making recommendations for accommodations, modifications, and supports and identifying communication systems for all team members. It is understood that there would be considerable data collection and review of the data as part of the preparatory activities prior to the IEP meeting. **IV. PROCEDURES FOR STUDENTS WITH DISABILITIES WITH SERIOUS BEHAVIOR PROBLEMS** 1. **Functional Analysis Assessment (FAA)** A Functional Analysis Assessment is requested because: ▪ There is a serious behavior problem that is self-injurious, assaultive, or causes serious property damage or is pervasive and maladaptive for which instructional/behavioral approaches specified in the student's IEP are found to be ineffective. ▪ There is a behavioral emergency (the demonstration of a serious behavior problem which has not been exhibited previously but poses a clear and present danger for serious bodily harm to the individual or others, and cannot be immediately prevented by a less restrictive response than the use of an emergency intervention). ▪ When it is determined that the student is exhibiting a serious behavior problem and more information is needed, an assessment plan requesting a Functional Analysis Assessment (FAA) must be developed After parental consent is given, a Behavior Intervention Case Manager is selected. An FAA is then conducted, and an IEP meeting is held to discuss the results and, if appropriate, a BIP is developed. The BICM and designated team members shall complete the Functional Analysis Assessment (FAA) and assessment report as required by the Division of Special Education, LRE/Behavior Support Office. 2. **Role of Behavior Intervention Case Manager (BICM)**

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		Training for Behavior Intervention Case Managers is provided regularly through collaboration between Division of Special Education and Local District staffs. The BICM is a designated site-based certificated staff member, such as a special education teacher, psychologist or administrator who has received training in behavior analysis with an emphasis on positive behavior interventions. The absence of an on-site BICM should indicate to the school that someone should be sent to a BICM professional development and, in the meantime, a request for support should be sent to the appropriate Special Education Support Unit. The role of the BICM includes, but is not limited to: • Conducting or supervising the completion of the FAA. • Developing a proposed BIP or BSP, if appropriate, based on the assessment data • Presenting the FAA and proposed BIP or BSP at the IEP • Participating as a member of the IEP team whenever the BIP is discussed. • Assisting in the implementation and evaluation of the BIP. • Maintaining communication between the school and the parents and, if applicable, other agencies for issues concerning the BIP. • Sending a copy of the IEP with the FAA and BIP or BSP attached to the Division of Special Education, LRE/Behavior Support Office. **Behavior Intervention Plan (BIP)** The BIP is based on a Functional Analysis Assessment (FAA) and designed to support students whose serious behaviors interfere with his/her learning or the learning of others; interfere with the implementation of IEP goals and objectives; are self injurious, assaultive, or cause serious property damage; are severe, pervasive, and maladaptive; and require frequent and systematic behavioral interventions. The purpose of the BIP is to enable the student to achieve a better quality of life through improved self-determination and self-control. It is also to be used to guide the on-going professional development for new team members who join the student's collaborative team. In addition to the other required elements, an effective BIP will carefully delineate:

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		• Evaluation procedures that include planned documentation, criteria for measuring success and for modifying the plan, and dates for periodic review, no later than one year. **Note**: A review for minor modifications to the BIP may be conducted in meetings, by telephone conferences, or by other means agreed to by the IEP team. Possible modifications may include use of a less restrictive intervention, use of the intervention in a different setting, methods to alter or discontinue the current intervention, etc. It is essential that the IEP team agree on what modifications may be made in the implementation of the BIP so that the parent is fully aware and consents to which minor modifications may be made without reconvening an IEP. • A collaborative team approach which includes the identification of team members. • Identification of the ways that strategies are to be imbedded into current classroom behavioral support. • Communication responsibilities and procedures to ensure that the BIP is properly implemented. Services will be monitored on Welligent using the Welligent protocols.
Outcome 9 (for programs with students 14 and older)	**Transition Planning Strategies**	East Los Angeles Star Academy will implement a four-component transition planning model with activities aligned to education / training, employment, and daily living skills. The components are as follows: 1. Self-Determination Assessment: This purpose of this assessment is to assist students in the process of goal-setting and attainment, ensure awareness of disability(summary of performance), and promote self-evaluation. 2. Adaptive Behavior Assessment: Either the Enderle-Severson Transition Rating Form or the Casey Life Skills Test will be employed. 3. Vocational Interest and Skills Assessment: Students will explore their interests and receive assistance choosing employment goals 4. Postschool Predictor Assessment: This assessment (still in development) will evaluate the quality of the success of a student's transition into post-secondary outcomes. All test results will be made part of the student's file. The information about student transition planning will be shared will parents, students and staff. There will be a commercially produced assessment evident in their IEP prior to their 16th birthday.

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Federal requirement	**Access to Extra-Curricular/Non academic activities:**	All special education students will have access to all extra-curricular/non academic activities that are open to all students. These would include clubs, sports, academic competitions, internships, and governance and leadership. The students will have access to books in the library and computer technology instruction in the computer lab.
Federal requirement	**Providing Extended School Year**	Extended school year will be provided for students with disabilities who have unique needs and require special education and related services outside of the school year. Extended school year services shall be limited to the services, determined by the IEP team, that are required to assist a student maintain the skills at risk of regression or for students with severe disabilities to attain the critical skills or self-sufficiency goals essential to the students' continued progress. All students who are eligible for special education and related services must be considered for ESY services, however, federal and state rules and regulations do not require that every student with a disability receive ESY services a part of the IEP. If the student requires ESY services to receive a FAPE, the school must develop an IEP for the student that includes ESY services. We will follow all district policies and procedures as it relates to ESY. We will seek the support of the special education unit in order to ensure that we are compliant with all state and federal regulations.

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Federal Court requirement	**MCD Outcomes (to be woven among others)**	Modified Consent Decree Outcomes will be woven seamlessly throughout delivery of Special Education Services.
All	**Professional Development**	**Professional Development** Teachers will have high quality professional development in order to build collective efficacy. Teachers will engage in the analysis of student data, sharing best practices, and engaging in decision making in order to grow and learn in a safe environment. Teachers will be provided with leadership roles in data collection, decision making and problem solving. They will engage in reflective practice by listening and learning to reflect on their values, assumptions, and discussions through a dialogue process. The article titled *Access to the General Education Curriculum: Why it is More Important than Ever Before* will be read by all teachers. The teachers will be partnered with mentors which will allow for differentiation of professional development. We will use the *Adaptive Schools* book by Garmston and Wellman in order to build collaborative groups. Data dialogues via the problem solving process will focus the professional development sessions on strategies and issues that are related directly to the needs of the students. This will involve the use of the problem solving process that is part of the Response to Instruction and Intervention (RtI²). All teachers will participate in professional development sessions that cover the strategies that are most effective to deal with tier 1, tier 2, and tier 3 of the RtI² pyramid. Teachers

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		responsible for Tier 2 intervention will increase the intensity of the instruction by meeting in groups no larger than 2-4 students. The duration of the instruction will also be increased to allow students the time needed to practice and feel successful. Teachers who will work with students who are in Tier 3 will work with programs that are founded in research and standards-based in smaller group settings or one to one, with the duration of time increasing up to 45 minutes. The professional development calendar will reflect the data driven dialogues as these will be scheduled after the results of the periodic and performance based assessments are administered to students. Teachers will meet by grade level and in vertical teams to ensure that the standards are being covered and that backward planning is part of the professional development sessions at the beginning of the school year. Minimum and shortened days will be used for professional development sessions prior to the start of the banked time sessions.
Outcomes 6, 8, 16	**Staffing/Operations**	East Los Angeles Star Academy will utilize the district information systems such as the Integrated Student Information System (ISIS) and Welligent computer System to collect student health information, track student records, monitor progress and identify services. We will also utilize Welligent to create and track the Individual Education Plans (IEP) for all students with disabilities and to ensure that students are properly identified, services are provided, and appropriate goals are set and monitored and that students receive Free and Appropriate Public Education (FAPE). We will utilize the LAUSD District Nursing Services. Students with chronic illnesses will be provided appropriate care as identified in their IEP or Section 504 Plans in coordination with the primary care physician.

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Outcome 14	Parent Participation	**Parent Participation** Parents and teachers will be trained in the use of the Seven Norms of Collaboration, pausing, paraphrasing, putting inquiry at the center, probing, placing ideas on the table, paying attention to self and others, and presuming positive intentions from the *Adaptive School* by Garmston and Wellman (2009). This training is important because it will set the stage for mindful and respectful treatment of all people involved in the education of the children. The first week parents and teachers will meet to discuss the expectations they have for one another. This will be based on the "Parents and Teachers Talking Together" developed by The Pritchard Committee for Academic Excellence in Kentucky. Surveys will be sent out to parents to find out what the best time for meeting is for parents. Meetings will be held at the most convenient times identified and they will be rotated to ensure all parents can participate. This is particularly important for IEP meetings. Other surveys will be sent out throughout the year to give the school timely feedback on how the school is addressing the needs of the parents. Parents will also complete the annual "Experience Survey for Parents." Parents of students with IEPs will complete the IEP Input Survey to ensure they have input. During conferences and IEPs parents will be asked what questions they might have regarding the information given to them. As

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		we query, survey and show parents we care about them and what they think, we will ensure that parents feel respected and valued and will therefore be willing participants in their child's education.