# South Region High School #4

**Section 4:  Assessments and School-wide Data**
**e. Data Collection and Monitoring:** *Describe the school-wide data collection and monitoring plan.  What data, including ISIS, will the school collect to measure student progress?  How will the school use this data to inform programmatic and instructional decisions, assess student needs, intervene with students who need additional help, improve instruction, make adjustments to curricula and other school components and inform professional development?*

SRHS #4 will establish a school-wide Data Team comprised of the Principal, Administrators assigned to each Academy, Academy Lead Teachers, content leads, Title I Coordinator, the Bilingual Coordinator, and two parent representatives from the SSC and ELAC.  The Data Team will be responsible for reviewing all key indicators of school performance and student achievement.   Most importantly, the Data Team will act to "filter" the data in a strategic fashion with an eye toward presenting data to different stakeholder groups (e.g., teachers, counselors, parents/guardians, students, etc.) with user-friendly formats and visual/graphic tables and graphs.   The Data Team will meet on a bi-monthly basis to review both formative and summative indicators of achievement, and then plan and coordinate the dissemination of data to PLCs organized by Academy and other interested parties engaged in helping support and monitor school improvement. For accountability a common agenda format will be used for every meeting at SRHS #4, parents, PLCs, faculty, students, etc. Data will be part of every meeting, for example at a student meeting, data on how many students are on track with A-G requirements and why it is important to complete A-G requirements.

The Data Team, faculty, school site and parent councils will look at student data throughout the year in an effort to make recommendations to develop and improve the delivery of our instructional program and student support services as well as the development of the categorical budgets for each school year. Initial data reports will also be incorporated into our first WASC accreditation plan along with targets established for improvement that align to our mission and goals. Members of the Leadership Team, the ELAC, CEAC and School Site Council will be presented with the initial data on our students that will inform the development of our first Single Plan for Student Achievement.

The Data Team will collect and monitor data by using three computerized systems provided by LAUSD: *Student Information Systems (SIS) and Integrated Student Information System (ISIS), and My Data.* Our staff will use *My Data* to: 1) analyze attendance and suspension rates school wide; 2) review periodic performance assessment results by department to inform staff of student proficiency levels in relation to standards based classroom instruction; and, 3) to drive instructional planning.  All teachers will be trained and expected to use *My Data* to drive and inform instruction.  Teachers will be

# South Region High School #4

surveyed to ascertain level of use of *My Data*; then differentiated training will be provided to teachers during the summer institute and/or the first week of school so that all teachers are able to use the system effectively.

We intend this data platform to enable teachers to get to know each student's data profile – past achievement, English Learner status, etc. so that they can authentically differentiate instruction and personalize the delivery of instruction. These data will be a key plank of adult: student interactions in the weekly Advisory Period as well. Advisory staff will be expected to compile and track their advisory students' attendance levels, credit completion, CAHSEE passage, behavioral incidents, progress on IEP goals, and progress report cards.

The data gleaned from assessments will be used to guide instruction. Classroom assessments will be used to highlight areas in need of improvement, as well as areas of strengths. By illuminating this information, it will be the responsibility of the teachers, with the help of the school's Data Team, to reassess teaching methods or assessments for the improvement of the students. Data will be disaggregated by Academy to provide Academy teacher teams with information that is specific to their students. When areas of weakness are identified, professional development will be used to help guide the further instruction of the students. If needed, curriculum adjustments will also be made. These curriculum adjustments will include using during the school day intervention time to support student achievement.

The professional staff at each Academy will weigh and balance the value of other assessment tools to determine how they might best measure other types of learning success. The depth-of-coverage over breadth-of-coverage will cause the assessments to ask the students for more profound thinking and engaging work. Some examples of these student-performance type assessments include:
- Writing across the content areas as a major assessment tool
- Presenting and justifying projects to a panel of stakeholders to show process and product.
- Creating and presenting portfolios to examine a body of work and to demonstrate benchmark mastery and academic progress

Teachers within each Academy and grade level cohorts will develop both formative (periodic assessments) and summative assessments for their thematic curriculum.

Professional development time and common planning time (and during COST team meetings within the SLC) will be used to analyze the data from various assessment information resources to further address the needs of the students and to focus future instructional planning and professional development to support the District's initiative to move all students towards proficiency and graduation. (Please see Professional Development calendar attached to Response 1d.) Academy PLCs and departments will specifically use this data to reflect on instruction, student work, District instructional

# South Region High School #4

guides, pacing plans and state standards, to assess how to further develop and drive instruction in their disciplines. This includes discussion of which differentiation strategies and multimodality instruction can be implemented, so that all students, including students with learning disabilities and English Learners, can better access the curriculum. In particular, professional development on data analysis and use will emphasize the use of data for differentiation and scaffolding.

The SARC will be communicated to stakeholders and the community through meetings and electronic communication. The School Plan developed through the WASC self-study will include measurable school goals and accountability measures with specifics on those responsible for carrying out the goals, a timeline of activities, school resources used to support school goals, and the means to assess improvement, and monitor and report progress. Results will be shared during PD activities, school meetings and other venues. The school's response to data findings will be continued re-evaluation of best practices through the culture of inquiry-based professional development. School success will be measured by an amalgam of parent, community, staff, and student input along with performance data

**SOUTH REGION HIGH SCHOOL #4**
**GRADES 6-12**

**1b.    By April 25, 2011, Local District 8 must develop the following: A detailed implementation timeline that outlines the rollout of the school's common practices and the four Academies.**

South Region High School #4 (Grades 6–12) will cultivate a school-wide culture of respect, inclusion, shared responsibility, and high expectations, rooted in the core belief that every student can be academically successful and make a meaningful contribution to the community. Students will develop academic and social skills in a personalized and caring atmosphere of emotional safety. Small school academies, both staff and structure, will provide the academic and emotional support each student needs to attain success.  All stakeholders of SRHS #4 will share the vision, mission, and core beliefs of the learning community and make decisions based on that understanding

The primary reason for structuring SRHS #4 into academies is to reap the documented benefits of academy programs on reducing dropout rates, improving student attendance, and increasing likelihood of high school graduation.  In effect, the proposed academy structure provides a vehicle for bringing together a focus on academic rigor, with augmented emphasis on curricular relevance and enhanced relationships/personalization. These 3Rs – rigor, relevance, and relationships – provide an umbrella for the instructional program at SRHS #4 intended to ensure that ALL students do, in fact, graduate on-time college prepared and career ready.

# SOUTH REGION HIGH SCHOOL #4
## GRADES 6-12

**Outline of School Structure and Enrollment by Academy**

| Grade Level | Approximate Enrollment | Theme /Pathway | Instructional Foci |
|---|---|---|---|
| 6-8 | 350 | Global and Environmental Studies Academy | Foundational Academic Skills<br>College and Career Exploration<br>Thematic linkages to environmental studies and a global, green outlook |
| 9 | 450 | Freshman Success Academy | 9th grade transition to high school<br>Targeted academic interventions<br>Preparation for selection of academy focus for grades 10-12 |
| 10-12 | 400 | Law, Government, and Public Service Academy | Interdisciplinary and project-based learning<br>College and career preparation<br>Measuring student progress on cumulative and performance-based assessments |
| 10-12 | 400 | Engineering, Technology, and Design Academy | Interdisciplinary and project-based learning<br>College and career preparation<br>Measuring student progress on cumulative and performance-based assessments |

# SOUTH REGION HIGH SCHOOL #4
## GRADES 6-12

**Timeline for Common Practices**

| | |
|---|---|
| **August 2011-June 2012** | A Council of Academy Leaders (including teachers, students and parents) will convene monthly to look at activities, demographics, and other data from each Academy ensuring that all students have equal access to a quality education and inclusive student life. |
| **August 2011 3 day professional development** | Academy Lead and Teachers develop the common Academy strategies and pedagogy, including the initial formative assessment. |
| | Academy Lead and Teachers develop specific steps and checkpoints for senior projects, including the menu of options for students. |
| | Academies begin creating rubrics for "Triad of Trust" (peer observation) with plans for observation and debrief. |
| **Day 1** | Students will be enrolled in an Academy specific Advisory class. This class will help assist students with the Academy identity and spirit. After the first week this class will be held weekly and become student led with topics for Advisory being selected and developed by student Advisory facilitators. |
| **Day 1** | Students will be given a color-coded lanyard to identify their Academy. |
| **Day 1** | Expectation for all students to use the color-coded building entrance designated for their Academy will be explained. |
| **Day 1** | All students will be enrolled in Academy specific content classes. |
| **August 2011** | Orientation for students and parents. |
| **September 2011** | Each Academy will develop their Academy specific vision and mission with input from students, parents and staff. |
| | Each Academy will select a logo and motto with input from students, parents and staff. |
| | Each Academy will develop Academy "gear" to wear on designated days. |
| **October 2011** | Each Academy will develop their Fall semester Academy Activity. |
| | School-wide Leadership students will establish Academy Gear days when students will be encouraged to wear shirts, sweatshirts etc. to exhibit Academy pride. |
| | Academy Lead Teachers and staff will begin to develop the senior project. They will then use backwards planning to develop the 9th, 10th, and 11th grade projects that will become building blocks to the culminating senior project. |

# SOUTH REGION HIGH SCHOOL #4
## GRADES 6-12

**Timeline for Common Practices, cont.**

| November 2011 | Academy designed Activity |
|---|---|
| | Student Leadership and Advisories continue to develop |
| **December 2011** | Academy Lead and Teachers will finalize Senior Project Plans |
| | Academy Community Service for Holidays in conjunction with the Parent Center and Student Leadership |
| **January 2012** | Advisories/Academy continue to develop long term community service goals |
| **February 2012** | Academy Lead and Teachers re-examine the common Academy strategies and pedagogy for student projects, including the formative assessment. |
| | Advisories/Academy plan Spring Academy Activities |
| **March 2012** | Academy Lead and teachers re-examine the Academy common practices. |
| | Academies re-examine "Triad of Trust" peer observation protocol including rubric, observation and debrief. |
| | Critical Friends Training |
| | Advisories plan activities with sports "games" Prep assemblies |
| **April 2012** | Academy Spring activities |
| | Plan CST events |
| **May 2012** | Advisories hold CST events |
| | Advisories plan Fall activities for 2012-2013 school year |
| | Academies analyze plan for "Triad of Trust" and modify for 2012-2013 school year |
| | Academies plan Summer and Fall 2012 professional development |
| **June 2012** | Advisories plan Fall events for new calendar |
| | Academy Lead and teachers plan for new professional development calendar |

**South Region High School #4**
**Grades 6-12**

**1c. By April 25, 2011, Local District 8 must develop the following: A plan that addresses how the autonomies afforded under the ESBMM model will be used to accelerate student achievement.**

The most important factor accelerating student achievement under the autonomy afforded by the ESBMM model is that all members of the SRHS #4 learning community will be held to the highest standards as delineated in its PSC Plan. The ESBMM model widens the scope of school-based management and holds everyone accountable for the success of the school. This governance model will enhance flexibility, accountability, and local control to promote academic excellence and full engagement by the school community.

SRHS #4's vision of "autonomy" does not mean that teachers, parents, students, and administration have the independence to choose their own paths; rather, SRHS #4 under the ESBMM model sees itself as a single collective unit using its autonomy to set goals and create the pathways to monitor and achieve them. This collaborative and active school culture will ensure immediate and thoughtful attention to solving problems and supporting students and their families.

The PSC Plan is the centerpiece for WASC and the Single-Plan for Student Achievement; the shared leadership of the ESBMM model will work to marshal all resources toward common goals using the following autonomies, detailed in the *LAUSD and UTLA Expanded School-Based Management Model Agreement* dated July 13, 2010:

*1. Funding to the local school site based on the State ADA and categorical funding framework and control over its financial resources (per pupil funding)*
  - The School Leadership Council, working in partnership with the School Site Council, will administer all monies allocated to the school to equitably support the four Academies.
  - The school will regularly analyze data to base their decisions regarding funding and resources.
  - The school will utilize a transparent budget process that clearly shows the funds the school receives and the school site spending decisions that are made by stakeholders.

*2. Control over the selection of administrative, certificated, and classified employees, subject to section V C 4 (a)*
  - SRHS #4 will create an initial staff selection committee composed of members of the design team. After initial selection, the school will replace this committee with a standing selection committee representing all levels of employees at the site, student, and parents.
  - The goal of absolute staffing autonomy is to create a learning community with like-minded professionals dedicated to turning the PSC Plan into the daily reality of SRHS #4.

# South Region High School #4
# Grades 6-12

- Staffing autonomy is key to maintaining a collaborative work environment to support the continued achievement of all students.
- SRHS #4 has constructed an Elect to Work Agreement that concretely specifies the high expectations for professional engagement and commitment.

## 3. Control over curriculum

- SRHS #4 will effectively employ ESBMM curricular autonomy to implement innovative practices aimed at maximizing student learning and engagement, including Project-Based Learning (PBL) as a key instructional strategy.
- PBL lessons will require re-sequencing of content standards and development of performance-based assessments; this work will be the on-going effort of teachers working in collaborative groups within Academies and content areas, matching curriculum and instruction to the needs of their students.
- SRHS #4 will emphasize applied learning and "big" ideas (i.e., how to learn, rather than merely what to learn); teachers will use this autonomy to design curriculum and instruction that targets competencies that transfer beyond high school.
- Teachers will use state standards, research-based effective teaching strategies, and student-generated data to guide curriculum development and assessment as an on-going process.
- Universally, students will develop oral presentation skills, critical reading/thinking/questioning skills, cogent expository writing, explicit citations of hypotheses and evidence, summarizing, categorizing, and synthesis skills, and the use of technology for discernment of research and real-life applications.
- Academies will develop Senior Project coursework, criteria, and rubrics, and will create and implement yearly mini-projects from grade 6 to senior year to systematically develop supporting skills.
- Academies will develop new thematic electives to connect students to future college and work opportunities.
- SRHS #4 will implement proactive counseling and guidance into the advisory curriculum to move students from "college interested" to "college bound."

## 4. Control over professional development; control over bell schedules, in accordance with district requirements for minimum instructional minutes

- SRHS #4 has converted banked, shortened, and minimum day minutes to provide weekly professional development time for all staff.
- Teachers will meet in professional learning communities with their Academy or content area to look at data and student work in order to develop curriculum and assessments to improve student achievement.
- SRHS #4 adopted an 8 X 2 block schedule, enabling students to receive during-the-school-day intervention and support, more specialized and enriched electives, and credit recovery.  Students will spend more instructional time with their teachers and less moving from classroom to classroom since they will only meet four classes each day.

# South Region High School #4
# Grades 6-12

- The block schedule affords teachers the opportunity to use more collaborative instructional strategies and more hands-on activities, like labs where students can develop a deeper understanding of the content, than they would in a traditional 6-period day.

**South Region High School #4**
**Grades 6-12**

**1d. By April 25, 2011, Local District 8 must develop the following:  A plan that outlines how teachers will be supported throughout the year to successfully implement the instructional strategies covered in the PD plan.**

In *Part II Curriculum and Instruction, Section D Instructional Strategies*, our Public School Choice Plan details the core of SRHS#4's teaching and learning approach.  The common lesson plan template (p. 24), which asks teachers to use Backwards Design to create appropriate and effective lessons, will give collaborative groups of teachers the common tool and common language needed to work together to create curriculum.  Additionally, the school will systematically "highlight" one common strategy for implementation each month, selected by the ESBMM School Leadership Council.

That is why the Professional Development Calendar begins to initiate the new faculty into the culture of this new school during the Summer Institute in August 2011, beginning with a complete review of the PSC Plan and Performance Management Matrix and Professional Learning Community training.  The content of this intensive professional development program will move from data analysis, to curriculum building for advisory, to SDAIE and GLAD strategies for English Learners, to Writing Across the Curriculum, to AVID (Cornell Notes and Socratic Seminar), and to Project-Based Learning.  This will be the first opportunity for staff to understand the core of the school's teaching and learning approach; the strength of the professional development calendar is that it affords continuing opportunities to revisit and reaffirm commitment to these guiding principles throughout the year.  The ESBMM School Leadership Council will monitor and guide professional development in order to keep the school moving forward.

The school has converted minimum and shortened days to provide weekly professional development time to meet the goals of the PSC Plan.  These sessions have been equally distributed to Content Area/Course PLC time, Interdisciplinary Academy PLC time, and School-Wide Professional Development time (see PD Calendar). Content Area/Course PLCs will collaboratively work in Lesson Study groups to create effective lessons utilizing strategies designed to address the needs of all students, with time set aside each month for vertical articulation and review of differentiated strategies.   Interdisciplinary Academy PLCs will focus on creating Project-Based Learning opportunities, advisory curriculum, and RtI[2].  School-Wide Professional Development will focus on Instructional Rounds and PLC Lesson Study training, school-wide data analysis, Peer Observation (Triads of Trust), and school-wide implementation of common teaching strategies.  All groups will regularly look at student data, create intervention and enrichment plans, and reflect on their own work throughout the school year.

This professional development plan supports teachers by giving them weekly access to collaboration with their peers.  In addition to weekly professional development, our "Elect to Work" agreement asks teachers to commit additional time each week to work in PLCs.  It will be an expectation that staff agree to extend the on-site workday to 4:30 pm once per

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week in order to participate in professional development and collaboration that is necessary for student success.  An additional 1.5 hours will be scheduled collaboratively with PLC members.  Twice annually, Saturday sessions of professional development will be an expectation for teachers.  In order to effectively support teachers as they create curriculum and lessons that are standards-based, using SDAIE, GLAD, WAC, AVID, and PBL strategies, the school must provide more time than is allocated through conversions of shortened days.

Attached is the Professional Development Plan for Year 1 (2011-2012), which outlines key topics for the various forums for professional development and collaboration.

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# Grades 6-12

## PROFESSIONAL DEVELOPMENT CALENDAR

| Meeting by: | Date | Topic | Time |
|---|---|---|---|
| School-wide Professional Development | 8/24/11 | **Summer Institute Day 1:**<br><br>Review of Public School Choice Plan and Performance Management Matrix | 8 am- 10 am<br><br>10am – 12 noon<br><br>1pm – 3 pm |
| Content Area/Course PLC | | | |
| Interdisciplinary Academy PLC | | | |
| School-wide Professional Development | 8/25/11 | **Summer Institute Day 2:**<br>Curriculum Training for Advisory<br>School-wide Data<br>Form WASC Focus Groups<br><br>Mean Scale Score Comparisons<br>Goal Setting<br><br>PLC Training/Teaching in a Block | 8 am- 10 am<br><br><br><br>10am – 12 noon<br><br><br>1pm – 3pm |
| Content Area/Course PLC | | | |
| Interdisciplinary Academy PLC | | | |
| School-wide Professional Development | 8/26/11 | **Summer Institute Day 3:**<br>Overview of Strategies: **SDAIE, GLAD, AVID** (Cornell Notes and Socratic Seminar), **Writing Across the Curriculum** and **Project Based Learning.**<br><br>Determine and look in-depth at one common strategy for implementation month 1.<br><br><br>Planning for Advisory and Fall Academy Activities. | 8 am- 10 am<br><br><br><br><br>10am – 12 noon<br><br><br><br>1pm – 3 pm |
| Content Area/Course PLC | | | |
| Interdisciplinary Academy PLC | | | |
| School-wide Professional Development | 9/13/11 | PLC Lesson Study Training | 8:00 am |
| Content Area/Course PLC | 9/13/11 | PLC Lesson Study | *TBD by content grade-level team |
| Interdisciplinary Academy PLC | 9/13/11 | PLC Training | 3:00 pm |
| School-wide Professional Development | 9/20/11 | Instructional Rounds Overview | 8:00 am |
| Content Area/Course PLC | 9/20/11 | PLC Lesson Study | *TBD by content grade-level team |
| School-wide Professional Development | 9/27/11 | API/AYP Sub groups | 8:00 am |
| Content Area/Course PLC | 9/27/11 | PLC Lesson Study | *TBD by content grade-level team |
| Interdisciplinary Academy PLC | 9/27/11 | Project Based Learning | 3:00 pm |
| Content Area/Course PLC | 10/4/11 | Combined Lesson Study Teams-Vertical Articulation | 8:00 am |
| Interdisciplinary Academy PLC | 10/4/11 | Project Based Learning | *TBD by content grade-level team |
| School-wide Professional Development | 10/11/11 | Peer Observation Training: Triads of Trust | 8:00 am |

# South Region High School #4
# Grades 6-12

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|---|---|---|---|
| Content Area/Course PLC | 10/11/11 | SDAIE/Access to Core Strategies Training | 3:00 pm |
| Interdisciplinary Academy PLC | 10/11/11 | Project Based Learning | *TBD by content grade-level team |
| Interdisciplinary Academy PLC | 10/18/11 | Project Based Learning | 8:00 am |
| Content Area/Course PLC | 10/18/11 | PLC Lesson Study | *TBD by content grade-level team |
| School-wide Professional Development | 10/25/11 | RtI2: Attitude, Attendance and Academics Overview | 8:00 am |
| Interdisciplinary Academy PLC | 10/25/11 | Project Based Learning | 3:00 pm |
| Content Area/Course PLC | 10/25/11 | PLC Lesson Study | *TBD by content grade-level team |
| Interdisciplinary Academy PLC | 11/1/11 | Academy implementation of RtI2: Attitude, Attendance and Academics | 8:00 am |
| Content Area/Course PLC | 11/1/11 | PLC Lesson Study | *TBD by content grade-level team |
| Interdisciplinary Academy PLC | 11/8/11 | Developing and Monitoring Advisory Curriculum | 8:00 am |
| School-wide Professional Development | 11/8/11 | Strategies for Inclusion (SWD, GATE, EL, SEL) | 3:00 pm |
| Content Area/Course PLC | 11/8/11 | PLC Lesson Study | *TBD by content grade-level team |
| Interdisciplinary Academy PLC | 11/15/11 | Data Review: Periodic Assessments | 8:00 am |
| Content Area/Course PLC | 11/15/11 | Data Analysis: Periodic Assessments | *TBD by content grade-level team |
| Interdisciplinary Academy PLC | 11/22/11 | W.A.S.C. Focus Groups | 8:00 am |
| School-wide Professional Development | 11/22/11 | AVID Strategies-**Socratic Seminar** | 3:00 pm |
| Content Area/Course PLC | 11/22/11 | PLC Lesson Study | *TBD by content grade-level team |
| School-wide Professional Development | 11/29/11 | **AVID** Strategies-**Cornell Notes** | 8:00 am |
| Content Area/Course PLC | 11/29/11 | Review use of differentiated strategies, Access to Core/**SDAIE** | *TBD by content grade-level team |
| Interdisciplinary Academy PLC | 12/6/11 | Advisory Activities | 8:00 am |
| Content Area/Course PLC | 12/6/11 | Combined Lesson Study teams-Vertical Articulation | *TBD by content grade-level team |
| Interdisciplinary Academy PLC | 12/13/11 | Developing and Monitoring Advisory | 8:00 am |
| School-wide Professional Development | 12/13/11 | PLC Lesson study Cycle I Reflection | 3:00 pm |
| Content Area/Course PLC | 12/13/11 | PLC Lesson Study, prepare for Cycle I Reflection | *TBD by content grade-level team |
| Content Area/Course PLC | 1/10/12 | PLC Lesson Study, begin Cycle 2 | 8:00 am |
| Interdisciplinary Academy PLC | 1/10/12 | Project Based Learning | *TBD by content grade-level team |
| Content Area/Course PLC | 1/17/12 | PLC Lesson Study | 8:00 am |
| Interdisciplinary Academy PLC | 1/17/12 | Academy Activities | 3:00 pm |
| Content Area/Course PLC | 1/24/12 | RtI2 Review and Analysis for Second Semester | 8:00 am |
| Interdisciplinary Academy PLC | 1/24/12 | W.A.S.C. Focus Groups | *TBD by content grade-level team |
| School-wide Professional Development | 1/31/12 | First Semester Data Review: Periodic Assessments, Attendance, Discipline. | 8:00 am |
| Interdisciplinary Academy PLC | 1/31/12 | First Semester Data Review: Periodic Assessments, Attendance, Discipline. | 3:00 pm |
| Content Area/Course PLC | 1/31/12 | Combined Lesson Study Teams-Vertical Articulation | *TBD by content |

# South Region High School #4
# Grades 6-12

| | | | grade-level team |
|---|---|---|---|
| Interdisciplinary Academy PLC | 2/7/12 | CAHSEE Preparation and Review | 8:00 am |
| Content Area/Course PLC | 2/7/12 | SDAIE/Access Strategies Training Looking at RFEP Data | *TBD by content grade-level team |
| Content Area/Course PLC | 2/14/12 | First Semester Data Analysis: Periodic Assessments | 8:00 am |
| Interdisciplinary Academy PLC | 2/14/12 | CAHSEE Preparation and Review | 3:00 pm |
| School-wide Professional Development | 2/21/12 | **GLAD** Strategy Overview/Training | 8:00 am |
| Content Area/Course PLC | 2/21/12 | PLC Lesson Study | *TBD by content grade-level team |
| School-wide Professional Development | 2/28/12 | Review Socratic Seminar Training | 8:00 am |
| Content Area/Course PLC | 2/28/12 | **Writing Across the Curriculum** Training | 3:00 pm |
| Interdisciplinary Academy PLC | 2/28/12 | CAHSEE Preparation and Review | *TBD by content grade-level team |
| Interdisciplinary Academy PLC | 3/6/12 | | 8:00 am |
| Content Area/Course PLC | 3/6/12 | PLC Lesson Study | *TBD by content grade-level team |
| Content Area/Course PLC | 3/13/12 | Create Mini CST Lessons | 8:00 am |
| School-wide Professional Development | 3/13/12 | Preparation of Academy Hosted Presentation and Gallery Walk | 3:00 pm |
| Content Area/Course PLC | 3/20/12 | Create Mini CST Lessons | 8:00 am |
| Interdisciplinary Academy PLC | 3/20/12 | Project Based Learning | *TBD by content grade-level team |
| Interdisciplinary Academy PLC | 3/27/12 | RtI2: Attitude, Attendance and Academics 10 week Review | 8:00 am |
| School-wide Professional Development | 3/27/12 | Academy Hosted Presentation and Gallery Walk to Showcase Best Practices | 3:00 pm |
| Content Area/Course PLC | 3/27/12 | PLC Lesson Study | *TBD by content grade-level team |
| Content Area/Course PLC | 4/10/12 | Data Analysis: Periodic Assessments | 8:00 am |
| Interdisciplinary Academy PLC | 4/10/12 | CST Preparation and Review | 3:00 pm |
| Interdisciplinary Academy PLC | 4/17/12 | CST Preparation and Review | 8:00 am |
| Content Area/Course PLC | 4/17/12 | PLC Lesson Study-focus on Step 4, including specific strategies for differentiation. | *TBD by content grade-level team |
| School-wide Professional Development | 4/24/12 | Testing Logistics Training | 8:00 am |
| Interdisciplinary Academy PLC | 4/24/12 | CST Preparation and Review | 3:00 pm |
| Content Area/Course PLC | 4/24/12 | PLC Lesson Study | *TBD by content grade-level team |
| School-wide Professional Development | 5/1/12 | CST Prep | 8:00 am |
| Content Area/Course PLC | 5/1/12 | PLC Lesson Study-Peer Observations | *TBD by content grade-level team |
| School-wide Professional Development | 5/8/12 | CST Prep | 8:00 am |
| Content Area/Course PLC | 5/8/12 | PLC Lesson Study-Peer Observations | *TBD by content grade-level team |
| School-wide Professional Development | 5/15/12 | CST Prep | 8:00 am |
| Content Area/Course PLC | 5/15/12 | PLC Lesson Study-Peer Observations | *TBD by content grade-level team |
| School-wide Professional Development | 5/22/12 | CST Organization for submission | 8:00 am |
| Content Area/Course PLC | 5/22/12 | PLC Lesson Study-Peer Observations | *TBD by content |

# South Region High School #4
# Grades 6-12

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|---|---|---|---|
| Content Area/Course PLC | 5/22/12 | PLC Lesson Study-Peer Observations | *TBD by content grade-level team |
| School-wide Professional Development | 5/29/12 | Reflection: Review of 2011-2012 Goals | 8:00 am |
| Interdisciplinary Academy PLC | 5/29/12 | Gallery walk-Student projects | 3:00 pm |
| Content Area/Course PLC | 5/29/12 | PLC Lesson Study | *TBD by content grade-level team |
| School-wide Professional Development | 6/5/12 | PLC Lesson Study, Cycle 1 Reflection | 8:00 am |
| Content Area/Course PLC | 6/5/12 | PLC Lesson Study, Cycle 1 Reflection | *TBD by content grade-level team |
| School-wide Professional Development | 6/12/12 | Data Review Analysis to Plan for 2012-2012 | 8:00 am |
| Content Area/Course PLC | 6/12/12 | PLC Lesson Study: Review of Step 7 | 3:00 pm |
| School-wide Professional Development | 6/19/12 | Set Goals for 2012-2013 | 8:00 am |
| Content Area/Course PLC | 6/19/12 | Set Goals for 2012-2013 | 3:00 pm |
| Interdisciplinary Academy PLC | 6/19/12 | Set Goals for 2012-2013 | *TBD by content |

*Time to be determined by content-grade level team. May occur on any date during the week. Sign in sheets and agendas to be submitted to Academy Lead Teacher.

Los Angeles Unified School District

Los Angeles Unified School District
**PUBLIC SCHOOL OF CHOICE**

**SERVICE PLAN FOR SPECIAL EDUCATION**          **REVISED**

| MCD OUTCOME | COMPONENT | DESCRIPTORS |
|---|---|---|
| **Federal Requirement, District publications and forms are available for use** | **Search & Serve** | **The following processes have been developed to ensure:**<br>I.  The identification of students with disabilities upon enrollment:<br>An LAUSD *Student Enrollment Form* will be completed by parents for all newly enrolling students upon their enrollment. The form asks if at his/her previous school the student was receiving special education services, had an IEP, 504 plan, difficulties that interfered with learning, or was identified for GATE.<br>Office and administrative staff will understand the form and their responsibilities to promptly identify students who require special services.<br><br>IEPs of students from other LAUSD schools will be reviewed on Welligent, as will copies of IEPs of students entering with IEPs from outside the district. Appropriate forms and procedures will be completed as SRHS #4 immediately implements the existing IEP and prepares for an IEP review meeting within 30 days.<br><br>In addition to the procedures specified in Part II of the *Special Education Policies and Practices Manual* (PPM) Each spring, SRHS #4 STAFF will meet with feeder schools to identify the number of students with disabilities that are likely to enroll in SRHS #4. In addition, performance levels, special education needs and the date of last annual and triennial assessment will be obtained for identified students. This information will allow SRHS #4 staff to plan for the incoming students especially when developing class schedules and planning for needed special education services in the following year.<br><br>II. The staff awareness of Special Education procedures used by the school site: The school's professional development committee will plan, implement, and assess training sessions for staff that focus on Special Education procedures used on site. Special education, related services and administrative personnel will be fully acquainted with the PPM and their responsibilities specified there. General training sessions will include a focus on such areas as referral and assessment procedures for students suspected of having a disability and assessments requested by parents.<br><br>III.  The availability of an assessment process for students suspected of having a |

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| | | <u>disability:</u><br>A timely, tiered and then comprehensive assessment process will be available for all students who have been properly screened or whose parents have submitted a written request. The procedures are described in the section of this Appendix entitled "Procedures for identification and assessment of students".<br><br><u>IV. The appropriate publications and forms are maintained at the site:</u><br>As part of the Main Office, Academy offices and Parent Center, *The Parent Network* Poster will be prominently displayed. The publications entitled, *Are you puzzled by your child's special needs* and *A Parent's Guide to Special Education Services* will also be made available and distributed in the appropriate language (the district provides material in eight languages). .<br><br><u>V. Parent Support Information is available:</u> In addition to the printed material, parents will be referred to the Parent Resource page on the district's special education website and provided with contact information for the district's parent resource network. |
| **Outcome 2** | **Intervention Programs** | <u>I. The identification process for determining student participation in intervention programs:</u> The initial process for determining student participation in intervention programs is implementation of the District's Multi-tiered Framework to Instruction and Intervention (BUL-4827.1).  Students are identified through their response through specific evidence-based instruction and intervention across three tiers of services. As students move up the tiers in this approach, intensity, duration, and frequency of services and progress monitoring is increased as teacher-student ratio decreases.  A critical step in the identification for participation in intervention, as addressed by the MCD, is below basic CST scores and performance in the core curriculum.  Students with disabilities who score below basic on CSTs will be included in structured standards-based instruction and related interventions implemented for all students with below basic scores.  If their progress indicates, they will receive services of greater intensity, frequency and duration. |

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| | | II. The benchmark and progress monitoring tools are included: Student progress will be monitored with the same assessments—CSTs, CELDT, periodic assessments, curriculum-based measures, and behavior data. The rate and degree of progress of students with disabilities will be monitored and if less than that of the general education students, the students will be given more intensive intervention. Progress monitoring will provide, among other things, information regarding the types of errors and instructional needs of the students.<br><br>III. A multi-tiered approach to interventions, from core program to more intensive instruction: Based on the information from progress monitoring tools, a multi-tiered approach will be implemented. The core program will be the first tier. If found inappropriate, more intense interventions will be implemented. Consistent with the school-wide tiered intervention process if this secondary intervention is not successful, a third, more intensive intervention will be employed and monitored (see pp xx)..<br><br>IV. The identification of programs to be used and their purposes: Among the curricular programs to be used are: *Language!; Rewards; Accelerated Academic Literacy; Revolution and Read 180.* Among the special education services to be used include co-teaching in core curriculum, Learning Center, Resource Program. SRHS #4 administrators and staff will make use of the professional development and consultation services of Support Unit South.<br><br>V. Progress monitoring and how it will inform instruction: Individual student's response to the differing interventions will be assessed and monitored. When assessment indicates that a student needs more or different instruction and intervention to access the core curriculum, the next tier of services will be provided. This multi-tiered framework is a continuum of instruction and intervention where a student may receive simultaneously differentiated instruction in all three tiers in order to address his/her academic and behavioral/social-emotional needs. |

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| **Outcome 5, 17, 18** | **Discipline Foundations Plan and Behavior Support** | **I. Prevention:**<br>In each Academy, three to six clear and positively stated behavioral expectations will be developed and articulated. Students and teachers will discuss and develop common understandings and definitions of the expectations. Teachers will provide models of appropriate behaviors when students do not know them. Staff will monitor behaviors school-wide and use a variety of means to positively reinforce appropriate behaviors including positive reports home, "head of the line" lunch passes, some form of token or "point" system, class- or school-wide recognition of students' demonstration of expected behaviors. Each day, Advisory periods will be used as needed to discuss, model and teach expected behaviors. Selected programs such as Character Counts and CHAMPs will be used to promote appropriate student behaviors both in and out of the classrooms.<br><br>**II. Intervention**:<br>For Tier I, a school-wide plan will reflect the school's Code of Conduct, and Expected School Wide Learning Results to reinforce positive behavior, foster accountability and reduce the suspension rates for Special Education students.<br><br>For Tier II, data on Office Discipline Referrals (ODRs) and suspensions for incoming and continuing students will be collected and used as baseline data to monitor the progress of school-wide and individual positive behavior support programs. Individual Behavior Support Plans will be written/reviewed for students with disabilities who need them. Behavior Plans will be written/reviewed for all students with ED or Autism as required by the MCD and for other students with disabilities as necessary to support academic progress.<br><br>For Tier III, analysis of ODRs and other disciplinary actions will provide ongoing progress monitoring. If data reveal that some students are consistently not meeting expectations, more focused data collection and Functional Behavioral Analyses will be conducted and used as the basis for planning and implementing more highly focused Individual Behavior Support Plans |

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| | | Behavior Support Plans will be completed as required for students with disabilities with special attention to students with ED/AUT eligibility as per Outcomes 17a, 17b and 18. |
| **Required for Planning** | **Description of Student Population** | As a Public School of Choice a service area with defined attendance boundaries is defined. Relative to students with disabilities:<br>• The school will have an enrollment of approximately 1250 students. Approximately 50 will be special day, sLD and MRM. Approximate 75 students will need RSP services.<br>• The school will meet the needs of all students and follow the IEP to provide appropriate services.<br>• SRHS #4 will continue to meet regularly with Support Unit South to ensure all programs are appropriately set up for incoming students. |
| **Outcome 2, 3, 4** | **Special Education Program Description** | I. SRHS #4 offers a <u>comprehensive continuum of placement options for students with disabilities.</u> The program's objectives include increasing students' CST scores, with a focus on students with disabilities achieving basic and above scores and successfully completing school with diplomas and or certificates of completion. The Resource Program (RSP) provides standards-based instruction and services to students with disabilities who are assigned to the general education classroom for the majority of the school day. The Special Day Program (SDP) provides a standards-based curriculum, with accommodations as needed, that serves students whose disabilities impact their academic progress in general education classes to a degree that an alternative smaller |

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| | | group setting is needed. The Emotionally Disturbed Program (ED) and Autism Program (AUT) incorporate standards-based curricula, with accommodations as needed, and serve students whose emotional and/or behavioral disabilities impact their social/emotional relationships, academic progress, and safety in general ed. classes to a degree that an alternative small groups setting is their Least Restrictive Environment.<br><br>II. & III. The special education program reflects the philosophy of the school and its Academies.  This is an inclusive, productive, and safe environment for all students including those with disabilities. All students are educated in the <u>least restrictive environment</u> and are given <u>access to grade level standards and the general education core curriculum</u>. For the most part, students will <u>address grade level standards in general education classrooms.</u> Supports and services, co-teaching, co-planning and consultation, and/or Learning Center supports will be provided to students. <u>Teachers in general education classrooms will collaborate regularly with colleagues whose expertise is that of special education.</u>   Students with disabilities participating in the District Alternate Curriculum do not take part in the periodic assessments designed for students in the general curriculum.<br><br>Students with significant disabilities and students for whom the core curriculum is inappropriate will have an alternate curriculum as determined by their IEP team. Students following the District Alternate Curriculum do not take part in the periodic assessments designed for students in general curriculum.  Instead they participate in a Community Based Instruction Program (CBI) that focuses primarily on promoting independent living. The program serves students whose disabilities impact the following areas: academic progress, communication, health, interpersonal relationships, safety, and/or use of community resources in the development of daily life skills. Some of the interventions used for students in the CBI program include participation in general education, such as involvement in elective courses and extracurricular activities.<br><br><u>IV. As part of the school's multi-tiered approach,</u><br>The special education population will be considered with the entire school in regards to |

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|  |  | Response to Instruction and Intervention (RtI$^2$).<br><br>V. <u>The Learning Center</u> supports will be provided when an IEP team determines that a student following the core curriculum with accommodations needs additional personalized educational interventions that are best delivered outside of the general setting and/or a large group context.<br><br>VI. <u>SRHS #4 will use supplemental aids and supports to support student learning</u>. The special education program will use assistive and adaptive technology as needed. Related services (DIS) will be provided when the included in the IEP if an assessment by a qualified assessor indicates the student's need for the service and that the service cannot be provided by a general or special education teacher. Assistive technology supports will begin with low/no tech (e.g, color coding, graphic organizers), to mid level (e.g., calculators, books on tape) to higher –level technology (e.g., computers). The need for low incidence equipment or services is assessed by the teacher and/or related service provider and determined by the IEP team. These may include specialized transportation, career and vocational instruction, and specialized communication devices.<br><br>VII. <u>Students with disabilities will be integrated with their typical peers</u> when appropriate. Students in the core curriculum with modifications will receive most or all of their instruction along side their typical peers. Some students will receive Learning Center services but will spend the majority of the day interacting and learning with their typical peers in the general education setting. Students participating in the alternate curriculum will be encouraged to participate in elective courses and extracurricular activities. The school climate will be such that students with disabilities are welcome in all activities including social events such as prom and sporting events. |

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| **Outcomes 8, 10, 13, 14, 15** | **IEP Process: Implementation and Monitoring** | In order to assist the District in meeting MCD Outcome 8, the school will maintain, regularly monitor and report the percentage of students with SLD and/or speech and language impairments who live within the school boundaries and are educated in SRHS #4. At least 93% of such students will be educated at SRHS #4 if this is determined to be their home school.<br><br> I. <u>Procedures for monitoring IEP dates and notification requirements</u><br>A Bridge Coordinator or other Administrator will monitor COST-SST-and- Individual Education Program (IEP) processes and ensure that district and state processes, implementation plans and timelines are followed.<br>Specifically to monitor timely completion of initial evaluations (as per Outcome 10), the Bridge Coordinator/Administrator will monitor and ensure accuracy of Welligent data regarding expected completion dates for initial evaluations. The Coordinator/Administrator will oversee the timeliness of completion of evaluations. The Coordinator/Administrator and special education teachers will use the Welligent master calendar function to determine need for IEP reviews and triennial evaluations and schedule them for timely completion.<br><br>II. <u>A system for internal communications among team members pre/post IEP meeting.</u><br><br>    PRIOR TO IEP MEETING:<br>    The internal communication system planned for team members prior to an IEP meeting includes the distribution, collection and review of IEP Student Evaluation Forms and individual consultation with teachers as needed prior to the meeting date. Team members (SPE teacher, Gen. Ed. teacher, student, counselor, administrator designee, parents, and others) are notified 10 days prior to scheduled date of IEP meeting. Staff is asked to complete IEP Student Evaluation forms within 5 days. Reminder notices to complete forms are placed in participants' mailboxes 7 days prior to the meeting. The Coordinator/Administrator will contact teachers who have not submitted the forms at least 3 days prior to the IEP meeting and clarify the |

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|  |  | requirement and immediate due date if needed.<br><br>IEP MEETING<br>IEPS are reviewed annually. The IEP meeting is held to discuss present levels of performance including students' strengths, evaluation of present needs, impact of disability, and accommodations/modifications.  In addition: annual goals and objectives, related services, individual transition plans, placement, designated intervention services (DIS) including Extended School Year (ESY), parental concerns and the district's offer of Free Appropriate Public Education (FAPE) are discussed. Master Plan for English Language Learners (EL) and Behavior Support plans are discussed and developed as appropriate.<br><br>Review of individual student needs will drive the IEP teams determination of placement and District's offer of Free Appropriate Public Education (FAPE.)<br><br>FOLLOWING THE IEP MEETING:<br>There will be a systematic internal communication system for team members following the IEP meeting.  These are discussed as follow up mechanisms.<br><br>III. Follow up mechanisms for ensuring imp[lamentation of the IEP include distribution of passports, consultation, collaborative planning, co-teaching, and making service and progress reports in Welligent.<br><br>Passports will be developed and distributed following the IEP meeting and at the start of each semester to all general education teachers who teach students with IEPs.  Passports will include information regarding eligibility, present levels of performance, goals, specific accommodations and modifications and any other pertinent information for academic success.<br><br>The case carrier will meet with the students' teachers to discuss the content of the |

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| | | IEP and the passport and provide consultation and/or collaborative services as needed to support the implementation of students' IEPs.<br><br>The case carrier will regularly communicate with the students' teachers to assess the implementation of the students' IEPs and monitor students' progress when IEP goals, objectives and strategies are implemented.<br><br>The case carrier and service providers will accurately enter into Welligent records (1) the services provided and their duration on at least a weekly basis and (2) periodic reports of student progress toward IEP goals (monitored by Bridge Coordinator/Administrator)<br><br>The case carrier will assess students' and teachers' need for additional support and will call for another IEP meeting if changes need to be made in the IEP.<br><br>IV.  Private/confidential meeting space is provided for IEP meetings and teleconferencing is used if necessary.  IEP meetings will take place in the Special Education Office or teachers' classrooms during their conference period to ensure confidentiality.  If parents are unable to attend an IEP meeting they may be connected via teleconferencing from a secure and private space.<br><br>V. Parents, including those who do not speak English, are welcome as active participants in the IEP process and in their child's education.  SRHS #4 staff will immediately notify the district of the need for an interpreter for an IEP meetings. The school will also inform the district of the need for IEP translation into one of the District's seven primary languages and follow up with the District to encourage the completion of translations within the time frame specified by the IM (Outcome 15) The Bridge Coordinator/Administrator will ensure that Welligent translations into Spanish are provided to parents as needed following the IEP meeting. |

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| **Outcomes 10, 18** | **Procedures for Identification and Assessment of Students** | <u>I.  A systematic intervention plan</u> as described on pp. xx of this appendix will be in place and followed as part of the screening for referrals. Students who do not make adequate progress with tier 3 interventions will be considered for referral for special education assessment.<br><br>II. <u>A systematic referral process has been well planned and will be uniformly applied</u>. The referral process is based on careful monitoring and decision making after students have had good first instruction, tier 2 and tier 3 interventions and instruction. Students whose progress does not meet expectations after tier 3 are referred for consideration of an assessment for special education eligibility.<br><br><u>III. Prior to referral for  formal assessment</u> designated school professionals review a student's records and educational history to ensure that exclusionary factors and language acquisition and development are considered.  Information gathered during this review is used as a guideline for later selection of language appropriate, non-biased and technically adequate assessment measures to be included in the assessment plan.<br><br><u>IV. All areas of suspected disability are addressed</u> including health and development, general ability, academic performance, language function, motor abilities, social-emotional status, self-help abilities, and career and vocational abilities and interests (PPM, p 38). In addition, the assessment plan that is developed will demonstrate how the comprehensive assessment addresses the requirements detailed in the PPM, pp. 32-33.<br><br>A SPE Assessment Plan will be presented to and, when possible, discussed with parents in a timely manner.  The coordinator/ administrator will ensure that accurate evidence is developed and maintained to demonstrate timely presentation of an assessment plan and completion of a comprehensive evaluation.<br><br>As per MCD Outcome 18, for each student identified as ED in an initial or triennial evaluation, the evaluation shall address each of the 28 elements specified by the |

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| | | Independent Monitor as well as consideration for placement in the least restrictive environment.<br><br>V. <u>Referrals will be monitored by ethnicity</u>.  The Bridge Coordinator/Adminsitrator will be responsible for monitoring and reporting the ethnicity of students referred for assessment for special education eligibility.  The Coordinator/Administrator will ensure that particular attention is paid to monitoring and reporting compliance with the comprehensive evaluation and ethnicity reporting for all African American students, especially those identified as ED..<br><br>In the case of a parent's written request for assessment, an assessment plan will be presented within 15 days of the request. The assessment will be completed within an additional 45 days. Note that, by California law the assessment is considered to be completed upon completion of the IEP meeting in which that assessment is reviewed and acted upon. |
| **Outcome 2, 3, 4** | **Instructional Plan for students using grade level standards** | SRHS#4 will provide all students with an academic environment that will ensure their active engagement in learning. The California State Standards will be the basis for all instruction.  SRHS#4 will utilize all state adopted texts at the appropriate grade level for students with an IEP that indicates they are to use grade level standards for their benchmarks.<br>The use of My Data to assess and monitor areas of need to develop backward planning to meet students identified needs.  Scaffolding for learning will be in place with SDAIE strategies, CRRE as well as the GLAD strategies for language development. These strategies will include the use of graphic organizers, small group settings, academic language and academic vocabulary. |

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| **Outcome 7A, 7B** | **Instructional Plan for students using Alternate Standards** | Students who are on the alternate curriculum will be taught through an instructional program that utilizes the alternative standards. This instruction will match individual student needs while being age appropriate and designed to teach functional skills that provide the students with means of independence. Students' present level of performance within academic performance areas will be a consideration.<br><br>Backwards planning will be utilized in conjunction with informal assessments and progress monitoring to determine students access of standards and curriculum. Each instructor will provide necessary accommodations and modifications to allow students access to the alternate curriculum.<br><br>The IEP team will utilize data will to inform instruction and to determine where the least restrictive environment for that content area should be. Students will be mainstreamed with their age appropriate peers whenever possible.<br><br>Consideration will also be made to include community-based instruction as an aspect of the alternative curriculum for high school students with moderate to severe disabilities. |
| **Outcome 13** | **Plan to provide Supports & Services** | I. Plan describing how students with support services will have those services provided. The needs of students with IEPs will be considered and addressed first when developing the schools schedule.  Planners for this school are aware of the complex scheduling and service needs of students with IEPs and recognize that their program needs must be addressed before other programs and classes are scheduled.  Plans to ensure that students with IEPs can receive those services must be made as school schedules are built. A master calendar of the availability of DIS providers will also be accommodated or modified.   Counselors in LD 8 are currently working with district middle and high schools in developing these schedules for January 2011.<br><br>**II.** The provision of services will be monitored using the Welligent service log. Teachers and related service providers will be familiar with and experienced in entering service minutes into the Welligent tracking log. Recent reviews by the IM have revealed inconsistency in use of the tracking logs and lack of evidence that the services specified |

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| | | in an IEP are being provided at the level required.  Some of the discrepancy may be due to poor data entry into the tracking system. The Bridge Coordinator- Administrator will monitor and ensure accuracy of Welligent data regarding the provision of services as well as expected completion dates of evaluations and IEP meetings |
| **Outcome 9 (for programs with students 14 and older)** | **Transition Planning Strategies** | I. Students 14 years and older have a completed Individual Transition Plan.  As students leave feeder middle schools, they and their families will be encouraged to attend "preparing for adulthood" seminars in which they will learn about the need for early post-school planning.  The families and students will recognize the importance of decisions regarding diplomas, certificates, and post-school education and training. They will become knowledgeable about transition planning and will collaborate with school and agency personnel if needed to develop realistic transitions plans.  Their transition plans will include activities aligned to Education/Training, Employment, and Daily Living Skills.<br><br>II. Students will have completed commercially produced transition assessments prior to turning 16.  These will be discussed and considered in the development of their IEP and included transition plan.<br><br>III.  A "Senior Inventory" and "Summary of Performance" will be on file for students graduating with a diploma, certificate of completion, or aging out of the system.  A copy of these summaries will be provided to students and families for future reference.<br><br>IV. Transition instruction will be presented to students, parents, and staff to facilitate a successful transition with a focus on post secondary outcomes. |

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| **Federal Requirement** | **Access to Extra-Curricular/Non academic activities:** | I. <u>SRHS # 4 students will participate in Nonacademic/Extracurricular activities</u><br>All students will be welcome in nonacademic and extracurricular activities and services including lunch, nutrition, clubs, field trips, computer labs, after-school activities, athletics, transportation, recreational activities, special interest groups or clubs sponsored by the school or District, and social events such as the school prom and sporting games.<br><br>II. <u>Accommodations will be provided for students to participate in non-academic and extra-curricular activities.</u>  accommodations and/or modifications will be made to enable students to access all school and extra-curricular activities. These supports fall include access to the environment (e.g., early dismissal to allow time to get to lunch), personnel (e.g., paraprofessional, peer buddy), and equipment (use of calculator or communication boards).<br><br>III.  <u>Student will participate in general education elective classes</u> after they have indicated interest, staff has judged the class to be appropriate for them, and an IEP team has called for enrollment in this elective class.   Supports needed by students, as designated in their IEPs will be provided.<br><br>IV. <u>What extra curricular e.g. clubs, teams will students' with disabilities have access to?</u><br>Special Education students will have access to all programs, special activities, clubs, teams, etc. that all students have access to.<br>V. What additional activities will students have access to? |

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| **Federal Requirement** | **Providing Extended School Year** | Students with disabilities at South Region High School #4 will also be served through the extended school year (ESY) program. The purpose of ESY programming is to provide special education or related services when an interruption of the pupils' educational programming may cause regression. The criteria for eligibility includes; severity of the disability, critical areas of learning, extent of regression in learning, recoupment rate and availability of resources such as general education and intervention.<br><br>Students identified for ESY will have the criteria determining the ESY eligibility clearly delineated in the IEP. Students determined eligible will do so according to the guidelines and procedures set forth by LAUSD.  ESY will be taught to eligible students by a highly qualified special education teacher. |
| **Federal Court requirement** | **MCD Outcomes (to be woven among others)** | • 1: Participation in Statewide Assessments, English Language Arts<br>• 2: Participation in Statewide Assessments, Mathematics<br>• 3: Graduation Rate<br>• 4: Completion Rate<br>• 5: Reduction of Suspension<br>• 6: Least Restrictive Environment<br>• 7A: Least Restrictive Environment, SLD, SLI, OHI<br>• 7B: Least Restrictive Environment, MD, OI<br>• 8: Home School<br>• 9: Individual Transition Plan<br>• 10: Timely Completion of Evaluations<br>• 11: Complaint Response Time<br>• 12: Informal Dispute Resolution<br>• 13: Delivery of Special Education Services<br>• 14: Parent Participation at IEP Meetings<br>• 15: Timely Completion of IEP translations<br>• 16: Qualified Special Education Teachers<br>• 17: Behavioral Support Plans for students with Autism or Emotional Disturbance |

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| | | • 18: Comprehensive Evaluation of African American Students identified with Emotional Disturbance |
| **All Outcomes** | **Professional Development** | South Region High School #4 and Special Education Support Unit South will work collaboratively to determine, develop and facilitate professional development and in-service training to general education and special education teachers to ensure staff is compliant with IEP goals and objectives and modifications.<br><br>In addition, the professional development for the general education and special education collaborative teacher teams will be a priority to ensure that appropriate methodologies and strategies are used to benefit all students in the collaborative classroom. The focus of instruction will be standards-based. Regular collaboration of general education and special education teachers will take place at SRHS#4 to examine student work in order to identify areas of continued need. Data from CST, CAHSEE and Periodic Assessment will be analyzed and utilized to inform instruction including strategies for differentiation. |

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| Outcome 6, 8, 16 | **Staffing/Operations** | The Design Team intends to use a rigorous staff selection process for all positions at South Region High School #4. In collaboration with Human Resources we will select highly qualified teachers who also express a passion for teaching in a personalized highly functioning environment. All staff working with Special Education students will be highly qualified and have the appropriate credentials to do so.  All suggested and required teacher-student ratios will be strictly adhered to.<br><br>MCD clerical support will be available for the IEP process and the updating and maintaining of the Welligent system to keep the school compliant and services to students at an optimal level.<br><br>Training will be provided to appropriate personnel to ensure students' health protocol needs are met. Equipment will be secured and appropriately maintained.  The school nurse, assigned AAs , teachers and other special education paraprofessionals of students requiring specialized equipment and/or protocols will be trained on use, maintenance and security for specialized equipment and needs of the students<br><br>. |
| | **Fiscal** | **NOT APPLICABLE FOR LAUSD SCHOOL Charters**<br>• Report of projected revenues and personnel to be hired.<br>• Proposed budget to ensure services are provided.<br>• Completion of the Personnel Data Report.<br>• End of year "unaudited actuals of revenues and expenditures" (required end of year report) . |

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| **Outcome 14** | **Parent Participation** | South Region High School #4 will ensure that parents of students with disabilities are an integral part of the school community and have opportunities for leadership within advisory groups and attending training at the district level. The school will have an active Parent Center that works with parents of students in all programs such as the regular program, English Language Learners, GATE, Special Education and any other identified program on the school site. The Parent Center will provide support and training in English and Spanish for all parents in a variety of areas such as Transition to Middle School, Transition to High School, Understanding Your Child's Report Card, Culmination and Graduation Requirements, A-G requirements, and college information including financial aid.  Leadership opportunities will be available for parents of students in all programs at the school. These opportunities will include membership in PTSA, ELAC Advisory Council, Title 1 Advisory Council, School Site Council and School Leadership Council. Parents will also be encouraged to attend the monthly meetings of the state mandated Community Advisory Council (CAC) and the Special Education Multicultural Advisory Committee (SEMAC). <br><br> Communication with parents of special education students and students being considered for special education services will include parents being informed of their child's identification, evaluation, placement, instruction and re-evaluation. The school will record all attempts to contact parents and convince them to attend IEP meetings. The IEP meeting room will be identified, centrally located for easy parent access and secured to prevent the outside transmission of confidential information. The school will provide parents with copies of the IEP goal pages in conjunction with school progress reports and report cards in their preferred communication mode. <br><br> South Region High School #4 staff understands that parents may have knowledge about their child that the school does not have; therefore, they will be an integral part in the decision-making process. In the event of parent concerns or complaints, SRHS#4 will follow LAUSDs Comprehensive Plan for Due Process that outlines the procedures and the prescribed timeline. In addition, parents will be able to utilize Williams complaint procedure  and Uniform Complaint procedures which all parents in the district have |

**Los Angeles Unified School District**
**PUBLIC SCHOOL OF CHOICE**

**SERVICE PLAN FOR SPECIAL EDUCATION**                    <u>**REVISED**</u>

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