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Federal Requirement, District publications and forms are available	**Search and Serve**	Sylmar Leadership Academy (SLA) will have search and serve procedures to identify students attending and enrolling in the school who have or are suspected of having a disability and need special education and related services. Through training at the beginning of every school year and periodically throughout the year for those new to our school, we will assure that all staff members are aware of these procedures.
		
		We will implement three search and serve strategies:
		• At the beginning of the school year we will distribute the following brochures to all parents/guardians:
		  ○ Are You Puzzled By Your Child's Special Needs
		  ○ "Section 504 and Students with Disabilities"
		• Upon enrollment, all parents will complete the LAUSD Student Enrollment Form. If the parent/guardian answers "yes" to any question in section 10, we will complete the Special Services Follow-up Section of the form.
		• We will review each student's IEP in the Welligent system, the 504 Plan or the GATE plan, and promptly provide services under the appropriate plan.
		• If a student with an IEP transfers into Sylmar Leadership Academy from another school district, we will consult with parents/guardians and promptly provide comparable services pending an LAUSD, IEP review within 30 days. If necessary, we will consult with parents/guardians, as well as staff from the previous school to provide appropriate placement
		
		The following publications and forms will be maintained in the Main office and made available to parents and staff upon request:
		• *Are You Puzzled By Your Child's Special Needs*? brochure
		• Student Enrollment Form
		• Request for Special Education Assessment Form
		• *A Parent's Guide to Special Education Services* (Including Procedural Rights and Safeguards)

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		Sylmar Leadership Academy will also prominently display the Parent Resource Network poster in the Main office and other appropriate offices in order to better provide parents/guardians with information about where to call if they have questions or complaints concerning special education services. Sylmar Leadership Academy will have procedures for all staff members to identify and promptly serve students who require or may need special services when they enroll in school: • All faculty and staff will be prepared to answer any questions parents may have and we will assist parents in completing forms and, when appropriate, refer them to the appropriate parent resource unit or committee per the District's Policy and Procedures Manual (PPM). • Staff will be trained as to the initial assessment process described in the PPM that is required for students suspected of having a disability or for a request to have an assessment. • There will be a process for referring students who may be eligible for Special Education Services for assessment. • There will be a Student Study Team that meets regularly to discuss students who are still having difficulties despite being provided with appropriate interventions.
Outcome 2	**Intervention Programs**	Sylmar Leadership Academy will support the needs of all students through the utilization of the Response to Instruction and Intervention (RtI^2) framework. RtI^2 is a systemic multi-tiered framework that guides the development of a well-integrated and seamless system of instruction and intervention that is matched to student need and directed by student outcome data from multiple measures. 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. Because literacy skills are fundamental to student achievement, all students in grades K-3 will be given universal screens at the beginning of the school year, such as the Dynamic Indicators of Basic Early Literacy Skills (DIBELS), to detect student strengths and challenges.

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		Tier 1 -All students will receive quality core instruction (Tier 1). Teachers will provide high-quality, standards-based instruction using the curriculum with an emphasis in mathematics, science, and technology. Teachers will engage students using effective strategies and techniques. 80-85% of students receiving Tier 1 instruction will be expected to reach proficiency. **Tier 2**- Strategic At-Risk Students: Students identified by universal screens or who fail to make grade-level benchmarks on ELA or math periodic assessments will receive Tier 2 differentiated instruction and intervention. Support for students will address targeted needs and the timely acquisition of concepts and skills. During Tier 2, teachers will work with identified students during *Workshop* for 20 minutes a day on targeted standards and skills. To provide additional assistance to identified students, teacher assistants will work with students under the guidance of the teacher in small groups. To monitor student progress, teachers will assess students using the assessments in the *Consortium on Reading Excellence* (CORE) every 2-3 weeks. All identified students will be expected to reach benchmark in targeted grade level standards after 6 weeks of Tier 2 intervention. **Tier 3**- Intensive At-Risk Students: Teachers will work with students identified as needing intensive intervention (Tier 3) either independently or in small groups for 40 minutes a day on highly focused instruction. Student progress will be monitored closely to evaluate the effectiveness of the instruction and intervention. Teachers will assess students on a weekly basis using the CORE assessments. Teachers will work with students on the specific skills identified on the CORE assessments. Teacher assistants will assist students under the direction of the teacher in the areas of need. In addition, student teachers and staff members from *LA's Best* program will tutor students after school in identified area(s) of need. Students identified in Tier 3 will be expected to master the benchmark grade level standards after 6 weeks of intensive intervention.
Outcomes 5, 17 and 18 LAUSD Board Policy	**Discipline Foundations Plan and Behavior Support**	All stakeholders and community partners at Sylmar Leadership Academy will work collaboratively to create an environment conducive to high academic achievement for all students. They will provide a safe, caring, and respectful learning environment to ensure that students have equal access to the curriculum and achieve to their fullest potential. Teacher-student relationships will be developed and every student will have a mentor to enhance and personalize their learning. Quality instruction of the grade level standards and student engagement will be the key to student success. To promote a positive behavioral and social environment teachers, will co-construct a clear set of classroom rules

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		and social expectations with the students. Classroom behavioral expectations will be explicitly taught. Students will be empowered to take responsibility for their own actions and to be an integral part of maintaining a safe, positive and inviting learning environment. Each year, an assembly will be held with each grade level to review the school's positive behavior plan and every student will sign a behavioral pledge. Parents will sign the behavioral pledge at Back to School Night. Classroom environments will reflect the diversity of students with the use of pictures, literature, and realia. The arrangement of the desks will be grouped for students to work together, share materials, and help each other. Once a week at the start of the school day, teachers will teach the violence preventive curriculum, *Second Step,* and lessons on the *Six Pillars of Character* to increase students' social-emotional competence. Students will be engaged in a variety of activities to practice what they learn in the lessons. Students will share at weekly morning assemblies how to problem solve, incorporate in reader's theatre the *Six Pillars of Character*, and participate in community projects to enhance the school and community relationships. In addition, students will receive "Caught Being Good" tickets for modeling exemplary behavior that will be raffled for a prize at the weekly assemblies. Students with the most "Caught Being Good" tickets will be recognized on the Wall of Fame and at the awards assemblies. Parents and community members will be invited to the awards assemblies. The school will have three assemblies a year to recognize students for academic and behavioral progress, academic excellence, attendance, leadership and citizenship. Attendance will also be recognized monthly to emphasize the importance of staying in school. When the school receives the CST scores, students that are proficient and advanced in English language arts and/or math will be recognized with a certificate and have their name and picture on the Wall of Fame. Students will wear school uniforms to promote school unity, safety and improve academic achievement. The use of uniforms will help students avoid negative interactions that might be caused by controversial t-shirts and other clothing. Students will be expected to wear appropriate attire to optimize learning.
Necessary for Planning, will be provided	**Description of Student Population**	Sylmar Leadership Academy will enroll the requisite number of students from the impacted campuses of Herrick ES, Hubbard ES , Sylmar ES and Olive Vista MS for pre-kindergarten through eighth grade. Proposed boundary changes will allow students from these schools to attend the new school in August, 2012. All students coming from the designated attendance areas of the four

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		schools and the newly determined attendance area will be served. Ongoing review mechanisms **will** be put in place to ensure that retention and student composition reflects that of the overall school community. SLA will accommodate approximately 1,000 students in a Pre-kindergarten through eighth grade configuration and will reflect the demographics of the school's attendance area. The population of SLA is predominantly Hispanic with a large English learner population and will draw from the current attendance areas of Herrick, Hubbard, and Sylmar Elementary Schools and Olive Vista Middle School. Approximately 10% will be students with disabilities. SLA will have programs for students with Specific Learning Disabilities, Autism, and students in the Resource Program.
Outcome 2	**Special Education Program Description**	All students at Sylmar Leadership Academy will prepare students to be life-long learners by developing in them self-esteem, respect for others, and commitment to the community beyond the school. Students will acquire the ability to work collaboratively to solve real life problems and will develop the prerequisite skills needed to become effective student leaders who are college-prepared and career-ready. SLA will provide all students—including Students with Disabilities—with a rigorous instructional program designed to support their development toward becoming college-prepared and career-ready. Teachers will use the three school-wide systematic approaches to Standards-based instruction: Data-based decision making (using the problem-solving process); Personalized Learning Environments (PLE) for students; and Service-based learning. As a united force, the school staff with parents, community, partnership members and students themselves, will analyze student data on an ongoing basis to provide all students timely targeted instruction to ensure proficiency in all content areas. As part of PLE, all stakeholders will work together to provide students with adult mentors who will be integral partners in the students' academic and service-based learning. SLA will implement a Response to Instruction and Intervention (RtI^2) framework where high-quality, rigorous instruction and differentiation, planned data analysis, progress monitoring, and evaluation of student outcomes will inform the cycle of instructional improvement. Universal, periodic, and other assessments will be used to identify and support students who are at-risk of not meeting benchmark levels of proficiency in content standards. Teachers at SLA will meet the academic, social, and behavioral needs of all students through rigorous, effective first teaching, differentiation of instruction, scaffolding the learning process and multi-age learning teams.

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		The following research-based strategies found in the California Frameworks (English language arts, math, science, social studies, history/social science, visual/performing arts) will be used to support students with disabilities: • Deliver systematic and explicit instruction that emphasizes phonemic awareness, decoding, phonics, word recognition, vocabulary, and reading comprehension • Provide a safe environment which encourages students to talk and ask questions • Use a wide variety of ways to explain a concept or assignment • Provide tutoring before, during, and after school • Allow students to show what they know in a variety of ways, such as projects and oral presentations • Provide Students with Disabilities the needed accommodations or modifications per their Individualized Education Plan (IEP). • Use universal screens at the beginning of the year to ensure that needs are identified • Target instruction to specified need according to assessment • Assess frequently to monitor instructional effectiveness Tier 1 will be the core curriculum, with differentiation and supports as needed, such as some strategic assistance in the Learning Center for reteaching, pre-teaching, extended time during IWT. First Good Teaching will happen, with progress monitoring at regular intervals Tier 2 will be the core curriculum (everything in Tier 1) plus more. Students can receive more targeted instruction in a smaller group setting (5:1), have more time. Teacher will use more frequent progress monitoring to guide their instruction and areas of intervention. The higher the level of need, the more frequent the progress monitoring needs to be. Intensive Instructional Interventions (III) will be provided outside of the designated instructional block of time. Tier 3 is for the small percentage of students who still require more supports and assistance. Group size is smaller - 3:1 if working on CORE. Progress monitoring is more frequent and used to drive instruction. Supplemental materials and /or a different curriculum may be used such as Voyager, Triumphs, Breaking the Code, READ 180 System 44 or LANGUAGE!. The Learning Center is used to take flexible groups of students so that differentiation of instruction can occur such as pre-teaching, reteaching, chunking, teaching organizational strategies. The Learning Center is utilized for both Tier 1 and Tier 2 students.

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		The following school wide structures will be in place to meet the needs of students with disabilities: • Teachers will use District mandated research-based curricula and intervention programs. • Teachers will access and use research-based strategies, methodologies, pedagogies, realia, and culturally relevant strategies to teach grade level standards and to facilitate student access to the core curriculum. • Small group and one-to-one instruction in specific areas of need will be provided to students. • Teachers will teach students how to use research-based strategies so they can use them on their own and across the curriculum. • Teachers will teach Project and Inquiry-Based Learning with scaffolds to assist students with the process and encourage them to select their own inquiry-based projects. Students will work in teams and have mentors assist them. • Teachers will write specific, clear and appropriate individualized offers of Free and Appropriate Public Education (FAPE) for students. • Students will be mainstreamed in age appropriate classrooms. • The entire school climate and culture will be inclusive and personalized for all students. • Appropriate accommodations will be provided to ensure that students can successfully access standards-based curriculum and school environment.
Outcomes 8, 10, 13, 14, 15	**IEP Process: Implementation and Monitoring**	Every child who is assessed by the school and qualifies for special education services under the IDEA will have an IEP that documents assessment results and determines eligibility for special education services. If the student is eligible for services, SLA will provide those services according to the student's IEP, which will specify the instruction and services the student shall receive. Students who have IEPs will be served in the Least Restrictive Environment (LRE) to meet their educational needs. SLA agrees to adhere to the terms, conditions, and requirements of the Modified Consent Decree (MCD) and other court orders imposed upon the Los Angeles Unified School District pertaining to special education. SLA will use the District's Special Education Policies and Procedures Manual, the Integrated Student Information System (ISIS), Welligent, the District-wide web-based software system used for online Individualized Education Programs (IEPs), in monitoring and tracking related

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		services provided to students during the course of their education. All staff members will be aware of the system and whose responsibility it is for setting up IEP meetings, generating assessment plans and meeting notice forms, notifying all participants of meeting date and time, preparing IEP paperwork, and follow-up actions once the IEP is signed. Staff members will communicate through the Welligent email, memos, and in person. There will be an assigned room that provides privacy and allows for teleconferencing to hold IEP meetings. Every effort will be made to ensure parent participation at these meetings. IEPs will be held to meet the mandated timelines. IEP teams will consist of all necessary team members, including the student when appropriate. The IEPs will be written to provide educational benefit for the student and meaningful parent participation will be sought. Information about student goals, accommodations, supports, and services will be provided to all staff working with the student. Green folders will be maintained in the student's CUM. School administration will ensure that students are receiving the supports and services per their IEPs by monitoring Welligent reports and logs, appropriately programming each student, observing classroom instruction, and speaking with the case managers.
Outcomes 10, 18	**Procedures for Identification and Assessment of Students**	Sylmar Leadership Academy will implement a Response to Instruction and Intervention (RtI^2) framework where high-quality, rigorous instruction and differentiation, planned data analysis, progress monitoring, and evaluation of student outcomes will inform the cycle of instructional improvement. Universal, periodic, and other assessments will be used to identify and support students who are at-risk of not meeting benchmark levels of proficiency in content standards. Additionally, quantitative and qualitative data sources will be used including: free and reduced meal applications, English Language Development (ELD) levels, formative assessments in core content subject areas, California English Language Development Test (CELDT), California Standards Test (CST), English Language Development (ELD) portfolios, behavioral referrals, attendance, cumulative and health records, and teacher anecdotal records. A multidisciplinary team will monitor, assess and evaluate any student who, after RtI^2 has been implemented and thoroughly tested through multi-cycles and levels of intervention, continues to demonstrate inadequate academic, social, or behavioral growth. Such students will be evaluated by the school's Student Study Team. After the recommendations of the SST have been implemented and tried for a reasonable amount of time and are not being effective, a student may be

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		recommended for special education evaluation. **A special education assessment plan is to be developed and provided to the parents:** • within 15 calendar days from the date of receipt of a written request for an initial special education assessment • within 15 calendar days from the date of receipt of a written request for an assessment of a student currently receiving special education and related services, • prior to conducting a reassessment of a student receiving special education and related services • when a change in a student's eligibility for special education or related services is being considered. Prior to the referral for assessment, students will be evaluated to ensure that the cause for intervention is not the result of language acquisition or any of the exclusionary factors such as lack of instruction in reading, including the essential components of reading instruction, lack of instruction in math. A special education assessment plans will be developed using the District's *Special Education Assessment Plan Form* in the Welligent IEP system. The assessment plan provided to the parents will be in the language of the home. SLA will ensure that the initial IEP be held for the s no more than 60 days from the date the assessment plan is signed and returned to school. In order to assure that all areas of suspected disability are addressed, SLA will: • Select and administer tests and other assessment materials that are not racially, culturally, or linguistically discriminatory. • Administer tests and other assessment materials in the language and form most likely to yield accurate information about a student's academic developmental and functional skills. • Select and administer tests and other assessment materials to assess English Language Learners that truly measure the extent to which the student has a disability and needs special education, rather than the student's English language skills. • Select tests and other assessment materials that assess specific areas of educational need and are not designed to provide a single intelligence quotient. • Utilize a variety of assessment tools and strategies to gather functional and developmental

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		information about the student. • Utilize information provided by the parent/guardian. • Obtain information about how the student is progressing in all classes • Assure that needs for Assistive Technology are adequately assessed.
Outcome 2	**Instructional Plan for students using grade level standards**	Sylmar Leadership Academy will be organized around three school-wide systematic approaches to Standards-based instruction: Data-based decision making (using the problem-solving process); Personalized Learning Environments for students, and Service-based learning. Pivotal to the plan is the development of student leadership in which students take responsibility for their own life and learning, and work effectively both independently and as part of a team. As a united force, the school staff along with parents, community and partnership members will analyze student work and data on an ongoing basis to provide all students timely targeted instruction and ensure that they reach proficiency in all content areas. In addition, all stakeholders will work together to create PLE's or houses where students will develop long term educational relationships with teachers from first to eighth grade. Additionally, they will be paired with adult mentors who will be integral partners in grade level service-based learning projects. **Data-based Decision Making to Inform Instruction** To support student achievement, all stakeholders at Sylmar Leadership Academy will take part in the analysis of student work and data measures using the Problem-Solving Process. As a result, at-risk students will be identified and provided with individualized instruction/intervention in small group settings. Assessment results will provide a basis for regularly scheduled reflection about teaching practices and student outcomes at school wide and grade level venues. The Problem-Solving Process will routinely be used to identify student needs and to assess, adjust, and refine instructional practice. Teachers will work in grade levels and in content-specific groups to analyze authentic, formative, and summative student data, projects, and performance goals in order to calibrate instruction more closely to student needs. Additionally, teachers will team teach for English language development (ELD), science, history/social science, health and the performing arts (art, music, theatre, dance, and media arts).

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		For the student at-risk, teachers will implement an intervention plan customized for the student by identifying content standards and clusters that need more focus or an alternative group setting. Specific teaching and learning strategies aligned to the challenge area will be identified and implemented to gauge the response of the student to that intervention. In this way, individualized services will be matched to student needs and be monitored on a systematic basis. Effective teaching of standards, curriculum, and personalization of learning environments can only be achieved when there is a system in place that regularly examines how students are progressing. This will begin before the beginning of school when all stakeholders will attend professional development for a minimum of two days. The purpose of this time will be to collaborate and create a common understanding of the steps involved within the Problem-Solving Process before the opening of the school. **A Personalized Learning Environment for Students** Sylmar Leadership Academy will provide a Personalized Learning Environment for all students—including students with disabilities, English learners, Standard English learners, gifted and high-achieving students, and students at risk. Each student will have an adult or peer mentor and a personalized learning plan designed to motivate and keep her/him on the path toward academic and social/behavioral achievement. Students, teachers, parents and mentors will use student data as they collaborate in the development, implementation, and review of personalized learning plans. **Service-Based Learning Approach to Instruction** Sylmar Leadership Academy will provide students with highly qualified teachers who will use a Service-based learning approach to instruction. Students will have multiple opportunities to engage in self selected explorations of ideas and topics. They will benefit from and contribute to their community by sharing their Service-Based projects with other students, teachers and community members. Teachers will support students by drawing on their previous knowledge, understanding how they learn best, addressing their learning styles, holding high expectations for all students, and being relevant and responsive to their cultural needs.

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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 alternate standards and performance indicators. This instruction will match individual student need while being age appropriate and designed to teach functional skills that provide the students with means of independence. Backwards planning will be utilized in conjunction with informal assessments and progress monitoring to determine student access of standards and curriculum. Necessary accommodations and modifications will be provided to allow students access to the alternate curriculum. Data will be used to inform instruction, and to determine where the LRE for that content area should be. Students will be mainstreamed with their age appropriate peers whenever possible. The use of paraprofessionals, Mission College students, etc. will allow for multiple groups for multi-age levels, reteaching, preteaching, or other types of intervention.
Outcome 13	**Plan to provide Supports & Services**	Sylmar Leadership Academy will follow all California State and LAUSD guidelines and procedures to provide evidence of provision of services to our students with disabilities. Administrators at SLA will ensure that students with disabilities are receiving their supports and services by the following: 1. Ensuring that all teachers and service providers maintain accurate SESACs so that all services are provided and timelines are met 2. Ensuring that all service providers maintain a schedule of when and where they provide services to students, and checking regularly that the service tracking logs for all service providers are entered into Welligent regularly 3. Ensuring that students are programmed to match the services and supports indicated in their IEPs 4. Making classroom visitations daily to ensure that all students are receiving their supports and services as listed in their IEPs 5. All mandated service providers will routinely complete their Welligent Tracking Log and provide a copy to the designated administrator each month.

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Outcome 9 (for programs with students 14 and older)	**Transition Planning Strategies**	Sylmar Leadership Academy will use the LAUSD DOTS/Bridge Collaborative Best Practices document as a reference to help the school meet outcome 9 of the MCD. The Individual Transition Plan (ITP) within each student's IEP will describe the appropriate transition instruction and services that will be part of his or her special education program. The ITP will be based on individual student needs, strengths, preferences, and interests determined through the process of age appropriate assessment, and will include instruction, related services, community experiences, the development of employment and other post-school adult living objectives including, when appropriate, acquisition of daily living skills and functional evaluation. We will ensure that all students who receive Special Education services 14 years and older will have an Individual Transition Plan (ITP) included in their IEP. Services may include: • Coordinate and/or conduct assessment, instruction, and services, to enable transition age students to access various community agencies or work based learning. • Implement legal mandates for the provision of compliant transition planning and service delivery. Provide students, families, and classroom teachers with transition planning tools. • Coordinate community links for secondary special education students in work/career and independent living. • Implement required activities related to Modified Consent Decree (MCD) Outcomes 3 and 4 (High School Graduation and Completion) • Coordinate activities to connect students, parents, and staff with community agencies, post high school options, occupational centers, career and transition centers, and Centers for Advanced Transition Skills. • A timeline of dates will be kept and transition instructions will be presented to students, parents, and staff so that students will have a successful transition for post- secondary goals. Academically, students will be prepared to succeed on the California High School Exit Exam (CAHSEE) through learning the California content standards. Students will participate in a variety of

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		college-prepared and career-ready activities throughout the year. They will have opportunities to visit colleges to experience the college culture. The school partnerships, Mission College, and Project Grad, will provide speakers for parents, students and staff about how to motivate students to go to college. The school will embrace the theme "College-Prepared and Career-Ready" by decorating the rooms, hallways, and offices with different college and career attire. The school will have career week and invite staff from its partnerships and others from the community to present to students.
Federal requirement	**Access to Extra-Curricular/Non academic activities:**	Sylmar Leadership Academy will provide extracurricular activities before, during and after school with the intent of meeting students' academic and social/behavioral needs. All students with disabilities will have access to any and all extra-curricular and non-academic activities with the accommodations as indicated in their IEPs. Some examples are: • Weekly morning assemblies • Recess and lunch • Monthly assemblies • Literacy Night • Math and Science Fairs • Inquiry-Based Learning Art Exhibits • Tea Time with a Mentor • Coffee with the Principal • Family Picnic • CSUN Field Trips • Interdisciplinary Theme Celebrations A variety of extracurricular activities will be held as early as 7:15 a.m. and after school up to 6:00 p.m. to meet the needs of students' family schedules. Library and media center hours will be extended to 6:00 p.m. to offer students additional opportunities to read for enjoyment, use technology to research topics, and apply their media arts skills. Community partnerships have also been established that will provide additional services before and after school. Finally, Youth Services will provide homework support, reader's theatre, science club with experiments and team sports.

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		Before, during, and after-school programs (including homework club, tutoring, and a variety of athletic and recreational activities) will also be offered to students.
Federal requirement	**Providing Extended School Year**	Sylmar Leadership Academy will support students with disabilities through the use of the Extended School Year (ESY) program. ESY programs will be District-mandated and research-based to reduce the risk of regression during the summer break. The purpose of ESY is not to meet the IEP goals or to re-teach, but to reinforce what has been previously learned. Extended School Year is provided to students based on data collected for the following criteria: • Areas of learning critical to maintaining Individualized Education Plan skills • The extent of regression caused by interruption in programming or placement • The rate of recoupment of learning following a period of interruption • Maintaining critical skills for students accessing the alternate curriculum • Special circumstances for students at a critical stage in life skills or developmental skill acquisition or who have frequent health-related, medically documented absences Students with Disabilities are identified for ESY based on these aforementioned criteria, and these criteria must be specifically delineated in the Individualized Education Program and data based. Students eligible to attend ESY will do so according to the guidelines and procedures set forth by LAUSD. Eligible students will attend ESY at the LAUSD designated LD 2 elementary school. The budget for ESY will be provided by the Division of Special Education as is for all other LAUSD schools. As an LAUSD school, Sylmar Leadership Academy will be part of the District's internal structure and therefore will seek and secure budget information from LAUSD's proposed budget.
Federal Court requirement	**MCD Outcomes (to be woven among others)**	• All students will participate in Statewide assessments (CST, CMA, CAPA) for both ELA and Math • Alternatives to suspension will be utilized whenever possible • All students will spend as much time as possible in general education classrooms, and will only be pulled out when their needs cannot be met there • Every effort to meet the needs of home school students will be made. Students will only be

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		sent to others schools when their needs cannot be met at SLA • All IEPs will be held in a timely manner whether they be annuals, triennials, initials, 30 day, or re-evaluations • Appropriate division personnel will be notified and paperwork will be completed if parents disagree at an IEP • All RSTs and DIS service providers will provide a schedule of when and where they will provide services to students on their SESAC. Administration will monitor that these services are being provided through classroom observations and Wellreport documentation • All RSTs and DIS service providers will complete their daily service logs and provide a copy monthly to the administration • Every effort to have parents attend IEP meetings will be made. Days and times for meetings will be scheduled to accommodate parent need providing it is within the school work hours. Parent participation by phone will also be offered when parent in unable to attend • If written translation of the IEP is requested, the necessary forms and paperwork will be submitted as soon as possible • Special Educators will be credentialed and highly qualified • Behavior Support Plans will be written for students who have the eligibility of ED or Autism. It is understood that the BSP can reflect any behavior to be modified and it does not have to be a negative behavior, just one that would help the student (to ask questions when they need clarification; to ask for help when needed • Anytime a student is being assessed with the possibility of a ED eligibility, the comprehensive evaluation will contain all the necessary prior interventions, documentations, and completed checklist and will go to Case Review prior to the IEP SLA agrees to adhere to the terms, conditions, and requirements of the Modified Consent Decree (MCD) and other court orders imposed upon the Los Angeles Unified School District pertaining to special education. The school will use the District's Special Education Policies and Procedures Manual, the Integrated Student Information System (ISIS), Welligent, the District-wide web-based software system used for online Individualized Education Programs (IEPs), in monitoring and tracking related services provided to students during the course of their education.

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MCD OUTCOME	COMPONENT	SCHOOL PLAN
All	**Professional Development**	Beginning in the summer, the school will provide ongoing PD for the staff with an emphasis on analyzing student data to determine student needs and plan targeted instruction. Teachers will engage in PD on a weekly basis through PLC meetings and scheduled lesson study sessions. In addition, students will be dismissed 1 hour early on Tuesdays to allow teachers to participate in PD for an additional hour (banked time). The time will be split between PLC and content teams within departments. Improving English Language Arts skills will be a focus for all students, especially English learners to avoid Long Term English Learners. To personalize PD for teachers, staff and administrators, the school will provide the following: • School staff and parents will be surveyed on a regular basis to determine personal PD needs • Every 7-8 weeks, teachers will meet in PLCs to analyze student assessment results and student work samples in all content areas in order to determine future PD needs • Specialized PD will be provided to all staff on how to plan and teach California's rigorous standards with an emphasis in mathematics, science, and technology, community service, inquiry and project-based learning (*Backwards Planning*). • The school staff and community resource coordinator will engage in PD aimed at building a cohesive team to strengthen the community school through team-building activities and community resource mapping • All teachers will participate in lesson studies in identified areas of improvement, as determined by extensive analysis of student data results. Each lesson study will include refining teaching practices and strategies that maximize teacher-student engagement. • All teachers will be responsible for organizing, planning and providing PD in their area of expertise. • The school's partnerships, such as CSUN and LAEP along with content area experts will collaborate with the school's leadership team to help design and provide targeted PD for teachers and real-world community service projects for students. Per-pupil funding flexibility will allow for an orientation for teachers transitioning to Sylmar Leadership Academy from the three feeder schools. The induction program for new and existing

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		teachers will include the following: Year 1 • An orientation to provide all teachers with pertinent information based on Sylmar Leadership Academy's vision, mission. • Ongoing professional development on the three school-wide approaches to standards-based instruction with special emphasis on Data-based decisions and the Problem-Solving Process. • Ongoing professional development on setting working norms with different groups (e.g., The School Site Council, Community Partnerships, Mentors, Grade-level teams, Vertical Articulation Teams). • Ongoing professional development on the mentorship program, which will be fully implemented by the school's third year of operation. Years 2-5 • Experienced teachers will support new teachers. The principal will select supporting teachers. The selection of supporting teachers will be based on teacher experience in serving populations similar to the school, training experience, and knowledge of the four school-wide approaches to instruction. The supporting teacher will be trained on effective peer coaching in order to provide new teachers with the guidance of peer-to-peer collaboration during lesson planning, lesson design, and lesson delivery. Supporting teachers will be required to observe their partner teacher at least 3-5 times during the school year to provide feedback and targeted assistance in the new teacher's area of need. Classroom observations will allow supporting teachers to collect specific data such as a student response tally, teacher-student interaction, and/or scripting of student questions and responses. Data collection will be based on previously agreed upon goals set with the new teacher. • New teachers will also have the opportunity to observe exemplary teachers on the three school-wide approaches to instruction, differentiation, and classroom management. New teachers will meet with supporting teachers on a monthly basis to discuss classroom observation feedback, student data results, student work samples, lesson planning, program implementation and personal professional development goal setting.

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		The effectiveness of the PD program will be measured by regular systematic data analysis of student results, monitoring of student progress towards learning and behavior goals, and analysis of feedback and data from classroom observations. Teachers will reflect on teacher instructional practices based on student performance in assessments and student work samples. The school's administration will conduct classroom visits to monitor and review implementation of key teaching and learning practices presented in the PD sessions. Teachers and administrators will collaborate in designing classroom observation forms that will reflect the school's academic, learning and engagement goals. Further methods for monitoring and ensuring accountability will be used in addition to the visits, such as reviewing lesson plans, PLC meeting summaries and acting as a participant in grade-level or teacher-team meetings. The results of the classroom and program observations will be documented and provided to the teachers with the purpose of informing them of the effectiveness of the PD program. Additionally, at the end of each PD, teachers will be given the opportunity to provide written feedback regarding the effectiveness of the training, to set goals in implementing new learning, and to reflect on the implications for their practice. Follow-up sessions with grade level and Department teams will be scheduled and organized to allow teachers to revisit training goals and classroom implementation design. The school leadership team will collect data on program implementation, analyze results, track progress towards the set goal, and design action steps to ensure complete and thorough implementation. PD plans and follow- up support will be revised based on teacher and student need. A PD calendar will be distributed to all staff and revised as necessary. Topics, meeting schedules, and locations will be announced in the weekly staff bulletin. Agendas, participant sign-ins, and topic materials, including PowerPoints, will be maintained as a record of all school PD sessions.
Outcomes 6, 8, 16	**Staffing/Operations**	Each teaching candidate will go through a rigorous selection process and must have a proven track record of success serving students of similar demographics. Each candidate must possess effective strategies in the areas of planning, classroom environment, instructional delivery, professional responsibilities, and professional growth. In addition, the candidate must display a strong ability to work collaboratively in developing a community school. The Design Team's strategy for recruiting, hiring and developing the school's teaching staff will be

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		to focus on the teacher's proven track record of success serving students of similar demographics. The teacher will be interviewed and must demonstrate the ability to provide standards-based instruction for all students. Teachers must show knowledge of service-based learning pedagogy and culturally relevant and responsive pedagogy. Teacher candidates will be interviewed by the Leadership Team and will go through a rigorous selection process. Each candidate must meet the following criteria: *Effective Instructor:* Teachers will be selected based on their unique qualities and experience in conducting standards-based lessons in all subject areas. *Evidence of Collaboration:* Teachers will need to display their ability to work collaboratively with all stakeholders as a PLC to advance their skills, knowledge, and capacity as educators. Teachers must also demonstrate previous experience of working collaboratively with other teachers in a team-teaching environment for subject areas such as Science, History-Social Science, ELD and the Performing Arts. *Evidence of providing Differentiation of Instruction:* Candidates must present sample lesson plans, professional portfolio and student work samples that indicates the effective use of differentiation of instruction for English learners, students with disabilities, GATE and at-risk students. *Demonstration Lesson:* Candidates will be observed conducting a lesson in a classroom and must provide evidence of research-based instructional strategies and culturally relevant and responsive strategies during the lesson. *Highly Qualified:* Candidates must hold a Commission on Teacher Credentialing credential, certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold by state law. Out of state candidates will be required to meet the California credential standards within the time allocated by the State of California and the Commission on Teacher Credentialing. *Community involvement:* The candidate must display ability to work effectively with parents, staff and partnerships in support of the Community school and the Community Resource Center. The anticipated experience level of the teaching staff will be 25% with 2 years or less teaching

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		experience, 50% with 3-10 years teaching experience, and 25% with 10 years or more teaching experience. The School Site Council (SSC) will be the leadership decision making body for Sylmar Leadership Academy. This model was highly recommended by the community, because it allows for equity in the decision making process. The SSC will be composed of 50% of school staff, which includes teachers, the principal and a classified staff member, and 50% parents/community. The SSC will develop and approve the Single Plan for Student Achievement (SPSA) in consultation with all stakeholders, with the review, certification, and advice of the state-required advisory committees and other school committees. The purpose of the SSC is to oversee the implementation of the school's vision, mission, philosophy, educational plan, expenditure of the school budgets, and all decisions aligned with improving achievement for all students. In order to make the best decisions that improve student achievement SSC members will be required to possess the relevant qualifications or be trained in the following: Effective communication skills Parent-education activities Standards-based curriculum How to work as a mentor Inquiry and project-based learning Personalized Learning Experience Relevant and responsive to cultural needs Response to Instruction & Intervention (RtI²) Analyze student data (formative and summative assessments) SSC protocols Community-based projects and service Problem solving skills Research-based access strategies Professional Learning Community Backwards Planning Collaboratively work in teams and team teaching

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		The Framework of Poverty Technologically literate Character and self-esteem building Gang prevention
	Fiscal	With per-pupil budgeting, the fiscal plan for Sylmar Leadership Academy will be focused on the strategic use of all of its resources to promote its vision, mission, and educational plan. The SSGC will manage the strategic use of time, fiscal, and human resources. The school's partnerships (e.g., Mission College, Project GRAD, Tia Chucha's) will support student achievement and help create ongoing community partnerships to provide academic, health and human services to the North East community of San Fernando Valley and surrounding areas. The Los Angeles Unified School District and Local District 2 will be responsible for generating all financial and budget reports for Sylmar Leadership Academy. The District's budget tracking systems (IFS/GUI and FRDB) will be used to monitor and update encumbrances and expenditures for non-categorical and categorical programs. No outside providers exist for this school. SLA will rely on budgetary allocations from the Los Angeles Unified School District. Budget and financial statements will be provided to the school by Los Angeles Unified School District.
Outcome 14	Parent Participation	Regular parent workshops will be provided to address concerns such as academic needs, homework completion and to promote parent participation in supporting at-risk students at home. Through the use of parent surveys we gained a better awareness of the strengths and needs of Sylmar Leaderships Academy's community. The surveys indicated that even though the feeder schools offer many parent involvement opportunities through their parent centers, there is still a need for more English as a Second Language (ESL) classes, parenting classes, how to help their children with homework, job training/preparation classes, and health, dental, and mental health services on the school campus. In subsequent discussions at community meetings, parents also expressed a desire to be more actively involved in classrooms and in the school's daily life. All language preferences of parents will be respected in all school communications and outreach

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		events. Translation will be continuously available. Parent suggestions and input will be solicited through written and verbal communication. Parents will be involved in the development, implementation and enforcement (within District guidelines) of a "Three Way School Contract" to establish a shared responsibility between students, parents, and the school staff around the school's vision, mission and educational plan. The contract will also have expectations for student learning and conduct. The Contract will be revised annually as part of the Single Plan for Student Achievement and will be administered by parent volunteers. Each year, an assembly will be held with each grade level to review the school's positive behavior plan and every student will sign a behavioral pledge. Parents will sign the behavioral pledge at Back to School Night. A calendar of parent education and training opportunities will be developed that will relate directly to the vision, mission and educational plan of the school, provide background for parents on Data-based decision making (using the problem-solving process), Personalized Learning Environments for students, and Service-based learning. The school staff along with parents, community and partnership members will analyze student data on an ongoing basis to provide all students timely targeted instruction to ensure that they reach proficiency in all content areas. Teachers will actively solicit parent assistance in classrooms to help with students' inquiry-based projects. Parents will have opportunities to learn about the school's vision and mission. Student-led conferences will be held three times each year: students will take an active role in describing their learning and presenting their portfolios. Teachers will assist parents in understanding the role of technology and students' inquiry-based projects as they relate to the school's unique vision, mission and educational plan. Parents will be actively involved in the local school level decisions and budgetary actions and informed on all aspects of the school and curriculum that affects their children's daily education. Parents will elect representatives to the School Site Governance Council (SSGC), English Language Advisory Council (ELAC), and Compensatory Education Advisory Council (CEAC). Along with the School Site Governance Council, parents will help design, implement and revise the Single Plan for Student Achievement annually, which will be the driving force behind all instruction and decisions made at the school site. The school staff will communicate with parents via email, Connect-ED, phone calls, school

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		website, parent center, parent nights, and student-led parent conferences. In addition, the school principal will hold monthly Breakfast meetings with parents and guardians. Every attempt will be made to encourage parent participation at all IEP meetings, if not in person, then at least by phone. Parents will receive paperwork in their first language. IEP meetings will be arranged considering parent scheduling needs. All necessary accommodations will be provided to allow parents access to attend the meeting. Oral translation will be readily available to any parents and when requested, IEPs will be translated into the parents' language. All stakeholders will have ongoing communication with parents during the year so that parents are continuously aware of their child's progress.

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MCD OUTCOME	COMPONENT	DESCRIPTORS	RUBIC SCORES
Federal Requirement, District publications and forms are available for use	**Search & Serve**	Processes are developed to ensure: • Students with disabilities are identified upon enrollment. • Staff is aware of the Special Education procedures used by the school site. • An assessment process is available for students suspected of having a disability. • Appropriate publications and forms are maintained at the site. • Parent Support Information is available.	4-All processes are well described and clear planning is evident. 3-All processes are described and some planning is evident. 2-need for processes are acknowledged, planning is incomplete. 1-No planning is evident.
Outcome 2	**Intervention Programs**	• Identifies process for determining student participation in intervention Programs. • Includes benchmark and progress monitoring tools. • Describes a multi-tiered approach to interventions, from core program to more intensive instruction. • Identifies programs to be used and purposes for the program. • Discusses progress monitoring and how it will inform instruction.	4 – Plan provides explicit, highly structured description with research based elements of an intervention plan which includes a problem solving process, data decision making, and specific language describing intervention strategies 3-Plan provides research based elements of an intervention plan which includes a problem solving process, data decision making, and specific language describing intervention strategies 2- Plan lacks research based elements and does fully describe an intervention 1- Plan does not describe an intervention process and lacks research-based elements.
Outcome 5, 17, 18	**Discipline Foundations Plan and Behavior Support**	**Prevention** 3-6 clear positively stated behavioral expectations are developed for each common area of the school. Procedures are planned to define, teach, monitor, reinforce and correct these expectations. **Intervention** Tier I structures are in place to promote positive behavior, effective	4-All structures are well described and clear planning is evident. 3-All structures are described and some planning is evident. 2-Need for structures are acknowledged, planning is incomplete. 1-No structures or planning is evident.

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MCD OUTCOME	COMPONENT	DESCRIPTORS	RUBIC SCORES
		academic support; violence prevention curriculum has been selected. Tier 2 structures are planned to collect and analyze data, provide additional instruction relative to behavioral skills and there is effective academic support. Tier 3 structures are planned to collect and analyze data, conduct Functional Behavioral Assessments or Functional Analysis Assessments and there is a plan for implementing Behavior Support Plans and/or Behavior Intervention Plans.	
Required for Planning	**Description of Student Population**	As a Public School of Choice/Charter a services area is defined. Relative to students with disabilities: • The number of students is known. • The disabilities of students are identified. • School organization is planned to meet the needs of these students.	4-All three elements are met, organization is clear and calculated to ensure the needs of the students are met. 3-All three elements are addressed and students are planned for. 2-All three elements are acknowledged. 1-No planning is evident.
Outcome 2, 3, 4	**Special Education Program Description**	• Describes least restrictive environment continuum of placement options for this school based on student eligibilities • Discusses how students will participate and have access to grade level standards and the core curriculum or alternate curriculum • Illustrates how and what collaborative services that will be provided, including co-planning, co-teaching, • Identifies a multi-tiered approach to instruction that includes differentiation, levels of intensity of instruction, and monitoring of progress • Provides how a "Learning Center" will be used to support student learning • Reflects the use of supplemental aids and supports to support student learning	4 - Plan provides an explicit and thorough description of the Special Education Programs which includes a continuum of placement, mutli-leveled instruction, differentiation, and specific strategies for implementation 3 - Plan provides a strong description of the Special Education Programs which includes a continuum of placement, mutli-leveled instruction, differentiation, and specific strategies for implementation 2- Plan lacks some elements in the description of the Special Education Programs which should include a continuum of placement, mutli-leveled instruction, differentiation, and specific strategies for implementation does fully describe an intervention

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		• Explains how and when students with disabilities will be integrated with their non-disabled peers	1- Plan does not describe the Special Education Programs
Outcomes 8, 10, 13, 14, 15	**IEP Process: Implementation and Monitoring**	A process is planned ensuring: • There are procedures to monitor IEP meeting dates and notification requirements. • There is an internal communication system planned for team members pre/post IEP Meeting. • There are follow up mechanisms to ensure implementation of the IEP. • Space is planned for IEP Meetings to ensure confidentiality and if possible teleconferencing. • Mechanisms are planned to ensure parents including those who do not speak English are welcome as active participants in the IEP process.	4-All five elements are met, organization is clear and calculated to ensure the needs of the students are met. 3-All five elements are addressed and students are planned for. 2-All elements are acknowledged. 1-No planning is evident.
Outcomes 10, 18	**Procedures for Identification and Assessment of Students**	• A systematic intervention plan has been developed. • A systematic and uniformly applied referral procedure is planned. • Language acquisition and exclusionary factors are addressed prior to the referral for assessment. • Procedures are planned to ensure "all areas of suspected disability are addressed". • Monitoring of referrals by ethnicity is planned.	4-All processes are well described and clear planning is evident. 3-All processes are described and some planning has begun. 2-Need for processes are acknowledged, planning is incomplete. 1-No planning is evident.

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MCD OUTCOME	COMPONENT	DESCRIPTORS	RUBIC SCORES
Outcome 2, 3, 4	**Instructional Plan for students using grade level standards**	• Discusses the use of grade level materials • Provides a description of backward planning, using assessments and standards • Illustrates how accommodations will be used and what modifications can be used for students in core curriculum • Explains planning for multi-grade levels • Describes use of data-decision making for differentiation of instruction, including grouping, instructional procedures, and assessment.	4 - Plan provides an explicit and thorough description of instructional planning for students with disabilities accessing grade level standards. 3 - Plan provides a strong description of instructional planning for students with disabilities accessing grade level standards. 2- Plan lacks some elements in the description of instructional planning for students with disabilities accessing grade level standards. 1- Plan does not describe instructional planning for students with disabilities accessing grade level standards.
Outcome 7A, 7B	**Instructional Plan for students using Alternate Standards**	• Discusses the use of Alternate Standards in the design of an instructional program, which includes age appropriate activities designed to maximize independence and where age appropriate post secondary outcomes. • Provides a description of backward planning, using curriculum based, informal assessments and alternate standards. • Describes how accommodations will be used and what modifications can be used for students in the alternate curriculum • Explains how students in multi-age groups will be taught. • Describes use of data-decision making for differentiation of instruction, including appropriate integration, grouping, instructional procedures, and assessment.	4 - Plan provides an explicit and thorough description of instructional planning for students with disabilities using alternate standards. 3 - Plan provides a strong description of instructional planning for students with disabilities accessing alternate standards. 2- Plan lacks some elements in the description of instructional planning for students with disabilities accessing alternate standards. 1- Plan does not describe instructional planning for students with disabilities accessing alternate standards.

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MCD OUTCOME	COMPONENT	DESCRIPTORS	RUBIC SCORES
Outcome 13	**Plan to provide Supports & Services**	• Plan describing how students with support services will have those services provided. • Plan for monitoring the provision of services using the Welligent Tracking Log.	4 - Plan provides an explicit and thorough description of planning for students with support services. 3 - Plan provides a strong description of planning for students with support services. 2- Plan lacks either the service provision or monitoring element. 1- Plan does not describe either service provision or monitoring.
Outcome 9 (for programs with students 14 and older)	**Transition Planning Strategies**	• Students 14 years and older have a completed Individual Transition Plan with activities aligned to Education/Training, Employment, and Daily Living Skills. • All students have a completed commercially produced transition assessment evident in their IEP prior to their sixteenth birthday. • Students graduating with a diploma, certificate of completion, or aging out of the system will have a "Senior Inventory" and "Summary of Performance" on file in their records and will be provided with a copy for future reference. • Transition instruction will be presented to students, parents, and staff to facilitate a successful transition with a focus on post secondary outcomes.	4 - Plan provides an explicit and thorough description of instructional planning for students with disabilities 14 and older. 3 - Plan provides a strong description of instructional planning for students with disabilities 14 and older. 2- Plan lacks some elements in the description of instructional planning for students with disabilities 14 and older. 1- Plan does not describe instructional planning for students with disabilities 14 and older.

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MCD OUTCOME	COMPONENT	DESCRIPTORS	RUBIC SCORES
Federal Requirement	**Access to Extra-Curricular/Non-academic activities:**	**Access to Extra-Curricular/Non-academic activities:** • How will students participate in Nonacademic/Extracurricular activities? • How will accommodations be provided for students to participate in these activities? • How will Student participation in General education elective classes be accomplished? • What extra curricular e.g. clubs, teams will students' with disabilities have access to? • What additional activities will students have access to?	4-A process is well described and clear planning is evident to ensure students have access to Extra-Curricular and Non-Academic Activities. 3-A process is described and some planning is evident to ensure students have access to Extra-Curricular and Non-Academic Activities. 2- The need for processes are acknowledged, planning is incomplete. 1-No planning is evident.
Federal Requirement	**Providing Extended School Year**	• There is a plan to guide IEP Teams in determining when Extended School Year is appropriate. • There is a plan to ensure ESY programs and services in excess of the regular school year are provided. • Instructional programs are developed for the ESY period to address individual student needs. • Annual budget planning includes an allocation fro personnel and resources to provide ESY services.	4-Clear planning is evident to ensure students have access to Extended School Year services. 3-Some planning is evident to ensure students have access to Extended School Year services. 2- The need for a Extended School Year plan is acknowledged, planning is incomplete. 1-No planning is evident.
Federal Court requirement	**MCD Outcomes (to be woven among others)**	• 1: Participation in Statewide Assessments, English Language Arts • 2: Participation in Statewide Assessments, Mathematics • 3: Graduation Rate • 4: Completion Rate • 5: Reduction of Suspension • 6: Least Restrictive Environment • 7A: Least Restrictive Environment, SLD, SLI, OHI • 7B: Least Restrictive Environment, MD, OI	Woven Throughout

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MCD OUTCOME	COMPONENT	DESCRIPTORS	RUBIC SCORES
		• 8: Home School • 9: Individual Transition Plan • 10: Timely Completion of Evaluations • 11: Complaint Response Time • 12: Informal Dispute Resolution • 13: Delivery of Special Education Services • 14: Parent Participation at IEP Meetings • 15: Timely Completion of IEP translations • 16: Qualified Special Education Teachers • 17: Behavioral Support Plans for students with Autism or Emotional Disturbance • 18: Comprehensive Evaluation of African American Students identified with Emotional Disturbance	
All Outcomes	**Professional Development**	**Professional Development** • Opportunities are planned for General and Special Educators to develop a culture of collaboration in meeting the needs of students. • Training ensures differentiated application of knowledge and skills to meet the needs of all students. • Explicitly address Tiered Instruction.	4-Planning addresses clear opportunities for collaborative learning regarding the needs of all students. 3-Planning addresses some opportunities for collaborative learning regarding the needs of all students 2- The need for professional development is acknowledged, planning is incomplete. 1-No planning is evident.
Outcome 6, 8, 16	**Staffing/Operations**	• Teacher recruitment procedures are planned to ensure highly qualified teachers are available to students with IEPs. • Credential verification and monitoring processes are planned. • Service ratios are developed to ensure the needs of students are addressed and mandated service norms are honored. • Clerical Support for compliance is planned. • A plan is developed for maintaining specialized equipment	4-Procedures are described and clear planning is evident to ensure staffing and operational needs are met 3-A process is described and some planning is evident to ensure staffing and operational needs are met. 2- The need for processes are acknowledged; planning is incomplete. 1-No planning is evident.

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		as needed. • A plan is available for providing for health protocols.	
	Fiscal	**Charters** • Report of projected revenues and personnel to be hired. • Proposed budget to ensure services are provided. • Completion of the Personnel Data Report. • End of year "unaudited actuals of revenues and expenditures" (required end of year report) .	4-All four items are planned for. 3-Three items are planned for. 2-Two or fewer are planned for. 1-No planning is evident.
Outcome 14	**Parent Participation**	**Parent Participation** • There are plans outlining how parents will be informed in their preferred communication mode of their child's identification, evaluation, placement, instruction and re-evaluation for special education services. • Plans have been developed to ensure parents are welcome partners in their child's education process. • Plans are in place to ensure parents of students with disabilities are an integral part of the school community and have leadership opportunities within advisory groups, are afforded the opportunity to attend training at the school, within the SELPA or at the state level. • A procedure is planned for responding to parents' concerns and complaints and providing a timely response.	4- Processes are well described and clear planning is evident to ensure parent's legal rights are acknowledged. 3- Processes are described and some planning is evident to ensure parent's legal rights are acknowledged. 2- The need for processes are acknowledged; planning is incomplete. 1-No planning is evident.