

**Los Angeles Unified School District  
PUBLIC SCHOOL CHOICE 3.0  
SERVICE PLAN FOR SPECIAL EDUCATION**

**APPENDIX E**

Applicant Team Name: Academy of Medical Arts at Carson High School

MCD OUTCOME	COMPONENT	SCHOOL PLAN
<p><b>Federal Requirement, District publications and forms are available</b></p>	<p><b>Search and Serve</b></p>	<p>Following the LAUSD Special Education Policy manual based on state and federal law governing special education. The Academy of Medical Arts at Carson High School will actively seek to identify students with special needs in their student population.</p> <ol style="list-style-type: none"> <li>1. At the time of enrollment LAUSD’s Are You Puzzled by Your Child’s Special Needs? Brochure will be given to every student to take home. The following publications will be readily available in the Welcome Center for parents and staff upon request:                         <ul style="list-style-type: none"> <li>• Are You Puzzled by Your Child’s Special Needs? Brochure</li> <li>• Student Enrollment Form</li> <li>• Request for Special Education Assessment Form</li> <li>• Student Information Questionnaire for Parents and Guardians</li> <li>• A Parent’s Guide to Special Education Services (Including Procedural Rights and Safeguards)</li> <li>• The Parent Resource Network Poster will be in the Welcome Center</li> </ul> </li> <li>2. The Academy of Medical Arts will use the enrollment form which will ask if the student                         <ol style="list-style-type: none"> <li>A. Received any special education services at his/her previous school?</li> <li>B. Had an Individualized Education Program (IEP) at his/her previous school?</li> <li>C. Had a Section 504 Plan at his/her previous school?</li> <li>D. Has difficulties that interfere with his/her ability to go to school or learn?</li> <li>E. Has been identified for Gifted and Talented Educational services (GATE)?</li> </ol> </li> <li>3. If the parent/guardian answers no to all questions no further action is required. If the parent answers yes, the school administrator or special education professional will take the following action:                         <ol style="list-style-type: none"> <li>a. If the incoming student is from another LAUSD school – the special education professional will access the IEP on Welligent and provide the services as stated in the IEP. If there are any concerns or changes that need to be made the Academy of Medical Arts will hold a review of the IEP.</li> </ol> </li> </ol>

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		<p>b. If the incoming student is from a non LAUSD California school the special education professional will obtain a copy of the active IEP from the other school district in order to provide comparable services after consulting with the parents until a 30 day IEP can be held.</p> <p>c. An incoming student from another school where an assessment has begun – the special education professional will collaborate with the previous schools to complete the assessment and hold an initial IEP.</p> <p>d. An incoming student from another state or nation – the special education professional will collaborate with parents and provide comparable services until a new evaluation is conducted within 30 days.</p> <p>All IEPs will be tracked using LAUSD Welligent system by the special education professional.</p> <p>Referring Students for a Special Education Assessment: Anyone can request an assessment by making a request in writing to the special educational professional. The student will progress through the STARS referral process. The special education professional will have 15 days to provide the parent with a special education assessment plan. The special education professional will work with the school psychologist, special education teacher, and nurse to create an assessment plan and provide the plan to the parents. Denial of requests for assessments must comply with federal law and follow LAUSD policy.</p> <p>All staff will be aware of procedures for referring a student through the STARS referral for the assessment process if the student is suspected of having a disability. The Student Success Team (SST) will review the student’s academic and behavioral history. The SST will make recommendations to accommodate or modifications to be made within the general education setting for the student. The special education professional will determine the plan for implementing the accommodations or modifications and</p>

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		<p>present the plan to the requestor for service. If accepted by the requestor the plan will be implemented and monitored following all federal law and LAUSD policy. If the requestor denies the accommodations and modifications plan they will be provided with a copy of the LAUSD brochure for assessments in addition to the assessment plan.</p> <p>All Academy of Medical Arts staff will undergo professional development to train them how to use the forms and procedures. Welcome Center staff will be trained to assist parents in filling out forms. If a parent/guardian thinks that a student may need special education services or a 504 plan, they can request assessment. Our staff will assist the individual filling out the Request for Special Education Assessment Form. Due process will be explained to parents/guardians by trained personnel and provided in a brochure. Publications and forms will be displayed in the Welcome Center as mentioned above. The following information will be available to parents/guardians: Community Advisory Committee, Special Education Multicultural Advisory Committee (SEMAC), and the Compliant Response Unit/Parent Resource Network (CRU/PRN).</p>
<p><b>Outcome 2</b></p>	<p><b>Intervention Programs</b></p>	<p><b>Intervention: AMA will use RTI to offer the correct level of interventions when required.</b></p> <p>The best method of intervention is through effective, relevant and engaging curriculum. AMA offers this with its career pathway classes, its interdisciplinary units of study and the opportunities for real world career experience outside the regular school setting. The interdisciplinary teams of teachers will meet weekly and address any concerns they have about the academic and behavior problems any students maybe having. Data from COREK12, CST, CAHSEE, and formative assessments, attendance, behavior data will be used to inform the intervention plan. AMA will use a tiered approach to support students. Teachers, parents, students and counselors can initiate the intervention based</p>

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		<p>on academic performance, behavior concerns, and attendance rates. The intervention will be immediate, and monitored.</p> <p><b>Tier 1</b> Students will receive tier 1 support and instruction in their 1<sup>st</sup> period advisory class. The students will be placed in their advisory instructional module based on their test scores (LAUSD CORE Assessments, CST and CAHSEE). Students will have an opportunity to move between instructional modules depending on their response to intervention, which will be measured by their performance on periodic benchmark tests such as LAUSD COREK12. All Academy of Medical Arts students at Carson High School will adhere to the Carson High Student Code of Conduct. Students will be chosen monthly and given recognition certificates for achievement, improvement and citizenship.</p> <p><b>Tier 2</b> Students who are struggling to meet the benchmarks in assessments or receiving a grade less than C will be assigned after school tutoring, peer tutoring, and academic improvement plan(AIP) . The student will be the architect of their AIP, they will discuss with their instructors what actions can be taken to improve their academic standing and develop and implement a timeline for the AIP. The AIP will be reviewed weekly. Students improving their academic standing will exit from the AIP.</p> <p><b>Tier 3</b> If a student continues to struggle in academics. The student will move through the STARS documentation process to determine if the student is eligible for Special Education Services. If the student is found to be eligible for Special Education Services then those services will be implemented with parent permission. If the student has an IEP an IEP meeting will be called to amend the IEP or add a behavior support plan consistent with the findings of the SST.</p>
<p><b>Outcomes 5, 17 and 18 LAUSD Board Policy</b></p>	<p><b>Discipline Foundations Plan and Behavior Support</b></p>	<p><b>Tier 1</b> Students that are having difficulties adhering to the AMA at Carson High School Code of Conduct will move through a progressive discipline model. Students will participate in student-teacher conferences, student-parent- teacher conferences, and student-parent-interdisciplinary team conferences. Students will be given a behavior inventory data sheet to record their behavior and</p>

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		<p>discuss it with the parent/student teams. Students will suggest their own modifications and will be active participants in the implementation of their behavior modification strategy. Students who are following and implementing the AMA Carson High School Code of Conduct will be recognized with monthly with model citizen certificates.</p> <p><b>Tier 2</b> Students with recurring behavior problems will be placed on behavior contracts with parental permission and will be monitored by the dean. The dean will work with the counselor to establish a plan of replacement behavior for the student. All Academy of Medical Arts at Carson High School students will adhere to the Carson High School Code of Conduct. Students who successfully implement replacement behaviors will exit form the behavior contract. The tier 2 behavior plans and supports will be determined based on the analysis of instruction, curriculum, environment and the learner. The school will use LAUSD’s ICEL by RIOT to help determine an action plan. Through peer support groups managed by the Wellness Center, students will learn the social skills necessary to maintain positive peer and adult relations.</p> <p><b>Tier 3</b> Students who are still struggling after tier 2 intervention will be referred to the SST for evaluation. If the SST decides to assess students eligibility for services an assessment plan will be presented to the parents and the assessment will begin with the parent’s permission. The SST will develop an IEP or 504 plan based on the student’s need. The IEP will begin no more than 60 days from the time the assessment plan is signed.</p>
<b>Necessary for Planning, will be provided</b>	<b>Description of Student Population</b>	<p>The current special needs population of Carson High school is 9% . The Academy of Medical Arts special needs students are expected to form 9% of the pilot school enrollment. The number of special education students is 45. Students will be placed in the least restrictive environment with supports and services described in their IEPs. Deaf and Hard of Hearing (DHH) students will be an integral part of our student body. All students at AMA will be encouraged to enroll in American Sign Language classes. DHH students will access the curriculum with assisted technology or an assigned paraprofessional. Autistic students will be serviced in the least restrictive environment.</p>

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<b>Outcome 2</b>	<b>Special Education Program Description</b>	<p>At AMA students will be supported with intensive intervention in their academic advisory class (1<sup>st</sup> class of the day). The interdisciplinary team including the special education teacher will meet weekly to discuss student progress and identify necessary interventions. AMA creates a rigorous inclusive learning environment with that holds high standards for students with disabilities , DHH, ELL, SEL and students of poverty and gifted students. The academic programs of special education students will take place in the least restricted environment in accordance with the conditions of their IEP. The interdisciplinary general education teachers and special education professionals will collaborate on the teaching strategies and differentiated instruction that can best support the student. The teacher teams may recommend that students may need additional support from (Speech and Language teacher, School Psychologist, and/or audiologist) however placement will be determined by the IEP team at an IEP meeting. AMA will comply with federal law requiring public school to provide equal access for students regardless of disability. Our students will participate in a fully inclusive model. They will enroll in A-G requirement courses and Career Pathway courses. The IEP team will be responsible for determining the class selection based on the student’s interests, strengths, and ability to meet their IEP goals. The special education professional can plan for and monitor student achievement during the advisory class. The general education teachers and the special education teachers can collaborate to develop teaching strategies to meet the individual needs of students.</p>
<b>Outcomes 8, 10, 13, 14, 15</b>	<b>IEP Process: Implementation and Monitoring</b>	<p>The special education professional will maintain an annual IEP calendar. All IEPs should be tentatively scheduled before the beginning of the school year. The case carrier will implement and monitor the IEP under the supervision of the administrator. Students in an RSP setting will have their minutes of service documented and tracked on Welligent. The records of service will be printed each month and signed by the case carrier and submitted to the administrator. The records will be filed in the special education office space.</p> <p>IEP goals will be monitored by the case carrier and updated by the case carrier on Welligent specified on the IEP. All IEP notifications will be mailed out (in English/native language) and collected by the special education professional. All IEP meetings will be held in the school conference room to ensure confidentiality. Parents will be invited to the meeting using the LAUSD IEP notification form in the parent’s home language. An IEP interpreter will be provided</p>

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		<p>to translate at IEP meetings and the IEP will be translated into the parent’s home language using the LAUSD translation unit. Prior to an IEP the case carrier will notify all service providers of the IEP and will have the providers complete a service report summary. The summary will be returned to the case carrier with student work samples and a goal progress report. Following the IEP meeting the case carrier will inform all service providers of any changes to the IEP in addition to the findings of the IEP meeting.</p>
<p><b>Outcomes 10, 18</b></p>	<p><b>Procedures for Identification and Assessment of Students</b></p>	<p>The Academy of Medical Arts at Carson High School will use RTI with several core components</p> <ul style="list-style-type: none"> <li>• General education setting takes active responsibility for providing all students with high quality instruction</li> <li>• Progress of all students is continually monitored</li> <li>• For students that are not making expected gains, research based interventions are provided</li> <li>• Students are evaluated to ensure that language acquisition or any other exclusionary factors such as lack of instruction in reading, and or math is not causing the need for intervention.</li> <li>• For students not responding to interventions a recommendation for special education evaluation is made</li> </ul> <p>The pyramid of support will begin at the teacher level. The teacher will complete a classroom observation form and submit it to the SST team. Assessment data and health records will be checked to make sure the student has all the necessary materials. A cum review will be done by the SST team to make sure the student has not been misidentified or if similar concerns have occurred before. The SST team will evaluate the need for special education services.</p> <p>Tier 1: The student will be placed in tier 1 intervention delivered through the advisory class. Placement in the intervention class will be based on student achievement on CST, LAUSDCOREK12, CAHSEE, CAHSEE diagnostic and teacher data collection (student work samples, homework completion, formative assessments, behavior frequency charts). If the student shows gains they will remain in tier 1 intervention until they reach proficiency level in the LAUSDCOREK12. If the student is not making progress the student will be placed in tier 2 intervention.</p>

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		<p>Tier 2: The student and interdisciplinary team and parent/guardian will design an Academic Improvement Program.. The student, they will discuss with their instructors and parent/guardian what actions can be taken to improve their academic standing and develop and implement a timeline for the AIP. Attending after school tutoring, peer tutoring, alternate assessment. The AIP will be reviewed weekly. Students improving their academic standing will exit from the AIP. Students not meeting the conditions of the AIP will move to tier 3.</p> <p>Tier 3 The teacher will submit a data observation form to the SST based on the students performance in class. If the SST decides to assess students eligibility for services an assessment plan will be presented to the parents and the assessment will begin with the parent’s permission. The SST will develop an IEP or 504 plan based on the student’s need. The IEP will begin no more than 60 days from the time the assessment plan is signed.</p>
<p><b>Outcome 2</b></p>	<p><b>Instructional Plan for students using grade level standards</b></p>	<p>General educators and special educators will use the understanding by design model to plan instruction for both general education and special education students. As outlined in the instructional program description, interdisciplinary instructional units with group culminating projects and interdisciplinary essays, interactive journals career pathway classes, cooperative learning, real world problem solving(project citizen), case studies, job shadowing, career explorations. Formative assessments will include observations, journaling, quizzes, skill set benchmarks, homework, graphic organizers. Summative assessments will include LAUSD COREK12 , CST , CAHSEE, interdisciplinary essays and culminating projects. Teachers will provide individualized accommodations and modifications as mandated by the student’s IEP. Special educators will work with general educators on developing accommodations and modification strategies. In all classrooms students in special education will receive differentiated instruction designed to meet grade level standards with accommodations and modifications specified in their IEP.</p>



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<b>Outcome 7A, 7B</b>	<b>Instructional Plan for students using Alternate Standards</b>	Teachers of students whose disability impacts cognition, development, output or input will be taught using alternate standards. They will utilize the understanding by design (backwards planning) model to plan instruction based on the mastery of alternate standards. The teacher will use data from the CAPA, student work samples and curriculum based instruction to guide instruction. As outlined in the instructional program description the instructional strategies will include
<b>Outcome 13</b>	<b>Plan to provide Supports &amp; Services</b>	<p>All students with language and speech services, deaf and hard of hearing, adaptive physical education services, least restrictive consultant, adapted technology, visually impaired, audio logical resource unit, and transition services will be provided those services on campus in the manner stated and described in their IEP. Their case carrier and the administrator will monitor the services. The services will be provided in the method described in LAUSD Special Education Policy and Procedures Manual.</p> <p>To maintain accountability our special educators and Related Service Providers will complete the Daily Service Tracking Log using the Welligent System. The Service logs will match the student’s IEP Free and Appropriate Service Plan, of time and frequency of services. At the end of each month the special educator will complete, print and sign the Welligent Tracking Monthly Report which will be reviewed by the administrator.</p> <p>The Academy will retain appropriate special education records at the school site and at the appropriate related service office or at our local district office as mandated by Federal Law.</p>
<b>Outcome 9 (for programs with students 14 and older)</b>	<b>Transition Planning Strategies</b>	All students 14 and over will take a commercially produced transition assessment evident in their IEP prior to their 16 <sup>th</sup> birthday. The special education case carrier will work with the transition teacher to develop curriculum that addresses transition needs. Additionally students will be taking field trips, job shadowing events, internships, to local colleges, businesses throughout their time at the Academy. In their graduating year students will LAUSD “Senior Inventory” and “Summary of Performance” attached to their exit IEP. Students (if over 18) will be provided a copy of the survey for future use and if under 18 it will be provided to the parent/guardian. Students in an alternate setting will work with transition services, special educators and support providers to plan for post secondary training and education.

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<b>Federal requirement</b>	<b>Access to Extra-Curricular/Non academic activities:</b>	All students in special education will have access to the same extracurricular/non-academic activities as students without disabilities. Electives such as theatre, drama, The teacher will provide the student with the accommodations and modifications stated in their IEP. Students with moderate to severe disabilities who need additional support will be accompanied to the extracurricular classes with an instructional aide.
<b>Federal requirement</b>	<b>Providing Extended School Year</b>	Extended school year services shall be provided for a student with disabilities who has unique needs and requires special education and related services in excess of the regular academic year. ESY services will be coordinated with the LAUSD Division of Special Education. The goal of the ESY services is to ensure the continued provision of an appropriate education by maintaining skills and behaviors that might otherwise be lost during the summer/intersession period. ESY services will be limited to the services , determined by the IEP team that are required to assist the student in maintaining skills at risk of regression or for the students with severe disabilities to attain the critical skills or self-sufficiency goals essential to the student’s continued progress. If the student requires ESY services to receive a FAPE, the school will develop an IEP for the student that includes ESY services. If the IEP team determines that the student is not eligible for ESY the student maybe referred to the general education summer/intersession program.
<b>Federal Court requirement</b>	<b>MCD Outcomes (to be woven among others)</b>	<ol style="list-style-type: none"> <li>1. Statewide Assessments (ELA)</li> <li>2. Statewide Assessments (Math)</li> <li>3. Graduation Rate</li> <li>4. Completion Rate</li> <li>5. Reduction of Suspension</li> <li>6. LRE</li> <li>7. A.SLD, SLI, OHI B. MD OI</li> <li>8. Home School</li> <li>9. Individual Transition Plan</li> <li>10. Timely Completion of Evaluations</li> <li>11. Compliant Response Time</li> <li>12. Informal Dispute Resolution</li> <li>13. Delivery of Special Education Services</li> </ol>

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		14. Parent Participation at IEP meetings 15. Timely Completion of IEP translations 16. Qualified Special Education Teachers 17. Behavior Support Plans for students with Autism or Emotional Disturbance 18. Comprehensive Evaluation of African American Students Identified with Emotional Disturbance
<b>All</b>	<b>Professional Development</b>	All teachers will receive support in understanding their roles in the RTI process through professional development to take place before the academic school year begins. Special educators and general educators will share common planning time as part of their interdisciplinary teams. Professional development time will be designated to learn about best practices for the integration of DHH students throughout the Academy.
<b>Outcomes 6, 8, 16</b>	<b>Staffing/Operations</b>	Teacher recruitment procedures are : Credential verification and monitoring will be handled by the administrator. The Academy Of Medical Arts will comply with district and state laws regarding student to teacher ratios. A Special education professional and/or administrator will schedule IEPs on the IEP calendar. Any specialized equipment will be purchased or rented by the school or school district.
	<b>Fiscal</b>	As an internal applicant the Academy of Medical Arts special education program including faculty, staff, special programs such as ESY, DHH will be funded by LAUSD and will be operated in consultation with LAUSD.
<b>Outcome 14</b>	<b>Parent Participation</b>	The Academy of Medical Arts considers parents and guardians to be a valuable asset. The case carrier will call parents/guardians to inform them of IEPs and request that they complete a questionnaire regarding their child. Notifications of letters will be managed and tracked on Weliigent to verify that the school has made 3 attempts prior to holding the meeting. Parents will also receive information regarding special education services in the Welcome Center.

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<b>Federal Requirement, District publications and forms are available for use</b>	<b>Search &amp; Serve</b>	Processes are developed to ensure: <ul style="list-style-type: none"> <li>• Students with disabilities are identified upon enrollment.</li> <li>• Staff is aware of the Special Education procedures used by the school site.</li> <li>• An assessment process is available for students suspected of having a disability.</li> <li>• Appropriate publications and forms are maintained at the site.</li> <li>• Parent Support Information is available.</li> </ul>	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.
<b>Outcome 2</b>	<b>Intervention Programs</b>	<ul style="list-style-type: none"> <li>• Identifies process for determining student participation in intervention Programs.</li> <li>• Includes benchmark and progress monitoring tools.</li> <li>• Describes a multi-tiered approach to interventions, from core program to more intensive instruction.</li> <li>• Identifies programs to be used and purposes for the program.</li> <li>• Discusses progress monitoring and how it will inform instruction.</li> </ul>	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 not fully describe an intervention 1- Plan does not describe an intervention process and lacks research-based elements.
<b>Outcome 5, 17, 18</b>	<b>Discipline Foundations Plan and Behavior Support</b>	<b>Prevention</b> 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.	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,

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		<p><b>Intervention</b> Tier 1 structures are in place to promote positive behavior, effective 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.</p>	<p>planning is incomplete. 1-No structures or planning is evident.</p>
<b>Required for Planning</b>	<b>Description of Student Population</b>	<p>As a Public School of Choice/Charter a services area is defined. Relative to students with disabilities:</p> <ul style="list-style-type: none"> <li>• The number of students is known.</li> <li>• The disabilities of students are identified.</li> <li>• School organization is planned to meet the needs of these students.</li> </ul>	<p>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.</p>
<b>Outcome 2, 3, 4</b>	<b>Special Education Program Description</b>	<ul style="list-style-type: none"> <li>• Describes least restrictive environment continuum of placement options for this school based on student eligibilities</li> <li>• Discusses how students will participate and have access to grade level standards and the core curriculum or alternate curriculum</li> <li>• Illustrates how and what collaborative services that will be provided, including co-planning, co-teaching,</li> <li>• Identifies a multi-tiered approach to instruction that includes differentiation, levels of intensity of instruction, and monitoring of progress</li> <li>• Provides how a “Learning Center” will be used to support</li> </ul>	<p>4 - Plan provides an explicit and thorough description of the Special Education Programs which includes a continuum of placement, multi-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, multi-leveled instruction, differentiation, and specific strategies for implementation 2- Plan lacks some elements in the description of the Special Education Programs which should</p>

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		student learning <ul style="list-style-type: none"> <li>• Reflects the use of supplemental aids and supports to support student learning</li> <li>• Explains how and when students with disabilities will be integrated with their non-disabled peers</li> </ul>	include a continuum of placement, mutli-levelled instruction, differentiation, and specific strategies for implementation does fully describe an intervention 1- Plan does not describe the Special Education Programs
<b>Outcomes 8, 10, 13, 14, 15</b>	<b>IEP Process: Implementation and Monitoring</b>	A process is planned ensuring: <ul style="list-style-type: none"> <li>• There are procedures to monitor IEP meeting dates and notification requirements.</li> <li>• There is an internal communication system planned for team members pre/post IEP Meeting.</li> <li>• There are follow up mechanisms to ensure implementation of the IEP.</li> <li>• Space is planned for IEP Meetings to ensure confidentiality and if possible teleconferencing.</li> <li>• Mechanisms are planned to ensure parents including those who do not speak English are welcome as active participants in the IEP process.</li> </ul>	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.
<b>Outcomes 10, 18</b>	<b>Procedures for Identification and Assessment of Students</b>	<ul style="list-style-type: none"> <li>• A systematic intervention plan has been developed.</li> <li>• A systematic and uniformly applied referral procedure is planned.</li> <li>• Language acquisition and exclusionary factors are addressed prior to the referral for assessment.</li> <li>• Procedures are planned to ensure “all areas of suspected disability are addressed”.</li> <li>• Monitoring of referrals by ethnicity is planned.</li> </ul>	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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<b>Outcome 2, 3, 4</b>	<b>Instructional Plan for students using grade level standards</b>	<ul style="list-style-type: none"> <li>• Discusses the use of grade level materials</li> <li>• Provides a description of backward planning, using assessments and standards</li> <li>• Illustrates how accommodations will be used and what modifications can be used for students in core curriculum</li> <li>• Explains planning for multi-grade levels</li> <li>• Describes use of data-decision making for differentiation of instruction, including grouping, instructional procedures, and assessment.</li> </ul>	<p>4 - Plan provides an explicit and thorough description of instructional planning for students with disabilities accessing grade level standards.</p> <p>3 - Plan provides a strong description of instructional planning for students with disabilities accessing grade level standards.</p> <p>2- Plan lacks some elements in the description of instructional planning for students with disabilities accessing grade level standards.</p> <p>1- Plan does not describe instructional planning for students with disabilities accessing grade level standards.</p>
<b>Outcome 7A, 7B</b>	<b>Instructional Plan for students using Alternate Standards</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Provides a description of backward planning, using curriculum based, informal assessments and alternate standards.</li> <li>• Describes how accommodations will be used and what modifications can be used for students in the alternate curriculum</li> <li>• Explains how students in multi-age groups will be taught.</li> <li>• Describes use of data-decision making for differentiation of instruction, including appropriate integration, grouping, instructional procedures, and assessment.</li> </ul>	<p>4 - Plan provides an explicit and thorough description of instructional planning for students with disabilities using alternate standards.</p> <p>3 - Plan provides a strong description of instructional planning for students with disabilities accessing alternate standards.</p> <p>2- Plan lacks some elements in the description of instructional planning for students with disabilities accessing alternate standards.</p> <p>1- Plan does not describe instructional planning for students with disabilities accessing alternate standards.</p>



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<b>Outcome 13</b>	<b>Plan to provide Supports &amp; Services</b>	<ul style="list-style-type: none"> <li>• Plan describing how students with support services will have those services provided.</li> <li>• Plan for monitoring the provision of services using the Welligent Tracking Log.</li> </ul>	<p>4 - Plan provides an explicit and thorough description of planning for students with support services.</p> <p>3 - Plan provides a strong description of planning for students with support services.</p> <p>2- Plan lacks either the service provision or monitoring element.</p> <p>1- Plan does not describe either service provision or monitoring.</p>
<b>Outcome 9 (for programs with students 14 and older)</b>	<b>Transition Planning Strategies</b>	<ul style="list-style-type: none"> <li>• Students 14 years and older have a completed Individual Transition Plan with activities aligned to Education/Training, Employment, and Daily Living Skills.</li> <li>• All students have a completed commercially produced transition assessment evident in their IEP prior to their sixteenth birthday.</li> <li>• 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.</li> <li>• Transition instruction will be presented to students, parents, and staff to facilitate a successful transition with a focus on post secondary outcomes.</li> </ul>	<p>4 - Plan provides an explicit and thorough description of instructional planning for students with disabilities 14 and older.</p> <p>3 - Plan provides a strong description of instructional planning for students with disabilities 14 and older.</p> <p>2- Plan lacks some elements in the description of instructional planning for students with disabilities 14 and older.</p> <p>1- Plan does not describe instructional planning for students with disabilities 14 and older.</p>

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<b>MCD OUTCOME</b>	<b>COMPONENT</b>	<b>DESCRIPTORS</b>	<b>RUBIC SCORES</b>
<b>Federal Requirement</b>	<b>Access to Extra-Curricular/Non-academic activities:</b>	<p><b>Access to Extra-Curricular/Non-academic activities:</b></p> <ul style="list-style-type: none"> <li>• How will students participate in Nonacademic/Extracurricular activities?</li> <li>• How will accommodations be provided for students to participate in these activities?</li> <li>• How will Student participation in General education elective classes be accomplished?</li> <li>• What extra curricular e.g. clubs, teams will students' with disabilities have access to?</li> <li>• What additional activities will students have access to?</li> </ul>	<p>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.</p>
<b>Federal Requirement</b>	<b>Providing Extended School Year</b>	<ul style="list-style-type: none"> <li>• There is a plan to guide IEP Teams in determining when Extended School Year is appropriate.</li> <li>• There is a plan to ensure ESY programs and services in excess of the regular school year are provided.</li> <li>• Instructional programs are developed for the ESY period to address individual student needs.</li> <li>• Annual budget planning includes an allocation fro personnel and resources to provide ESY services.</li> </ul>	<p>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.</p>

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<p><b>Federal Court requirement</b></p>	<p><b>MCD Outcomes (to be woven among others)</b></p>	<ul style="list-style-type: none"> <li>• 1: Participation in Statewide Assessments, English Language Arts</li> <li>• 2: Participation in Statewide Assessments, Mathematics</li> <li>• 3: Graduation Rate</li> <li>• 4: Completion Rate</li> <li>• 5: Reduction of Suspension</li> <li>• 6: Least Restrictive Environment</li> <li>• 7A: Least Restrictive Environment, SLD, SLI, OHI</li> <li>• 7B: Least Restrictive Environment, MD, OI</li> <li>• 8: Home School</li> <li>• 9: Individual Transition Plan</li> <li>• 10: Timely Completion of Evaluations</li> <li>• 11: Complaint Response Time</li> <li>• 12: Informal Dispute Resolution</li> <li>• 13: Delivery of Special Education Services</li> <li>• 14: Parent Participation at IEP Meetings</li> <li>• 15: Timely Completion of IEP translations</li> <li>• 16: Qualified Special Education Teachers</li> <li>• 17: Behavioral Support Plans for students with Autism or Emotional Disturbance</li> <li>• 18: Comprehensive Evaluation of African American Students identified with Emotional Disturbance</li> </ul>	<p>Woven Throughout</p>

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<b>All Outcomes</b>	<b>Professional Development</b>	<p><b>Professional Development</b></p> <ul style="list-style-type: none"> <li>• Opportunities are planned for General and Special Educators to develop a culture of collaboration in meeting the needs of students.</li> <li>• Training ensures differentiated application of knowledge and skills to meet the needs of all students.</li> <li>• Explicitly address Tiered Instruction.</li> </ul>	<p>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.</p>
<b>Outcome 6, 8, 16</b>	<b>Staffing/Operations</b>	<ul style="list-style-type: none"> <li>• Teacher recruitment procedures are planned to ensure highly qualified teachers are available to students with IEPs.</li> <li>• Credential verification and monitoring processes are planned.</li> <li>• Service ratios are developed to ensure the needs of students are addressed and mandated service norms are honored.</li> <li>• Clerical Support for compliance is planned.</li> <li>• A plan is developed for maintaining specialized equipment as needed.</li> <li>• A plan is available for providing for health protocols.</li> </ul>	<p>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.</p>
	<b>Fiscal</b>	<p><b>Charters</b></p> <ul style="list-style-type: none"> <li>• Report of projected revenues and personnel to be hired.</li> <li>• Proposed budget to ensure services are provided.</li> <li>• Completion of the Personnel Data Report.</li> <li>• End of year “unaudited actuals of revenues and expenditures” (required end of year report) .</li> </ul>	<p>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.</p>

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<b>Outcome 14</b>	<b>Parent Participation</b>	<p><b>Parent Participation</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Plans have been developed to ensure parents are welcome partners in their child’s education process.</li> <li>• 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.</li> <li>• A procedure is planned for responding to parents’ concerns and complaints and providing a timely response.</li> </ul>	<p>4- Processes are well described and clear planning is evident to ensure parent’s legal rights are acknowledged.</p> <p>3- Processes are described and some planning is evident to ensure parent’s legal rights are acknowledged.</p> <p>2- The need for processes are acknowledged; planning is incomplete.</p> <p>1-No planning is evident.</p>