

LOS ANGELES UNIFIED SCHOOL DISTRICT SERVICE PLAN FOR STUDENTS WITH DISABILITIES

All LAUSD schools are responsible for providing services to students with disabilities in their service area. Providing appropriate legally mandated services is a school's obligation under the Individuals with Disabilities Education Act, 2004 and Section 504 of the Rehabilitation Act of 1973. Further, as you operate an LAUSD school you are obligated to abide by the conditions and requirements of the *Chanda Smith* Modified Consent Decree. The plan you will develop must be designed to ensure you meet both your legally mandated obligations and the Modified Consent Decree requirements.

The plan is divided into three parts:

1. Part One - Instructions for completing the plan
2. Part Two - Assurances Page with signature(s)
3. Part Three - Services Plan

To assist you, the "Public School Choice Descriptors Rubric" is included as an attachment. These descriptors will be used in evaluating the plan in terms of completeness. It is suggested that the rubric be reviewed to ensure all major points are covered. Writing to the rubric ensures the minimal legally mandated obligations and Modified Consent Decree requirements are met. Schools are encouraged to expand upon the content to incorporate operational, staffing and instructional concepts of importance within the broad concepts framing the vision and mission of the school.

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<p>Federal Requirement, District publications and forms are available</p>	<p>Search and Serve</p>	<p>Harry Bridges will follow the guidelines of the Modified Consent Decree, Federal and State regulations found in the LAUSD's Special Education Policies and Procedures Manual that comply with the Individuals with Disability Education Act and Free and Appropriate Public Education for all students.</p> <p>At the time of enrollment, parents/guardians of new students will complete the District's Student Enrollment Form. Section 10 of the enrollment form asks questions regarding previous special education services.</p> <p>The school staff is informed on a regular basis of what procedures to follow if they suspect that a child has a disability. They will be inserviced on how to fill out a referral form and who the appropriate person is that it needs to be turned into. A referral is made to determine need and provide interventions for student with a suspected disability. After the referral has been made then a special education teacher is given assessment plan so that the child may be assessed and determine whether that student needs services or not.</p> <p>Policy/Procedures Brochures and parent support information is available for dissemination in the counselor's office and main office. These forms are given to all parents that have a student with an IEP or are having a student assessed for a possible disability. The forms are available in the native language to ensure that there isn't any confusion.</p>
<p>Outcome 2</p>	<p>Intervention Programs</p>	<p>The RtI² framework establishes a process for providing increasing levels of instructional time and intensity whereby the needs of all learners are identified, supported early, and effectively, and high performing students have access to acceleration in learning.</p> <p>Students who need to receive intervention are identified by their CST/CMA scores, Periodic Assessment results, My Data information, CELDT results, Scholastic Reading Inventory, DIBELS, running records, weekly math standards assessments, and teacher recommendation. In this schema, Tier 1 of RtI² functions as the instructional program that all students receive in order to succeed, this is also known as great first teaching.</p> <p>Tier 2 will include the set of strategic interventions for target groups of students who have experienced academic setbacks and need accelerated interventions and support to access the core curriculum. Students who need a Tier 2 intervention will be given additional instruction in a small group so that it is more individualized for them, this will also be utilized for RSP students so</p>

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		<p>that a push in model can be utilized and the students will receive as much instruction in the general education classroom as possible. Students who need a Tier 2 intervention in Mathematics will be placed in a double block math class to address the need.</p> <p>Tier 3, known as "Intensive Intervention," will be for an estimated 1-5% of students that need individualized and/or very small-group instruction that is highly focused and designed to accelerate progress. The students who need a Tier 3 intervention in language arts will be given the opportunity to use READ180 and System 44. This will greatly increase their reading abilities. Resource students will be placed in the Learning Center for their elective so that they can receive the small group instruction in language arts or mathematics.</p>
<p>Outcomes 5, 17 and 18 LAUSD Board Policy</p>	<p>Discipline Foundations Plan and Behavior Support</p>	<p>Harry Bridges will utilize the district adopted program, Safe and Civil Schools, they will also implement the following different programs into the school day.</p> <p>Prevention The common areas will have signs posted listing 3-6 positively stated behavioral expectations. Some of the common areas are: hallways, multi-purpose room, locker room, cafeteria, and offices. The students will receive explanations and examples of how these behaviors look and then will be reminded of them when the need arises. When a student fails to remember to follow one or more of these expectations then the teacher or adult will use that as an opportunity to remind and demonstrate for them how their behavior should be for that location and situation.</p> <p>Intervention There are three tiers to the Behavior Support portion of RtI². Tier 1 will reinforce positive behavior and utilize the following programs to teach the students the way that they should be presenting themselves. CHAMPS, Second Step, and ACES (partnership with Little Co of Mary Hospital) will be used school wide. The middle school will implement a program into the advisory period that is titled 7 Habits of Highly Effective Teens. These programs will teach the students how to behave in school and how to be excellent citizens in and out of school.</p> <p>Tier 2 will also utilize the structures from the Safe and Civil Schools program. Behavior Support Plans will be implemented or created depending on whether the student already has one in place or not. All teachers will be aware of the students that have BSPs and made sure that they know how they are implement it. The teachers and faculty of the school will also utilize the Progress Behavior Model, to make sure that all students who are having difficulty following the school rules are taught</p>

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		<p>and encouraged to abide by the school policies.</p> <p>Tier 3 will only be implemented for the students who are having the greatest difficulty in following the procedures that have been put in place at Harry Bridges. Students who fall into this category and have gone through tiers one and two but are still having difficulties will then be looked at using different avenues. They could possibly be discussed by the COST Team, have an SST or an additional SST, or they could even have a Functional Behavioral Assessment or a Functional Analysis Assessment done to see what is causing the behaviors to be exhibited. This could lead to a Behavior Intervention Plan or just a revising of their Behavior Support Plan.</p>
Necessary for Planning, will be provided	Description of Student Population	<p>It is not clear at this time as to how many students with IEPs will be attending Harry Bridges Span School. The boundaries have to be looked at and then the students addresses so that it can be determined what the needs are based on that information. At this point in time, it is estimated that there will be approximately 14% of the students to have an IEP. Once that information is finalized then the programs and student population can become more finalized.</p>
Outcome 2	Special Education Program Description	<p>All classes will be taught by a highly qualified special education teacher. To ensure Equity and Access, each of the following programs promotes inclusion in the Least Restrictive Environment (LRE) based on the student's IEP. Supports are provided for program development.</p>
Outcomes 8, 10, 13, 14, 15	IEP Process: Implementation and Monitoring	<p>The district's computerized Welligent Tracking System will be used to monitor IEP dates for services and to adhere to timely completion of all IEPs (annual, 3-yr evaluation, amendments, 30-days, and initial). When school begins for the year, the MCD clerk will schedule the IEPs for the entire year on a master calendar and will notify the parents via student, U.S. mail, and telephone of an approaching IEP at least three weeks prior to the date of the IEP. If the parent is unable to attend when the IEP is scheduled then all attempts will be made to find a time when the parent is able to attend so that they can be an active participant in the IEP process.</p> <p>The members of the IEP team will communicate via email or face to face at least a week prior to the scheduled IEP so that everyone is aware of any changes that need to be discussed or topics that need to be addressed at the IEP. The same members will meet the week after the IEP to discuss how the child is progressing and then meet again as necessary. This meeting can be initiated by any members of the IEP team.</p> <p>After the IEP has been signed by the parent and locked then copies of the goals, offer of FAPE, behavior support plan (if applicable), and present levels of performance will be distributed to all necessary teachers and support staff.</p>

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		<p>All IEP Meetings will be held in a conference room that is designated for IEPs or in the classroom of the SESAC carrier on their conference period (middle school only), there will be a speaker phone in the conference room so that if a parent is not able to attend the meeting in person then they can still be an active participant in the IEP process. All parents will be asked if they need a translator for the IEP Meeting, if the language that they need is unavailable at the school site then the district will be contacted and a translator will be arranged for the meeting. The parent will also be asked at the IEP Meeting if they would like a translated copy of the IEP paperwork for their records.</p>
Outcomes 10, 18	Procedures for Identification and Assessment of Students	<p>Harry Bridges will follow the guidelines in the LAUSD's Special Education Policy and Procedure Manual. The initial step in identifying students with special needs is a collaborative effort. Teachers, parents, administration, and possibly the student meet to identify academic concerns and provide additional supports at home and in the classroom, this is part of the Student Success Team (SST) process. Teachers may access My Data for history related to test results, attendance, behavior, previous interventions, etc.</p> <p>When a teacher feels that there is a student in their class that needs to be referred for further evaluation to determine if there is a disability of some sort they will fill out the SST forms and give them to the administrator over Special Education. After that has been done then there are five basic steps in the special education process that will need to be followed: Student Success Team, Referral for Assessment, Assessment, Development and implementation of an IEP, and IEP Review/Meeting.</p> <p>The SST team decides whether the delay is due to language acquisition or if it has to do with attendance, homelessness, lack of instruction, or any other factors that would have impeded the child's learning. All of these items are addressed prior to doing a referral for assessment. All areas of suspected disability are checked on the assessment plan so that all areas of need are addressed and properly assessed for a disability. The SST also discusses whether the child is being referred only because of the ethnicity or is there truly a suspected disability.</p>
Outcome 2	Instructional Plan for students using grade level standards	<p>All students with the exception of those who are on the alternate curriculum will be instructed in their appropriate grade level using the district adopted curriculum that teaches the California standards. The students will be instructed in the core curriculum with the accommodations that are stated in their IEPs. The students will be given the district assessments and either the CST or the CMA depending on their IEP.</p>

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		<p>The teachers will collaborate on a weekly/bi-weekly basis to plan their lessons together based on the results from district assessments and also using the district blueprints of what will be covered on the upcoming district assessments. The teachers will plan their lessons using the power standards also so that they are able to address the most vital standards and make sure that all students are given equal access to the core curriculum. The curriculum will be broken down using the accommodations that are stated in the students IEPs and making sure that all students understand the lesson and are given the opportunity to show what they have learned. All teachers will utilize the accommodations that are stated in the IEP and make sure that they are including them in their lessons.</p> <p>When classrooms include multi-grade levels then the teacher will compare the standards and see how they line up with one another across the grade levels. The teacher will make sure that they are addressing all of the standards but when the same standard is to be taught for more than one grade level then a lesson will be taught to all that are in that grade level at the same time. The teachers will work collaboratively and when a student needs to be included in a lesson they will be given the opportunity to join a classroom that is learning that standard and become part of the general education classroom for that lesson.</p> <p>Teachers will utilize pre-tests, My Data, and Periodic Assessment results to group their students accordingly for the lesson. Students will work in collaborative groups if the lesson lends itself to it. The teacher will frequently check for understanding to make sure that all students are understanding the lesson and are not struggling with what is being taught.</p>
Outcome 7A, 7B	Instructional Plan for students using Alternate Standards	<p>Alternate standards will be utilized for the students that have in their IEP that they should be using an alternate curriculum. The students that are on an alternate curriculum will be instructed with modifications so that they are able to fully maximize their learning and be able to reach their full potential.</p> <p>The teachers that are instructing students that are on the alternate curriculum will plan with their colleagues so that they can adapt the lessons to their students. The alternate curriculum teachers will utilize the results from informal assessments and observation so that they are able to plan accordingly for their students. The lessons will be broken down into small parts and adapted to the students needs so that they can be successful. The students will be instructed using hands on lessons as much as possible. The students will also be instructing using different modifications that are stated in their IEPs. That could include calculators, computer software that reads to them, manipulatives, etc.</p>

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		<p>The students who are instructed on the alternate curriculum will be mainstreamed as much as possible into general education or special day classes so that they have the interaction of the general population. The students will participate in programs, field trips, school sponsored activities, and any other functions at the school site that is available.</p>
Outcome 13	Plan to provide Supports & Services	<p>The students who receive support services will receive those services as stated in their IEPs. The service providers will be provided their schedules and classes that the students that they service are in so that they can be properly serviced. The service providers will be required to track the minutes that they service the students in Welligent so that there is evidence of them providing the service stated in their IEP. The service providers will also be notified through Welligent when one of the students that they service has an IEP so that they can come and be an active participant in the IEP process.</p>
Outcome 9 (for programs with students 14 and older)	Transition Planning Strategies	<p>Students who need a Transition Plan will be assessed using a district adopted transition assessment in order to see what they are interested in and what plans they have for their future.</p> <p>The students who need a transition plan will also have the opportunity to view different video clips about different types of careers or things that they can do in the future after they have graduated from high school and/or college.</p> <p>The SESAC carrier will complete an Individual Transition Plan for their IEP and it will be discussed at the IEP meeting with the student and the parents. The parent will also be given the pamphlet The ITP and You, which is available in both English and Spanish.</p>
Federal requirement	Access to Extra-Curricular/Non academic activities:	<p>All school sponsored activities will be made available to all students regardless of the fact that they have an IEP or not. The school will include all classes in school programs, Holiday programs, special guest speakers that may come to the school, and any other events that take place on the campus. The students will also be given the opportunity to participate in after school activities that are available to any of the students.</p> <p>All middle school students who have an IEP and are on the standard curriculum will be given the opportunity to have a general education elective, it could be an intervention class for English or Math, or it could be a different type of elective depending on their needs and what electives are being offered for all the students. If the school has any extra curricular activities, clubs, teams, etc, all students regardless of an IEP or not will be given the opportunity to participate and will receive accommodations if it is necessary. The students will be included in all aspects of the school campus,</p>

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		no one will be left out or excluded due to their disability.
Federal requirement	Providing Extended School Year	<p>The IEP teams will reference the district bulletin that guides the decision as to whether a student will qualify for extended school year services or not. The team will refer to the students data and determine whether the student will regress and lose the knowledge that they had gained over the school year and make the decision as to whether they feel that this student would benefit from extended school year or not.</p> <p>The students that have the extended school year marked in their IEP on FAPE 1 will have the proper documentation included in their IEP and their parent will also fill out the necessary paperwork in a timely manner.</p> <p>The DIS services that are to be given during the summer will also be written on the correct forms so that the student will be fully serviced according to their IEP. The students who attend ESY will have their goals addressed during that time and will use the remediation curriculum that the district chooses to use for all ESY students.</p> <p>If ESY is not available at Harry Bridges then the parents will be informed of where their child will attend ESY for that year and if the students IEP states that they are to have transportation for ESY then the parent will be given the appropriate information to make sure that the student is picked up and dropped off where they need to be.</p>
Federal Court requirement	MCD Outcomes (to be woven among others)	
All	Professional Development	Professional development has been planned so that all teachers, general and special education are able to develop a culture of collaboration and are able to work together to plan their lessons. Professional development will enrich the lessons that the teachers present and will address all three tiers of RTI ² .

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		<p>The teachers will be given many opportunities to observe other teachers and collaborate together afterwards so that they can develop ways to meet the needs of all students, with or without an IEP. The teachers will be able to discuss strategies, plan implementation, and collaborate together how they will be able to address all the needs of every type of learner in their classroom.</p>
Outcomes 6, 8, 16	Staffing/Operations	<p>The teachers that join the Harry Bridges team will be highly qualified and hold the appropriate credentials to teach the class and/or subject that they have applied for. The special education teachers will have to go through the same interview process that the general education teachers will be required to go through. The district will confirm if the applicant holds the appropriate credentials for the position that they are applying for before final hiring takes place.</p> <p>The classes will be balanced according to the federal service norms and will be staffed by appropriate personnel along with a baseline assistant if available.</p> <p>Harry Bridges will also have an MCD/IEP Clerk to ensure that all paperwork is completed and is we are in compliance with the federal mandates.</p> <p>Students who have specialized equipment will have a required location to keep their equipment when not in use and it will be placed in that secure location to ensure that it is not damaged in any way.</p> <p>If a student has any health issues then all appropriate personnel will be notified in writing as to what precautions need to take place and what to do in case of an emergency. If any personnel need to be trained for handling certain medical situations then that will be done immediately upon enrollment of the student to ensure their safety at all times.</p>
	Fiscal	Not applicable

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<p>Outcome 14</p>	<p>Parent Participation</p>	<p>All parents will be notified at least ten days prior to the scheduled IEP so that they can be attendance and be part of the IEP process and team decision regarding the student. The parent will receive the notification in the language of preference so that they fully understand what is being asked. The parent will also receive a copy of any other necessary paperwork in the language of preference. If the paperwork is not available in the necessary language then every effort will be made to find a translator that can come to the school and explain in depth the meaning of the paperwork to the parent to ensure that they fully understand. When the parent receives the notification to attend the IEP meeting and it is not a convenient time for them then every effort will be made to find a time that is convenient for them so that they can be an active member of the IEP process for the benefit of their child.</p> <p>All parents will be given the opportunity to participate in leadership opportunities that are available at the school site, they will be invited to join the parent center, attend school meetings for parents, and just enjoy the school community. The parents will also be informed of different trainings and meetings that are happening at the district and state levels so that they can become as educated as possible about their child's disability. Parents of students with special needs are encouraged to join the opportunities at the school site so that they are able to see how their children are being encouraged to grow and are included in the daily routines of the school.</p> <p>Anytime a parent has a concern or complaint about something having to do with their child they will be directed to the assistant principal so that it can be dealt with in a timely manner. The assistant principal will address the situation as quickly as possible and communicate with the parent so that they are aware that the school is taking care of the situation.</p>

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Federal Requirement, District publications and forms are available for use	Search & Serve	Processes are developed to ensure: <ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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 not 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.	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>Intervention 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>
Required for Planning	Description of Student Population	<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"> • The number of students is known. • The disabilities of students are identified. • School organization is planned to meet the needs of these students. 	<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>
Outcome 2, 3, 4	Special Education Program Description	<ul style="list-style-type: none"> • 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 	<p>4 - Plan provides an explicit and thorough description of the Special Education Programs which includes a continuum of placement, multi-levelled 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-levelled 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"> • Reflects the use of supplemental aids and supports to support student learning • Explains how and when students with disabilities will be integrated with their non-disabled peers 	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
Outcomes 8, 10, 13, 14, 15	IEP Process: Implementation and Monitoring	A process is planned ensuring: <ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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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Outcome 2, 3, 4	Instructional Plan for students using grade level standards	<ul style="list-style-type: none"> • 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. 	<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>
Outcome 7A, 7B	Instructional Plan for students using Alternate Standards	<ul style="list-style-type: none"> • 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. 	<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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Outcome 13	Plan to provide Supports & Services	<ul style="list-style-type: none"> • Plan describing how students with support services will have those services provided. • Plan for monitoring the provision of services using the Welligent Tracking Log. 	<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>
Outcome 9 (for programs with students 14 and older)	Transition Planning Strategies	<ul style="list-style-type: none"> • 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. 	<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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Federal Requirement	Access to Extra-Curricular/Non-academic activities:	<p>Access to Extra-Curricular/Non-academic activities:</p> <ul style="list-style-type: none"> • 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? 	<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>
Federal Requirement	Providing Extended School Year	<ul style="list-style-type: none"> • 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. 	<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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APPENDIX C

MCD OUTCOME	COMPONENT	DESCRIPTORS	RUBIC SCORES
Federal Court requirement	MCD Outcomes (to be woven among others)	<ul style="list-style-type: none"> • 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 • 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 	Woven Throughout

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MCD OUTCOME	COMPONENT	DESCRIPTORS	RUBIC SCORES
All Outcomes	Professional Development	<p>Professional Development</p> <ul style="list-style-type: none"> • 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. 	<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>
Outcome 6, 8, 16	Staffing/Operations	<ul style="list-style-type: none"> • 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 as needed. • A plan is available for providing for health protocols. 	<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>
	Fiscal	<p>Charters</p> <ul style="list-style-type: none"> • 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) . 	<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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MCD OUTCOME	COMPONENT	DESCRIPTORS	RUBIC SCORES
Outcome 14	Parent Participation	<p>Parent Participation</p> <ul style="list-style-type: none"> • 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. 	<p>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.</p>