

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

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Applicant Team Name: __ Valley Region ES 13

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Federal Requirement, District publications and forms are available	Search and Serve	<p>Any student with disabilities is identified when enrolling at the school. VRES #13 will be using LAUSD enrollment forms. Upon enrolling at ES#13 parents are asked to complete Section 10 of the enrollment form (provided in the home language) indicating if their child is a student with exceptional needs. The parents are provided the "Request for Reasonable Accommodations," "Are You Puzzled?" and "Section 504 Plan" brochure at the time of enrollment. Parents are asked to provide a copy of the active IEP with the completed enrollment packet. The APEIS will review the active IEP to determine placement at the school site. If the parent does not have a copy of the IEP there will be a protocol set up in the office to obtain the information needed from the previous school to assist with the enrollment process. The APEIS will conduct a bi-monthly review of the Welligent Reports to ensure all students with IEP(s) have been identified and are being serviced appropriately. The APEIS will also review CUM information received from other schools when students are new to the school. The review of records will ensure students requiring support services receive them.</p> <p>VRES#13 has a system in place to address the special education procedures. This system details how to handle new referrals to special education, assessments, time lines, completion of paperwork, setting up the meetings, notifying parents and team members of meeting dates and time, providing interpretation, translation, due process, etc. All staff members are made aware of the system at the opening day staff meeting. Additional professional development is provided to the staff on a yearly basis. The professional development topics will consist of:</p> <ul style="list-style-type: none"> • Special Education compliance items • Special Education school site procedures • Identification of and purpose of the Modified Consent Decree (MCD) Team members (Principal, APEIS, 2 General and Special Education Teachers, and a staff member with data knowledge) • Eligibilities recognized by the school district and the criteria for each of the eligibilities • Process of identifying and assessing students for special education services • Other topics will be addressed based on staff needs. <p>All stakeholders are informed of the process for assessing students for Special Education services. Teachers must submit data demonstrating that a student is not successful after several documented interventions have been attempted. Request for assessment can come from a variety of sources; teachers and parents will be informed of how to request an assessment; The Coordination of Services Team (COST) will review data from a variety of sources (DIBELS, CORE K-12, ELA Core K-12, CST, ELD Portfolios, CELDT) to determine if students are not making adequate progress after receiving interventions. Students not making adequate progress, based on assessments or progress monitoring, will be referred for assessment by the COST. If a Student Success Team (SST) meeting is held to gather more data, the SST can recommend</p>

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		<p>further assessment.</p> <p>VRES #13 maintains all the appropriate publications and forms, in English and Spanish, and distributes them according to district policy.</p> <p>At the beginning of the year the APEIS ensures the following forms are posted in public locations at the school site: "Compliant Response Unit/Parent Resource Network" poster, and the "Special Education Parent Training Calendar." The following documents are available in the office and Parent Center for public review: "Culture of Discipline: Guiding Principles for the School Community" and "Culture of Discipline: Student Expectations." The following material is sent home at the beginning of the school year to the parents with students with special needs: "The School Policy on Eliminating Hostile Environments", the "Parent-Student Handbook", "Section 504 with Disabilities" brochure, "Are You Puzzled by Your Child's Special Needs?", CRU/PRN Newsletter, CRU/PRN brochure, and Special Education Parent Training Calendar. At the IEP meeting parents are given the following brochures: "The IEP and You," "The ESY", "The Least Restrictive Environment", "The Parent's Guide to Special Education Services", "the 'Informal Dispute Resolution' (if applicable), and the 'Parent Survey'".</p> <p>VRES#13 provides parent support in several ways. Informational parent meetings are held at the school site explaining different intervention programs, Special Education, and 504 Plans. Student Success Meetings are held for students at-risk of not meeting grade level standards to create support plans. Information is disseminated to parents listing the different District-wide meetings concerning Special Education. The support staff at the school site also presents information about programs and services at different parent meetings, monthly newsletters, open house, and back to school nights in English and Spanish.</p>
Outcome 2	Intervention Programs	<p>VRES #13 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. Intervention programs will be offered to students demonstrating needs based on classroom and assessment data. Teachers will review assessment data during grade level meetings and professional development sessions to assist in planning for instruction. The administrative team, along with the, Language Appraisal Team, MCD team and COST, will review student data to identify students in need at ES #13. Students recommended for intervention services may also come from parents or teachers. Student data reviewed will consist of academic and behavioral data. The Data will come from a variety of sources: the Periodic Assessments (Elementary ELA/Core K-12, DIBELS, and Math), Progress Monitoring (ELA, Math DIBELS, and CORE K/12),</p>

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		<p>Office referrals, progress report grades, and attendance data.</p> <p>All stakeholders will use the Problem-Solving Process used in the RtI² Framework to ensure good first-teaching and appropriate interventions for all students. All stakeholders will provide the accommodations, supports, and/or modifications indicated in each student's IEP. The process will provide a systematic and timely response to students who experience difficulty in meeting academic and behavioral benchmarks. RtI² is a multi-tiered framework that guides the planning and implementation of a coherent system of instruction and interventions matched to student needs. The continuous monitoring of student response to instruction and intervention is the focus of the RtI² approach that determines when a student should move from one tier of intervention to another. Data collected at each tier will be used to measure the efficacy of the interventions so that meaningful decisions are made regarding which interventions should be maintained.</p> <p>All stakeholders at VRES #13 will work under a shared belief that all students are learners and the school will strive to meet the needs of the whole student (physical, emotional, social, behavioral and cognitive). Through the use of universal screening at the beginning of each year, students who are academically and/or socially/behaviorally at-risk will be identified, provided intervention, and monitored. Students not meeting benchmark in math and reading will be identified as needing Tier 2 intervention, according to the specific data. Tier 1 instruction will address the needs of 80% of the school population through rigorous "good first teaching." Those needing more support will be given additional CORE instruction with specialized instructional strategies in a small group setting by the classroom teacher or in some cases on a pull-out basis. This additional instruction should show increase in assessment data for 15% of the school population. Students not meeting benchmark after the additional instruction will receive individual instruction or will be placed in an alternate program. This additional strategic instruction should address the needs of remaining 5% of students not making progress.</p> <p>Teacher teams will regularly meet to review authentic, periodic, performance, portfolios and summative student data results and use the Problem-Solving Process to refine instruction and prescribe intervention. Frequent progress monitoring and analysis of the results will show whether the intervention has been successful or needs to be revisited. The higher the level of student need, the more frequent the progress monitoring will occur so that no time is wasted. Intervention groups will be flexible based on identified need obtained from progress monitoring data.</p> <p>Instruction and intervention will utilize the tenets of the multiple intelligences to teach students in non traditional ways and will allow for assessment and evaluation to be performance based and geared toward students' areas of strength.</p>

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		<p>How VRES #13 will be able to provide intervention:</p> <ul style="list-style-type: none"> • Learning Centers-additional targeted instruction • After school programs-additional instruction in math and/or language arts • Before school programs-homework support • Saturday classes-additional instruction in reading and/or math <p>VRES #13 will have an administrator or intervention teacher who will be available to monitor the intervention instruction the students are receiving and collaborate with appropriate staff to make changes as necessary. All materials used for intervention will be research based and approved by the district for this purpose: The Treasures ELA program will be used for the Tier 1 and 2 interventions. Within the Treasures Reading Language Arts program there is an English Language Learners component and a small group differentiation section built into the program. The District also adopted the DIBELS program to benchmark and monitor students' progress in their learning of basic literacy skills. The Envision math program also has components to address the individual needs of students. The Tier 3 program adopted by the district includes BURST or Language! for students needing an alternate program to make progress in their literacy skills.</p> <p>Progress Monitoring, using the universal screening and periodic assessment information, will assist staff to see actual proof that the instruction and learning is working or not working. Teachers will then keep track of the child's progress on a chart and use the information from the progress monitoring to make decisions about instruction and whether the child will need to be referred to another level of additional support.</p> <p>Progress monitoring will drive how intervention is provided. The more intense the need, the more often the progress monitoring will be administered. Through the results of progress monitoring, intervention decisions will be made; if a student is responding well to the intervention, then the instruction being used is a match and the time and frequency of the instruction is enough. If a student is making some progress, the time and frequency of the intervention instruction may need to be increased. If the intervention instruction is having minimal or no impact, then the team will go through the problem-solving cycle again to determine what it is the student needs.</p> <p>We believe that our diverse assessment model (aligned to our mission and goals) will maximize student learning because it gives students many avenues to demonstrate their learning and accomplishments. In addition to gathering, analyzing and reporting typical, standardized student outcome data, we will also be measuring student progress using our other types of</p>

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Outcomes 5, 17 and 18 LAUSD Board Policy	Discipline Foundations Plan and Behavior Support	<p>evaluation that measure different skills (i.e. communication, time management, organization, collaboration). Drilling down in these assessments will alert teachers as to where the student is having difficulty, thus allowing us to provide the appropriate intervention instruction.</p> <p>Intervention instruction will be provided a number of times in a variety of ways to ensure that students are able to understand what they are being taught. Intervention may range from a few extra minutes of small group instruction from a teacher during independent work time, to pull out into the Learning Center as needed to meet the individual needs of the student. Intervention needs to be tiered and layered based on each student's individual need. Intervention also needs to be fluid and flexible as needs can change over time.</p> <p>All students at VRES #13 will be educated in a safe, respectful and welcoming community. A safe and respectful campus will be achieved through the full implementation of the Los Angeles Unified School District's Discipline Foundation Policy - Bulletin 3836.0</p> <p>After reviewing behavioral data, and with input from staff, students and parents, behavioral expectations will be developed by stakeholders. This collected data will identify the 3-6 behavioral expectations to be established for the school-wide community. Once these expectations are developed, stakeholder meetings will be held to share the information with parents and staff. The expectations will be sent to parents in the school's opening letter and in the monthly school newsletter.</p> <p>The behavior expectations will be taught to all students in a systematic way. Teachers will be expected to explicitly teach the expectations to their students. The administrative staff will ensure all teachers have a copy of the expectations; expectation posters will be posted in all common areas (playground, cafeteria, yard, bathrooms, auditorium and so on). The expectations will also be posted in the main office and parent center. The first month of school, teachers will be given a schedule of when they are to explicitly teach the expectations in various school areas. Expectations will also be reviewed at morning assemblies on a weekly basis.</p> <p>Students will receive tokens (raffle ticket) if they are caught being safe, respectful and responsible in the different assigned areas. Students can turn in these tokens on a weekly basis. Once a week during the morning assembly, the administrative staff will randomly draw several tokens and the students chosen will receive recognition and a reward. Students caught not following the expectations will be reminded of the expectations and expected to reflect and complete a thinking map.</p>

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		<p>The following describes the 3 tiers of positive behavior support that will be implemented</p> <p>INTERVENTION: Tier I-Core Positively stated behavioral expectations will be posted in classrooms, hallways, auditorium, playgrounds, bathrooms, and offices. These expectations will be explicitly taught, modeled, and reinforced. Expectations will be reviewed at least once a semester by the classroom teacher and at school-wide morning assemblies. Appropriate replacement behaviors will be taught to students. Students will be "caught doing the right things" and be positively reinforced. To ensure that behavior is not a result of inability to access the curriculum, all stakeholders will ensure that students with disabilities are provided all the accommodations, supports and/or modifications indicated on their IEPs.</p> <p>Tier 1 programs and systems will include:</p> <ul style="list-style-type: none"> - All students will participate in Second-Step - Effective Academic Support - Social skills teaching - Positive, proactive discipline - Teaching school behavior expectations - Active supervision and monitoring - Positive reinforcement systems - Firm, fair, and corrective discipline - Effective classroom management - Collaboration with families <p>Tier II-Strategic Data will be utilized to analyze problem behaviors. The discipline review team will review behavior referrals that have been sent to the office. The use of the ICEL by RIOT matrix by staff members will also be used to analyze the behavior data. Staff will be used flexibly to meet the needs of the students. Tier II supports will be conducted in small groups. Students will be grouped by need and further instruction will be conducted.</p>

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		<p>Tier 2 interventions will be geared to the students' needs which will include:</p> <ul style="list-style-type: none"> - Teaching social skills -Self-management programs -Behavior Support plans - Parent training and collaboration -School-based adult mentors -Increased academic support and practice -Alternatives to out-of-school suspension <p>Tier III-Intensive Data will be utilized to analyze problem behaviors. The discipline review team will review behavior referrals that have been sent to the office. The use of the ICEL by RIOT matrix by staff members will also be used to analyze the behavior data. The school will edit and revise any Behavior Support Plan that is not effective and will conduct FBAs or FAAs if needed. Staff will be used flexibly to meet the needs of the students. Tier III supports will be given on an individual basis. The supports will be provided one-on-one.</p> <p>Tier 3 will include:</p> <ul style="list-style-type: none"> -Intensive academic support -Intensive social skills teaching -Individual counseling through an outside agency or School Mental Health -Individual behavior management plans - Parent training and collaboration -Multi-agency collaboration (wrap-around) services -Alternatives to suspension and expulsion

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Required for Planning	Description of Student Population	<p>VRES #13 will accept students with many different types of disabilities. The school will have special day programs for students with Specific Learning Disabilities and additional programs as deemed necessary by Support Unit North. Support Unit North will assess the needs of the community and may place specialized programs at VRES #13. VRES #13 will have a resource support program for any student who needs the program. Students will be assigned to the Resource Specialist Program if they qualify for that special education service.</p> <p>With these programs, VRES #13 will be able to support students on the standards-based or the alternative curriculum as needed and listed in the IEP document. As eligibility and placement are two separate issues, the SLD/SDPs can provide support for students with Autism, Emotional Disturbance, Other Health Impairments, etc. as long as their IEPs indicate that it is an appropriate placement.</p> <p>Based on current enrollment projections, approximately 13% of the population will be students with disabilities. VRES #13 will have at least one resource specialist program, 1 SLD/SDP, and any other programs deemed necessary by Support Unit North. As VRES #13's boundaries are determined and established by the School Demographics office, actual numbers and percentages may change as a result of student applications.</p>
Outcome 2,3, 4	Special Education Program Description	<p>All stakeholders at VRES #13 will work under a shared belief that we will do "whatever it takes" to meet the needs of the whole student (physical, social/behavioral, emotional, and cognitive). Students with disabilities will be taught alongside their general education peers to the greatest extent possible, with supports and services being provided within the general education setting. Students will be pulled out of the general education setting only when more intensive instruction is needed. Pull out services can consist of supports from the different DIS providers (Language and Speech, Occupational Therapy, Physical Therapy, Resource Specialist Program and so on). Students needing more intensive services will be placed in Special Day Programs and will be mainstreamed in the general educational setting as appropriate and listed in the IEP document.</p> <p>Students will participate in instructional programs as designated in their IEP documents. All students will receive standards-based instruction in accordance with the curriculum they are assigned to as established by the IEP team. Special Education students will work on grade level goals established in the IEP meeting to assist in reaching grade level standards. Accommodations and modifications will be listed in the IEP document to scaffold the learning so that students can reach goals established and educational benefit is demonstrated.</p>

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		<p>All appropriate stakeholders are provided copies of the students' IEP(s). Staff with Welligent access will be expected to review IEP(s) for students assigned to them. Teachers without Welligent access will be provided an IEP binder with copies of all active IEP(s) for their assigned students. As IEP(s) are held, the inactive IEP document will be replaced with an active document. IEP binders are to be in the classroom for teacher and substitute teachers to access for strengths, needs, and accommodations. Each IEP in the binder will contain a "quick facts" sheet and cover page to assist personnel servicing students in the classroom. For students enrolling from a school outside of the district, all appropriate stakeholders are provided with a copy of the IEP. The out of district IEP will be implemented until a 30 day IEP can be held.</p> <p>In order to ensure students with special needs receive the myriad of supports they need to access the grade level curriculum, general and special education teachers will need to work together. Collaboration between general and special educators will be supported through relief time, grade level planning and professional development time to facilitate co-planning and co-teaching.</p> <p>The RtI framework will be utilized to assess and monitor students. The problem solving approach will identify students who are in need of specific intervention. Intervention will be offered on a 3-tier basis depending on the level of student need. The following teaching strategies will be used to meet the needs of all students:</p> <ul style="list-style-type: none"> • Use research-based curricular and intervention programs, infusing this instruction into project based learning activities. • Utilize evidence-based teaching strategies to provide all students access to the core curriculum, differentiating the instruction as needed, being aware of students' multiple intelligences and students learning style preferences. • Implement small group and individual instruction in specific areas of need, with the use of supplemental aides. • Provide small group and individual instruction either in the classroom or in the Learning Center. • Provide students with accommodations / modifications as indicated in their IEPs. • Mainstream Students with Disabilities who are in Special Day Programs into age-appropriate classrooms, as listed on the active IEP document, and ensure that school climate and culture is sensitive to their needs. • Write specific, clear and appropriately individualized offers of Free and Appropriate Public Education (FAPE) for each student that is calculated to provide educational benefit. <p>Tier 1 will be the core curriculum, with differentiation and supports as needed, and will implement supports listed in the IEP document such as re-teaching, pre-teaching, scaffolding core curricular lessons, and providing extended time. Tier 1</p>

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		<p>support will be provided during Independent Work Time (IWT) and during small group instruction within the general or special education classroom. The teachers will use benchmark information and progress monitoring to guide instruction.</p> <p>Tier 2 will be the core curriculum (everything in Tier 1) plus more. Students can receive targeted instruction in a smaller group setting, and be given more time. Teachers will frequently (every 2 weeks) progress monitor to guide their instruction and areas of intervention. The higher the level of need, the more frequently the progress needs to be monitored. Students may receive targeted instruction and intervention in learning centers or the resource specialist classroom.</p> <p>Tier 3 is for the small percentage of students, about 5%, who still require "Intensive Instruction" with more supports and assistance. Group size is smaller. Students needing the intensive support will be provided such support in small groups of no more than 3 students on an individual basis. Instruction is highly focused and designed to accelerate progress. Progress monitoring is more frequent and used to drive instruction. District approved supplemental materials and /or a different curriculum may be used. Materials used for the alternate program in Language Arts will be the LANGUAGE! Program. Math materials used in the Learning Center would include Touch Math.</p> <p>The Learning Center is used to take flexible groups of, special and general education, students so that differentiation of instruction can occur such as pre-teaching, reteaching, chunking, and teaching organizational strategies. The Learning Center is utilized for both Tier 2 and Tier 3 students.</p> <p>Students with Special Needs will integrate or mainstream with their non-disabled peers to the maximum extent possible based on the percentage of time listed in the IEP document. The IEP will document areas of need and strength. Based on this information, the IEP team delineates the academic areas in which the student is to mainstream in the general educational setting. The before mentioned information along with appropriate placement is taken into account when the Special Education staff assists in placing students with special needs in the general education setting. Special Day Teachers will work with the special education paraprofessional and general education teacher to monitor the instruction and behavior of mainstreamed students. The team of support providers will work together to incorporate whatever supports are needed as they monitor student learning.</p>

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Outcomes 8, 10, 13, 14, 15	IEP Process: Implementation and Monitoring	<p>VRES #13 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. VRES #13 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. The Welligent tracking system, the Special Education Roster and SESAC(s) will be used to monitor IEP dates for services and to adhere to timely completion of all IEP's (annual, 3 year evaluation, amendments, 30 day, initials, and suspension IEP's).</p> <p>All staff members will be aware of the system and whose responsibility it is for setting up IEP meetings, generating assessment plans, notifying all participants of meeting dates and times, preparing IEP paperwork and follow-up actions once the IEP is signed. All IEP meeting team members will be given a tentative year-long calendar at the beginning of the school year and then will be given an updated monthly calendar the month prior to the meeting whenever possible. Staff members will communicate through the Welligent, email, memos, in person, and through the in-house IEP participant notification process. Once IEP documents are signed, the Welligent system notifies participants of the completion of the IEP document. Teachers without Welligent access will be given a copy of the signed "active" IEP to replace the inactive IEP in the IEP binder.</p> <p>Monitoring of IEP implementation will be conducted in two manners. The assistant principal, EIS will monitor services provided to the students by printing and reviewing the SER 306 and 307 reports every two weeks. Service providers should be logging in services provided to students on a daily if not weekly basis. The AP EIS or bridge coordinator will also monitor instruction to ensure the accommodations and modifications listed in the IEP document are being implemented by the classroom teachers. Special education support staff will also conduct demonstration lessons and professional development, if needed, to support teachers in the implementation of the supports listed in the IEP documents. Monitoring of the educational program is a critical part of the ensuring that students are being given the supports they need based on the IEP document.</p> <p>Another means of monitoring instruction and learning is the use of the IEP progress reports that will be sent home at the three different progress reporting periods. Each provider will input the progress made towards the goal into the Welligent system for each goal in the active IEP, print and send home the IEP progress report. If a parent or teacher has concerns that the student is not making academic progress, the parent or the teacher may request an IEP meeting. The request will be presented to the assistant principal, EIS or appropriate staff member.</p>

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		<p>There will be an assigned room that provides privacy and allows for teleconferencing to hold IEP meetings if parent is unable to attend. The first priority is to schedule the IEP meeting at the convenience of the parent or guardian. Every effort is made to ensure parent participation at these meetings. A variety of ways of notifying parents of the IEP meeting will be used. These will include mail correspondence, sending notifications with students, and phone call. Parents will be notified of the IEP meeting date and time at least 10 days prior to the meeting and at least 3 attempts will be made to inform the parent of the pending IEP meeting. Upon parent request, notification to upcoming IEP meetings will be sent up to a month in advance. Per District guidelines, the parent will also receive a copy of "The Parent's Guide to Special Education Services."</p> <p>Parents will be provided the appropriate District publication: the Parent's Guide to Special Education Services (including procedural Rights and Safeguards, the IEP and You, the Least Restrict Environment Brochure, the parent survey, and the Informal Dispute Resolution, as needed) in the parent's primary language during the IEP meeting. An interpreter will be provided at no cost to the parent at any school team meeting. At the request of the parent a translated copy will be provided in a timely manner. At the end of the IEP meeting, the IEP is locked and the parent is provided a copy.</p> <p>Upon receipt of the Notification To Participate in the IEP meeting, the administrator reviews the section where the parent indicates if the use of an interpreter would be reviewed. The school keeps a roster of eligible staff members who can interpret during the IEP meetings. This roster is maintained on campus and also submitted to the Support Unit on a yearly basis per REF-1596.2 Oral Interpretation at an Individualized Education Program (IEP). If the parent requires a language not spoken by anyone listed in the interpretation roster, a request is made to the interpretation unit for personnel to be sent to the meeting. The interpreter is given the IEP document to review and prepare for the IEP meeting at least a day prior to the meeting (when possible). Periodically, the administrator ensures the parent understands the information being presented and asks if the parent has any questions. The administrator also documents parental input in the IEP document.</p>

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		<ul style="list-style-type: none"> • Determine the appropriateness of the request • Assessment • Development and implementation of an IEP • IEP review meeting <p>A response to a written request for assessment will be provided 15 days of receipt. Once signed and received by the school, data is collected from the home and teachers. A comprehensive assessment is performed within 60 days in the areas of suspected disability in the following areas: cognitive ability, language, motor, social/emotional; health, academics, and/or self help skills.</p> <p>The IEP team reviews data from the assessments to determine eligibility and placement. The IEP team will consist of the parent, administrator/designee, teacher, and all assessors.</p>
Outcome 2, , 3, 4	Instructional Plan for students using grade level standards	<p>VRES #13 will provide all students with an academic environment that will ensure their active engagement in learning. An arts education can bring every subject to life and turn abstractions into concrete reality, and prepare students to succeed in the 21st century. Students will become competent in their abilities to identify and use resources, work well with others, acquire and evaluate information, understand complex relationships and work with a variety of technologies.</p> <p>VRES #13's philosophy and core values are as follows:</p> <ul style="list-style-type: none"> ○ All students, staff, parents and community members who join our school commit to the belief that: "All students can acquire the knowledge and skills needed for graduation and college-career preparation in academics and the arts." ○ Our curriculum must be <u>rigorous</u> and afford all students access to college and careers; the instructional focus will be holistic and aims to develop the whole student who will achieve a balance between academic proficiency and artistic competency, along with interpersonal, communication, and thinking skills. ○ Research-based instructional methodologies and curriculum that support diverse learners will create <u>relevant</u> learning experiences that help all types of students see the relationship of their education to the real world and motivate them to stay in school and complete their education. ○ By utilizing a personalized instructional model, we will appeal to the specific interests of students; this context will also build close teacher-student relationships and encourage productive interaction among all stakeholders for designing and implementing quality educational experiences for our students. <p>High expectations will be set for all students and they will be held accountable for meeting state and district grade-level</p>

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		<p>content standards. They will also be measured on how well they have met our expected school-wide learning results. As students complete their education at VRES #13, they will have acquired the skills to be:</p> <ul style="list-style-type: none"> • Complex Thinkers who identify, analyze, integrate and apply information to develop solutions to problems including creative decision making. • Effective Communicators who read, write, speak, and listen reflectively and critically as well as receive and interpret the messages of others in an effective manner. • Responsible Self Directed Learners and Workers who work independently, are dependable, technologically proficient, and can overcome obstacles by effective application of their skills until a task is complete. • Healthy Life Style Advocates who establish, practice and support appropriate hygiene, proper nutrition, and lifelong physical fitness as well as demonstrate skills in resolving conflicts through positive, non-violent actions. • Involved Citizens who are culturally sensitive, socially responsible, and willing to contribute time, energy, and talents to improve the quality of life in their school, community, state, nation, and the world <p>In order to plan for instruction, teachers will have to backwards map the content standards. Teachers need to know the standards and be able to deconstruct the standards. Teachers will then plan their instruction to address the individual skills needed for students to be able to demonstrate knowledge and transference of skills as projects are completed. Teachers cannot move students along the road of academic success without knowing where the students are starting their journey. Therefore, teachers will use data from assessments and progress monitoring to assist the planning of instruction based on the needs of the students.</p> <p>Instructional plans will make sure to incorporate the accommodations, supports, and modifications written in each student's IEP, in order for them to access the curriculum. Some examples are:</p> <ul style="list-style-type: none"> • Accessing prior knowledge • Using Thinking Maps • Pre-teaching key vocabulary prior to lessons • Using Agenda books to track assignments • Teaching use of technology as a learning tool • Providing hands-on learning activities designed to achieve content mastery and develop language skills • Providing student-to-student interaction; student-to-teacher interaction and teacher-to-student interaction

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		<ul style="list-style-type: none"> • Developing questioning strategies • Creating varied forms of assessment for students to show what they know • Allowing time for reflection • Providing instruction in multi-modal ways • Chunking of assignments / projects • Extending time when needed • Encouraging investigation of key vocabulary words <p>Teachers of multi-level classrooms will plan for instruction so that students at each grade level receive rigorous instruction. Teachers will teach Language Arts and ELD to students in each grade level, while the paraprofessional pre-teaches, re-teaches, or assists with extension activities. For Mathematics, the teacher will teach standards that are similar in whole group instruction, but will use small group instruction to for grade level specific skills. Planning for multi-grade classrooms will take time, and the teacher must know the state and district standards for each grade level in the classroom.</p> <p>Differentiation for students will be based on grade level curriculum and data. Teachers will use the data from a variety of data sources. Teachers will group students by grade level for instruction to allow for exposure to grade level curricular standards and instructional materials. Teachers will also use assessment data, IEP documents, and authentic assessments to develop small groups to meet the needs of the students within the classroom. Differentiation is needed so that students can receive the supports needed to master grade level standards.</p>
Outcome 7A, 7B	Instructional Plan for students using Alternate Standards	<p>Students who are on the alternate curriculum will be taught through an instructional program that utilizes the alternate standards. This instruction will match individual student need while being age appropriate and designed to teach functional skills that develop the student's independence. Backwards planning will be utilized in conjunction with informal assessments and progress monitoring to determine student access to 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 the Least Restrictive Environment (LRE) for that content area. Students will be mainstreamed or included with their age appropriate peers whenever possible in compliance with the percentage of time listed in the active IEP document. The use of paraeducators will allow for multiple groups for multi-age levels, re-teaching, pre-teaching, or other types of intervention.</p>

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		<p>Students placed on the Alternative Curriculum are done so based on data from a variety of assessments. The IEP team reviews assessment results from a variety of assessments administered by the special education staff. The team also reviews academic assessments, data from intervention programs, and state assessments. Based on the data, the team makes an appropriate placement in the Alternative Curriculum. During the IEP meeting the team also describes how the student will be included or mainstreamed in the general educational setting. The IEP team also takes into account the modifications that will be needed to ensure the student is successful. The Special Education staff will work with the general education teacher to incorporate the modifications into the daily teaching and routines.</p>
Outcome 13	Plan to provide Supports & Services	<p>Administrators at VRES #13 will ensure that students with disabilities are receiving their supports and services by the following:</p> <ol style="list-style-type: none"> 1. All teachers and service providers will maintain accurate SESACs so that all services are provided and timelines are met. 2. DIS personnel will provide a schedule of services being provided to the APEIS and update the service schedule as needed. 3. All mandated service providers will routinely complete their Welligent Tracking Log at least weekly and provide a copy to the designated administrator each month (SER 306 & 307. 4. The APEIS will print SER 306 & 307 reports twice a month to ensure tracking of services provided is occurring. 5. All staff working with students with disabilities are aware of the students' goals, objectives, and accommodations and supports per their IEPs. 6. All staff working with students with disabilities maintains data supporting the progress being made towards the IEP goals. 7. Students are provided the accommodations and supports as indicated in their IEPs. 8. Classroom visitations occur daily to ensure that all students are receiving their supports and services as listed in their IEPs

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Outcome 9 (for programs with students 14 and older)	Transition Planning Strategies	Not applicable for elementary school
Federal requirement	Access to Extra-Curricular/Non academic activities:	Students with disabilities will have the same opportunities for extra-curricular activities as will their general education peers. These activities include clubs, dances, parties, festivals and various athletic programs that will help students connect socially in meaningful situations where they can build relationships and learn to share experiences with their peers and adults. The types of clubs, sports and other activities will be designed and scheduled based on student interests. Our school will take pride in the artistic talents of our students by creating galleries that feature student work, and student created campus murals. The point is to create as many connections for students as possible and make sure they feel revered in a positive, "success for all" culture. The effectiveness of these programs will be measured by anecdotal records, observation, student, parent, and teacher surveys. Students with disabilities will be provided accommodations as needed to allow participation in extra-curricular activities.
Federal requirement Error! Not a valid bookmark self-reference.	Providing Extended School Year	Students with Disabilities at VRES #13 will also be served through the Extended School Year (ESY) program. ESY will be provided to students based on the following criteria: 1) Students' regression during school breaks in instruction due to school scheduled vacation; 2) Students' inability to relearn material not attained over a period of time; 3) Students' severity of a disabling condition; 4) Students' learning critical to maintaining Individualized Education Program (IEP) skills; 5) Students' extent of regression caused by interruption in educational programming or placement; 6) Students' rate of recoupment of learning following a period of interruption. Students with Disabilities will be identified for ESY based on the aforementioned criteria (REF-5276.1 "Guidelines for the IEP Team when Students with Disabilities Are Being Considered for Extended School Year Programs and Services"), and the criteria will be specifically delineated as a need in the Individualized Education Program (IEP). Students eligible to attend ESY will do so according to the guidelines and procedures set forth by LAUSD. Teachers will be required to use assessment data to justify the eligibility for ESY. Students must show a regression and recoupment time outside the "norm" in order for a student to qualify for the service. The budget for ESY will be provided by the Division of Special Education as is for all

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		other LAUSD schools. As an LAUSD school, VRES #13 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)	<p>VRES #13:</p> <ul style="list-style-type: none"> • All students will participate in Statewide assessments (CST,CMA, CAPA) for both ELA , Math, and Science (5th grade) • Graduation and Completion rate (n/a for elementary school) • Alternatives to suspension will be utilized whenever possible as prescribed in the "Learning Center/Alternatives to Suspension Observation Checklist." • 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 in the general education classroom as per the Least Restrictive Environment policy. • Every effort will be made to ensure that students with the following disabilities: SLD, SLI, OHI, MD, and OI are included in the general education at least 40% of the educational day. • Every effort to meet the needs of home school students will be made. Students will only be sent to other schools when their needs cannot be met at VRES #13 • Individual Transition Plans (N/A for elementary school) • All IEPs will be held in a timely manner whether they be annuals, tri-annuals, initials, 30 day , or re-evaluations • The school has notified staff of the designee assigned to assist individuals who seek to file a complaint through the District's "Uniform Complaint Procedures" process and keeps to timelines established by the District. • Appropriate division personnel will be notified and paperwork will be completed if parents disagree at an IEP as delineated in REF-1410.3 Special Education Dispute Resolution

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		<ul style="list-style-type: none"> • 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 Well-report documentation • 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 is unable to attend • If written translation of the IEP is requested, the necessary forms and paperwork will be submitted as soon as possible. If oral translation is required at an IEP meeting, appropriately trained staff will interpret • 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) • Behavior Support Plans will be written for students with eligibilities other than ED or Autism as needed. • Anytime a student is being assessed with the possibility of an 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 • VRES #13 will have trained Behavioral Intervention Case Managers (BICM) on site <p>VRES #13 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.</p>
All	Professional Development	<p>The PD plan begins and ends with a serious instructional focus that includes and will follow this process: 1) project-based learning; 2) classroom implementation; 3) looking at student work; 4) data analysis; 5) instructional rounds; and, 6) reflection. The formulation of the PD Plan will be a collaborative process based on identified needs of students as indicated by data analysis and teacher observation. PD topics will be aligned with the Instructional Plan of the school, focus areas of the District, and in response to needs indicated on parent and teacher surveys. Using both summative and formative assessments, and frequent data analysis, teachers will be able to measure their effectiveness and modify instruction. This will be reflected in the types of teacher-designed PD tailored to meet the needs of students in each SLC and content area.</p>

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		<p>School-wide Professional Development will be divided into three target topics:</p> <ul style="list-style-type: none"> • Developing and implementing Project Based Learning in the classroom (Instruction) • Assessment and data analysis • Grade level and cross level articulation <p>These topics will be the focus of PD sessions with targeted emphasis on developing effective strategies for diverse populations of VRES 13.</p> <p><u>Differentiation</u> to support teachers at various levels will occur through a process of collaborative teacher goal-setting and classroom observations/walk-throughs for the purpose of strengthening professional practice "Our work in schools is about bridging this knowledge gap between educators and their practice. The rounds process is an explicit practice that is designed to bring discussions of instruction directly into the process of school improvement. The practice works because it creates a common discipline and focus among practitioners with a common purpose and set of problems. (City, Elmore et al. 2009) Teachers will understand why students need certain accommodations and supports and will know how to provide them.</p> <p>The evaluation of the PD plan will be an ongoing process based on the identified needs of students and staff. Benchmarks and achievement goals will be established using the process of setting SMART goals. The plan will be revised as formative and summative student data and work products indicate measurable growth and attainment of benchmark metrics. Administrators will use observation to monitor classroom practice. Teachers will receive timely feedback through documentation and dialogues with the administrator and other teachers to support and improve their practice.</p>

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Outcomes 6, 8, 16	Staffing/Operations	<p>VRES #13 will be staffed based on a projected initial enrollment of 950 students. Depending on the number of Gifted, EL and Special Education students, staff will be hired using the normal LAUSD staffing guidelines for specialized instruction.</p> <p>To fulfill our VRES #13 mission, all teacher applicants interviewed will be ranked for potential hiring not just on the basis of their experience, but also for their enthusiasm, willingness to be part of a real learning community, and commitment for:</p> <ul style="list-style-type: none"> • developing and delivering standards-based instruction in a variety of learning modalities • implementing technology into the instructional program • implementing project-based Learning • working collaboratively with colleagues to analyze student work and develop interdisciplinary lessons that will continuously improve student achievement • working/teaching experience in visual or performing arts • teaching EL and SEL students, sensitivity to learning styles and language development needs • meeting the needs of students with disabilities • developing positive parent-teacher interactions • fulfilling more than one responsibility (i.e. club sponsor, parent school presenter, coach/mentor, intervention coordinator, community partner coordinator, etc.) <p>Staff Selection procedures will follow all district guidelines for ESBMM schools:</p> <ol style="list-style-type: none"> 1) During the first year, the selection committee will be composed of the principal, representatives from the original applicant teams (LD1), selected members of the design team, and selected community partners. In subsequent years, the selection committee will be composed of the SLC administrator and administrative team, the SLC lead teacher, and parents. 2) The process will include a traditional interview with the Selection Committee 3) Applicants will submit a professional resume, an application letter explaining why they would like to teach at the school; at least one letter of recommendation from a previous supervisor/principal and at least one letter of recommendation from a community partner/student/teacher with whom they have worked. 4) The final decisions will be made by consensus of the selection committee. <p>The Leadership Council will formulate job descriptions that delineate the specific qualities and responsibilities for each</p>

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		<p>classroom staff position. Teacher staffing will be done in accordance with the LAUSD Bargaining Agreements and norms for student to teacher ratio. VRES #13 will select teachers using an interview team (to include the Principal, Leadership Team representatives, and a parent). After reviewing teaching applications, the team will select a handful of potential candidates, and then an interview process will take place to screen these candidates. Upon completion of the interviews, the newest hires will be selected by consensus.</p> <p>To balance high energy with experience, both new and veteran qualified teachers will be recruited throughout the district, CSUN, and through personal referrals; teachers at the feeder schools (where overcrowding will be reduced) will have the opportunity to apply for positions the first year.</p> <p>We will seek to hire teachers who have interest and experience in the visual and performing arts, project-based learning, and technology.</p> <p>VRES #13 will need to hire 2 fully credentialed special educators for the following programs:</p> <ul style="list-style-type: none">• 1 - Resource Specialist teachers• 1 - Specific Learning Disability special day program teachers• Other teachers as special day programs are added to the campus by Support Unit North <p>Each teacher will need to be highly qualified for the specific classes they will be teaching. VRES #13 will also have a minimum of 2, 6-hour baseline paraprofessional positions to support our special education programs.</p>

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	Fiscal	The Los Angeles Unified School District and Local District 1 will be responsible for generating all financial and budget reports for VRES #13. The District's budget tracking systems (IFS/GUI and FRDB) will be used to monitor and update budget encumbrances and expenditures for non-categorical (unrestricted programs/accounts) and categorical programs (restricted programs/accounts).
Outcome 14	Parent Participation	<p>VRES #13 will follow the framework developed by Dr. Joyce Epstein at Johns Hopkins for parent involvement. These standards for involvement reflect the expectations by parents participating in our academy:</p> <ul style="list-style-type: none"> • Communication – Communication between home and school will be regular, two-way, and meaningful. It will include written correspondence, email, a school website, and the use of Connect-Ed. Parent meetings and a Parent Center will provide additional information. • Parenting – Parenting skills will be promoted and supported through parent education and engagement activities offered at the school. • Volunteering – Parents will feel welcome in the school, and their support and assistance will be sought and valued at all types of events and during the school day. • School Decision Making and Advocacy – Parents will be full partners in the decisions that affect children and active members of ESBMM Council and other compliance councils. • Collaborating with Community – Community resources, including, but not limited to, those listed elsewhere will be used to strengthen schools, families, and student learning. <p>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 home 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.</p> <p>VRES #13 will be a school where parents, community members, and community partnerships play active roles. Parent education classes will be available. It will be a place that links community resources to school families. Parents, teachers, and community partners will be expected to support and contribute to the success of students at the school, through mentoring.</p>

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		<p>VRES #13 will offer:</p> <ul style="list-style-type: none"> • A high-quality, rigorous instructional program for all students • A safe, nurturing and personalized school environment • A school where parents, community members, and community partnerships play active roles • A school where students have access to quality academic and non-academic programs and activities • Parent education classes, expanded community partnerships, and a place that links community resources to school families • Cross grade level articulation between feeder schools, Vista MS, and Panorama HS