Los Angeles Unified School District

PUBLIC SCHOOL CHOICE 3.0

SERVICE PLAN FOR SPECIAL EDUCATION

APPENDIX E

Applicant Team Name: __VISTA MIDDLE SCHOOL – DISTRICT 1

.MCD OUTCOME	COMPONENT	SCHOOL PLAN
Federal Requirement, District publications and forms are available	**Search and Serve**	Any student with disabilities is identified when enrolling at the school. Vista MS will be using LAUSD enrollment forms. Parents will be asked whether their child is a student with exceptional needs as well as marking that item on the enrollment form (section 10 of the enrollment form). Parents are asked to provide a copy of the active IEP with the completed enrollment packet. The Administrator in charge of special education or the Bridge Coordinator 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 administrator or Bridge Coordinator will conduct bi-monthly review of the Welligent Reports to ensure all students with IEP(S) have been identified and are being serviced appropriately. The Bridge Coordinator will also review the CUM information received from other schools when the students are new to the school. The review of the records will ensure that students requiring supports receive them. All appropriate stakeholders are provided with either a copy of the IEP or the services, goals, and accommodations needed. If student is coming from another district, a 30 day IEP will be held. Vista has a system in place to address the special education procedures. This system describes 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. The staff will be given direct contact information to use when assistance is needed. Additional professional development is provided to the staff on a yearly basis. The Professional Development topics will consist of: • Special Education compliance items • Special Education school site procedures • Identification of and purpose of the Modified Consent Decree (MCD) Team members (Principal, Bridge Coordinator, 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.

Los Angeles Unified School District

PUBLIC SCHOOL CHOICE 3.0

SERVICE PLAN FOR SPECIAL EDUCATION

APPENDIX E

Applicant Team Name: __VISTA MIDDLE SCHOOL – DISTRICT 1

.MCD OUTCOME	COMPONENT	SCHOOL PLAN
		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 on how to request an assessment; The Coordination of Services Team (COST) and/or Student Success Team (SST) will review data from a variety of sources (Periodic Assessments, CORE K-12, CST, ELD Portfolios, CELDT, MAZE,) to determine if students are not making adequate progress after receiving interventions. Students not making adequate progress, based on assessments and/or progress monitoring, will be referred for assessment. (Bridge Coordinator reviews all incoming 6th grade CUMS to determine if an SST was held at the elementary school, progress of indicated interventions, current status and review of the records to see if at that point a referral for special education is necessary) Vista maintains all the appropriate publications and forms, and distributes them according to district policy. At the beginning of the year the Bridge Coordinator 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 also available in the main/attendance office, Parent Center, the IEP team meeting room, Bridge Coordinator/Special Education office and the counselors offices: "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 of students with special needs: the school policy on eliminating hostile environments, the Parent-Student handbook, 'Are You Puzzled by Your Child's Special Needs?" CRU/PRN brochure and the Special Education Parent Training Calendar. During the IEP meeting parents are given the following brochures: The IEP and You, The ESY brochure, The Least Restrictive Environment brochure, The Parent's Guide to Special Education Services, the ITP brochure and Informal Dispute Resolution forms (when applicable), and the Parent Survey. Communication with parents and community is open and ongoing. Vista Middle School 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 Team 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 night.

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

APPENDIX E

Applicant Team Name: __VISTA MIDDLE SCHOOL – DISTRICT 1

.MCD OUTCOME	COMPONENT	SCHOOL PLAN
Outcome 2	**Intervention Programs**	Vista Middle School will provide Grade Level Houses for all students—including students with disabilities, English learners, Standard English learners, gifted and high-achieving students, and students at risk. Each student will have a team of teachers designed to motivate and keep her/him on the path toward academic and social/behavioral achievement. Students, teachers, parents and mentors will use student data as they collaborate in the development, implementation, and review of student portfolios. Intervention programs will be offered to students demonstrating needs based on classroom and assessment data. Teachers will review assessment data during grade level meetings, common planning time, team 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 Vista MS. Students recommended for intervention services may also come from parents, teachers, or counselors. 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. All stakeholders at Vista will work under a shared belief that meets 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. (Possible programs to be utilized: Scholastic Reading Inventory (SRI), MAZE, AIMSweb progress monitoring, Study Island, CORE K-12, Why Try, Achieve 3000, software designed for differentiation)

Los Angeles Unified School District

PUBLIC SCHOOL CHOICE 3.0

SERVICE PLAN FOR SPECIAL EDUCATION

APPENDIX E

Applicant Team Name: __VISTA MIDDLE SCHOOL – DISTRICT 1

.MCD OUTCOME	COMPONENT	SCHOOL PLAN
		Core teams will regularly meet to review authentic, periodic, performance, portfolio, 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. 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. Students will be selected for intervention based on any of the following: • Teacher recommendation • Parent or student request • Class grade of D or F • Score of Below Basic or Far Below Basic on Periodic Assessments in ELA or Math • Score of Below Basic or Far Below Basic on standardized testing in ELA or Math More than 3 referrals to the dean's office Progress monitoring will drive how intervention is provided. The more intense the need, the more often the progress monitoring will be. Through the results of progress monitoring: 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 needs 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. All students in the Special Day program will be scheduled to receive services at least 1 time per week in the Enrichment Learning Lab for targeted intervention based on assessed areas of weakness. (There is now a considerable body of evidence to indicate that substantial gains in student learning are possible if use is made of small-group instruction (Abrami et al. 2000).

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

APPENDIX E

Applicant Team Name: __VISTA MIDDLE SCHOOL – DISTRICT 1

.MCD OUTCOME	COMPONENT	SCHOOL PLAN
		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 evaluation that measure different skills (i.e. communication, time management, organization, collaboration). Evaluating these assessments will alert teachers as to where the student is having difficulty, thus allowing us to provide the appropriate intervention instruction. 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 a full period a day. 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. How Vista will be able to provide intervention: • Vista's plan of a block schedule, three periods on alternating days, an extended advisory period that meets four days a week builds time for intervention into every student's program. • There will be afterschool programs to provide tutoring and expanded time to learn. • Vista will have a full time Bridge Coordinator who will be available to monitor the intervention instruction the students are receiving, work on a one-one basis with struggling students when necessary and collaborate with appropriate staff to make changes as necessary. • The Learning Center and Enrichment Lab can be used flexibly or as an assigned elective class to assist students who need to learn access strategies and organizational techniques as well as targeted skill development. • Vista will have an advisory class for every student within their grade level house and taught by one of their core team teachers. The advisory class personalizes the student experience by helping students set goals for growth, reviewing each student's academic data (CST scores, periodic assessments, etc.) by giving them an opportunity to talk about academic and personal issues that impact their success in school, and by providing them with a core team of teachers who will know them personally and promote their success. Advisory committees and core teams will meet regularly to discuss and plan the curriculum for advisory classes.

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

APPENDIX E

Applicant Team Name: __VISTA MIDDLE SCHOOL – DISTRICT 1

.MCD OUTCOME	COMPONENT	SCHOOL PLAN
		All materials used for intervention will be researched based and approved by the district for this purpose. (Language!, Rewards, Math Go Figure, 6 Minute Solution, Achieve 3000, Study Island and state approved standard based curriculum)
Outcomes 5, 17 and 18 LAUSD Board Policy	**Discipline Foundations Plan and Behavior Support**	All students at Vista Middle School 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 . Additionally, outreach to the community and support from mentors will serve to reinforce students' self-esteem and ties to the community, both of which can act as deterrents to future drug abuse and gang involvement. Vista Middle School will offer: • 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. Through integrating our instructional program with other community elementary, high schools, and colleges, we can provide a continuum of educational opportunities that will benefit our families and the community at large as our

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

APPENDIX E

Applicant Team Name: __VISTA MIDDLE SCHOOL – DISTRICT 1

.MCD OUTCOME	COMPONENT	SCHOOL PLAN
		students advance themselves into post-secondary education and careers of their choice. Positively stated behavioral expectations will be posted in classrooms, hallways, and offices. These expectations will be explicitly taught, modeled, and reinforced. • BE Safe • Be Responsible • Be Respectful A school wide bullying prevention program (OLWEUS) will be taught in advisory classes. The administrative staff will ensure all teachers have a copy of the expectations; expectation posters will be posted in all common areas (classrooms, hallways, cafeteria, yard, bathrooms, auditorium and so on). • We will Not bully others. • We will be proactive in dealing with bullying. • We will be inclusive, not exclusive. • We will report all incidents of bullying. Appropriate replacement behaviors will be taught to students. Students will be caught doing the right things and be positively reinforced. (Vista Bucks, Caught Being Good Program, team assemblies and awards for most improved, perfect attendance, no U's etc.) 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. Data will be utilized to analyze problem behaviors. 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.

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

APPENDIX E

Applicant Team Name: __VISTA MIDDLE SCHOOL – DISTRICT 1

.MCD OUTCOME	COMPONENT	SCHOOL PLAN
		The following describes the Proactive Phase and the 3 tiers of positive behavior support that will be implemented. Vista is committed to establishing a positive and proactive approach that will include: Proactive Phase: – School wide Bullying Prevention Program All 6th grade students and SDC students (special day class) will participate in the Why Try program The Why Try Program is a strength-based approach to helping at-risk youth overcome their challenges and improve outcomes in the areas of drop-out, truancy, behavior, and academics. It is based on sound, empirical principles, including Solution Focused Brief Therapy, Social and Emotional Intelligence, and multi-sensory learning. Tier 1 Core will include: - 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 Data will be utilized to analyze problem behaviors. The discipline review team will review referrals to the office for behavior. 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 and Tier III supports will be conducted in small groups and on an individual basis based on the students identified needs. Students will be grouped by need and further instruction will be conducted.

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

APPENDIX E

Applicant Team Name: __VISTA MIDDLE SCHOOL – DISTRICT 1

.MCD OUTCOME	COMPONENT	SCHOOL PLAN
		Tier 2- Strategic will include: - Intensive social skills teaching - 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 - Community and service learning Tier 3 - Intensive will include: -Intensive academic support -Intensive social skills teaching -Individual behavior management plans - Parent training and collaboration - Individual counseling through outside agencies, School Mental Health, on-site PSW and School Psychologist -Multi-agency collaboration (wrap-around) services -Alternatives to suspension and expulsion -Community and service learning

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

APPENDIX E

Applicant Team Name: __VISTA MIDDLE SCHOOL – DISTRICT 1

.MCD OUTCOME	COMPONENT	SCHOOL PLAN
Required for Planning	**Description of Student Population**	Vista Middle School will accept students with many different types of disabilities. They will have special day programs for students with Specific Learning Disabilities and have resource support for any student who needs it. With these programs, Vista will be able to support students using the standards-based curriculum. 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. *Vista will have 4 resource specialist teachers and 8 SLD/SDPs which will have an enrollment range of 105 to 120 students with disabilities. Between 12-14.5% of the student population would be comprised of students with disabilities. Vista students attend their school of residence.*
Outcome 2	**Special Education Program Description**	All stakeholders at Vista Middle School will work under a shared belief that meets 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 only when more intensive instruction is needed. There will be collaboration between general education teachers and special education teachers that includes co-planning and co-teaching. The RtI framework will be utilized to assess and monitor students. The problem solving approach will identify students that 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: • Use research-based curricular and intervention programs, infusing this instruction through project based learning • 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/ Enrichment Learning Lab. • Provide students with accommodations / modifications as indicated in their IEPs.

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

APPENDIX E

Applicant Team Name: __VISTA MIDDLE SCHOOL – DISTRICT 1

.MCD OUTCOME	COMPONENT	SCHOOL PLAN
		• Mainstream Students with Disabilities that are in Special Day Programs into age-appropriate classrooms 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. Tier 1 will be the core curriculum, with differentiation and supports as needed which has been listed and indicated in the IEP document, such as strategic assistance in the Learning Center/Enrichment Lab for re-teaching, pre-teaching, scaffolding core curricular lessons and extended time. Tier 1 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 periodic assessment information and progress monitoring to guide instruction. Students will participate in instructional programs as designated in their IEP documents. All students will receive standards based instruction in accordance with the curriculum there 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. Tier 2 will be the core curriculum (everything in Tier 1) plus more. Students can receive more targeted instruction in a smaller group setting, and be given more time. Teacher will use frequent progress monitoring to guide their instruction and areas of intervention. The higher the level of need, the more frequent the progress monitoring needs to be. Students may be taken to the learning center to provide targeted instruction and interventions. The 3 period block schedule allows students to have intervention time as needed. Tier 3 is for the small percentage of students who still require "Intensive Instruction" more supports and assistance. Group size is smaller. 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. The Learning Center is used to take flexible groups of, special and general education, students so that differentiation of

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

APPENDIX E

Applicant Team Name: __VISTA MIDDLE SCHOOL – DISTRICT 1

.MCD OUTCOME	COMPONENT	SCHOOL PLAN
		instruction can occur in a small group setting such as pre-teaching, re-teaching, chunking, teaching organizational strategies. The Learning Center is utilized for both Tier 2 and Tier 3 students. Students with Special Needs will mainstream with their non-disabled peers to the maximum extent possible based on the percentage rate listed in the IEP document. The IEP document will document area of needs and strengths. Based on this information, the IEP team delineates the academic areas in which the student is to mainstream in the general educational setting. Special Day Teachers will work with the Special Education Paraprofessional and General Education Teacher to monitor instruction and behavior of students mainstreaming. The team of support providers will work together to incorporate whatever supports are needed and to monitor learning.
Outcomes 8, 10, 13, 14, 15	**IEP Process: Implementation and Monitoring**	Vista Middle School 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. Vista 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 (annuals, 3 year evaluations, amendments, 30 day, initials, and suspension IEP's). 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 monthly calendar of scheduled IEP meetings. IEP team members will be notified at least 10 days in advance of the meeting date. Staff members will communicate through the Welligent email , memos, in person, through in-house IEP participant notification process forms, follow-up procedures to inform all necessary stakeholders of IEP changes/additions and translation request procedures when requested by parents and in person.

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

APPENDIX E

Applicant Team Name: __VISTA MIDDLE SCHOOL – DISTRICT 1

.MCD OUTCOME	COMPONENT	SCHOOL PLAN
		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 calls. 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 done to inform the parent of the pending IEP meeting. Parents will be provided the appropriate District publication: the Parents Guide to Special Education Services including procedural Rights and Safeguards; the IEP and You and ITP and You in the parent's primary language. An interpreter will be provided at no cost to the parent. Upon receiving the signed Notification To Participate in the IEP meeting, the administrator, bridge coordinator or case manager reviews the section where the parent indicates if the use of an interpreter is be needed. 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 then a request is made to the interpretation unit for personnel to be sent to the meeting. The school maintains a roster of staff eligible to interpret at IEP meetings. The interpreter is given the IEP document prior to the meeting to review and prepare for the IEP meeting at least a day prior to the meeting (when possible). During the IEP meeting, the administrator/administrator designee 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. At the end of the IEP meeting , the IEP is closed and parent is provided a copy. At the request of the parent a translated copy will be provided in a timely manner. After the IEP documents are signed the Welligent system notifies participants of the completion of the IEP document. Teachers without Welligent access (student's current teachers) will be given a copy

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

APPENDIX E

Applicant Team Name: __VISTA MIDDLE SCHOOL – DISTRICT 1

.MCD OUTCOME	COMPONENT	SCHOOL PLAN
		of the signed "active" IEP to replace the inactive IEP. The active IEP will be kept in a confidential file in the teacher's classroom to insure implementation of goals and accommodations. Monitoring of IEP implementation will be conducted in two manners. The Assistant Principal in charge of the special education program will monitor services provided to the students by printing and reviewing the SER 306 and 307 reports every two to four weeks. Service providers should be logging in services provided to students on a daily if not weekly basis. The AP, or Bridge Coordinator will also monitor instruction to ensure the accommodations and modifications listed in the IEP documents 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. Student progress will be monitored every five weeks to correspond with the school site progress reporting period, the IEP goals and objectives (page 5 of IEP) will be monitored for progress to ensure goals are being met and mailed home at the 10, 20, 30 and 40 week progress reporting periods. 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 Bridge Coordinator or student's case manager (SESAC teacher). 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 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 their IEP students 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 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. .

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

APPENDIX E

Applicant Team Name: __VISTA MIDDLE SCHOOL – DISTRICT 1

.MCD OUTCOME	COMPONENT	SCHOOL PLAN
Outcomes 10, 18	**Procedures for Identification and Assessment of Students**	All stakeholders will be involved in the analysis of academic and social/behavioral student assessments using the Problem-Solving Process. All stakeholders will use the Problem-Solving Process used in the RtI² framework to ensure good first teaching and appropriate interventions for all students. The process will provide a systematic and timely response to students who experience difficulty in meeting academic and behavioral benchmarks. All stakeholders at Vista will work under a shared belief that meets the needs of the whole student (physical, social, emotional, 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. Vista Middle School will follow the guidelines in the LAUSDs SPED Policy and Procedure Manual. The initial step in identifying students with special needs is a collaborative effort. Teachers, other staff members, parents and students meet to identify academic concerns and provide additional supports at home and in the classroom. Teachers and out of classroom staff access MY Data for history of related test results, attendance, behavior etc. If a student is still not responding, an SST will be convened to determine if all supports and strategies have been implemented. Only after the SST has documented that all supports and strategies have been implemented, given time to work, and are not producing success, and factors such as language acquisition, health, attendance, environment etc. have been ruled out, then a referral to special education will be made. The SST paperwork documents what has been tried, the outcome and staff responsible. Once all implementation of supports and interventions are attempted the team must determine if the response to the interventions is not appropriate. If the response is not appropriate a referral for special education assessment is made. The student will be assessed in all areas of suspected disability based on the academic, behavioral, physical concerns. The IEP team will follow all district policies and procedures regarding identification. Monitoring of referrals by ethnicity will be tracked to ensure that no one group is being over-identified based on the school population.

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

APPENDIX E

Applicant Team Name: __VISTA MIDDLE SCHOOL – DISTRICT 1

.MCD OUTCOME	COMPONENT	SCHOOL PLAN
		The five basic steps in the special education process: • Student Success Team (SST) and Language Appraisal Team (LAT) implementation of interventions, progress monitoring, and data analysis to determine the response to the intervention (if response is not appropriate), then • Referral for Assessment • Determine appropriateness of the request • Assessment Begins • Development and implementation of an IEP • IEP review meeting 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. The following areas are assessed: school psychologist; cognitive, language, motor, social/.emotional; nurse, health, teacher, academics. An IEP is scheduled to determine whether the student is eligible for Special Education Services. 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.
Outcome 2	**Instructional Plan for students using grade level standards**	Vista Middle School will provide all students with an academic environment that will ensure their active engagement in learning which will prepare them to acquire the skills necessary to be successful in the 21st century. Students will become competent in their abilities to identify and use resources, work well with others, acquire an evaluate information, understand complex relationships and work with a variety of technologies. The information from this body of research provided us with the guidance to identify four common characteristics possessed by middle schools that have significantly improved academic achievement. These characteristics have become the fundamental Four Guiding Principles that will reshape our culture and instructional program to transform Vista into a center for success: 1. Set high academic expectations and create a supportive climate of encouragement that includes frequent assessment, multiple opportunities for improvement, and extra time/help for students who need it. (90/90/90 and AAitMG article) (Rigor) This will be evident in the implementation of: Advancement Via Individual Determination (AVID) strategies, Scaffolding Specially Designed Academic Instruction in English (SDAIE), and using

Los Angeles Unified School District

PUBLIC SCHOOL CHOICE 3.0

SERVICE PLAN FOR SPECIAL EDUCATION

APPENDIX E

Applicant Team Name: __VISTA MIDDLE SCHOOL – DISTRICT 1

.MCD OUTCOME	COMPONENT	SCHOOL PLAN
		the RTI – Intervention model. (Provides Individualized learning opportunities) 2. Provide an accelerated and rich core curriculum that includes topics in algebra and geometry, laboratory-based science, weekly writing in all classes, and extensive reading of all types of materials in all classes for all students. This will be demonstrated through our use of: Standards-based Curriculum, Writing Across the Curriculum, and design of Interdisciplinary Curriculum and Instruction lessons. 3. Engage students in challenging, hands-on assignments that require them to practice new skills, incorporate their interests, and relate to their culture and life outside of school. This engagement will be accomplished by the use of: Project-Based Learning, Culturally Relevant and Responsive Education (CRRE), Service Learning, and assignments that target the development of 21st Century Skills/Learning that connect to major career areas. 4. Provide continuity of care across the school day, school years, and between the school and home. This personalization will be accomplished by the creation of: Grade-level Houses, Advisories, Vertical Articulation between schools and the development of a community organization, the "Panorama Partnership for Success" that will include a one-stop, full- service Parent/Community center. A well-rounded curriculum that differentiates instruction, builds academic literacy for Students with Disabilities and English learners, provides learning opportunities that are rigorous and relevant, and integrates 21st century skills into all content areas as an interdisciplinary approach will enable all students from our rich, diverse society to be successful in all future endeavors." http://www.p21california.com/concept-paper.html What this means is that the overarching expectation is that ALL students, including Students with Disabilities will be given a curriculum that is standards based where the T.E.A.M.S (Technology, Environment, Media, Arts, Science) approach is imbedded in everything we do. How are these 21st Century Skills incorporated into the core academic standards-based curriculum? ▯ They become the targets of assignments, Project-Based Learning will be structured to meet rigorous standards ▯ Interdisciplinary activities can cross content areas, families within our grade-level Houses and Core Teams.

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

APPENDIX E

Applicant Team Name: __VISTA MIDDLE SCHOOL – DISTRICT 1

.MCD OUTCOME	COMPONENT	SCHOOL PLAN
		Each grade level House consists of approximately 500 students. Based on their grade level, students will be assigned homogeneously to each core team within the larger school. Our grade level Houses and Core Teams will follow the 2007 LAUSD Smaller Schools Model: Characteristics/Attributes of Personalized Learning Environments that include: ▯ Unifying Vision/Identity ▯ Rigorous Standards-Based Curriculum, Instruction and Assessment ▯ Equity and Access ▯ Personalization ▯ Accountability and Distributed Leadership ▯ Collaboration/Parent and Community Engagement ▯ Professional Development In addition, the Elements of a Successful Grade 6-8 program emphasizes a "smallness out of bigness" approach at the middle school level through the implementation of Personalized Learning Environments, also known as Grade Level Houses on the Vista campus. Grade Level Houses will "create an environment that acts as a facilitating factor in promoting increased student learning" (Cotton, 2001). The central focus of these Houses will be to create conditions that "engage students, support learning, and enhance development (Felner, 2007). By utilizing a personalized, small schools academy model we will appeal to the specific interests of students; this context will also build close teacher-students relationships and encourage productive interaction among all stakeholders for designing and implementing quality educational experiences for our students. High expectations will be set for all students and they will be held accountable for meeting state and district content and performance. They will also be measured on how well they have met our expected school wide learning goals.

Los Angeles Unified School District

PUBLIC SCHOOL CHOICE 3.0

SERVICE PLAN FOR SPECIAL EDUCATION

APPENDIX E

Applicant Team Name: __VISTA MIDDLE SCHOOL – DISTRICT 1

.MCD OUTCOME	COMPONENT	SCHOOL PLAN
		As students complete their education at Vista, they will have acquired 21st Century Skills: Learning and Innovation Skills ▯ Creativity and Innovation ▯ Critical Thinking and Problem Solving ▯ Communication and Collaboration Information, Media and Technology Skills ▯ Information and Media Literacy ▯ Information, Communications and Technology Literacy Life and Career Skills ▯ Initiative, Self-Direction, and Accountability ▯ Leadership and Responsibility ▯ Social and Cross-Cultural Skills Through the focus themes, T.E.A.M.S, Project Based Learning (PBL) will embed 21st century skills through student projects focused on the essential career areas of: Technology, Environment, Art, Media, and Science/Math. In addition to providing Instruction for Vista students through Grade Level House and Core Teams, teachers will infuse Interdisciplinary Curriculum and Instruction, Inquiry-Based Instruction and Project-based Learning into their classrooms. Teachers will use a variety of assessment and evaluation systems that is performance-based using projects, presentations and student digital portfolios to allow students several avenues to demonstrate their mastery of state standards and related skills. Teachers will use MYDATA to access areas of need. This approach has demonstrated success in serving the educational needs of students with similar demographics to those who will be attending our school.

Los Angeles Unified School District

PUBLIC SCHOOL CHOICE 3.0

SERVICE PLAN FOR SPECIAL EDUCATION

APPENDIX E

Applicant Team Name: __VISTA MIDDLE SCHOOL – DISTRICT 1

.MCD OUTCOME	COMPONENT	SCHOOL PLAN
		All Vista students have a right to access rigorous and engaging curriculum. In order to prepare our students to be successful participants in college, the workplace, and the community, we at Vista are committed to providing a standards-based curriculum that integrates critical 21st century skills, writing across the disciplines, and project-based learning into the core academic curriculum. Mastery of core subjects--reading and language arts, mathematics, science, and history, are essential to student success. In order to ensure that students are meeting the standards in all of their core subject classes at Vista, we will use state-adopted standards-based textbooks. In addition we will provide a rigorous curriculum with high expectations for all students. Interdisciplinary instruction will give students the skills needed to connect learning, communicate both orally and in writing and apply higher order cognitive thinking to the demands of life in the 21st century. This instructional plan 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: 1. Accessing prior knowledge 2. Using Thinking Maps/Graphic Organizers 3. Pre-teaching key vocabulary prior to lessons/Use of Academic Vocabulary 4. Using Agenda books to track assignments 5. Teaching use of technology as a learning tool 6. Providing hands-on learning activities designed to achieve content mastery and develop language skills 7. Providing student-to-student interaction; student-to-teacher interaction and teacher-to-student interaction 8. Developing questioning strategies 9. Creating varied forms of assessment for students to show what they know 10. Allowing time for reflection 11. Providing instruction in multi-modal ways (project based learning) 12. Chunking of assignments / projects 13. Extending time when needed 14. Encouraging investigation of key vocabulary words 15. Scaffolding 16. Differentiation of Instruction

Los Angeles Unified School District

PUBLIC SCHOOL CHOICE 3.0

SERVICE PLAN FOR SPECIAL EDUCATION

APPENDIX E

Applicant Team Name: __VISTA MIDDLE SCHOOL – DISTRICT 1

.MCD OUTCOME	COMPONENT	SCHOOL PLAN
		Differentiation for the students in the classroom will be based on grade level curriculum and data. Teachers will use the data from a variety of data sources. The teachers will use assessment data, IEP documents, and authentic assessments to determine small groups to meet the needs of the students within the classroom. Differentiation is needed so that students can receive the supports they need in order to reach grade level standards.
Outcome 7A, 7B	**Instructional Plan for students using Alternate Standards**	Currently, Vista Middle School does not have programs where the alternative curriculum is utilized.
Outcome 13	**Plan to provide Supports & Services**	Administrators at Vista Middle School will ensure that students with disabilities are receiving their supports and services by the following: 1. Ensuring that all teachers and service providers maintain accurate SESACs so that all services are provided and time-lines are met. 2. Ensuring that all service providers maintain a schedule of when and where they provide services to students, and checking regularly to see that the service tracking logs for all service providers are entered into Welligent (SER 306 & 307). All mandated service providers will routinely complete their Welligent Tracking Log at least weekly and provide a copy to the designated administrator each month. 3. Ensuring that all staff working with students with disabilities are aware of the students' goals, objectives, and accommodations and supports per their IEPs. 4. Ensuring that students are being provided the accommodations and supports as indicated in their IEPs. 5. Ensuring that all staff working with students with disabilities are aware of the students' goals, objectives, and accommodations and supports per their IEPs. 6. Ensure all staff working with students with disabilities maintains data supporting the progress being made towards the IEP goals to support progress grade.

Los Angeles Unified School District

PUBLIC SCHOOL CHOICE 3.0

SERVICE PLAN FOR SPECIAL EDUCATION

APPENDIX E

Applicant Team Name: __VISTA MIDDLE SCHOOL – DISTRICT 1

.MCD OUTCOME	COMPONENT	SCHOOL PLAN
		7. Making classroom visitations regularly to ensure that all students are receiving their supports and services as listed in their IEPs.
Outcome 9 (for programs with students 14 and older)	**Transition Planning Strategies**	Vista Middle School is committed to empowering all students with disabilities beginning at age 14, with the skills necessary to achieve their full potential in adult living, through support and collaboration with families, schools, and the community. For students receiving special education services under the Individuals with Disabilities Education Act (IDEA), transition is preparing for and moving from school to work and community life. To determine student's post-secondary interests, students are given (the "Ready Set Go: A Transition Inventory) transition inventories to develop and implement the ITP starting at the age of 14. Students gain awareness of potential areas of educational planning, career interest, and independent living needs. Prior to a student's 14th birthday, the student's areas of strength, ability, need, preference, and interests are identified. These are then documented at the IEP/ITP meeting along with a statement of transition services. Services may be documented in the form of transition activities in the areas of education and/or training, employment and, if appropriate, independent living skills. Transition activities at this stage may involve instruction around career awareness. This includes knowledge of personal strengths, learning styles, and various occupations. The results of transition planning are documented in the ITP. The specific items documented are: • Local agency involvement, if any • Transition assessments conducted • The student's career pathway and his/her interests and preferences • Related services, if any • Post-secondary goals related to education, training, employment and, if appropriate, independent living skills • Transition services activities to help the student achieve the postsecondary goals in education and/or training, employment and, if appropriate, independent living skills • People responsible for helping the student complete the transition activities

Los Angeles Unified School District

PUBLIC SCHOOL CHOICE 3.0

SERVICE PLAN FOR SPECIAL EDUCATION

APPENDIX E

Applicant Team Name: __VISTA MIDDLE SCHOOL – DISTRICT 1

.MCD OUTCOME	COMPONENT	SCHOOL PLAN
		Transition services are designed to help improve the academic and functional achievement of the student to facilitate successful movement from school to post school activities. These services are based on the individual need of each student and consider their interests and strengths.
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. Students will have access to all elective classes, assemblies any related school activities before school, nutrition, lunch, after regular school time, weekends, holidays and summer vacation. These activities include clubs, dances, parties, festivals, interdisciplinary team activities 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 and Grade Level Houses. 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, and participation in culmination activities. Students with disabilities will be provided accommodations as needed to allow participation in extra-curricular activities and inclusion by the nonacademic organization.

Los Angeles Unified School District

PUBLIC SCHOOL CHOICE 3.0

SERVICE PLAN FOR SPECIAL EDUCATION

APPENDIX E

Applicant Team Name: __VISTA MIDDLE SCHOOL – DISTRICT 1

.MCD OUTCOME	COMPONENT	SCHOOL PLAN
Federal requirement	**Providing Extended School Year**	Students with Disabilities at Vista Middle School will also be served through the Extended School Year (ESY) program. ESY will be provided to students who have unique needs that are most likely to continue indefinitely or for a prolonged period of time and require services in excess of the regular school year. ESY will be taught by highly qualified special education teacher. ESY will be provided to students based on the following criteria: 1) Students' regression during school breaks in instruction due to school scheduled vacations; 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 other LAUSD schools. As an LAUSD school, Vista will be part of the District's internal structure and therefore will seek and secure budget information from LAUSD's proposed budget.

Los Angeles Unified School District

PUBLIC SCHOOL CHOICE 3.0

SERVICE PLAN FOR SPECIAL EDUCATION

APPENDIX E

Applicant Team Name: __VISTA MIDDLE SCHOOL – DISTRICT 1

.MCD OUTCOME	COMPONENT	SCHOOL PLAN
Federal Court requirement	**MCD Outcomes (to be woven among others)**	At Vista Middle School: • All students will participate in Statewide assessments (CST,CMA) for both ELA and Math and History and Science (8th grade) • Graduation/Completion rate (N/A for middle 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 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 Vista MS • 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. • All IEPs will be held in a timely manner, whether they be annuals, tri-annuals, initials, 30 day , or re-evaluations (completion of IEPs 60 days after receipt of written request for assessment, Special Education Teacher and Bridge Coordinator to schedule meetings one month in advance of due date) • Appropriate division personnel will be notified and paperwork will be completed if parents disagree at an IEP meeting (provide parent with IDR Dispute Resolution Brochure as delineated in REF-1410.3 Special Education Dispute Resolution) • 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. All RST will complete their resource logs in a timely manner and provide a printed copy of their log to administration monthly. DIS providers will complete their logs according to district guidelines. • 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

Los Angeles Unified School District

PUBLIC SCHOOL CHOICE 3.0

SERVICE PLAN FOR SPECIAL EDUCATION

APPENDIX E

Applicant Team Name: __VISTA MIDDLE SCHOOL – DISTRICT 1

.MCD OUTCOME	COMPONENT	SCHOOL PLAN
		• If written translation of the IEP is requested, the necessary forms and paperwork will be submitted as soon as possible . Translated IEP's will be sent to parent and logged in with completion date. If oral translation is required at an IEP meeting, appropriately trained staff will interpret at no cost to the parent. • Special Educators will be credentialed and highly qualified • All students with disabilities will be provided with the accommodations, supports, and/or modifications as indicated in their IEPs • Behavior Support Plans will be written for students who have the eligibility of ED or Autism. It is understood that the BSP can reflect any behavior to be modified and it does not have to be a negative behavior, just one that would help the student (to ask questions when they need clarification; to ask for help when needed) • Anytime a student is being assessed with the possibility of 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. An FBA will be included as part of the data to make informed decisions to ensure that there is not an over identification of African American students. • Vista will have trained Behavioral Intervention Case Managers (BICM) on site (a minimum of two each year) • Vista will have a team of staff members trained in Non-Violent Crisis Intervention (NCI) • Individual transition Plans (ITP) will be developed for all studentsage 14 and documented in their IEP to assist in post- secondary vocational preparation • Student progress will be closely monitored using informal and formal student assessment to ensure all students are on a path to culmination Vista Middle School 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.

Los Angeles Unified School District

PUBLIC SCHOOL CHOICE 3.0

SERVICE PLAN FOR SPECIAL EDUCATION

APPENDIX E

Applicant Team Name: __VISTA MIDDLE SCHOOL – DISTRICT 1

.MCD OUTCOME	COMPONENT	SCHOOL PLAN
All	**Professional Development**	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 Grade Level House and content area. School-wide Professional Development will be divided into four target topics: • Developing and Implementing Project-Based Learning in the classroom • 21st Century Skills • Writing Across the Curriculum • Assessment These topics will be the focus of PD sessions with targeted emphasis on developing effective strategies for diverse populations within Grade Level Houses developed workshops throughout the year. Differentiation to support teachers at various levels will occur through a process of collaborative teacher goal-setting and classroom observations/walk-thrus 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. The evaluation of the PD plan will be an ongoing process based on the identified needs of students and staff. The plan will be revised as formative and summative student data and work products indicate measurable growth and attainment of

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

APPENDIX E

Applicant Team Name: __VISTA MIDDLE SCHOOL – DISTRICT 1

.MCD OUTCOME	COMPONENT	SCHOOL PLAN
		goals. 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.
Outcomes 6, 8, 16	**Staffing/Operations**	Vista Middle School will be staffed based on a projected enrollment of approximately 1600 students. District staffing guidelines dictate the number of positions for our school. In keeping with our mission of providing students with the skills necessary to be successful in the 21st century, our school will be staffed with highly qualified teachers. Depending on the number of Gifted, EL and Special Education students, staff will be hired using the normal LAUSD staffing guidelines for specialized instruction. All Special Education students will benefit with Highly Qualified teachers. Special Day students will incorporate the Learning Center into their weekly lessons which will allow the resource teacher staff to work with them on targeted skills. Using the Collaborative Teaching Model two Highly Qualified teachers will support our Resource students in English and Math classes. The Bridge Coordinator, Resource teachers, and the Professional Development Committee will support both Special Education and General Education to insure our students' access to the General Education curriculum, and staff understands the social emotional needs of the students. They will also help staff to use different strategies to address student's learning styles. Vista will look for committed individuals who have the energy and interest to actively support the school's mission, vision and instructional goals. 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 committed to:

Los Angeles Unified School District

PUBLIC SCHOOL CHOICE 3.0

SERVICE PLAN FOR SPECIAL EDUCATION

APPENDIX E

Applicant Team Name: __VISTA MIDDLE SCHOOL – DISTRICT 1

.MCD OUTCOME	COMPONENT	SCHOOL PLAN
		• Developing and delivering standards-based instruction in a variety of learning modalities (i.e., English Language Learner, Special Education, Gift and Talented, etc.) • Working in interdisciplinary teams/family • Integrating 21st century skills into the instructional program • Incorporating the use of technology into the instructional program • Designing project based learning that creates a need to know essential content and skills, requires inquiry, critical thinking, problem solving, collaboration and allows for student voice and choice • Working collaboratively with colleagues to analyze student work and develop interdisciplinary lessons that infuse writing across the disciplines • Teaching EL and SEL students, sensitivity to learning styles and language development needs • Using the RTI problem solving model along with analyzing student data to guide instructional practices • Participating in development of the Panorama City Community Partnership • Creating positive parent-teacher interactions • Implementing the school site professional development and to pursuing professional growth outside of Vista (i.e., conference attendance, workshops, etc.) Staff Selection procedures will follow al District guidelines for ESBMM schools: 1) The selection committee will be composed of the House Lead teachers, administrators, principal, UTLA representative 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 our 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 who they have worked.

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

APPENDIX E

Applicant Team Name: __VISTA MIDDLE SCHOOL – DISTRICT 1

.MCD OUTCOME	COMPONENT	SCHOOL PLAN
		4) The final decisions will be made by consensus of the Vista selection committee. The Leadership Team will formulate job descriptions that delineate the specific qualities and responsibilities for each classroom staff position. Teacher staffing will be done in accordance with the LAUD Bargaining Agreements and norms for student to teacher ratio. Vista will select teachers using an interview team (to include the Principal, House Lead Teacher, counselor, a parent, and core content teachers. After review 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. We will look to hire teachers committed to Vista's school vision who not only have the appropriate credentials for the core subjects but individuals who are committed to initiate and plan their own professional growth and development. Vista Middle School is staffed with Highly Qualified Teachers: • 4 - Resource Specialist Teachers based on District funding (Case loads of 28:1) • 8 – Special Education Teachers for the SLD/SDC classes based on District funding • 1- Full Time Nurse to provide health protocols as needed Each teacher will need to be highly qualified for the specific classes they will be teaching. Vista will also have a minimum of 11 6-hour baseline paraprofessional positions to support our special education programs based on District funding. Vista will have a full time Bridge Coordinator and a full time clerical support to insure compliance mandates are met under the Modified Consent Decree.

Los Angeles Unified School District

PUBLIC SCHOOL CHOICE 3.0

SERVICE PLAN FOR SPECIAL EDUCATION

APPENDIX E

Applicant Team Name: __VISTA MIDDLE SCHOOL – DISTRICT 1

.MCD OUTCOME	COMPONENT	SCHOOL PLAN
	Fiscal	The Los Angeles Unified School District and Local District 1 will be responsible for generating all financial and budget reports for Vista Middle School. 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, 2817 Special Education Funds and Title 1 Funds)
Outcome 14	**Parent Participation**	Vista Middle School 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 school: • 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 ConnectEd. 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.

Los Angeles Unified School District

PUBLIC SCHOOL CHOICE 3.0

SERVICE PLAN FOR SPECIAL EDUCATION

APPENDIX E

Applicant Team Name: __VISTA MIDDLE SCHOOL – DISTRICT 1

.MCD OUTCOME	COMPONENT	SCHOOL PLAN
		Every attempt will be made to encourage parent participation at all IEP meetings, if not in person, then at least by phone. Parents will receive paperwork in their first language. IEP meetings will be arranged considering parent scheduling needs. All necessary accommodations will be provided to allow parents access to attend the meeting. Oral translation will be readily available to any parents and when requested, IEPs will 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. Vista 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. Parents will be encouraged and trained to assume leadership roles on all of our school management leadership councils. Vista strategies to engage parents in the educational experience include: Open House, Back to School Night, Student-led Conferences, Parent-Faculty Conferences, College Counseling, college and career fairs, and parent support of our many social activities, student performances and special award events. Our parents will be kept closely informed of their students' progress through report cards, progress reports, calls from teachers, and the use of the SST, COST and IEP processes. LAUSD has unveiled a new *ISIS* program enabling our Vista parents to interact with the school and view certain information. At Vista our parent programs are directed and supervised by the leadership team, however all teachers are responsible to maintain close communication with our parents and support them in every way possible. Our on-site Vista Parent Center Coordinator is responsible to make information available to parents, help them deal with our student-teacher relations and train parents for leadership roles.

Los Angeles Unified School District

PUBLIC SCHOOL CHOICE 3.0

SERVICE PLAN FOR SPECIAL EDUCATION

APPENDIX E

Applicant Team Name: __VISTA MIDDLE SCHOOL – DISTRICT 1

.MCD OUTCOME	COMPONENT	SCHOOL PLAN
		Vista MS will offer: • 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 with the Elementary Schools and High Schools