

## LOS ANGELES UNIFIED SCHOOL DISTRICT SERVICE PLAN FOR STUDENTS WITH DISABILITIES

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

The plan is divided into three parts:

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

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

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<p><b>Federal Requirement, District publications and forms are available</b></p>	<p><b>Search and Serve</b></p>	<p>LRA will follow the processes, procedures, and monitoring procedures in the Special Education Policies and Procedures Manual (REF-1881.1) to ensure:</p> <ul style="list-style-type: none"> <li>• All staff at LRA will receive training on the proper procedures for determining if incoming students have eligibility to receive Special Education services.</li> <li>• Service Tracking logs accurately reflect the frequency and duration of all services specified in a student’s IEP. Each service provider will be expected to complete their logs which will be monitored by the RSP and AP EIS who will notify the Principal of any specified services not provided as stated in the IEP.</li> <li>• All appropriate publications and forms are available in the main office and parent office at all times including but not limited to: <ul style="list-style-type: none"> <li>○ Are You Puzzled by Your Child’s Special Needs?</li> <li>○ Student Enrollment Form</li> <li>○ Request for Special Education Assessment Form</li> <li>○ Student Informational Questionnaire for Parents and Guardians</li> <li>○ A Parent’s Guide to Special Education Services</li> <li>○ Parent Resource Poster with information about who to call with</li> </ul> </li> </ul>

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		<p>questions or concerns</p> <ul style="list-style-type: none"> <li>• We will develop a list of questions for the Office Technician responsible for enrollment that will not only ask the Special Education questions under section 10 of the enrollment form but also ask specifically if their child is receiving speech or other out of class services as sometimes parents think Special Education is only SDC. The Special Education clerk will be responsible for using SIS and Welligent to double check on all newly enrolled schools eligibility. The RSP will contact the South Unit and/or the clerk will call the last school of attendance if the parent indicates that their child was receiving services but does not have a copy of the IEP. Monitoring by RSP and AP EIS</li> <li>• All teachers will receive professional development in all aspects of our Special Education program beginning at the orientation retreat prior to the opening of the school. In particular we will explain the rationale and procedures for full inclusion of all students during the universal access/RtI<sup>2</sup> block for each grade level and the additional individual intervention block at the end of the day.</li> <li>• LRA will have staff that are experienced in participating in COST meetings, which we call Safety Net because they are</li> </ul>

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		<p>intended to identify as early as possible students who are struggling with academics, attendance, or behavior related issues by looking at benchmark, CFA assessments, and teacher referrals including but not limited to ODR, and observations in classrooms and on the yard.</p>
<p><b>Outcome 2</b></p>	<p><b>Intervention Programs</b></p>	<p>Our intervention approach begins with effective quality first instruction (Tier 1) that will reduce the need for intervention for all students including Special Education students. LRA will use summative assessments from prior years, beginning of the year district assessments including DIBELS and Maze assessments, grade-level CFA's and teacher referrals to identify which students need intervention. Each grade level has a 40 minute block for Universal Access/RtI<sup>2</sup> (Tier 2) that will be used to provide targeted interventions to homogenous groups of students alternating between mathematics and language arts as needed. All Students with Disabilities, teachers and aides will participant in this school-wide intervention program. Class size will vary based on the need of the students. A 30 minute block at the end of each day is reserved for additional small group intervention for all students which will include all Special Education students (more Tier 2). The instructional materials will be the grade span intervention materials from Treasures but the emphasis will be instruction based on the cognitive demand of the standards not programs. Language will</p>

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		be offered as the Tier 3 intervention program if there are enough students to make a class of 15.
<b>Outcomes 5, 17 and 18 LAUSD Board Policy</b>	<b>Discipline Foundations Plan and Behavior Support</b>	LRA will follow the Discipline Foundation Policy: School-Wide Positive Behavior Support described in BUL-3680.0.
<b>Necessary for Planning, will be provided</b>	<b>Description of Student Population</b>	Once the final boundaries are determined LRA will use SIS to identify the number of Special Education students and their disabilities. All Special Education students will fully participate in the universal access/RtI <sup>2</sup> block for each grade level and the end of the day block for additional differentiated instruction. The number of SDC and other classes will be determined by Support Unit South.
<b>Outcome 2</b>	<b>Special Education Program Description</b>	The LRA Special Education program will be based on providing instruction in the least restrictive environment not only because it is policy but because it is the most effective environment for ensuring that students are receiving the rigorous instructional environment they deserve. The hypotheses that pullout models work for Special Education students is not supported by the data that shows that virtually no students ever exit Special Education or reach proficiency on the CST. Our model for RSP is full inclusion so our students will interact with positive role models for behavior and academic effort. The RSP teacher will co-plan, co-teach, and ... To facilitate this process RSP students will be clustered to the extent possible given the revised Master Plan that will be in place next year. The RSP teacher will support each grade level during the universal access/RtI <sup>2</sup> block. The RSP teacher(s) will also work with students who are at academic risk as indicated by CFA's because while about

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		<p>10% of students are identified as needing Special Education currently about 20% of students in Miles and San Antonio are currently in the lowest two bands in ELA indicating that they also additional support. To the extent possible SDC students will be mainstreamed for the ELD part of Treasures and will be placed in homogenous groups based on similar CELDT levels and teacher recommendations.</p>
<p><b>Outcomes 8, 10, 13, 14, 15</b></p>	<p><b>IEP Process: Implementation and Monitoring</b></p>	<p>The SDC and RSP teachers with the support of the Special Education clerk and monitoring by the EIS AP and Principal will ensure that there is a master calendar of all IEP dates and notification dates. This will also include dates and timelines for evaluation of any students referred to be screened. The EIS AP will be responsible for creating a system of notifying participants for all pre and post IEP responsibilities and keeping a log of all such communications which will be reviewed by the Principal. Each teacher will be responsible for implementing all services and supports specified in IEP's for their students. This will be monitored by the SDC and RSP teachers for students on their roosters and reviewed by the AP EIS. They will be expected to use the School Self Service Checklist to make sure that all requirements are met. A review of the school design plans confirmed that there is confidential meeting space available for IEP meetings. As dual-language is one of two major focus areas at LRA primary language is viewed as an asset and will be highly valued by all certificated and classified staff at the school. One</p>

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		<p>feature of our dual language program is having a language of the day (LOD) for everyone from the office staff, recess and lunch, and all extra-curricular activities.</p>
<p><b>Outcomes 10, 18</b></p>	<p><b>Procedures for Identification and Assessment of Students</b></p>	<p>There are two school-wide interventions described in the body of our proposal and Special Education students will be fully included in both. The first is each grade level will have at least a 40 minute block for universal access/RtI<sup>2</sup>. Students will be assigned to classes based on prior year CST, beginning of the year benchmark assessments, on-going CFA's and teacher referrals. Classes will be fluid and re-evaluated every six weeks to ensure that each student is receiving the support they need. In addition, at the end of every day there is another 30 minute Collective Studies/Individualized assistance available for all students including Special Education students. Students will be assigned to the teacher(s) who have been the most successful on teaching their own classes the skills that they are struggling with. Any student, who is not showing progress including Special Education students, will be referred to our COST team which we call Safety Net. It is the responsibility of each grade-level PLC to refer students who are not making progress as indicated by CFA results or teacher referrals to the RSP and AP EIS. A language appraisal team will be established at LRA and will screen all referred students for language issues and give a written report to the COST team. A checklist will be developed by the AP EIS with guidance from Special Education South Support Services to</p>

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		<p>systemically address all possible areas of disability at COST meetings and during the Special Education assessment process. 99% of our students who will be Latino but we will keep accurate records of placements for any other ethnicities.</p>
<p><b>Outcome 2</b></p>	<p><b>Instructional Plan for students using grade level standards</b></p>	<p>Grade level standards will be used for all Special Education students unless the IEP explicitly states otherwise. All Special Education teachers will be members of a grade-level PLC and will fully participate in analyzing data, developing CFA's, and creating lessons to address the needs of all struggling students including Students with Disabilities. Each PLC will identify essential standards using the Common Core State Standards beginning with the orientation retreat and will have completed the process by the end of the first month of school. CFA's are intended make students' learning visible to teachers so they may give specific feedback about exactly what the student needs to do in order to improve. Each CFA will be written to illuminate language issues which our data analysis found was a major concern for all students at our feeder schools. Special Education students in Huntington Park are even more impacted by primary language issues and the grade level PLC will discuss how to address them as they develop their specific plans to address the third question of PLC's what do we do when students don't learn.</p>
<p><b>Outcome 7A, 7B</b></p>	<p><b>Instructional Plan for students using Alternate Standards</b></p>	<p>Students whose IEP's indicate that they are to receive instruction in the alternate curriculum will be provided accommodations and/or modifications that will enable them to access the</p>



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		<p>curriculum. Instruction will include the use of scaffolds and differentiation necessary for each student to experience academic success. Instructional materials that will be used for students in the alternative curriculum include but will not be limited to:</p> <ul style="list-style-type: none"> <li>• California Alternative Performance Assessment (CAPA)</li> <li>• Least Restrictive Environment to maximize student learning</li> <li>• Functional English</li> <li>• Functional Mathematics</li> <li>• Health and Safety Awareness</li> <li>• Access to Community Resources</li> <li>• Modified Curriculum</li> <li>• Individual accommodations/modifications</li> </ul> <p>Any program at LRA that includes students using the alternative curriculum will utilize the same process of identifying essential standards, creating CFA's to determine the effectiveness of first instruction, planning interventions to address areas the students are struggling with after initial instruction. The accommodations and modifications will include but not be limited to:</p> <ul style="list-style-type: none"> <li>• Alternative and/or modifications assignments will be create to meet all areas addressed in the IEP and the scaffolding needed to be successful</li> <li>• The curriculum, tasks, and time will be variables with student success on their IEP goals being the constant.</li> <li>• Student grades will be based on their proficiency in the alternative curriculum</li> <li>• Outcome 7A and 7B will be met with 51% of students with eligibilities other than SLD, SLI, and</li> </ul>

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		<p>OHI will be placed in the general education setting for 40% or more of the instructional day; and 23% of students with multiple disabilities orthopedic (MDO) will be placed in general education classes for 40% or more of the instructional day. Students will be mainstreamed for ELD instruction, art programs, and psychomotor programs so they have an opportunity to inter with general education students and the general education students have an opportunity to get to know students taking the alternative curriculum as individuals.</p> <ul style="list-style-type: none"> <li>In some cases, an English learner receiving special education services may be reclassified using an Alternate Reclassification process. This would apply in cases where the student's overall academic and linguistic needs bear little resemblance to those of a typical English learner, the implementation of English Language Development (ELD) strategies would be inappropriate, and language development strategies using the Communicative Observation Matrix (COM) are a major part of the IEP.</li> <li>Alternate Reclassification Criteria: Alternate Reclassification primarily applies to English learners with severe disabilities that would never be able to meet standard reclassification requirements and for whom Master Plan services such as ELD, Content-Based ELD, Specially Designed Academic Instruction in English (SDAIE), and Primary Language</li> </ul>

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		<p>Instruction/Support would be of no instructional benefit. In a limited number of cases, Alternate Reclassification may be applied to English learners with mild to moderate disabilities, including those identified as low-verbal/non-verbal. To be considered for reclassification under alternate criteria these students must receive special education services through Special Day Program (SDP) and the IEP team must be convened to make a recommendation.</p>
<p><b>Outcome 13</b></p>	<p><b>Plan to provide Supports &amp; Services</b></p>	<p>All services specified in IEPs will be provided for the duration and frequency of services and logged in the Service Tracking System by all personal responsible for the delivery of services. The RSP teacher will monitor to ensure the accuracy of all entries and report any discrepancies to the Principal. Support will be provided for any service provider that is not entered the required data or whose entries don't reflect the services actually provided.</p>
<p><b>Outcome 9 (for programs with students 14 and older)</b></p>	<p><b>Transition Planning Strategies</b></p>	<p>N/A</p>
<p><b>Federal requirement</b></p>	<p><b>Access to Extra-Curricular/Non academic activities:</b></p>	<p>All Special Education students will fully participate in all extra-curricular academic activities at LRA. As an extension of our World Cultures program we intend to offer a range of activities to increase student's knowledge and understanding of other cultures as well as deepening knowledge of their own. The exact nature of the activities will be based on the staff that is hired and developed during our first year of operation. We will apply for Ready, Set, Go and Woodcraft Rangers as soon as possible. We will reach out to the parents</p>

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		of Special Education by letters and Connect Ed to make sure all Special Education students have the opportunity to participate.
<b>Federal requirement</b>	<b>Providing Extended School Year</b>	As per LAUSD policy all procedures described in REF-5276.1 all students whose IEP's show eligibility for the Extended School Year will be given the opportunity to attend.
<b>Federal Court requirement</b>	<b>MCD Outcomes (to be woven among others)</b>	All MCD outcomes will be addressed and met through the School Wide Positive Behavioral Support Plan, multiple tiers of interventions based on the PLC model described in Pyramid Response to Intervention. All district policies and State and Federal compliance laws will be followed for Students with Disabilities.
<b>All</b>	<b>Professional Development</b>	Special Education teachers will be members of a grade-level PLC where the majority of professional development will occur as described in section B-2. They will also be part of the Book Talk Thursdays where all teachers will participate in reading professional books and articles related to academic and social-emotion issues in small groups with members coming from different grades. The selection of readings will reflect the special needs of ELL's and Students with Disabilities in terms of what scaffolding support they need to become proficient. Any additional professional development that is specific to Special Education personal will be provided by collaborating with our Program Specialist to find appropriate venues and knowledgeable presenters.
<b>Outcomes 6, 8, 16</b>	<b>Staffing/Operations</b>	All LAUSD procedures and policies will be followed. The design team included highly qualified SDC and RSP teachers who plan to come to LRA. All

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		<p>personal hired who works will Special Education students will have the appropriate credentials with bilingualism a highly desired attribute.</p>