

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

APPENDIX E

Applicant Team Name: Local District 6 - HPIAM

MCD OUTCOME	COMPONENT	SCHOOL PLAN
<p>Federal Requirement, District publications and forms are available</p>	<p>Search and Serve</p>	<p>The Huntington Park Institute of Applied Medicine (HPIAM) will ensure that federal, state and District requirements are followed by all staff members.</p> <ul style="list-style-type: none"> • HPIAM will use LAUSD’s <i>Student Enrollment Form</i> to identify whether or not special services are needed. • If the student has an IEP from a previous LAUSD school, staff is able to access the document in the Welligent IEP system. If the student is from out of the district, office personnel will be trained to request a copy of the current IEP and contact the local special education unit for appropriate placement. • All staff members will be trained on the procedures for referring students who may require special services. • Any person who believes that a student has or may have a disability and requires special education and related services may make a formal request for a special education assessment. The request must be in writing and entered on the <i>Request for a Special Education Assessment Form</i>. Once a written request for special education assessment has been received, the Designated/Counselor will, within 15 days, develop and provide the parents with a special education assessment plan and a copy of <i>A Parents Guide to Special Education Services</i>. Once the parent approves, signs and returns the assessment plan, the assessments are conducted, reports are prepared and an IEP meeting is scheduled within 50 days of receipt of the signed assessment plan. The school will translate documents prior to the scheduled IEP meeting. If the IEP team determines that the student has a disability and requires special education and related services the IEP will be implemented immediately. • The Network will display the “Complaint Response Unit/Parent Resource Network” poster. • The following publications will be available in the office upon request: <ul style="list-style-type: none"> - “Are You Puzzled by Your Child’s Special Needs?” brochure - <i>Student Enrollment Form</i>

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		<ul style="list-style-type: none"> - <i>Request for Special Education Assessment Form</i> - <i>A Parent’s Guide to Special Education Services</i>
Outcome 2	Intervention Programs	<p>HPIAM will implement a tiered Response to Instruction and Intervention framework to ensure the academic, behavioral and social/emotional success of all students at our school. We will provide the necessary supports and interventions for students to achieve mastery of the content standards.</p> <p>Good first teaching practices rooted in a standards based curriculum are at the center of a successful instructional intervention program that works to improve overall student achievement and close the achievement gap between general and special education students. Using research proven approaches such as, differentiated instruction, cooperative learning, 21st Century skills, interdisciplinary studies, project-based learning, research-based instructional strategies, technology integration and Specially Designed Academic Instruction in English teachers will provide engaging learning experiences for all students. Assessments will be administered and data analyzed to inform instructional decisions, identify students’ instructional needs and guide the design of tiered interventions to provide additional instruction as needed for students to achieve mastery of the standards.</p> <p>Student progress will be monitored on an on-going basis using formative and summative assessment data. Students who do not make appropriate progress will be identified and referred for appropriate intervention. Additionally, students who demonstrate low performance on standardized tests, have low grades, are absent frequently, have repeated behavior referrals, are identified through the IEP process, refer themselves, or are otherwise deemed to be “at risk” will be provided with intervention.</p>

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		<p>Strategic interventions provide support to struggling learners. These interventions may include, but are not limited to extended time or practice, additional examples, small group instruction, distinct learning opportunities to engage core concepts and/or a narrower focus on the core curriculum. Strategic intervention also includes careful progress monitoring to determine if student has made sufficient gains and intervention can be discontinued, if the student has made limited progress and needs continued strategic intervention or if the student has made little or no progress and needs more intensive intervention.</p> <p>Intensive intervention will be provided to students who, after strategic interventions, do not demonstrate appropriate progress and/or are the lowest performing students. Intensive interventions provide students more explicit instruction targeted to a specific instructional need. Diagnostic assessments may be used to inform and align instruction to individual student needs. These interventions are delivered in addition to strategic interventions and are more focused. As with other interventions, student progress is monitored frequently to determine the appropriateness and effectiveness of interventions provided.</p> <p>As appropriate, students with and without disabilities will be referred to the Learning Center for additional targeted intervention and instruction in strategies for accessing the core general education curriculum. The Learning Center will provide extended instruction and additional support which may include the use of supplemental materials targeted to specific identified student needs and/or deficiencies as determined by on-going progress monitoring. The programs we will utilize are still under review, however, they may include the following District recommended programs:</p> <ul style="list-style-type: none"> • ALEKS • Breaking the Code • LANGUAGE! • Makes Sense Strategies

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		<ul style="list-style-type: none"> • Read 180 • REACH • REWARDS <p style="text-align: center;">Skills for School Success</p>
<p>Outcomes 5, 17 and 18 LAUSD Board Policy</p>	<p>Discipline Foundations Plan and Behavior Support</p>	<p>HPIAM will implement a school-wide positive behavior support and discipline plan. The plan will support the school vision and mission and be founded on high expectations, a commitment to support student success and progressive discipline. We intend to explicitly teach positively stated rules as well as social-emotional skills, reinforce appropriate behavior, use effective classroom management strategies, provide early intervention for students not meeting behavioral expectations, monitor behavior and employ progressive discipline to correct misbehavior. The positive behavior support and discipline plan will be a collaborative effort between general and special education teachers, instructional support staff, administrators, and parents.</p> <p>The expectations for student behavior are:</p> <ul style="list-style-type: none"> • Be honest • Be respectful • Be responsible • Be safe <p>To ensure that all students are clear about what behavior is expected of them and that they know that those expectations are consistent throughout the school, rules will be posted in all classrooms, offices and other common areas and copies of the school rules will be provided to students and parents.</p> <p>On-going monitoring will ensure that school discipline practices are being implemented in a fair, equitable, non-discriminatory and culturally responsive manner. We will use</p>

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		<p>interventions and positive, progressive means of correction in an effort to resolve disciplinary issues as an alternative to suspension, transfer or expulsion. Other alternatives may include teaching appropriate replacement behaviors or anger management strategies. Behavior Support Plans will be developed for students with disabilities as part of their IEP when their behavior impedes their own or others' ability to learn. For students with disabilities whose behavior significantly interferes with the implementation of their IEP goals and objectives or is self-injurious, assaultive or causes property damage a Functional Analysis Assessment will be conducted and, if appropriate, a Behavior Intervention Plan developed.</p> <p>To create an environment that is safe, secure and conducive to student learning, teachers will utilize effective classroom management strategies and the school will implement a tiered intervention framework that supports the success of all students in the general education setting.</p> <p>Tier I of the behavior intervention program will support students by: teaching school rules and expectations; providing social skills training; employing active supervision and monitoring; utilizing a positive reinforcement system; providing structured peer support; and applying firm, fair and corrective discipline. Data collected will inform the development of and modification of group support systems.</p> <p>Tier II includes all supports provided at Tier I plus individualized training in social and self management skills; behavior support plans; parent training; adult mentors and increased instructional support. Progress monitoring will include individualized data collection and observations to inform the development of individualized behavioral goals and behavior support plans.</p> <p>Tier III will add intensive social skills training, individualized behavior intervention plans,</p>

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		<p>continued parent training, as well as multi-agency collaboration services to the supports provided at Tiers I and II. In addition to continued individualized observations, interviews and data collection a Functional Analysis Assessment may be used to inform modification to a behavior support plan or creation of a Behavior Intervention Plan.</p>
<p>Necessary for Planning, will be provided</p>	<p>Description of Student Population</p>	<p>During the 2012-2013 school year, HPIAM will only serve 9th-12th grade students with disabilities of the South Region #7 High School Complex. HPIAM will have a administrator designee/counselor as well as an administrator that will be responsible for overseeing the special education program at the school.</p> <p>(The anticipated population)Based on the anticipated population of students with disabilities in the South Region #7 High School, we project that we will enroll approximately 50 students with disabilities during the 2012-2013 school year. We will service students with disabilities that include, but are not necessarily limited to: specific learning disabilities, autism, emotional disturbance, hard of hearing, mental retardation, orthopedic impairment, health impairment, and multiple disabilities.</p> <ul style="list-style-type: none"> • Our school will have a resource specialist teacher who will work collaboratively with general education teachers to support students in general education classrooms. • Each small school will also have a Special Day Class teacher who will serve students needing targeted instruction outside of the general education classroom for all or part of the instructional day. • Appropriate classroom space will be set aside for these programs. • Special Education paraprofessionals will be assigned to our school • Additional personnel and support will be provided as needed by Support Unit South.

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<p>Outcome 2</p>	<p>Special Education Program Description</p>	<p>To the maximum extent appropriate, students with disabilities will be educated alongside students without disabilities. Placement in special classes, separate schooling or other removal of students with disabilities from the regular educational environment will occur only if the nature or severity of the disability is such that education in general education classes with support services cannot be achieved satisfactorily. That is to say, that decisions to place a student in a more restrictive environment will only be made after considering and determining that less restrictive environment with special education, related services and other supports cannot meet the student’s needs. Students will not be placed in environments that are more restrictive than necessary to meet their educational needs. Placements for students with disabilities will be in HPIAM or as close to the student’s home as possible.</p> <p>Consistent with Federal and State policy, the continuum of placements offered from least restrictive to most restrictive environment by the District at HPIAM includes:</p> <ul style="list-style-type: none"> • General education classroom – whenever appropriate, students with disabilities will be educated in the general education classes • General education classroom with collaborative consultation – in order to meet the educational needs special education students, it may be necessary for the general education teacher to consult with special education personnel to receive guidance and support • General education classroom with designated instruction and services – in order for students with disabilities to fully benefit from general education program they may require designated instruction or services like speech or occupational therapy • General education classroom and resource specialist program – in order to enable students with disabilities to succeed in the general education classes they may require support services from the resource specialist program which provide instruction in, but not limited to: behavior strategies; basic academic skills; and organization and study skills

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		<ul style="list-style-type: none"> • General education classroom and special day class – students with disabilities may be educated in general education classes for part of the school day and special day classes for the other part of the school day • Special day classes – serve students who, because of their disability, cannot participate in general education classes for a majority of the school day <p>Special education services at HPIAM will aim to support student achievement in the general education curriculum in an integrated setting. Thus, to ensure that all students receive the support needed to succeed in the general education program we will implement a multi-tiered approach to instruction and intervention that is responsive to student needs and directed by student performance data derived from multiple measures. The multi-tiered instructional program is rooted in good first instruction, the consistent use of progress monitoring tools to inform instruction and identify students for targeted intervention, as well as the provision of increasing levels of support to assist students in achieving proficiency. This research-based approach supports the expectation that all students with disabilities will participate in rigorous standards-based curriculum. When special education services are deemed necessary outside of the general education classroom, the content will continue to be based on grade level content standards and expectations.</p> <p>To further support students with disabilities in the general education classroom, general and special education teachers will engage in co-planning. This indirect service consists of general and special education teachers collaborating to plan, analyze, modify and evaluate the instruction and outcomes for students. In this model, special education teachers provide guidance in implementing appropriate accommodation and modification and may model instructional practices.</p> <p>Co-teaching is another strategy for supporting the needs of students with disabilities in the general education classroom. In this model, general and special education teachers work</p>

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		<p>together in a shared classroom to teach students with and without disabilities. Both teachers are responsible for the planning, delivery and evaluation of instruction as well as student progress monitoring and classroom discipline. Co-teaching may manifest itself in a variety of formats including:</p> <ul style="list-style-type: none"> • Cooperative teaching – one teacher has primary responsibility for leading the instruction while the other supports instruction by modeling strategies, charting, adding questions, clarifying information, prompting of students, etc. • Station teaching – the teachers divide the instructional content and each takes responsibility for teaching part of it. Students move from station to station. • Parallel teaching – teachers each deliver instruction to half of the students in the class. Groups do not rotate. • Shadow teaching – one teacher provides intense instruction to a small select group of students based on assessed need. • Team teaching – both teachers share the instruction of all students. <p>Select students will receive special education services through the Resource Specialist Program in the Learning Center. The Learning Center will provide general education students and students with disabilities instruction in strategies for accessing the core curriculum as well as targeted intervention. Students will receive small group and one-on-one instruction that supports and builds on the general education curriculum using a combination of general education texts and additional research-based instructional resources.</p> <p>To the greatest extent appropriate, special education students will be mainstreamed with their general education peers. Consistent with the intent of MCD Outcomes 2, 6 and 7 special education students will be integrated to the greatest extent appropriate with their non-disabled peers during physical education, music, art, field trips, assemblies, performances and other non-curricular school-wide activities. As special educations</p>

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		students’ skills permit, they will also participate in the core subjects with support provided by special education staff.
Outcomes 8, 10, 13, 14, 15	IEP Process: Implementation and Monitoring	<ul style="list-style-type: none"> • When a student transfers into the District with an out-of-District IEP, the school will develop an IEP within 30 calendar days of enrollment. • The school will document requests for special education assessment on a <i>Request for Special Education Assessment Form</i> and maintain a copy in the students’ green folder. • The school will provide the parent with a Welligent generated <i>Special Education Assessment Plan</i> in the language requested by the parent, within 15 days of the written request for assessment. • Once the parent approves, signs and returns the assessment plan, the school will conduct the assessments and prepare reports for an IEP meeting. • An IEP meeting will be convened within 50 days of receipt of parental consent to the assessment plan. • The school will use the calendar in Wellignet to meet the timelines set by IDEA and to monitor MCD Outcome 10 mandating timely completion of initial special education evaluations. • If parents consent to the IEP, it will be implemented immediately. • If parents do not consent, an effort to resolve disagreements at the school site will be made by taking additional time to review options, clarifying portions of the IEP, having additional persons with special expertise join the IEP team and/or providing parents an opportunity to observe a class or program. • The school will follow the appropriate timelines for conducting annual and three-year review IEPs. • The school will convene an IEP meeting within 30 calendar days of parent written request. • If requested by the parent, the school will provide copies of assessment reports to the

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		<p>parent 4 working days before the date of the IEP meeting. The reports will be translated into the parent’s primary language, upon written request from the parent, unless clearly not feasible to do so, as required in MCD Outcome 15. The school will also provide special education related forms in the parent’s primary language when requested.</p> <ul style="list-style-type: none"> • The school will set up a communication system to notify parents of IEP meetings. Parent attendance will be encouraged and accommodations provided, such as but not limited to, providing interpreters to increase participation as mandated by MCD Outcome 14. • The Welligent system will be used to notify team members of upcoming IEPs, and to provide communication during assessment and to assign follow up activities. • A room will be designated as the IEP Meeting room. The room will be supplied with all the needed forms and documents necessary, as well as, wireless access and a speaker phone. • All staff will be responsible for implementing students’ IEPs. • Resource Specialist teachers and other support providers will use Welligent to document services provided as required in MCD Outcome 13. • Children with active IEPs will be placed in their home school with appropriately identified supports to the greatest extent possible. If an appropriate program is not available at the home school, the student will be placed in the school closest to their home school with transportation provided.
<p>Outcomes 10, 18</p>	<p>Procedures for Identification and Assessment of Students</p>	<p>HPIAM will follow LAUSD’s <i>Multi-tiered Framework for Instruction, Intervention and Support</i> to guide its practices relating to instruction and intervention. The essential components of this framework are described below:</p> <p>In a multi-tiered approach to instruction and intervention, teachers provide instruction at each tier of service that is differentiated, culturally responsive, research-based and aligned</p>

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		<p>to grade-level content standards. All students should have universal access to this high-quality instruction. Universal access refers to the right of all students to have equal opportunity and access to high quality, grade-level instruction and behavioral support, regardless of socioeconomic status, ethnicity, background, and/or disabilities.</p> <p>The District has identified four instructional methodologies and strategies to scaffold culturally and linguistically diverse students’ universal access to core instruction. All students, including students with disabilities, benefit from the integration of key access methodologies such as cooperative learning, the use of advanced graphic organizers and targeted academic language development. These strategies are used across the three tiers.</p> <p>Tier I: Core Instruction All students receive high quality, research-based, core general education curriculum and instruction. It is expected that 80-85% of students will achieve proficiency when good first instruction is delivered. Multiple assessment measures, such as, common and formative assessments, anecdotal observations, standardized tests, performance based assessments and behavior data (e.g., referrals and suspensions) are used to guide and inform instruction and intervention. Within Tier I, identified students received additional differentiated instruction and support to maximize their academic achievement. Instruction is matched to student needs based on levels of performance and rates of student progress. Differentiation can occur through modification to the content, process, product and/or resources available in the classroom. In order to differentiate instruction teachers can add depth and complexity to the curriculum, scaffold lessons, form flexible groupings, implement interest and/or learning centers, employ questioning strategies, and/or allow for independent study. On an on-going basis, curriculum-based formative assessments are used to measure growth, monitor progress and inform changes in instruction. When assessment results indicate that a student needs additional instruction to access the core curriculum, then Tier II intervention services are provided.</p>

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		<p>Tier II: Strategic Intervention Strategic intervention is provided for 10-15% of students that need additional instruction to achieve proficiency. Strategic interventions include more intensive and focused instruction that is aligned to students’ instructional needs based on data. Tier II serves the needs of students not making adequate progress given good first instruction in Tier I. Strategic intervention may give students additional time to learn using research based instructional strategies utilized in the core instructional program or, if needed, a different instructional approach. Student progress is monitored and evaluated using curriculum-based assessments.</p> <p>Tier III: Intensive Intervention An estimated 1-5% of students will need individualized and/or very small group instruction that is highly focused in order to achieve proficiency. Intensive intervention in Tier III typically includes curricula, pedagogy and/or instruction different from Tier I and Tier II because despite well-implemented instruction and intervention academic progress is insufficient. Progress monitoring at Tier III is more frequent and may be diagnostic in nature in order to provide more specific information about the students’ instructional needs and academic deficits. Tier III services are not synonymous with special education services, but rather an important step in providing intensive intervention so that students have an additional opportunity to succeed and learn.</p> <p>Within the District’s tiered approach to instruction and intervention, the intensity, frequency and duration of support services increases and student-teacher ratio decreases as students move up the tiers. Student performance is monitored closely to evaluate progress and the effectiveness of instruction and intervention strategies.</p> <p>If a student does not demonstrated appropriate progress after targeted interventions,</p>

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		<p>accommodations and modification have been provided in the general education program, he/she may be referred for assessment for special education services. Prior to referral to assessment, however, the Bridge Coordinator will determine whether the unique educational needs of the student are not primarily due to:</p> <ul style="list-style-type: none"> • Environmental, cultural or economic factors • Lack of instruction in math and/or reading • Limited English proficiency • Social maladjustment • Temporary physical disability <p>To determine if a special education referral is appropriate, the Bridge Coordinator will review the student's:</p> <ul style="list-style-type: none"> • academic records • language development history including program placement • ELD Level • CELDT results • standardized tests results • progress in meeting content standards • progress in meeting literacy and mathematics standards • work samples • academic and behavioral intervention history • teacher information/concerns • parent information/concerns <p>Any person who believes that a student has or may have a disability and requires special education and related services may make a formal request for special education assessment. Parents, teachers, and other school personnel will be instructed on the process for referring student for special education assessment. Within fifteen days of the</p>

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		<p>receipt of a referral for assessment, the referring party will receive a written response from the school. If the school determines that an assessment of the student is not appropriate, the referring party will receive written notice of this decision. If the school determines that an assessment is appropriate, the referring party will receive notice of this decision and the parents will receive a Welligent generated <i>Special Education Assessment Plan</i>.</p> <p>An assessment plan describes the types and purposes of the assessments, which may be used to determine the student’s eligibility for special education and related services. Once the parent approves, signs and returns the assessment plan, the school will, within 50 days of receipt of the signed assessment plan, execute the assessment, prepare reports and hold an IEP meeting. Assessments will be conducted by a qualified professional. Assessment instruments will be selected and administered so that they are not racially, sexually, or culturally discriminatory as mandated by MCD Outcome 18. No single measure or assessments will be used as the sole criterion for determining whether a student has a disability and for determining an appropriate educational program for the student. The assessment will cover all areas related to the student’s suspected disability including if appropriate:</p> <ul style="list-style-type: none"> • Health and development, including vision and hearing • General ability • Academic performance • Language function • Motor abilities • Social and emotional status • Self-help, including orientation and mobility • Career and vocation abilities and interests <p>The school will strictly adhere to guidelines that have been developed by LAUSD to assure students meet eligibility criteria for special education placement.</p>

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<p>Outcome 2</p>	<p>Instructional Plan for students using grade level standards</p>	<p>HPIAM is committed to providing all students with a quality education in the least restrictive environment. To the maximum extent appropriate, students with disabilities will be educated alongside students without disabilities. We will follow LAUSD’s <i>Multi-tiered Framework for Instruction, Intervention and Support</i> in practices related to instruction and intervention.</p> <p>To ensure that all students, including students with disabilities, receive the support needed to succeed in the general education program and achieve a high school diploma, we will implement a multi-tiered approach to instruction and intervention that is driven by the California Content Standards for secondary students, responds to student needs and is directed by student performance data derived from multiple measures. The multi-tiered instructional program is rooted in good first instruction, the consistent use of progress monitoring tools to inform instruction and identify students for targeted and timely intervention, as well as the provision of increasing levels of support to assist students in achieving proficiency across content areas. This research-based approach supports the expectation that all students with disabilities will participate in a rigorous standards-based curriculum. Special education services are provided in an integrated setting to support student achievement in the core curriculum.</p> <p>The use of research-based instructional practices that support access to rigorous content curriculum is necessary to provide meaningful access for all students. In addition, instructional support through the use of co-planning and co-teaching provides a higher level of support to students. Timely and targeted intervention, based on on-going progress</p>

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		<p>monitoring, that provides students with immediate, corrective feedback, remediation, and extended opportunities for learning also serves to support students with disabilities achieve mastery of grade-level standards.</p> <p>Working in Professional Learning Communities (PLCs), general and special education teachers will utilize backwards design principles to design curriculum and instruction, guide assessment practices and evaluate and refine instruction based on observed outcomes. PLCs will:</p> <ul style="list-style-type: none"> • review content standards by grade level to prioritize essential learnings • devise appropriate pacing plans for the school year • identify desired results and acceptable evidence of learning • design standards-based assessments that are aligned to expected outcomes • plan a sequence of learning experiences, using appropriate grade level resources, that scaffold the students’ learning and strategically prepare students to demonstrate mastery of the standard(s) • collect and analyze student work to inform instructional decisions, guide modifications and determine intervention(s) needed • use assessment results to evaluate and refine instructional practices as well as long term planning of curriculum and instruction <p>Multiple assessment strategies will be utilized to evaluate students’ progress toward mastery of the standards and identify intervention needs. Teachers will use the data derived from the various assessment tools to inform instructional decisions, provide appropriate accommodations and modifications, and determine intervention needs. Effective use of assessment involves providing needed intervention to individual students as determined by the assessment data as well as evaluating trends in student performance. If several students are having difficulty it may signal a need to change the general instructional approach, provide differentiated learning opportunities or realign/revise</p>

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		<p>assessment tools.</p> <p>Designing effective curriculum and instruction for multi-grade levels presents unique challenges. In addition to having responsibility for more curriculum, teachers in multi-grade situation, must also account for a predictably broader range of student abilities and need without the benefit of additional instructional time. These conditions demand that teachers become skilled at simultaneously managing multiple learning experiences for individual students and/or small groups. In order to do this, teachers must carefully monitor each student’s progress and continuously respond to the student’s learning needs. However, by shifting the focus from grade-specific standards to common themes across grade levels, teachers can design interdisciplinary learning experiences for groups of mixed grade level students. This strategy takes advantage of the inherent opportunity for mixed ability groupings and makes peer support and mentoring possible.</p> <p>In order to ensure access to high-quality, grade-level content and instruction, some special education students, may require specific accommodations and/or modifications be provided in the general education classroom. Although, specific accommodations will be dictated by student need, they may include: differentiating the pacing of instruction, varying activities, allowing extended time, providing assistive technology, and/or teaching to the student’s strengths. Similarly, modifications will be determined by student needs, but may include: shortening assignments, simplifying task directions, providing alternate assignments, giving additional cues or prompts, or utilizing specialized curriculum.</p>
<p>Outcome 7A, 7B</p>	<p>Instructional Plan for students using Alternate Standards</p>	<p>HPIAM is committed to supporting students with disabilities in the general education program, so that to the maximum extent appropriate, students with disabilities are educated alongside students without disabilities. However, if the IEP team determines that the nature or severity of a students’ disabilities are such that education in the general education program with the use of supplementary aids and services can not meet the</p>

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		<p>student’s needs, they will be taught using alternate standards. The alternate instructional program will mirror the general education program, in that we will: provide students the necessary support to ensure successful completion of the program; use research-based instructional practices to support access to a rigorous curriculum; implement a multi-tiered approach to instruction and intervention; use progress monitoring tools to inform instruction and identify needed interventions; and provide accommodations and modifications as needed.</p> <p>In collaboration with the IEP team, teachers in the alternate education program will utilize backwards design principles to design curriculum and instruction, guide assessment practices and evaluate and refine instruction based on observed outcomes. Teachers will:</p> <ul style="list-style-type: none"> • review alternate achievement standards at the student’s level of functioning to identify essential learnings and develop functional goals • devise an appropriate pacing plan for the school year • identify desired results and acceptable evidence of learning • design assessments that are aligned to expected outcomes and alternate achievement standards • plan a sequence of learning experiences, using appropriate resources, that scaffold the students’ learning and strategically prepare students to demonstrate mastery of the standard(s) • collect and analyze student work to inform instructional decisions, guide modifications and determine intervention(s) needed • use assessment results to evaluate and refine instructional practices as well as long term planning of curriculum and instruction <p>Multiple assessment strategies will be used to evaluate students’ progress toward mastery of the alternate standards and identify intervention needs. Teachers will use the data</p>

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		<p>derived from student work samples, formative assessments, observations, group work, student portfolios and the California Alternate Performance Assessment to inform instructional decisions, determine intervention needs, and provide appropriate accommodations and modifications. Like in the general education program, accommodations and modifications will be provided based on student needs.</p> <p>In classrooms with multi-age groups of students, teachers will focus on developing interdisciplinary instructional experiences that address common themes across grade levels.</p>
<p>Outcome 13</p>	<p>Plan to provide Supports & Services</p>	<p>Once an IEP team determines that a student is eligible for and needs special education and related services and the parent consents to the offer of a free appropriate public education HPIAM will implement the IEP immediately. To the maximum degree appropriate, special education and related services will be provided within the general education classroom in compliance with least restrictive environment mandates. The Bridge Coordinator will be responsible for distributing copies of the IEP to all staff who will be implementing, clarifying roles and responsibilities for implementation of the IEP and supervising and supporting school staff in the implementation of the IEP.</p> <p>Resource Specialist teachers are required to document provision of special education and related services using the Welligent Service Tracking System as required by MCD Outcome 13. The designated administrator/counselor will ensure that all service providers maintain logs in Welligent that document the frequency of contact and total number of minutes of service provided per week and month.</p>
<p>Outcome 9 (for programs with students 14 and older)</p>	<p>Transition Planning Strategies</p>	<p>As mandated by Federal and state law for students with disabilities, beginning at age 14, the school will develop an Individual Transition Plan as part of students' IEPs. Transition services are a collaborative effort between the student, school staff, parents and appropriate community agencies to plan the students' educational program so as to support the successful transition to adult living, which may include postsecondary education, vocational training, employment, continuing and adult education as well as</p>

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		<p>independent living. Transition services are based on students’ strengths, interests, and preferences as determined through student interviews and age appropriate assessments.</p> <p>Beginning at age 14, and updated annually, each student’s IEP will include a statement of the transition service needs of the student that focus on the student’s course of study. Transition services will provide exploratory activities for students aligned to education, training, and employment goals as well as daily living skill needs. Activities will support students in developing self-awareness and self-determination as well as identifying interests, strengths and preferences through the use of interest assessments, learning style preferences and strengths inventories and transition planning profiles. Before their 16th birthday, students will have evidence of completion of a commercially produced transition assessment in their IEP.</p> <p>Beginning at age 16 each student’s IEP will include a statement of the transition services needed, including, if appropriate, a statement of the interagency responsibilities or needed community linkages, for the successful transition from school to post-school activities. Activities may include instruction, classroom role-play of social and employment related interactions, community experiences, supported work experiences and acquisition of daily living skills.</p> <p>All students with disabilities graduating with a diploma, certificate of completion, or aging out of the system will receive a Summary of Performance that summarizes the student’s academic achievement and functional performance. At the student’s exit IEP, the student will be interviewed using the Senior Transition Inventory form.</p>

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Federal requirement	Access to Extra-Curricular/Non academic activities:	<p>HPIAM is committed to creating a small, safe, secure and inclusive environment for all students. The small school environment we create will ensure that support is provided for students’ academic, social and emotional needs. We will create opportunities for students with disabilities to develop personal connections with adults and peers by structuring mentorships, implementing advisories and providing accommodations, as needed, to ensure students with disabilities have full access to all extra-curricular activities. Access to extra-curricular and non-academic activities including clubs, sports, band, student government, field trips, competitions, and internships will be open to all students. Special education students will be actively recruited and encouraged to participate in all extra-curricular and non-academic activities available to general education students.</p> <p>Students with disabilities will have access to all elective available to the general education populations. Students will receive support in elective classes, as determined by their IEPs. As in core academic classes, elective course and special education teachers will collaborate to provide a range of service delivery models that are determined by students’ needs.</p>
Federal requirement	Providing Extended School Year	<p>HPIAM will provide Extended School Year (ESY) services to students with disabilities whose unique needs require special education and related services beyond the regular academic year. These services will be provided to ensure the continued provision of a free appropriate public education by maintaining skills and behaviors that might otherwise be lost during the periods that school is not in session.</p> <p>All students eligible for special education and related services will be considered for ESY services. The decision whether or not to provide ESY services will be based on student need as indicated by the IEP team on the student’s IEP. In determining the need for ESY services, IEP teams will consider: the severity of the disabling condition; areas of learning critical to maintaining IEP identified goals and skills; likely extent of regression caused by interruption in educational programming; rate of recoupment following interruption of instruction; and</p>

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		<p>the availability of alternate resources, such as general education intersession school.</p> <p>Once it is determined that a student requires ESY services, the school will continue to provide these and related services in the least restrictive environment. As in the regular school year setting, general and special education teachers will collaborate to provide a range of service delivery models that are determined by students’ needs. Services may be provided through co-planning and/or co-teaching in a general education classroom or, if necessary, through a pull out model where individual and small group support is provided.</p> <p>Appropriate monies will be allocated from the Title I budget to fund personnel and resources required to provide ESY services.</p>
Federal Court requirement	MCD Outcomes (to be woven among others)	<p>HPIAM is committed to implementing a comprehensive special education program that complies with all Federal, State and District mandates including the Modified Consent Decree.</p>
All	Professional Development	<p>In order to make certain that all students with disabilities receive appropriate supports and services, both general and special education teachers will receive ongoing professional development in such areas as differentiated instruction, research-based instructional strategies, engagement strategies, brain research, tiered instruction, universal design, cooperative learning, interdisciplinary projects and project-based learning as well as behavior and social skills.</p> <p>To enable teachers to better implement the strategies and skills learned during professional development and provide a vehicle for teachers to develop effective instructional practices, integrated teams of general and special education teachers will work collaboratively in Professional Learning Communities. PLC teams will engage in a reflective cycle to identify</p>

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		<p>the instructional needs of students, develop strategies to meet those needs, design standards-based learning experiences that are responsive to identified student needs, create common formative and summative assessments, collect and analyze student performance data, and use assessment results to refine instructional practices.</p> <p>General and special education teachers will also collaborate to co-teach students with and without disabilities in the general education classroom. Co-teaching may involve one teacher providing intense instruction to a small select group of students based on assessed need, both teachers sharing the instruction of all students or one teacher taking primary responsibility for leading the instruction while the other supports by modeling strategies, charting, adding questions, clarifying information and prompting students.</p>
<p>Outcomes 6, 8, 16</p>	<p>Staffing/Operations</p>	<p>HPIAM will seek out and recruit highly qualified teachers who are committed to the vision and mission of providing a high quality education to all students. Selected teachers will have high expectations for all students, demonstrate a commitment to use data to inform instructional decisions, exhibit an ability to modify instruction to match student needs, embrace our Election to Work Agreement and have a genuine interest in improving the achievement of all students.</p> <p>The principal will be responsible for working with the LAUSD Human Resources Division and the California Commission on Teacher Credentialing to verify teacher credentials, certifications and authorizations to work with general and special populations, including English Language Learners, gifted students and students with disabilities. Content teachers will have meet qualifications to teach in their respective subject areas.</p> <p>General and special education staff will be hired according to LAUSD norms. We will comply with District service norms, of 28 (up to 32) to 1. Whenever possible, we will work to reduce teacher-student ratios in order to provide optimal learning circumstances and</p>

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		<p>opportunities for personalization as well as better meet the individual needs of all students. An office clerk will provide the necessary support to appropriately monitor and service student needs.</p> <p>We will utilize LAUSD Nursing Services to provide appropriate health services to students with chronic illnesses as identified in their IEP or Section 504 plans in coordination with their primary care physician.</p> <p>In order to provide a free appropriate public education, specialized equipment such as assistive technology devices will be made available to students with disabilities at no charge to the family of the student, if required as part of the students special education program and/or related services as specified in his/her IEP. Specialized equipment can be provided through a variety of funding sources, including Title I, Bilingual and Low Incidence funds. An inventory of specialized equipment will be maintained.</p>
	Fiscal	Not applicable
Outcome 14	Parent Participation	<p>HPIAM intends to be the catalyst that reinvigorates and reengages our community to create a highly effective school. Our parent engagement plan seeks to help families establish an environment to support their children as students; provide timely and accurate information regarding school programs and student progress; develop programs to utilize parents as volunteers; create an open classroom environment; involve parents in the decision-making process; and nurture a partnership that serves to advocate for the educational needs of students.</p>

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		<p>Parents of students with disabilities will be included in all phases of the school-wide parent engagement plan. To provide parents of students with disabilities full information about their child’s identification, evaluation, placement, instruction and reevaluation for special education and related services we will utilize ConnectEd, Family Module, bulletin boards, the school website, a monthly newsletter and counselor-led home visits to provide parents with timely and accurate information. To the extent possible, we will make accommodations to encourage and enable parents’ participation in their child’s educational decision making, including, but not limited to providing translation services, scheduling IEP meetings at times that are convenient for parents, and making support services available. The designated administrator/counselor will be responsible for communicating with parents regarding special education and related services, educating parents about the important role they play in their child’s education, responding to parent concerns and complaints, and working collaboratively with parents to advocate for the educational needs of students with disabilities.</p>

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Federal Requirement, District publications and forms are available for use	Search & Serve	Processes are developed to ensure: <ul style="list-style-type: none"> • Students with disabilities are identified upon enrollment. • Staff is aware of the Special Education procedures used by the school site. • An assessment process is available for students suspected of having a disability. • Appropriate publications and forms are maintained at the site. • Parent Support Information is available. 	4-All processes are well described and clear planning is evident. 3-All processes are described and some planning is evident. 2-need for processes are acknowledged, planning is incomplete. 1-No planning is evident.
Outcome 2	Intervention Programs	<ul style="list-style-type: none"> • Identifies process for determining student participation in intervention Programs. • Includes benchmark and progress monitoring tools. • Describes a multi-tiered approach to interventions, from core program to more intensive instruction. • Identifies programs to be used and purposes for the program. • Discusses progress monitoring and how it will inform instruction. 	4 – Plan provides explicit, highly structured description with research based elements of an intervention plan which includes a problem solving process, data decision making, and specific language describing intervention strategies 3-Plan provides research based elements of an intervention plan which includes a problem solving process, data decision making, and specific language describing intervention strategies 2- Plan lacks research based elements and does not fully describe an intervention 1- Plan does not describe an intervention process and lacks research-based elements.
Outcome 5, 17, 18	Discipline Foundations Plan and Behavior Support	Prevention 3-6 clear positively stated behavioral expectations are developed for each common area of the school. Procedures are planned to define, teach, monitor, reinforce and correct these expectations.	4-All structures are well described and clear planning is evident. 3-All structures are described and some planning is evident. 2-Need for structures are acknowledged,

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		<p>Intervention Tier 1 structures are in place to promote positive behavior, effective academic support, violence prevention curriculum has been selected. Tier 2 structures are planned to collect and analyze data, provide additional instruction relative to behavioral skills and there is effective academic support. Tier 3 structures are planned to collect and analyze data, conduct Functional Behavioral Assessments or Functional Analysis Assessments and there is a plan for implementing Behavior Support Plans and/or Behavior Intervention Plans.</p>	<p>planning is incomplete. 1-No structures or planning is evident.</p>
Required for Planning	Description of Student Population	<p>As a Public School of Choice/Charter a services area is defined. Relative to students with disabilities:</p> <ul style="list-style-type: none"> • The number of students is known. • The disabilities of students are identified. • School organization is planned to meet the needs of these students. 	<p>4-All three elements are met, organization is clear and calculated to ensure the needs of the students are met. 3-All three elements are addressed and students are planned for. 2-All three elements are acknowledged. 1-No planning is evident.</p>
Outcome 2, 3, 4	Special Education Program Description	<ul style="list-style-type: none"> • Describes least restrictive environment continuum of placement options for this school based on student eligibilities • Discusses how students will participate and have access to grade level standards and the core curriculum or alternate curriculum • Illustrates how and what collaborative services that will be provided, including co-planning, co-teaching, • Identifies a multi-tiered approach to instruction that includes differentiation, levels of intensity of instruction, and monitoring of progress • Provides how a "Learning Center" will be used to support 	<p>4 - Plan provides an explicit and thorough description of the Special Education Programs which includes a continuum of placement, multi-levelled instruction, differentiation, and specific strategies for implementation 3 - Plan provides a strong description of the Special Education Programs which includes a continuum of placement, multi-levelled instruction, differentiation, and specific strategies for implementation 2- Plan lacks some elements in the description of the Special Education Programs which should</p>

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		student learning <ul style="list-style-type: none"> • Reflects the use of supplemental aids and supports to support student learning • Explains how and when students with disabilities will be integrated with their non-disabled peers 	include a continuum of placement, mutli-levelled instruction, differentiation, and specific strategies for implementation does fully describe an intervention 1- Plan does not describe the Special Education Programs
Outcomes 8, 10, 13, 14, 15	IEP Process: Implementation and Monitoring	A process is planned ensuring: <ul style="list-style-type: none"> • There are procedures to monitor IEP meeting dates and notification requirements. • There is an internal communication system planned for team members pre/post IEP Meeting. • There are follow up mechanisms to ensure implementation of the IEP. • Space is planned for IEP Meetings to ensure confidentiality and if possible teleconferencing. • Mechanisms are planned to ensure parents including those who do not speak English are welcome as active participants in the IEP process. 	4-All five elements are met, organization is clear and calculated to ensure the needs of the students are met. 3-All five elements are addressed and students are planned for. 2-All elements are acknowledged. 1-No planning is evident.
Outcomes 10, 18	Procedures for Identification and Assessment of Students	<ul style="list-style-type: none"> • A systematic intervention plan has been developed. • A systematic and uniformly applied referral procedure is planned. • Language acquisition and exclusionary factors are addressed prior to the referral for assessment. • Procedures are planned to ensure “all areas of suspected disability are addressed”. • Monitoring of referrals by ethnicity is planned. 	4-All processes are well described and clear planning is evident. 3-All processes are described and some planning has begun. 2-Need for processes are acknowledged, planning is incomplete. 1-No planning is evident.

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Outcome 2, 3, 4	Instructional Plan for students using grade level standards	<ul style="list-style-type: none"> • Discusses the use of grade level materials • Provides a description of backward planning, using assessments and standards • Illustrates how accommodations will be used and what modifications can be used for students in core curriculum • Explains planning for multi-grade levels • Describes use of data-decision making for differentiation of instruction, including grouping, instructional procedures, and assessment. 	<p>4 - Plan provides an explicit and thorough description of instructional planning for students with disabilities accessing grade level standards.</p> <p>3 - Plan provides a strong description of instructional planning for students with disabilities accessing grade level standards.</p> <p>2- Plan lacks some elements in the description of instructional planning for students with disabilities accessing grade level standards.</p> <p>1- Plan does not describe instructional planning for students with disabilities accessing grade level standards.</p>
Outcome 7A, 7B	Instructional Plan for students using Alternate Standards	<ul style="list-style-type: none"> • Discusses the use of Alternate Standards in the design of an instructional program, which includes age appropriate activities designed to maximize independence and where age appropriate post secondary outcomes. • Provides a description of backward planning, using curriculum based, informal assessments and alternate standards. • Describes how accommodations will be used and what modifications can be used for students in the alternate curriculum • Explains how students in multi-age groups will be taught. • Describes use of data-decision making for differentiation of instruction, including appropriate integration, grouping, instructional procedures, and assessment. 	<p>4 - Plan provides an explicit and thorough description of instructional planning for students with disabilities using alternate standards.</p> <p>3 - Plan provides a strong description of instructional planning for students with disabilities accessing alternate standards.</p> <p>2- Plan lacks some elements in the description of instructional planning for students with disabilities accessing alternate standards.</p> <p>1- Plan does not describe instructional planning for students with disabilities accessing alternate standards.</p>

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

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Federal Requirement	Access to Extra-Curricular/Non-academic activities:	<p>Access to Extra-Curricular/Non-academic activities:</p> <ul style="list-style-type: none"> • How will students participate in Nonacademic/Extracurricular activities? • How will accommodations be provided for students to participate in these activities? • How will Student participation in General education elective classes be accomplished? • What extra curricular e.g. clubs, teams will students' with disabilities have access to? • What additional activities will students have access to? 	<p>4-A process is well described and clear planning is evident to ensure students have access to Extra-Curricular and Non-Academic Activities. 3-A process is described and some planning is evident to ensure students have access to Extra-Curricular and Non-Academic Activities. 2- The need for processes are acknowledged, planning is incomplete. 1-No planning is evident.</p>
Federal Requirement	Providing Extended School Year	<ul style="list-style-type: none"> • There is a plan to guide IEP Teams in determining when Extended School Year is appropriate. • There is a plan to ensure ESY programs and services in excess of the regular school year are provided. • Instructional programs are developed for the ESY period to address individual student needs. • Annual budget planning includes an allocation fro personnel and resources to provide ESY services. 	<p>4-Clear planning is evident to ensure students have access to Extended School Year services. 3-Some planning is evident to ensure students have access to Extended School Year services. 2- The need for a Extended School Year plan is acknowledged, planning is incomplete. 1-No planning is evident.</p>

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

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All Outcomes	Professional Development	<p>Professional Development</p> <ul style="list-style-type: none"> • Opportunities are planned for General and Special Educators to develop a culture of collaboration in meeting the needs of students. • Training ensures differentiated application of knowledge and skills to meet the needs of all students. • Explicitly address Tiered Instruction. 	<p>4-Planning addresses clear opportunities for collaborative learning regarding the needs of all students. 3-Planning addresses some opportunities for collaborative learning regarding the needs of all students 2- The need for professional development is acknowledged, planning is incomplete. 1-No planning is evident.</p>
Outcome 6, 8, 16	Staffing/Operations	<ul style="list-style-type: none"> • Teacher recruitment procedures are planned to ensure highly qualified teachers are available to students with IEPs. • Credential verification and monitoring processes are planned. • Service ratios are developed to ensure the needs of students are addressed and mandated service norms are honored. • Clerical Support for compliance is planned. • A plan is developed for maintaining specialized equipment as needed. • A plan is available for providing for health protocols. 	<p>4-Procedures are described and clear planning is evident to ensure staffing and operational needs are met 3-A process is described and some planning is evident to ensure staffing and operational needs are met. 2- The need for processes are acknowledged; planning is incomplete. 1-No planning is evident.</p>
	Fiscal	<p>Charters</p> <ul style="list-style-type: none"> • Report of projected revenues and personnel to be hired. • Proposed budget to ensure services are provided. • Completion of the Personnel Data Report. • End of year “unaudited actuals of revenues and expenditures” (required end of year report) . 	<p>4-All four items are planned for. 3-Three items are planned for. 2-Two or fewer are planned for. 1-No planning is evident.</p>

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Outcome 14	Parent Participation	<p>Parent Participation</p> <ul style="list-style-type: none"> • There are plans outlining how parents will be informed in their preferred communication mode of their child’s identification, evaluation, placement, instruction and re-evaluation for special education services. • Plans have been developed to ensure parents are welcome partners in their child’s education process. • Plans are in place to ensure parents of students with disabilities are an integral part of the school community and have leadership opportunities within advisory groups, are afforded the opportunity to attend training at the school, within the SELPA or at the state level. • A procedure is planned for responding to parents’ concerns and complaints and providing a timely response. 	<p>4- Processes are well described and clear planning is evident to ensure parent’s legal rights are acknowledged.</p> <p>3- Processes are described and some planning is evident to ensure parent’s legal rights are acknowledged.</p> <p>2- The need for processes are acknowledged; planning is incomplete.</p> <p>1-No planning is evident.</p>