

## 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>Processes are developed to ensure:</p> <p>Students with disabilities are identified upon enrollment.</p> <ul style="list-style-type: none"> <li>• For students matriculating from the middle school, the Special Education Coordinator will work with Special Education personnel from the middle school and Support Unit staff to identify students and special program needs.</li> <li>• For students enrolling from other schools:</li> <li>• Parents will be asked to identify students when enrolling.</li> <li>• If a student is enrolling from an LAUSD school, the Special Education coordinator and counselor will check Welligent for an active IEP.</li> <li>• If the student is enrolling from out of district, the Special Education coordinator and counselor will check the cumulative file for an IEP and will contact sending school for any further information.</li> <li>• All parents will receive the Special Education Services brochure (“Are You Puzzled by Your Child’s Special Needs?”) upon enrollment and at the beginning of each school year.</li> </ul> <p>Staff is aware of the Special Education procedures used by the school site.</p> <ul style="list-style-type: none"> <li>• The administrator over Special Education and the Special Education Coordinator will ensure that all staff members are aware of Special Education procedures through written memo, email and professional development conducted through the academies and/or whole faculty meetings.</li> </ul> <p>An assessment process is available for students suspected of having a disability.</p> <ul style="list-style-type: none"> <li>• All parents will receive the Special Education Services brochure (“Are You Puzzled by Your Child’s Special Needs?”) upon enrollment and at the beginning of each school year.</li> </ul> <p>Appropriate publications and forms are maintained at the site.</p> <ul style="list-style-type: none"> <li>• The Special Education Coordinator will order appropriate forms and publications at the beginning of the school year and will conduct a monthly check of forms and publications to determine if restocking is needed.</li> </ul> <p>Parent Support Information is available.</p>

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		<ul style="list-style-type: none"> <li>• The Parent Training calendar will be distributed monthly to parents of students with disabilities, and a copy will be available in the parent center.</li> <li>• Parent trainings will be conducted in partnership with the Parent Center</li> </ul>
<p><b>Outcome 2</b></p>	<p><b>Intervention Programs</b></p>	<p>South Gate High School uses the RTI2 model of intervention. ALL students will receive intervention through the RTI2 framework. Tier 1 in RTI2 functions as the core instructional program that <b>all</b> students receive in order to succeed in school. Teachers at SGHS will provide instruction that is differentiated, culturally responsive, evidence-based and aligned to grade-level, content standards. In order to differentiate instruction to maximize student growth, teachers will add depth and complexity to the curriculum, scaffold lessons, pre- assess students to form flexible groupings, employ questioning strategies, allow for independent study, preview, review, re-teach, and frontload. (DuFour, R., Eaker,R., Karhanek, G. and DuFour, R. (2004). <i>Whatever it Takes: How Professional Learning Communities Respond when Kids Don't Learn</i>). Teachers will be given time, weekly, to meet in PLC groups in order to collect, analyze, and use data to guide classroom instruction, as well as to identify students in need of more intensive instruction.</p> <p>SGHS is committed to addressing the needs of the 10% - 15% of students that will fall in Tier 2 of the RTI2 framework. Students in need of Tier 2 interventions will be identified through the use of specific progress monitoring tools and evaluation of data (formative, periodic, ongoing assessment) evaluating her/his ability to meet specific standards-based benchmarks. Students requiring differentiated strategies in order to meet benchmark goals will receive additional instruction during the last 20 minutes of each 2 hour-block class period. Those students who do not meet benchmarks, even with the additional 20 minutes of differentiated instruction, will be enrolled in double-block English and/or Math courses. Data from the multiple measures (periodic, formative, and standardized assessments; student records) will be used to determine which students need double-blocking. These strategic interventions will give students more time to learn either by using an instructional strategy used in the core or a different pedagogy - whichever benefits the student more.</p> <p>Tier 3 of the RTI2 framework is known as "Intensive Intervention," and will be for an estimated 1-5% of students that will need individualized and/or very small-group instruction that is highly focused and designed to accelerate student progress. Progress monitoring at the Tier 3 level will be more</p>

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		<p>frequent; drawing on assessments that provide in-depth information about a student’s instructional needs and are used to identify academic deficits. In addition, close monitoring will allow for the adjustment of curricula and instruction/intervention. Tier 3 services are not synonymous with special education services, but rather a critical step in providing intensive intervention so that all students have an additional opportunity to succeed and learn. Students not responding to Tier 1 and 2 interventions will be referred to the Pupil Services and Attendance counselors (PSA) who will organize the Coordination of Services Team (COST). These teams are responsible for reviewing the academic, social and behavioral progress of individual students who are referred to them through the academy. The team meets and determines how student progress can be enhanced.</p> <p>All students will have an academy counselor who will act as their advocate and help navigate them through high school. The academy counselor will continue with student throughout their four years of high school. Students will be connected to resources as needed by their academy counselor. All counselors and teachers will have access to the Academy Community Resource Binder that will include contact information for services from glasses to tutoring (See appendix for Table of Contents). Academy counselors will monitor student progress information in academics, attendance and behavior.</p> <p>Students requiring interventions beyond the aforementioned may be referred for special education assessment/evaluation and placed in the least restrictive environment suitable to the needs of the individual student.</p>
<p><b>Outcomes 5, 17 and 18 LAUSD Board Policy</b></p>	<p><b>Discipline Foundations Plan and Behavior Support</b></p>	<p>South Gate High School uses the RTI2 model of intervention; including behavior intervention. ALL students will receive instruction from their case career and academy teachers in the area of expected school wide behavior. All alternatives to suspension, such as restitution, in house retention and reteaching of expectations, will support MCD outcome 5 by keeping suspension of all students, including students with special needs, to a minimum. The COST model of support and intervention will insure that all resources will be utilized before the referral of students for an evaluation for emotionally disturbed. This will directly support the district compliance with MCD outcome 18. Furthermore, it is a school wide expectation that all students with the eligibility of AUT or ED will have as part of their IEP a behavior support plan (BSP) that will assist them in learning and adhering to the expected school wide behavior. The case carrier will make sure that the guidelines and</p>

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		supports have in place and the BSP is monitored
<b>Necessary for Planning, will be provided</b>	<b>Description of Student Population</b>	<p>As a Public School of Choice/Charter a services area is defined. Relative to students with disabilities: The number of students is known.</p> <ul style="list-style-type: none"> <li>• Currently, there are 302 students with disabilities enrolled at South Gate High School. This number is projected to stay relatively consistent next year.</li> </ul> <p>The disabilities of students are identified.</p> <ul style="list-style-type: none"> <li>• The school serves a range of disabilities. The majority of students (###) are identified as having a Specific Learning Disability (SLD). The rest of the population is identified as follows:                             <ul style="list-style-type: none"> <li>○ Other Health Impairment (OHI) = 9</li> <li>○ Autism (AUT) = 15</li> <li>○ Emotional Disturbance (ED) = 2</li> <li>○ Mental Retardation (MR) = 24</li> <li>○ Multiple Disabilities (MD) = 4</li> <li>○ Visual Impairment (VI) = 2</li> <li>○ Deaf/Hard of Hearing (DHH) = 1</li> <li>○ Orthopedic Impairment (OI) = 6</li> <li>○ Traumatic Brain Injury (TBI) = 1</li> </ul> </li> </ul> <p>School organization is planned to meet the needs of these students.</p> <ul style="list-style-type: none"> <li>• The school currently has five Resource teachers, eight Special Day (SLD) teachers, one Autism teacher, one MRM teacher and one CBI teacher. There are currently 22 Special Education assistants. Two teachers currently share the job of Special Education Coordinator in addition to teaching and case managing responsibilities. For the coming school year, the school will maintain current teacher and assistant staffing and have a full time, out of the classroom Special Education coordinator</li> </ul>

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<p><b>Outcome 2</b></p>	<p><b>Special Education Program Description</b></p>	<p>Describes least restrictive environment continuum of placement options for this school based on student eligibilities</p> <ul style="list-style-type: none"> <li>The least restrictive environment (LRE) continuum will include general education classes with Learning Center support, study skills classes, Resource pull out classes in English and Mathematics, Special Day classes (SLD) in English, Social Studies, Science, Mathematics, and Health, Special Day Autism social skills class, Special Day (Mental Retardation-Mild/Moderate and Community Based Instruction) self contained. The LRE continuum will be used on a flexible bases and allow for student’s individual needs. Blended programs will be available for students as needed, and case carriers will continually assess each student’s LRE placement through grade monitoring and academic assessments within classes.</li> <li>RSP pull out classes will be capped at 25:1 and SDP classes will be capped at 15:1.</li> </ul> <p>Discusses how students will participate and have access to grade level standards and the core curriculum or alternate curriculum</p> <ul style="list-style-type: none"> <li>Students in general education classes, Resource classes and Special Day classes will all participate in grade level standards as all teachers (except those teaching the alternate curriculum) will work in common PLCs. Special Day teachers and Resource Specialist Teachers will participate in PLCs with general education teachers and will teach to the same pacing plan that general education teachers use.</li> <li>Teachers on the alternate curriculum will be in a PLC together and will receive support from Support Unit personnel, as well as other local high school teachers teaching the alternate curriculum.</li> </ul> <p>Illustrates how and what collaborative services that will be provided, including co-planning, co-teaching,</p> <ul style="list-style-type: none"> <li>Special Education teachers will meet in core departments and be a full part in planning instruction along with general education teachers. Additionally, all Special Education teachers will be a part of an academy. The academy membership will allow teachers to discuss common students and will allow the Special Education teacher to serve at the accommodations expert in the academy.</li> </ul>

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		<p>Provides how a “Learning Center” will be used to support student learning.</p> <ul style="list-style-type: none"> <li>The Learning Center will be used in two ways at South Gate High School. First, for students who need additional support during the school day on a regular basis (to be determined by the IEP team for each student), Resource teachers will teach a study skills class during the school day. This class will focus on basic study and academic skills. Second, a dedicated room on campus will serve as a drop in Learning Center. This drop in Learning Center will have at least one set of all textbooks and supplemental books used on campus and will have a computer station for research and printing. It will be available to all students on campus and will be staffed by a Resource Teacher and an assistant. Students will be able to request a pass during class and teachers will be able to send students during class. If possible, one Resource teacher’s schedule will be “flexed” so that the Learning Center will remain open after school for academic support.</li> </ul> <p>Explains how and when students with disabilities will be integrated with their non-disabled peers</p> <ul style="list-style-type: none"> <li>Students in the RSP program will be fully included in the general education setting except for study skills class and/or RSP Mathematics/English classes.</li> <li>Students in the SDP (SLD) program will be fully included for electives and PE and in core content classes as stated by each student’s IEP.</li> <li>Students in the self contained programs (MRM and CBI) will be fully included for electives. Students in these programs will be clustered in small groups of five or less and supported in the general education class by the Special Education teacher and/or assistant.</li> <li>Students in the Autism program will be fully included in all electives and core content (as per each student’s IEP), except for a self contained social skills class once a day.</li> </ul>
<p><b>Outcomes 8, 10, 13, 14, 15</b></p>	<p><b>IEP Process: Implementation and Monitoring</b></p>	<p>A process is planned ensuring:</p> <p>There are procedures to monitor IEP meeting dates and notification requirements.</p> <ul style="list-style-type: none"> <li>The Special Education Coordinator and administrator in charge of Special Education will run Welligent reports to monitor timelines. At the beginning of the school year, an IEP calendar will be planned out to ensure timeline compliance.</li> <li>Using this calendar, parents will be notified one month prior to the IEP meeting via phone. A paper notification (Notification to Participate in an IEP meeting- via Welligent) will be sent</li> </ul>

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		<p>two weeks prior to the meeting, exceeding the ten day notification requirement.</p> <p>There is an internal communication system planned for team members pre/post IEP Meeting.</p> <ul style="list-style-type: none"> <li>• IEP meetings will be schedule on Welligent and on Google calendar. All Special Education teachers, administrators and support staff (school psychologist, DIS providers, school nurse, etc) will have access to the Google calendar in order to see upcoming meetings.</li> </ul> <p>There are follow up mechanisms to ensure implementation of the IEP.</p> <ul style="list-style-type: none"> <li>• The case carrier will ensure that services and supports are implemented after each IEP meeting.</li> </ul> <p>Space is planned for IEP Meetings to ensure confidentiality and if possible teleconferencing.</p> <ul style="list-style-type: none"> <li>• The counseling office will maintain a meeting room dedicated to IEP meetings and for the use of itinerant DIS providers. This meeting room will have a working computer with internet access and Student Information System, a printer, and a speaker phone to facilitate teleconferencing when parents are unavailable to meet in person.</li> </ul> <p>Mechanisms are planned to ensure parents including those who do not speak English are welcome as active participants in the IEP process.</p> <ul style="list-style-type: none"> <li>• All notifications (including IEP notifications and assessment plans) will be sent home in both English and Spanish.</li> <li>• An interpreter will be provided when requested by the parent or staff member. The interpreter will be District or School certified in the language they are translating in.</li> <li>• Parents will be offered a written translation of all documents in their preferred language at no cost. The school will use the Translations Unit to translate larger documents (i.e. psychological assessments) and will use bilingual staff members to translate shorter documents (i.e. parent letters).</li> </ul>



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<b>Outcomes 10, 18</b>	<b>Procedures for Identification and Assessment of Students</b>	<ul style="list-style-type: none"> <li>• The mechanism for the identification of students with disabilities at South Gate High School is the LAUSD Student Enrollment Form that must be completed by parents at the time of enrolling their child. Office personnel and administrators/designees will be familiar with forms and their duties to ensure that students who receive special education services are identified and promptly provided appropriate school programs and services. If a student has begun the assessment process in another school district then transfers to South Gate HS, the school and pervious district will responsible for ensure completion of the assessment.</li> <li>• Any people who believe 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 Form or submit a letter to the administrator/designee stating their request and reason why making the request.</li> </ul>
<b>Outcome 2</b>	<b>Instructional Plan for students using grade level standards</b>	<ul style="list-style-type: none"> <li>• Student with special needs at South Gate HS will receive instruction using the same standards and instruction objective that all general students receive. The only variance in the instructional programs between special education courses and general education courses would be in the strategies used and level of assistance required for student to meets the standards. Student will be included into the least restrictive environment based on the decision of the IEP team; taking into account the individuals' unique academic skills and cognitive levels.</li> </ul>
<b>Outcome 7A, 7B</b>	<b>Instructional Plan for students using Alternate Standards</b>	<ul style="list-style-type: none"> <li>• Students enrolled in South Gate High School's CBI and MRM program receive instruction based on age-appropriate (Level V) alternate standards. The California Alternate Performance Assessment (CAPA) is an alternate assessment for children with significant cognitive disabilities, whose IEP team has determined, cannot take the California Standards Tests (CSTs) even with accommodations or modifications (California Department of Education). Teachers using alternate curriculum plan instructional objectives based on CAPA Level V standards (designed for grades 9-11) and individualize benchmarks through the use of formative assessments, determining student's current abilities and the steps involved in bringing students up to standards. Teachers using alternate curriculum meet in a PLC, using the cycle to create a pacing plan, analyze data, create formative assessments, and strengthen instruction, similar to teachers using the general education standards. Students are then provided with intensive instruction using multiple modalities (kinesthetic, visual,</li> </ul>

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		<p>auditory, etc) and instructional accommodations/modifications (repetition, modeling, peer support, graphic organizers, etc) allowing them access to the curriculum while maximizing independence.</p> <ul style="list-style-type: none"> <li>• Additionally, each student is provided with an individualized transition plan created by a team of individuals involved in the student’s education (parent, special education teacher, general education teacher, and administrator/designee). Goals targeting life skills, post-secondary education, employment, and independent living are created to ensure a successful transition to adulthood.</li> <li>• Students in both programs are included in the general education setting, with adult assistance, for a minimum of one period per day, two or more periods as appropriate per IEP team. Instruction within the general education environment is supported through an increase use of accommodations and modifications, as well as, modified grading. Students are closely monitored to ensure a successful experience and special education teachers meet with general education teachers on a regular basis to communicate the individual needs of students.</li> </ul>
<p><b>Outcome 13</b></p>	<p><b>Plan to provide Supports &amp; Services</b></p>	<p>Plan describing how students with support services will have those services provided.</p> <ul style="list-style-type: none"> <li>• For students with RSP services, those services will be provided by one of the five RSP teachers on campus.</li> <li>• For students with other DIS services (speech, counseling, etc), Support Unit and Division of Special Education will assign itinerant providers based on the number of students needing the service. Each itinerant will have a time card on site and will provide the Special Education Coordinator, the administrator over Special Education and the SSA with a schedule of times and days that the provider will be on campus.</li> </ul> <p>Plan for monitoring the provision of services using the Welligent Tracking Log.</p> <ul style="list-style-type: none"> <li>• Each Resource Specialist teacher will provide a log of services to the administrator over Special Education each month. Services will be logged in Welligent’s Tracking Log. RSP teachers will update logs at least weekly, and the administrator will conduct occasional spot</li> </ul>

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		checks to ensure that students are receiving services.
<p><b>Outcome 9 (for programs with students 14 and older)</b></p>	<p><b>Transition Planning Strategies</b></p>	<p>Students 14 years and older have a completed Individual Transition Plan with activities aligned to Education/Training, Employment, and Daily Living Skills.</p> <ul style="list-style-type: none"> <li>Case managers will review IEPs for completed ITPs. Revisions will be made as needed. Welligent reports will be utilized to ensure that all students with an IEP have a Transition Plan.</li> </ul> <p>All students have a completed commercially produced transition assessment evident in their IEP prior to their sixteenth birthday.</p> <ul style="list-style-type: none"> <li>DOTS teacher will assess all ninth graders with a commercially produced transition assessment and will disseminate results to all Special Education department. Additionally, case managers will assist students in creating a portfolio on Career Cruising, and will update and maintain their online portfolio.</li> </ul> <p>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.</p> <ul style="list-style-type: none"> <li>Case managers will work with the DOTS teacher to plan a Senior Transition day each May to assist students to complete their "Senior Inventory" and the "Summary of Performance" (SOP). This Senior Transition day will also include speakers from Department of Rehab and representatives from various colleges' Offices of Students with Disabilities to inform students of contact persons and paperwork they will need as they leave high school.</li> </ul> <p>Transition instruction will be presented to students, parents, and staff to facilitate a successful transition with a focus on post secondary outcomes.</p> <ul style="list-style-type: none"> <li>DOTS teacher will collaborate with the parent center to participate in Special Education trainings. Additionally, the DOTS teacher will provide professional development to Special Education teachers on transition topics. Special Education teachers will bring pertinent</li> </ul>

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		information to general education teachers through their academies.
<b>Federal requirement</b>	<b>Access to Extra-Curricular/Non academic activities:</b>	<p>How will students participate in Nonacademic/Extracurricular activities?</p> <ul style="list-style-type: none"> <li>All students, regardless of disability will be allowed to participate in all Nonacademic/Extracurricular activities.</li> </ul> <p>How will accommodations be provided for students to participate in these activities?</p> <ul style="list-style-type: none"> <li>Accommodations will be provided per each student’s IEP. Case managers and the Special Education Coordinator will provide activity advisors with accommodation requirements and will provide training and support as needed to ensure implementation.</li> </ul> <p>How will Student participation in General education elective classes be accomplished?</p> <ul style="list-style-type: none"> <li>The Special Education Coordinator will work with academy counselors to cluster students on the alternate curriculum in general education electives.</li> <li>Students on the general education curriculum will be allowed the same access to all electives as their non-disabled peers.</li> <li>Students with disabilities will complete an Individualized Graduation Plan (IGP) with their counselor each year and the IGP will be reviewed at the IEP team meeting. The IGP will guide the counselor to program students with disabilities into elective classes.</li> </ul> <p>What extra curricular e.g. clubs, teams will students’ with disabilities have access to?</p> <ul style="list-style-type: none"> <li>Students with disabilities will have access to all extracurricular activities on campus.</li> <li>South Gate High School will also have a Best Buddies club on campus. The mission of Best Buddies is to create opportunities for students with disabilities to establish friendships with non-disabled peers and to participate in and organize student events designed for the inclusion of students with and without disabilities.</li> </ul> <p>What additional activities will students have access to? Students with disabilities will also have access to transition field trips and guest speaker events run</p>

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		by the Department of Transition Services (DOTS) teacher. These field trips and events will only be open to students with disabilities.
<b>Federal requirement</b>	<b>Providing Extended School Year</b>	<p>There is a plan to guide IEP Teams in determining when Extended School Year is appropriate.</p> <ul style="list-style-type: none"> <li>The IEP team will follow LAUSD Reference Guide 5276.1 (Guidelines for the Individualized Education Program (IEP) Team When Students with Disabilities are Being Considered for Extended School Year (ESY) Programs and Services) when determining if ESY is appropriate. </li></ul> <p>There is a plan to ensure ESY programs and services in excess of the regular school year are provided.</p> <ul style="list-style-type: none"> <li>The Special Education Coordinator and administrator over Special Education will work with Support Unit personnel (including the Program Specialist) to ensure that ESY is prepared for accurate and timely manner.</li> </ul> <p>Instructional programs are developed for the ESY period to address individual student needs.</p> <ul style="list-style-type: none"> <li>The Special Education Coordinator and administrator over Special Education will work with Support Unit personnel (including the Program Specialist) to ensure that ESY is prepared for accurate and timely manner.</li> </ul> <p>Annual budget planning includes an allocation fro personnel and resources to provide ESY services.</p> <ul style="list-style-type: none"> <li>Personnel and resources will be assigned by the Support Unit</li> </ul>
<b>Federal Court requirement</b>	<b>MCD Outcomes (to be woven among others)</b>	The Special Education Coordinator and the administrator over Special Education will review the MCD outcomes report along with the MCD review team each month and recommend/make adjustments to the instructional program and services as needed.
<b>All</b>	<b>Professional Development</b>	<p>Opportunities are planned for General and Special Educators to develop a culture of collaboration in meeting the needs of students.</p> <ul style="list-style-type: none"> <li>Special Education teachers will be a part of general education PLCs to ensure that RSP and SDC classes are teaching core content standards with rigor.</li> </ul>

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		<ul style="list-style-type: none"> <li>• Special Education teachers will provide professional development through their academies on disabilities, accommodations and other topics as requested by the academy. The Special Education Coordinator will assist in these trainings as requested by the academy and/or Special Education teacher.</li> <li>• Whole faculty training will take place on a semi yearly basis on compliance topics regarding Special Education. These trainings will be lead by the administrator over Special Education and/or the Special Education Coordinator. These trainings will be a part of regularly scheduled faculty meetings.</li> </ul> <p>Training ensures differentiated application of knowledge and skills to meet the needs of all students</p> <ul style="list-style-type: none"> <li>• A needs assessment will be given to each</li> </ul> <p>Explicitly address Tiered Instruction.</p> <ul style="list-style-type: none"> <li>•</li> </ul>
<b>Outcomes 6, 8, 16</b>	<b>Staffing/Operations</b>	<ul style="list-style-type: none"> <li>• Teacher recruitment procedures are planned to ensure highly qualified teachers are available to students with IEPs.</li> <li>• Credential verification and monitoring processes are planned.</li> <li>• Service ratios are developed to ensure the needs of students are addressed and mandated service norms are honored.</li> <li>• Clerical Support for compliance is planned.</li> <li>• A plan is developed for maintaining specialized equipment as needed.</li> <li>• A plan is available for providing for health protocols.</li> </ul>
	<b>Fiscal</b>	<b>Not required</b>

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<b>Outcome 14</b>	<b>Parent Participation</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Plans have been developed to ensure parents are welcome partners in their child’s education process.</li> <li>• 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.</li> <li>• A procedure is planned for responding to parents’ concerns and complaints and providing a timely response.</li> </ul>