

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>Federal Requirements, District publications and forms are available</p>	<p>Search and Serve</p>	<p>It is the principal’s responsibility (with the support of the Special Education Clerk) to maintain the following publications and forms in the school office:</p> <ul style="list-style-type: none"> o <i>Are You Puzzled by Your Child’s Special Needs?</i> brochure o <i>A Parent’s Guide to Special Education Services (Including Procedural Rights and Safeguards)</i> o <i>Student Enrollment form</i> o <i>Student Information Questionnaire for Parents and Guardians</i> o <i>Request for Special Education Assessment form</i> <p>The principal/special education clerk will prominently display information regarding the LAUSD Complaint Response Network/Parent Resource Network in the school office and in the family/community welcome center.</p> <p>The school will use the following processes to identify students with disabilities who enroll in :</p> <ul style="list-style-type: none"> - Our school will use the standard LAUSD student enrollment form (Section D.1. identifies students who have received special education services, have a current Individualized Education Program or students with a Section 504 Plan). - Our school will use Welligent and ISIS records directly transferred from the feeder or sending school to identify each student’s special education needs and/or IEP/504 Plan. - After enrollment, the special education clerk will work with the RSP and SDP case carriers to identify all students with special needs in the school. - The case carriers will send a copy of each student’s IEP to the student’s advisor and cohort team, and use time during a PD meeting to discuss the IEP elements and address questions.

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		<p>Staff Professional Development</p> <ul style="list-style-type: none"> - As part of professional development¹ all teachers will: <ul style="list-style-type: none"> o Be trained in the Special Education Process as outlined in the LAUSD Special Education Policies and Procedures Manual (pg. 14). o Be trained in the Response to Intervention Process o Be introduced to the special education programs offered at our school o Review student IEPs o Discuss and be trained in strategies for integrating students with special needs into the classroom o Be trained in differentiation, and classroom modifications o Collaborate with the RSP and SDP teachers to implement successful differentiation and classroom modifications <p>Information regarding the Special Education Assessment Process, Response to Intervention Process and all relevant forms will be located in the Faculty Manual made available to all faculty members, with a copy located in the school office as well as on the C:\DAGS website.</p>
<p>Outcome 2</p>	<p>Intervention Programs</p>	<p>Students with IEPs or 504 plans will receive individualized services provided and coordinated by the RSP/SDP teachers and paraprofessionals in accordance with the needs identified in the plans. These students will receive the services described on pages 9-11 in addition to the general education assessments and interventions described below.</p> <p>C:\DAGS will use the Research-based Response to Intervention (RTI) process to identify and assist “at risk” students who are not receiving special education services. This process is introduced in Section 2.c. Addressing the Needs of all Students (Attachment—Response to Intervention (RTI) Process), and contains the following steps:</p> <ul style="list-style-type: none"> - Conduct an initial diagnostic assessments at the beginning of the year. - Depending on the cut-offs and percentiles recommended within the assessment,

¹ See Section B-2.b. Professional Development

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		<p>students will be identified as “no intervention, “Tier 1 intervention” and “Tier 2 intervention.”²</p> <ul style="list-style-type: none"> ○ Students identified as “no intervention” and will receive the following instruction: <ul style="list-style-type: none"> ▪ General Education Setting ▪ Cohort teacher teams analyze assessment data and focus on specific skills across the curriculum.² ○ Students identified for “Tier 1” intervention will receive the following instruction/intervention <ul style="list-style-type: none"> ▪ General Education Setting with differentiated instruction and supplemental materials ▪ Cohort teacher teams analyze assessment data and focus on specific skills across the curriculum. ▪ Advisor reviews assessment results with student; sets goals with student in ILP & creates a learning plan that will focus on the student’s specific areas of challenge. ▪ After school tutoring time will be recommended ▪ Advisor informs parents about their child’s identification for Tier 1 Intervention and the goals, strategies and recommendations referenced above. ▪ Students will be monitored (through a follow up assessment) every 8 weeks. ▪ If the student shows adequate growth (response to intervention); student will remain in Tier 1 intervention until the mid-year assessment. ▪ If the student does not show adequate growth (not responding to intervention) after 8 weeks; student will be identified for Tier 2

² See Section 2.d. Instructional Strategies for details regarding the instructional strategies teachers will use across the curriculum.

³ See Section 2.c. Addressing the Needs of All Students

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		<p>intervention.</p> <ul style="list-style-type: none"> ○ Students identified for “Tier 2” intervention will receive the following instruction/intervention <ul style="list-style-type: none"> ▪ General Education Setting with differentiated instruction and supplemental materials ▪ Cohort teacher teams analyze assessment data and focus on specific skills across the curriculum. ▪ Advisor reviews assessment results with student; sets goals with student in ILP & creates a learning plan that will provide focused instruction on the student’s specific areas of challenge.³ ▪ After school tutoring time will be recommended ▪ Students will receive small group or 1-1 tutoring assistance after school. ▪ Advisor informs parents about their child’s identification for Tier 2 Intervention and the goals, strategies and recommendations referenced above. ▪ Students will be monitored (through a follow up assessment) after 8 weeks ▪ If the student shows adequate growth (response to intervention); student will remain in Tier 2 intervention until the mid-year assessment <p>If the student does not show adequate growth (not responding to intervention); student will be identified for a special education Student Success Team (SST).</p>
<p>Outcomes 5, 17 and 18 LAUSD Board Policy</p>	<p>Discipline Foundations Plan and Behavior Support</p>	<p>Prevention</p> <p><i>Schools for Community Action Campus-wide</i></p> <p>All students at C:\DAGS will follow the behavioral expectations outlined in the Schools for Community Action expectations for common areas. These expectations will be developed by the complex-wide Campus Committee in the weeks prior to the school opening,</p>

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		<p>communicated to students during orientation and reaffirmed in the classrooms during the first week of school. However, at this point, we can articulate the expectations agreed upon at this time:</p> <ul style="list-style-type: none"> - each school will have a uniform, or specific colored polo shirt - all students will be at school and in class on time - all students will respect school property (because it is their property too) <p>To support positive behavior across the campus, all small schools will agree to enforce common consequences for not meeting behavior expectations (to be determined during the Safe Schools Team meetings prior to the school opening). To monitor behavior on campus, the Schools for Community Action will employ LAUSD campus police, campus aides, and engage and train parent volunteers to create a strict but respectful community policing environment where students know and are known by the people there to keep them safe.</p> <p>It is also important to note that the schools will participate in a healthy competition to encourage and celebrate positive behaviors such as regular attendance and minimal tardies by posting the small school's name on the Schools for Community Action brag board located in the Family and Community Welcome Center.</p> <p><i>C:\DAGS</i></p> <p>In addition to the campus-wide expectations, C:\DAGS will establish, communicate and monitor behavioral expectations within the small school building and classrooms. Some examples of classroom expectations are:</p> <ul style="list-style-type: none"> - be prepared for class with paper, pen, notebook and reading material - participate in class activities, assignments and homework - act with respect towards classmates, teachers, substitutes and other guests: <ul style="list-style-type: none"> o listen while others are speaking o use appropriate language for the classroom o speak to others how you wish to be spoken to

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		<p>Additionally, as part of our advisory curriculum, these expectations will be reinforced through our Habits of Mind and Habits of Work⁴</p> <p>All small school and classroom behavior monitoring and consequences will be addressed by the school counselor and/or principal following our Positive Behavior Support Plan.⁵ As needed, students will be referred to the school police for more serious infractions such as violence or drugs.</p> <p>Finally, C:\DAGS will celebrate positive behavior both individually through calling home for students who have done something well, through student awards ceremony at the end of the semester and year, as well as through healthy competition between advisory classes regarding fewest tardies and highest attendance.</p> <p>Intervention Inappropriate or negative behavior is rooted in a lack of problem solving and communication skills amongst other factors in students' lives. We will be addressing this issue campus-wide through the use of our C:\DAGS peer mediation and conflict resolution course.⁶ Students who take part in this course will then be able to support other students at the various SCA schools. This work will be duplicated within C:\DAGS through our advisory program which focuses on helping students develop the skills and habits that will help them to be successful problem solvers as well as advocates for self and others.</p> <p>Additionally, drug and alcohol use as well as other self-damaging and inappropriate behaviors can reflect poor coping skills for issues at home or social difficulties on campus. To address this, our Positive Behavior Support Plan will include Tier 1 interventions such as:</p>

⁴ See Section B-4.a. Description of School Culture

⁵ See Section B-4.f. Policies

⁶ See Section B-1.b. Core Academic Curriculum

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		<ul style="list-style-type: none"> - conferences with an advisor, counselor and family (and case carrier if in special education) - referrals to individual counseling, drug cessation programs or support groups (on and off campus) <p>Finally, many inappropriate classroom behaviors are typically avoidance strategies for students who are facing academic challenges. It is very important to identify this factor and thus, as part of our Positive Behavior Support Plan, the counselor will review the student's grades and attendance in ISIS prior to making a decision regarding the appropriate intervention, which may include a discussion with the student's teachers, tutoring or additional time to address the learning challenges the student is facing.</p> <p>If a student is not responding to Tier 1 interventions, we will implement the following Tier 2 intervention process:</p> <ul style="list-style-type: none"> - Counselor (or case carrier for special education students) observes student in class to identify potential issues or triggers. - Counselor/case carrier meets with students, the student's cohort team and the student's parent to address the issue, discuss specific positive behaviors or strategies to appropriately address the situation/issue/trigger. The agreements will be documented in a Behavior Support Plan/Agreement. - Student is referred to specified program for further support (to be developed with community partner organizations such the Brotherhood Crusade). <p>If a student is not responding to Tier 2 interventions, we will implement the following Tier 3 intervention process:</p> <ul style="list-style-type: none"> - The BICM certified special education case carrier within our small school will review the existing documentation (referrals, observations, grades/progress reports & all interventions and related notes), and conduct a Functional Behavioral Assessment.

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<p>Necessary for Planning, will be provided</p>	<p>Description of Student Population</p>	<p>Based on the available data and assessment, the case carrier will work with the student, the student’s family and the student’s advisor to create an Individualized Behavior Support Plan that involves daily monitoring and rewards for positive behavior.</p>
<p>Necessary for Planning, will be provided</p>	<p>Description of Student Population</p>	<p>The 2010-2011 sending school (Manual Arts High School) demographics indicate that with a 500-student population, C:DAGS should expect to serve approximately 40-60 students who require special education services (either RSP & SDP⁷). Research shows that the most effective way to educate students with learning disabilities is integrating them into general education classrooms, <i>along with</i> focused pullout sessions, direct support from specialists, and training for all teachers in how students learn and how to differentiate instruction.⁸</p> <p>Following each student’s IEP we will ensure proper inclusion in general education classes for all students with special needs. In consultation with the IEP team students will appropriately transition to increased time in the general education program as deemed appropriate. Our students with special learning needs who are included in the general education program will be engaged in differentiated instruction, and be provided with supplemental materials to support student learning.</p> <p>All of the teachers on the C:DAGS design team have experience with successfully integrating students with special learning needs (both RSP and SDP) into the general education classroom. As we add new teachers to our team, we will use our weekly PD time and new teacher mentoring to share our knowledge and experience to expand the capacity of the school to successfully integrate the students with special learning needs into the classrooms and overall school community.</p> <p>Additionally, as indicated in the research, it is important that our students with special learning needs receive supports within and outside of the general education classroom to be</p>

⁷ Services will either be provided through the Resource Specialist Program (RSP) or the Special Day Program (SDP).

⁸ Holloway, J. (2001). Inclusion and Students with Learning Disabilities. *Educational Leadership*. 58(6): 86-88.

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		<p>successful. We outline these supports below and in the “special education program description” section:</p> <ul style="list-style-type: none"> - For our students receiving resource specialist services (RSP), our RSP case carrier/resource specialist(s) will monitor student IEPs, provide in-classroom assistance to students and teachers, conduct pullout sessions and tutoring time as indicated on the student’s IEP. Since the students in the resource program spend the majority of their time in the general education setting, this teacher’s caseload will follow the appropriate district guidelines. - For our students in the Special Day Program (SDP), our SDP case carrier/special education teacher(s) will monitor IEPs, provide in-classroom assistance to students and teachers, and conduct pullout sessions and self-contained classroom time as indicated on the student’s IEP. Since the students who qualify for the SDP program usually require more time in self-contained classrooms, this teacher’s caseload will follow the appropriate district guidelines. <p>We also recognize that as determined by the district’s special education division, we may be receiving students with MR, Autism and/or who require CBI. We recognize that some of these populations/students will need more self-contained classroom time to be successful (and that we will be receiving the positions to support this time). However, it is our goal to include every student at C:\DAGS in at least our advisory program so that all of our students will receive the social benefits of participating in a diverse learning environment. Additionally, if a parent/guardian or IEP indicates the need for a student with MR and/or autism to be integrated into a general education environment using grade-level and alternate standards, C:\DAGS will seek out and provide professional development training to all teachers who will be integrating students with these and similar disabilities into the classroom.</p> <p>Finally, it is important to note that students with learning disabilities will not be singled out or identified within the general education classroom. As part of the professional development that all teachers will receive, we will address strategies for co-teaching, in classroom support</p>

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<p>Outcome 2</p>	<p>Special Education Program Description</p>	<p>and teacher collaboration for supporting students with special learning needs.</p> <p>As referenced above, our students with special learning needs will have access to grade-level standards-based education within the general education environment, with the supports in place to facilitate student success.⁹ In addition to the daily supports of our special education case carrier/teacher(s), C:\DAGS will have the following supports within our special education program:</p> <ul style="list-style-type: none"> - Early and appropriate identification of students already receiving services (through our enrollment/identification process) and for students with special needs who are not receiving services through our Response to Intervention (RTI), SST and assessment process.¹⁰ - Early and frequent monitoring of each student’s IEP with meetings held within the first 2 months of enrollment, mid-year and end-of-year. Additionally, each student’s IEP will guide their overall ILP that is used by all teachers at the school to direct the learning of the students, as well as used by the student him or herself to understand and engage with their own learning process. By the mid-year students will receive support to lead their own IEP meetings. - Partnerships with organizations that provide additional supports for students with special needs, such as additional mental/physical health supports through St. John’s Child and Wellness Center and LA Child Guidance Clinic and independent living skills services through with the South Central Los Angeles Regional Center.¹¹ - Staffing – as with the hiring of the general education staff, it is crucial that C:\DAGS have autonomy in the hiring and evaluation of all special education staff (including special education aids). A key finding in research on special education inclusion is that

⁹ See above section and Section B-1.b. Core Academic Curriculum for details Strategies for Success

¹⁰ See Attachment: *RTI Process*

¹¹ See Section B-5.c. Key Community Partnerships for more details.

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<p>Outcomes 8, 10, 13, 14, 15</p>	<p>IEP Process: Implementation and Monitoring</p>	<p>collaboration between the special education staff and the general education staff is absolutely necessary.¹² To address this, our hiring and evaluation processes will include a focus on collaboration, as well as participation of the collaborating teachers, and the students who will be taught, and their parent(s)/guardian(s).</p> <p>- Professional development for all teachers regarding how students in both special and general education learn, on the modifications/accommodations for special education students and reasoning behind them, and on teaching and co-teaching strategies that have been proven to facilitate the learning of students with learning disabilities.¹³</p> <p>Participation of special education teachers and aides in weekly professional development sessions and cohort curriculum planning, implementation and reflection sessions.</p> <p>Bridge coordinator will be shared by all four Augustus Hawkins Schools for Community Action schools (See Section B-7.b. Leadership Team).</p> <p>Proper IEP identification, communication and monitoring are crucial to supporting students with special learning needs. We addressed the initial identification and communication process for IEPs within the “Search and Serve” section above. Once identified, we have the following process in place to support the successful implementation of a student’s IEP:</p> <p>C:\DAGS will share one special education clerk with the CHAS small school (serving no more than 150 students)¹⁴. This clerk will be responsible for:</p> <ul style="list-style-type: none"> • Calendaring IEP meetings in consultation with the student’s case carrier and parent/guardian (see below for information regarding when IEP meetings will be scheduled). • Communicating the IEP meeting date, time and location to the case carrier, principal, counselor, advisor, and cohort team, confirming attendance of the case carrier, an

¹² Buell, Martha J. , Hallam, Rena , Gamel-Mccormick, Michael and Scheer, Scott (1999). A Survey of General and Special Education Teachers' Perceptions and Inservice Needs Concerning Inclusion. *International Journal of Disability, Development and Education*. 46(2) 143 - 156.

¹³ See section B-2.b. Professional Development

¹⁴ See Section B-8. a. Staffing for details on shared personnel.

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		<p>administrator (or designee) and the student’s advisor, and sending a reminder the day prior to the meeting to all participants (via email).</p> <ul style="list-style-type: none"> Communicating the IEP meeting date, time and location to the parent/guardian using the appropriate notification forms following the prescribed timelines. Also, the clerk will be responsible for remind parents/guardians via phone in their primary language (& informing them that translation will be available at the meeting, and translation of the IEP is available upon request), and sending a reminder home with the student or via phone the day before the meeting. Ensuring that the goals section of the IEP that has been updated appropriately by the case carrier is mailed to the parent following the timelines detailed in the IEP. <p>Each student’s case carrier will be responsible for:</p> <ul style="list-style-type: none"> Informing student and parent/guardian upon the enrollment that they will be their case-carrier. Throughout the year, will review goals, accommodations, and any other supports needed for student success. Requesting an annual IEP update meeting at least one month prior to the due date. Completing the necessary updates and changes within Welligent after each IEP meeting. Communicating IEP outcomes and goals to the student’s advisor and cohort team after the IEP meeting. <p>All IEP meetings will occur within the designated special education office within our small school office to provide for access to Welligent during the meeting and optimal privacy.</p> <p>We realize that getting a new school started will be a challenge, thus we have set the following goals for the future (to be implemented during the 2nd and 3rd years of operation):</p> <ul style="list-style-type: none"> Three IEP meetings per year; with the ultimate goal of having a check-in at the beginning of the year, a mid-year check-in after the first semester and an end-of-the-year

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<p>Outcomes 10, 18</p>	<p>Procedures for Identification and Assessment of Students</p>	<p>annual update and adjustment/changes based on the successes and challenges the student experienced during the year.</p> <ul style="list-style-type: none"> - Engaging students more thoroughly in the IEP process by teaching them how to write components of their own IEPs. - Moving towards a Full Inclusion model. <p>Please see the above section on “Interventions” for our Tier 1 and Tier 2 Response to Intervention Assessment process.</p> <p>If a student is not responding to our Tier 2 interventions, the student’s advisor (who is responsible for monitoring the student’s response to intervention) will refer the student to the school psychologist for a Student Study Team (SST). The SST referral will be made available to teachers online, within the teacher’s handbook and in the special education office. The form will include the following information:</p> <ul style="list-style-type: none"> - student information - including ethnicity to monitor referrals by ethnicity (and address issues of over-referral) - including ELL background and status to identify potential language issues that may be misinterpreted as special education issues. - background information checklist regarding the interventions attempted (with accompanying documentation: assessments, observations, student work samples, etc). <p>This checklist will also include a requirement that the student’s cum is reviewed for interventions attempted prior to arrival at the school.</p> <ul style="list-style-type: none"> - teacher’s perspective regarding students positive traits/areas of success, known positive reinforcements and specific reason for the referral. <p>Once the student is referred, the school psychologist will schedule an SST meeting with the student’s parent, general education teacher (advisor), administrator at which the school psychologist will also be present. During this meeting, the SST will develop a strategic and individualized intervention plan for the student, which will then be communicated to the student’s cohort team and implemented, and the student’s advisor will continue to monitor the student for response to intervention.</p>

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<p>Outcome 2</p>	<p>Instructional Plan for students using grade level standards</p>	<p>If the student does not respond to the interventions outlined by the SST, the parent will be notified and then decide whether the student should be assessed for special education. If the parent requests assessment, the school psychologist will conduct the assessments to determine his or her special learning needs (and be assigned to a case carrier for an initial IEP meeting). If the parent does not request an assessment, the advisor and cohort team will continue with the Tier 2 assessments and interventions, and strategic interventions outlined by the SST.</p> <p>For a full description of our grade-level California content standards-based curriculum/planning, instructional strategies and supports for learners, please see Sections B-1.b. Core Academic Curriculum, B-1.b.i. Curriculum Development, B-2.d. Addressing the Needs of All Students, B-1.a Instructional Program, and B-2.c. Professional Development-Teacher Orientation.</p> <p>The specific elements of the above referenced sections that are most relevant to this document are:</p> <p><i>Grade Level materials</i></p> <ul style="list-style-type: none"> - All students will have access to grade-level materials (Williams-approved textbooks and books/plays as well as timely reading materials from newspapers and magazines). - All students will receive supports for accessing grade-level materials including modified speech/repetition, explicit modeling, frontloading of vocabulary, multi-sensory experiences that address multiple learning modalities, cooperative learning activities, graphic organizers, frequent checking for student understanding, pre-writing activities, and design of formative assessments.¹⁵ - Students with special learning needs will be provided with supplemental reading materials that address the same topics and themes (we will be selecting our textbooks

¹⁵ Fittell, S.G. (2008). *Special Needs in the General Classroom: Strategies that Make it Work*. Manchester: Cogent Catalyst and Hill, J.D. and Flynn, K.M. (2006). *Classroom Instruction that works with English Language Learners*. Alexandria, VA: The Association for Supervision and Curriculum Development.

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		<p>with the quality of supplemental materials as a major consideration).</p> <p><i>Curriculum Planning</i></p> <ul style="list-style-type: none"> - All of our staff will use Understanding by Design (UBD) for curriculum development - Also referred to as “backwards planning,” the UBD approach to planning instruction starts with the learning objectives for a particular lesson or unit and works “backwards” to the assessments that will measure whether or not students have met the learning objectives, and then establishes the learning activities that will meet students where they are, draw on their prior knowledge, and develop the skills and knowledge necessary to meet the learning objectives. - Our curriculum will also be planned and adjusted by the cohort teams during the weekly professional development meetings based on analysis of student assessments for specific skill needs. This is a strategy to focus on particular skills across the curriculum. <p><i>Accommodations and Modifications</i></p> <ul style="list-style-type: none"> - In addition to the above referenced supports, teachers in the general education classrooms will be provided with each student’s IEP and monitored by the student’s case carrier regarding implementation of the specific accommodations and modifications outlined in the student’s IEP. - Some of the additional in-class accommodations may include: <ul style="list-style-type: none"> Front of room/proximity to teacher seating More time on projects/assignments/tests Different ways of showing learning (projects, presentations, verbal exams) - Some of the additional in-class modifications may include: <ul style="list-style-type: none"> Differentiated rubrics and tasks Pull-out sessions for specific skills concentration <p><i>Data-based Decision-Making</i></p> <ul style="list-style-type: none"> - All students will be assessed at the beginning, middle and end of the year regarding basic skills and content knowledge. Analysis of these assessments will occur during

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<p>Outcome 7A, 7B</p>	<p>Instructional Plan for students using Alternate Standards</p>	<p>professional development time and examination of common skills issues across the grade level. Cohort teams then utilize instructional strategies across the curriculum to address the identified skills or content area deficiencies.</p> <ul style="list-style-type: none"> - Students who have been identified for RTI process Tier 1 or 2 interventions from the initial, middle or end of year assessments will receive differentiated instruction and supplemental materials in the core classes, more individualized attention in advisory and after school tutoring (guided by a cohort or advisor-led analysis of the student’s assessment results and classroom), and regular follow-up assessments to monitor the students response to intervention (done by the student’s advisor). Students receiving special education services (Tier 3) will receive all of the above referenced assessments, supports and interventions. In addition, the student’s case carrier will identify the student’s specific skills and content area deficiencies through analysis of initial, mid-year and end-of-year assessments, as well as regular follow-up assessments. The case carrier will then provide the needed in classroom, pull-out session and tutoring supports to each student.
<p>Outcome 7A, 7B</p>	<p>Instructional Plan for students using Alternate Standards</p>	<p>Alternate standards are taught and assessed within the English Language Arts, mathematics and/or science content areas and indicated on the student’s IEP. Students being taught the alternate standards take the California Alternate Performance Assessment (CAPA) and typically receive the majority of their instruction in a highly individualized, self-contained, and multi-grade classroom. However, in some cases, parents request that their child receive the alternate standards instruction within the general education classroom. In both cases, C:\DAGS is prepared to provide our students with the indicated instruction and environment. Additionally, as mentioned above, our design team has teachers with experience in providing alternate standards instruction within the general education classroom. These teachers (and the special education teacher(s)/case carriers) will provide the necessary training and supports to general education teachers.</p> <p>It is important to note that whether the student is in the general education classroom or a self-contained classroom, it is the responsibility of the student’s case carrier/teacher to develop</p>

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Outcome 13	Plan to provide Supports & Services	<p>and provide the teachers with the alternate standards curriculum, and formative/summative assessments. The case carrier will analyze the CAPA data for each student to develop a specialized learning plan that addresses the student’s learning needs.</p> <p>The special education clerk, principal and case carrier will work with the LAUSD special education division to provide on-site support services for students with special learning and other needs. Some of these services are (but are not limited to):</p> <ul style="list-style-type: none"> - Speech and language - Audiological services - Adaptive Physical Education - Occupational therapy - Inclusion specialists for students with moderate to severe challenge (for inclusion in the general ed/least restrictive environment setting) <p>Each support provider/itinerant special education teacher will be introduced to the appropriate staff, locations and procedures by the special education clerk upon his/her initial arrival to the school. Then, he/she will be required to sign in and sign out for each visit, and be provided with a work station in the special education office (or other office if an IEP is being held) to complete the necessary updates/reports in Welligent.</p>
Outcome 9 (for programs with students 14 and older)	Transition Planning Strategies	<p>The special education clerk, principal and case carrier will work with the LAUSD District Office of Transitional Services and the South Central Regional Center to provide students with important supports and services to facilitate their transition from high school to adult living. These services include, but are not limited to:</p> <ul style="list-style-type: none"> - Independent living skills (C:\DAGS is partnering with Partnership for Active Learning Services, Inc. to provide independent living skills supports through the South Central Regional Center). - Introduction to the Regional Center and special needs/disabilities advocacy organizations - Transition services/information trainings for special education case carriers/teachers

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		<p>At the school, the case carrier will be responsible for ensuring:</p> <ul style="list-style-type: none"> - that all students over 14 have completed an Individual Transition plan; and that steps of that plan are being followed. - Students have completed a transition assessment (indicated in their IEP) prior to their 16th birthday - Students receiving a diploma, certificate of completion or aging out of the system have a “Senior Inventory” and “Summary of Performance” on file in their records (and are provided a copy). <p>Within the advisory class, all juniors and seniors will receive direct instruction, given information and partake in fieldtrips, job shadowing and internships that will prepare them for college and career. In addition to this, students with special learning needs and their parents will be invited to:</p> <ul style="list-style-type: none"> - Attend multiple transition-focused talks/meetings throughout the school year. - Attend college visits that include a focus on special education and disabled access and supports programs, locations and personnel – with the goal of also introducing our students to students with learning challenges currently attending the college. - Visit potential workplaces that accept and support individuals with learning or other disabilities – with the goal of also setting up internships for our students at these locations.
<p>Federal requirement</p>	<p>Access to Extra-Curricular/Non academic activities:</p>	<p>The design team of C:\DAGS has a history of integrating our students in special education into the overall culture of the school. At Manual Arts, in our small learning communities and academies (School of Arts Leadership and Social Action, Freshman Prep Academy), students were fully integrated into the advisory program, electives classes, student activities, and clubs. At C:\DAGS, we plan on building a similar inclusive environment as well as the</p>

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		<p>inclusive culture that fosters a sense of connection and community among all students at the school.¹⁶</p> <p>To that end, we will:</p> <ul style="list-style-type: none"> - fully integrate all students in special education into the advisory classes - to the extent that it is safe for the student(s), encourage all students in special education to participate in school activities and inter-mural sports. - encourage students in special education to participate in our small school and complex-wide leadership class – we feel that this is particularly important because having a student with special needs on the leadership team provides insight to needs that general education students might not think of when planning activities and events. - provide student mentors for students in special education to introduce them and help them adjust to new or unfamiliar environments such as dances, activities, and clubs - provide IEP information, supports and training to all electives teachers as well as core academic teachers.
<p>Federal requirement</p>	<p>Providing Extended School Year</p>	<p>According to LAUSD Reference Guide 5276.1¹⁷ “An IEP team may determine ESY is necessary when a student with disabilities demonstrates: (1) significant regression corresponding with limited recoupment of previously achieved skills; or (2) a loss of critical skills for students accessing the alternate curriculum; or (3) special circumstances or factors that indicate the need for ESY services.”</p> <p>To identify students in need of ESY, the IEP team will:</p> <ul style="list-style-type: none"> - gather the appropriate data (progress monitoring/IEP information, pre and post-test data before and after instructional breaks, various assessments, student work, observations and medical reports). - Analyze the data for:

¹⁶ See Section B-4.a. Description of School Culture for more details on developing an inclusive school culture
¹⁷ See REF 5276.1 (Nov 1, 2010) for details regarding the process and attachments that we will use as part of the process.

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<p>Federal Court requirement</p>	<p>MCD Outcomes (to be woven among others)</p>	<ul style="list-style-type: none"> o issues of regression and recoupment o indication of the potential loss of independent functioning and critical self sufficiency skills over the summer (for students with severe disabilities) o identification of special circumstances that may necessitate ESY (at critical stage in development of life skills or absent due to medical issues) <ul style="list-style-type: none"> - Make a decision based on the data (this is done every year; a student’s access to ESY is not automatic) - Document the decision: <ul style="list-style-type: none"> o Provide rationale o Identify needs and goals for the ESY period o Identify support services the student will receive during ESY (support services the student receives during the year are not automatically carried into the ESY period) - Assist parent in completing the necessary application paperwork for ESY
		<p>The below listed MCD outcomes are integrated into this service plan as well as throughout the entire C:\DAGS proposal:</p> <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, MR, OI 8: Home School 9: Individual Transition Plan 10: Timely Completion of Evaluations 11: Complaint Response Time

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All	Professional Development	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 (as well as other students who need support) 18: Comprehensive Evaluation of African American Students identified with Emotional Disturbance
		As part of our <i>Teacher Orientation Retreat</i> and weekly professional development, all teachers will receive training on: <ul style="list-style-type: none"> - Using differentiated materials in the general education classroom - Specially Designed Academic Instruction in English (SDAIE).¹⁸ - The Responsiveness to Intervention Training (RTI) process - Grade-level assessments that we will be using at the beginning, middle and end of the year and how those (and additional) assessments work within the RTI process. New teachers (and/or teachers new to the above-referenced strategies and processes) will receive mentor support from a special education or experienced teacher through peer observations and weekly meetings.
		Special education teachers/case carriers will participate in the weekly professional development and planning sessions, and suggest/provide special education-focused input, information, supports and training as needed.

¹⁸ Resources: Fittell, S.G. (2004). *Special Needs in the General Classroom: Strategies that Make It Work*. Manchester; Hill, J.D. and Flynn, K.M. (2006). *Classroom Instruction that Works with English Language Learners*. Alexandria: Association for Supervision and Curriculum Development.

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<p>Outcomes 6, 8, 16</p>	<p>Staffing/Operations</p>	<p><i>Recruitment and hiring</i></p> <ul style="list-style-type: none"> - During the first year of operations we are required by UTLA to accept teachers from Manual Arts High School in relation to the number of students transferring. We expect to receive students receiving special education services (both RSP and SDP), which should translate into one RSP teacher and one SDP teacher. Our plan is to outreach to the special education department at Manual Arts as soon as we are approved for SRHS#3, share our plans with the teachers, and see who is interested in transferring. This recruitment process will also involve an introduction to our written Commitment to the Instructional Plan outline the additional responsibilities and time commitments required for all teaching staff at C:\DAGS. - After our first year of operations, as our special education population grows with the overall population of the school (roughly 500 students with an expected special education population of 40-60 students), if the numbers increase enough to afford us additional special education position(s), we will recruit teachers based on word-of-mouth, through our connection at the teacher training program at UCLA's Teacher Education Program and through LAUSD job fairs. Applicants will be reviewed for the appropriate training, credentials and experience and then partake in an interview that will include the principal, a special education teacher, a general education teacher, a special education student (and parent/guardian if possible). - Our hope is that through the LIS waivers or through direct negotiations with SEIU, we will also be able to identify, recruit and interview special education assistants/aids as well. Due to the highly collaborative nature of our work, it is crucial that we are permitted to hire staff who are interested in participating in a collaborative work environment. <p><i>Service Ratios and Clerical Support</i></p> <ul style="list-style-type: none"> - As referenced in the above section on expected student population, we expect to serve 20-30 RSP and SDP students during the 2011-2012 school year and 40-60 RSP and SDP students starting in year 2012. The ratios we expect for the first year are 5-10 students in

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		<p>the SDP and 20-25 students in RSP, then increasing to 10-15 students in SDP and 25-30 students in RSP.</p> <ul style="list-style-type: none"> - As referenced in the above IEP Process section - C:\DAGS will share one special education clerk with the C:\DAGS small school (serving no more than 150 students). This will provide the clerk with enough time to perform the duties outlined throughout this service plan as well as complete the necessary compliance checks and paperwork. <p><i>Specialized equipment and health protocols</i></p> <ul style="list-style-type: none"> - Every classroom at C:\DAGS will have a large set of lockable closets that can be used to store smaller items such as headphones and specialized keyboards. - Every two classrooms should share a lockable storage room that can be used to safely store larger equipment. - Additionally, there will be space within the special education office to store equipments as needed. - Health protocols will be noted by the case carrier, shared with the student's advisor and cohort team with an easily accessible copy kept in the small school office and with the school nurse.
	<p>Fiscal</p>	<p>N/A</p>

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<p>Outcome 14</p>	<p>Parent Participation</p>	<p>Parent participation is very important for all students at C:\DAGS and across the Schools for Community Action Augustus Hawkins Campus. Please see Section B-5.b. Parental Involvement for details regarding the ways we will be incorporating parents into the culture and structures of both Schools for Community Action and C:\DAGS . To summarize here, we will have:</p> <ul style="list-style-type: none"> - a complex-wide Family Welcome Center and Family/Community volunteer coordinator - regular complex-wide chats regarding issues parents/guardians care about - a C:\DAGS teacher/parent collaboration room - multiple ways for parents to partner with our small school (governing council, supervision, parent volunteers, classroom observations) - regular celebrations and events for parents/guardians to attend - advisor-parent/guardians connections (which includes parent participation in the student’s goal development, achievement and celebration within their Individualized Learning Plans) - opportunities for anonymous parent input and feedback (which also includes, as indicated in the “Search and Serve” section above, a means for parents to contact LAUSD Complaint Response Network/Parent Resource Network if their complaints are not addressed in a timely manner). - translation available at all events/meetings where parents are present as well as in the office <p>In addition to the above referenced parental involvement elements for all students, parents of our students with special needs will:</p> <ul style="list-style-type: none"> - receive early notice and reminders for IEP meetings (that will be scheduled with their time/day preference in mind), and will receive the goals portion of the IEP in the mail at appropriate times throughout the school year. - be encouraged to participate in leadership bodies both campus-wide and within C:\DAGS - be invited to attend informal chats and more specific/detailed trainings regarding issues

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		important to students in special education and their parents (such as the transition meetings referenced above).

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Federal Requirement, District publications and forms are available for use	Search & Serve	<p>Processes are developed to ensure:</p> <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. 	<p>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.</p>
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. 	<p>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.</p>
Outcome 5, 17, 18	Discipline Foundations Plan and Behavior Support	<p>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.</p>	<p>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,</p>

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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>
<p>Required for Planning</p>	<p>Description of Student Population</p>	<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>
<p>Outcome 2, 3, 4</p>	<p>Special Education Program Description</p>	<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-leveled 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-leveled 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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		<p>student learning</p> <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 	<p>include a continuum of placement, multi-leveled instruction, differentiation, and specific strategies for implementation does fully describe an intervention 1- Plan does not describe the Special Education Programs</p>
Outcomes 8, 10, 13, 14, 15	IEP Process: Implementation and Monitoring	<p>A process is planned ensuring:</p> <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. 	<p>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.</p>
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. 	<p>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.</p>

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<p>Outcome 2, 3, 4</p>	<p>Instructional Plan for students using grade level standards</p>	<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>
<p>Outcome 7A, 7B</p>	<p>Instructional Plan for students using Alternate Standards</p>	<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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<p>Outcome 13</p>	<p>Plan to provide Supports & Services</p>	<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>
<p>Outcome 9 (for programs with students 14 and older)</p>	<p>Transition Planning Strategies</p>	<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:	<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.</p> <p>3-A process is described and some planning is evident to ensure students have access to Extra-Curricular and Non-Academic Activities.</p> <p>2- The need for processes are acknowledged, planning is incomplete.</p> <p>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 for personnel and resources to provide ESY services. 	<p>4-Clear planning is evident to ensure students have access to Extended School Year services.</p> <p>3-Some planning is evident to ensure students have access to Extended School Year services.</p> <p>2- The need for a Extended School Year plan is acknowledged, planning is incomplete.</p> <p>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.</p> <p>3-Planning addresses some opportunities for collaborative learning regarding the needs of all students</p> <p>2- The need for professional development is acknowledged, planning is incomplete.</p> <p>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</p> <p>3-A process is described and some planning is evident to ensure staffing and operational needs are met.</p> <p>2- The need for processes are acknowledged; planning is incomplete.</p> <p>1-No planning is evident.</p>
Fiscal	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.</p> <p>3-Three items are planned for.</p> <p>2-Two or fewer are planned for.</p> <p>1-No planning is evident.</p>

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

APPENDIX E

MCD OUTCOME	COMPONENT	DESCRIPTORS	RUBRIC SCORES
Outcome 14	Parent Participation	Parent Participation <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. 	<ul style="list-style-type: none"> 4- Processes are well described and clear planning is evident to ensure parent's legal rights are acknowledged. 3- Processes are described and some planning is evident to ensure parent's legal rights are acknowledged. 2- The need for processes are acknowledged; planning is incomplete. 1-No planning is evident.