

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

APPENDIX E

Applicant Team Name: *LIBRA Academy 7725*

MCD OUTCOME	COMPONENT	SCHOOL PLAN
<p>Federal Requirement, District publications and forms are available</p>	<p>Search and Serve</p>	<p>Students previously identified at time of enrollment present current IEP for evaluation/placement.</p> <p>Staff is aware of SPE procedures from PD sessions, faculty meetings, special in-services conducted by special education specialists, itinerants, and counselor.</p> <p>Student Success Team/school counselor/psychologist are available to access students undiagnosed needs and provide interventions for students with suspected disabilities. Policy/Procedure Brochures and Parent Support information available in: Main Office, and Counselor's office.</p> <p>Appropriate publications and rooms are maintained at the site. A copy of the student's IEP and ITP are maintained in the student's cum and the special education office. Additionally, policy/procedure brochures and parent support information is available in the Main Office. These brochures are available at all times and are specifically given out or sent home when an IEP meeting is conducted for a student. Examples of these brochures include, but are not limited to:</p> <ul style="list-style-type: none"> ○ The IEP & You ○ The ITP & You ○ A Parent's Guide to Special Education Services ○ Are You Puzzled By Your Child's Special Needs ○ Complaint Response Unit/ Parent Response Network ○ Informal Dispute Resolution for IEP Disagreement
<p>Outcome 2</p>	<p>Intervention Programs</p>	<p>A multi-tiered intervention program to address student needs will be implemented for students not scoring at grade level. This includes the following levels of intervention and programs to be used include:</p>

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		<p>Tier I</p> <p>The broadest level of support directed at the majority of students; students’ needs are addressed within the general classroom setting as “good first teaching.” This level includes all general education students enrolled in a standards-based curriculum. Additional support is provided through our between-the-bell intervention and tutoring sessions.</p> <p>Tier II</p> <ul style="list-style-type: none"> ▪ Identified students who are academically at risk, are provided with support outside of the regular classroom setting through a targeted intervention/tutorial lab session (LIBRA Time) offered for all core content classes. ▪ If students show limited or no progress after interventions have been implemented, then their names will be submitted to COST/SST for further analysis as to why the students are unable to improve academically <p>Tier III</p> <ul style="list-style-type: none"> ▪ Intensive support for students performing significantly below grade level who have an identified learning disability, and needing appropriate differentiated instruction; additional support provided during and outside of the instructional day. These students will be serviced in the Resource or Special Day Program. <p>Periodic assessments, ongoing formative and summative assessment, progress reports from the IEP goal pages, instructional strategies and ongoing assessment results are used for benchmark and progress monitoring purposes.</p>
<p>Outcomes 5, 17 and 18 LAUSD Board Policy</p>	<p>Discipline Foundations Plan and Behavior Support</p>	<p>Collaboration occurs regularly between all teachers, principal, counselor, and Discipline Committee to develop and refine our Positive Discipline Plan to reflect LIBRA’s Code of Conduct and reinforce positive behavior, foster accountability and reduce the suspension rates for Special Education students.</p>

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		<p>Behavior Support Plans: written/reviewed for all ED and Autistic students into annual IEPs. Behavior Plans are written/reviewed for other SPE students as necessary to support academic progress.</p> <p>Passports written by case carrier for ALL SPE students participating in the General Education Core Curriculum and Elective classes. Serves as notification SPEs' present levels of performance, goals and objectives, accommodations/modifications and behavior plan to assist in providing classroom support.</p>
<p>Necessary for Planning, will be provided</p>	<p>Description of Student Population</p>	
<p>Outcome 2</p>	<p>Special Education Program Description</p>	<p>Least Restrictive – Most Restrictive</p> <ul style="list-style-type: none"> ○ Regular Education with Special Education Services and Supports <ul style="list-style-type: none"> ❖ Resource Program (RSP) – Provides standards-based instruction and services to students with disabilities that are assigned to the general education classroom for the majority of the school day. ❖ For students who require direct intensive instruction in a particular academic subject/area, frequency and duration of services are specified in the student's IEP and rendered in the resource room. ○ Special Education Classes <ul style="list-style-type: none"> ❖ (SDP) - Self-contained special education classroom designed to meet the individual needs of students with mild/moderate disabilities. An accommodated standards-based curriculum serves students whose disabilities impact their academic progress in the general education setting. ❖ (MRM) - Self-contained special education classroom designed to meet the individual needs of students with moderate/severe disabilities. Students in this program use the alternate curriculum, which promotes independent living, the development of daily life skills and acquiring functional skills.

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		<ul style="list-style-type: none"> ○ Included in all settings, in addition to the usage of grade-level curriculum that is aligned with the California Content Standards, is the utilization of such strategies as flexible groupings, peer tutoring, cooperative learning, universally-designed curriculum, overlapping curriculum, parallel or alternative instruction, team teaching, Co-Planning, and Co-teaching in collaboration between special education teacher and general education teacher in order to ensure students have access to the general education curriculum. <p>Curriculum Access:</p> <ul style="list-style-type: none"> ○ The students with disabilities at <i>LIBRA Academy</i> will participate and have access to grade level standards, core curriculum and alternate curriculum. They will have access to the grade level curriculum in the form of textbooks at grade level, full inclusion of students with disabilities who are able to learn with their non-disabled peers in the general education classroom, accommodations and modifications that give access to the grade level curriculum, as well as co-planning, co-teaching, and collaboration with the general education teacher. Accommodations and modifications to provide access to the general education curriculum include, but are not limited to, books on CD, Power-point slides of lessons, and textbooks in electronic format.
<p>Outcomes 8, 10, 13, 14, 15</p>	<p>IEP Process: Implementation and Monitoring</p>	<p>Individual Education Programs (IEPs) are reviewed annually. Team members (SPE teacher, Gen. Ed. teacher, Counselor, Admin. Designee, parents, counselors and others) are notified 10 days prior to scheduled date of IEP meeting.</p> <p>Assessments/Behavior Support Plans as required for students with ED/AUT eligibility. SPE Assessment Plan will be presented to Parent/guardian within 15 days of written request. (MEM 4140.0)</p> <p>Passports are distributed at the start of each semester to all general education teachers who</p>

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		<p>have students with IEPs providing information regarding: eligibility, present levels of performance, goals, accommodations and modifications and any other pertinent information for academic success.</p> <p>IEP Student Evaluation Forms are distributed as per student class schedule prior to the meeting date. Reminder notices are placed in participates mailboxes.</p> <p>Meeting is held to discuss present levels of performance including students’ strengths, evaluation of present needs, impact of disability, and accommodations/modifications. In addition: annual goals and objectives, related services, individual transition plans, placement, designated intervention services (DIS) including Extended School Year (ESY), parental concerns and the district’s offer of Free Appropriate Public Education (FAPE) are discussed. Master Plan for English Language Learners (EL) and Behavior Support plans are discussed and developed as appropriate.</p> <p>Review of individual student needs will drive the IEP teams determination of Placement and District’s offer of Free Appropriate Public Education (FAPE.)</p> <p>All forms generated by the computer program, Welligent, and can be printed in English and Spanish. Interpretive services are available through district office and on site support staff to increase parental involvement. Parents may have IEP content translated upon request to district office.</p> <p>IEP meetings take place in the Special Education Office or teachers’ classrooms during their conference period to ensure confidentiality.</p> <p>IEP Goals/Pupil Progress Data Collection Sheets are distributed to all classroom teachers as a follow up procedure to monitor the progress of academic and behavioral goals.</p> <p>Summary of Performance (SOP) will be written by case carrier and presented with exit IEPs for graduating seniors. (REF 4132.1)</p>

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<p>Outcomes 10, 18</p>	<p>Procedures for Identification and Assessment of Students</p>	<p>Any person who believes that a student has or may have a disability and requires special education and related services may make a formal request for a special education assessment. The request must be in writing and entered on the <i>Request for a Special Education Assessment Form</i>. Prior to an assessment plan, multi-disciplinary teams, including Student Success Team (SST) and Coordination of Support Team (COST) provide an intervention and referral procedure. During an SST meeting and prior to special education recommendations, the team considers other factors such as student attendance, amount of school experience, socio-emotional factors, and language acquisition. Assessment takes place using the Welligent IEP system. It is developed in cooperation with the student’s teacher(s), general and special education and other appropriate staff, such as: the school psychologist, related services personnel, the school nurse. It includes SST recommendations, the written request for special education, school records, including teacher interview, and observations, student work samples, and other knowledge gathered through a process that reviews the student’s achievement and independent assessments provided by the parent.</p> <p>An assessment process is available for students suspected of having a disability. When a student is assessed, the following guidelines will be followed:</p> <ul style="list-style-type: none"> ○ Students will be assessed after a parent consents to the Assessment Plan ○ Students will be assessed in all areas related to his and her suspected disability ○ The assessment will be administered in the student’s primary language or a qualified interpreter will be provided ○ The assessment will be adapted for students with impaired sensory, physical or speaking skills <p>Testing and assessment materials and procedures must not be racially, culturally or sexually discriminatory.</p>
<p>Outcome 2</p>	<p>Instructional Plan for students using grade level standards</p>	<p>All special education students using grade level standards will receive instruction using district adopted grade level materials and textbooks that align with the California State Standards. Students are provided access to grade level curriculum through the usage of books on tape, books in electronic format, and the use of computer software.</p> <p>Within the Special Day Program, teachers will utilize formative assessments, Periodic Assessments,</p>

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		<p>and CST scores. Formative assessments will be used to guide re-teaching efforts as well as appropriate interventions so that students can demonstrate mastery of instruction.</p> <p>Accommodations and modifications will be available and utilized by all special education students who require these scaffolds or curricular adjustments.</p> <p><u>Accommodations and/or Modifications:</u></p> <ul style="list-style-type: none"> • Alternate and/or modified assignments will be provided to best meet each individual student’s skill levels and learning styles; • Students will be provided with extra time on assignments and during testing; • Modified grading scales will be provided so that students will be able to earn a grade that is commensurate with their abilities; • Manipulatives, graphic organizers, highlighters, Power Point Presentations, hands on activities, software programs, and posters will be utilized as a means of providing an alternate modality for learning; • Supplemental materials will be used to assist students with accessing core content curriculum.
<p>Outcome 7A, 7B</p>	<p>Instructional Plan for students using Alternate Standards</p>	<p>LIBRA <i>Academy</i> students requiring the use of alternate standards will utilize:</p> <ul style="list-style-type: none"> California Alternative Performance Assessment (CAPA) LRE to maximize the development of independent life skills Functional English Functional Math Health and Safety Awareness Access to Community Resources Money management Post-secondary transitional planning (educational/vocational)

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		Modified curriculum Individual accommodations/modifications On site/off site vocational training
Outcome 13	Plan to provide Supports & Services	Related services can range from transportation and such developmental, corrective, and other supportive services as may be required to assist a child with a disability to benefit from special education. To receive one or more related services a child must have a disability, need special education, and the related service must be determined to be necessary to benefit from the special education. California law uses the term Designated Instructional Services to mean related services. Related services include, but are not limited to: <ul style="list-style-type: none"> • Audiology Services • Counseling Services • Language and Speech Therapy (Can be special education or a related service.) • Medical Services (For diagnostic purposes only.) • Occupational Therapy • Orientation and Mobility Services • Physical Therapy • Psychological Services • Rehabilitation Counseling Services • Social Work Services • Transportation Service providers are to document their service logs in Welligent. Tracking logs will be reviewed by administrator monthly to ensure all providers are accurately documenting services.
Outcome 9 (for programs with students 14 and older)	Transition Planning Strategies	LIBRA <i>Academy</i> is committed to empowering all students with disabilities beginning at age 14, with the skills necessary to achieve their full potential in adult living, through support and collaboration with families, schools and community. LIBRA will utilize: Individual Transition Plans (ITP)

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		<p>District Office of Transition Services (DOTS) On campus jobs for CBI age 18-22</p>
<p>Federal requirement</p>	<p>Access to Extra-Curricular/Non academic activities:</p>	<p><i>LIBRA Academy</i> special education students will have equal access to all education resources and services. Students will be active participants in a rigorous, quality curriculum that is culturally relevant.</p> <p>The teachers and staff will strive to eliminate the achievement and social gaps between different groups of students. All special education students can join various clubs on campus. They may participate in lunchtime activities and club meetings for any of the clubs they wish to join.</p> <p>Extracurricular activities and after school programs are open to all students who wish sign up for an activity they are interested in. These programs require only an interest by the student and a commitment to participate.</p> <p>Athletic teams provide access to all students who demonstrate an interest and a desire to participate. Special accommodations are made in each child’s IEP to provide bussing for students who participate in after school sports programs.</p> <p><i>LIBRA Academy’s</i> Advisory class is an ideal opportunity for all special education students to be integrated with the general population to engage in team-building activities, personal management and character building activities.</p>

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Federal requirement	Providing Extended School Year	<p>Extended School Year (EYS) is offered to students in the SPE who have unique needs and require SPE and related services in excess of the regular academic year.</p> <p>ESY Guidelines to include:</p> <ul style="list-style-type: none"> • Severity of disability • Critical areas of learning • Extent of regression in learning • Recoupment rate <p>Availability of alternative resources (gen. ed. and intervention programs)</p>
Federal Court requirement	MCD Outcomes (to be woven among others)	<p>The LIBRA Academy Principal, SPE/ Gen. Ed. teachers, and parent representative will ensure compliance of all requirements.</p> <p>Implementation of LAUSD’s SPE Policies and Procedures Principal’s Checklist to ensure stabilization of the SPE process.</p> <p>Use of Welligent Master Calendar and SIS to schedule/distribute IEP meeting calendar to SPE staff.</p> <p>Completion of all IEPs 60 days after receipt of written request for assessment.</p> <p>Counselor and SPE teachers to schedule large groups of scheduled IEPs are completed in advance (MCD 10)</p> <p>SPE teachers have received on-line Welligent training and support for the 3/15/10 changes.</p> <p>Use formal and informal student assessments.</p> <p>RSP teachers to complete resource logs in a timely manner.</p> <p>At least four Behavioral Intervention Case Managers (BICM) on site. (MEM H-50/MEM3958.0)</p>

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		<p>Additional conference period for SPE teachers to access students and complete IEPs.</p> <p>Individual Transition Plans (ITP) for ALL SPE students over age 14 to assist in post-secondary vocational preparation. District Office of Transition Services (DOTS) representative and Bridge Collaborative Best Practices document. (MCD Outcomes 3, 4, 9). SPE Assessment Plan will be presented to Parent/guardian within 15 days of written request. (MEM 4140.0)</p> <p><i>LIBRA Academy</i> will make every effort to communicate with and accommodate the needs of parents to participate in the IEP process (IEP information sheets, conference calls, flexible hours, hold IEP with parental permission and send home for review.)</p> <p>The counselor will record all attempts to notify/encourage parents to attend IEP meetings.</p> <p>IEPs will convene in the Office or teacher’s classrooms during conference periods to ensure confidentiality.</p> <p><i>LIBRA</i> will provide parents additional copies of IEP goal pages at the time of progress reports and report cards.</p> <p>Ongoing efforts for Inclusion in the Least Restrictive Environment (LRE) will ensure equal access and promote academic success.</p> <p>Passports will be issued to General Education teachers at the beginning of each semester to ensure communication with the SPE department regarding the present levels of performance, goal, accommodations and modifications and related services for individual students in the SPE program.</p> <p>SPE classrooms will be located throughout the campus to ensure greater social interaction with the general education population.</p>

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		<p>SPE students are assured the opportunity to join and participate in all activities of choice.</p> <p>General Ed. <-> SPE Ed. instructors will collaborate to create/provide effective differentiated instructional strategies using SDAIE/graphic organizers and small group activities.</p>
All	Professional Development	<p>LIBRA <i>Academy</i> will provide ongoing professional development that will help teachers implement this basic foundational theory of differentiated instruction and application of knowledge and skills will be held so that this can take place in the classroom. Some of the topics for professional development to ensure the proper application of differentiated instruction will include:</p> <ul style="list-style-type: none"> Flexible grouping of students in the classroom Classroom management of small groups and differentiated/flexible grouping in the general education classroom Tiering of assignments and class work Teaching students based on different learning modalities Assessments and Pre-Assessments that provide the foundation for differentiated instruction and activities Planning differentiated lessons through lesson planning. Sample differentiated lesson. Technology and differentiated instruction <p>Additionally, professional development at LIBRA <i>Academy</i> will increase awareness of the staff on relevant topics such as:</p> <ul style="list-style-type: none"> Collaborating with Support Staff Individual Education Plans Implementation of Interventions in the classroom The Importance of Documentation: Data Collection Use of assessment to drive instruction Accommodations and Modifications Passports

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		Behavior Support Plans SDAIE Strategies CRRE Differentiated Instruction Graphic Organizers Compliance with Special Education regulations Timely completion of IEPs Welligent training Use of MY Data to improve Instructional strategies Improve monitoring/follow up of IEP, Data collection as evidentiary documentation Improve communication with gen. ed. teachers, SPE teachers, and home.
Outcomes 6, 8, 16	Staffing/Operations	<p>LIBRA <i>Academy</i> is committed to following LAUSD guidelines and recruiting practices. We will ensure that highly qualified (HQ) teachers are providing instruction to Special Education students and will adhere to LAUSD norms for Special Education.</p> <p>LIBRA <i>Academy</i> will ensure that teachers are instructing according to their credentials and HQ status. Classified employees will be provided to assist staff and MCD clerk to help with compliance issues per the Modified Consent Decree. The nurse will be available to support staff by providing training for specialized equipment and IEP meetings.</p>
	Fiscal	<p>Based on LAUSD budget allocation of 2817 Special Education funds to LIBRA <i>Academy</i>.</p>

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<p>Outcome 14</p>	<p>Parent Participation</p>	<p>LIBRA <i>Academy</i> will adhere to all LAUSD district guidelines in providing communication to parents in their preferred language and communication mode.</p> <ul style="list-style-type: none"> ○ Parents are notified of a pending IEP. ○ Parents are provided with oral interpretation during the IEP meeting and a translated copy of the IEP is available upon request. ○ School Success Team meetings will be conducted in parents preferred language and communication mode ○ Parents are additionally informed by newsletter, posted information in the office, and CONNECT-ED ○ Parents are invited to serve on the LIBRA Governing Board, the English Learner Advisory Council (ELAC), and the Compensatory Education Advisory Council (CEAC) ○ Back to School Night/Parent Conferences ○ Parent Orientation meetings held for 9th grade ○ Monthly Coffee with the Principal meetings <p>LIBRA <i>Academy</i> will also plan for responding to parent’s concerns and complaints and providing a timely response. When a resolution is reached regarding how to address a parent’s complaint, the parent will be notified through calls, emails, and/or letters. Additionally, concerns or complaints about student progress will be reported on the student’s progress report/grade sheet and addressed during a scheduled parent conference. During an IEP meeting, information regarding informal and formal due process will be provided as needed. Parents will be given and provided a thorough explanation regarding the steps they can take when they have a compliant or disagree about services or supports that are provided through the special education department. The two brochures that will be distributed and discussed are:</p> <ul style="list-style-type: none"> ○ Complaint Response Unit/ Parent Response Network ○ Informal Dispute Resolution for IEP Disagreement

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

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		<p>Intervention Tier 1 structures are in place to promote positive behavior, effective academic support, violence prevention curriculum has been selected. Tier 2 structures are planned to collect and analyze data, provide additional instruction relative to behavioral skills and there is effective academic support. Tier 3 structures are planned to collect and analyze data, conduct Functional Behavioral Assessments or Functional Analysis Assessments and there is a plan for implementing Behavior Support Plans and/or Behavior Intervention Plans.</p>	<p>planning is incomplete. 1-No structures or planning is evident.</p>
Required for Planning	Description of Student Population	<p>As a Public School of Choice/Charter a services area is defined. Relative to students with disabilities:</p> <ul style="list-style-type: none"> • The number of students is known. • The disabilities of students are identified. • School organization is planned to meet the needs of these students. 	<p>4-All three elements are met, organization is clear and calculated to ensure the needs of the students are met. 3-All three elements are addressed and students are planned for. 2-All three elements are acknowledged. 1-No planning is evident.</p>
Outcome 2, 3, 4	Special Education Program Description	<ul style="list-style-type: none"> • Describes least restrictive environment continuum of placement options for this school based on student eligibilities • Discusses how students will participate and have access to grade level standards and the core curriculum or alternate curriculum • Illustrates how and what collaborative services that will be provided, including co-planning, co-teaching, • Identifies a multi-tiered approach to instruction that includes differentiation, levels of intensity of instruction, and monitoring of progress • Provides how a “Learning Center” will be used to support 	<p>4 - Plan provides an explicit and thorough description of the Special Education Programs which includes a continuum of placement, multi-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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		student learning <ul style="list-style-type: none"> • Reflects the use of supplemental aids and supports to support student learning • Explains how and when students with disabilities will be integrated with their non-disabled peers 	include a continuum of placement, mutli-levelled instruction, differentiation, and specific strategies for implementation does fully describe an intervention 1- Plan does not describe the Special Education Programs
Outcomes 8, 10, 13, 14, 15	IEP Process: Implementation and Monitoring	A process is planned ensuring: <ul style="list-style-type: none"> • There are procedures to monitor IEP meeting dates and notification requirements. • There is an internal communication system planned for team members pre/post IEP Meeting. • There are follow up mechanisms to ensure implementation of the IEP. • Space is planned for IEP Meetings to ensure confidentiality and if possible teleconferencing. • Mechanisms are planned to ensure parents including those who do not speak English are welcome as active participants in the IEP process. 	4-All five elements are met, organization is clear and calculated to ensure the needs of the students are met. 3-All five elements are addressed and students are planned for. 2-All elements are acknowledged. 1-No planning is evident.
Outcomes 10, 18	Procedures for Identification and Assessment of Students	<ul style="list-style-type: none"> • A systematic intervention plan has been developed. • A systematic and uniformly applied referral procedure is planned. • Language acquisition and exclusionary factors are addressed prior to the referral for assessment. • Procedures are planned to ensure “all areas of suspected disability are addressed”. • Monitoring of referrals by ethnicity is planned. 	4-All processes are well described and clear planning is evident. 3-All processes are described and some planning has begun. 2-Need for processes are acknowledged, planning is incomplete. 1-No planning is evident.

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

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APPENDIX E

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

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

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

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MCD OUTCOME	COMPONENT	DESCRIPTORS	RUBIC SCORES
Outcome 14	Parent Participation	<p>Parent Participation</p> <ul style="list-style-type: none"> • There are plans outlining how parents will be informed in their preferred communication mode of their child’s identification, evaluation, placement, instruction and re-evaluation for special education services. • Plans have been developed to ensure parents are welcome partners in their child’s education process. • Plans are in place to ensure parents of students with disabilities are an integral part of the school community and have leadership opportunities within advisory groups, are afforded the opportunity to attend training at the school, within the SELPA or at the state level. • A procedure is planned for responding to parents’ concerns and complaints and providing a timely response. 	<p>4- Processes are well described and clear planning is evident to ensure parent’s legal rights are acknowledged. 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.</p>