

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

APPENDIX E

Applicant Team Name: Maclay Academy of Social Justice

MCD OUTCOME	COMPONENT	SCHOOL PLAN
<p>Federal Requirement, District publications and forms are available</p>	<p>Search and Serve</p>	<p>The Maclay Academy of Social Justice will continue to develop and implement Search and Serve activities outlined in LAUSD’s <i>Special Education Policies and Procedures Manual</i> to identify children who are suspected of having a disability and needing special education and related services at their home school.</p> <p>The Maclay Academy of Social Justice will continue to utilize the District’s <i>Student Enrollment Form</i> completed by parents at the time of enrollment as a means of identifying students with special needs. In completing the form, if any of the five questions in section 10 - Special Services is answered YES, office personnel will notify administrator/designees, and the Special Education Department Chair, to ensure that the student will be promptly provided with the appropriate school programs and services.</p> <p>Once a student is identified as needing specialized services, the appropriate staff member will:</p> <ul style="list-style-type: none"> • View the student’s active IEP in the Welligent IEP system, when the student has an IEP from a previous school. • Provide the parent the <i>Parent Request/Reasonable Accommodations</i> form and maintain the completed form in the student’s special education folder (located in the Documents section of the Welligent IEP system). • Review the IEP and provide the student with the programs and services specified. • Review the IEP and provide the student with the programs and services specified when a student enrolls with an IEP from another school district, and hold an IEP review meeting within thirty days. • Implement a student’s existing 504 plan (if available), or hold a meeting to develop a 504 plan. • Take the specified actions when the parents have indicated that the student has difficulties that interfere with his/her ability to go to school or learn. • Enter all appropriate information into Student Integrated System (SIS) for students who have an existing IEP. • Provide teachers students’ IEP Goals, Behavior Support Plans, Accommodations and any pertinent information described in the FAPE section of the IEP in a timely manner.

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		<p>The Maclay Academy of Social Justice staff members will assist any person who believes that a student has or may have a disability, and requires special education and related services, to make a formal request for a special education assessment. The Maclay Academy of Social Justice will ensure that all requests are in writing and entered on the <i>Request for a Special Education Assessment Form</i> (located in Welligent).</p> <p>Once a written request for a special education assessment has been received, the Maclay Academy of Social Justice administrator/designee will review the student’s cumulative file within 15 days to determine if there is a need to develop and provide the parents with a special education assessment plan or provide the parent with a denial letter providing documentation used to make the decision and the reason for the decision.</p> <p>The Maclay Academy of Social Justice administrator/designees will take the following actions to ensure that requests for a special education assessment are handled properly:</p> <ol style="list-style-type: none"> 1. Copies of the <i>Request for A Special Education Assessment Form</i> and the <i>Student Information Questionnaire for Parents And Guardians Form</i> will be kept by the Maclay Academy of Social Justice administrator/designee. The Maclay Academy of Social Justice will ensure that all school staff is knowledgeable about the referral process and how to access the forms. 2. Provide the appropriate forms to parents, staff and others upon request. They may also be provided when a parent/guardian responds affirmatively to questions A, B, or D in Section 10 of the Student Enrollment Form. <p>The Maclay Academy of Social Justice will maintain the following publications and forms in the school office and make them available to parents and staff upon request:</p> <ul style="list-style-type: none"> • <i>Are You Puzzled by Your Child’s Special Needs?</i> Brochure • Student Enrollment Form

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		<ul style="list-style-type: none"> • Request for Special Education Assessment Form • Student Information Questionnaire for Parents and Guardians • <i>A Parent’s Guide to Special Education Services (Including Procedural Rights and Safeguards)</i> <p>At the beginning of each school year, the Maclay Academy of Social Justice will hold a training for all parents of students with an IEP. At this training all parents will receive the brochure <i>Are You Puzzled by Your Child’s Special Needs?</i></p> <p>The Maclay Academy of Social Justice will notably display the Parent Resource Network poster that provides parents with information about where to call if they have questions or complaints concerning Special Education.</p> <p>The Maclay Academy of Social Justice will provide training to designated school staff at the start of the school year to ensure they are prepared to assist parents in completing forms and answering questions they may have, and when appropriate, refer the parent to the District’s Parent Resource Network, (800) 933-8133.</p> <p>In order to meet all of the Federal and District requirements, all staff will be trained on the policies and procedures involved in reviewing, identifying, and following up on students who either have IEPs or request special services. Professional Development will be on-going throughout the school year to ensure all policies and procedures are appropriately covered.</p>

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Outcome 2	Intervention Programs	<p>In accordance with LAUSD policy, the Maclay Academy of Social Justice is dedicated to ensuring that all students with disabilities receive quality, standards-based instruction in all content areas for academic achievement. Therefore, the Maclay Academy of Social Justice will continue to comply with LAUSD Bulletin 4827.1, which establishes the District’s Response to Instruction and Intervention (RtI²) framework for instruction. The Maclay Academy of Social Justice will be committed to following the policy which describes and provides clear direction, support, and guidance to teachers, site-administrators, and Local District and Central support staff, to ensure that students receive the necessary support to achieve proficiency in grade-level standards across content areas and graduate high school-ready to lead successful and productive lives.</p> <p>The Maclay Academy of Social Justice will continue to develop and implement a tiered approach to instruction, intervention, and services for students with disabilities who are using both core and alternative curriculum.</p> <p>The Maclay Academy of Social Justice supports implementation and continued development of the five essential components of RtI² within the special education classrooms. Those components are:</p> <ol style="list-style-type: none"> 1) Multi-tiered framework of instruction and intervention 2) Problem-solving process 3) Data-based decision-making 4) Academic engaged time 5) Professional development <p>In correlation with the LAUSD RtI² framework, the Maclay Academy of Social Justice will continue to utilize the guidelines outlined in BUL-4827.1, thereby using a multi-tiered approach to interventions. The Maclay Academy of Social Justice will provide students with increasing levels of instructional time and intensity through block scheduling, allowing differentiated instruction, teacher teaming, co-teaching and co-planning between special and general education teachers.</p>

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		<p>Tier 1: “Core Instruction” to which all students must have universal access. All students receive high quality, evidence-based, core classroom curriculum and instruction. Within Tier 1, identified students receive additional differentiated instruction and support. Instruction is matched to student needs based on levels of performance and rates of student progress (Progress Monitoring). When assessment measures indicate that a student needs more instruction and intervention to access the core curriculum, then Tier 2 services are provided.</p> <p>Tier 2: “Strategic or Supplemental Intervention,” is provided in addition to Tier 1 core instruction. Strategic interventions include more intensive (time and focus), immediate instruction aligned to students’ instructional needs based on data from multiple measures including ongoing progress monitoring. Tier 2 serves the needs of students that are not making adequate progress given good, first instruction in Tier 1, and is for those in need of additional instruction to increase the impact of core instruction to achieve proficiency.</p> <p>Tier 3: “Intensive Intervention,” is for students that need individualized and/or very small-group instruction that is highly focused, in addition to Tiers 1 and 2, and designed to accelerate student progress. Progress monitoring at Tier 3 is more frequent. These assessments provide in-depth information about a student’s instructional needs and are used to identify academic deficits. In addition, close monitoring allows for the adjustment of curricula and instruction/intervention. Tier 3 services are not synonymous with special education services, but rather a critical step in providing intensive intervention so that students have an additional opportunity to succeed and learn. Within the District’s tiered approach to instruction and intervention, the intensity, frequency, and duration of support increases and student-teacher ratio decreases as students move up the tiers. (Note: Information adopted from LAUSD Bulletin 4827.1)</p> <p>Curriculum Based Measures (CBM) will be implemented as one measuring tool that monitors student achievement weekly (fully implemented by year 3) to determine the level of academic progress and intervention needed. The results from the school-wide CBM benchmarking data will be examined to determine appropriate level of instruction and strategies to progress toward core curriculum. The benefit of CBM data will</p>

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		<p>inform a teacher that a student’s pattern of progress is or is not following an acceptable pattern.</p> <p>Formative Assessments are used to assess students’ learning and obtain information which will be used to make informed changes in instruction. Formative assessments that will be used are: CST or CAPA <i>STAR</i> program, Scholastic Reading Inventory, Scholastic Math Inventory, and Periodic Assessments, using appropriate accommodations and modifications.</p> <p>Summative Assessments will be used after a specified period of instruction and will require making a judgment about the learning that has taken place. At this point, the teacher will be able to re-adjust instruction to meet the individual needs of their students.</p>

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<p>Outcomes 5, 17 and 18 LAUSD Board Policy</p>	<p>Discipline Foundations Plan and Behavior Support</p>	<p>The Maclay Academy of Social Justice will utilize LAUSD Board Policies to implement responsible behavior support efforts involving staff development, data management and analysis, and program implementation. Through the support of the Maclay Academy of Social Justice’s Instructional Leadership Team, school site MCD team, and LAUSD’s Support Unit, the special education staff will work efficiently using ongoing data collection, analysis, and monitoring to make data-based decisions to affect systematic positive behavior changes.</p> <p>Prevention: The Maclay Academy of Social Justice will continue to maintain a suspension rate lower than 8.6% by employing positive interventions to resolve disciplinary issues. We will also adopt and consistently implement LAUSD Policy Bulletin 3638.0, LAUSD’s school-wide positive behavior support, which is based on research that indicates that the most effective discipline systems use proactive strategies designed to prevent discipline problems.¹ The school level behavior support and discipline plan will consistently implement and post the following publications distributed by LAUSD:</p> <p><i>Culture of Discipline: Guiding Principles for the School Community</i> <i>Culture of Discipline: Student Expectations (To further How To Establish And/Or Refine An Effective School-wide Positive Behavior Support System [Attachment A, B, & C of BUL-3638.0 found on LAUSD Division of Special Education website])</i></p> <p>The Maclay Academy of Social Justice will follow all of the guidelines of BUL-3638.0 and understand successful implementation of this policy will take the understanding, collaboration and cooperation of all faculty members.</p>

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		<p>RESPONSIBILITIES: <i>Students are expected to:</i></p> <ul style="list-style-type: none"> • Learn and Model the <i>Culture of Discipline: Guiding Principles for the School Community</i> and <i>Culture of Discipline: Student Expectations</i>. [Attachment A, BUL-3686] • Learn and follow all school and classroom rules and demonstrate appropriate social skills when interacting with both adults and peers. <p><i>When behavioral expectations are not met, the student is expected to:</i></p> <ul style="list-style-type: none"> • Work to improve targeted behavior • Take leadership roles in modeling appropriate behaviors and attitudes for peers [<i>Student Tips</i>, Attachment D LAUSD BUL-3686]. <p><i>Parents/Caregivers are expected to:</i></p> <ul style="list-style-type: none"> • Actively participate in supporting the school’s efforts to maintain and implement the school-wide positive behavior support and discipline plan. • Become familiar with and model the <i>Culture of Discipline: Guiding Expectations for the School Community</i> and <i>Culture of Discipline: Student Expectations</i>. • Review the <i>Culture of Discipline: Student Expectations</i> and school rules with their children to reinforce positive behavior, and acknowledge their children for demonstrating appropriate conduct (see <i>Parent/Caregiver Responsibilities</i>, Attachment E). • Work with the school as a collaborative partner to address the student’s needs.

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		<p><i>Teachers are expected to:</i></p> <ul style="list-style-type: none"> • Teach the <i>Culture of Discipline: Guiding Principles for the School Community</i> and the <i>Culture of Discipline: Student Expectations</i> • Positively state rules in all classrooms and teach, enforce, and model them. • Provide students with social emotional skills. • Acknowledge and consistently practice reinforcing appropriate student behavior. • Use effective classroom management and positive behavior support strategies by providing early intervention for misconduct and appropriate use of consequences. • Provide corrective feedback and re-teach the behavioral skill when misconduct occurs. • Work with families in partnership to reinforce appropriate behavior (meeting, mailing correspondence, utilizing parent center as appropriate, etc.). <p><i>School administrators will ensure:</i></p> <ul style="list-style-type: none"> • Provide professional development on the <i>Culture of Discipline: Guiding Principles for the School Community</i>, <i>Culture of Discipline: Student Expectations</i> and the school-wide positive behavior support and discipline plan in school communications for students, parents/caregivers, staff and community. • A method exists for recording, collecting, and analyzing behavior/discipline information in order to monitor and evaluate data for ongoing decisionmaking from the individual student through the school-wide student population. • Provide training and support for staff and parents/caregivers in maintaining an environment conducive to learning. • Implementation of the district or state-approved violence prevention curriculum <p>1 Boynton, M. & Boynton, C. (2005). <i>The Educator’s Guide to Preventing and Solving Discipline Problems</i>, Alexandria, VA: ASCD.</p>

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		<p>Intervention: In support of the District’s <i>Guidelines for Determining Appropriate Placement</i>, Reference Guide 5052.1(REF- 5052.1), the Maclay Academy of Social Justice will provide Behavior Instruction and Intervention as necessary for students to access education in their Least Restrictive Environment (LRE). The Maclay Academy of Social Justice’s Individualized Education Program (IEP) team will assume the responsibility to determine student needs based on assessments and on-going progress monitoring of behaviors to generate meaningful goals and appropriate instructional and behavioral support and services. In order to promote positive behaviors, the Maclay Academy of Social Justice will consistently use on-going implementation of Tier I supports to prevent problem behaviors for students with disabilities. All teachers and support staff will maximize structures in the classroom and throughout the school to develop predictable routines that promote positive, collaborative behaviors. All rules will be clearly stated, posted and explicitly taught in the classroom, and posted throughout the school using examples, non-examples and practice activities.</p> <p>The Maclay Academy of Social Justice will be committed to provide social skills instructions that are reinforced, integrated throughout the day, and modeled by adults. The Maclay Academy of Social Justice will continue to be devoted to working with the District’s programs and community organizations that may include but are not limited to: Second Step and CHAMPs.</p> <p>At Tier I Teachers will provide a continuum of strategies which encourage and acknowledge appropriate behavior in and outside the classroom environments.</p>

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		<p>Teachers will:</p> <ul style="list-style-type: none"> • Provide immediate positive feedback. • Acknowledge students for doing the right things. • Participate in the development of classroom and school-wide reinforcement systems. • Monitor student behavior throughout the school using systematic supervision, pre-correction, proximity and the collection of data to evaluate the effectiveness of classroom and school-wide plans. <p>At Tier II, teachers will use research-based instruction, intervention strategies, and best practices to deliver intervention to students when differentiation of Tier I supports have proven insufficient in improving appropriate social behaviors, preventing problem behaviors, or reducing them, whether inside or outside the classroom environment.</p> <p>In Tier II, the Maclay Academy of Social Justice will use social skills instruction to increase integration of problem solving, conflict resolution, anger management and opportunities to learn empathy throughout the day. Strategies can include de-briefing, priming, reflection, and the use of additional Second Step, and CHAMPs or other violence prevention lessons. Teachers and support staff will ensure self-management/self monitoring is explicitly taught and supported. The Maclay Academy of Social Justice is committed to implementing school and community based mentor programs that promote cross-age mentors, adult mentors, buddy systems and intentional building of healthy relationships by using community support such as Project Grad Los Angeles and Youth Policy Institute as partnerships.</p>

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		<p>Examples of strategies teachers may use include:</p> <ul style="list-style-type: none"> • Check in/Check out system of support. • Reviewing rules before transitions. • Having students problem solve collaboratively. • The use of daily report cards. • Tutoring before or after school. <p>The Maclay Academy of Social Justice will also develop a plan that allows for increased home-school communication at Tier II with regular home-school dialogue, behavior contracts, and individualized reinforcement systems, as well as parent collaboration and training. The Maclay Academy of Social Justice will ensure that Tier II includes increased academic support, after-school intervention, Saturday intervention, opportunities for errorless learning, and the use of accommodations and increased progress monitoring. At this level the Maclay Academy of Social Justice’s IEP team will consider developing and/or revising Behavior Support Plans that are data-driven and that target specific behaviors. The BSP will be implemented and corrective feedback will be provided to the student, so that the student develops an understanding of school and classroom appropriate behavior, and is provided opportunities for practice and successful demonstration of the expectations.</p> <p>The Maclay Academy of Social Justice will be dedicated to organizing and providing professional development to enable all staff to collaborate on the provision of additional instruction and intervention based on data.</p>

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		<p>Tier III: Targeted/Intensive Instruction and Intervention*</p> <p>At Tier III, the Maclay Academy of Social Justice will use the most intensive level of intervention and instruction and will base it on assessed need(s). Students requiring Tier III supports will continue to receive support and instruction provided at the Tier I and Tier II levels.</p> <p>When a student’s behavior begins to interfere with their educational achievement and social interaction with peers and adults, a Functional Behavior Assessment (FBA) or Functional Analysis Assessment (FAA) may be developed. When developing the FBA or FAA, it will include a description of the behavior, frequency, intensity, and duration of the behavior, hypothesized function of the behavior, as well as data collection and analysis.</p> <p>Behavior Support Plans or Behavior Intervention Plans (may include the following):</p> <ul style="list-style-type: none"> • Intensive social skills teaching • Increase the level of reinforcement • Description of strategies to prevent the behavior • Description of strategies to respond to the behavior • Functionally equivalent replacement behavior • Data collection • Progress monitoring • Continuous monitoring for decision-making <p>At this level of tiered intervention, the Maclay Academy of Social Justice will ensure that collaboration is essential to intensive academic support. Parent and staff training will be provided to assist students in decreasing and/or replacing the behavior with a positive behavior. Alternatives to suspensions will include the</p>

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		<p>use of multi-agency collaboration, wrap-around services and supports, and District Support Unit specialists and resources.</p> <p>The Maclay Academy of Social Justice will organize professional development to support staff in the development and implementation of plans to address students’ assessed needs.</p> <p>The Maclay Academy of Social Justice will be dedicated to organizing and providing professional development to enable all staff to collaborate on the provision of additional instruction and intervention based on data.</p>

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Necessary for Planning, will be provided	Description of Student Population	<p>Description of Student Population:</p> <p>Total number of students enrolled with disabilities: 132 Of those 132 students with disabilities, 57 are enrolled in the Resource Specialist Program (RSP).</p> <p>Students currently enrolled with disabilities are identified as follows:</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th style="width: 50%; text-align: center;">Student Eligibility</th> <th style="width: 50%; text-align: center;">Number of students</th> </tr> </thead> <tbody> <tr> <td>Autism</td> <td style="text-align: center;">19</td> </tr> <tr> <td>Emotional Disturbance</td> <td style="text-align: center;">0</td> </tr> <tr> <td>Mental Retardation</td> <td style="text-align: center;">10</td> </tr> <tr> <td>Hard of Hearing</td> <td style="text-align: center;">1</td> </tr> </tbody> </table> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th style="width: 50%; text-align: center;">Student Eligibility</th> <th style="width: 50%; text-align: center;">Number of students</th> </tr> </thead> <tbody> <tr> <td>Other Health Impairment</td> <td style="text-align: center;">7</td> </tr> <tr> <td>Specific Learning Disabilities</td> <td style="text-align: center;">88</td> </tr> <tr> <td>Speech and Language Impairment</td> <td style="text-align: center;">6</td> </tr> <tr> <td>Orthopedic Impairment</td> <td style="text-align: center;">1</td> </tr> </tbody> </table> <p>(Note: number of students with disability varies throughout the school year with students enrolling, withdrawing, or being identified.)</p> <p>Schools organizational programs consists of two special education programs: Resource Specialist Program (RSP) Special Day Program (SDP)</p> <p>THE MACLAY ACADEMY OF SOCIAL JUSTICE currently has the following number of special day classes:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%; text-align: center;">PROGRAM</th> <th style="width: 50%; text-align: center;">Number of Classes</th> </tr> </thead> <tbody> <tr> <td>Autism</td> <td style="text-align: center;">1</td> </tr> <tr> <td>Emotional Disturbance</td> <td style="text-align: center;">0</td> </tr> </tbody> </table> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 50%; text-align: center;">PROGRAM</th> <th style="width: 50%; text-align: center;">Number of Classes</th> </tr> </thead> <tbody> <tr> <td>Mental Retardation</td> <td style="text-align: center;">1</td> </tr> <tr> <td>Specific Learning Disabilities</td> <td style="text-align: center;">3</td> </tr> </tbody> </table>	Student Eligibility	Number of students	Autism	19	Emotional Disturbance	0	Mental Retardation	10	Hard of Hearing	1	Student Eligibility	Number of students	Other Health Impairment	7	Specific Learning Disabilities	88	Speech and Language Impairment	6	Orthopedic Impairment	1	PROGRAM	Number of Classes	Autism	1	Emotional Disturbance	0	PROGRAM	Number of Classes	Mental Retardation	1	Specific Learning Disabilities	3
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		<p>disabilities receiving instruction in the general education classroom. With this model, the general education teacher delivers the lesson and consults with the special education teacher to collaborate on the effectiveness in the lesson and targeting all students’ needs. Support from the special education teacher is not necessarily tied to actual delivery of the lesson as it is in the Co-Teaching Model.</p> <p>The primary focus of this model will be centered on student achievement through data and progress monitoring using the District’s approved curriculum and instructional strategies based on the tiered approach for instruction (RTI²). Professional development will be provided to ensure "true" collaboration is occurring between special education teachers and the general education teachers. A systematic method will be used to evaluate the effectiveness of both teachers to ensure that the co-teaching is meeting the needs of both teachers who are working together to deliver standard based content instruction meeting local and state standards, while improving student achievement.</p> <p>General Education and Special Day Program: Based on the individual needs of students with disabilities, students may be programmed into a variety of classes consisting of both (self-contained) Special Day and General Education classes.</p> <p>Special day program classes serve students whose needs are most appropriately met in a small class setting. The ultimate goal is for students to re-enter and/or transition into least restrictive environment as their IEP goals are met.</p> <p>Special Day Program (SDP) teachers will provide services to students in both small group and large group settings. Special Day Program teachers will collaborate in planning with general education teachers on lessons to provide students in the SDP with access to the core curriculum within a mainstream setting for a portion of the week when it is deemed appropriate. SDP teachers for students with mild disabilities will be paired with content teachers so that students participating in the SDP will have the opportunity to receive instruction in</p>

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		<p>general education classrooms on a regular basis. The SDP teacher will collaborate and co-teach with the general education teacher when appropriate. Students will be placed in SDP and general education classes based on their individual needs and ability. The IEP teams will analyze data from multiple sources as a preparatory activity in order to be ready to make an informed decision regarding a student’s individual needs, prior to the IEP meeting. The team will consist of the special education teacher (assigned to the student), a general education teacher, and an administrator as well as others determined to be necessary at the meeting. This team will determine whether or not a student has met the criteria to be placed in a general education, core academic classes, and prior to it being recommended in the IEP meeting.</p> <p>Students with Moderate to Severe Disabilities who do not shown adequate academic growth because of the severity of their disability, will be provided with an alternative curriculum. The alternative Curriculum will address the instructional areas of English Language Arts, Mathematics, Science, Social Studies and life skills. The alternative curriculum will align to the <i>Content Access: Curriculum Guide for Students with Moderate to Severe Disabilities which aligns state standards to a set of functional skill areas.</i></p> <p>Students with IEPs will have access to school-wide interventions, supports, and state-wide testing, (i.e. California Standard Testing, Star Testing, or the California Modified Assessment) as well as those provided by their IEPs. General education and special education teachers will provide appropriate instructional accommodations and modifications to allow access to the core curriculum for students with disabilities. Teachers will adapt content, process, and student product. Strategies that teachers will use to adapt the content include: identifying and teaching essential standards; teaching specific cognitive strategies to help students learn curriculum; task analysis; modified or shortened assignments; providing students with study guides and/or supplemental reading materials; adapted texts and projects; supplement reading materials and planning vocabulary lists for academic courses.</p> <p>Teachers will adapt the learning process so that accommodations will be used as a bridge to skill development.</p>

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		<p>Special education staff and general education teachers will make accommodations for students with disabilities that include the following: frequent assessment and progress checks with immediate feedback; additional time for assignments; providing explicit and specific instructions in multiple ways (written and spoken); modeling tasks the first time; use of calculators, rulers, multiplication charts, word lists, graphic organizers (Thinking Maps), manipulatives, cooperative/ collaborative learning; and the use of technology to enhance instruction.</p> <p>Teachers will adapt the student work product, or assessment, to show mastery of standards. Examples of adaptations to be used include: modified written assignments and extended time for assessments/assignment; access to dictionary, word list, journal notes, and math aids during assessment; and providing structured opportunities for students to reflect on their own learning.</p>

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Outcomes 8, 10, 13, 14, 15	IEP Process: Implementation and Monitoring	<p>The IEP team at the Maclay Academy of Social Justice will continue to schedule IEPs at least 4 weeks in advance, but no less than the mandated 10 day notice to coordinate and facilitate the IEP team member preparation and participation. The Maclay Academy of Social Justice will use the Welligent System generated "Notification to Parent/Guardian to Participate in Individualized Education Program Meeting" to document attempts to get parents to attend IEP meetings.</p> <p>These dates will be monitored by using the following reports: Welligent generated reports:</p> <ul style="list-style-type: none"> • Master Calendar Report – develops the calendar for scheduling all IEPs • IEP Listing (REP100) – identifies the status of the IEP Active, In Process, Pending • Exception Report – identifies overdue IEPs <p>Student Information System reports:</p> <ul style="list-style-type: none"> • Special Education Student Assignment Coordination (SESAC) -- designed to maintain a current, unduplicated count of all students • SIS ID98,3 report -- Guidelines for Attendance Accounting and Documentation for Secondary Intervention Programs <p>Prior to the IEP meeting, the Special Education Department Chair and special education teachers will collaborate through the Welligent automatic mailing system, monthly IEP schedule calendar, and individual emails to notify active participants of scheduled meeting dates. In addition, ongoing communication continues throughout the process between all participants to ensure meetings are held in a timely manner.</p> <p>On completion of the meeting, the administrator/administrator designee and the special education teacher will ensure that the parent/guardian receives an active copy of the IEP, or in the case of a recessed meeting the parent will receive a copy of the unofficial worksheet.</p>

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		<p>In addition, the administrator/administrator designee and the special education teacher will ensure the following occurs:</p> <ul style="list-style-type: none"> • Welligent form “Section O, actions following IEP meeting” is completed and all documents are distributed and filed appropriately to ensure implementation of the IEP. • Parent receives a copy of “A Parent's Guide to Special Education Services (including Procedural Rights and Safeguards)” and Parent Survey. • Staff Survey is completed. <p>The Maclay Academy of Social Justice will continue to provide designated conference rooms to conduct IEP meetings which include provisions for teleconferencing when needed.</p> <p>The Maclay Academy of Social Justice will continue to use protocols which acknowledge parents as team members who are valuable participants. Parents are given opportunities to interact and ask questions throughout the meeting for clarification of the information presented.</p> <p>In preparation for non-English speaking parents, provisions are made prior to the meeting to ensure a translator is available in their home language.</p> <p>The Maclay Academy of Social Justice has designated Case Managers for every Special Education Student. , Following the IEP meeting, Case Managers will disseminate IEPs in a timely manner, with appropriate accommodations and modification to be used, to general education teachers and service providers. Services provided and service minutes will be clearly indicated. An Internal Review Committee will be established to ensure that implementation of all IEPs are met.</p>

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Outcomes 10, 18	Procedures for Identification and Assessment of Students	<p>The Maclay Academy of Social Justice is dedicated to engaging all students in instructional programs at the secondary level. The Maclay Academy of Social Justice has developed and implemented a school-wide Response to Instruction and Intervention (RTI²) framework for instruction. The tiered approach provides students with increasing levels of instructional time and intensity through block scheduling, allowing differentiated instruction, teacher teaming, co-teaching and co-planning between special and general education teachers. When teachers have exhausted their instructional resources and the student is not making measurable progress (on the metric selected) with the interventions tried, the evidence collected may indicate that the student may require special education services. Once the general education teacher has made a student referral for special education services, the student is referred to the Student Success Team.</p> <p>The Student Success Team (SST) is a process of regular education. The team reviews individual student’s concerns and suggests adequate and reasonable accommodations and interventions that should be implemented in the classroom based on individual student needs. Usually the classroom teacher indicates that the student’s learning and/or social emotional needs are not being adequately met under existing circumstances. Parents may also request an SST meeting if they have a concern.</p> <p>The school’s SST core team members consist of the school psychologist, resource specialist teacher, grade level counselor, and a general education teacher. The team will always include the teacher referring the student to the SST, and sufficient staff to review the student’s needs.</p> <p>The school counselors will conduct professional development to inform school staff of the SST procedures and processes. They are responsible for collecting data, keeping the meeting calendar, coordinating the meeting date between all members including the parent and facilitating the SST meeting. At the meeting the SST members review data, document intervention provided, and discuss potential intervention strategies, resources, services and programs. If the SST members decide that the student will be evaluated for special education services, the team will address any language acquisition and exclusionary factors prior to the referral for</p>

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		<p>assessment. Then, the following procedures will be implemented to ensure all areas of suspected disability are addressed:</p> <ul style="list-style-type: none"> • Student will be assessed only after the parent/guardian consents to the assessment plan. • Student 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 include a variety of appropriate tests to measure the student’s strengths and needs by a qualified assessor. • The assessment will be adapted for students with impaired sensory, physical or speaking skills. • A multidisciplinary team, including at least one teacher or other specialist with knowledge in the area of the child’s suspected disability, will assess the child. • Testing and assessment materials and procedures will not be racially, culturally or sexually discriminatory.

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Outcome 2	Instructional Plan for Students Using Grade Level Standards	<p>The Maclay Academy of Social Justice will implement grade level core curriculum guided by content standards and research-based instructional practices that will provide access to rigorous content curriculum for students with disabilities. All special education students will receive instruction in the Least Restricted Environment (LRE) according to their IEP. All teachers educating students with disabilities will provide accommodations and modifications in the classroom designed to help students access grade level content in accordance with the student’s IEP. Teachers will be knowledgeable on how to use research-based differentiated instructional strategies, which will include cooperative grouping to help students with disabilities achieve academic success within the classroom.</p> <p>Core instruction will consist of the use of the research-based instructional strategies, existing LAUSD instructional guides and state-adopted and LAUSD approved textbooks, which are aligned to the California content standards. Strategies will be used to ensure the effective delivery of a rigorous, standards-based curriculum using accommodations and modifications as outlined in the IEP. Core instruction will be based on ongoing progress monitoring in the regular instructional period allowing opportunities for remediation related to the core instruction including, but not limited to, immediate and corrective feedback and prompting, use of diagrams, graphics, and pictures to augment instruction, and active engagement in learning.</p> <p>All teachers instructing students with disabilities will utilize content standards to plan instructional lessons. When planning lessons the teacher will 1) identify the desired results and decide the following: Where are we going? What must students know and be able to do at the end of the lesson? 2) Determine acceptable evidence: How will we know that we have gotten there? What assessments will show us that students have achieved our goals? 3) Plan for instruction: How will we get there? Exactly what must I teach and when, in order to lead my students to achieve our goals?</p> <p>When appropriate, teachers will make accommodations to the teaching or testing procedures in order to provide students with access to information and to create an equal opportunity to demonstrate knowledge and skills.</p>

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		<p>The accommodations will not change the instructional level, content, or performance criteria for meeting the standards. Examples of accommodations include enlarging the print, providing oral versions of tests, and using calculators.</p> <p>When indicated in a student’s IEP, modifications to the instructional curriculum will be made to change what a student is expected to learn and/or demonstrate. A student may be working on modified course content, but the subject area remains the same as for the rest of the class. If the decision is made to modify the curriculum, it is done in a variety of ways. Some common practices that may be considered are:</p> <ul style="list-style-type: none"> • Same, only less-The assignment remains the same except that the number of items is reduced with items selected representing areas of the curriculum. • Streamline the curriculum-The assignment is reduced in size, breadth, or focus to emphasize the key points. • Same activity with infused objective-The assignment remains the same, but additional components, such as IEP objectives or skills, are incorporated. This is often done in conjunction with other accommodations and/or modifications to ensure that all IEP objectives are addressed. <p>Planning for multi-grade level classes will not operate as separate grade groups, but as a unified community of learners. All members of the community will work together and help each other learn regardless of age, grade or ability. The starting points for planning and instruction are based on prescribed learner outcomes and student needs. The extended time frame of multi-grade settings will be used to create a more effective and efficient yearly plan for meeting mandated curriculum content requirements. Teachers will use a thematic, integrated approach to curriculum and teaching. The teacher will strive to create learning activities and sequences that serve multiple purposes. In multi-grade level classes teachers will engage students in flexible groupings where students are grouped across grade levels for instruction according to student needs and goals indicated in the student’s IEP in relation to prescribed outcomes. Students who master grade related skills and content can move ahead and encounter more advanced materials.</p>

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<p>Outcome 7A, 7B</p>	<p>Instructional Plan for Students Using Alternate Standards</p>	<p>Student’s with Moderate to Severe Disabilities who do not demonstrate functional academic growth in the general education curriculum will be provided with an alternative curriculum.</p> <p>All teachers instructing students on an alternative curriculum will address the instructional areas of English Language Arts, Mathematics, Science, Social Studies and life skills. The alternative curriculum will align to the <i>Content Access: Curriculum Guide for Students with Moderate to Severe Disabilities which aligns state standards to a set of functional skill areas</i>. Teachers will use the functional educational curriculum to design lessons that allows students to develop individual academic, vocational, social, and behavioral skills. In addition to academic skills, this curriculum will include developing functional job-related skills, daily-living skills, and social skills interaction to maximize student independence.</p> <p>Teachers using the alternative curriculum will adapt content, process, and student product. Strategies that teachers will use to adapt the content include: identifying and teaching essential standards; teaching specific cognitive strategies to help students learn curriculum; chunking instruction; modified or shortened assignments; providing students with supplemental reading materials; adapted texts and work assignments; Thinking Maps; and planning vocabulary lists for academic courses.</p> <p>Teachers will adapt the learning process so that accommodations and modifications will be used as a bridge to skill development. Special education staff and general education teachers will make accommodations and modifications for students with disabilities that include the following: frequent assessment and progress checks with immediate feedback; additional time for assignments; providing explicit and specific instructions in multiple ways (written and spoken); modeling tasks multiple times; teaching the use of calculators, rulers, multiplication charts, word lists, graphic organizers, manipulatives, and cooperative/ collaborative learning; and use of technology to enhance instruction.</p> <p>Teachers will adapt the student work product or assessment to show mastery of the standards. Examples of</p>

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		<p>adaptations to be used include: modified written assignments, extended time for assessments/assignments; access to dictionary, word list, journal notes, and math aids during assessments; and providing structured opportunities for students to reflect on their own learning.</p> <p>When planning lessons for students using an alternative curriculum, the teacher will 1) identify the desired results and decide the following: Where are we going? What must students know and be able to do at the end of the lesson? 2) Determine acceptable evidence: How will we know that we have gotten there? What assessments will show us that students have achieved our goals? 3) Plan for instruction: How will we get there? Exactly what must I teach and when, in order to lead my students to achieve our goals?</p> <p>Teachers planning for multi-grade level classes using an alternative curriculum will not operate as separate grade groups but as a unified community of learners. All members of the community work together and help each other learn regardless of age, grade or ability. The starting points for planning and instruction are based on prescribed learner outcomes and student needs. The extended time frame of multi-grade settings will be used to create a more effective and efficient multi-year plan for meeting mandated alternative curriculum content. Teachers will use a thematic integrated approach to curriculum and teaching. The teacher will strive to create learning activities and sequences that serve multiple purposes. In multi-grade level classes, teachers will engage students in flexible groupings where students are grouped across grade levels for instruction according to student needs and goals indicated in the student’s IEP in relation to prescribed outcomes. Teachers will use progress monitoring to determine when students have mastered grade related skills and content.</p>

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Outcome 13	Plan to Provide Supports & Services	<p>Students will be provided with support services through goals and objectives determined by the IEP team in accordance to LAUSD policy and Federal and State mandates. These services will be determined prior to Individualized Educational Program (IEP) meetings through assessments, teacher reports, observation, cumulative records, and any other assessment tools necessary. Services will be rendered in the classroom or on a pull-out basis for designated minutes and frequency determined in the IEP. Services will be monitored by the support provider through the Welligent Integrated Tracker System, and they will be documented when completed.</p> <p>Support services at the Maclay Academy of Social Justice may include the following:</p> <table border="0" style="margin-left: auto; margin-right: auto;"> <tr> <td>Resource Specialist</td> <td>Assistive Technology Program</td> <td>Occupational Therapy</td> </tr> <tr> <td>Deaf and Hard of Hearing</td> <td>Audiological Services</td> <td>Speech and Language</td> </tr> <tr> <td>Visually Impaired</td> <td>Instruction in Home or Hospital</td> <td>Transition Services</td> </tr> <tr> <td>Adapted Physical Education</td> <td>Physical Therapy</td> <td></td> </tr> </table>	Resource Specialist	Assistive Technology Program	Occupational Therapy	Deaf and Hard of Hearing	Audiological Services	Speech and Language	Visually Impaired	Instruction in Home or Hospital	Transition Services	Adapted Physical Education	Physical Therapy	
Resource Specialist	Assistive Technology Program	Occupational Therapy												
Deaf and Hard of Hearing	Audiological Services	Speech and Language												
Visually Impaired	Instruction in Home or Hospital	Transition Services												
Adapted Physical Education	Physical Therapy													

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Outcome 9 (for programs with students 14 and older)	Transition Planning Strategies	<p>The Maclay Academy of Social Justice will continue to use the Welligent integrated web-based system to generate Individual Transition Plans (ITP) for students 14 years and older per district policy. The plan will include transition activities, goals and objectives that are aligned to student interest, and career pathways that includes vocational, employment, and daily living skills. The ITP will be implemented collaboratively by the student, parent/guardian, grade level counselors, general and special education teachers, and itinerant transition teachers.</p> <p>Students will begin participating in skill interest surveys, questionnaires, and student interviews that help students identify where their interests are. Information derived from these activities will assist students in developing ITP goals that will lead them to post-educational or career goals. At the IEP meeting the ITP will be presented to students, parents, and staff to facilitate a successful transition with a focus on post secondary outcomes.</p>
Federal Requirement	Access to Extra- Curricular/Non - Academic Activities:	<p>Students with disabilities will have equitable access of all nonacademic/extracurricular activities with their non-disabled peers. This is inclusive to intervention programs, elective classes, sports, clubs, tutoring, field trips, assemblies, and social opportunities with all peers during nutrition and lunch activities. When provided by the school, students with disabilities will have access to Saturday intervention classes as well as before and after school tutoring.</p> <p>Students will have full access with accommodations or modifications based on program type and needs. The accommodations and modifications will be provided by the general education teacher with support from the special education teacher through collaboration, co-planning or co-teaching. When necessary, within the instructional day, support staff may provide support to the student in the nonacademic/extracurricular activity.</p>

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Federal requirement	Providing Extended School Year	<p>The Maclay Academy of Social Justice will continue to comply with LAUSD’s policy on Extended School Year (ESY), which is outlined in the <i>Special Education Policies and Procedures Manual</i> (PPM) and Reference Guide 5276.1 issued on November 1, 2010.</p> <p>Prior to an IEP team meeting, the IEP team will analyze data from multiple sources as a preparatory activity in order to be ready to make an informed decision regarding a student’s individual needs. The IEP team will use the following forms: Extended School Year Data Collection Tool and IEP Team Extended School Year Data Analysis Tool (Attachment A & B in Reference Guide 5276.1. Copies of the forms will be kept in the school office) to assist in determining when Extended School Year services are necessary for the offer of Free and Appropriate Public Education (FAPE).</p> <p>Utilizing the data collected, the IEP team may determine ESY is necessary when a student with disabilities demonstrates:</p> <ol style="list-style-type: none"> 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>When ESY services were provided in previous years, and the IEP team has determined the student is no longer eligible for ESY services, the IEP team will document the changes to the student’s supports and services for ESY in Welligent on the IEP’s FAPE Part 2, “Summary of Services.” The team will provide a rationale in Part 4, “Additional Discussion.”</p> <p>At the IEP meeting in which ESY services are offered, the IEP team administrator will be responsible for assisting the parent(s) to complete the ESY application forms E-1): Enrollment Form, Transportation Service Attachment E-2): ESY Student Information Form (These forms will be available as Welligent download forms and can be attached electronically to the student’s IEP). The signed and completed hard copy of the ESY</p>

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		<p>application forms and a copy of the student’s current IEP will be maintained at the school until requested for processing.</p> <p>Students attending the Maclay Academy of Social Justice will participate in the ESY instructional programs selected by LAUSD and will utilize researched-based instruction selected by the district to address individual student needs.</p> <p>The Maclay Academy of Social Justice will continue to receive support from LAUSD in regard to budget planning and allocation for personnel and resources to provide ESY services.</p>
Federal Court Requirement	MCD Outcomes (to be woven among others)	<p>The Maclay Academy of Social Justice will implement a special education program that fully complies with all Federal, State, and District mandates, including the Modified Consent Decree. In this process, we will address all of the following:</p> <ul style="list-style-type: none"> • Participation in statewide assessments, English Language Arts • Participation in statewide assessments, mathematics • Completion rate • Reduction of suspensions • Least restrictive environment • 7A: Least Restrictive Environment SLD, SLI, OHI • 7B: Least Restrictive Environment MD, OI • Individual Transition Plan • Timely completion of evaluations • Complaint response time • Informal dispute resolution

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		<ul style="list-style-type: none">• Delivery of special education services• Parent participation at IEP meetings• Timely completion of IEP transactions• Qualified special education teachers• Behavioral Support Plans for students with autism or emotional disturbance• Comprehensive evaluation of African American students identified with emotional disturbance

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All	Professional Development	<p>The general education teachers and special education teachers at the Maclay Academy of Social Justice will have access to tailored professional development designed to develop a culture of collaboration in meeting the needs of all students. All teachers will be engaged in becoming proficient in progress monitoring using data, lesson design, and effective collaboration through monthly professional development activities. Over a three year period, teachers will be supported in developing highly effective teaching and learning in order to be responsive to students’ learning needs.</p> <p>The Special Education Department Chair, Instructional Leadership Team, with the support of the District Special Education Support Unit specialist, will provide ongoing trainings that develop core instruction that uses research-based instructional strategies. These strategies will be centered on student achievement through data and progress monitoring using the District approved curriculum and instructional strategies based on the tiered approach for instruction (RTI²). Professional development will be provided to ensure collaboration between the general and special education teacher as well as to ensure that instructional strategies are implemented with fidelity. A systematic method will be used to evaluate whether the special education teacher is effectively meeting the needs of the special education students and whether the general education teacher is ensuring access to the local and state content standards.</p>

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Outcomes 6, 8, 16	Staffing/Operations	<p>In alignment with LAUSD, the special education certificated personnel are hired from the district established eligibility list. The Special Education Department Chair, in conjunction with the administrator responsible for Special Education, as well as District special education personnel, provide professional development and in class support for teachers who provide instruction to special education students.</p> <p>In accordance to LAUSD Human Resource procedures, teacher credentials are verified and monitored on a continuous basis. Teacher assignments are in compliance with No Child Left Behind (NCLB) Legislation.</p> <p>In accordance with <i>Allocation of School Personnel to Support Students with Disabilities</i> Reference Guide (REF-1252.4), the Maclay Academy of Social Justice will continue to work with LAUSD’s Support Unit personnel to determine the number of special day programs and personnel assignments to honor. The Maclay Academy of Social Justice teaching staff will be adjusted during the school year based on the Classification Report and the SESAC report on norm day. The Maclay Academy of Social Justice will adhere to the following student norms for special education programs:</p> <table border="1" data-bbox="690 980 1866 1177"> <thead> <tr> <th>ACRONYM</th> <th>TYPE OF PROGRAM</th> <th>STUDENT NORM</th> </tr> </thead> <tbody> <tr> <td>AUT</td> <td>Autism</td> <td>8</td> </tr> <tr> <td>ED</td> <td>Emotional Disturbance</td> <td>8</td> </tr> <tr> <td>MRM</td> <td>Mental Retardation-Moderate</td> <td>14-16</td> </tr> <tr> <td>SLD</td> <td>Specific Learning Disability</td> <td>14 Secondary</td> </tr> </tbody> </table> <p>The Maclay Academy of Social Justice will continue to work within the guidelines outlined in LAUSD’s Reference Guide 1252.1 (REF-1252.1) to base resource specialist teachers’ certificated assignments for Resource Specialist Programs on caseload allocations cited in Education Code §56362(c). Resource Specialist Program allocations will be adjusted based upon norm day enrollment. Resource Specialist Programs with</p>	ACRONYM	TYPE OF PROGRAM	STUDENT NORM	AUT	Autism	8	ED	Emotional Disturbance	8	MRM	Mental Retardation-Moderate	14-16	SLD	Specific Learning Disability	14 Secondary
ACRONYM	TYPE OF PROGRAM	STUDENT NORM															
AUT	Autism	8															
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		<p>caseloads approximately one half of the maximum caseload will be designated as half-time positions. Teachers will be reassigned when the program has been closed or reduced to half-time immediately after norm day in accordance with the collective bargaining agreement.</p> <p>Clerical resources are allocated in accordance with LAUSD’s norm. Supplemental support is provided from various categorical resources including, but not limited to, Title 1 and Quality Education Investment Act.</p> <p>Specialized equipment is purchased to meet the needs of students with disabilities. An equipment inventory is maintained by the Special Education Department Chair.</p> <p>Health protocols are implemented with fidelity. Utilizing the wealth of resources provided by LAUSD, the Maclay Academy of Social Justice will continue to adhere to health protocols. In addition, Safe School and Injury Plans are developed by the school safety committee.</p>
	Fiscal	N/A

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Outcome 14	Parent Participation	<p>The Maclay Academy of Social Justice Special Education Department Chair, administrator designee, special education teachers, and special education clerk will use forms in the Welligent IEP system. Parents will be informed in their preferred communication mode of their child’s identification, evaluation, placement, instruction and re-evaluation for special education services. The Maclay Academy of Social Justice will be dedicated to ensuring District certified translators and translation of documents are received in a timely manner. Forms will be distributed to parents in person, through the student, or mailed. IEP documents, including signed forms, and related services reports will be given at the conclusion of the IEP meeting, unless they need to be translated into the primary language. If the parent has requested documents translated into the primary language, they will receive a copy translated by the District’s Translation Unit as soon as possible.</p> <p>The Maclay Academy of Social Justice will continue to use protocols which acknowledge parents as team members who are valuable participants. Parents are given opportunities to coordinate meetings and/or parent conferences according to their work and personal schedule. The Maclay Academy of Social Justice will provide alternative means of communication such as teleconferences and translators upon the parent’s request.</p> <p>Parents are encouraged and motivated to participate as parent partners and as volunteers within the District’s policy. Parents will continue to be encouraged to interact as active participants in the school decision making council, school activities and District community forums. The Maclay Academy of Social Justice will provide parents with opportunities to attend school trainings by maintaining and posting District parent training information, the District Special Education Parent Training Calendar and event flyers in various offices within the school.</p> <p>The Maclay Academy of Social Justice will continue to work with LAUSD’s Compliance Unit in assisting parents with their concerns and complaints.</p>