

**LOS ANGELES UNIFIED SCHOOL DISTRICT
SERVICE PLAN FOR STUDENTS WITH DISABILITIES**

All LAUSD schools are responsible for providing services to students with disabilities in their service area. Providing appropriate legally mandated services is a school's obligation under the Individuals with Disabilities Education Act, 2004 and Section 504 of the Rehabilitation Act of 1973. Further, as you operate an LAUSD school you are obligated to abide by the conditions and requirements of the *Chanda Smith* Modified Consent Decree. The plan you will develop must be designed to ensure you meet both your legally mandated obligations and the Modified Consent Decree requirements.

The plan is divided into three parts:

1. Part One - Instructions for completing the plan
2. Part Two - Assurances Page with signature(s)
3. Part Three - Services Plan

To assist you, the "Public School Choice Descriptors Rubric" is included as an attachment. These descriptors will be used in evaluating the plan in terms of completeness. It is suggested that the rubric be reviewed to ensure all major points are covered. Writing to the rubric ensures the minimal legally mandated obligations and Modified Consent Decree requirements are met. Schools are encouraged to expand upon the content to incorporate operational, staffing and instructional concepts of importance within the broad concepts framing the vision and mission of the school.

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<p>Federal Requirement, District publications and forms are available</p>	<p>Search and Serve</p>	<p>Any student with disabilities is identified when enrolling to the school. Sun Valley Middle School (SVMS) will be using LAUSD enrollment forms. Parents will be asked whether their child is a student with exceptional needs as well as marking that item on the enrollment form. All appropriate stakeholders are provided with either a copy of the IEP or the services, goals, and accommodations needed. If student is coming from another district, a 30 day IEP will be held.</p> <p>SVMS has a system in place for the special education process. This system describes how to handle new referrals to special education, assessments, timelines, completion, of paperwork, setting up the meetings, notifying the parents and team members, translation, Due Process, etc. All staff members are made aware of the system at the Opening Day Staff meeting, They will be given direct contact information to use when assistance is needed.</p> <p>All staff members are aware that if students are not being successful after all interventions have been attempted that the process is to arrange for a SST, and only after that level of interventions has been tried consistently and with fidelity, then a referral to special education should be made.</p> <p>SVMS maintains all the appropriate publications and forms, and distributes them according to district policy. SVMS will display the Parent Resource Network poster and will also distribute the brochure <i>Are you Puzzled by Your Child's Special Needs?</i> At the beginning of the school year, to every student to take home.</p> <p>Communication with parents and community is open and ongoing.</p>
<p>Outcome 2</p>	<p>Intervention Programs</p>	<p>Prevention and Intervention Framework The effective use of a Multi-Tiered Problem-Solving Process will ensure the academic, behavioral and social/emotional success of all students within SVMS. SVMS will utilize data</p>

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		<p>to improve teaching and learning, develop multi-tiered layers of instruction and intervention supports based on student needs</p> <p>The academic intervention program is intended to address the needs of those students who demonstrate significant academic deficits that are not most effectively addressed within the context of the larger classroom environment. SVMS will support the needs of all the students through the utilization of the Response to Instruction and Intervention (RtI²) framework. RtI is a systemic multi-tiered framework that guides the development of a well-integrated and seamless system of instruction and intervention that is matched to student need and directed by student outcome data from multiple measures. The intervention model is based on BUL-4827.1, Multi-Tiered Framework for Instruction, Intervention, and Support and REF-4984.1 Implementing a Multi-Tiered Framework for Instruction, Intervention, and Support. Multiple measures will be used to determine the level of intervention needed by an individual student including MyData, ISIS, and SIS.</p> <p>Provide for Effective Intervention</p> <p>Some students require a more intensive level of intervention. Effective intervention includes: 1) identifying at-risk students; 2) developing strategies for coordination and implementation of programs and resources (e.g., conflict-resolution, opportunities to develop social and emotional skills, mentoring); 3) matching student needs to the appropriate resources; and 4) using appropriate consequences. School-site staff must have information and resources available in order to effectively build these necessary skills.</p> <p>Use a Team Approach for Intensive Intervention</p> <p>A few students require the most intensive level of intervention. Within the scope of their job-related roles, responsibilities and on-site obligations, appropriate school staff, support personnel, and parents will collaborate to address individual student needs. This intensive intervention</p>

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		<p>includes individualized behavior support planning, implementation, and monitoring. Support and training will be provided when necessary. There may also be a need for multi-agency partnerships and intensive skills training.</p> <p>Evidence-based instructional strategies are at the heart of Tier 1, 2, and 3 instruction and intervention. Instructional strategies through the multi-tiered system must be culturally relevant and address behavioral expectations.</p> <p>A Three-Tiered Model of Early Intervention and Prevention Tier 1: Core Instruction Tier 1 instruction is about the provision of effective high quality evidence-based instructional strategies and curricula. Effective Tier 1 instruction must include:</p> <ul style="list-style-type: none"> ● Use of Pre Kindergarten -12th grade state-adopted standards. ● Differentiated instruction and services that provide access to the core for all students. This includes the use of access strategies: academic language development, instructional conversations, communal learning structures, and advanced graphic organizers as well as other evidence-based strategies to support all instruction. ● Strategies might include preteaching, reteaching, frontloading academic vocabulary, extended practice, focused behavioral intervention. ● A process for ensuring the integrity in the delivery of core instruction and intervention (i.e., classroom observations to observe the presence/absence of effective instructional strategies). <p>Tier 2: Strategic or Supplemental Instruction and Intervention In addition to the standards-based curriculum that all students received in Tier 1, Tier 2 offers supplemental instruction. Supplemental instruction includes:</p>

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		<ul style="list-style-type: none"> ● Provision of higher levels of instructional intensity (more minutes and narrower focus of instruction) using strategic strategies aligned to the core curriculum. ● Use of auxiliary materials associated with the core programs, (i.e., support guides, leveled books, etc.). ● Use of supplemental materials designed to provide targeted strategic intervention. ● Use instructional practices to ensure that auxiliary and supplemental materials are integrated with the content of core instruction. ● Provide support to provider of auxiliary and supplemental instruction to ensure integrity and fidelity in the delivery of that instruction. <p>Tier 3: Intensive Instruction and Intervention</p> <p>Tier 3 instruction and intervention includes more explicit instruction with a very narrow focus specifically targeted to a specific instructional, behavioral or social emotional skill need. Intervention can be accelerated or remedial and is delivered in addition to Tier 1 and 2 instruction. Effective Tier 3 instruction and intervention should include increased individualization and smaller group size to include:</p> <ul style="list-style-type: none"> ● Use of effective instructional strategies with high intensity, duration, and frequency. ● Use of District approved replacement programs at 4th grade and above (i.e., Language!, Read 180, Voyager, etc.). ● Use of instructional practices to ensure that intensive supports are integrated with the core content instruction. ● Provision of professional development and ongoing support to providers of intensive instruction to ensure integrity in the delivery of that instruction.

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<p>Outcomes 5, 17 and 18 LAUSD Board Policy</p>	<p>Discipline Foundations Plan and Behavior Support</p>	<p>At the beginning of the year, SVMS will provide all parents and students (both general and special education) with a LAUSD Parent-Student Handbook, which outlines the school’s Discipline Foundation Policy: School Wide Positive Behavior Support to reduce the number of suspensions for student with disabilities.</p> <p>All stakeholders and community partners will work collaboratively to create an environment conducive to high academic achievement for all students. They will provide a safe, caring, and respectful learning environment to ensure that students have equal access to the curriculum and achieve to their fullest potential. Teacher-student relationships will be developed and every student will have a mentor to enhance and personalize learning (<i>Culturally Responsive Classroom Management Strategies</i>, Marzano, 2003). Quality instruction of the grade level standards and student engagement will be the key to student success.</p> <p>In the past, school-wide discipline has focused mainly on reacting to specific student misbehavior by implementing punishment-based strategies, including reprimands, loss of privileges, office referrals, suspensions, and expulsions. Research has shown that the implementation of punishment, especially when it is used inconsistently and in the absence of other positive strategies, is ineffective. Introducing, modeling, and reinforcing positive social behavior is an important piece of a student’s educational experience. Teaching behavioral expectations and rewarding students for following them is a much more positive approach than waiting for misbehavior to occur before responding. The purpose of school-wide PBS is to establish a climate in which appropriate behavior is the norm.</p> <p>To promote a positive behavioral and social environment teachers, will co-construct a clear set of classroom rules and social expectations with the students. Positively stated behavioral expectations will be posted in classrooms, hallways, and offices. These expectations will be explicitly taught, modeled, and reinforced. Appropriate replacement</p>

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		<p>behaviors will be taught to students, Students will be caught doing the right things and be positively reinforced.</p> <p>Students will be empowered to take responsibility for their own actions and to be an integral part of maintaining a safe, positive, and inviting learning environment. The campus will be safe, clean, and aesthetically welcoming to students, staff, and parents. Adults and students will communicate with respect and transition between classes will be smooth and efficient. To maximize classroom instruction all students will be expected to be in class on time and to remain inside for bell-to-bell instruction. Instructional time will be sacred. There will be no disruption in the classroom from school administrative offices. Families will be highly encouraged to make personal appointments after school hours. Classroom environments will reflect the diversity of students with the use of pictures, literature, and hours. The arrangement of the desks will be grouped for students to work together, share materials, and engage in meaningful student interactions.</p> <p>SVMS will celebrate student success with academic assemblies designed to recognize students for improvements and achievement in academics and behavior. Attendance will also be recognized monthly to emphasize the importance of staying in school. Counselors, support staff, and students’ teacher mentors will work hand in hand to ensure all students receive the support they need to achieve high level of expectation which will be the hallmark of SVMS.</p> <p>A safe and respectful campus will be achieved will be achieved through the full implementation of the Los Angeles Unified School District’s Discipline Foundation Policy Bulletin 3836.0.</p> <p>Data will be utilized to analyze problem behaviors. The School will edit and review any</p>

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		<p>Behavior Support Plan that is not effective and will conduct FBAs or FAAs if needed. Staff will be used flexibly to meet the needs of the students.</p> <p>The following describes the 3 tiers of positive behavior support that will be implemented:</p> <p>Tier 1 will include:</p> <ul style="list-style-type: none"> - Effective Academic Support - Social skills teaching - Positive proactive discipline - Teaching school behavior expectations - Active supervision and monitoring - Positive reinforcement systems - Firm, fair, and corrective discipline - Effective classroom management - Collaboration with families <p>Tier 2 will include:</p> <ul style="list-style-type: none"> - Intensive social skills teaching - Self-management programs - Parent training and collaboration - School-based adult mentors - Increased academic support and practice - Alternatives to out-of-school suspension - Community and service learning <p>Tier 3 will include:</p>

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		<ul style="list-style-type: none"> - Intensive academic support - Intensive social skills teaching - Individual behavior management plans - Parent training and collaboration - Multi-agency collaboration (wrap around) services - Alternatives to suspension and expulsion - Community and service learning
<p>Necessary for Planning, will be provided</p>	<p>Description of Student Population</p>	<p>Based on preliminary projections from the Los Angeles Unified School District Special Education Support Unit North, SVMS will have special day classes for students with specific learning disabilities; mild/moderate mental retardation; moderate/severe mentally retardation; and moderate/severe autism which accommodate local students. The school will have four resource specialist teachers who will serve local students. Secondary Student Information System, My Data, and Welligent IEP System will be utilized to monitor the students. The services on the IEP will be delivered at frequency and the duration as indicated in student's IEP. The delivery of services will be documented utilizing the District's Welligent Service Tracking system. The school administrator will monitor the provisions. A special education administrator will be assigned to coordinate the programs. Support Unit North will provide addition personnel if necessary. Appropriate classroom space is reserved for these programs and special education paraprofessionals will be assigned to the school. Location of the classrooms will be integrated with the general education classrooms.</p> <p>SVMS's Special Education Program services approximately 13% total of the student body. Two hundred and seventy-five students approximately are enrolled in the Special</p>

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		<p>Education Program. Of the total number of students enrolled in the Special Education Program approximately 275 students with an eligibility of autism, other health impairment specific learning disability, deaf and hard of hearing, speech and language impairment, and mental retardation successfully participated in the Least Restrictive Environment-General Education Classes.</p> <p>200 Students: Resource Program, (RSP) Genera; Education Standards Based 49 Students: Special Day Program (SDP) Standards Based 4 Students: Autistic Program (AUT) Modified Standards Based-Alterantive 14 Students: Mentally Retarded Mild to Moderate (MR) Alternative 8 Students: Mentally Retarded Mild to Severe (MR) Alternative</p> <p>SVMS will ensure that 51% of students with the most severe disabilities (other than SLD, SLI, and OHI) be placed in the general education setting for 40% or more of the instructional day, as appropriate and indicated in student's IEP. In addition, if any student with a multiple disabilities orthopedic (MDO) eligibility enrolls in an appropriate program at SVMS the school will integrate student(s) for at least 40% or more of the instructional day as appropriate to at least 23% of students with this eligibility. School will establish a School Integration Team to monitor opportunities for participation in general education classes, as appropriate and as indicated in IEP. School will review Welligent Report available for Outcome 7A and &B to monitor general education integration.</p>
Outcome 2	Special Education Program Description	<p>All stakeholders at SVMS will work under a shared belief that meets the needs of the whole student (physical, social/behavioral, emotional, and cognitive). Students with disabilities will be taught alongside their general education peers to the greatest extent possible, with supports and services being provided within the general education setting. Students will be pulled out only when more intensive instruction is needed. There will be collaboration between general and special education that includes co-planning and co-teaching. The RtI²</p>

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		<p>framework will be utilized to assess and monitor students. The problem solving approach will identify students that are in need of specific intervention. Intervention will be offered on a three tier basis depending on the level of student need and may consist of a combination of instructional environments which include the following five components: 1) General Education Classes; 2) General Education Classes with consultative or collaboration services provided by Resource Specialist; 3) General Education classes with direct intensive services in a pull out provided by Resource Specialist Teacher in the Learning Center; 4) Special Day Classes with direct intensive services provided by special education teachers for one or more content areas; and 5) Special Day Classes with direct intensive services provided by special education teachers for one or more content areas with targeted skill instruction in the Learning Center.</p> <p>Least Restrictive Environment Continuum of Placement Options Based On Student Eligibilities</p> <p>Each student may require a different combination of services and settings, and when appropriate, a student's curriculum can be modified. The goal is to build programs around a student's needs rather than trying to fit the student into the programs. That to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are nondisabled; and that special classes, separate schooling or other removal of children with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. Thus, Consistent with Federal and State policy, the continuum of placements offered from the least restrictive to the most restrictive environment by the district at SVMS will include:</p> <ul style="list-style-type: none"> • General education classes – Whenever appropriate, students with disabilities will

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		<p>be educated in the general education classes. In addition, whenever possible, they will attend the school they would ordinarily attend if they were not in special education.</p> <ul style="list-style-type: none"> • General education classes with collaborative consultation – In order for students with disabilities to be appropriately educated in general education classes it may be necessary for their teacher to consult with special education personnel to receive guidance and support. • General education classes with designated instruction and services – Designated instruction and services assist students with disabilities to benefit from their general education program. Some examples of designated instructional services are language and speech services, adapted physical education, counseling and physical and occupational therapy. • General education classes and resource specialist program – A resource specialist program provides instruction and services to students with disabilities assigned to the general education classroom for the majority of the school day. The goal of the resource specialist program is to enable students with disabilities to succeed in the general education environment. The program provides assistance in a variety of ways depending on the needs of a particular student. • General education and special day class – Depending on their needs, students with disabilities may be educated in general education classes for part of the school day and special day classes for the other part of the school day • Special day classes – Special day classes serve students who, because of their disabilities, cannot participate in general education classes for a majority of the school day. These classes are provided on general education sites. As appropriate, students enrolled in special day classes interact with their general education peers through academic, non-academic and extracurricular activities. • Special schools/centers – Students are enrolled in special schools/centers when it

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		<p>determined that the nature and severity of their disabilities require more intensive educational instruction. As appropriate, students enrolled in special schools interact with their general education peers through academic, non academic and extracurricular activities.</p> <ul style="list-style-type: none"> • Non-public schools – When no appropriate public education program is available, a student with disabilities may be placed in a non-public school under contract with the District. • Home or hospital – Students with a verified medical or emotional condition that prevents them from attending school may receive services on a temporary basis in the home or a hospital. • State residential schools – State residential schools provide comprehensive assessment and services for students with visual and/or hearing disabilities. <p>Access to Grade Level Standards and the Core Curriculum or Alternate Curriculum</p> <p>Students will receive specially designed standard-based instruction consisting of the following to meet the literacy, numeracy, writing, and behavioral needs of all students so that they can access the general education curriculum and meet state standards:</p> <ul style="list-style-type: none"> • Use research-based curricular and intervention programs. • Deliver systematic and explicit instruction that emphasizes phonemic awareness, decoding, phonics, word recognition, vocabulary, and reading comprehension. • Utilize evidence-based teaching strategies to provide all students access to the core curriculum, differentiating the instruction as needed. • Multiple ways to provide student engagement: providing choices, varying degrees of difficulty • Provide small group and individual instruction either in the classroom or in the Learning Center.

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		<ul style="list-style-type: none"> ● Mainstream students with disabilities that are in Special Day Programs (SDP) into age-appropriate classrooms and ensure that school climate and culture is sensitive to their needs. ● Shared system for organizing students, providing adaptations, and teaching compensation strategies using curriculum based measurements ● Use of general education materials as well as supplemental content related material that allow access to core curriculum such as books/text books on tape, Rich to Text version textbook, Adapted texts ● Write specific, clear and appropriately individualized offers of Free and Appropriate Public Education (FAPE) for each student that is calculated to provide educational benefit. ● Provide a safe environment which encourages students to talk and ask questions. ● Use a wide variety of ways to explain a concept or assignment: audio books, PowerPoint presentations, video clips, web based programs. ● Provide tutoring before, during, and after school. ● Allow students to show what they know in a variety of ways, such as projects, oral presentations, etc. ● Provide students with disabilities the needed accommodations or modifications and related services per their Individualized Educational Plan (IEP). <p>How and What Collaborative Services Will Be Provided, Including Co-Planning, Co-Teaching The goal is to build programs around a student's needs rather than trying to fit the student into the programs. Students may receive special education services through the Resource Specialist Program in the Learning Center. Instruction will focus on strategies for accessing</p>

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		<p>the core curriculum by the Resource Specialist Program. All academic subjects will be taught in the general education classroom with support from the RST through co-teaching and co-planning. Services may include the following:</p> <ul style="list-style-type: none"> ● Co-Planning – A process by which the teacher plan, analyze, modify, and evaluate the instruction and outcomes for students. This service will be provided indirectly to students and consists and consists of regular review of student progress, accommodations, modifications of core material, and modeling of instructional practices between the special education and general education teachers. ● Co-Teaching - Co-teaching is a process by which general and special education teachers work to teach students with and without disabilities in a shared classroom. Both are responsible for the planning and delivery of instruction, student achievement, assessment and discipline. Students receive age appropriate academics, support services, and possibly modified instruction. Co-teaching provides ongoing communication between educations and a lower student-to-teacher ratio. The teachers may use any of a variety of formats to facilitate the process. These may include: <ol style="list-style-type: none"> 1. Cooperative Teaching 2. Station Teaching 3. Parallel Teaching 4. Shadow Teaching or Alternative Teaching 5. Team Teaching or Duel Teaching <p>Multi-tiered approach to instruction Tier I - All students in receiving special education services receive grade level curriculum and standard based instruction using general education materials with appropriate accommodations and modifications as outlined in students IEP. In this tier all students are provided differentiated instruction, additional scaffolding, and access</p>

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		<p>strategies to core content. Intervention consists of ongoing progress monitoring, assessments are provided to allow for immediate intervention for targeted skill areas and to determine if level of intervention should be increased.</p> <p>Tier 2 -Students receive grade level curriculum and standard based instruction using general education materials with appropriate accommodations and modifications as outlined in students’ IEP. In addition, targeted students receive intensive and explicit supplemental instruction in a specific skill area that is tied to the core content and instructional material. Students receive specialized instructional strategies, frequent assessments and progress monitoring to determine if they are meeting learning benchmarks or if level of intervention should be increased.</p> <p>Tier 3 - Based on diagnostic, periodic assessments, curriculum based assessments and CST data students at this level receive direct intensive instruction in lieu of core content class to help them make proficiency. Intervention targets specific deficits using research based curriculum to improve skills in targeted areas.</p> <p>How a "Learning Center" Will Be Used To Support Student Learning General Education and Learning Center – Non-intensive direct services are those provided directly to students based on identified need. This service will be provided either within the general education class or outside of the general education class through the use of the Learning Center. A Learning Center is a place where students receive instruction in access strategies, targeted intervention in identified areas of need, and ongoing monitoring of student success. The use of the Learning Center in this method requires immediate intervention and instruction in the general education standards and instruction. It will not be designed to be ongoing but to address specific needs as they arise in the standards-based instruction.</p> <p>Use of Supplemental Aides and Supports to Support Student Learning Supplemental Aides to support student learning include:</p>

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		<ul style="list-style-type: none"> ● <i>REWARDS</i> - Teaches flexible strategies for decoding multi-syllabic words decoding fluency ● <i>The Six-Minute Solution: A Reading Fluency Program</i> - Builds reading fluency through repeated readings. ● <i>Read 180</i> - comprehensive reading program designed to meet the need of students whose reading achievements are below the proficient level. ● <i>Practicing Basic Skills in Math: One Minute Fluency Builders</i> - Builds fluency in basic math skills ● Thinking Maps <p>How and When Students with Disabilities Will Be Integrated With Their Non Disabled Peers</p> <p>Integration of Special Education Student with non-disabled students – To the greatest extent appropriate, special education students will be integrated with general education peers. Consistent with the intent of MCD Outcome 2, 6, and 7, special education students will be integrated to the greatest extent appropriate with their non-disabled peers during curricular and non-curricular activities.</p>
<p>Outcomes 8, 10, 13, 14, 15</p>	<p>IEP Process: Implementation and Monitoring</p>	<p>SVMS agrees to adhere to the terms, conditions, and requirements of the Modified Consent Decree (MCD) and other court orders imposed upon the Los Angeles School District pertaining to special education. SVMS will use the District’s Special Education Policies and Procedures Manual, the Integrated Student Information (ISIS), Welligent, the District-wide web-based software system used for online Individualized Education Programs (IEPs), in monitoring and tracking related services provided to students during the course of their educations.</p>

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<p>Outcomes 10, 18</p>	<p>Procedures for Identification and Assessment of Students</p>	<p>All stakeholders will be involved in the analysis of academic and social/behavioral student assessments using the Problem-Solving Process. All stakeholders will use the Problem-Solving Process used in the RtI² framework to ensure good first teaching and appropriate interventions for all students. SVMS will follow BUL-4827 <i>Multi-tiered Framework for Instruction, Intervention, and Support</i> to guide all its practices relating to instruction and intervention. Evidence-based instructional strategies are at the heart of the three tiered system of instruction and intervention. Instructional strategies through the multi-tiered system must be culturally relevant and address behavioral expectations. The process will provide a systematic and timely response to students who experience difficulty in meeting academic and behavioral benchmarks. All stakeholders at SVMS will work under a shared</p>

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		<p>belief that all students can learn and will have high expectations for all. Through the use of universal screening at the beginning of each year, students who are academically and/or socially/behaviorally at-risk will be identified, provided intervention, and monitored.</p> <p>In the LAUSD, four instructional methodologies and strategies have been identified to scaffold culturally and linguistically diverse students' universal access to core instruction. The research affirms that all students, including Student with Disabilities (SWDs), benefit from the integration of key access methodologies such as cooperative and communal learning, instructional conversations, the use of advanced graphic organizers, and targeted academic language development). These methodologies are used across three tiers.</p> <p style="text-align: center;">The Three Tiers</p> <p>Tier 1 is known as "Core Instruction" to which all students must have universal access. All students receive high quality, evidence-based, core classroom curriculum and instruction. It is expected that of all of the students receiving core instruction, 80-85% of students will be proficient when good first instruction is delivered. To monitor and evaluate student progress, California Standards Tests (CST), CELDT, periodic assessments, curriculum-based measures, and behavior data (e.g. suspensions, office daily referrals) are used to guide and inform instruction/intervention. Within Tier 1, identified students receive additional differentiated instruction and support to improve their academic performance and to prevent them from falling behind. All students are universally screened at the beginning of the school year in order to identify learners that need additional support or advanced learners that need acceleration or extended learning opportunities. Instruction is matched to student needs based on levels of performance and rates of student progress. Over time, quick curriculum-based assessments are used to measure growth, monitor progress and inform changes in instruction. Differentiation of instruction begins in Tier I and continues across the tiers. It requires recognition of students' varying levels of readiness, interests,</p>

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		<p>background knowledge, language, culture, and learning preferences. It is the ability to respond to and proactively plan for differing abilities in the same classroom. Differentiation can occur through modifications to the content (what is taught), process (how its taught), product (how learning is shown), and/or resources available in the classroom (core program or supplementary materials). In order to differentiate instruction to maximize student growth, teachers can add depth and complexity to the curriculum, scaffold lessons, pre-assess students to form flexible groupings, implement interest and/or learning centers, employ questioning strategies, allow for independent study, preview, review, reteach, and frontload. 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, known as “Strategic or Supplemental Intervention,” is provided in addition to Tier 1 core instruction. Strategic Intervention is for 10-15% of students that need additional time and type of instruction to learn successfully. 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. Strategic interventions can give students more time to learn either by using an instructional strategy used in the core or a different instructional pedagogy - whichever benefits the student more.</p> <p>Tier 3, known as “Intensive Intervention,” is for an estimated 1-5% of 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. Tier 3 typically includes use of curricula, pedagogy, or instruction that is different from Tier 1 and Tier 2 because data indicate that academic or behavioral progress is delayed despite well-implemented</p>

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		<p>instruction/intervention. 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. Instructional strategies and examples are provided in the following attachments and can be used as guidelines for planning the instructional day/class periods for each of the tiers. Student performance is monitored closely to evaluate progress and the effectiveness of all instruction and intervention. Intensity, frequency, duration of support, and student-teacher ratio changes as the students move through the tiers, as does the frequency of progress monitoring. This multi-tiered framework is a continuum of instruction and intervention where an individual student may simultaneously receive differentiated instruction in varying intensity in Tiers 1, 2, and 3 in order to match learning supports to both academic and behavioral/social-emotional needs.</p> <p>Referral Procedures Parents or guardians will be instructed on the process for referring their child for assessment for special education services. Teachers, other school personnel, and community members will also be trained on how to refer a child for assessment. If a student is not responding, an SST will be convened to determine if all supports and strategies have been implemented. Only after the SST has documented that all supports and strategies have been implemented with fidelity and consistently as measured by teacher/staff observation and benchmark data given time to work, and are not producing success, and factors such as language acquisition, health, attendance, environment, etc.</p>

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		<p>have been ruled out, will a referral to special education be made. The SST paperwork will document the interventions implemented, the outcomes and staff responsible.</p> <p style="text-align: center;">Language Factors</p> <p>Prior to assessment, the Bilingual Coordinator will review the student’s language development history, including program placement, CELDT results, ELD level, CST scores, intervention history, and classroom grades.</p> <p style="text-align: center;">Exclusionary Factors</p> <p>Prior to referral to assessment, it will also be determined whether the unique educational needs of the student are not primarily due to: Environmental, cultural, or economic factors</p> <ul style="list-style-type: none"> ● Lack of instruction in math and reading ● Limited English proficiency ● Social maladjustment ● Temporary physical disability <p>To determine if a special education referral is appropriate, a school administrator/designee and IEP evaluation team members will review the following:</p> <ul style="list-style-type: none"> ● Student records and academic history ● Prior assessments including curriculum based, standardized tests and alternative measures/procedures ● Progress in current program, including ELD ● Progress in meeting content standards ● Progress in meeting literacy and mathematic standards ● Results of state and district assessments

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		<ul style="list-style-type: none"> • Results of proficiency examinations • Results of portfolio assessments/student work samples • Types and results of academic and/or behavioral intervention provided • Teacher information/concerns • Parent information/concerns <p>Within fifteen (15) days, not counting school vacations greater than five (5) days, of the receipt of a referral for assessment, the referring party will receive a written response from the school. If the school determines that an assessment of the student is not appropriate, the referring party will receive a written notice of this decision. If the school determines that an assessment is appropriate, the parent/guardian/teacher will receive an Assessment Plan. An Assessment Plan describes the types and purposes of the assessments which may be used to determine your child's eligibility for special education services. Before your child can be assessed, you must consent to the assessment by signing the Assessment Plan. You have at least fifteen (15) days from the receipt of the Assessment Plan to consent to and sign it. The school has sixty (60) days, not counting school vacations greater than five (5) days, of the receipt of your signed Assessment Plan to complete the assessment and hold an Individualized Education Program (IEP) meeting.</p> <p>Scope of Assessment Assessments will be conducted by a qualified professional. When a referral for special education assessment is made, students will be assessed in all areas of suspected disability. The IEP team will follow all district policies and procedures regarding identification. No single measure or assessment will be used as the sole criterion for determining whether a student has a disability and for determining an appropriate educational program for the</p>

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		<p>student. The assessment will cover all areas related to the student’s suspected disability including if appropriate:</p> <ul style="list-style-type: none"> ● Health and development, including vision and hearing ● General ability ● Academic performance ● Language function ● Motor abilities ● Social and emotional status ● Self-help, including orientation and mobility ● Career and vocational abilities and interests <p>Monitoring by ethnicity SVMS will use the guidelines that have been developed by LAUSD to assure students truly meet the eligibility criteria for special education placement and are ethnicity-neutral along with meeting the MCD Outcome 18.</p>
Outcome 2	Instructional Plan for students using grade level standards	<p>The goal of Sun Valley Middle School’s Special Education Department is to ensure that every student in out program will receive valued, standards-based instruction. This style of instruction will take place in all content areas, which will allow students to not only graduate from high school, but continue on to the university level and become career ready. The staff proposes to utilize a systemic multi-tiered framework in which instruction, intervention and services for mild/moderate and moderate/severe students are consistent with the Districts RtI² framework. Instructional programs will include multiple assessments to monitor student progress, guided instruction, inform on effectiveness and support target intervention, during standards based instruction. The primary tool used in this process will be LAUSD’s Assessment System. For specific skill areas, the staff will use the California Standards Test and department wide standard based pre-assessments in core content</p>

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		<p>areas.</p> <p>Special Education is service to support student achievement in the core curriculum in an integrated setting. The three tiers are not synonymous with placement. In a tiered approach, IEP teams consider the level and type of support each student needs, where that support can be provided, and the amount of instruction needed outside of the general education classroom. For example: a student may need special education services for the majority of the day (typically a student who in the past received special education services in a special day class) yet now can receive those services in a variety of ways within the general education classroom and integrated learning centers.</p> <p>Tiered approach to instruction</p> <p>Tier 1 Basic Instruction: In the first tier, instruction is grounded in grade level content standards and uses District approved curriculum and instructional strategies. The fluent use of listening, speaking, reading and writing skills, and strategies needed to learn in each of the academic disciplines., otherwise known as content literacy, is the focus at this level. As an initial intervention, program materials aligned with the course are used.</p> <p>Research-based curriculum and strategies in grade level content and performance standards that are effectively delivered are the foundation of base instruction. Furthermore, teachers would use the accommodations as outlined in a student’s IEP. This allows the student opportunities to: learn content; access grade level curricula and textbooks; access content instruction from general education content specialists; and integrate with general education peers. In addition, all students would be able to access the curriculum with the use of the following: active engagement; advance organizers; communication of clear expectations and purpose; peer assisted learning; scaffold instruction; strategy instruction; and Universal Design procedures, such as, providing</p>

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		<p>multiple representations of content, multiple options for expression, or multiple means of engagement.</p> <p>Intervention is provided during the regular instructional period. It is designed to be immediate, related to the core instruction, and based on ongoing progress monitoring. It consists of opportunities for remediation, provision of immediate and corrective feedback and prompting, use of diagrams, graphics, and pictures to augment instruction, and active engagement in learning.</p> <p>Special education services are layered and may consist of any or all of the following: Layer 1: Accommodations within the general education class Layer 2: Co-planning between general and special educators; Layer 3: Co-teaching in general education content classes; and Layer 4: Direct instruction non-intensive.</p> <p style="text-align: center;">Tier 2 Extended Instruction: The provision of additional support and services beyond the instruction and intervention embedded in Tier 1 is the introduction of extended lessons.</p> <p>Similar to Tier 1, Tier 2 instruction relies on research-based instructional practices effectively delivered in grade level content and performance standards with the use of accommodations or modifications as outlined in a student’s IEP. Consistent with Tier 1, the instructional practices and strategies allows students to access rigorous content curriculum that is meaningful. In addition, the practice of co-teaching and co-planning will assist in a higher level of support to students.</p> <p>Intervention consists of the use of supplemental materials targeted to address the specific areas of weakness identified through ongoing progress monitoring. This level of intervention is intensive and explicit, and is provided above the base program. Intervention</p>

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		<p>is based on the identification of specific needs and the use of research-based intervention materials designed to address the individual needs of the student. This is provided in addition to the classroom interventions described in Tier 1.</p> <p>Several general education intervention courses are in existence to address the literacy and math needs of students who are struggling with the acquisition of reading, writing, and mathematics.</p> <p>Special education services are layered and may consist of any or all of the following: Layer 1: Accommodations within the general education class; Layer 2: Co-planning; Layer 3: Collaborative co-teaching; Layer 4: Direct instruction non-intensive; and Layer 5: Direct instruction, intensive services.</p> <p>Tier 2 students may access the Learning Center on an as needed basis and/or scheduled as an elective. Tier 2 serves to:</p> <ul style="list-style-type: none"> • teach learning strategies; • support content instruction; • preteach content material; or • provide immediate reteaching. <p>Tier 3 Intensive Instruction: Beyond the base program outlined in Tiers 1 and 2, Tier 3 intensive instruction is explicit, focused, based on ongoing progress monitoring. Students with severe literacy or math deficits skills who require more specialized, intensive instruction are assigned to this level of instruction. Therefore, to provide for the level of intensity needed to bridge the achievement gap, group size for instruction is small. In Tier</p>

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		<p>3, instruction continues to focus on age/grade-level standards and is built on research-based instructional strategies unique to special education. Moreover, instructional strategies are provided at the highest level of intensity, frequency, and duration. The instructional strategies are provided in an environment with lower teacher to student ratio (possibly a learning center or a special day class). The strategies may include the use of: frequent progress monitoring of student learning; direct and explicit instruction; small group instruction; controlled task difficulty; intensive strategy instruction and application; extended instructional time; and ongoing systematic and corrective feedback.</p> <p>Intervention is intensive, provided in a smaller groups (creating small groups within a larger group), and tied to specific areas of student need as identified through ongoing progress monitoring. It is not provided as replacement of the core curriculum but in conjunction with grade level curriculum. This will require that teachers structure the instructional program and special education supports to provide both content instruction and intervention in small groups. The move to block scheduling facilitates this type of instruction. Special education services are layered and may consist of any or all of the following: Layer 1: Accommodations within the general education class; Layer 2: Co-planning; Layer 3: Collaborative co-teaching; Layer 4: Direct instruction non-intensive; and Layer 5: Direct instruction, intensive services. (Possible within a general education program or a special education class).</p> <p>Instructional Plan for students using grade level standards Teachers will review the content standards and the power standards in their PLCs to become familiar with the standards that need to be addressed throughout the school year. All students will have access to grade level materials. During the PLCs, teachers will spend</p>

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		<p>time backwards planning. Teachers will work together in various configurations, vertical grade planning, multiple level grade planning, and same grade level planning. Several sources of data will be analyzed utilizing the Data- Driven Decision Making protocol. As each student’s needs are identified within the tiers, the teachers will provide the instructional accommodate for students.</p> <p>Several documents will be reviewed with the teachers. This initial document is “Strategies to Improve Access to the General Education Curriculum.” Ideas gathered from reading this document will be used with data to look at differentiating instruction and assessments. Also, the document titled “Accommodations and Modifications: Accessing the Curriculum” will be utilized to consider appropriate accommodations and modifications. Several teaching models will be considered to personalize the instruction for all students. As teachers assess the students and monitor the gains made, they can continue to plan accordingly with their peers. Those students, who may benefit from going to a regular classroom, working with peers or non special education teacher assistants, may do so.</p> <p>As teachers plan for multiple grade levels the essential standards and review of the ELA program to be used is critical. The teachers can focus on the stories at the different grade levels by grouping students for instruction and ensuring that those stories that teach similar key concepts albeit at different grade levels will be the ones that are covered.</p> <p align="center">Backwards Planning</p> <p>At SVMS, curricular planning will begin with the consideration of the desired results (goals or standards) and then derive the curriculum based on the evidence of learning (obtained through assessments) called for by the goals and standards. In this process, teachers will first consider what evidence will be accepted as to ascertain that students have achieved the desired understandings and proficiencies—before proceeding to plan teaching and</p>

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		<p>learning experiences. Greater coherence among desired results, key performances, and teaching and learning experiences leads to better student performance.</p> <p>The backward design process consists of three general stages:</p> <ol style="list-style-type: none"> 1. Identify desired results – Teacher will identify what students need to know, understand, and be able to do. 2. Determine acceptable evidence – Teachers will first think how they will determine if students have attained the desired learning. Teachers will consider a range of assessment methods. A combination of performance tasks and quizzes, tests are used to assess essential knowledge, skills. 3. Plan learning experiences and instruction – With clearly identified desired results and appropriate evidence in mind, teachers will then plan instructional activities. This phase calls for teachers clearly understanding what will need to be taught and how best the content should be taught. Materials and resources best suited to accomplish the goals must be identified and available. <p style="text-align: center;">Accommodations and Modifications</p> <p>The school will initiate a Students with Disability (SWD) Team will provide assistance in the implementation of the supplementary instructional program supports which include accommodations and modifications. The accommodations and modifications are essential for all students to access the general education curriculum. These supports are vital and are integrated into students IEP. The accommodation and modification on the IEP may include: classroom and campus environment needs; specialized equipment; pacing of instruction; alternate presentation of subject matter; material adaptation; modification of assignments; self management/follow-through strategies; social interaction support; tested adaptations; and identification and use of motivators and positive reinforcement strategies.</p> <p>The Students with Disability (SWD) Team will ensure the collaboration between general</p>

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		<p>education teachers, special education teachers, paraeducators, other school support staff and related services personnel. There will be opportunities to have staff work collaboratively in planning, instructing, and evaluating the performance of students with disabilities. There will be assistance and guidance for school staff to adjust their schedules and duties in order to implement LRE. There will be opportunities to work collaboratively with to provide staff development and technical assistance related to LRE in the implementation of instructional services. The team will ensure the development and implementation of instructional interventions within the general education program. Assume primary responsibility for including students with disabilities, who are assigned to their classes, in meaningful ways within instructional activities. The school will create the conditions for collaboration with the special educator to identify and implement specific curricular adaptations and instructional strategies identified as needed by the student with a disability. Create the condition to work collaboratively with others, utilize effective instructional practices to support effective LRE implementation. Provide opportunities for students with disabilities in the LRE setting to participate in meaningful ways with students without disabilities. Ensure that students' related service IEP objectives are addressed in students' daily schedules.</p> <p align="center">Data-driven decision making</p> <p>SVMS will utilize a cyclical problem-solving model to design differentiation of instruction. This process involves four steps and determines the best course of action for instructional differentiation for each student. The four steps of the cycle are:</p> <ul style="list-style-type: none"> • Define the Problem • Plan an Intervention • Implement the Intervention • Evaluate the Student's Progress

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		<p>The team members will strive to have sufficient data points to best equip the members in determining what should occur next. This problem-solving cycle will essentially be repeated for each intervention. With each intervention, instruction will become more complex and more intensive as students move through the instruction and master targeted skills.</p> <p align="center">Progress Monitoring</p> <p>SVMS will utilize progress monitoring to assess students academic progress in core educational skill areas. The results of progress monitoring will be used to set appropriate individual goals and adjust instruction as needed. Implementing progress monitoring will require determining students’ current levels of performance, as well as identifying learning objectives. Students’ academic functioning will be evaluated on a regular basis—weekly, biweekly, or monthly, based on individual students’ needs. Actual and expected rates of learning will be compared. This will inform the teacher of students’ progress, which allows him/her to make appropriate instructional decisions.</p> <p>SVMS will utilize The National Association of State Directors of Special Education nine essential characteristics for progress monitoring. Accordingly, progress monitoring should:</p> <ol style="list-style-type: none"> 1. Assess the specific skills embodied in state and local academic standards. 2. Assess marker variables that have been demonstrated to lead to the ultimate instructional target. 3. Be sensitive to small increments of growth over time. 4. Be administered efficiently over short periods. 5. Be administered repeatedly (using multiple forms). 6. Results in data that can be summarize in teacher-friendly data displays. 7. Be comparable across students. 8. Be applicable for monitoring an individual student’s progress over time. 9. Be relevant to development of instructional strategies and use of appropriate

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		<p style="text-align: center;">curriculum that addresses the area of need.</p> <p>SVMS will access the resources of the National Center on Response To Intervention (www.rti4success.org) in order to assist its teachers in implementing effective progress monitoring. The Progressing Monitoring Tools Chart at this website will be helpful as SVMS teachers compare tools in order to choose the progress monitoring tool most appropriate for use in the school.</p>
<p>Outcome 7A, 7B</p>	<p>Instructional Plan for students using Alternate Standards</p>	<p>Students who are on the alternate curriculum will be taught through as instructional program that utilizes the alternate standards. This instruction will match individual student need while being age appropriate and designed to teach functional skills that provide students with means of independence. Backwards planning will be utilized in conjunction with informal assessments and progress monitoring to determine student access of standards and curriculum. Necessary accommodations and modifications will be provided to allow students access to the alternate curriculum. Data will be used to inform instruction, and to determine where the Least Restrictive Environment for that content area should be. Students will be mainstreamed with their age appropriate peers whenever possible. The use of paraeducators will allow for multiple groups for multi-age levels, reteaching, preteaching, or other types of intervention.</p> <p>Students will be assessed using California Alternative Performance Assessment (CAPA). The curriculum is designed to provide instruction in the Least Restrictive Environment and to maximize the development of independent life skills.</p> <p>Students will receive instruction in:</p> <ul style="list-style-type: none"> ● Functional English ● Functional Math ● Health and Safety Awareness ● Life Skills-communication/social/daily living

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<p>Outcome 13</p>	<p>Plan to provide Supports & Services</p>	<p>Administrators at SVMS will ensure that students with disabilities are receiving their supports and services by the following:</p> <ol style="list-style-type: none"> 1. Ensuring that all teachers and related service providers maintain accurate SESACs so that all services are provided and timelines are met. 2. Ensuring that all service providers maintain a schedule of when and where they provide services to students, and checking regularly to see that the service tracking logs all service providers are entered into Welligent. 3. Ensuring that all staff working with students with disabilities are aware of the student’s goals, objectives, and accommodations and supports per their IEPs. 4. Making classroom visitations daily to ensure that all students are receiving their supports and services as listed in their IEPs. 5. Making classroom visitations daily to ensure that all students with disabilities are engaged in rigorous, standards-based learning. 6. Requiring all mandated service providers complete their Welligent Tracking Log and submit a copy to the designated administration monthly.
<p>Outcome 9 (for programs with students 14 and older)</p>	<p>Transition Planning Strategies</p>	<p>According to LAUSD Policy, SVMS is committed to providing a coordinated set of transition instruction and services to students with disabilities, ages 14 and older (or younger, if determined appropriate by the IEP team), which are results oriented and based on individual student strengths, preferences and needs, in compliance with Federal and State laws and regulations. Transition services for students with disabilities are embedded in</p>

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		<p>standards-based core curriculum and may include specially designed instruction or related services, if required to assist a student with a disability to benefit from special education.</p> <p>Individual Transition Plans (ITP) will be written for all students, to guide and help them prepare for a successful transition to high school. The ITP will comply with Division of Transition Service Regulations (DOTS).</p> <p>Through the use of the student interest surveys, elective and academic classes, academic and non-academic support, extra-curricular activities, and instruction on self-advocacy skills, the DOTS teacher on campus will assist students in planning a pathway that will help them reach their transition goals. Students on the alternative curriculum will have the opportunity to participate in the life skills classes.</p> <p>Students with disabilities shall be provided transition services as follows: Beginning at age 14, younger if appropriate, and updated annually, each student’s IEP must include a statement of the transition service needs of the student that focuses on the student’s course of study (such as participation in advanced placement courses or a vocational education program).</p> <p>Beginning at age 16 (or younger, if determined appropriate by the IEP team), each student’s IEP must include a statement of needed transition services for the student, including, if appropriate, a statement of the interagency responsibilities or any needed community linkages.</p> <p>Transition services are a collaborative effort between the student, all school site staff, parents, and appropriate community agencies. They focus attention on how the student’s educational program in middle and senior high school can be planned to help the student</p>

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		<p>meet his or her goals for a successful transition to adult living. The Individualized Education Program/Individual Transition Plan (IEP/ITP) meeting serves as a communication and planning vehicle among parents, students, appropriate community agency representatives, and District staff, and enables them, as equal participants, to joint, informed decisions regarding the student’s transition needs, appropriate transition services and activities, educational program supports and placement, and the degree to which other agency representatives will participate.</p> <p>Transition services are a coordinated set of activities that:</p> <ol style="list-style-type: none"> 1. Are designed with a results-oriented process that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child’s movement from school to post school activities including postsecondary education, vocational training, integrated employment, including supported employment, continuing and adult education, adult services, independent living or community participation; 2. Are based on the individual student's needs, taking into account the student's strengths, and preferences and interests, as they are determined through the process of age appropriate assessment; 3. Include instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and when appropriate acquisition of daily living skills and functional evaluation.
Federal requirement	Access to Extra-Curricular/Non academic activities:	<p>Students with disabilities will have the same opportunities for extra-curricular activities as will their general education peers. These activities include clubs, dances, parties, afterschool programs, festivals and various athletic programs that will help students connect socially in meaning situations where they can build relationships and learn to share experiences with their peers and adults. The types of clubs, sports and other activities will be designed and scheduled based on student interests.</p>

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Federal requirement	Providing Extended School Year	<p>Students with Disabilities at Sun Valley Middle School will also be served through Extended School Year (ESY) program. ESY will be provided to students based on the following criteria:</p> <ol style="list-style-type: none"> 1) Students’ regression over time on account of missing school for periods of vacation during the school year; 2) Students’ inability to relearn material not attained over a period of time; 3) Students’ severity of disabling condition; 4) Students’ learning critical to maintaining Individualized Educational Program (IEP) skills; 5) Students’ extent of regression caused by interruption in educational programming or placement; 6) Students’ rate of recoupment of learning following a period of interruption. <p>Students with Disabilities will be identified for ESY based on the aforementioned criteria, and the criteria will be specifically delineated as a need in the Individualized Education Program (IEP). Students eligible to attend ESY will do so according to the guidelines and procedures set forth by LAUSD. The budget for ESY will be provided by the Division of Special Education as is for all other LAUSD schools. As an LAUSD school, SVMS will be part of the District’s internal structure and therefore will seek and secure budget information from LAUSD’s proposed budget.</p>
Federal Court requirement	MCD Outcomes (to be woven among others)	<p>At Sun Valley Middle School:</p> <ul style="list-style-type: none"> ● All students will participate in Statewide assessments (CST, CMA, CAPA, CELDT) ● Alternatives to suspension will be utilized whenever possible ● All students will spend as much time as possible in general education classrooms, and will only be pulled out when their needs cannot be met there ● Every effort to meet the needs of home school students will be made. Students will only be sent to other schools when their needs cannot be met at SVMS ● All IEPs will be held in a timely manner whether they be annuals, triennials, initials,

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		<p>30 day, or re-evaluations</p> <ul style="list-style-type: none"> • Appropriate division personnel will be notified and paperwork will be completed if parents disagree at an IEP • All RSTs and DIS service providers will provide a schedule of when and where they will provide services to students on their SESAC. Administration will monitor that these services are being provided through classroom observations and Wellreport documentation • Every effort to have parents attend IEP meeting
All	Professional Development	<p>All professional developments will support an instructional program that is standard-based, academically rigorous, founded upon research, and uniformly available to all students.</p> <p>Professional Development (PD) will be created based on the following principles:</p> <ul style="list-style-type: none"> • PD arises out of student, faculty, and community needs and focuses on data-proven effective instructional practices. • Curriculum and instruction that comes from professional development are appropriate and relevant to the school community. • PD focuses on building instructional practices that will reduce the drop-out rate, engage learners at all levels, and will empower teachers to develop a variety of diverse instructional methods. • Professional learning is also focused on materials and strategies designed to close the teaching learning gaps. • Instructional change is a long, multistage process; shared expertise is the driver of instructional change; the focus is on system-wide improvement; good ideas come from talented people working together; clear expectations, and responsibility for achieving them are shared by all stakeholders. <p>In this program, teams of teachers, administrators and out-of-classroom personnel will</p>

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		meet regularly, both within and across disciplines in SLC
Outcomes 6, 8, 16	Staffing/Operations	<p>The Sun Valley Middle School’s strategy for recruiting, hiring, and developing the school’s teaching staff will be to focus on the potential teacher’s proven track record of success serving students of similar demographics. The teacher will be interviewed and must demonstrate their ability to provide standards-based instruction for all students. In addition, teachers must show knowledge of inquiry and project-based learning pedagogy and culturally relevant and responsive pedagogy.</p> <p>SVMS will adhere to Hours, Duties, and Work Year, transfer, reduction in Force/Reinstatement and Salaries as described LAUSD Collective Bargaining Agreements. In addition, the school will adhere to Duties, Responsibilities and Hours as described in all Collective Bargaining Agreements and adhere to all LAUSD policies and California State Education Code.</p> <p>Each teacher candidate must meet the following criteria:</p> <ul style="list-style-type: none"> ● <i>Effective Instructors:</i> Teachers will be selected based on their unique qualities and experiences in conducting standards-based lessons in all subject areas. ● <i>Evidence of Collaboration:</i> Teachers will need to display their ability to work collaboratively with all stakeholders as a SLC to advance their skills, knowledge, and capacity as educators. Teachers must also demonstrate previous experience of working collaboratively with other teachers in a team-teaching environment for subject areas such as Science, History-Social Science, ELD, and the Visual/Performing Arts. ● <i>Evidence of providing Differentiation of Instruction:</i> Candidates must present

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		<p>sample lesson plans, professional portfolio and student work samples that indicates the effective use of differentiation of instruction for English learners, students with disabilities, GATE, and at-risk students.</p> <ul style="list-style-type: none"> • <i>Demonstration Lesson:</i> • <i>High Qualified:</i> Candidates must hold a Commission on Teacher Credentialing credential, certificate, permit, or other documentation equivalent to that which a teacher in other public schools would be required to hold by state law. Out of state candidates will be required to meet the California credential standards within the allocated by the State of California and the Commission Teacher Credentialing. • <i>Community involvement:</i> The candidate must display ability to work effectively with parents, staff and partnerships in support of the Community school and the Community Resource Center. <p>The principal will visit classrooms daily on unannounced visits throughout the year to observe student learning, the delivery of instruction, and evidence of other PDs. The principal will give each teacher honest, written feedback the day of the visit and oral feedback if necessary after school or on the following day. Experienced teachers will be visited on a monthly basis. New teachers or those who are having challenges helping students achieve will be visited weekly to provide them with support and twice a year formally as part of their stull evaluation process. If after providing sufficient support and guidance such as conference with the teacher including formal directives. Also, if necessary, a teacher will receive a “below standard” on his or her performance evaluation and if a new teacher is not competent, he or she will be dismissed. In addition, the principal will monitor other school staff on a regular basis, give them oral and written feedback, and if necessary conference with them to provide support and guidance.</p>

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		<p>The principal will give teachers and other staff a confidential survey twice a year to determine schools and professional needs. Data from surveys will be shared with the SSC to address needs. The SSC will conduct a monthly review of the weekly feedback forms from the PDs to determine their effectiveness. The administrators will review the daily classroom feedback forms to determine if instruction and student learning is improving. The principal will share a summary of the observations, without teacher names, with the entire teaching staff to show transparency.</p> <p>SVMS will adhere to the UTLA/LAUSD Contract Agreement ARTICLE X <i>Evaluation and Discipline</i> Section 1.0-15.b.</p>
	<p>Fiscal</p>	<p>LAUSD and Local District 2 will be responsible for generating all financial and budget report for SVMS.</p> <p>SVMS will actively seek grants to supplement the education program, but the instructional program will not be dependent on these additional monies.</p> <p>The administrator will ensure that funding for special education students is appropriately allocated and expended such as Instructional Material - Special Education Schools Account 2544. This will be initiated at the beginning of the school year to appropriately and judiciously expend funds to meet the needs of special education students. The administrator will be responsible for the end of year fiscal reports to ensure appropriate expenditures.</p> <p>LAUSD and Local District 2 will be responsible for generating all financial and budget reports for SVMS. The District’s budget tracking systems (IFS/GUI and FRDB) will be used to monitor and update encumbrances and expenditures for non-categorical and categorical programs.</p>

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<p>Outcome 14</p>	<p>Parent Participation</p>	<p>Plans outlining how parents will be informed SVMS will fully inform parents in a mode of communication that’s best for them, or that which is identified on their child’s enrollment package about their child’s identification, evaluation, placement, instruction and re-evaluation for special education service. Forms, notices and procedural brochures created will be user friendly and prepared with ease of use for parents. Forms included: special education forms, notices, and procedural guides; Section 504 forms and notices; Student Success Team forms; and discipline forms and notices. All forms will be located in the following offices: counseling, attendance, school psychologist and related service providers offices, primary location for IEP meetings will house forms as well. Parents will be notified via multiple means i.e. written notices, documented phone calls, home visits, parent conferences, and via connect ed.</p> <p>Plans to ensure parents are welcome partners in their child’s education process In the beginning of school year, parents of students with disabilities will be invited to a "Meet and Greet" for introductions to teachers, assistants, support staff and related service providers in the special education program. They will receive an overview of the program and what to expect throughout the school year. In addition, parents who prefer to communicate via email will receive a username and password to access online grade book, SNAP Grades which provides daily academics, discipline and attendance records for their student. There will be a training provided to assist parents who are interested but have not yet become familiar with technology at this level.</p>

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		<p>Parents will also be connected to the Parent Center to involve them in workshops specifically related to special education and to inform them of activities for their engagement (i.e., trainings on how to be an active team member of an IEP meeting and participate in mock IEP meetings to increase the comfort level during their child’s actual IEP meeting. In addition, parents will be provided resources and strategies to support their student in meeting their IEP goals, objectives and content standards.</p> <p>Plans to ensure parents of students with disabilities are an integral part of the school community</p> <p>Parents will also be provided with mailings of the district’s calendar regarding upcoming trainings and support activities, with mailings of the school’s calendar regarding upcoming events to foster a collaborative team approach, and with community resource lists for them to seek additional training and supports to successfully work with their students.</p> <p>Procedure for responding to parents' concerns and complaints</p> <p>Uniform complaint policy and procedures enforced. Also parents’ request for informal hearing or due process through IEP process will be granted within Federal guidelines timelines.</p>

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

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Outcome 5, 17, 18	Discipline Foundations Plan and Behavior Support	<p>Prevention 3-6 clear positively stated behavioral expectations are developed for each common area of the school. Procedures are planned to define, teach, monitor, reinforce and correct these expectations.</p> <p>Intervention Tier I 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>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, 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>

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<p>Outcome 2, 3, 4</p>	<p>Special Education Program Description</p>	<ul style="list-style-type: none"> ● Describes least restrictive environment continuum of placement options for this school based on student eligibilities ● Discusses how students will participate and have access to grade level standards and the core curriculum or alternate curriculum ● Illustrates how and what collaborative services that will be provided, including co-planning, co-teaching, ● Identifies a multi-tiered approach to instruction that includes differentiation, levels of intensity of instruction, and monitoring of progress ● Provides how a “Learning Center” will be used to support student learning ● Reflects the use of supplemental aids and supports to support student learning ● Explains how and when students with disabilities will be integrated with their non-disabled peers 	<p>4 - Plan provides an explicit and thorough description of the Special Education Programs which includes a continuum of placement, mutli-leveled instruction, differentiation, and specific strategies for implementation</p> <p>3 - Plan provides a strong description of the Special Education Programs which includes a continuum of placement, mutli-leveled instruction, differentiation, and specific strategies for implementation</p> <p>2- Plan lacks some elements in the description of the Special Education Programs which should include a continuum of placement, mutli-leveled instruction, differentiation, and specific strategies for implementation does fully describe an intervention</p> <p>1- Plan does not describe the Special Education Programs</p>

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Outcomes 8, 10, 13, 14, 15	IEP Process: Implementation and Monitoring	<p>A process is planned ensuring:</p> <ul style="list-style-type: none"> ● There are procedures to monitor IEP meeting dates and notification requirements. ● There is an internal communication system planned for team members pre/post IEP Meeting. ● There are follow up mechanisms to ensure implementation of the IEP. ● Space is planned for IEP Meetings to ensure confidentiality and if possible teleconferencing. ● Mechanisms are planned to ensure parents including those who do not speak English are welcome as active participants in the IEP process. 	<p>4-All five elements are met, organization is clear and calculated to ensure the needs of the students are met. 3-All five elements are addressed and students are planned for. 2-All elements are acknowledged. 1-No planning is evident.</p>
Outcomes 10, 18	Procedures for Identification and Assessment of Students	<ul style="list-style-type: none"> ● A systematic intervention plan has been developed. ● A systematic and uniformly applied referral procedure is planned. ● Language acquisition and exclusionary factors are addressed prior to the referral for assessment. ● Procedures are planned to ensure “all areas of suspected disability are addressed”. ● Monitoring of referrals by ethnicity is planned. 	<p>4-All processes are well described and clear planning is evident. 3-All processes are described and some planning has begun. 2-Need for processes are acknowledged, planning is incomplete. 1-No planning is evident.</p>

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Outcome 2, 3, 4	Instructional Plan for students using grade level standards	<ul style="list-style-type: none"> ● Discusses the use of grade level materials ● Provides a description of backward planning, using assessments and standards ● Illustrates how accommodations will be used and what modifications can be used for students in core curriculum ● Explains planning for multi-grade levels ● Describes use of data-decision making for differentiation of instruction, including grouping, instructional procedures, and assessment. 	<p>4 - Plan provides an explicit and thorough description of instructional planning for students with disabilities accessing grade level standards.</p> <p>3 - Plan provides a strong description of instructional planning for students with disabilities accessing grade level standards.</p> <p>2- Plan lacks some elements in the description of instructional planning for students with disabilities accessing grade level standards.</p> <p>1- Plan does not describe instructional planning for students with disabilities accessing grade level standards.</p>
Outcome 7A, 7B	Instructional Plan for students using Alternate Standards	<ul style="list-style-type: none"> ● Discusses the use of Alternate Standards in the design of an instructional program, which includes age appropriate activities designed to maximize independence and where age appropriate post secondary outcomes. ● Provides a description of backward planning, using curriculum based, informal assessments and alternate standards. ● Describes how accommodations will be used and what modifications can be used for students in the alternate curriculum ● Explains how students in multi-age groups will be taught. ● Describes use of data-decision making for differentiation of instruction, including appropriate 	<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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		integration, grouping, instructional procedures, and assessment.	
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. 	4 - Plan provides an explicit and thorough description of planning for students with support services. 3 - Plan provides a strong description of planning for students with support services. 2- Plan lacks either the service provision or monitoring element. 1- Plan does not describe either service provision or monitoring.
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. 	4 - Plan provides an explicit and thorough description of instructional planning for students with disabilities 14 and older. 3 - Plan provides a strong description of instructional planning for students with disabilities 14 and older. 2- Plan lacks some elements in the description of instructional planning for students with disabilities 14 and older. 1- Plan does not describe instructional planning for students with disabilities 14 and older.

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<p>Federal Requirement</p>	<p>Access to Extra-Curricular/Non-academic activities:</p>	<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>
<p>Federal Requirement</p>	<p>Providing Extended School Year</p>	<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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<p>Federal Court requirement</p>	<p>MCD Outcomes (to be woven among others)</p>	<ul style="list-style-type: none"> ● 1: Participation in Statewide Assessments, English Language Arts ● 2: Participation in Statewide Assessments, Mathematics ● 3: Graduation Rate ● 4: Completion Rate ● 5: Reduction of Suspension ● 6: Least Restrictive Environment ● 7A: Least Restrictive Environment, SLD, SLI, OHI ● 7B: Least Restrictive Environment, 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 	<p>Woven Throughout</p>

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All Outcomes	Professional Development	<p>Professional Development</p> <ul style="list-style-type: none"> ● Opportunities are planned for General and Special Educators to develop a culture of collaboration in meeting the needs of students. ● Training ensures differentiated application of knowledge and skills to meet the needs of all students. ● Explicitly address Tiered Instruction. 	<p>4-Planning addresses clear opportunities for collaborative learning regarding the needs of all students. 3-Planning addresses some opportunities for collaborative learning regarding the needs of all students 2- The need for professional development is acknowledged, planning is incomplete. 1-No planning is evident.</p>
Outcome 6, 8, 16	Staffing/Operations	<ul style="list-style-type: none"> ● Teacher recruitment procedures are planned to ensure highly qualified teachers are available to students with IEPs. ● Credential verification and monitoring processes are planned. ● Service ratios are developed to ensure the needs of students are addressed and mandated service norms are honored. ● Clerical Support for compliance is planned. ● A plan is developed for maintaining specialized equipment as needed. ● A plan is available for providing for health protocols. 	<p>4-Procedures are described and clear planning is evident to ensure staffing and operational needs are met 3-A process is described and some planning is evident to ensure staffing and operational needs are met. 2- The need for processes are acknowledged; planning is incomplete. 1-No planning is evident.</p>
	Fiscal	<p>Charters</p> <ul style="list-style-type: none"> ● Report of projected revenues and personnel to be hired. ● Proposed budget to ensure services are provided. ● Completion of the Personnel Data Report. ● End of year “unaudited actuals of revenues and 	<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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		expenditures” (required end of year report) .	
Outcome 14	Parent Participation	<p>Parent Participation</p> <ul style="list-style-type: none"> ● There are plans outlining how parents will be informed in their preferred communication mode of their child’s identification, evaluation, placement, instruction and re-evaluation for special education services. ● Plans have been developed to ensure parents are welcome partners in their child’s education process. ● Plans are in place to ensure parents of students with disabilities are an integral part of the school community and have leadership opportunities within advisory groups, are afforded the opportunity to attend training at the school, within the SELPA or at the state level. ● A procedure is planned for responding to parents’ concerns and complaints and providing a timely response. 	<p>4- Processes are well described and clear planning is evident to ensure parent’s legal rights are acknowledged.</p> <p>3- Processes are described and some planning is evident to ensure parent’s legal rights are acknowledged.</p> <p>2- The need for processes are acknowledged; planning is incomplete.</p> <p>1-No planning is evident.</p>