

IDEC SITES

Elementary Schools

135th St. ES
801 W. 135th St.
Gardena, CA 90247

Belvedere EL
3724 E. First St.
Los Angeles, CA 90063

Noble Ave EL
8329 Noble Ave.
North Hills, CA 91343

Gates Street EL
3333 Manitou Ave. Los
Angeles, CA 90031

George De La Torre Jr. EL
500 N. Island Ave.
Wilmington, CA 90744

Marvin ES
2411 Marvin Ave.
Los Angeles, CA 90016

Monte Vista EL
5423 Monte Vista St.
Los Angeles, CA 90042

Napa Street ES 19010
Napa St. Northridge,
CA 91324

Norwood St. ES
2020 Oak St.
Los Angeles, CA 90007

Ramona ES
1133 N. Mariposa Ave.
Los Angeles, CA 90029

Telfair Avenue ES
10975 Telfair Ave.
Pacoima, CA 91331

Middle Schools

Burbank MS
6460 N. Figueroa St.
Los Angeles, CA 90042

Hollenbeck MS
2510 E. 6th St.
Los Angeles, CA 90023

Madison MS
13000 Hart St.
No. Hollywood, CA 91605

Mark Twain MS
2224 Walgrove Ave.
Los Angeles, CA 90066

Mount Gleason MS
10965 Mt. Gleason Ave.
Sunland, CA 91040

Nightingale MS
3311 N. Figueroa St.
Los Angeles, CA 90065

Sutter MS
7330 Winnetka Ave.
Canoga Park, CA 91306

UCLA Community School
7001 S. St. Andrews Place Los
Angeles, CA 90047

Peary MS
1415 W. Gardena Blvd.
Gardena, CA 90247

Virgil MS
152 N. Vermont Ave
Los Angeles, CA 90004

William Jefferson Clinton MS.
3500 S. Hill St.
Los Angeles, CA 90007

CONTACT

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Intensive Diagnostic Educational Centers

LOS ANGELES UNIFIED
SCHOOL DISTRICT

Evidence Based
Literacy Interventions

Division of Special Education

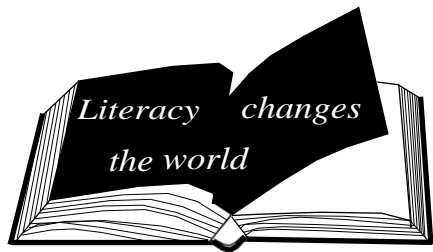


Revised Oct 2021

OVERVIEW

MISSION STATEMENT:

IDEC will provide intensive, evidence-based reading interventions for students with disabilities to facilitate successful lifelong literacy.



IDEC classes were established by the Division of Special Education throughout the District, to implement innovative evidence-based approaches to reading and writing for students with disabilities who have not responded to previous interventions.

Research -
based
literacy
strategies

Local university partnerships have been established to encourage the sharing of best practice in the field of education. IDEC classrooms serve to be exemplars of literacy instruction for District and University personnel.

TEACHERS

- Provide evidence-based intervention in reading and writing
- Are selected based on their unique skills, knowledge, and experience
- Use a structured literacy approach that is systematic, cumulative, and diagnostic
- Collaborate with staff in partner schools to share effective strategies
- Emphasize meta-cognitive strategies and differentiation of instruction for students



- Monitor student progress regularly in order to target instruction
- Participate in frequent training to enhance their instructional expertise and knowledge

STUDENTS

- Are struggling readers who demonstrate significant difficulty in reading fluency, vocabulary development, and reading comprehension



- Are in grades 2-8 working on the Common Core State Standards
- Return to a less restrictive environment as determined by student data and the IEP team after receiving intensive literacy intervention
- Are identified for IDEC through an application process by a school referral
- Receive a battery of diagnostic reading assessments to determine their areas of strength and academic need
- Use interactive technology and web-based programs to support learning
- Become engaged learners who develop effective study skills that support their ongoing success in school