

**Los Angeles Unified School District
PUBLIC SCHOOL CHOICE 2.0
SERVICE PLAN FOR SPECIAL EDUCATION**

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Applicant Team Name: Synergy Quantum Academy

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<p>Federal Requirement, District publications and forms are available</p>	<p>Search and Serve</p>	<p>The Special Education Process determines whether or not a student is eligible for Special Education Services and if so, which services are most appropriate. The four steps of the process include: 1) Referral for Assessment; 2) the Assessment; 3) Development and Implementation of an Individualized Educational Program (IEP); and 4) the IEP Review. The Synergy will adhere to the LAUSD Special Education Policies and Procedures Manual.</p> <p>Furthermore, SYNERGY will distribute the <i>Are you puzzled by Your Child's Special Needs?</i> Brochure to every student to take home at the beginning of each school year. Students with disabilities, requiring special services, enrolling in the school will be identified promptly and provided the appropriate services. All staff members will understand the process established by SYNERGY for referring students who may require special services. The request for Special Education Assessment Forms will be readily available in Synergy's main office. The Parent Resource Network poster provided through the Special Education Support Unit will be prominently displayed in Synergy's main office and <i>Student Information Questionnaire for Parents and Guardians</i> and <i>A Guide to Special Education Services</i> will be readily available in the main office as well.</p> <ol style="list-style-type: none"> 1. At the beginning of the school year during the first week of school, Synergy will distribute the publication, "Are You Troubled by Your Child's Special Needs?", "Section 504 and Students with Disabilities" brochure to all of the students. 2. Synergy will also have the following publications available in the school's office for parents and staff members: Student Enrollment Form, Request for Special Education Assessment Form, Student Information Questionnaire for Parents and Guardians, and A Parent's Guide to Special Education Services. The school will display the Parent Resource Network poster and the monthly "Special Education Parent Training Calendar" in an area that is accessible to the public. 3. As soon as students officially enroll and are identified, their records will be requested from their previous schools. Upon enrollment or with initial referral for special education, Synergy will provide the parent with "A Request for Reasonable Accommodations" form. A completed copy will be placed in the student's special education folder. With the assessment plan, Synergy will provide the parent with "A Parent's Guide to Special Education Services. At least 10 school days (two weeks) prior to the IEP, Synergy will provide parents with "Notification to Participate in Individualized Education Program Meeting", and the "IEP and You" booklet. At the IEP meeting, the parents will receive an explanation of the information in "A Parent's Guide to Special

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		<p>Education”, “Least Restrictive Environment” brochure and the “Parent Input Survey.” Beginning at age 14, students must be included in the process. This is also the age when the ITP (Individual Transition Plan) is also included in the IEP meeting. Students must be encouraged to participate in the meeting and will be given instruction on their role in the meeting and their rights during the procedures.</p> <ol style="list-style-type: none"> 4. Staff receives training during summer Teacher Training Academy. Meg Palisoc who has been trained in LAUSD’s special education administrator training program for Assistant Principals and the RSP teacher delivers this training. Staff receive instruction on how to request assessment for students they believe has or may have a disability and requires special education services. 5. When teachers suspect a student of having a disability and requiring special education services, they first go through an intervention process that lasts three to four weeks. This process requires that the teacher complete an Intervention form and keeping an active record of all interventions attempted. After trying different intervention methods, the student is referred to the Student Success Coordinator who presents the information to the RSP teacher. The RSP teacher then goes through the necessary steps of contacting the parents and completing the necessary paperwork to get the process started. The first step is to enter the pertinent information on the <i>Request for a Special Education Assessment Form</i>. The necessary providers are scheduled: a nurse for a physical and any other support persons needed depending on the disability, e.g. speech, hearing, psychologist. The RSP teacher does the Woodcock-Johnson testing and when all is completed, schedules an appointment with the student’s parent(s) to share the findings during the IEP meeting. 6. All publications that are available are kept on campus including pamphlets that are sent to all families at the beginning of the school year telling them of their rights and the rights of their child (children) with disabilities. 7. Parent Support information is available in the main office. The RSP teacher is also available to answer any questions the parent might have.

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Outcome 2	Intervention Programs	<p>MULTI-TIERED FRAMEWORK TO INSTRUCTION AND INTERVENTION. The effective use of a Multi-Tiered Problem-Solving Process will ensure the academic, behavioral and social/emotional success of all students. We will utilize data to improve teaching and learning, develop multi-tiered layers of instruction and intervention supports based on student needs. Academic intervention is a systematic, focused and individualized approach for providing additional instruction and practice enabling students at risk to attain greater literacy skills. The intent of this approach is to provide targeted interventions that supplement and support the district’s base literacy program. This prevention/intervention framework has as its foundation on the research based Response to Instruction and Intervention (RtI2), the three-tier model of instructional intervention. 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.</p> <p>Provide for Effective Intervention 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 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 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>

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		<p>A Three-Tiered Model of Early Intervention and Prevention</p> <p>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> <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.

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		<p>Tier 3: Intensive Instruction and Intervention 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 replacement programs at 4th grade and above (i.e., Language!, 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.
<p>Outcomes 5, 17 and 18 LAUSD Board Policy</p>	<p>Discipline Foundations Plan and Behavior Support</p>	<p>Our discipline plan is based on LAUSD’s Discipline Foundation Policy: School-Wide Positive Behavior Support. The Discipline Foundation Plan begins with school-wide Positive Behavior Support (PBS) plan. The emphasis on school-wide systems of support includes proactive strategies for defining, teaching, and supporting appropriate student behaviors. PBS is a systems approach to enhancing the capacity of schools to educate all children by developing school wide, and classroom discipline systems that are research-based. PBS is a process for creating safer and more effective schools. The process focuses on improving a school’s ability to teach and support positive behavior for all students. Rather than a prescribed program, PBS provides a framework for schools to design, implement, and evaluate effective school-wide, classroom, non-classroom, and student specific discipline plans.</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-</p>

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		<p>wide PBS is to establish a climate in which appropriate behavior is the norm.</p> <p>We will implement the eight components of a School-Wide Positive Behavior Support plan. The eight major components are:</p> <ol style="list-style-type: none"> 1. Administrative Leadership and Support – School leaders actively support the adoption, implementation and maintenance of School-Wide Positive Behavior Support. 2. Team-based Implementation – The School-Wide Positive Behavior Support team is composed of members from all stakeholder groups (administrator, general educator, special educator, classified staff, support staff, parents, and students). 3. Behavioral Expectations Defined – A small number (3–6) of positively stated expectations are in place for all students and staff. Behavior expectations need to be concrete, positive behaviors so that every student, staff, and family can remember and follow them. 4. Behavior Expectations Taught – Behavioral expectations are taught to all students through explanation, modeling, practicing, and processing on a regular and ongoing basis. 5. Acknowledge and Reinforce Appropriate Behavior – Appropriate behaviors are modeled by all students, staff, and families and are acknowledged and reinforced on a regular and ongoing basis. 6. Monitor and Correct Behavioral Errors – Consequences are consistent and are developed for a continuum of behavioral errors. 7. Data-based Decision Making – Data is analyzed and used to guide decisions.

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		<p>8. Family and Community Collaboration – Partnerships are built between the school, home, and community.</p> <p>Prevention and Intervention</p> <p>A school-wide positive behavior support and discipline plan provides the foundation for clear expectations for all. This plan, consistent with Culture of Discipline: Guiding Principles for the School Community and Culture of Discipline: Student Expectations, outlines what must be in place for all students, including those in need of some intervention and those who require the most intensive level of intervention.</p> <p>The Campus Council will evaluate and monitor the effectiveness of the school-wide positive behavior support and discipline plan at all three levels using school data. This will allow schools to use data to identify areas of need, target areas of concern, access professional development supports and services, and revise school-wide procedures as needed.</p> <p>The school will establish rules consistent with Culture of Discipline: Guiding Principles for the School Community and Culture of Discipline: Student Expectations. School staff is responsible for developing, teaching, monitoring and reinforcing rules. Appropriate behavior must be reinforced school-wide. There must also be firm, fair and corrective discipline so that all staff and students have a consistent, unifying message on what is safe, respectful and responsible. This forms the most powerful, proactive foundation in the prevention of misconduct.</p> <p>The Response to Instruction and Intervention (RtI2), the three-tier model of behavioral intervention, will be utilized to meet the specific needs of all students. This three-tier model is described in more detail in the previous section on Outcome 2: Intervention Programs. Below is also a description of how the three-tier approach will be used to support students with disabilities and reduce the number of suspensions.</p> <p>Tier I-Universal Instruction and Interventions for All Students: A school-wide plan will reflect the school’s Code of Conduct, and Expected School Wide Learning Results to reinforce positive behavior, foster accountability and reduce the suspension rates for Special Education students.</p>

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		<p>Tier II-Selected Instruction and Intervention: Data on Office Discipline Referrals (ODRs) and suspensions for incoming and continuing students will be collected and used as baseline data to monitor the progress of school-wide and individual positive behavior support programs. Individual Behavior Support Plans will be written/reviewed for students with disabilities who need them. Behavior Plans will be written/reviewed for all students with ED or Autism as required by the MCD and for other students with disabilities as necessary to support academic progress. The Behavior Support Plan form will assist the IEP team in analyzing the behavior, developing alternative behaviors, establishing reinforcement strategies, making recommendations for accommodations, modifications, and supports and identifying communication systems for all team members. It is understood that there would be considerable data to collect.</p> <p>Tier III-Targeted/Intensive Instruction and Intervention, analysis of ODRs and other disciplinary actions will provide ongoing progress monitoring. If data reveal that some students are consistently not meeting expectations, more focused data collection and Functional Behavioral Analyses (FAA) will be conducted and used as the basis for planning and implementing more highly focused Individual Behavior Support Plans as required for students with disabilities with special attention to students with ED/AUT eligibility as per MCD Outcomes 17a, 17b and 18. When it is determined that the student is exhibiting a serious behavior problem and more information is needed, an assessment plan requesting a Functional Analysis Assessment (FAA) must be developed (On the assessment plan, check off “Social/Emotional” and write: “Functional Analysis Assessment to be conducted by Behavior Intervention Case Manager (BICM)”. After parental consent is given, a Behavior Intervention Case Manager is selected. An FAA is then conducted, and an IEP meeting is held to discuss the results and, if appropriate, a BIP is developed. Assessment includes individualized data collection, observations and interviews, Functional Analysis Assessment (FAA) which may result in a Behavior Intervention Plan (BIP) or a Behavior Support Plan (BSP). A Behavior Intervention Plan (BIP) will be developed based on the FAA and designed to support students whose serious behaviors interfere with his/her learning or the learning of others; interfere with the implementation of IEP goals and objectives; are self injurious, assaultive, or cause serious property damage; are severe, pervasive, and maladaptive; and require frequent and systematic behavioral interventions.</p> <p>When a emergency behavior intervention is necessary to prevent a student from endangering oneself or other, we will complete the “Behavior Emergency Report for Student with Disabilities,” notify parents within 24 hours of the incident,</p>

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		<p>file the report in the student’s green folder, and submit a copy to the Support Unit East Administrator and the Division of Special Education Behavior Support Office. The school will develop an IEP that addresses the behavioral emergency and document the review, modification, or development of a Behavior Support Plan (BSP), Behavior Intervention Plan (BIP), and, if appropriate, will make a recommendation for a Functional Analysis Assessment (FAA).</p> <p>If at any point a student with disabilities is recommended for expulsion under the California Education Code, the student will be granted all his/her rights under the IDEA and a pre-expulsion IEP including a manifestation determination will be convened with the participation of a school psychologist, BICM, and Bridge Coordinator/Administrator.</p>
<p>Necessary for Planning, will be provided</p>	<p>Description of Student Population</p>	<p>Welligent Reports will be used to review the Special Education Program to determine information about the students with disabilities as follows:</p> <ol style="list-style-type: none"> 1. The overall number of students per grade levels; and 2. The disabilities of students along with their eligibility for support and services. <p>The community in which Synergy will be located is an area where, according to the 2000 census, the median income for the area was \$21,332 compared to \$21,511 in South Los Angeles and \$28,957 in West Adams-Baldwin Hills, the two adjoining neighborhoods that along with Southeast Los Angeles make up what is known as South Los Angeles. Of all households in the Southeast Los Angeles portion of the South Los Angeles area, 38.8% were below the federal poverty line. On average, 70-80% of the students qualify for free or reduced lunch. The unemployment rate in the area for those 16 years old and above is high: 16.3%. Using the population of those 24 years and older as a baseline for determining educational attainment, from a population of 121,082, 60% of the residents have a high school diploma or less.</p> <p>Using Synergy’s percentage for students with special needs versus students without at its current schools, we anticipate about 8-10% of our students will be students with disabilities. We understand that we may have students among the full</p>

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		continuum of needs and we have prior experience serving students with these various needs, including deaf and hard of hearing, autism, emotionally disturbed, etc.
Outcome 2	Special Education Program Description	Our philosophy is based on equity and equality for all students. Thus, to the maximum extent appropriate, children with disabilities are educated with children who are not disabled. Additionally, in order to ensure that the school serves the full continuum of special needs as required by law, the school will implement a Structured Learning Center model in which students will receive a combination of push-in assistance in their general education classes as well as pull-out services at the Structured Learning Center, including scheduling time for DIS Support and other more intensive services as needed such as counseling, speech therapy, occupational therapy, physical therapy, etc. This model will also assist students who previously participated in traditional special day classes since they will still receive intensive support, but now via the Structured Learning Center model. Students' services will be determined through the IEP process and the offer of FAPE (Free Appropriate Public Education), including support and services that are driven by the unique needs of the individual student. All students will be educated in the least restrictive environment with accommodations and modifications as necessary. Due to the small size of the school, students who will need to receive the alternate curriculum will be taught in the same classes as their peers, but they will receive a modified

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		<p>curriculum with support from both the general education and special education teachers as well as via the Structured Learning Center services as needed.</p> <p>As required in MCD Outcome 7A, 51% of students with the most severe disabilities (other than SLD, SLI, and OHI) must be placed in the general education setting for 40% or more of the instructional day, as appropriate and indicated in the student's IEP. In addition, if any student with a multiple disabilities orthopedic (MDO) eligibility enrolls in the school, the school will integrate these student(s) for at least 40% or more of the instructional day as appropriate to at least 23% of students with this eligibility.</p>
<p>Outcomes 8, 10, 13, 14, 15</p>	<p>IEP Process: Implementation and Monitoring</p>	<p>We will adhere to federal, state, and District requirements in the implementation and monitoring of the IEP process by:</p> <ul style="list-style-type: none"> • The school will document the request for special education assessment on a “Request for Special Education Assessment” form and maintain a copy in the student’s green folder. • The school will provide the parent with a Welligent generated “Special Education Assessment Plan” in the language requested by the parent, unless clearly not feasible to do so, within 15 calendar days of the written request for assessment. • The school will develop an IEP within 50 calendar days of receipt of written parental consent to the assessment plan unless the parent agrees in writing to an extension. • The timelines set by IDEA will be met by the school using the calendar in Welligent to monitor the

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		<p>MCD Outcome 10 of timely completion of initial special education evaluations on a monthly basis.</p> <ul style="list-style-type: none"> • The school will follow the appropriate timelines for conducting annual and three-year reviews of IEPs. • The school will convene an IEP meeting within 30 calendar days of parent waiver request. • When a student transfers into the school with an out of District IEP, the school will develop an IEP within 30 calendar days of enrollment. • If requested by the parent, the school will provide copies of assessment reports to the parent 4 working days before the date of the IEP meeting. The reports will be translated into the parent’s primary language, upon written request from the parent, unless clearly not feasible to do so, as required in MCD Outcome 15. The school will also provide special education related forms in the parent’s primary language when requested. • The Welligent IEP System will be used to notify team members of upcoming IEPs and to provide communication during assessment and to assign follow-up activities. • The creation of a communications systems to notify parents of IEP meetings, accommodate and encourage parent attendance and participation including the use of timely notice of meetings, teleconferencing, and interpretation to primary language which will assist in meeting MCD Outcome 14. • All staff responsible for implementing the student’s program will have access to the IEP and a clear

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		<p>understanding of the supports and services required for all students.</p> <ul style="list-style-type: none"> • The Resource Specialist Teacher and other support providers will use Welligent to document provision of services as required in MCD Outcome 13. • A room will be designated as the IEP Meeting room with all the needed forms and documents necessary and tools such computer access to complete meetings. <p>Additional monitoring activities: Services on IEPs will be delivered at the frequency and duration as indicated in students' IEPs. Delivery of services will be documented utilizing the District's Welligent Service Tracking system. The school's administrator, with the RSP teachers, will monitor all aspects of the special education process to ensure that timelines, services including specialized services, MCD outcomes, and other requirements, are being met. The monitoring activities include monitoring items via Welligent such as IEP timelines and checking service logs, regularly reviewing the school's MCD monthly reports, and annually completing the special education self-review checklist. This will ensure that services are being provided according to students' IEPs and to ensure that students' needs are being met.</p>

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Outcomes 10, 18	Procedures for Identification and Assessment of Students	<p>The Synergy’s mechanism for serving specialized populations of students is based upon Response to Intervention (RTI), a term that means the provision of systemic, phased in interventions (Tier 1=school-wide preventative services; Tier 2=strategic interventions; Tier 3=intensive interventions) that are preventative and serve individual student needs with a multi-level response for students at risk - those not meeting grade level standards and those with learning disabilities. RTI means 'early diagnosis and the right interventions'. The intensity and type of interventions provided are based on the student responsiveness to learning, how well or how successful the student is at responding to the interventions or instructional strategies. RTI is a relatively new approach for diagnosing and supporting students with learning disabilities or academic delays. However, it has been proven to be very effective in Florida and the State Department of Education in Florida has actually implemented RTI on a statewide level (http://floridarti.usf.edu/). The focus is on early intervention and specific researched- based instructional strategies (or evidenced based) to benefit the specific needs of the student. Monitoring is the key to success. The monitoring of the interventions must be valid and reliable and ensure both long and short-term gains. Below are plans that The Synergy will put in place to ensure RTI among Students with Disabilities (SWD), English Learners (EL), and other at-risk students.</p> <p>Once a parent or staff member makes a written request for special education assessment, a special education assessment plan is developed. Parent is provided the special education assessment plan within 15 calendar days of receipt of request. Once parent approves signs and returns the assessment plan, assessments are conducted and reports are prepared. An IEP meeting will then be held within 50 days of receiving the signed assessment plan. IEP members will be notified no later than 10 calendar days prior to the scheduled date of the IEP meeting.</p> <p>In the section that speaks to our intervention methods, Synergy will provide school-wide intervention to those students below basic or far below basic in reading and math. When teachers have tried several intervention strategies and the intervention strategies are unsuccessful, the Student Success Coordinator will make a recommendation for special education assessment. Parents can also make a request in writing. The request is transferred to the proper document</p>

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		<p>and a copy is placed in the student’s file. If necessary, a green special education folder will be created.</p> <p>Once the report has been received by the Administrator in charge of special education, an assessment plan is created by the Resource Specialist. If the student for whom the plan is written is an English Language Learner, the assessment plan documents the student’s primary language and the language proficiency status at that time. The assessment instruments that are used must be free of racial, sexual, or cultural discrimination. The must not show bias so that one racial or ethnic group will be classified as shaving special needs more than another. For students with Limited English proficiency, instruments are chosen that the assessment measures what it is intended to measure and not the student’s English language skills. Likewise, if a student has an sensory, motor, or speaking, disability, the instrument chosen for the assessment should not measure sensory, motor or speaking skills.</p>
Outcome 2	Instructional Plan for students using grade level standards	<p>The school will adhere to the Individuals with Disabilities Education Act that requires that students with disabilities be educated in the least restrictive environment. Implementation and monitoring of special education compliance processes are based on the District’s Special Education Policies and Procedures Manual, Secondary Instruction and Services – Students with Disabilities Accessing the Core Curriculum found in REF-1276, and Multi-Tiered Framework for Instruction, Intervention, and Support found in BUL-4984.1 to guide practices relating to instruction, prevention, and intervention.</p> <p>The District requires a tiered approach to instruction, intervention, and services for students with mild to moderate (M/M) disabilities that is aligned and linked to the California Content Standards for secondary students. Students with mild to moderate disabilities are considered to be those who are participating in the District’s general education curriculum at the student’s grade level or the District’s general education curriculum using accommodations or modifications of grade level curriculum. A tiered method provides instruction in the age/grade level content standards with increased intervention and layering of special education services based on identified student need. This research-based approach facilitates the expectation</p>

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		<p>that all secondary students with disabilities will participate in a rigorous standards-based curriculum with accommodations or modifications as developed in an Individualized Education Program (IEP).</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, but how the student receives those services can be in a variety of ways both within the general education classroom and within the Structured Learning Center.</p> <p>Tier I Base Instruction</p> <p>Base instruction is grounded in grade level content standards and uses standards-based curriculum and instructional strategies. It is focused on building content literacy, defined as fluent use of listening, speaking, reading and writing skills, and strategies needed to learn in each of the academic disciplines. Intervention is provided through the program using materials aligned with the course.</p> <p>Base instruction consists of the use of research-based curriculum and strategies in grade level content and performance standards that are effectively delivered. Base instruction includes the use of accommodations as outlined in a student’s IEP. This provides opportunities for students with disabilities to:</p> <ul style="list-style-type: none"> • learn content; • access grade level curricula and textbooks;

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		<ul style="list-style-type: none"> • access content instruction from general education content specialists; and • integrate with general education peers. <p>Base instruction requires the use of research-based instructional practices that support access to rigorous content curriculum. These include, but are not limited to, the use of:</p> <ul style="list-style-type: none"> • active engagement; • advance organizers; • communication of clear expectations and purpose; • peer assisted learning; • scaffolded instruction; • strategy instruction; and • Universal Design procedures, such as, providing multiple representations of content, multiple options for expression, or multiple means of engagement to make curriculum accessible to all students. <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>

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		<p>Special education services are layered and may consist of any or all of the following:</p> <p>Layer 1: Accommodations within the general education class</p> <p>Layer 2: Co-planning between general and special educators;</p> <p>Layer 3: Co-teaching in general education content classes; and</p> <p>Layer 4: Direct instruction non-intensive.</p> <p>Tier 2 Extended Instruction</p> <p>Extended instruction is that which is provided above the base program. It refers to the provision of additional support and services beyond the instruction and interventions embedded in the core program.</p> <p>As in Tier 1, Tier 2 instruction is based on the foundation of 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.</p> <p>The use of research-based instructional practices that support access to rigorous content curriculum is necessary to provide meaningful access for students. The instructional strategies listed in Tier 1 provide methods for meeting the needs of a number of students at risk for school failure. In addition, instructional support through the use of co-teaching and co-planning provides 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</p>

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		<p>provided above the base program. Intervention 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 may be provided to address the literacy and math needs of students who are struggling with the acquisition of reading, writing, and mathematics. Other Tier 2 supports include after school intervention and summer school.</p> <p>Special education services are layered and may consist of any or all of the following:</p> <p>Layer 1: Accommodations within the general education class</p> <p>Layer 2: Co-planning;</p> <p>Layer 3: Collaborative co-teaching;</p> <p>Layer 4: Direct instruction non-intensive; and</p> <p>Layer 5: Direct instruction, intensive services.</p> <p>Tier 2 students may access the Structured 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;

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		<ul style="list-style-type: none"> • preteach content material; or • provide immediate reteaching. <p>Tier 3 Intensive Instruction</p> <p>Intensive instruction refers to the provision of significant instruction that is explicit, focused, based on ongoing progress monitoring, and provided beyond the base programs outlined in Tiers 1 and 2. Group size for this instruction is small to provide for the level of intensity needed to bridge the achievement gap. Students assigned to this level demonstrate severe literacy or math deficits requiring more specialized, intensive instruction.</p> <p>Tier 3 instruction continues to focus on age/grade-level standards and is built on research-based instructional strategies unique to special education. Instruction is provided at the highest level of intensity, frequency, and duration, and is provided in an environment with a lower teacher-student ratio via a Structured Learning Center model. Strategies used may include the use of:</p> <ul style="list-style-type: none"> • frequent progress monitoring of student learning; • direct and explicit instruction; • small group instruction; • controlled task difficulty; • intensive strategy instruction and application;

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		<ul style="list-style-type: none"> • extended instructional time; and • ongoing systematic and corrective feedback. <p>Intervention is intensive, provided in 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.</p> <p>Special education services are layered and may consist of any or all of the following:</p> <p>Layer 1: Accommodations within the general education class</p> <p>Layer 2: Co-planning;</p> <p>Layer 3: Collaborative co-teaching;</p> <p>Layer 4: Direct instruction non-intensive; and</p> <p>Layer 5: Direct instruction, intensive services. (both within a general education program or via a Structured Learning Center model).</p> <p>Instructional Plan for students using grade level standards</p> <p>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</p>

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		<p>materials. Teachers will work together in various configurations, vertical grade planning, multiple level grade planning, department level 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 accommodations 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.</p> <p>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. 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>Backwards Planning</p> <p>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 learning experiences. Greater coherence among desired results, key performances, and</p>

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		<p>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, quizzes, and tests are used to assess essential knowledge and 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>Accommodations and Modifications</p> <p>The school will initiate a Students with Disability (SWD) Team to 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</p>

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		<p>use of motivators and positive reinforcement strategies.</p> <p>The Students with Disability (SWD) Team will ensure the collaboration between general 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. Teachers will 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. The school will also create the conditions to for staff to work collaboratively with others and to utilize effective instructional practices to support effective LRE implementation. The school will also provide opportunities for students with disabilities in the LRE setting to participate in meaningful ways with students without disabilities as well as ensure that students’ related service IEP objectives are addressed in students’ daily schedules.</p> <p>Data-driven decision making</p> <p>We 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>

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		<ul style="list-style-type: none"> • Define the Problem • Plan an Intervention • Implement the Intervention • Evaluate the Student’s Progress <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>Progress Monitoring</p> <p>We 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 teachers of students’ progress, which allows them to make appropriate instructional decisions.</p> <p>We will also utilize The National Association of State Directors of Special Education’s nine essential characteristics for progress monitoring. Accordingly, progress monitoring should:</p>

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		<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 the development of instructional strategies and use of appropriate curriculum that addresses the areas of need. <p>We will access the resources of the National Center on Student Progress Monitoring (www.studentprogress.org) in order to assist our teachers in implementing effective progress monitoring. The Tools Chart at this website will be helpful as our teachers compare tools in order to choose the progress monitoring tool most appropriate for use in the school.</p>

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<p>Outcome 7A, 7B</p>	<p>Instructional Plan for students using Alternate Standards</p>	<p>The curriculum for students with disabilities instructed in alternate standards will parallel the standards-based curriculum used in general education. Due to the small size of the school, students who will need to receive the alternate curriculum will be taught in the same classes as their peers, but they will receive a modified curriculum with support from both the general education and special education teachers as well as via the Structured Learning Center services as needed.</p> <p>The course of study will align functional skills with the standards-based core curriculum. The basis of all courses for students instructed in the alternate curriculum will be a subset of the California standards in English/language arts, mathematics, science, and history/social science. IEP teams will determine the course of study for each individual student based on age-appropriate assessments and post-secondary goals.</p> <p>Students with disabilities participating in the District Alternate Curriculum will not take part in the periodic assessments designed for students in the general curriculum.</p> <p>Because performance areas for students with moderate to severe disabilities will be developed in functional skill areas based on student needs, they will also include academic performance areas. And the IEPs of all students with moderate to severe disabilities will include Present Levels of Performance (PLP) developed in the academic performance areas of Functional Math, Functional Reading, Functional Writing and Communication.</p> <p>Student academic progress information in the school’s student information system will be utilized in conjunction with formative and summative assessments and progress monitoring to determine students’ 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</p>

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		<p>the least restrictive environment for that content area should be. Students will be mainstreamed with their age appropriate peers whenever possible.</p> <p>For Grades 11-12+, the school will refer to the booklet, COMMUNITY BASED INSTRUCTION: An Experimental Manual for Teaching Life Skills in the Community, published by the District to provide an instructional approach for using the community as the primary learning environment for high school students with moderate to severe disabilities. The primary focus will be to assist students in the development of independent living skills necessary to successfully transition into the adult world. The activities begin in the eleventh grade and continue until a student masters the expected learning or reaches the age of 22.</p>
Outcome 13	Plan to provide Supports & Services	<p>In order to ensure that the school provides supports and services for the full continuum of special needs as required by law, the school will implement a Structured Learning Center model in which students will receive a combination of push-in assistance in their general education classes as well as pull-out services at the Structured Learning Center, including scheduling time for DIS Support and other more intensive services as needed such as counseling, speech therapy, occupational therapy, physical therapy, etc. This model will also assist students who previously participated in traditional special day classes since they will still receive intensive support, but now via the Structured Learning Center model. Students’ services will be determined through the IEP process and the offer of FAPE (Free Appropriate Public Education), including support and services that are driven by the unique needs of the individual student. All students will be educated in the least restrictive environment with accommodations and modifications as necessary. Due to the small size of the school, students who will need to receive the alternate curriculum will be taught in the same classes as their peers, but they will receive a modified curriculum with support from both the general education and</p>

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		<p>special education teachers as well as via the Structured Learning Center services as needed.</p> <p>As required in MCD Outcome 7A, 51% of students with the most severe disabilities (other than SLD, SLI, and OHI) must be placed in the general education setting for 40% or more of the instructional day, as appropriate and indicated in the student's IEP. In addition, if any student with a multiple disabilities orthopedic (MDO) eligibility enrolls in the school, the school will integrate these student(s) for at least 40% or more of the instructional day as appropriate to at least 23% of students with this eligibility.</p> <p>Synergy’s schools have provided a range of services to its special needs population such as for speech and language, deaf and hard of hearing, counseling, occupational therapy, resource specialist, and vision therapy. Synergy will continue to contract privately with Total Education Solutions (TES) or other qualified service providers as our support provider for Speech and Language services, counseling services, and psychological evaluations for our students with special needs. Dr. Jane Liang a licensed optometrist and vision therapist or other qualified service providers will provide vision therapy. If there becomes a need to have other service providers for students with disabilities not listed above, Synergy will contract with licensed service providers when needed.</p> <p>Synergy will contract with LAUSD or other qualified service providers for the following services: nursing and deaf and hard of hearing evaluations.</p> <p>All service providers attend the IEP meetings and provide statements about the student’s present performance levels, goals and offer insight into the Least Restrictive Environment as it relates to the service they provide. Synergy will also follow the protocols below since we plan to collaborate with our LAUSD teammates on the campus in order to ensure that all students’ needs are being met.</p>

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		<p>According to statistics collected by IMPACT, 33% of the students attending schools in urban, low-income neighborhoods are suffering from depression. CRHS #16’s demographic data show that students may have multiple risk factors for depression and other mental health issues. Teachers, students, parents, counselors, clerical and all other support staff will be trained to report students who they feel are at risk, or who are showing signs of severe stress or mental illness. All of the stakeholders will be trained to use the current District referral system to refer and catalogue the events in which student’s exhibit behaviors indicative of high risk.</p> <p>IMPACT programs will be implemented to provide support for our students. Interdisciplinary projects will provide opportunities to explore at risk behaviors and the impact that they have had on communities and students’ lives, using the disciplines and processes of art and technology. IMPACT is a model for school-community collaboration to support pregnant and parenting teens, students impacted by family issues, students with drug or alcohol problems, or who are struggling with sexual identity issues, or other emotional issues. We will include professional development from the LAUSD IMPACT program for all teachers in our first year of operation, with annual updates and ongoing dialogue between IMPACT group leaders, teachers and other stakeholders about challenges facing our students and the ways students can be effectively supported by teachers, parents and other community members.</p> <p>Truancy will be tracked and addressed through aggressive use of direct intervention, such as home visits, parent conferences, behavior plans, student contracts, referral to community support services and incentives. In addition, innovative uses of school communication systems, such as One Call, texting, and phone trees, to involve parents, students, teachers and other stakeholders in continuous monitoring of students’ attendance and achievement.</p> <p>When Academy teachers meet weekly during their common planning time with their grade-level teams, their</p>

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		<p>first order of business will be to monitor the attendance and achievement of students who are highly at risk for dropping out or failing to graduate on time. Every student earning a D or below at the first grade reporting period in two or more classes will be considered at risk. The counselor will make sure that all teachers are aware of the special needs and specific family or health issues impacting the child’s achievement or attendance, and all teachers will participate in developing and implementing a plan to address the child’s needs in class. In addition, a concerted effort will be made by Academy staff to provide a range of resources to assist students who are struggling academically or who are at risk. Academic interventions include:</p> <ul style="list-style-type: none"> • Classes scheduled within the school day, which include specially designed classes for students needing to build basic skills before they can access the content in grade-level English and Mathematics courses. These classes provide real time for scaffolding and additional academic support. • After school intervention and/or summer school for students who need additional assistance. <p>Synergy will also have several mechanisms to identify and encourage at-risk students and their parents to take advantage of these options and opportunities. These mechanisms include the <i>Coordination of Services Team (COST)</i>, which serves as an initial referral source for teachers who are in the position to recognize struggling students and can ask for help on their behalf. Other intervention vehicles for at-risk students are the <i>Language Appraisal Team (LAT)</i> and the <i>Student Success Team (SST)</i>. These teams include teachers, administrator, support personnel and community agencies who work in collaboration to identify and provide critical interventions</p> <p><u>Mental Health Services</u>: A social worker or school psychologist based at the CRHS #16 campus or contracted by the school will work under the mission and guidance of LAUSD’s School Mental Health Branch. School</p>

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		<p>Mental Health professionals will provide students and community with a range of comprehensive services including prevention, early intervention and treatment services. These comprehensive services support a positive interaction between peers, school personnel, family and community by facilitating the development and the ability to successfully deal with problems. The social worker or school psychologist will also foster resiliency by helping our students develop the capacity to spring back successfully in the face of adversity, and develop the social and academic competence despite the exposure the stress of today’s world.</p> <p>The social worker or school psychologist will offer therapy (individual, group and family), parent education and training, behavior contracts and positive support planning, ongoing case management services, home visits, conflict mediation, crisis intervention, mental health consultations, and school wide projects to foster human relationship building among students and school personnel. The social worker or school psychologist will collaborate with student support services in order to ensure that no student falls through the cracks.</p>
<p>Outcome 9 (for programs with students 14 and older)</p>	<p>Transition Planning Strategies</p>	<p>Student IEPs will be reviewed to ensure that appropriate ITPs were conducted in the middle school. If students do not have the appropriate ITPs then an Assessment Plan will be created and an IEP meeting will be held to ensure that an appropriate transition plan is in place. At age 16 students will receive a transition assessment requiring the inclusion of the student’s strengths and needs for interagency services and community linkages as appropriate. The student will be educated on how to take a more participatory role in his IEP/ITP meeting. A “Student Exit Interview” will also be conducted and appropriate services will also be identified regarding post-secondary needs.</p> <p>Synergy will collaborate with the student, parents and appropriate community agencies to form an educational program that will help the student 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 vehicle among parents, students, appropriate community agency representatives and school staff that enables them to make informed joint decisions regarding the student’s transition needs, the appropriate transition services needed, the educational program supports and placement, and the degree to which other agencies will participate in the student’s transition.</p>

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		<p>Transition planning for students with disabilities age 14 and above are designed to develop a sense of self awareness and self-determination. During the activities, students will identify interests, strengths and preferences using interest inventories, transition planning profiles and interviews.</p> <p>The administrator in charge of special education will monitor the IEP annual review for each student 13 years of age to ensure that an IEP/ITP is completed before the student turns 14. The assessment is informal and does not involve an assessment plan. The school must notify and encourage parent and student presence and participation at the IEP/ITP meeting by inviting them to the meeting using the “Notification to the Parent/Guardian to Participate in Individualized Education Program Meeting” form in the parent’s primary language. The notice will state that in addition to the regular IEP elements, transition services will be addressed. A copy of the “Parent’s Guide to Special Education Services (including Procedural Rights and Safeguards)”, “The IEP and You”, and “The ITP and You” pocket guides/booklets. These will instruct the student on the purposes of the IEP/ITP meeting. The student should receive instruction on how to fully participate in their IEP/ITP meeting</p> <p>As students get older, the transition planning becomes more of a formal process. For students with disabilities age 16 and above, transition planning is focused on improving the academic and functional achievement of the student to facilitate his or her movement from school to post-school activities such as post secondary or vocational education, employment, continuing and adult education or independent living. The IEP to implement this ITP must be completed prior to the student’s 16th birthday. The assessment plan may include other areas besides academics such as social/emotional development, motor development, communication/language or health. In this case, the IEP/ITP meeting begins with a discussion of the student’s interests and future goals.</p> <p>When a student is nearing the completion of high school, at the final IEP/ITP meeting the student should be interviewed using the “Senior Transition Inventory” form.</p>

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Federal requirement	Access to Extra-Curricular/Non academic activities:	All students with disabilities will be encouraged and will have equal opportunity to participate in extracurricular activities such as club, sports, fieldtrips, and peer tutoring and other after school activities.
Federal requirement	Providing Extended School Year	<p>Extended school year services shall be provided for a student with disabilities who has unique needs and requires special education and related services in excess of the regular academic year. Such students shall have disabilities which are likely to continue indefinitely or for a prolonged period, and interruption of the pupil’s educational programming may cause regression, when coupled with limited recoupment capacity, rendering it impossible or unlikely that the student will attain the level of self sufficiency and independence that would otherwise be expected in view of his or her disabling condition.</p> <p>Extended school year services shall be limited to the services, determined by the IEP team, that are required to assist a student maintain the skills at risk of regression or for students with severe disabilities to attain the critical skills or self-sufficiency goals essential to the student’s continued progress. All students who are eligible for special education and related services must be considered for ESY services, however federal and state rules and regulations do not require that every student with a disability receive ESY services as part of the student’s IEP. If the student requires ESY services to receive a FAPE, the school must develop an IEP for the student that includes ESY services.</p>

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		<p>If the IEP team determines that a student is not eligible for ESY, the student may be referred to the general education summer/intersession program.</p> <p>Extended school year (ESY) services are special education and related services that are provided to a student with a disability in excess of the traditional school year in accordance with his/her IEP. The primary goal of ESY services is to ensure the continued provision of an appropriate education by maintaining skills and behaviors that might otherwise be lost during the summer/intersession period. ESY services will be coordinated with the LAUSD Division of Special Education.</p>
<p>Federal Court requirement</p>	<p>MCD Outcomes (to be woven among others)</p>	<p>Synergy’s principal and RSP teacher will meet regularly to monitor the school’s MCD outcomes and to make any adjustments needed based on the monthly MCD reports.</p> <p>There are two categories of IEP disagreements that might arise between parents and the School. The first type of disagreements is about what is appropriate for the student such as:</p> <ul style="list-style-type: none"> • How the student should be assessed and/or the results of assessments. • What should be in the IEP (e.g., what placement or services the student should receive)? <p>The School will attempt to resolve disagreements regarding the content of IEPs at IEP team meetings and at the school site level whenever possible. If the School cannot resolve a disagreement over what is appropriate for the student, there are three dispute resolution processes that a parent may choose:</p> <ul style="list-style-type: none"> • Informal Dispute Resolution (IDR) • Mediation Only • Due Process Proceedings

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		<p>The second type of disagreement is a dispute over whether the School/District has complied with State and Federal special education laws and regulations. Such as:</p> <ul style="list-style-type: none"> • Whether the School/District has followed the procedural requirements (timelines, notification requirements, etc.) in state and federal laws and regulations for assessments, IEPs or record requests. • Whether District procedures are being implemented appropriately. • Whether a student is receiving the services specified in his or her IEP. <p>Students with disabilities must participate in the Standardized Testing and Reporting (STAR) Program in one of four ways:</p> <ul style="list-style-type: none"> • CST, California Standards Test, the assessment in which most students, including students with disabilities, would participate. Students with IEPs would take the CST with or without accommodations and/or modifications. • CMA California Modified Assessment, is in a modified test format, is aligned with grade-level content standards, and covers the same content as the CST. The CMA may be taken with accommodations; however, since it is a modified assessment, additional modifications are not allowed. Students who take the CMA will not be precluded from attempting to complete the requirements, as defined by the State, for a high school diploma including meeting the California High School Exit Examination (CAHSEE) requirement with or without accommodations (no modifications allowed). • CST and CMA combined (subject specific). For example, an IEP team may decide that a student will take the math section of the CST and the English-Language Arts section of the CMA. A student may not take the same subject area in the CST and the CMA. • CAPA California Alternate Performance Assessment is an alternate assessment which is linked to grade-level content standards, but does not represent the full range of grade-level content. The alternate assessment will be used to make grade-level content accessible for students with the most significant

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		<p>cognitive disabilities.</p> <p>The School will provide guidance to IEP teams concerning appropriate accommodations and/or modification to be included in the IEP for instruction and assessments based on student needs.</p> <p>The School should complete a Summary of Performance (SOP) for all students with disabilities who are graduating with a diploma or reaching the maximum age of attendance. The School will also provide a SOP for students leaving with a Certificate of Completion. The purpose of the SOP will be to assist students in the eligibility process for reasonable accommodations and supports in postsecondary settings. Special education teachers will be required to complete either Form A or Form B for every student with disabilities graduating with a diploma or reaching maximum age of attendance with the final Individualized Education Program (IEP). This form will be completed even if a student will continue attempts to pass the California High School Exit Exam (CAHSEE).</p> <p>To the maximum extent Appropriate Supplementary Aids and Supports for students with disabilities would be provided in general education classrooms and other less restrictive settings. Appropriate positive behavioral interventions and strategies for students with disabilities, including curriculum modifications and instructional supports for school personnel, would be included in considering supplementary aids and supports. The student's placement will be as close as possible to the student's home. In selecting the least restrictive environment, consideration is given to any potential harmful effect(s) on the student or the type of services that s/he needs. If potential harmful effects exist, the School would mitigate these effects, if possible, so that the student can participate in the least restrictive environment with accommodations and modifications as necessary. A student with a disability would not be removed from an age-appropriate general education classroom solely because of needed modifications in the general curriculum.</p>

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		<p>SECTION 504 of the Rehabilitation Act of 1973 (Section 504) is a Federal civil rights statute for students who have a mental or physical disability which substantially limits one or more of the student’s major life activities under Section 504. The school should ensure access to the programs, services, and activities that are available to nondisabled students, and provide the accommodations that the student requires to access and education. This would be done through a Section 504 evaluation conducted by a team of individuals who would be knowledgeable about the student, and/or the data gathered from the evaluation of the student. The School notes that that any student eligible for special education and related services would also be protected from discrimination under Section 504, but that not all students who would be eligible under Section 504 would also meet the eligibility requirements for special education and related services. So any student who would be suspected of requiring special education and related services would be referred by the School and/or parent for a special education assessment as described earlier in this plan. If an IEP team finds the student is not eligible for special education, but suspects the student has a disability, it may refer the student for the Section 504 evaluation process.</p> <p>The type and level of special education supports designed to meet a student’s assessed Health Needs are identified and documented in the student’s Individualized Education Program (IEP). The persons appropriate to deliver these supports would determined by District Nursing Services. For students requiring support in the area of health, the school nurse would annually provide a Present Level of Performance (PLP) in the area of health derived from a present review of records and the results of the Initial or Three Year Re-evaluation Health Assessment. The PLP would include:</p> <ul style="list-style-type: none"> • A description of the specific health needs of the student. • The impact of the disability on the student’s school day. • A description of the student’s independence in meeting their health needs. • Supports and/or accommodations to address assessed health needs and a statement identifying any part of the instructional day when intensive program support is needed, and the level and frequency of the

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		<p>support as described in the PLP. District Nursing Services would provide the completed PLP to the IEP team for review and final determinations would be included on the IEP.</p> <p>The School would adhere to the District's special education process and procedures for accessing student data to identify and intervene with students with disabilities who demonstrate Potential Dropout Factors and monitor progress toward graduation for students with disabilities. The School would identify grades, disciplinary issues, and attendance as indicators of success or failure in secondary school for students with disabilities. To address these issues, the School would refer to the Modified Consent Decree (MCD) 2004-2005 Annual Plan requirements that secondary school MCD teams:</p> <ol style="list-style-type: none"> 1. Analyze grades, disciplinary actions, and attendance data quarterly. 2. Identify those at risk for dropping out. 3. Develop targeted interventions designed to increase graduation rates and reduce dropout and suspension rates. 4. Report biannually the progress of 12th grade students toward graduation requirements.

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All	Professional Development	<p>Teachers will engage in ongoing professional development activities to continuously develop competency, deep understanding and knowledge of subject matter and their students.</p> <p>Synergy Academies believes that high-quality professional development is important to the continued growth of the adult community. Before the school year all teachers, administrators, and support staff from both campuses (soon to be three campuses with the opening of Synergy) come together for two to three days of professional development. During this time together, the mission, vision, and goal are reiterated to make sure that all those present accept the charge. The mission is to eliminate the achievement gap among educationally disadvantaged students. The vision is to become a professional development that serve as national models of how to eliminate the achievement gap. The goal is to provide our students with a strong foundation in science, technology, engineering, and mathematics so that they can compete academically and ultimately become leaders in the 21st century technological workforce.</p> <p>In order to accomplish these three things, we look to the Synergy Creed that states “At Synergy we’re all in this together.” Our professional development sessions begin in August about one week before school starts. They continue throughout the year with various topics from how to reach and teach all students, how to develop fluency in mathematics and reading, and bullying prevention. As we grow, it will become easier to find instances to collaborate with the idea of becoming better at teaching and learning and better at understanding the needs of students and coming up with solutions on how to best meet these needs. With the addition of more teachers, faculty meetings will be divided into small learning communities as one hour twice a month is devoted to planning by grade levels and one hour twice a month is divided into subject teams, placing math and science together and history and English. Our physical education teachers and Resource Specialist spend time in each small learning community discussing and working with their colleagues on matters such as discipline, lesson planning, and how to serve all students. The Resource Specialist provided us with a biweekly progress reports on students with IEPs. This has been very helpful in keeping the accommodations and modifications of our special needs students in the forefront.</p> <p>Synergy will use Classroom Walk-Throughs as a way for school leaders to coach teachers on what is happening in the</p>

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		<p>classroom at the present moment and to provide feedback that will help the teacher grow stronger in their craft. Most walk throughs take about 5-10 minutes where the school leader gets a small glimpse of the teacher’s classroom management still, lesson structure and student participation. It is even possible on the day a test is being given to do a Walk through and see to what level students are prepared to take the test just by observing how quickly the students begin, without fussing with backpacks, sharpening pencils, etc.</p> <p>Beginning with the professional development days in August and continuing throughout the year, conversation about special needs will be a top priority at Synergy. If we can serve the needs of our special needs students, we can reach all of the students at the school. Each time the Resource teacher or others provides information about students with special needs, a survey form will be completed by all present. Honest feedback on these surveys will allow us to make adjustments where needed in the presentations and will inform us if we need to provide make up sessions for those not in attendance. While our goal is to prepare students so they can enter the 4-year college or university of their choice, we also know that realistically this is going to be more difficult for some students than it will be for others. For many of our students with special needs this is going to be an immense challenge. With continued open conversation between all stakeholders, parents, teachers, students, this goal will become a reasonable one. One way to assist students in pushing themselves and getting what they can from instruction is to make sure that all teachers use a tiered approach to instruction. (Bertie Kingore, Tiered Instruction, 2006.)</p> <p>Tiered instruction can be compared to having a stairwell going through a large building. On the bottom floor are those students with less readiness skills than those on the floors above them. Tiered instruction is not stagnate but rather tiered assignments give all students opportunities to learn the same essential skills in different ways. The intent of tier instruction is to accommodate the unique diversity of learners. With tiered instruction all students have an opportunity to move up. This strategy works well in a Least Restrictive Environment with both general education and special education students.</p> <p>Teaching using tiered instruction requires instruction. For each lesson the teacher must plan the number of levels that are most appropriate for the lesson being taught. The number of levels will vary with the curricula area, concepts and</p>

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		<p>skills. Sometimes two tiers are sufficient and in other instances three or more work better. The use of tiered instructions promotes high-level thinking in each tier. Never allot simple thinking tasks for students with fewest skills. "All students need opportunities to analyze, synthesize and evaluate information." (Bertie Kingore, Tiered Instruction, 2006.) Teachers can best become more proficient at using tiered instruction by reflecting upon the process each time the use of tiered instruction is completed. This might best be done by implementing either Critical Friend Groups or Lesson Study. Both methods have teachers working in small learning groups, observing lessons that one of them has prepared and then the critiquing of the lesson by members of the group after the lesson is presented.</p>
<p>Outcomes 6, 8, 16</p>	<p>Staffing/Operations</p>	<p>Teacher Recruitment Procedures: Synergy’s leadership team selects its own staff. Teaching position vacancies shall be filled through a recruitment process conducted by a committee consisting of the Directors/school administrators and teacher representatives. The prospective candidates are invited to an Open House where they meet the Directors/school administration and learn the history of the organization. Time is spent getting to know each candidate in an informal process where candidates ask questions about the organization and school leaders ask questions of the candidates. Candidates who share the mission, goal, and vision of the school and possess or who qualify for a California Teaching Credential in Special Education are invited for a follow up interview which includes a more extensive interview and demonstration lessons. The committee will notify the Board of Directors as to the final hiring decision.</p> <p>Credential Verification: Credentials are checked yearly to make sure they are up to date. Teachers are sent a email warning if their credential is about to expire.</p>

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		<p>The projected school budget allows for two Resource Specialists when the school reaches its anticipated full capacity of about 500-550 students. The staffing pattern could either be two full time Resource Specialists or one full time and two part time. The school will also have at least one instructional aide assist with the delivery of services as part of the Structured Learning Center model. If the staffing ratio falls below the state mandates, the school will either hire additional staff or apply for a waiver.</p> <p>One part time office staff will provide clerical support when needed. This staff member will be responsible for providing files when asked and making sure that copies of documents are made prior to IEP meetings. In some instances, this staff member might be called upon to translate if the Resource Specialist is not bilingual or follow up on a phone call when the Resource Specialist was unable to contact the parent. The office staff will be trained to answer questions as they arise about parent and student rights.</p> <p>From time to time equipment will be purchased as needed. Purchased equipment might be computers to assist student who have trouble writing, tension balls to relieve stress, and a teeterboard for those students who have to move around during class time. This equipment will remain inside of the Resource Center.</p> <p>Synergy will contract with LAUSD or other qualified service providers for any health and nursing services required. For other professional staff, such as speech and language, psychologist, and counselors, Synergy Quantum will continue to contract with Total Education Services (TES) or other qualified service providers. For vision therapy, Synergy Quantum will contract with Dr. Jane Liang, optometrist and vision therapist or other qualified service providers.</p>

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	Fiscal	<p>The school budget in Appendix M includes special education staffing with the current enrollment projections of 360 (180 each grade 9 and 10). However, because there has not been a final decision as to which grades CRHS#16 will open with in Fall 2011, it is difficult to make any projections at this time. Our projected revenues include our allocation from AB02 and IDEA minus the LAUSD SELPA encroachment. This was not to be more than 27% for 2010-2011 but may increase to 40% for new charter schools. Expenditures will include all expenses incurred from meeting the needs of the students as stated in their individual IEPs. The budget for Special Education services is developed in conjunction with the overall budget for the school. This process usually takes place in the Spring of the prior year and is modified as more information becomes available throughout the Spring and Summer. When determining the cost of Special Education services for the year, we first consider how many staff members will be hired by Synergy to provide services. In addition to that, we look at the historical cost of services provided by outside vendors, and estimate how much those will cost for the year under consideration. The final component we budget for is the cost of supplies needed to properly serve students with IEPs. Throughout the year, each school leader receives financial reports showing their actual Special Education expenditures to date compared to the budget for the year so that they can properly monitor their expenses. The Personnel Data Report will be submitted to CDE in compliance with District and State reporting requirements.</p> <p>End of Year Unaudited Actuals of Revenues and Expenditures: This report is completed annually and submitted to LAUSD at the end of the fiscal year but prior to the completion of our annual independent audit. This report provides each school with an opportunity to demonstrate the revenue it received – both general funds and targeted revenues, like Special Ed funds – and how that revenue was used. This report shows LAUSD how we spent our Special Education funds between various categories, such as personnel, outside vendors, classroom supplies, etc. Historically, this report was created internally and then submitted to LAUSD. Starting in 2010-11, this report will be prepared by CharterWorks, Synergy’s back-office service provider, and will be reviewed carefully by Synergy’s Director of Operations before being submitted to LAUSD. Synergy Academies’ Unaudited Actuals for Synergy Charter Academy and Synergy Kinetic Academy for the 2008-09 and 2009-10 fiscal years are attached for your reference (Appendix M).</p>

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Outcome 14	Parent Participation	<p>Strategies to engage parents and caretakers in their child’s education and in the broader school community: We want Synergy’s educational approach to reflect parents’ and caretakers’ beliefs and aspirations for their children. To that end, parents, caretakers and the community have been consulted in Synergy’s design process and have played a part in the creation of this proposal. They will continue to play a major role in governance of Synergy through the governing board.</p> <p>Parents and caretakers will be directly involved in their children’s education by participating in activities that encourage them to be on campus as much as possible during and after school. This includes grade-level fall parent orientation; involvement in Tuesday afternoon community meetings featuring college access, school alumni, and motivational speakers; weekly teachers office hours before or after school; quarterly meetings with their child’s advisory teacher; twice-annual teacher conferences that include student-led presentations; special quarterly social events aimed at making parents and caretakers feel welcome and comfortable at school; parent and caretaker support on field trips and other activities; and adult education programs for both students and community members.</p> <p>Parent participation will be further encouraged with increased alumni and community opportunities. School alumni and community organizations will be an integral element in working together with students on certain projects tied to educational standards and of interest to both students and themselves. For instance, alumni and community members involved in Engineering and Technology will be invited to offer their experiences and expertise in conjunction with a relevant unit in the same discipline, and they will be encouraged to invite students to visit their workplaces. These relationships could lead to internships. Students will be able to satisfy a school service requirement by helping an alumnus or community member develop a program or project for display on the CRHS #16 campus or in the community. Furthermore, SYNERGY will make every effort to achieve 100% parent participation in IEP meetings.</p> <p>Parents of students with IEPs will be fully informed in the communication mode they prefer of their child’s identification, evaluation placement, instruction and re-evaluation for special education services. The forms, notices and procedural guides are listed by name in the first section of this report, “Search and Serve”. These forms include Section 504 forms and notices, Student Success Team forms, 504 forms and notices ,and disciplinary forms and notices.</p>

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		<p>Parents are welcome partners in their student’s education process. Parents are entitled to reasonable accommodations. At the IEP meetings a translator will be made available, when necessary, so that the parents will feel welcome. Parents may also request written translation to help them understand the forms better. Office personnel will be trained to answer questions about the brochures and give instructions about next steps for parents and students. To this end, whenever possible, Synergy will supply all forms listed in the first section of this report, “Search and Serve” in the preferred language of the parent.</p> <p>Synergy understands the necessity of forming partnerships with parents. Because of this, we make numerous attempts to contact parents when scheduling IEPs. All parents and guardians of students at Synergy will be welcomed to join committees, advisory groups, and will have access to leadership opportunities and trainings at the school and at the District level.</p> <p>When there is a dispute or disagreement over a child’s eligibility, assessment or allotted time or type of service, Synergy will follow the guidelines and timelines set forth in the LAUSD Special Education Handbook as well as seek support from local District #5. Synergy will follow the outlined procedures in the LAUSD Policies and Procedures manual as it pertains to Informal Dispute Resolution (IDR), mediation, and due process. Synergy will provide timely responses to all parent concerns.</p>