

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

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

The plan is divided into three parts:

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

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

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<p><b>Federal Requirement, District publications and forms are available</b></p>	<p><b>Search and Serve</b></p>	<p>Sylmar STEM Academy will adhere to the search and serve responsibilities that will provide services to families and students with special needs. At the beginning of each year the <i>Are You Puzzled by Your Child’s Special Needs?</i> brochure will be distributed to every student to take home. In addition, the following forms and publications will be maintained in the school office and be made available to parents and staff upon request:</p> <ul style="list-style-type: none"> <li>• <i>Are You Puzzled by Your Child’s Special Needs?</i> Brochure</li> <li>• Student Enrollment Form</li> <li>• Request for Special Education Assessment Form</li> <li>• Student Information Questionnaire for Parents and Guardians</li> <li>• <i>A Parent’s Guide to Special Education Services (Including Procedural Rights and Safeguards)</i></li> </ul> <p>Upon enrollment, the Student Enrollment Form will be completed by parents including Section 10-Special Services. A bilingual office staff member will be available to assist parents complete this form if necessary. If the student has an IEP, a copy of the IEP will be viewed in Welligent, or a copy will promptly be requested if it is not available on Welligent.</p> <p>Assessments may be requested by any person who believes that a student has a disability and requires special education. Procedures for referral, assessment, and eligibility of special education services will be shared with staff members through professional development. Parents will be informed about special education guidelines through the Student Success Team Meetings and by instructional leaders. In addition, Sylmar STEM Academy will prominently display the Complaint Response Unit/Parent Resource Network poster that provides parents information about where to call if they have questions or complaints regarding special education. A parent center room will be available for parents to meet and organize trainings and workshops. The school will also display the monthly LAUSD "Special Education Parent Training Calendar."</p>
<p><b>Outcome 2</b></p>		<p>A multi-disciplinary team will meet on a regular basis to address teachers’ concerns about struggling students and to help design intervention plans. They assess concerns about academic, behavioral, and/or attendance difficulties, and will identify student strengths, interest and talents, review baseline data, set outcomes and methods for measuring progress, design specific intervention plans, review and monitor plans, and communicate the plans/results with the student’s parents.</p>

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		<p>Sylmar STEM Academy will use the Response to Instruction and Intervention (RtI2) model, which is a systemic multi-tiered framework that guides the development of a well-integrated system of instruction and intervention that is matched to student need and is directly related to student outcome data from multiple measures. Implementation of this research-based approach advances student achievement through instruction in grade level content standards with increased intervention, while providing special education services based on student need. Through the development of a student’s Individualized Education Plan (IEP), accommodations and modifications are generated in an attempt to allow each student the ability to access, and participate in rigorous standards-based instruction. Strategies might include pre-teaching, re-teaching, frontloading academic vocabulary, extended practice, focused behavioral intervention, and use of graphics and pictures.</p> <p>The goal is to ensure that intervention for each student is linked to a specific skill area. Upon identification, the use of Periodic Assessments and Diagnostic Assessment should determine the effectiveness of the interventions. Assessments will be given at the beginning of the intervention program, and progress will be monitored at monthly intervals and at the end of the program. An intervention program schedule will be developed for the purpose of adding, removing, or maintaining student participation in the program.</p> <p><b>Tier I Intervention:</b> Interventions at this level include progress monitoring, remediation feedback and prompting. It occurs during the regular instruction period and includes differentiated instruction and services that provide access to the core for all students.</p> <p><u>Service Categories:</u> 1. Accommodations within the general education class; 2. Co-planning between general education and special educators; 3. Co-teaching in general education content classes; and 4. Direct instruction non-intensive.</p> <p><u>Example:</u> The general education teacher and special education teacher co-plan accommodations to take place for classroom instruction, and may co-teach a core lesson.</p> <p><b>Tier II Intervention:</b> The primary tool of intervention for this level of instruction is the use of supplemental materials, which aim to address specific areas of weakness recognized through ongoing progress monitoring. Supplemental instruction is also used and may include the addition of instructional minutes and intensity (as indicated by the data) using strategic strategies aligned to the core curriculum. The supplemental materials are research-based and expressively designed to address the individual needs of the student. This level of instruction is provided in addition to</p>

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		<p>classroom interventions described in Tier I.</p> <p>Examples of research based supplemental materials:</p> <ul style="list-style-type: none"> <li>• <u>Rewards</u> - a twenty lesson scripted program that teaches a flexible strategy for decoding multisyllabic words.</li> <li>• BURST Reading Early Literacy Intervention – An early literacy program for students in grades K-3 that includes differentiated instruction for teaching reading based on each students needs.</li> <li>• <u>Read 180</u> - a comprehensive reading intervention program designed to meet the needs of students whose reading achievement is below the proficient level.</li> <li>• <u>Make Sense Strategies</u> - Ssoftware that allows teachers and students to develop think sheets and graphic organizers aligned to content instruction.</li> </ul> <p>In addition, Sylmar STEM Academy will consider intervention courses that are developed to address literacy or math skills for struggling students.</p> <p><u>Service Categories:</u> 1. Accommodations within the general education class; 2. Co-planning between general education and special educators; 3. Co-teaching in general education content classes; and 4. Direct instruction non-intensive.</p> <p><b>Tier III:</b> The main component at this level includes a continued reduction in group size along with intensive intervention practices. These practices are tied to specific areas of student need through ongoing monitoring and assessment. Instruction is now tailored to small groups and may include the following strategies:</p> <ul style="list-style-type: none"> <li>• Use of effective instructional strategies with high intensity, duration, and frequency.</li> <li>• Use of District approved replacement programs at 4th grade and above (i.e., <u>Language!</u>, <u>Read 180</u>, <u>Voyager</u>, etc.).</li> <li>• Use of instructional practices to ensure that intensive supports are integrated with the core content instruction.</li> </ul> <p><u>Service Categories:</u> 1. Accommodations within the general education class; 2. Co-planning between general education and special educators; 3. Co-teaching in general education content classes; and 4. Direct instruction non-intensive.</p> <p><u>Example:</u> A student receiving services through a special day class can be programmed for content instruction in math in special education. The student may also participate in a general education class</p>

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		for science and receive support through co-teaching and co-planning between the general education and special education teachers.
<p><b>Outcomes 5, 17, and 18</b>  <b>LAUSD Board Policy</b></p>	<p><b>Discipline Foundations</b>  <b>Plan and Behavior</b>  <b>Support</b></p>	<p>A School-Wide Positive Behavior Support Committee will be formed by Sylmar STEM Academy in order to create and communicate behavioral expectations to students through class lessons and assemblies. Parents will also be informed of behavioral expectations via Connect-Ed and through Parent Center meetings. Office referral and suspension data will be systemically monitored and reviewed. The school will post a copy of the “Culture of Discipline: Guiding Principles for the School Community” and “Culture of Discipline: Student Expectations” for public view. We will teach rules, social-emotional skills, reinforce appropriate behavior, use effective classroom management and positive behavior support strategies, and provide early interventions for misconduct and appropriate consequences.</p> <p>Sylmar STEM Academy’s expectation for student behavior will be:</p> <ul style="list-style-type: none"> <li>• Students treat all community members with <u>respect</u>. They will follow classroom and school procedures at all times.</li> <li>• Students take <u>responsibility</u> for their actions. They strive for academic success and exhibit appropriate behavior both in and out of the classroom.</li> <li>• Students conduct themselves in a <u>safe</u> manner. They refrain from intimidating, harming, or threatening the safety of others at all times. Students do not discriminate against anyone, at any time, for any reason. Zero tolerance for bullying.</li> </ul> <p>To ensure that staff and students are clear about what is expected from students, and so that students know that the rules are consistent from class to class, Sylmar STEM Academy will use a school-wide system of support which includes proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments. On-going monitoring will ensure that equitable school-based practices are implemented in a fair, non-discriminatory and culturally responsive manner. Parents will receive a copy of the school rules and will review the rules at home. A recognition and reward system will be used to encourage student buy-in of our plan. Teachers will maintain a positive classroom by using effective classroom management strategies to create an environment conducive to learning.</p> <p>Sylmar STEM Academy will have the following structures and supports that enable students to</p>

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		<p>access the curriculum and social environment of the school setting:</p> <ul style="list-style-type: none"> <li>• Tier 1: This includes social skills training; positive, proactive discipline; teaching school behavior expectations; active supervision and monitoring; positive reinforcement systems; firm, fair, and corrective discipline; and peer supports. There is an emphasis on teamwork and collaboration. Assessment will include data collection resulting in group support systems.</li> <li>• Tier 2: Includes all supports at the Tier 1 level plus individualized social skills training; self management programs; Behavior Support Plans (BSP); parent training and collaboration; adult mentors; increased academic support. Assessments include individualized data collection, observations and interviews, functional behavioral assessment resulting in individualized Behavior Support Plans with consistent implementation plans within collaborative teams.</li> <li>• Tier 3: Includes all support at the Tier 1 and Tier 2 levels plus intensive social skills training; individualized support plans; parent training and collaboration; multi-agency collaboration. 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).</li> </ul>
<p><b>Necessary for Planning, will be provided</b></p>	<p><b>Description of Student Population</b></p>	<p>The number of students with disabilities at the Sylmar STEM Academy will be determined prior to the Fall 2012 opening. The disabilities and eligibilities cannot be determined at this point as attendance lines have not been determined for the feeder schools, which include Sylmar Elementary, Hubbard Elementary, Herrick Elementary, and Olive Vista Middle School, we anticipate serving students with Specific Learning Disabilities, with eligibilities that include the following academic areas:</p> <ul style="list-style-type: none"> <li>• Listening Comprehension</li> <li>• Written expression</li> <li>• Basic Reading Skills</li> <li>• Math Calculation</li> <li>• Oral Expression</li> <li>• Math Reasoning</li> <li>• Reading Comprehension</li> </ul>

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		<p>In addition, the following psychological processing,</p> <ul style="list-style-type: none"> <li>• Attention</li> <li>• Sensory Motor Skills</li> <li>• Visual Processing</li> <li>• Auditory Processing</li> <li>• Cognitive Abilities including: Association, Expression, and Conceptualization</li> </ul> <p>Students with IEPs at Sylmar STEM Academy will participate in a fully inclusive model, where students receive services through a special resource program model ensuring they receive the appropriate resources, services, and accommodations to access a standards based curriculum.</p>
<p><b>Outcome 2</b></p>	<p><b>Special Education Program Description</b></p>	<p><b><u>Least restrictive environment continuum of placement options based on eligibilities.</u></b></p> <p>Students requiring special education services will receive Free Appropriate Public Education (FAPE) as outlined in the IEP in the Least Restrictive Environment (LRE) in descending order from least to most restrictive. The “least restrictive environment” requires that students with disabilities be educated along with their non-disabled peers to the maximum extent appropriate. Following Federal and State policy, instructional programs will be tailored to individual student needs and may consist of a combination of instructional environments which include the following components: 1) General Education Classroom with accommodations or modifications 2) General Education Classes with supplementary aids and supports; 3) General Education Classes with related services 4) General Education Classroom with resource specialist services; 5) General Education Classroom and special day program; 6) Special Classes with direct intensive services provided by special education teachers for one or more content areas; and 7) Special classes with direct intensive services provided by special education teachers for one or more content areas with targeted skill instruction in the Learning Center.</p> <p><b><u>Special Education Program Description:</u></b></p> <ul style="list-style-type: none"> <li>• Resource Specialist Program: This program addresses the unique literacy, numeracy, and writing needs of students. Students in grades K through 5 will receive general education curriculum within the general education class with supports by the Special Education Teacher through direct services in the general education classroom, co-planning, co-teaching, or supports by Special Education Paraprofessionals in the general education classroom. They may also receive direct intensive instruction in targeted areas by the</li> </ul>

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		<p>Resource specialist Teacher in the Resource Specialist Room on a pull-out basis. In grades 6 through 8, students receive general education curriculum within General Education classes for the majority of the school day, while support is provided by the Resource Specialist Teacher occur through direct intensive instruction in targeted areas in the Learning Center for one period a day, or by co-planning, co-teaching, or through supports by Special Education Paraprofessionals in the general education classroom.</p> <ul style="list-style-type: none"> <li>• Special Day Program: Program to be determined when identified students enroll into the Sylmar STEM Academy in consultation with local district 2. <b><u>ccess to grade level standards and the core curriculum or alternate curriculum:</u></b></li> </ul> <p><b><u>Differentiated instruction is</u></b> intended to make access to grade level standards and curriculum <b><u>accessible to all learners by meeting their individual needs.</u></b> Teachers modify instruction and design classroom learning environments based on their understanding of student strengths and needs. Characteristics include a safe and challenging learning environment, approaches that include whole class, small group and individual work, SDAIE strategies, clear learning goals that address understanding and includes pre-assessment and ongoing assessment.</p> <p><b><u>How and what collaborative services will be provided, including co-planning and co-teaching:</u></b></p> <p>Collaboration between and among school personnel bring greater expertise to instruction and allow for professional development. Teachers work in grade level teams to develop interdisciplinary thematic curricula. Sylmar STEM Academy will implement a co teaching approach to instruction. Regular communication and continued learning includes weekly professional development for co-planning and empowering their teams of teachers to find creative and effective ways to meet the diverse needs of the learners. Collaboration will consist of general and special education teachers, paraprofessionals and other support staff interacting together to provide general education or alternative curriculum through co-planning and co-teaching. Co-teaching is not limited to collaboration just between general education and special education teachers, but also is applied in an interdisciplinary manner between and among content areas teachers including teachers in elective courses.</p> <p><b><u>Multi-tiered approach to instruction:</u></b></p> <p>Tier I- All students receiving special education services will receive grade level curriculum and standard based instruction using general education materials with appropriate accommodations and modifications and outlined the student’s IEP. In this tier all students are provided differentiated</p>

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		<p>instruction, additional scaffolding, and access strategies to core content. Intervention consists of on-going progress monitoring assessments to determine if the level of intervention is appropriate, and to allow for immediate intervention for targeted skill area/s.</p> <p>Tier 2- Students will receive grade level curriculum and standard based instruction using general education materials with appropriate accommodations and modifications as outlined in the student’s IEP. In addition, targeted students will receive intensive and explicit supplemental instruction in a specific skill area that is tied to the core content and instructional material. Students will receive specialized instructional strategies, frequent assessments and progress monitoring to determine if they are meeting learning benchmarks of if the level of intervention needs to be adjusted.</p> <p>Tier 3- Based on diagnostic, periodic assessment, curriculum based assessments, and CST data, students at this level receive direct intensive instruction in lieu of core content class to help them meet proficiency. Intervention targets specific deficits using research based curriculum to improve skills in targeted areas.</p> <p><b><u>How a “Learning Center” will be used to support student learning:</u></b></p> <p>The Learning Center will be used to provide direct services to students based on unique needs. Participation in the Learning Center for grades K-5 may include drop-in or pull-out services based on student needs. Placement into the Learning Center as an elective for grades 6-8 will be based on individual needs and will be determined by the IEP team at an IEP meeting. Students will receive intensive instructional strategies for targeted areas in individual or small group. The focus of the Learning Center will be to strengthen student skills and provide specific skill instruction, pre-teaching, practice, review, and re-teaching. The Learning Center will be designed to allow students to flow in and out of the center based on student need and on-going progress monitoring.</p> <p><b><u>Use of supplemental aides and supports to support student learning:</u></b></p> <p>Supplemental aides to support student learning may include:</p> <ul style="list-style-type: none"> <li>• <u>LANGUAGE!</u> - A comprehensive literacy intervention curriculum that focuses on phonemic awareness, phoneme-grapheme correspondence, decoding, encoding, accuracy and fluency, syllabication, morphology, syntax, Greek morphology, and literature.</li> <li>• Rewards- A program that teaches a flexible strategy for decoding multi-syllabic words</li> <li>• <u>Soar to Success</u> - Intervention program that teaches the use of graphic organizers to increase reading comprehension.</li> <li>• <u>Skills for School Success</u> - a direct instruction program designed to teacher specific skills in</li> </ul>

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		<p>school behaviors, organizational skills, learning strategies, strategies for studying and test taking, textbook reference skills, and graphics.</p> <ul style="list-style-type: none"> <li>• <u>Makes Sense Strategies</u> - Software that can be used by teachers and students to develop think sheets, graphic organizers, and organizational skills aligned to content instruction.</li> </ul> <p><b><u>How and when students with disabilities will be integrated with their non-disabled peers:</u></b></p> <p>Special education students’ academic programs will be created in accordance with their IEPs in order or provide them with the least restrictive environment possible. The general education and special education teacher will collaborate on teaching strategies to best support their students’ participation in an inclusive education model. Students in grades K-5 receiving services in the Resource Specialist Program will be integrated with their non-disabled peers for all core subjects, physical education, art, social-studies, science, and ELD, to the maximum extent appropriate. Depending on the IEP, some students will receive services through direct consultation between the general education and special education teachers. In other cases, students will receive services directly from the Resource Specialist Teacher outside of the time dedicated to core instruction. Students in grades 6-8 in the Resource Specialist Program will be integrated with non-disabled peers for 5 out of 6 periods. Depending on the student’s IEP, they will receive services through: direct consultation between general and special educators, direct services through co-teaching by a general and special education teacher, or directly from a Resource Specialist Teacher for one period per day.</p> <p>Students will also participate in extracurricular and in-class activities with the support of aides, paraprofessionals, and special and general education teachers. Sylmar STEM Academy will provide opportunities to participate in multi-media projects, afterschool and weekend workshops, projects generated in the media lab, outside of the classroom science activities, and community gardening tasks and events.</p>
<p><b>Outcomes 8, 10, 13, 14, 15</b></p>	<p><b>IEP Process: Implementation and Monitoring</b></p>	<p><b><u>Procedures to monitor IEP meeting dates and notification requirements:</u></b></p> <p>Sylmar STEM Academy will designate an administrator to maintain an annual IEP calendar and spreadsheet ,and to tentatively schedule all IEPs for the school year on a Master Calendar at the beginning of each school year. As additional IEP meetings are requested, such as initials, amendments, and 30 day IEPs, they will be added to the Master Calendar and spreadsheet. The information on the spreadsheet will include the name of student, type of meeting, date, time, location of meeting, case manager, general education teacher, administrator/designee, and related</p>

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		<p>services personnel. The master calendar and spreadsheet will be printed each month and reviewed by the administrator and case managers.</p> <ul style="list-style-type: none"> <li>• A report will be run twice a month to identify newly enrolled students in order to assign them to a case manager and to ensure that the class schedule is appropriate.</li> <li>• The designee will open all IEPs for the school year and enter meeting dates and times into Welligent on the IEP meeting page. Participates will be added and sent internal notification via Welligent. IEP meeting notifications will also be generated in Welligent and sent to the parent in their home language at least 10 days prior to the IEP meeting.</li> </ul> <p>The school administrator will be trained on these procedures prior to the opening. On-going professional development and workshops will inform the school administrator of any policy or procedural changes.</p> <p><b><u>Internal communication system planned for team members pre/post IEP meeting:</u></b></p> <p>Case carriers and IEP participants such as the school nurse, related services personnel, and school psychologist, will be notified of upcoming meetings through the Welligent system as soon as they are scheduled. General education teachers will receive written notification of IEP meetings at least 10 days prior to the IEP meeting. Participants will communicate through the Welligent message center pre and post IEP meeting.</p> <p><b><u>Follow-up mechanisms to ensure implanementation of the IEP:</u></b></p> <p>Each student who has an IEP will have a case manager that oversees the implementation and progress of the IEP. A copy of the IEP is provided to the parent, and an original is maintained in the student CUM. A copy of the IEP will also be distributed to all staff who will be implementing it. All service providers, including the RSPT will be required to maintain, print and sign their Welligent monthly service logs and return them to the designated administrator at the end of each month.</p> <p><b><u>Space is planned for IEP meetings to ensure confidentiality and possible teleconferencing:</u></b></p> <p>All IEP meetings will be held in a designated room with a phone for teleconferencing if needed. If there is more than one IEP meeting on the same day at the same time, then the alternate room is the case manager’s room.</p> <p><b><u>Mechanisms are planned to ensure parents are welcome as active participants in the IEP process:</u></b></p> <p>An IEP interpreter will be provided to interpret IEP meetings in the parent’s home language, and the IEP will be translated to the parent’s home language by LAUSD’s translation unit.</p>

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		<p>Interpretation will be provided by a highly qualified bilingual individual to ensure that parents feel comfortable and welcome. Every effort will be taken to provide a safe and supportive environment with appropriate assistance when needed. If necessary, a phone conference will be available to parents who are not able to attend meetings.</p>
<p><b>Outcomes 10, 18</b></p>	<p><b>Procedures for Identification and Assessment of Students</b></p>	<p><b><u>A systematic intervention plan has been developed:</u></b></p> <p>When a student is experiencing difficulty accessing grade level curriculum, a set of procedures must take place. Sylmar STEM Academy will adhere to the RTI2 process to collect diagnostic assessment evidence, interpret diagnostic assessment evidence, make instructional decisions, teach the targeted skill/s, and monitor progress. If a student shows no growth in response to implementation of the three tiers of RTI and to the intervention’s targeted skills development, and has been through the Student Success Team process, then a student may be recommended for special education evaluation. The Student Success Team will ensure that all interventions during pre-referral have been exhausted before an Emotional Disturbance assessment is conducted.</p> <p><b><u>A systematic and uniformly applied referral procedure is planned:</u></b></p> <p>The referral plan to be implemented is as follows: any person who believes that a student has or may have a disability and requires special education and related services may make a formal request in writing for a special education assessment. A special education assessment plan is to be developed in the parent’s home language on the Welligent IEP system and provided to the parents within 15 calendar date from the date of receipt of a written request for a special education assessment. In addition, the parent will be provided with “A Parent’s Guide to Special Education Services”. The special education assessment plan must be signed and approved by the parent before a student can be assessed for special education ability.</p> <p><b><u>Language acquisition and exclusionary factors are addressed prior to the referral for assessment:</u></b></p> <p>A Language Appraisal Team (LAT) shall be established and utilized at Sylmar STEM Academy with English Learners (ELs) to ensure appropriate program placement and access to the core curriculum. The LAT team will meet for ELs who are not meeting grade-level standards or ELD/ELA benchmarks, and are suspected of needing special education services. ELs not making adequate progress will be provided with early and immediate intervention services. Instruction and intervention will be monitored to determine intervention effectiveness, and data will be used to problem-solve and</p>

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<p><b>Outcome 2</b></p>	<p><b>Instructional Plan for students using grade level standards</b></p>	<p><b><u>Discusses the use of grade level materials:</u></b></p> <p>Sylmar STEM Academy will use curriculum based upon the California Content Standards and will provide all students with a rigorous coursework which will allow students to culminate to middle and high school prepared and successful. Students with disabilities will benefit from an increased focus on student collaboration and full inclusion in all academic and extra-curricular activities. To meet students’ needs for specialized instruction, careful planning between teachers and specialists will ensure that appropriate accommodation and strategies are implemented for student success.</p> <p>We will adopt a plan for full inclusion of special needs students in general education classrooms that complies with the federal requirements for education in the least restrictive environment. As necessary, students will receive assistance from trained personnel, supplemental services and</p>

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		<p>aids, adapted curriculum and materials.</p> <p>In addition, our emphasis on student collaboration, focus on problem-based learning will provide the additional supports and motivation for our special needs students. Students will increase social confidence and academic motivation by participating in project-based learning.</p> <p>A focus on project based learning will increase the opportunities for our students to expand their range of opportunities and experience by engaging in real-world learning. They will engage in learning beyond the classroom through job shadowing; introductions to and mentorships with arts and other business professionals.</p>
<b>Outcome 7A, 7B</b>	<b>Instructional Plan for students using Alternate Standards</b>	<p>Contingent and based on given number of students who will be tested using the CAPA. This will be determined later through school attendance boundaries.</p>
<b>Outcome 13</b>	<b>Plan to provide Supports &amp; Services</b>	<p>Supports and services will be provided to special education students in the manner stated and described in their IEP. The case carrier and designated administrator will monitor the delivery of those services. In order to maintain accountability, our Resource Specialist teacher and related service providers will complete the Daily Service Tracking Log using the Welligent system. The service logs will match the student’s IEP for time and frequency of services. At the end of each month, the Resource Specialist Teacher and related services providers will print and sign the Welligent tracking monthly report, which will be submitted to the designated administrator for review.</p>
<b>Outcome 9 (for programs with students 14 and older)</b>	<b>Transition Planning Strategies</b>	<p>All students receiving special education services will have an Individual Transition Plan (ITP) in place within the calendar school year they turn 13 or exit 8<sup>th</sup> grade (whichever comes first). Transition assessments are ongoing and occur over time. Information obtained from assessments is documented in the ITP, and evidence of the assessment is kept in the student’s transition portfolio, which is maintained by the case manager. Students participating in the general education language arts program will be assessed by their case manager in the Resource Learning Center. Information collected from assessments will be documented within the student’s IEP to support the development of post secondary goals in the Education/Training, Employment and Independent Living.</p>

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		<p>The assessment process identifies the following information: student’s interest/preferences; student strengths/abilities; learning styles; career interest and goals; employment readiness; and independent living skills. Teachers will use a combination of assessments to gather information. The informal assessment will include; interviews and questionnaires (Transition Plan Inventory); curriculum—based assessments (Periodic assessments, curriculum based measurements); transition planning inventories (Learn to Earn Curriculum Assessments); and teacher observations. The formal assessments will include: interest or preference inventories (Cops-II); career development measures (Interest Determination, Exploration and Assess System and Career Cruising); team approach in developing the ITP that is student centered; student will attend and participate in the IEP/ITP meetings; ITP Activities will be aligned to meet student academic strengths and interests, and to address student challenges; annual goals will be developed based on assessment results, student preferences and interest; and transition activities designed to support student growth in education/training, employment and independent living. Transition instruction will be presented to students, parents, and staff so that students will have a successful transition to high school and post-secondary goals.</p>
<p><b>Federal requirement</b></p>	<p><b>Access to Extra-Curricular/Non academic activities:</b></p>	<p>The IEP team will discuss the accommodations, modifications, or services, if any, that the students may need to participate in non-academic and extra-curricular activities. Non-academic and extra curricular activities are those activities provided or sponsored by the school or District available to other students in the school such as sports activities, clubs, field trips, workshops, collaborative arts, and community based projects as part of Sylmar STEM Academy’s community. The IEP Team will also identify the staff who will be responsible or providing the accommodations, modifications or services.</p>
<p><b>Federal requirement</b></p>	<p><b>Providing Extended School Year</b></p>	<p>Sylmar STEM Academy will follow the federal requirement that a student is entitled to special education and related services during the Extended School Year (ESY) following District guidelines. The IEP team will recommend a student for ESY services after documenting and determining that the student meets one the following criteria: 1) a likelihood of significant regression or previously learned skills after a break in instruction and limited recoupment of these skills; or 2) a loss of critical skills after an extended break in instruction; or 3)any other special circumstances or other factors indicate the need for ESY services, which may include frequent health-related, medically documented absences noted in the IEP, life skill development or developmental skill acquisition is at</p>

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		<p>a critical stage, or physical condition requiring services to attain or maintain skills.</p> <p>Sylmar STEM Academy will work collaboratively with the District to provide an ESY program for qualified students so that their needs may be met. The instructional programs will be developed to address the needs of the students. Related services will be implemented through an array of service delivery models as determined by the student’s IEP. Title I or the annual budget will allocate funds for personnel and resources to provide for ESY services.</p>
<b>Federal Court requirement</b>	<b>MCD Outcomes (to be woven among others)</b>	<p>The 18 MCD outcomes will drive the school community’s decision-making in efforts that students with disabilities will receive a quality education within their least restrictive environment. These outcomes will be woven throughout all school plans and monitored to ensure that Sylmar STEM Academy is meeting the benchmarks set by the District on a monthly basis. Each outcome will include the focuses, action plan, evidence of completion, and monitoring to ensure that they are met.</p>
<b>All</b>	<b>Professional Development</b>	<p>Sylmar STEM Academy will provide staff development which includes special education issues while maintaining corresponding agendas, sign-ins and evaluation forms. Professional development will focus on the following critical elements: (a) the general education responsibility in constructing learning environments that address the needs of high-risk learners; (b) general education’s role in the decision to make appropriate referrals, (c) systematic and uniform referral procedures; (d) documentation of the pre-referral process, including the use of Student Success Teams (SST) and (e) compliant policy and procedures to responding to assessment requests. We will also address the over-representation of <b>African American</b> students in special education.</p>
<b>Outcomes 6, 8, 16</b>	<b>Staffing/Operations</b>	<p>Sylmar STEM Academy will work very closely with the Personnel Specialist to ensure “highly qualified” teachers are available and assigned to teach students with IEPs. The Personnel Specialist will ensure all teachers will be fully and appropriately credentialed for the population that they teach. We will also adhere to service ratios according to state and district mandated norms. All Teacher Assistants will be properly trained to provide support to the students with IEPs. Teacher Assistants will be assigned to students with IEPs based upon current District norms. Depending on student special and unique needs, appropriate staff and protocols will be put in place so that health and specialized services will be provided per the student’s IEP.</p>

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	<b>Fiscal</b>	Sylmar STEM Academy is proposed to be a Traditional School where the funding will be generated and implemented by District norms and guidelines. All funding will be distributed and monitored per District guidelines.
<b>Outcome 14</b>	<b>Parent Participation</b>	Sylmar STEM Academy will fully inform parents in a mode of communication which is identified on their child’s enrollment package about their child’s identification, evaluation, placement, instruction and re-evaluation for special education services. Forms, notices and procedural brochures created will be user friendly and prepared with ease of use for parents. Forms include: special education forms, notices, procedural guides, Section 504 forms and notices, Student Success Team forms and discipline forms and notices. All forms will be located in the following offices: attendance, counseling, school psychologist and related service providers offices, primary location for IEP meetings. Parents will be notified via multiple means i.e. written notices, documented phone calls, home visits, parent conferences, and via Cconnect eEd.

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

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		<p><b>Intervention</b> Tier 1 structures are in place to promote positive behavior, effective academic support, violence prevention curriculum has been selected. Tier 2 structures are planned to collect and analyze data, provide additional instruction relative to behavioral skills and there is effective academic support. Tier 3 structures are planned to collect and analyze data, conduct Functional Behavioral Assessments or Functional Analysis Assessments and there is a plan for implementing Behavior Support Plans and/or Behavior Intervention Plans.</p>	<p>planning is incomplete. 1-No structures or planning is evident.</p>
<b>Required for Planning</b>	<b>Description of Student Population</b>	<p>As a Public School of Choice/Charter a services area is defined. Relative to students with disabilities:</p> <ul style="list-style-type: none"> <li>• The number of students is known.</li> <li>• The disabilities of students are identified.</li> <li>• School organization is planned to meet the needs of these students.</li> </ul>	<p>4-All three elements are met, organization is clear and calculated to ensure the needs of the students are met. 3-All three elements are addressed and students are planned for. 2-All three elements are acknowledged. 1-No planning is evident.</p>
<b>Outcome 2, 3, 4</b>	<b>Special Education Program Description</b>	<ul style="list-style-type: none"> <li>• Describes least restrictive environment continuum of placement options for this school based on student eligibilities</li> <li>• Discusses how students will participate and have access to grade level standards and the core curriculum or alternate curriculum</li> <li>• Illustrates how and what collaborative services that will be provided, including co-planning, co-teaching,</li> <li>• Identifies a multi-tiered approach to instruction that includes differentiation, levels of intensity of instruction, and monitoring of progress</li> <li>• Provides how a "Learning Center" will be used to support</li> </ul>	<p>4 - Plan provides an explicit and thorough description of the Special Education Programs which includes a continuum of placement, mutli-leveled instruction, differentiation, and specific strategies for implementation 3 - Plan provides a strong description of the Special Education Programs which includes a continuum of placement, mutli-leveled instruction, differentiation, and specific strategies for implementation 2- Plan lacks some elements in the description of the Special Education Programs which should</p>

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		student learning <ul style="list-style-type: none"> <li>• Reflects the use of supplemental aids and supports to support student learning</li> <li>• Explains how and when students with disabilities will be integrated with their non-disabled peers</li> </ul>	include a continuum of placement, multi-levelled instruction, differentiation, and specific strategies for implementation does fully describe an intervention 1- Plan does not describe the Special Education Programs
<b>Outcomes 8, 10, 13, 14, 15</b>	<b>IEP Process: Implementation and Monitoring</b>	A process is planned ensuring: <ul style="list-style-type: none"> <li>• There are procedures to monitor IEP meeting dates and notification requirements.</li> <li>• There is an internal communication system planned for team members pre/post IEP Meeting.</li> <li>• There are follow up mechanisms to ensure implementation of the IEP.</li> <li>• Space is planned for IEP Meetings to ensure confidentiality and if possible teleconferencing.</li> <li>• Mechanisms are planned to ensure parents including those who do not speak English are welcome as active participants in the IEP process.</li> </ul>	4-All five elements are met, organization is clear and calculated to ensure the needs of the students are met. 3-All five elements are addressed and students are planned for. 2-All elements are acknowledged. 1-No planning is evident.
<b>Outcomes 10, 18</b>	<b>Procedures for Identification and Assessment of Students</b>	<ul style="list-style-type: none"> <li>• A systematic intervention plan has been developed.</li> <li>• A systematic and uniformly applied referral procedure is planned.</li> <li>• Language acquisition and exclusionary factors are addressed prior to the referral for assessment.</li> <li>• Procedures are planned to ensure “all areas of suspected disability are addressed”.</li> <li>• Monitoring of referrals by ethnicity is planned.</li> </ul>	4-All processes are well described and clear planning is evident. 3-All processes are described and some planning has begun. 2-Need for processes are acknowledged, planning is incomplete. 1-No planning is evident.

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

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

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

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<b>Federal Court requirement</b>	<b>MCD Outcomes (to be woven among others)</b>	<ul style="list-style-type: none"> <li>• 1: Participation in Statewide Assessments, English Language Arts</li> <li>• 2: Participation in Statewide Assessments, Mathematics</li> <li>• 3: Graduation Rate</li> <li>• 4: Completion Rate</li> <li>• 5: Reduction of Suspension</li> <li>• 6: Least Restrictive Environment</li> <li>• 7A: Least Restrictive Environment, SLD, SLI, OHI</li> <li>• 7B: Least Restrictive Environment, MD, OI</li> <li>• 8: Home School</li> <li>• 9: Individual Transition Plan</li> <li>• 10: Timely Completion of Evaluations</li> <li>• 11: Complaint Response Time</li> <li>• 12: Informal Dispute Resolution</li> <li>• 13: Delivery of Special Education Services</li> <li>• 14: Parent Participation at IEP Meetings</li> <li>• 15: Timely Completion of IEP translations</li> <li>• 16: Qualified Special Education Teachers</li> <li>• 17: Behavioral Support Plans for students with Autism or Emotional Disturbance</li> <li>• 18: Comprehensive Evaluation of African American Students identified with Emotional Disturbance</li> </ul>	Woven Throughout

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

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<b>Outcome 14</b>	<b>Parent Participation</b>	<p><b>Parent Participation</b></p> <ul style="list-style-type: none"> <li>• There are plans outlining how parents will be informed in their preferred communication mode of their child’s identification, evaluation, placement, instruction and re-evaluation for special education services.</li> <li>• Plans have been developed to ensure parents are welcome partners in their child’s education process.</li> <li>• Plans are in place to ensure parents of students with disabilities are an integral part of the school community and have leadership opportunities within advisory groups, are afforded the opportunity to attend training at the school, within the SELPA or at the state level.</li> <li>• A procedure is planned for responding to parents’ concerns and complaints and providing a timely response.</li> </ul>	<p>4- Processes are well described and clear planning is evident to ensure parent’s legal rights are acknowledged.                      3- Processes are described and some planning is evident to ensure parent’s legal rights are acknowledged.                      2- The need for processes are acknowledged; planning is incomplete.                      1-No planning is evident.</p>