

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

**APPENDIX E**

**Applicant Team Name: Community-Powered Public Schools [www.CPPSchools.org](http://www.CPPSchools.org)**

<b>MCD OUTCOME</b>	<b>COMPONENT</b>	<b>SCHOOL PLAN</b>
<p><b>Federal Requirement, District publications and forms are available</b></p>	<p><b>Search and Serve</b></p>	<p>Response to Intervention (Rti) approach shall be one of several components of the process of determining a Specific Learning Disability (SLD) in compliance with the 2004 IDEIA statute and regulations. This three-tiered approach shall provide high quality, research-based instruction and interventions at various levels of intensity for students who struggle with learning and behavior. Interventions shall be aligned to student needs, and progress shall be closely monitored at each level of intervention to make decisions about further instruction or interventions or both. Students who fail to respond to targeted interventions shall be referred to comprehensive evaluation to determine eligibility for special education and related services under the category of SLD.</p> <p>The school counselor in charge of Student Success Team (SST) shall also help in the identification of students who may be struggling academically. Such students shall be provided appropriate interventions, which shall be closely monitored. The SST counselor shall monitor for inappropriate disproportionate representation by race or ethnicity of students with disabilities.</p> <p>Parents shall also have full right to request a disability evaluation for their child, as addressed in IDEIA 2004.</p>
<p><b>Outcome 2</b></p>	<p><b>Intervention Programs</b></p>	<p>Response to Intervention (Rti) approach shall provide high quality, research-based instruction and interventions at various levels of intensity for students who struggle with learning and behavior. Rti shall be aligned to student needs, and progress shall be closely monitored at each level of intervention to make decisions about further instruction or interventions or both. The school shall work collaboratively with the office of curriculum, instruction, and school support to improve instruction in the core curriculum. Teachers shall have the option of supplementing core curriculum with the web-based math program, ALEKS, and other programs like remedial math, reading, etc. Extended School Year (ESY) program shall be offered to eligible students with disabilities. The program shall provide 2.5 credits per course, and designed to limit regression of learned skills. The SST counselor shall also help in the identification of students who may be struggling academically. Such students shall be provided appropriate interventions, which shall be closely monitored. The school shall continue to provide professional development opportunities for general education and special education teachers so as to maximize access and achievement of</p>

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		students with disabilities in the core curriculum and in the implementation of RtI. District-wide assessments shall be used to monitor progress.
Outcomes 5, 17 and 18 LAUSD Board Policy	Discipline Foundations Plan and Behavior Support	<p>If the IEP committee determines that the student’s behavior is a manifestation of his/her disability, the school shall design and implement systematic procedures to promote lasting, positive changes in the student’s behavior.</p> <p>The school shall run a 3-Tiered Behavioral system.</p> <p>Tier 1: Benchmark (80-90%) - Successful school-wide and classroom positive discipline plan shall be implemented and behavioral progress shall be monitored.</p> <p>Tier 2: Strategic (10-15%)- Supplemental interventions such as social skills training, social skills groups, and counseling shall be made available to students, and students’ behavioral progress shall be monitored.</p> <p>Tier 3: Intensive (5-10%)- A behavioral support system shall be developed with a focus on the individual student, and data shall be frequently collected to assess response to intervention. All school site staff shall receive training for functional behavioral assessment of students with disabilities whose behavior impedes learning. The school shall provide staff with professional development on best practices in suspension alternatives and ethical discipline, and also mandate its use by support staff. Professional development in classroom management and behavioral strategies shall be provided to classroom staff as part of the implementation of the Discipline foundation policy.</p>
Necessary for Planning, will be provided	Description of Student Population	<p>Students in the special education program shall include students who demonstrate learning and behavioral needs that significantly affect performance in one or more academic areas. These students shall be served in either the Resource Specialist Program (RSP) , Special Learning Disability Special Day Class (SLD/SDC) , multiple disability orthopedic (MDO), Community Based Instruction (CBI) , Mental Retardation (MR) or Other Intervention (OI) classes.</p> <p>Approximately 10% of students throughout LAUSD require Special Ed Services.</p>

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Outcome 2	Special Education Program Description	<p><i>General Education with direct special education support in the general education classroom</i> Students in the resource specialist program (RSP) shall receive special education support for the general education curriculum in the general education setting. The special education teacher shall be in the general education classroom to provide direct instruction, instructional support or assistance to the student or a group of students, through models such as collaborative or co-teaching. The special education teacher shall be responsible for monitoring the student progress on IEP goals.</p> <p><i>General Education with direct special education support outside the general education classroom</i> When special education support cannot be appropriately provided in the general education setting, the student shall receive selected services or all services he/she needs in a Resource Specialist Program (RSP) , Special Learning Disability Special Day Class (SLD/SDC) , multiple disability orthopedic (MDO), Community Based Instruction (CBI) , Mental Retardation (MR) or Other Intervention (OI) programs. The special education teacher shall be responsible for monitoring the student’s progress on IEP goals, and providing accommodations and modifications to the general education curriculum to make it more accessible to students.</p>
Outcomes 8, 10, 13, 14, 15	IEP Process: Implementation and Monitoring	<p>The IEP is the foundation of quality education for every student with a disability, and all students who receive special education and related services are required by law to have an IEP. The IEP process guarantees effective teaching, learning, and better results for students with disabilities. Parental involvement is a key component of the IEP process. Parents shall be actively engaged in all aspects of the IEP process. If a parent has a limited proficiency in English, the school shall make reasonable efforts to arrange for an interpreter during meetings pertaining to the student’s educational placement. For meetings regarding the development or review of the IEP, the school shall take necessary steps to ensure that parents understand the meetings—including arranging for an interpreter.</p> <p>The school shall conduct meetings to write, review/revise every student’s IEP in a timely manner, in accordance with state and federal law. A minimum of 98% of IEP translations shall be completed within 60 days of the IEP meeting date.</p> <p>Once an IEP meeting is scheduled, the school shall promptly notify all participants. Parents shall be notified in a timely fashion to make sure they have an opportunity to attend. IEP meetings shall</p>

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		also be scheduled at a place and time acceptable to both parents and school.
<b>Outcomes 10, 18</b>	<b>Procedures for Identification and Assessment of Students</b>	<p>Response to Intervention (RtI) approach shall be one of several components of the process of determining a Specific Learning Disability (SLD) in compliance with the 2004 IDEIA statute and regulations. This three-tiered approach shall provide high quality, research-based instruction and interventions at various levels of intensity for students who struggle with learning and behavior. Interventions shall be aligned to student needs, and progress shall be closely monitored at each level of intervention to make decisions about further instruction or interventions or both. Students who fail to respond to targeted interventions shall be referred to comprehensive evaluation to determine eligibility for special education and related services under the category of SLD.</p> <p>The school counselor in charge of Student Success Team (SST) shall also help in the identification of students who may be struggling academically. Such students shall be provided appropriate interventions, which shall be closely monitored. The SST counselor shall monitor for inappropriate disproportionate representation by race or ethnicity of students with disabilities.</p> <p>Parents shall also have full right to request a disability evaluation for their child, as addressed in IDEIA 2004.</p>
<b>Outcome 2</b>	<b>Instructional Plan for students using grade level standards</b>	Special education instruction must be explicit, intensive, and supportive. In order to effectively provide instruction to students who may be struggling with reading, core general education textbooks shall be supplemented with abridged versions that address the CA content standards. To improve student performance, a multi-tiered approach to instruction that focuses on appropriate grade-level instruction shall be implemented. This shall include grade-level and intensive intervention tied to IEP goals and CA content standards. Benchmark assessment information and progress monitoring shall be used to intervene and appropriately provide support to students, and

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		<p>teachers shall continue to receive the training that is required for the implementation of these benchmark assessments. Ongoing progress monitoring shall be used to ensure that the needs of students are being appropriately identified and met. Core curriculum, including strategies aimed at supporting differentiated instruction in special day programs shall be improved. The school shall work collaboratively with the office of curriculum, instruction, and school support to improve instruction in the core curriculum. Teachers shall have the option of using the web-based Math program, ALEKS, and students with disabilities shall be included in all aspects of math instruction and intervention.</p>
<p><b>Outcome 7A, 7B</b></p>	<p><b>Instructional Plan for students using Alternate Standards</b></p>	<p>Alternate Standards shall apply, but not limited to 1) students with moderate, severe/profound intellectual disabilities. 2) Students with a prolonged history of aggressive, self-injurious, destructive, or disruptive behaviors who have failed to respond to functional and systematic behavioral interventions in a less restrictive environment.</p> <p>A comprehensive, individualized behavior management system that includes proactive teaching, rehearsal of social/daily living skills, and structured and consistent reinforcement systems shall apply to qualifying students, as stated in their IEPs. Acquisition of age and grade appropriate academic, social, and emotional skills through the above alternate standards would enable students to access the general education curriculum, meet California graduation requirements, and also prepare students to become productive members of society.</p> <p>The school shall ensure maximum integration of students with moderate to severe/profound intellectual disabilities, in compliance with outcome 7 of the mandated consent decree. School administrators shall regularly review the IEPs of students with moderate, severe/profound intellectual disabilities to ensure that integration/mainstreaming opportunities and percentage of time outside of general education indicated in IEP correlate with students' schedules.</p>
<p><b>Outcome 13</b></p>	<p><b>Plan to provide Supports &amp; Services</b></p>	<p>The school shall provide a range of programs and related services to all students eligible for special education. Program services shall include, but not limited to, Autism Spectrum Disorder (ASD), Deaf and Hard of Hearing (DHH), Least Restrictive Environment (LRE). Related services shall include, but not limited to, Adapted Physical Education (APE), Assistive Technology (AP), Speech</p>

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		<p>and Language, and Transition. Support services shall include technical assistance to students and parents in the areas of behavior intervention, instruction, and support for inclusive environments. The school shall monitor the delivery of supports and services through the Welligent Services Tracking System user data. Resource specialists, special day program teachers, and related service providers shall be required to complete service tracking system logs, and also be held accountable for providing services specified in student IEPs.</p>
<p><b>Outcome 9 (for programs with students 14 and older)</b></p>	<p><b>Transition Planning Strategies</b></p>	<p>Transition services shall be provided to students with special needs age 14 (and sometimes younger) in accordance with IDEIA 2004. Transition planning for a student beginning at age 14 or younger shall involve helping the student plan his or her courses of study so that the classes the student takes will lead to his or her post school goals. Transition services for a student beginning at age 16 or older shall involve providing the student with a coordinated set of services to help the student transition from high school to post high school activities. These activities include, but are not limited to post secondary education, vocational education, integrated employment (including supported employment), continuing or adult education, adult services, independent living, and/or community participation.</p> <p>Transition services shall be based on the individual student’s needs, taking into consideration the student’s strengths, preferences, and interests. These services shall be delivered through direct and/or indirect support coordinated by a transition support teacher.</p>
<p><b>Federal requirement</b></p>	<p><b>Access to Extra-Curricular/Non academic activities:</b></p>	<p>CPP SCHOOLS will provide full social supports for all students through the student supports peer support program at CPP SCHOOLS, as well as full inclusion and recruitment in all student activities. School districts have an obligation, under the federal Individuals with Disabilities Education Improvement Act (IDEIA) to provide students with disabilities an equal opportunity to participate in extracurricular and non-academic activities. These activities may include athletics, counseling services, health services, transportation, recreational activities, clubs and special interest groups sponsored by the public agency, referrals to agencies that provide assistance to students with disabilities, and employment services to students, including both public agency employment and assistance with outside employment. All students shall be encouraged to actively participate in these activities. SPED students have a lot to contribute!</p>

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		<p>The school shall take necessary measures, including the provision of supplementary aids and services determined as appropriate and necessary by a student’s IEP committee, to provide nonacademic and extracurricular services and activities in the manner necessary to afford every student an equal opportunity for participation in these services and activities.</p>
<b>Federal requirement</b>	<b>Providing Extended School Year</b>	<p>Extended School Year (ESY) services shall be provided if a student’s IEP team determines, as mandated by California school law and the 2004 IDEIA statute and regulations, that the services are necessary for the Free and Appropriate Public Education (FAPE) to the student. If the IEP team determines that a student is ineligible for ESY, the student may be referred to the general education inter-session program.</p> <p>All students who are eligible to participate in ESY shall receive 20 days of instructional services per academic year (a 4-week program), including holidays, unless otherwise specified in their IEP. The ESY program shall run for 4 hours a day and students may take a maximum of two classes (2 hours per session). The program shall provide 2.5 credits per course, and designed to limit regression of learned skills and not for the purpose of earning credits.</p>
<b>Federal Court requirement</b>	<b>MCD Outcomes (to be woven among others)</b>	<p>CPP SCHOOLS will comply with all federal consent decrees as mandated by law, and also do more than that: comply, to the best of our ability, with the spirit of the law to correct the injustices the law was designed to remedy.</p>
<b>All</b>	<b>Professional Development</b>	<p>Professional development that leads to effective implementation of RtI requires that administrators, teachers, support personnel, and instructional aides/paraprofessionals possess the requisite skills to conduct RtI. School-site professional development shall occur both within and across administrative structures. Professional development shall be linked to ongoing assessment and student need, and follow-up professional development shall be focused on meeting these identified needs. Teachers shall be trained to examine current instructional practices, improve existing skills, and to gain new knowledge and skills to ensure better-quality targeted instruction. All school personnel assigned to provide instruction to students shall participate in ongoing, job-embedded professional development that will lead to effective research –based instruction with</p>

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		<p>the RtI<sup>2</sup> approach. Special education teachers and instructional aides/paraprofessionals who provide instructional support to students in the core curriculum shall be included in training along with their general education colleagues. All school-site educators shall receive training on the district-adopted intervention program so as to effectively serve students in the tiered intervention model.</p>
<p><b>Outcomes 6, 8, 16</b></p>	<p><b>Staffing/Operations</b></p>	<p>CPP SCHOOLS will provide certified teachers to staff the following classroom settings: Resource Specialist Program (RSP) , Special Learning Disability Special Day Class (SLD/SDC) , multiple disability orthopedic (MDO), Community Based Instruction (CBI) , Mental Retardation (MR) and Other Intervention (OI) programs. Additional supports include instructional aides, MCD clerk, file clerks, translators and a Bridge Coordinator.</p>
	<p><b>Fiscal</b></p>	<p>Budgeting will align with LAUSD’s transparent budgeting process. Additional funds will come from grants and endowments that the CPP Schools Board of Directors will seek as part of the CPP SCHOOLS Local School Board Plan. Seeking supplemental outside funding for SPED is vital, as SPED teachers and staff need to attend conferences and workshops in the latest instructional and support methodologies for SPED students, as well as attend mobility fairs and conferences, and bring the latest technological and mechanical aides and supports to parents. Additionally, training students and parents to provide respite services will aid our parents of disabled students at CPP SCHOOLS greatly.</p>
<p><b>Outcome 14</b></p>	<p><b>Parent Participation</b></p>	<p>Parental involvement is a key component of the IEP and education process. Parents shall be actively engaged in all aspects of the education process. If a parent has a limited proficiency in English, the school shall make reasonable efforts to arrange for an interpreter during meetings pertaining to his/her child’s educational placement. For meetings regarding the development or review of the IEP, the school shall take necessary steps to ensure that parents understand the meetings—including arranging for an interpreter. This provision will help to ensure that parents are not limited in their ability to participate in their child’s education because of language or communication barriers. A minimum of 90% of parent’s complaints shall be responded to within 30 days.  Parents shall be encouraged to actively participate in the IEP process, and have regular knowledge of how their child is responding to interventions. Evidence shall be provided of recorded attempts</p>



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		to convince parents to attend IEP meetings in accordance with Section 300.345(d) of the 2004 IDEIA regulations. Parents shall be given an opportunity to make suggestions and gain access to written intervention plans with details about how the school is helping their child. Parents shall also be encouraged to attend PTA meetings and engage in volunteer activities on school campus or parent center.