

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

APPENDIX E

Applicant Team Name: LA's Promise

MCD OUTCOME	COMPONENT	SCHOOL PLAN
<p>Federal Requirement, District publications and forms are available</p>	<p>Search and Serve</p>	<p>Upon enrollment, or with initial referral for special education assessment, SR ES #10 will provide the parent a "Request for Reasonable Accommodations" form and will maintain a copy in the student's folder. With the assessment plan, SR ES #10 will provide the parent with "A Parents Guide to Special Education Services." At least 10 days prior to the IEP, SR ES #10 will provide parents with "A Parents Guide to Special Education Services," "Notification to Parent to Participate in Individualized Education Program Meeting," and "The IEP and You" booklet. At the IEP meeting, SR ES #10 will provide and explain to the parent, "A Parents Guide to Special Education Services," "Least Restrictive Environment" brochure and the Parent Input Survey." If there is a dispute at the IEP meeting, SR ES #10 will provide the parent with and explain the "Informal Dispute Resolution for IEP Disagreements" brochure. SR ES #10 will display the "Compliant Response Unit/Parent Resource Network" poster as well as the monthly "Special Education Parent Training Calendar" in a common area. SR ES #10 will distribute to all parents and students the Parent-student handbook containing the District's nondiscrimination statement and sexual harassment policy, written notice regarding Uniform Complaint Procedures or a similar complaint process. This notice will be in any number of forms to maximize reach within the school community, e.g. newsletter, handbook, memorandum or brochure. In addition, SR ES #10 will distribute "Section 504 and Students with Disabilities brochure and the "Are You Puzzled by Your Child's Special Needs?" brochure at the beginning of the school year. SR ES #10 will distribute the CRU/PRN "Notification Letter", "Complaint Response Unit/Parent Resource Network" brochure and the "Special Education Parent Training Calendar" to all parents of students with special needs.</p>
<p>Outcome 2</p>	<p>Intervention Programs</p>	<p>The academic intervention program is intended to address the needs of those students who demonstrate significant academic deficits that are not most effectively addressed within the context of the larger classroom environment. Participating students will attend intervention classes to receive remedial support in reading, mathematics, or Spanish language development due to the demands of the bilingual program. The goal of the intervention program will be to address students' skill or learning deficits as quickly as</p>

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

APPENDIX E

Applicant Team Name: LA’s Promise

MCD OUTCOME	COMPONENT	SCHOOL PLAN
		<p>possible to support access and mastery of grade level standards. A student’s academic success is affected by a variety of factors including, nutrition, mental and physical health, study habits, neighborhood influences, attendance and motivation. With the majority of our students likely qualifying for free and reduced lunch and the low literacy and high poverty and crime rates in the neighborhood surrounding our school community, we will make every effort to ensure that our students receive an excellent education that will allow them to be middle school, high school, college and career ready in the future. Given the many challenges that will undoubtedly face SR ES #10’s student population, students not meeting grade level expectations will be required to receive intervention, within or outside of the classroom. At SR ES #10, teachers will be responsible for differentiating lessons to accommodate all learners. If students are not meeting grade level expectations within the classroom, as identified by formative and summative assessments, standardized tests, and anecdotal observations, an instructional plan will be developed for how to best meet the needs of the student. The framework for how we approach students who are not meeting grade level expectations will be best described as a “problem solving approach” within the Three Tiered Response to Intervention Model. Tier 1 interventions occur at the classroom level. A classroom teacher may identify students who are having difficulties with their coursework and implement modifications or use other instructional strategies to help meet students’ needs. The student will be referred to the Coordinated Support Team, which will be responsible for following up with all Tier I stakeholders. Teachers will provide opportunities for students to engage in cooperative groups, learning centers, peer discussions, and teaching through the use of multiple learning modalities. Because a majority of our students will be English Learners, teachers will employ a variety of SDAIE (Specially designed academic instruction in English) strategies and targeted ELD instruction to meet students’ diverse language development needs. To aid the problem solving approach, teachers may meet as grade level teams, to find new ways to address a student’s needs. Teachers will carefully monitor student progress, gather information on the student and determine whether or not the interventions have successfully met student needs. If classroom interventions and scaffolding prove insufficient to address the needs of a</p>

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

APPENDIX E

Applicant Team Name: LA’s Promise

MCD OUTCOME	COMPONENT	SCHOOL PLAN
		<p>student, the student will be referred for supplemental, (Tier II) intervention outside of core instruction. At this time a Student Success Team (SST) will be called to discuss what type of interventions may benefit the student. The SST, comprised of classroom teachers, parents, administrators, parent coordinators, and any other concerned parties, will meet to develop a plan for the student’s progress. An action plan may include modifications and supports to be provided by the teacher as well as other intervention strategies for families to implement at home and outside of school. The SST may find that a student has needs beyond academics. For example, an SST may also address student health, attendance, work and study habits, behavior, or language needs. If language is identified as an area of need, a Language Acquisition Team (LAT) may be called. In all SSTs the immediate outcome will be a structured plan for how to improve in one or more of these areas and then a follow up meeting will be scheduled to review parent and teacher feedback to determine if progress is made on the SST plan. The SST plan outlines actions, timeline, multiple checkpoints and responsible parties to inform the team on how to proceed in further aiding a student who is not meeting grade level expectations. Parents will be asked to provide insight into how their child is doing at home, classroom teachers will provide knowledge about how students are progressing on grade level standards, and intervention class teachers will provide data to show students progress in supplemental intervention classes. If a student is not meeting the determined goals set forth in the SST, follow up meetings may be held to consider other modifications. A student may also be referred to be pre-screened for a learning disability. If the Student Success Team determines that a student should be pre-screened for a possible learning disability, then the SST would move into a Tier III category. Tier III begins with a meeting where all information regarding Tier I and II interventions and outcomes were reviewed with the parent and consent was sought to evaluate if a child meets the criteria for receiving additional support from the Resource Specialist. Ultimately, if a Specific Learning Disability is diagnosed, then the child will have an IEP that will be implemented by the classroom teacher as well as the Resource Specialist.</p>

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

APPENDIX E

Applicant Team Name: LA’s Promise

MCD OUTCOME	COMPONENT	SCHOOL PLAN
<p>Outcomes 5, 17 and 18 LAUSD Board Policy</p>	<p>Discipline Foundations Plan and Behavior Support</p>	<p>At the beginning of the year, SR ES #10 will provide all parents and students (both general education and special education) with a Parent-Student Handbook, which outlines the school's Discipline code and expectations. SR ES #10 will establish school-site procedures and practices consistent with the "Discipline Foundation Policy: School Wide Positive Behavior Support" to reduce the number of suspensions for students with disabilities. For a student that has been suspended the first time, SR ES #10 will convene a Disciplinary Review Team meeting to address the student's behavior or will convene an IEP meeting to review, modify, or develop a behavior support plan. For a student that has been suspended a second time, SR ES #10 will convene an IEP meeting to 1) review the student's instructional program, 2) review, modify or develop a Behavior Support Plan or Behavior Intervention Plan, and 3) if appropriate, recommend a behavioral assessment. When a behavior emergency intervention is used for a student with a disability, SR ES #10: 1) will complete the "Behavior Emergency Report for Individuals with Disabilities", notify the parents within 24 hours of the incident, file the report in the student's cumulative record, and submit copies to the Support Unit Administrator, and the Division of Special Education Behavior Support Office, and 2) will develop an IEP that addresses the behavioral emergency and documents the review, revision 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). SR ES #10 will use the following recommended practices in classrooms where special education students receive the core curriculum: implementation of classroom management procedures, availability of core curriculum materials, instruction guided by content standards, evidence of instructional planning, academic rigor, provision of IEP supports, and ongoing assessment of student progress. SR ES #10 will have at least one Behavior Intervention Case Manager (BICM) on campus. All staff is responsible for implementing a student's Behavior Support Plan as written in their IEP and will have access to hard copies of the student's IEP and BSP. SR ES #10 will provide all accommodations recommended in the student's IEP, both academic and behavioral.</p>

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

APPENDIX E

Applicant Team Name: LA's Promise

MCD OUTCOME	COMPONENT	SCHOOL PLAN
Necessary for Planning, will be provided	Description of Student Population	<p>SR ES #10 is located in a densely populated community of South Los Angeles. The median household income is \$29,904. 53.6% of adults 25 or older have not completed high school. 26.7% of families are headed by a single parent. 13% of students at SR ES #10 are African-American. 87% are Latino. 9% of students are Special Education, 56% are English Language Learners and 2% are gifted and talented.</p> <p>As a public, neighborhood LAUSD school, we will not discriminate based upon race or ethnicity, religion, gender, culture, disability or sexual orientation. All special education students at SR ES #10 will have Individual Education Plans and will receive special education services on the mild to moderate spectrum, provided by our Resource Specialist and related service providers.</p> <p>Students on this spectrum qualify as having specific learning disabilities, other health impairments, speech and language delays, autism and mild mental retardation among other eligibilities.</p>
Outcome 2	Special Education Program Description	<p>SR ES #10 will offer special education services to students who qualify per their IEPs. SR ES #10 will have a highly qualified Resource Specialist to provide academic services for students who require this support in a collaborative model. To provide students with the Least Restrictive Environment, the Resource Specialist will assist the general education teachers in meeting students needs through a combination of co-teaching, consultation, collaboration, in the general education classroom, as well as pull out models when necessary, in the school's Learning Center to assist student's in achieving their IEP goals and accessing grade level standards. Services will be provided on a regular basis as per each student's IEP</p>

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

APPENDIX E

Applicant Team Name: LA's Promise

MCD OUTCOME	COMPONENT	SCHOOL PLAN
		<p>and will be regularly tracked in Welligent with the "RST Tracker" tool. Both special education and general education staff will be given professional development time to collaborate and plan for the inclusion of students with special needs into the general education population on a weekly basis. General education teachers, special education teachers, and related services providers will instruct from a multi-tiered approach, utilizing differentiation on a daily basis to meet the needs of all students as well as scaffolding lessons for students who need more support. Both summative and formative assessments will be used to measure progress towards grade level standards as well as IEP goals and will be reported to parents quarterly and at IEP meetings. The Resource Specialist will work with a full time special education assistant to ensure that all students are receiving their provided service minutes, and will track these services by logging on to Welligent on a daily basis. All teachers and aides will assist students in accessing grade level material with assistive technology and other support provided in their IEPs. All students with IEPs at SR ES #10 will spend the majority of their day alongside their grade level peers in the general education classroom setting. In order to access the grade level standards, general education teachers will provide all accommodations and modifications that are described in the student's IEP in order for the student to have the same level of educational access as a student without a special need. Common classroom accommodations and modifications could be, but are not limited to the following: extra time on assignments and tests, access to a calculator, shortened assignments, peer assistance, preferential seating, use of a timer, access to writing templates, a personal dictionary and word wall, access to math manipulative, small group instruction, access to quiz and test retakes, frequent checks for understanding, repeated and clarified directions, etc. All staff, including substitute teachers, will have access to hard copies of the student's IEP in order to provide the necessary accommodations.</p>

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

APPENDIX E

Applicant Team Name: LA's Promise

MCD OUTCOME	COMPONENT	SCHOOL PLAN
Outcomes 8, 10, 13, 14, 15	IEP Process: Implementation and Monitoring	<p>When a student has been referred for a special education assessment, SR ES #10 will follow all federal, state, and local district timelines. SR ES #10 will document the "Request for Special Education" form and maintain a copy in the student's folder. SR ES #10 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. If requested by the parent, SR ES #10 will provide copies of the assessment reports to the parents at least 4 working days before the date of the IEP meeting. SR ES #10 will develop an IEP within 60 calendar days of receipt of written parental consent to the assessment plan unless the parent agrees in writing to an extension. SR ES #10 will follow appropriate timelines for conducting annual and three year review IEPs, will convene an IEP meeting within 30 days of parent written request, and will develop an IEP within 30 days of enrollment when an out-of-District IEP transfers in. For initial and three-year assessments, SR ES #10 will conduct vision and hearing screenings within the previous 12 months of the IEP meeting date and will document the screening dates in the IEP. SR ES #10 will monitor the identification of students with an eligibility of Emotional Disturbance (ED) and has a system for tracking their records. SR ES #10 will schedule IEP meetings far enough in advance to coordinate and facilitate IEP team member preparation and participation and will use the "Notification to Parent/Guardian to participate in Individualized Education Program Meeting" to document attempts to get parents to attend IEP meetings. SR ES #10 will use strategies, such as individual or conference telephone calls when parents cannot attend the meetings. SR ES #10 will maintain a roster of staff eligible to interpret at IEP team meetings and the Welligent "Missing and Old IEP Report" will indicate there are not missing or old IEPs. All staff responsible for implementing the student's program, including substitute teachers, have access to, or a copy of, the IEP and a clear understanding of the supports and services required for the student. SR ES #10 will provide all instructional and behavioral accommodations, modifications, supports, and services that are documented in the student's IEP. The Resource Specialist Teacher uses the Welligent "RST Monthly Service Log" to document provision of services and will regularly update in Welligent the "IEP Report of Progress and achievement from Current</p>

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

APPENDIX E

Applicant Team Name: LA's Promise

MCD OUTCOME	COMPONENT	SCHOOL PLAN
		IEP" and distribute it to parents at the same time progress reports are issued. For staff that has left SR ES #10, changed positions, and/or acquired different roles as Welligent users, the school will update Welligent account information. Modified Consent Decree Review Team will meet regularly to discuss the monthly MCD progress reports and make improvements and adjustments when needed.
Outcomes 10, 18	Procedures for Identification and Assessment of Students	As previously described, SR ES #10 will implement a multi-tiered, research based, and comprehensive intervention program for students performing below grade level. After a student has participated in several rounds of documented interventions without progress, the Student Support Team will make a recommendation for special education assessment when appropriate. Parents can also request an assessment in writing. Once the request has been received by the Special Education Coordinator, an assessment plan is created. For English language learners, the assessment plan documents the student's primary language and language proficiency status. When standardized tests are considered invalid for the student, the assessment plan documents alternative assessments. Initial assessment reports document the following required elements: Use of multiple assessment measures, results of tests administered (including primary language tests), tests given were valid for the student, test results were a valid reflection of student's skills and aptitudes, if an interpreter was used, a statement regarding validity of assessment, whether the student may need special education/related services, basis for making the previous determination, relevant behavior noted during observation of student in appropriate setting and relationship of that behavior to academic and social functioning, students social, emotional, behavior status as appropriate, educationally relevant health, development and medical findings, and determination concerning effects of environmental, cultural or economic disadvantage. The school psychologist's report will include whether there is a significant discrepancy between achievement and ability that cannot be corrected without special education or related services for students with learning disabilities. For students with low incidence disabilities, the need for specialized services, equipment, and materials will be documented. For a student with Emotional Disturbance disability, SR ES #10 will conduct a

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

APPENDIX E

Applicant Team Name: LA’s Promise

MCD OUTCOME	COMPONENT	SCHOOL PLAN
		comprehensive reassessment for a three-year review IEP.
Outcome 2	Instructional Plan for students using grade level standards	<p>SR ES #10 will create a guaranteed and viable curriculum by initiating a formalized process to create standards-based pacing plans. The process will build upon the Understanding By Design, (Wiggins and McTighe, 2005) backwards planning approach:</p> <ul style="list-style-type: none"> • We will analyze current pacing plan formats to determine the components of a SR ES #10 pacing plan template. • Group California standards into units around big ideas and essential understandings. • Write measurable objectives to teach each standard. • Document classroom resources that should be used in instruction. • Document ways to assess individual objectives and each unit. <p>These standards-based pacing plans will provide the foundation for creating a guaranteed and viable curriculum. They will also allow us to engage in meaningful and lasting vertical analysis of our curriculum. Ultimately, these standards based pacing plans will provide the foundation from which all teachers can create rich unit plans that address a diverse and ever-changing student body. With the standards-based pacing plans as our guide for a “guaranteed and viable” curriculum, we will implement</p>

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

APPENDIX E

Applicant Team Name: LA’s Promise

MCD OUTCOME	COMPONENT	SCHOOL PLAN
		<p>high quality frameworks for instruction to facilitate learning. The following structures make up the framework of the instructional design at SR ES #10. These common cross-curricular structures will be utilized to ensure consistency and academic excellence:</p> <p><u>Thinking Maps</u> Thinking Maps will be used school-wide as a “common visual language” in the SR ES #10 learning community for transferring thinking processes, integrating learning, and for continuously assessing progress. In summary, Thinking Maps are eight visual learning tools (similar to graphic organizers) that teachers and students use to articulate eight key thought processes: (define, describe, classify, sequence, compare/contrast, cause/effect, identify part-to-whole and whole-to-part relationships, and define analogies).</p> <p><u>Building Blocks/ Four Blocks Framework</u> LA’s Promise strongly believes that students should engage in purposeful, authentic reading and writing each day. We also believe that all students deserve access to becoming readers and writers. Based on this philosophy, we move away from a “scripted curriculum” in favor of implementing the Four Blocks Framework for Literacy Instruction. Based on the research and over eight years of successful classroom implementation in similar schools.</p> <p><u>CURRICULUM</u></p> <p><u>Language Arts Curriculum Overview</u> At LA’s Promise, our instructional vision expects us to produce students that have the ability to engage in authentic, rigorous reading, writing, and critical thinking. In each grade writing units will be crafted based on the California English Language Arts Content Standards. The standards will be grouped into units in</p>

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

APPENDIX E

Applicant Team Name: LA’s Promise

MCD OUTCOME	COMPONENT	SCHOOL PLAN
		<p>our pacing plans, using the Reading/Language Arts Framework for California schools as their guide. Teachers will work together in grade level teams to develop standards-based units centered on deep, essential questions, which culminate in writing projects.</p> <p><u>Mathematics Curriculum Overview</u> The goal of mathematics instruction will be to produce students who will be fluent with numbers, have built mathematical reasoning skills and have the ability to formulate and solve problems. In this model computational fluency will be a critical foundation for higher-level mathematics. In order to mathematically reason students must learn the vocabulary to communicate ideas and synthesize concepts. “Problem solving includes being able (a) develop a clear understanding of the problem posed, (b) translate the problem from everyday language into a precise mathematical question, (c) choose and use appropriate methods to answer the question, and (d) interpret and evaluate the solution in terms of the original problem.” In order for students to acquire the ability to reason and apply problem-solving skills, they need both conceptual and procedural knowledge of mathematics. Therefore, our math program will be designed to both support students in obtaining computational fluency while also allowing them to discover why formulas and proofs work rather than just how to memorize and follow them. The emphasis on conceptual understanding shifts students’ thought processes from gaining absolute knowledge to increasing mathematical reasoning skills.</p> <p><u>Assessment</u> Assessments at all grades will range from publisher-designed unit tests to teacher created unit tests. All students will also be assessed quarterly through standardized grade level benchmark assessments that will be aligned to standards-based pacing plans to ensure essential standards will be taught to mastery. Teachers will use benchmark assessment results to adjust pacing plans to re-teach standards and provide intervention to those students in need. Student progress will also be assessed on a daily/weekly basis through quizzes and daily informal assessment strategies such as “thumbs checks,” choral response, white</p>

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

APPENDIX E

Applicant Team Name: LA's Promise

MCD OUTCOME	COMPONENT	SCHOOL PLAN
		<p>board responses, and exit slips.</p> <p><u>History Curriculum Overview</u> The Social Studies curriculum will be based on a holistic approach to developing the students' critical understanding of history and of their own identity. Out of this dynamic, historical understanding, the goal of social studies and humanities instruction will be to foster a culturally sensitive perspective rooted in civic-mindedness and democratic principles, and to help students develop an ethical empathy towards social justice and act according to these ethics within their community. These competencies will be developed in active learning classrooms and community-based projects that further the development of the whole student. Teachers will strive to connect the content standards to students' personal context. All of the following instructional strategies will assist in the comprehension of the content material for ELL students and students with special needs. Students will also tap into the curriculum through the use of primary sources, such as photographs, interviews, artifacts, and other neighborhood resources. Field trips will be planned to neighborhood historical landmarks and museums to study the evolution of their community. Teachers guide students through an Understanding by Design (UbD) unit on calendars, historical holidays, historical places and figures involved in history.</p> <p><u>Science Curriculum Overview</u> The goal of the science curriculum will be to provide a comprehensive curriculum that includes the essential skills and knowledge students will need to be scientifically literate. The implementation of the standards-based curriculum will be driven by the constructivist belief that students learn best in an inquiry-based, hands-on investigative environment that builds upon the knowledge of previous grade levels. Language arts (expository reading and writing) and math skills will be critical components that will be incorporated into the science curriculum.</p>

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

APPENDIX E

Applicant Team Name: LA's Promise

MCD OUTCOME	COMPONENT	SCHOOL PLAN
		<p><u>Assessment</u> Assessment of content knowledge in Social Studies and Science will be both formative and summative. Informal assessments, such as teacher observations, student participation, journal writing, and student discussions will assist teachers in understanding students' progress and where interventions will be necessary. Formal assessments will include performance tasks at the conclusion of specific units, student presentations, collaborative group tasks, self/peer-assessments, and other response writing tasks.</p> <p><u>Visual and Performing Arts</u> The goal for the visual and performing arts curriculum at SR ES #10 will be to expose students to different art forms and to encourage them to appreciate art as a form of communication and to express ideas with proficiency and aesthetic effectiveness. The arts program will be aligned with state standards. SR ES #10 is committed, through instruction and exploration, to providing students with many artistic avenues for creative self-expression.</p> <p><u>Physical Education and Health</u> The goal for the physical and health education curriculum will be to promote healthy lifestyles among students and their families through the development of positive physical and mental habits. The physical education and health curriculum will cover the following strands: movement skills and knowledge, self-image and personal development, and social development. Standards-based, age-appropriate health education lessons will be incorporated into the academic curriculum wherever possible. As part of health education, students in grades 6-8 will learn about maintaining proper health by developing responsible lifelong habits in and out of the classroom. Students with special needs will be exposed to all of the core material in all of the subject areas for their grade level and will access the material with the help of their provided accommodations and modifications (listed in Special Education Program description), which teachers and staff will be responsible to implement. All students with special needs will participate in state</p>

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

APPENDIX E

Applicant Team Name: LA’s Promise

MCD OUTCOME	COMPONENT	SCHOOL PLAN
		and district wide assessments, and have access to the testing accommodations and modifications as determined by the IEP team at their annual IEP meeting. The test they are recommended to take (CST or CMA) as well as all necessary accommodations will be listed in Section K of their IEP documents.
Outcome 7A, 7B	Instructional Plan for students using Alternate Standards	N/A All students will be taught grade level standards.
Outcome 13	Plan to provide Supports & Services	Many of SR ES #10’s special education population will qualify for related services, such as Speech and Language, Occupational Therapy, Adapted PE, and Physical Therapy as provided on their most recent IEPs. SR ES #10 will provide student services in the areas of articulation, fluency and language goals. Speech therapists, school psychologists and other key support staff members will attends all IEPs for students with this service and provides parents full and translated copies of their reports, as well as tracks service minutes into Welligent. LA’s Promise will work with LAUSD for the following services: health and nursing, psychology, recreational therapy, vision therapy, and deaf and hard of hearing services as provided on student's IEP and as determined by the IEP team. All related service providers attend IEP meetings and provide present levels of performance statements, goals, and an offer of the LRE for the student as it pertains to their service. SR ES #10 will work to ensure that as many of these services will be provided in the general education environment, to minimize the possibility of missing valuable instructional time and to help the student generalize their skills into the classroom.

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

APPENDIX E

Applicant Team Name: LA's Promise

MCD OUTCOME	COMPONENT	SCHOOL PLAN
Outcome 9 (for programs with students 14 and older)	Transition Planning Strategies	N/A.
Federal requirement	Access to Extra-Curricular/Non academic activities:	LA's Promise believes in educating the whole child, therefore, all students at SR ES #10 including all students with special needs, will have full access to the after school, extra curricular and non-academic programs that LA's Promise will provide. Students with special needs will be supported in doing this with necessary accommodations and modifications provided to the program leaders to ensure that all students have opportunities to explore the world outside of the classroom. Participation in these activities and supports that will be required for access will be documented on the student's IEP, as determined by the IEP team.
Federal requirement	Providing Extended School Year	Extended school year services will 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 have disabilities which are likely to continue indefinitely or for a prolonged period, and interruption of a pupil's educational programming may cause regression, when coupled with limited recumbent 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. Extended school year services will 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. 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 a student's IEP. SR ES #10 will indicate in each student's IEP, whether or not the student will receive ESY services. If in the IEP team meeting, it is determined that a student is not eligible for ESY, the student may be referred to the general education/intersession program. General education programs are available to all students,

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

APPENDIX E

Applicant Team Name: LA’s Promise

MCD OUTCOME	COMPONENT	SCHOOL PLAN
		including students with disabilities, who meet program guidelines. SR ES #10 will offer at least 20 days of added instructional time for students who qualify to receive ESY.
Federal Court requirement	MCD Outcomes (to be woven among others)	Woven throughout
All	Professional Development	<p>LA’s Promise provides direct professional development to school staff and coordinates with school leadership to create a professional development plan aligned to achieving the school’s goals. We manage professional development on two levels. First, we provide direct, individual professional development for school staff. Second, we manage professional development the school’s three main organizational groupings, school-wide, by department and by PLE. High-performing urban school leaders improve student achievement by providing focused professional development, aligned to student and teacher needs. Opportunities are created for staff to plan, learn, and work together to address instructional issues. Resources and training are directed to areas of need. Staff is provided with professional development, based on the students and staff needs. Implementation of standards-based instruction is carefully monitored and continually measured. Plans for improving student achievement are developed and examined collaboratively by administrators, faculty, and staff. (Barth et al, 1999; Cotton, 2003; Kannapel et al., 2005; Ragland et al, 2002).</p> <p>Professional development is provided through activities such as peer coaching, mentoring, collaborative opportunities, visitation to other classrooms, conferences, and site-specific workshops, which are aligned to student needs and school-wide goals (Killion, 2000; Richardson, 2003). Teacher-directed learning opportunities require staff to be reflective and examine student work and instructional practices for</p>

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

APPENDIX E

Applicant Team Name: LA’s Promise

MCD OUTCOME	COMPONENT	SCHOOL PLAN
		<p>continuous improvement. In grade-level meetings, the staff reflects and examines student work through collaborative problem-solving data, and conversations. The teacher-directed learning opportunities examine instructional practices for continual improvement. Curriculum and assessments developed during these meetings are valued by teachers and more likely to result in professional improvement and genuine reflection (Killion, 2000; Richardson, 2003). Teachers at high-performing schools are more likely to report that professional development improves their teaching (Lauer, 2001). Professional development that occurs at high-performing urban schools is directly linked to improving instructional practices, which positively impact student achievement (DuFour, 2004).</p> <p>LA’s Promise’s Superintendent works directly with school site administrators (principals and assistant principals), via weekly 1:1 coaching, monthly leadership development trainings, and site visits to other high performing schools.</p> <ul style="list-style-type: none"> • 1:1 Coaching. On a weekly basis, the Superintendent will meet with the principal or other members of the school administrative team to focus on various aspects of the school leadership. The topics covered run the gamut, from developing observations protocols to staff evaluation. The coaching is differentiated for each administrator based on his/her specific needs as well as the needs of the school. • Monthly Leadership Development Meetings. Once a month, the Superintendent convenes the principals of LA’s Promise schools as well as selected members of their staff for an afternoon professional development session. These larger development sessions cover “big picture” topics relevant to all LA’s Promise schools, they also provide time for school leaders to share successful practices between school sites. • Site Visits: Half and full day tours of other high performing schools are facilitated by the Superintendent to see specific instructional practices in action. For example, LA’s Promise school leaders recently visited a Mann Middle School in San Diego to where they visited classrooms to

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

APPENDIX E

Applicant Team Name: LA’s Promise

MCD OUTCOME	COMPONENT	SCHOOL PLAN
		<p>see rigorous instruction in action with environment supports. They also observed classrooms were clean and organized which is conducive to learning for all students. The staff met with Mann’s leadership team to further understand how the transformation occurred. These visits provided the team a vision of what we want to achieve at our current school.</p> <p>For individual teachers, LA’s Promise supports professional development through its site-based team. At both Manual Arts and West Adams Prep, LA’s Promise has instructional personnel on campus that provide direct support to classroom teachers. Furthermore, LA’s Promise will work with school leadership to embed various structures within the school to enable greater collaborations and sharing of practices between teachers. These structures may include:</p> <ul style="list-style-type: none"> • 1:1 Coaching. The leadership team at SR ES #10 will dedicate several hours daily towards observing and working directly with teachers, students and support staff. Admin staff are also supplemented by LA’s Promise site staff (ex. its Director of Teaching and Learning) who also may work directly with teachers on request to support specific need areas identified by the teacher him/herself. • Common Planning Time. LA’s Promise will implement a master schedule at SR ES #10 that will enable teachers within departments’ common prep periods to plan together. • Teacher “Buddy” Observations. Addition sub coverage will be built into the school’s budget to enable every teacher to be released to visit high performing classrooms (either on campus or at partner schools). <p>LA’s Promise works closely with school staff to plan and deliver professional development through the school Tuesday afternoon professional development time. The typical cycle of development is based on introducing a school wide professional development topic at on the first Tuesday of each month, and then tailoring the implementation and further refining practices over the successive two Tuesday in department, then PLE professional development meetings. Typically, the final Tuesday of each month consists of</p>

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

APPENDIX E

Applicant Team Name: LA’s Promise

MCD OUTCOME	COMPONENT	SCHOOL PLAN
		<p>round table PD’s, where teachers select specific topics from a list of presenters organized well ahead of time based on teacher input. Each month, roundtable PD’s offer support on several areas from classroom management to creating culturally relevant pedagogy. Planning professional development begins in the summer with a review of all available school data, including grades, attendance, and periodic assessments. Based on this, school leadership (including lead teachers), build a hypothesis or framework of strategic professional development topics to be rolled out over the course of the next school year. When CST results are released in August, the school leadership team analyzes the data to confirm the starting hypothesis, re-prioritize topics, or introduce new ones based on the data. Using the school retreat and the first week of school to solicit feedback from the staff, the PD calendar is set by late September for the school year.</p>
<p>Outcomes 6, 8, 16</p>	<p>Staffing/Operation</p>	<p>LA’s Promise will work with SR ES #10 stakeholders, LAUSD, and collective bargaining partners to ensure that every professional on the SR ES #10 campus buys into the professional culture required to positively change educational outcomes at SR ES #10 (see section 5a.). LA’s Promise will leverage the autonomies granted through its iDesign MOU; work with LAUSD to realize the recommendations of its Teacher Effectiveness Task Force; seek the support and collaboration of existing school site staff; work within the guidelines set with our collective bargaining partners; and provide the professional development needed to increase the ability of school staff to positively impact student achievement. Because SR ES #10 is an already established school, LA’s Promise will begin its work with the existing staff and make adjustments to the staffing model once the school budget is transferred from norm-based to PPF. All adjustments will be made in accordance with collective bargaining agreements and QEIA accountabilities. Please see Figure X. for a more detailed explanation of our staffing model and its alignment to our instructional program. Figure X is based on LA’s Promise’s best estimate regarding SR ES #10’s current staffing model and budget (as reported by the CDE), and includes adjustments LA’s Promise expects to make to that model. (Please see 12a for a chart of LA’s Promise staffing model).</p>

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

APPENDIX E

Applicant Team Name: LA’s Promise

MCD OUTCOME	COMPONENT	SCHOOL PLAN
		<p><u>Teacher Recruitment Procedures:</u> A teacher workforce that is effective and diverse is needed to improve student learning at SR ES #10. LA’s Promise’s goal is to have a highly effective educator in every classroom at SR ES #10. Because LA’s Promise works within the LAUSD context to affect change, we realize that it may take several years to achieve this goal. Achieving this goal will require a critical focus on developing the teacher workforce at SR ES #10, including a strategic approach to attracting, recruiting and retaining top instructional talent.</p> <p>LA’s Promise will implement a system to attract, recruit, select and retain teachers that exhibit the characteristics consistent in successful urban secondary teachers. The core of this approach is use of the “Star” Teacher Selection process from the Haberman Foundation. The Star Teacher Selection process is the result of 30 years for research developed by Dr. Martin Haberman of the University of Wisconsin-Milwaukee. The process rates applicants against seven core teacher beliefs/characteristics (core characteristics, persistence, protecting learning, theory and practice, approach to at-risk, professional vs. personal, stamina/burnout, fallibility) highly correlated to success in multi-cultural classrooms. The Star interview system is used by over 170 districts and cities across the United States. We believe that the Star system will help SR ES #10 find the teachers that are most likely to be committed to the school’s mission and professional culture. For instance, teachers that rate highly for their persistence, problem solving ability, reflectiveness (fallibility) are very likely to respond well to our professional culture (see section 5a) of action orientation, continual improvement and results orientation.</p>

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

APPENDIX E

Applicant Team Name: LA's Promise

MCD OUTCOME	COMPONENT	SCHOOL PLAN
	Fiscal	The school budget includes the special education staffing plan and student enrollment projections. The staffing plan will be developed to adequately meet the needs of the projected enrollment of students with special needs. Projected revenues will be determined by the allocation of AB602 and IDEA dollars minus the LAUSD SELPA encroachment. Expenditures will include all expenses related to meeting the needs of students as outlined in their IEPs.
Outcome 14	Parent Participation	<p>Parents of students with IEPs will be fully informed, in the form of communication they best use, about their child's identification, evaluation, placement, instruction and reevaluation for special education services. To meet this intent, District forms, notices and procedural guides designed for parents of students with disabilities are to be developed to be readable and linguistically appropriate to the extent required by law. Generally, the forms, notices and procedural guides referenced by this policy include special education forms, notices and guides; Section 504 forms and notices, Student Success Team forms, and disciplinary notices and forms. (Specific form titles listed in "Search and Serve" section). So that parents are able to obtain further clarification of the content of any form, all such documents are to include a contact number for parents to call if they have any questions.</p> <p>Parents are entitled to reasonable accommodations to enable their participation in their child's educational decision-making. In addition to accommodations for parents with the need for mobile assistance, accommodations, which the parent may request in order to understand the content of the forms or meetings, also include oral translation and written translation in the parent's primary language. SR ES #10 will ensure that parents are offered special education forms, assessment reports, IEP documentation, and Section 504 forms in their primary language. SR ES #10 will provide an oral interpreter at all necessary IEP meetings, and will request written translation services from the Districts Translation Unit. SR ES #10 sees parents as partners, and as such will make numerous attempts through written notice as well as phone calls to schedule IEP meetings well in advanced and that coordinate with parents' schedules. All of the students at SR ES #10's parents and guardians will have access to participate in not just their child's</p>

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

APPENDIX E

Applicant Team Name: LA's Promise

MCD OUTCOME	COMPONENT	SCHOOL PLAN
		<p>education decision making meetings, but are welcome to join committees, advisory groups, and will have access to leadership opportunities and trainings at the school and District level. When there is a dispute or disagreement over a child's eligibility, assessment, or amount or type of related services, SR ES #10 will follow District guidelines and timelines as well as seek support from their Local Support Unit (7). SR ES #10 will follow the outlined procedures in the Policies and Procedures Manual as it pertains to Informal Dispute Resolution (IDR), mediation, and due process. SR ES #10 will attempt to settle any disagreements through mediation or IDR as a first option and will provide timely and appropriate response to all parent concerns.</p>