

**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>Federal Requirement, District publications and forms are available</p>	<p>Search and Serve</p> <p>See PSC p.3</p>	<p>The Carson High School special education department maintains, collaborates with regular education colleagues, and instructs students in the ‘Carson Colt AIM’, our Mission and Vision goal. Posters of Carson’ Mission and Vision are posted throughout the campus and in each classroom. Our school’s Mission and Vision is:</p> <p><u>Mission: What We Do</u> <i>Committed to <u>A</u>cademic <u>R</u>igor, <u>S</u>kills, & <u>O</u>pportunities that <u>N</u>urture</i></p> <p><u>Vision: Who We Become</u> <i>Collaborative, <u>O</u>rganized, <u>L</u>earners & <u>T</u>hinkers toward <u>S</u>uccess who acquire</i></p> <p><u>AIM: What We Achieve</u> <i><u>A</u>dvanced Skills, <u>I</u>nvolvement Citizenship, <u>M</u>arketable Readiness</i></p> <p>The federal mandate requires any educational agencies to actively seek out, identify, and serve all the children in their respective jurisdictions that are eligible for special education. The federal regulations can be found at Title 34, Code of Federal Regulations, Sections <u>300.111</u>.</p> <p><u>Title 5, California Code of Regulations, Section 3021(a)</u> requires local education agencies to honor <i>all</i> referrals for assessment, regardless of who they come from.</p> <p>Los Angeles Unified School District’s <i>Policy and Procedures Manual</i> states that “All schools are required to have procedures in place for identifying children who have or are suspected of having a disability and needing special education and related services. These procedures are commonly referred to as “Search and Serve” or “Child Find.” The school’s responsibilities for search and serve apply to the families and students attending and enrolling in the school. The District also has responsibilities for Search and Serve activities directed at the families of children below school age and students in private schools. “ Carson High School finds students eligible for special education services through enrollment procedures, articulation, staff communication, District communication, and parent communication.</p> <p>Middle School Articulation: The Special Education Department maintains established connection and collaboration with counselors from middle school “feeders” with whom we work on incoming students with special needs prior to their enrollment at CHS. All students who are enrolled in CHS are given</p>

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	See PSC p. 67	<p>Required Enrollment Slips which have layers of accountability, redundancy and “fail- safe” mechanisms embedded within for additional screening purposes.</p> <p>Staff Communication: The entire faculty is comprised of professional educators who are required to attend training during formal Professional Development meetings where they receive information and support about LAUSD procedures, in addition to procedures specific to CHS in special education. The Special Education Department will also ensure that the:</p> <ul style="list-style-type: none"> • Enrollment Process identifying special education students (STARS documentation process) is completed • Special education procedures used by school site are addressed through professional development before the start of the school year, during pupil free day or buy back days, to assure awareness by staff members. • Students suspected of having a disability will go through the SST process and if needed will be assessed by the school psychologist for possible placement in special education. <p>Parent Communication: Forms and publications (i.e. <i>Parents Rights, IEP and You, ITP and You, and Are You Puzzled by Your Child’s Special Needs?</i>) as well as the <i>Policies and Procedures Manual for Special Education Services</i> are kept in the special education office. These forms are available for the parents as part of the enrollment process. In addition, parents receive <i>IEP Meeting Notifications, Assessment Notifications, and Parent Survey for IEP Meeting</i> to inform the parent that the student is receiving special education services. These forms are provided to the parent prior to the IEP meeting at other appropriate times, such as a parent request..</p> <p>New Enrollees: CHS will ensure that all Federal, State, and District mandates, requirements, and policies regarding Search and Serve will be followed by all staff members.</p> <ul style="list-style-type: none"> • All new enrollees will complete LAUSD’s <i>Student Enrollment Form</i> to identify whether a student has received special education services or had a 504 Plan at any of the student’s previous schools. • New enrollee’s parents will be requested to provide the school with the student’s IEP. If the IEP is not available, the school will assist the parent by requesting the IEP from the previous school. • CHS counseling office will notify the Special Education Office of any academic or medical

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	(PSC, p. 39,40)	<p>concerns in the new enrollee’s records, school history, or parent concerns.</p> <ul style="list-style-type: none"> • Reconciliation reports with SIS and Welligent data systems also provide the school with critical information regarding a students’ previous eligibility and services at other LAUSD schools. There are indicators on these systems to inform the school that the student is eligible for special education services. • CHS staff is aware of Search and Serve through professional development and staff meetings. • <p>District policy requires all schools to distribute the <i>Are You Puzzled by Your Child’s Special Needs?</i> brochure to every student to take home at the beginning of each school year. In addition, the following publications will be maintained in the school office and made available to parents and staff.</p> <p>If the student is determined to be in need of special education services, the services will begin immediately if the services are available at the school site. If the services require the District office to schedule the service or placement, then the appropriate District personnel will be informed of the IEP services that are needed after the IEP is signed.</p>
Outcome 2	Intervention Programs (PSC p. 3)	Carson High School’s Mission Statement: AIM signifies the school’s commitment to all of its students by providing a meaningful education that promotes the Advancement of skills, having Involved citizenship, and Marketable skills. Special Education students who are in the general education

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	<p>(See Outcome 9)</p> <p>See PSC p. 5, 18</p> <p>See PSC p. 22</p>	<p>curriculum are expected to learn the same academic standards as their non-disabled peers. Transitioning skills are taught in the SDP classroom. Learning Center, and the by the DOTS teacher. (</p> <p>CST Test Results: CHS is committed to raising test resultson all statewide assessments, to closing the achievement gap between students with disabilities and their non-disabled peers, and to improving the graduation rate for all students, including special education students.The school has adopted a philosophy of setting high standards and using the Response to Instruction and Intervention (Rti²) as a framework to develop student performance and use data to guide instructional and intervention decisions.</p> <p>Instructional Framework: CHS believes that The Rigor/Relevance/Relationships/ Reflection Framework helps all students achieve academically and reach their fullest potential. This is a strategy for explaining that learning is optimized when students are involved in activities that require both complex thinking (higher levels of Bloom’s Taxonomy) as well as the application of knowledge to real-world situations. The following areas are important aspects of the learning process.</p> <ul style="list-style-type: none"> • RIGOR- In order to raise test scores (and recoup the loss of the eight points on the latest API) for students with disabilities, and to keep compliant with state standards, CHS will provide instruction and content that will be rigorous, while implementing the IEP. CHS will provide content through differentiated teaching strategies, visual support and academic dialogue. (i.e. scaffolding, graphic organizers, class discussions, and poster presentations). <p>All lesson plans and units will include formative and summative assessments. Our formative assessments will be used to gauge student learning and to drive further instruction while the summative assessments will be used to see if there must be re- teaching or if a student can proceed to the next level.</p> <ul style="list-style-type: none"> • RELEVANCE- Today's SWD are confronted with keeping up with their peers in general education while confronting and often overcoming their own obstacles. In order to motivate them and have "buy- in" on the day- to- day educational process, teachers will tap into their student's life's experiences and previously gained knowledge. Lessons will provide relevance through connection from curriculum to what is important to them and their lives. Specific

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	See PSC p. 17	<p>cultural relevance and cultural capital will be recognized and interspersed within each classroom.</p> <ul style="list-style-type: none"> • RELATIONSHIPS- The CHS Special Education Department will continue to keep all of its structured practices rooted in the Policies and Procedures Manual issued by LAUSD, and it will continue to conduct what it considers, “best practices for teaching” to its ethnically diverse population of students through differentiated instruction, strong community connections, and “strands of trust” built among its students, teachers and parents. Aspects of quality instruction include teaching such behaviors as respect, responsibility, honesty, civility and tolerance. • REFLECTION- Time will be afforded within each lesson plan for reflection for both the students and the teachers. Students will reflect on the content standards being taught and how well they understand the instruction. Teachers will reflect on if the methods of instruction are in sync with a variety of learning styles, and how to better match learning styles appropriately with instruction. This reflection time is important for SWD so that the students may process the grade level content information, but also realize what learning styles are the most effective for them. In addition, this time allows the teacher to assess which learning styles are preferential for the students and use those modalities repetitively to promote students success. <p>Instructional Strategies: CHS will use “good first teaching” techniques using effective, accessible, and well-planned curricula with built-in opportunities for extended learning, remediation, credit recovery, and credit acceleration through the implementation of the newly created 7th period. The Resource Program, Autism Program, DHH, CBI, MRM, and the Special Day Program weave academic, vocational, and socio-emotional goals and objectives of each student into their daily core-curriculum.</p> <p>Professional Development: There will be a consistent and continual collaboration of the special education teachers and the general education teachers in the utilization of the accommodations and instructional strategies, as well as for monitoring progress in the areas of academic performance and behavior for students. Professional Development opportunities will also allow teachers to collaborate with colleagues to develop strategies to improve instruction for specific students, develop pacing plans, concept lessons, and discuss assessment strategies. Teachers will access <i>MYDATA</i>, Periodic Assessments, and other relevant data sources in order to use data to gear specific instruction to</p>

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	See PSC p. 42	<p>address areas of needs identified by assessment results. In addition, special education teachers will meet twice a month to discuss period 7 interventions for special education students and policies that develop during the school year.</p> <p>Intervention Process: The RtI² multi-tiered model (See appendix –the new “Carson Colt” Vision and Mission Pyramid) will be the basis for intervention. Through documentation of individual student’s behavior, academic progress by the special education teachers, counselors, and general ed teachers, as well as the data collated from the progress report and weekly academic performances, will dictate the need for intervention, as well as how and when to exit intervention. Embedded within the RtI² model is the Special Teams for At Risk Students (STARS). The STARS approach differentiates for students with different needs, as follows:</p> <p><u>Universal Tier</u> (All students) This tier is school-wide and culturally relevant. It is expected to include approximately 75- 85% of the student population. This tier contains the following; -Incentive Programs -Clear Expectations -Positive School Climate -Safe School Plan -Asset Building</p> <p><u>Selected Tier</u> (At Risk Students) This level is specifically aimed at the At- Risk students. This level is expected to contain 10- 20% of the student population. The classroom, family, and small group meetings are used to find strategies to overcome behavioral setbacks. These could include the following: -SLC meetings -Individual student plans -Instructional supports -Behavior support plans -Documentation and monitoring</p>

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	See PSC p. 38	<p>Targeted/ Intensive (High Risk Students) This level is expected to include 3- 5% of the entire student population. It will include Individual Interventions created to increase awareness and urgency with the student, his/her family, and school staff. This level includes:</p> <ul style="list-style-type: none"> -Case Management Interventions -Increased Frequency and Duration -SST Follow- up Meetings -Resource Coordinating Team (RST) with Community Agencies <p>Specific Resource Intervention: The Resource Program teachers have created tiers within tiers that have successfully moved students already identified with disabilities to secondary and primary levels of intervention. Various interventions are used in the Learning Center and within the school to improve test scores</p> <ul style="list-style-type: none"> • Tutoring (After school, teacher initiated, online through public library, District offered SES) • Carson News (Clubs) • ALEKS • Language! • Breaking the Code • Make Sense Strategies • Read 180 • REWARDS • Skills for School Success <p>Resource Learning Center: The Resource Specialist Program has a Learning Center designed to enhance student achievement. The RSP teachers use this time to provide pre- and re- teaching strategies and study and organizational skills that will enable students to become active participants in the general education program. RSP teachers will partner with general education teachers to deliver standards-based instruction to classrooms in the general education where special education students are enrolled. Necessary accommodations, supports and interventions will be provided to students to achieve mastery of the content standards. Effective teaching practices will be implemented to improve</p>

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		<p>academic achievement.</p> <p>Research-based interventions will be available and provided when appropriate, to all special education students to help them achieve content standards. These practices include cooperative learning groups, differentiated instruction, interdisciplinary studies, project-based learning, multi-modal instructional strategies, technology integration, Specifically Designated Academic Instruction in English (SDAIE) for English language learners, etc.</p> <p>Assessment tools (classroom performance, work samples, teacher reports, assessments and quizzes) and collected data will be used to identify students for more (or less) intensive interventions.</p> <p>Strategic Interventions will be implemented to provide support for struggling learners. This may include student conferences, parent conferences, providing extended time on assignments or additional examples, small group instruction, distinct learning opportunities, or focusing on a narrower aspect of the content being taught. Students who make limited progress with strategic interventions may require more targeted intensive interventions.</p> <p>Intensive intervention will be provided to the lowest performing students. Instruction will be specifically targeted to the student's instructional needs. Various assessments may be required to diagnose the student's specific instructional needs and to provide and align the instruction to the student's academic needs. The student's progress is monitored frequently to determine the effectiveness of the provided interventions.</p> <p>The primary goal of CHS is that all students graduate as well-developed, lifelong learners with a global perspective and become productive members to the community. The established school-wide intervention program is aimed at identifying and monitoring the various needs of its students with disabilities. Indicators used to identify needs for intervention include, but are not limited to, a student's academic performance, social and emotional output, behavior, health, culture and family. Helping students obtain their educational goals through these strategies will create a community of good citizens.</p>

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		<ul style="list-style-type: none"> ○ IEP ○ Behavior Support Plan included on the IEP ○ School Psychologist – Counseling (PUC) <p>Classroom Behavior Support: The Special Education Department has adopted and developed strategies and policies that are consistent with the school wide plan. The Special Education Department:</p> <ul style="list-style-type: none"> ● Adopted consistent rules for classroom behavior. Classroom expectations are posted. <i>Carson HS Student Code of Conduct and the Student Rights</i> are posted and expected to be adhered to. <ul style="list-style-type: none"> ○ To cooperate with all school staff in a courteous and respectful manner ○ To treat everyone with respect and dignity. Name calling, verbal slurs and sexual harassment will not be tolerated. ○ To carry CHS I.D. during the school day ant at school functions. ○ To dress in a manner appropriate for school setting according to the <i>Dress and Safety Code</i>. ○ To attend all classes; arriving on time, prepared to participate in class activities. ○ To comply with teachers’ classroom rules. ○ To remain on campus for their entire scheduled school day. ○ To have the proper school authorization to leave campus and must do so immediately following their last class. (Work experience, ROP, Skills Center, etc.) ○ To assume responsibility for disposing of all food and trash. ● Uses progressive discipline in the classroom ● Special Education classroom teacher will identify, teach and reinforce behavioral expectations, school and classroom rules, and social skills ● Special Education classroom teacher will actively supervise, monitor and provide feedback on behavior using fair, but firm, techniques. ● Special Education teacher will discuss behavioral issues will parent and if needed, will refer student to the Dean’s Office for repeated or more serious behavioral issues or incidents. ● Special Education teachers seek alternatives to sending a student to the Deans’ Office. ● Special Education Department will use the Office Discipline Referral (ODR) for all disciplinary concern that will be monitored by the school/District. ● Behavioral Support Plans are distributed to teachers for implementation and monitoring by SESAC carriers. ● Behavioral Support Team meets on a regular basis to discuss targeted interventions for specific

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	See PSC p. 64	<p>students. Behavioral Support Team members trained as Behavior Intervention Case Managers and Pro-Act Trained in order to provide behavioral support for Special Education Students. If necessary data is collected by SESAC carriers for specific students needing more specialized support and intervention.</p> <ul style="list-style-type: none"> • School provides alternatives to suspension to reduce the suspension rate of special education students. • Students will attend all of their classes and be on time. Attendance will be monitored by classroom teacher. Severe attendance issues will be referred to the PSA, SART, or State Attendance Review Board (Board). • Behavior Support Plans are implemented as needed using positive reinforcements that are stated in the IEP. • Weekly checks are circulated to classroom teachers to monitor grades and behavior, as needed or requested to monitor student progress. <p>Behavioral Intervention Plan: CHS will implement a RTI2 model for behavior within the Special Education that is aligned with the school wide model. It is :</p> <p><u>Universal Tier</u> (All students) This tier is school-wide and culturally relevant. It is expected to include approximately 75- 85% of the student population. This tier contains the following; -Incentive Programs -Clear Expectations -Positive School Climate -Social Skills building through school events -Safe School Plan -Asset Building</p> <p><u>Selected Tier</u> (At Risk Students) This level is specifically aimed at the At- Risk students. This level is expected to contain 10- 20% of the student population. The classroom, family, and small group meetings are used to find strategies to overcome behavioral setbacks. These could include the following: -SLC meetings -Individual student plans</p>

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		<p>-Instructional supports -Behavior support plans -Parent Conferences -Documentation and monitoring</p> <p>Targeted/ Intensive (High Risk Students) This level is expected to include 3- 5% of the entire student population. It will include Individual Interventions created to increase awareness and urgency with the student, his/her family, and school staff. This level includes:</p> <p>-Case Management Interventions -Increased Frequency and Duration -SST Follow- up Meetings -Resource Coordinating Team (RST) with Community Agencies</p> <p>Functional Behavior Assessment (FBA) or Functional Analysis Assessment (FBA) Will be conducted for students who have ongoing behavioral concerns. District personnel or Non-public agencies may be contacted to assist the school with behavior assessments and Behavior Intervention Development. (BID). Behavior Intervention Itinerant maybe be used as consultants or to assist with monitoring students behavior.</p> <p>The Resource Program teachers have created tiers within tiers that have successfully moved students already identified with disabilities to secondary and primary levels of intervention. Various interventions are used in the Learning Center and within the school to improve test scores</p> <ul style="list-style-type: none"> • Tutoring (After school, teacher initiated, online through public library, District offered SES) <p>Carson News (Clubs)</p>
<p>Necessary for Planning, will be provided</p>	<p>Description of Student Population</p> <p>See PSC p. 21</p>	<p>Demographics: Carson High School will service students within the school boundaries, including students with disabilities at this site.</p> <ul style="list-style-type: none"> • Currently CHS has approximately 304 Special Education students. • The school serves students with the following disabilities: <ul style="list-style-type: none"> ○ Specific Learning Disability (193) ○ Mental Retardation (30)

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		<ul style="list-style-type: none"> ○ Autism (29) ○ Deaf/Hard of Hearing (24) ○ Emotionally Disturbed (2) ○ Orthopedically Impaired (4) ○ Other Health Impaired (19) ○ Traumatic Brain Injury (0) ● DIS Services include: <ul style="list-style-type: none"> ○ Speech and Language ○ Counseling ○ Physical Therapy ○ Occupational Therapy ○ Audiologist ○ Blind/Partially Sighted Itinerant ○ Adapted PE ○ OI Itinerant ○ Assistive Technology ○ Recreation Therapy ○ Inclusion Facilitator ○ Orientation Mobility ○ Deaf/Hard of Hearing ○ Behavior Intervention ● Other Services: <ul style="list-style-type: none"> ○ District Office of Transition (DOTS) ○ Junior Reserve Officer Training Corps (JROTC) ○ College Center ○ Library ○ Read 180/ System 44 ○ Computer Lab ○ Learning Center ○ Career Center ○ School Clubs ○ Heart Office ○ Psychologist, Psychiatric Social Worker, PSA

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		<p>CHS meets the needs of the special education students by providing the following programs and classes:</p> <p>Resource and Special Day Program that Use Core Academic Curriculum:</p> <ul style="list-style-type: none"> • 5 Resource Specialists Programs/classes • Learning Center • 6 Special Day Programs/classes for combined disabilities of Specific Learning Disabled, Orthopedically Impaired, Other Health Impaired, Emotionally Disturbed, and Autism <p>Special Day Program the Use Alternate Curriculum:</p> <ul style="list-style-type: none"> • 1 Special Day Program/class for Autism • 2 Special Day Programs/classes for Deaf/ Hard of Hearing • 3 Special Day Programs/classes for Mental Retardation –Community Based Instruction (CBI)

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<p>Outcome 2</p>	<p>Special Education Program Description See Outcome 7A, 7B, Outcome 2</p>	<p>Program Placement Guidelines: All students are placed, according to Federal, State, and District Guidelines in the Least Restrictive Environment. Placement in the Least Restrictive environment will be determined by the IEP team. Students will be placed and educated, to the <u>maximum extent appropriate, with non-disabled peers.</u> CHS will provide:</p> <ul style="list-style-type: none"> • A continuum of placement options and services • Equal access to all students within the schools boundaries, relative to the services available at the site. • Placement based on the student’s IEP • Placement as close to the student’s home as possible • Supports and supplementary aids in the general education classroom, including curriculum modification and school personnel • A review of the student’s placement and services annually to review the accommodations and modifications needed. • Dual enrollment of Non-public students <p>Service Models: The following models describes the types of services provided at CHS:</p> <p>General Education with Collaboration. The student is served in the general education classroom without any accommodations or modifications to the curriculum, instruction, testing or grading. The service provider is responsible for consulting with general education teacher and monitoring the student’s progress according to the IEP. This includes students with a 504 Plan.</p> <p>General Education with Collaboration/Accommodations. The student is served in the general education classroom with consultation and support from the special education teacher. The general education teacher is responsible for direct instruction, testing, grading and behavioral management as specified in the IEP. The special education teacher support may include assisting the general education teacher with the design and preparation of materials, adaptations and accommodations. The special education teacher is responsible for monitoring the student’s progress on IEP goals.</p> <p>In addition, district mandated <i>Passports</i> which include present levels of performances, the SLD, areas of</p>

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		<p>need and strength, and accommodations are the responsibilities of both the SESAC case manager and the general education teacher to implement and to use to assess and drive further instruction of the student.</p> <p>General Education with direct special education support in the general education classroom. The student receives special education support for the general education curriculum in the general education setting. The special education teacher, support service provider, or trained paraprofessional will be in the general education classroom to provide direct instruction, instructional support, or other assistance to the student or a group of students, through research based models such as collaborative or co- teaching. There are four types of Collaborative Models used at CHS in the RSP.</p> <ul style="list-style-type: none"> • Parallel Teaching (Both teachers teaching the same thing in small groups) • One Teacher/One Support • Station Teaching (Different focus/ subject groups) • Co-Teaching (Taking turns on same subject) <p>The special education teacher/service provider is responsible for monitoring the student’s progress on IEP goals. Accommodations are made according to the student’s IEP, to assist the student inside the classroom. Curriculum will be aligned according to all state standards.</p> <p>General Education with direct special education support outside the general education classroom. The student receives special education support for the general education curriculum outside the general education setting. When the services cannot be appropriately provided in the general education setting, the student may receive selected services or all services he/she needs in a separate educational setting (including, but not limited to special classes, special schools, home instruction, and instruction in hospitals and institutions). The special education teacher/service provider is responsible for monitoring the student’s progress on IEP goals. The special education teacher in the special day class monitors the student’s progress daily and the service provider monitors the student’s progress as indicated on the IEP for time and frequency of service.</p> <p>Instructional Strategies Used to Access Content Standards: Carson High School will implement a multi-tiered Response to Instruction and Intervention (RtI²) approach to guarantee the academic success of the Special Education students. Academic instruction will be based on the California Content Standards for Secondary Students. Various effective and necessary supports and interventions will be provided to assist the students in achieving academic mastery of the content standards. The use of research-based</p>

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		<p>instructional practices will support all students with disabilities to participate in rigorous standards-based curriculum. Research-based strategies, along with targeted instruction based on student data, will drive the various approaches and instructional strategies used in the classroom. Students with disabilities may require differentiated instruction to be successful. Students will receive curriculum in the form of lecture, scaffolding of information, Graphic Organizers, class discussions, oral presentations, and projects. The Learning Center is available to resource students to provide more intensive instruction, as determined by the students' IEPs. The Learning Center staff will conduct Formative and Summative Assessments in order to check for re-teaching opportunities and information retention. In addition, the Learning Center will provide more intensive personalized one-on-one instruction which will include but not limited to scaffolding, note-taking techniques, test taking strategies, and co-teaching. The Learning Center will contain relevant student information which will be collected from all of a given student's teachers and will be used to create and drive teaching for specifically targeted students.</p> <p>Supplementary aids and services to improve the students' ability to access the spectrum of academic, extracurricular, and nonacademic activities and settings.</p> <p>Direct and Indirect Services include:</p> <ul style="list-style-type: none"> • Accommodations and modifications to the curriculum • Training of staff who work with the students • Accommodations needed for the student to participate in school sponsored activities vary based upon the student's needs and will cover the spectrum of possibilities. The student may need the supervision of an additional assistant in a one-on-one situation, or the supervision of a special education assistant in a group situation for off-campus trips, or the support of a sign language interpreter. These accommodations will be listed and described on the IEP. • Special needs students will participate in general education classes to the extent determined to be appropriate by consensus of the IEP committee members. Counselors will cluster students included into general education electives (no more than 5 or 6) so that special education supports can be assigned to the class to assist the teacher with classroom management, presentation of material, academic support, and student participation in the classroom activities. Placement of assistants to support students in the general education setting will be determined by the IEP, and implemented by special education staff. • Special needs students will have access to all clubs on campus and team sports, as appropriate.

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		<p>Students interested in joining clubs will receive the supports and accommodations listed in their IEPs. Students who qualify to participate with the general education sports programs will also receive the supports and accommodations listed in their IEPs.</p> <ul style="list-style-type: none"> • Sign language interpreters will be utilized, when appropriate, for HOH/deaf students to access the curriculum and activities. • Technology will be utilized by students within the classroom, and through Assistive Technology services and supports. • Paraprofessionals are used in the classroom to assist the students with academic, behavior, and medical supports. <p>Students with disabilities will be integrated with their non- disabled peers to the maximum extent appropriate, during their electives, PE, nutrition, lunch, assemblies, and extra- curricular activities.</p>
<p>Outcomes 8, 10, 13, 14, 15</p>	<p>IEP Process: Implementation and Monitoring</p>	<p>IEP Meeting Process: Carson High School will follow the IEP processes and timelines mandated by law. CHS will provide staff, parents, and students with the appropriate notification for assessments, meetings, and follow-up of IEP meetings.</p> <ul style="list-style-type: none"> • School administrator and/ or Bridge Coordinator will monitor all procedures regarding IEP meetings, meeting notifications, and compliance with all special education laws. • All case carriers receive monthly SESAC lists with due dates for annual IEPs and 3 year evaluations. • IEP meeting dates and notification requirements are scheduled and monitored by the SESAC carrier as well as the Modified Consent Decree Clerk. • Case carrier, nurse, psychologist, physical therapist, occupational therapist, adapted PE, all DIS itinerants, and relevant LAUSD participants will be notified electronically on the Welligent system. Counselors will receive notification by a posted calendar. • IEP calendars are created and distributed to SESAC carriers and staff members. Notifications for IEP meetings are distributed to general education teachers and related support staff (DIS, School Psychologist, Nurse, APE Teacher) • IEP meetings are held in the classrooms as well as in designated IEP meeting rooms in order to ensure confidentiality and an appropriate environment conducive to having constructive and informative IEP meetings. • IEP meetings will be held at the parents’ convenience as much as possible. A telephone is available in the conference room for teleconferencing, at parents’ request.

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		<ul style="list-style-type: none"> The school administrator and/ or Bridge Coordinator will review the IEPs after the meeting to ensure that all service providers are notified of the outcome of the IEP for change of services, new assessments, change of placement or eligibility, or transportation. The case carrier will provide an updated “Passport” of strengths, needs, accommodations/ modifications, and impact of disability of all special education students who have a general education teacher. Translators during meetings as well as publications in various languages are provided so that cultural and linguistic backgrounds are accounted for in order for parents to feel welcome and valued as members of the IEP team.
<p>Outcomes 10, 18</p>	<p>Procedures for Identification and Assessment of Students</p> <p>See PSC p. 38</p>	<p>STARS RTI2 Academic Intervention: Carson High School utilizes STARS (Special Teams for At Risk Students) to help identify students who may need an assessment to determine if a student may benefit from special education services.</p> <ul style="list-style-type: none"> <u>Universal Tier</u> provides incentive programs, clear expectations, positive school climate, safe school plan, and asset building as a system of support for 75-85% of the students. <u>Selective Tier</u> includes data collection of targeted student groups, instructional supports, individual student plans, SLC team meeting, and COST team intervention for 10-20% of the students. <u>Targeted/ Intensive Tier</u> is designed for high risk students and includes case management interventions, increased frequency and duration of services/interventions, Resource Coordinating Team (RST) with community agencies, and Student Study Team (SST) for 3-5% of the students. <p>Referral Process: Parents may request a special education assessment at any time. The school has 15 days to respond to the parent if the assessment is appropriate and will occur. If it is determined that the student needs to be assessed, the school has sixty (60) days, not counting school vacations greater than five (5) days, of the receipt of the signed assessment plan to complete the assessment and hold an Individualized Education Program (IEP) meeting.</p> <p>Teachers and staff can refer a student to the nurse, school psychologist, psychiatric social worker, PSA, Bridge Coordinator, or school administrator for a special education assessment. This referral will be sent to the Coordination of Services Team (COST) to determine what level of intervention is indicated. If the team agrees that a Student Study Team should meet, the team will determine if a special education assessment is warranted and the types of assessments that are needed for the evaluation.</p>

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		<p>Assessment Process: Parents will be given an assessment plan. The following guidelines must be followed:</p> <ul style="list-style-type: none"> • Student will be assessed only after the parent consents to the assessment plan. • Student will be assessed in all areas related to his and her suspected disability. • The assessment will be administered in the student’s primary language or a qualified interpreter will be provided. • The assessment must include a variety of appropriate tests to measure the student’s strengths and needs. The persons administering these tests must be qualified to do so. • The assessment will be adapted for students with impaired sensory, physical or speaking skills. • An assessment will occur by a multidisciplinary team, including at least one teacher or other specialist with knowledge in the area of the student’s suspected disability • Testing and assessment materials and procedures must not be racially, culturally or sexually discriminatory. • After the assessment plan is signed, an assessment will be completed within 60 days and an IEP meeting will be held to review the results of the evaluation with the parents. • The IEP meeting will be conducted in the parent’s native language and parents may request a translated copy of the assessment report at the meeting.
<p>Outcome 2</p>	<p>Instructional Plan for students using grade level standards</p> <p>See PSC p. 17</p>	<p>Content Standard Access: Carson High School is a comprehensive public high school that is committed to providing all students access to the core content standards in the least restrictive environment (LRE). Students in the Resource Specialist Program, Specific Learning Disability and Deaf/Hard of Hearing classes will be educated with their non-disabled peers to the maximum extent appropriate. CHS will strive to close the achievement gap between students with disabilities and their non-disabled peers.</p> <p>Academic instruction will be based on the California Content Standards for Secondary Students. Various effective and necessary supports and interventions will be provided to assist the students in achieving academic mastery of the content standards. The use of research-based instructional practices will support all students with disabilities to participate in rigorous standards-based curriculum.</p> <p>Instructional Strategies: Best teaching practices within the content area are crucial to assisting all</p>

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		<p>students to achieve academic success.. The special education department will provide instruction aligned with the general education model of <u>AMP IT UP!</u></p> <p>This model will give students and teachers a sense of <u>A</u>utonomy, <u>M</u>astery, and <u>P</u>urpose! Engaging the students in listening, questioning and being responsive in the classroom will improve the students' ability to provide responses, develop oral communication skills, increase students' problem-solving skills, and develop higher-order thinking skills. Active learning can be implemented by cooperative learning groups and project-based learning. In addition, instructional support is necessary to support students with disabilities through the use of <u>co-planning and co-teaching</u>. Timely and targeted corrective feedback, remediation, and intervention plans are crucial to the achievement and mastery of grade-level standards.</p> <p>Effective methods, strategies, and techniques are research-based approaches and practices designed to improve academic skills. The teacher can implement varied strategies to stimulate a student's desire to participate in reading, learning, and classroom activities. Active learning is one strategy that is motivating to students and helps to create lessons that are relevant and meaningful. Active learning engages students from the beginning of the lesson to the end. The lesson begins with a "hook" or an opening question; students can discuss the answer (Pair-Share), develop lists, or brainstorm. Then students can engage in role playing, solving problems at the board, creating story boards, or classroom projects. Finally, students summarize, ask questions for clarification, and teacher restates the critical points of the lesson. Instructional strategies need to incorporate learning experiences that match the ways that students learn. Planned activities provide optimal learning experiences by accessing prior knowledge, understanding the learning purpose, and relating the information to real life experiences. In addition, properly chosen instructional strategies and technology are necessary to engage the students in the learning process. This is necessary to motivate students, so the lessons need to have a purpose and be interesting to activate the students' desire to learn. Research also supports the use of technology for teaching real-life experiences in classroom instruction.</p> <p>The uses of varied instructional strategies are crucial to implement best practices in the classroom. It is imperative that research-based policies are utilized in the classroom to promote learning, not only for special education students or English language learners, but for all students. As the students' progress from one grade level to the next, the curriculum becomes increasingly more difficult and complex, so the need for strategies that will assist the students to obtain meaning in all of the content areas is</p>

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	<p data-bbox="342 1128 464 1198">See PSC p. 23, 63</p>	<p data-bbox="594 159 1835 228">required to tap into the <u>students' prior knowledge</u>, engage them in <u>oral language development</u>, develop <u>critical thinking skills</u>, and help them make connections by using real life situations.</p> <p data-bbox="594 272 1852 383">In addition, these strategies should increase the students' vocabulary, reading, and writing skills through cooperative learning groups, and gradually enable the students to apply their learning in independent reading and writing, which is quite effective for teaching comprehension strategies.</p> <p data-bbox="594 427 1927 578">Research-based approaches, such as <u>project-based learning</u> and <u>technology integration</u>, will ensure overall student achievement and close the achievement gap between general and special education students. Utilizing proven instructional strategies, differentiated instruction, cooperative learning groups, and interdisciplinary curriculum, are proven methods of achieving improved academic success.</p> <p data-bbox="594 621 1923 808">Strategic intervention will provide support to struggling learners. These interventions may include <u>small group instruction, extended time or practice, additional examples, small group instruction, targeted instruction, and task analysis</u>. Monitoring of the student's progress is crucial to determine if sufficient gains are occurring. If the student has made little or no progress, then the student may need more intensive intervention.</p> <p data-bbox="594 852 1923 1081">Intensive intervention will be provided to students who after strategic intervention strategies have been provided and deemed to be inadequate. Intensive interventions require more explicit instruction to the students' specific instructional need. Scaffolding content standards is a useful strategy to assist the student with context comprehension. Various diagnostic assessments, including formal and informal tools, will be used to align assessment results with instruction. Student's progress will be recorded to document the appropriateness and effectiveness of the interventions provided.</p> <p data-bbox="594 1125 1936 1317">Test Preparation: All 9th, 10th, and 11th grade students, including special education students, will attend a period 7 Intervention/Advisory period for instructional intervention, Advisory, tutoring, Test Prep for CST, CAHSEE, SAT or in the credit recovery (offered in the spring). Resource Specialist Program students will participate in the general education Intervention period and the Special Day Program students will meet with their core special education teachers for necessary instruction.</p> <p data-bbox="594 1360 1936 1430">Learning Center Programs: As appropriate, students with or without disabilities may be referred to the Learning Center for additional targeted instruction in the core curriculum. The Learning Center will</p>

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		<p>provide extended instruction and additional support for the lowest achieving students. The Learning Center will make available teachers who will employ strategies such as co-teaching and utilize and including multiple teaching stations. Instructional strategies, graphic organizers, and supplemental materials will be used to target the needs of the specifically identified student as determined by on-going academic progress and assessments. Special education students may be programmed into the Learning Center for intensive intervention or attend based on a “pull-out” model to address specific skills. Programs that may be used in the Learning Center include:</p> <ul style="list-style-type: none"> • Aleks • Breaking the Code • Language! • Make Sense Strategies • Read 180/ System 44 • Reach • Rewards • Skills for School Success <p>Data collection is a crucial component in evaluating student progress in achieving grade level standards. Teachers can use data to determine instructional practices that are necessary, and they can also provide appropriate accommodations and modifications to each individual student to acquire necessary skills and intervention needs. Effective use of data will provide timely and effective intervention strategies. In addition, if several students are experiencing difficulty with a task or standard, it may indicate that a new teaching strategy may be required to re-teach the information for the students to obtain mastery.</p> <p>Learning Center staff will implement strategies for student organization and continued monitoring of progress.</p>
<p>Outcome 7A, 7B</p>	<p>Instructional Plan for students using Alternate Standards</p>	<p>Alternate Standards Instruction: The instructional plan for students using alternate standards consists of providing an alternative curriculum based on those standards. Classes/programs at Carson High School using the alternative curriculum consist of, but are not limited to, Autism, Community Based Instruction (CBI, CBI-Transition), and MRM. As with any instructional plan, instruction is guided by assessment. Based on assessment results, the following sources are used as frameworks for instructional planning based on the requirements of the alternative curriculum:</p>

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		<ul style="list-style-type: none"> • IEP goals and objectives • SEACO Alternative Curriculum • Community-Based Instruction: Teaching Life Skills in the Community: Handbook for High School Students on Alternate Achievement Standards • Rubrics for Transition III: Autism Spectrum Students • Brigance Diagnostic: Life Skills Inventory • Brigance Employability Skills Inventory • DOTS assessments • Community Logs • Behavior Logs • Informal notes based on observations <p>Pre Assessment</p> <p>Based on documented research for the overall goals of these programs, students are assessed in the beginning of the school year or upon enrolling in CHS, to establish a baseline of their abilities. Results from pre-assessment are used to guide instruction. Both formal and non-formal types of assessments are utilized to measure students' abilities. Types of formal/standardized pre-assessment tools are as follows:</p> <ul style="list-style-type: none"> • Academic evaluation (i.e., Woodcock Johnson III, Brigance Employability) • Language evaluation • Psychological evaluation • Perceptual evaluation • Occupational Therapy evaluation • Types of informal/non-standardized tools • Ecological inventories • Direct assessment • Portfolios • Work samples • Anecdotal reports • Checklists • Informal observations

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		<p>Assessment Students in the alternative curriculum are reassessed at varying intervals during the school year to evaluate on-going progress and to determine the need for further intervention. Additionally, assessment results of each program’s alternative curriculum are used for the purpose of determining IEP goal attainment for individual students within that program. Combined with previous results, summative end-of-year assessments provide guidance in future placement and eligibility for extended school year (ESY).</p> <p>Instruction Each classroom/program using the alternative curriculum has slightly different learning goals from the others, based on student abilities and ages. Overall, alternative curriculum is an individualized, coordinated set of classroom and community activities based on the student’s interests, preferences and needs. All instruction is designed by the classroom teacher and delivered by the teacher or a paraeducator. The instructional design includes the selection of age-appropriate instructional materials, activities and community environments. Instruction is provided that helps students interact with their non-disabled peers, using the same materials and participating in the same activities.</p> <ul style="list-style-type: none"> ○ Alternative curriculum addresses functional academics, independent living skills, social/behavior skills, community skills, transition and vocational/job training skills that increase the opportunities for students with moderate to severe disabilities for “life after school.” ○ Four instructional environments are the basis for developing the skills necessary for a successful transition into “life after school.” Within each instructional environment, the functional skill areas of communication, self-care/independent living, motor skills/mobility, functional academics, vocational, social/emotional and recreation/leisure are addressed. The four instructional environments are: <ul style="list-style-type: none"> ● School Learning Environment—This instructional environment provides students with the necessary academic skills to successfully transition into adult living. Examples are reading public information, directional and emergency signs, directions, bus route information, learning to make purchases, etc. These skills are first taught in the classroom through direct and guided instruction and role play, and then generalized in the real community. ● Domestic/Home Learning Environment—This instructional environment provides the skills necessary to move the individual toward independence in the home. These are skills that are introduced in the school setting and shared with families to practice in the home setting.

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		<p>Examples are washing dishes, preparing meals, laundry techniques, using an alarm clock to wake up, dressing, or raking leaves in the yard.</p> <ul style="list-style-type: none"> • Community Learning Environment—This instructional environment provides the skills necessary to participate in the neighborhood or the local community. Examples include ordering food at a restaurant, crossing the street safely, making a purchase at a local store or market, riding the bus/using public transportation, accessing parks and museums, developing a hobby, etc. These skills are first taught in the classroom and then generalized in the real community. • Vocation/Work Learning Environment—This instructional environment provides the skills necessary to perform meaningful work. Examples are vocational training provided in a classroom at a school site and/or occupational or skill development center (in Local District 8 at Doyle Career Training Center in Gardena) and/or on-the-job training at a local business (e.g. fast food restaurant, retail store, office, landscaping or manufacturing.) • Instructional Strategies <ul style="list-style-type: none"> ○ All lessons presented in the CHS classrooms and specifically within the special education department utilize the alternate curriculum and consist of all or any combination (depending upon content to be covered) of the following instructional strategies: • Anticipatory sets • Input • Modeling • Frequent checks for understanding • Guided practice • Independent practice • Closure • Assessment • SDAIE strategies • Reflection • Flexible grouping (small groups or pairs based on student abilities) • Teaming <ul style="list-style-type: none"> ○ Paraeducators are assigned to each class using the alternative curriculum. Teachers and paraeducators work together as a team, sharing responsibility for all students. The

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		<p>paraeducators reinforce teacher-led lessons, offer individualized instruction to students, provide flexible grouping, and impart a lower adult-to-student ratio both inside and out of the classroom.</p> <ul style="list-style-type: none"> • Technology <ul style="list-style-type: none"> ○ Technology is integrated into lessons for the purpose of providing alternative sources of student research, products, and assessment. Multiple types of technology are or can be used in the classroom to augment instruction: • Personal computers • SmartBoards/interactive white boards • ELMO (document readers) • Projectors • Overhead projectors • Calculators • Digital cameras • Video recorders • Subject matter related video • Power point presentations • Internet research • Online assessment • Subject matter software • Audio books • Microsoft Office programs • Other assistive technology as required by individual student IEPs.
Outcome 13	Plan to provide Supports & Services	<p>Welligent Tracking: Based on an assessment by a qualified assessor, the IEP team determines whether or not a student requires related services to benefit educationally from his or her instructional program. The IEP team determines the necessary related services and shall be included in the offer of FAPE within the IEP.</p> <ul style="list-style-type: none"> • Once the IEP is signed, the student will be assigned to the caseload of the service provider. This information is uploaded on the SIS system and Welligent. Time and frequency of service,

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		<p>consistent with the goals and summary of service, will be entered into the Welligent Tracking Log as the services are provided.</p> <ul style="list-style-type: none"> • School administrator will monitor Tracking Log to make certain that staff records are updated and services are being provided. • Tracking Logs are submitted to the school administrator once a month. Logs are kept in a notebook in the Special Ed. Office for safe keeping and record review.
<p>Outcome 9 (for programs with students 14 and older)</p>	<p>Transition Planning Strategies</p>	<p>Transition Assessments: Carson High School has an on-site DOTS teacher to support the students with vocational education skills and transitioning to another placement after high school. In addition, Local District and Related Services staff provide professional development regarding the requirements of Individual Transition Plans (ITPs) and transition service.</p> <p>100% of all IEPs for students over the age of 14 have an ITP developed in accordance with federal law.</p> <ul style="list-style-type: none"> • Carson High School has developed Transition strategies for all special education students. In addition, all students complete a commercially produced transition assessment administered by DOTS or the case carrier prior to the students' 16th birthday. Results of the assessments are included in the ITP, Present Level of Performance on the IEP, or in an assessment report. Assessments may include: <ul style="list-style-type: none"> ○ COPS ○ IDEAS ○ COPS-PICS ○ Brigance Diagnostic Employability Skills and Inventory ○ Transition-To-Work Inventory ○ Janus Interest Inventory ○ Job Survival and Success Scale ○ College Survival and Success Scale ○ California Zone ○ Career Cruising • All students who are leaving Carson High School due to graduation with a diploma, receiving a Certificate of Completion, or aging out, will receive an exit IEP. The students complete a Senior Inventory as a graduation requirement and a Summary of Performance (SOP) that is completed by the case carrier for the IEP. One copy of SOP is provided to the student and

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		<p>another copy is placed in the student's cum.</p> <ul style="list-style-type: none"> • Transition instruction is included across the curriculum. Information is distributed to the parents and students regarding ITP and transition services through the IEP process. • After the IEP meeting, parents and staff are provided with an opportunity to complete surveys about the meeting. <p>Grade Level Vocational Activities: The following vocational activities are aligned to age appropriate expectations:</p> <p><u>9th Grade</u>- CHS has designed activities that align education/ training, employment and daily living skills into the curriculum. As the student becomes 15 years of age, each student is given a commercially produced transition assessment which is aligned with said activities.</p> <p>In addition, given that transition from middle school to high school is inherently challenging, we explore meaningful ways to introduce <i>what it really means to be a Carson Colt</i>. Specific Professional Development meetings are scheduled to train and familiarize our faculty with our Carson Colt AIM Mission and Vision. They then embed these activities into lesson plans and teach and review with the students throughout the semester.</p> <p><u>10th Grade</u>- At this point in their academic career, the students begin to identify their post- secondary goals and aspirations. These students are encouraged and supported through counseling, peer- advising, and "Cause and Effect" awareness sessions in order to maintain good grades so that increased opportunities will exist upon completion of high school. Students are self- motivated to maintain good grades because they are made to understand that in our program,these off- campusopportunities such as district and state supported employment exist exclusively for those students who have good grades.</p> <p><u>11th Grade</u>- The vision of the program at Carson High School is that after having successfully completed two years of academia, the student will have gained both knowledge and self- confidence so that at this point in time, they will continue to use the learning skills that have helped them so far, but they will also begin to hone in on being proactive in graduation progress, leading their IEP's and exploring ways in being a positive force in society such as volunteering, lower grade mentoring, and participate in district and state supported employment.</p> <p><u>12th Grade</u>- The senior year is a year of preparation for transitioning into successful adulthood. In</p>

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		<p>addition to being given support with their Senior Portfolios, we begin the academic year by giving the student an orientation/ presentations of how to successfully complete their time at Carson High School implementing the skills that they have learned their prior three years. CHS systematically presents an array of post- secondary options such as the Job Corps, local community colleges, Occupational Centers, the military, etc. by bringing in guest speakers from the field and taking students on various transition trips to local partners as mentioned above. We also assist in completing college applications, financial aid, and obtaining employment applications.</p>
<p>Federal requirement</p>	<p>Access to Extra-Curricular/Non academic activities:</p> <p>See PSC p. 56</p>	<p>Access to Elective Programs: All special education students at Carson High School are placed in the least restrictive environment under the guidelines of IDEA. Supplementary aids and services are provided to any student who wants or needs additional supports to participate with non-disabled peers, to the maximum extent possible, in other education-related settings, non-education settings, and extracurricular activities. Supplementary aids and services improve the students’ ability to access the spectrum of academic, extracurricular, and nonacademic activities and settings.</p> <p>Direct and indirect services include:</p> <ul style="list-style-type: none"> • Accommodations and modifications to the curriculum • Training of staff who work with the students • <u>Accommodations</u> needed for the student to participate in these activities vary based upon the student’s needs and will cover the spectrum of possibilities. The student may need the supervision of an additional assistant in a one-on-one situation, the supervision of a special education assistant assigned to a group of four students for each off-campus trip, to be shadowed while with a larger group by an assistant or certificated staff member or a sign language interpreter. These accommodations will be listed on FAPE 1 and discussed on Section 4 of FAPE 2. • Special needs students will participate in <u>general education classes</u> to the extent determined to be appropriate by consensus of the IEP committee members. Counselors will cluster students included in general education electives (no more than 5 or 6) so that a special education assistant can be assigned to the class to assist the teacher with classroom management,

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		<p>presentation of material, academic support, and student participation in the classroom activities. Placement of assistants to support SWD in the general education setting will be handled by the special education office.</p> <ul style="list-style-type: none"> • Special needs students will have access to all <u>clubs on campus and team sports</u>, as applicable. Students interested in joining clubs will receive the supports and accommodations listed in their active IEPs. Students who qualify to participate with the general education sports programs will also receive the supports and accommodations listed in their IEPs. • <u>Sign language interpreters</u> are utilized, when appropriate, for HOH/deaf students to participate in all activities. • <u>Additional activities</u> available to our special needs students include: <ul style="list-style-type: none"> ○ Best Buddies ○ Coffee Café ○ Recycling program ○ Transition programs to Harbor College and Doyle Academy <p>All special education students have <u>equal access</u> to: yearbook, school newspaper, school sports, school clubs, lunch, recess, band, pep rallies, assemblies, field trips, after-school programs, recreational clubs, JROTC, and all freshman, sophomore, junior, senior class activities, including culmination exercises.</p> <p>Students with <u>physical limitations and/or special needs</u> may participate in athletic teams as team managers, statisticians, and other team positions as their abilities allow. Every student must complete the necessary athletic team paperwork. Physical exams are required to ensure that all students are eligible. AA track team members will be exposed to a general education athletic event with general education peers.</p>

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Federal requirement	Providing Extended School Year	<p>Extended School Year (ESY) will be provided to students with disabilities who have unique needs and require additional special education classes or related services beyond the regular school year. Students who are likely to regress in academic proficiency, maintaining skills, or behaviors due to an interruption of schooling or when coupled with limited recoupment capacity, rendering it impossible or unlikely that a student will attain the level of self-sufficiency and independence that would be expected for the disabling condition are eligible for ESY.</p> <p>ESY Eligibility: To determine if a student is eligible for ESY, the IEP team should consider:</p> <ul style="list-style-type: none"> • Severity of the disabling condition • Areas of learning critical to maintaining IEP skills • Extent of regression caused by interruption in educational programming • Rate of recoupment following interruption of instruction • Availability of alternative resources such as intervention programs and general education summer school • Skills or behaviors that may be at risk of regression during the summer/intersession period. These skills or behaviors are noted on the IEP goals • Critical skills or self-sufficiency goals for students with severe disabilities <ul style="list-style-type: none"> ○ Mobility and muscular control ○ Toileting, feeding, dressing ○ Communication (Receptive, expressive, impaired or bizarre speech) ○ Unusual habits (i.e. self-stimulation, fetishes, or attachments to odd objects) ○ Unusual behavior (i.e. withdrawal, lack of awareness of surroundings, disruption of relationships, anxiety) <p>ESY services will be determined by the IEP team and shall be documented on the offer of FAPE. Services offered during the school year may be offered during ESY. For RSP students who are in general education classes for the majority of the school day, the IEP must clearly outline the need and rationale for ESY attendance. ESY may also teach independence skills and used as a fading out plan for additional adult assistance.</p> <p>Students that require related services in the ESY setting, the District supports inclusive practices in the delivery of the related services, as it does during the regular school year. Related services may be delivered in the following ways:</p>

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		<ul style="list-style-type: none"> • Indirect with the provider(s) serving primarily as collaborating with the classroom teacher • Co-planning and collaborative co-teaching between the classroom teacher and provider • A pull out model involving individual or small-group sessions <p>Special education students who are not eligible for ESY may attend regular general education intersession, adult school, or occupational centers.</p> <p>Transportation to ESY services will be provided to students whose IEP provides for home to school transportation because of personal factors such as health, social judgment, or lack of ability to communicate such that the IEP team considers that the safety of the student is of primary concern.</p> <p>ESY budget is determined in collaboration with the Division of Special Education and is based on the number of students eligible for ESY.</p>
<p>Federal Court requirement</p>	<p>MCD Outcomes (to be woven among others) See PSC p. 48</p>	<ul style="list-style-type: none"> • 1: Participation in Statewide Assessments, English Language Arts <ul style="list-style-type: none"> ○ All special education students on general education curriculum participate in Statewide Assessments. ○ Students who are absent on the day of testing will be contacted at home to attempt them to come to school. ○ Make-up assessments will be offered, if possible. • 2: Participation in Statewide Assessments, Mathematics <ul style="list-style-type: none"> ○ All special education students on general education curriculum participate in Statewide Assessments. ○ Students who are absent on the day of testing will be contacted at home to attempt them to come to school. ○ Make-up assessments will be offered, if possible. • 3: Graduation Rate <ul style="list-style-type: none"> ○ CHS offers special education many opportunities for credit recovery and extra credits through the implementation of the 7th period. ○ 7th Period Intervention classes are designed specifically to assist the students with passing

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	<p>See PSC p. 56</p> <p>See PSC p. 56,57 63,64, 69</p> <p>See Outcome 2</p> <p>See Outcome 2, 7A</p> <p>See Outcome 2, 7B; Access to Extra- Curricular/Non academic activities,</p>	<p>the CAHSEE.</p> <ul style="list-style-type: none"> ○ Attendance Office, PSA, school psychologist, counselors, nurse, and HEART Office offer supports for students who are absent from school. ● 4: Completion Rate <ul style="list-style-type: none"> ○ Students who are on alternative curriculum are eligible for a Certificate of Completion and any student with a disability who has satisfied any of the following three requirements, but who has not satisfied the requirements for a diploma, may be awarded a Certificate of Completion: <ol style="list-style-type: none"> 1. Satisfactory completion of 230 credits of a prescribed alternative course of study as identified on the student's IEP; OR 2. Satisfactory achievement of the student's IEP goals and objectives during high school as determined by the IEP team; OR. 3. Satisfactory high school attendance, participation in the instruction prescribed in the student's IEP, and achievement of the objectives of the statement of transition services ● 5: Reduction of Suspension <ul style="list-style-type: none"> ○ Schoolwide positive behavior support plan, classroom interventions, BSP ○ Counselors, School psychologists, Heart Office, Deans Office ● 6: Least Restrictive Environment ● 7A: Least Restrictive Environment, ● Students with SLD, SLI, OHI eligibilities will be educated for with non-disabled peers for less than 60% of the school day. ● B: Least Restrictive Environment, MD, OI

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	<p>See Outcome 9</p> <p>See IEP Process: Implementation and Monitoring</p> <p>See Outcome 14</p> <p>See Outcome 14</p> <p>See Outcome 13, 7</p> <p>See Outcome 14</p> <p>See Staffing Operations</p>	<ul style="list-style-type: none"> • 8: Home School <ul style="list-style-type: none"> ○ CHS believes that students should be allowed to attend their school of residence. Only students who have a specific eligibility, whose needs cannot be met, will be not be allowed to enroll. • 9: Individual Transition Plan <ul style="list-style-type: none"> ○ All students who attend CHS have Individual Transition Plans • 10: Timely Completion of Evaluations • 11: Complaint Response Time • 12: Informal Dispute Resolution • 13: Delivery of Special Education Services • 14: Parent Participation at IEP Meetings • 15: Timely Completion of IEP translations <ul style="list-style-type: none"> ○ All requests for IEP translations are sent to the LAUSD Translation Unit within 24 hours after the IEP is signed • 16: Qualified Special Education Teachers • 17: Behavioral Support Plans for students with Autism or Emotional Disturbance <ul style="list-style-type: none"> ○ 100% of students with Autism or Emotional Disturbance will have a Behavior support plan that was developed by the IEP team. • 18: Comprehensive Evaluation of African American Students identified with Emotional Disturbance <ul style="list-style-type: none"> ○ CHS will follow District’s Guidelines, policies and procedures for ED Assessments

MCD OUTCOME	COMPONENT	SCHOOL PLAN
All	<p>Professional Development</p> <p>See PSC p. 42</p>	<p>Weekly Professional Development: The faculty at Carson High School voted to have Professional Development days every Monday.</p> <ul style="list-style-type: none"> • Some Professional Development sessions are specifically devoted for promoting collaboration between General Education and Special Education teachers in order to create differentiated instruction and presentation of different service delivery options for students in order to foster a quality learning environment for the students. • Teacher In-Service training concerning differentiated instruction strategies for general education and special education teachers. • Department meetings are conducted to: <ul style="list-style-type: none"> ○ Inform teachers and aides about new policies or information from State, District, or School Administration. ○ Develop new strategies, implement new programs, discuss issues or concerns, and collaborate with colleagues. ○ Discuss instructional strategies <p>Teachers may request to attend outside conferences that deal with special education issues (i.e. differentiated instruction, behavior management, autism, RTI2, inclusion, collaboration, tiered interventions and instruction)</p>
Outcomes 6, 8, 16	<p>Staffing/ Operations</p>	<p>Staffing procedures and hiring will be planned and based upon current needs of the populations that are serviced. CHS will take a more pro-active role in the selection and recruitment of credentialed staff with the special education department becoming more involved with district staffing personnel in the overall process.</p> <p>Recruitment of staff by CHS will follow current district protocol for hiring including credential verification for the appropriate designations of highly qualified candidates.</p> <p>Service ratios and mandated service norms will be determined by population needs and as are documented on an individual, case-by-case basis.</p>

MCD OUTCOME	COMPONENT	SCHOOL PLAN
		<p>Clerical support will be developed and determined using current district model for secondary schools. The special education department will best allocate clerical support to meet compliance demands.</p> <p>Health services and protocols will continue to be offered school-wide and under the current guidelines as stipulated.</p>
	Fiscal	<p>Funding for all positions both current and future, credentialed, classified, and support will come from allocations as stipulated by district general fund or other district funding contingent upon current budgetary sources.</p>
Outcome 14	<p>Parent Participation</p> <p>See PSC p. 67</p>	<p>Parent Communication and Participation: Carson High School has a very active community in all school events. There is a highly active Booster Club and Parent Center on campus. Parent Conference Nights, Back to School Nights, athletic events, and IEP meetings are highly attended by parents.</p> <p>Bridge Coordinator, teachers, and MCD Clerk are highly effective in involving staff and parents for the special education procedures.</p> <ul style="list-style-type: none"> • Notification of Meeting, Assessment Plan and SST Meetings are printed in the home language and sent home for parent signature. Follow up calls are made home prior to the meeting date for confirmation of attendance. • Teachers maintain phone contact with parents of students on their caseload and in their classes. • Positive phone calls home are also encouraged. • All parents receive a monthly newsletter which lists calendar of events and upcoming meetings. • District trainings for parents are forwarded to the parents as they are received by the special education office. • Parent concerns are addressed promptly by the Bridge Coordinator, teachers, or administrator. Satisfactory resolution is the goal. If needed, parent will be provided with information regarding the District's Informal Dispute Resolution, Mediation, or Due Process. • PSA contacts and works with special education parents to improve attendance and parenting skill. Parenting classes are offered, at convenient times, to everyone who is interested in attending.

MCD OUTCOME	COMPONENT	SCHOOL PLAN
		<ul style="list-style-type: none"> • Carson High School is piloting an online notification system of school activities called “School Loop” through LAUSD and in conjunction with School Max. Currently, parents can log on to the website and receive information about school activities, special awards, parent notification of upcoming events, information about their child’s teachers, and homework assignments. Next semester, parents will be able to view grades online from each of their child’s teachers. This will allow the parents to monitor their child’s progress and encourage more effective communication between the parents, teachers, and the school. • On School Loop, the parents may e-mail the teachers with their comments or concerns. • District trainings for parents are forwarded via email or information is sent home with the student to the parents as they are received by the special education office. • On School Loop, the parents may e-mail the teachers with their comments or concerns and teachers are required to reply in a timely manner.