

Los Angeles Unified School District
PUBLIC SCHOOL CHOICE 3.0
APPLICANT HISTORY DATA SUMMARY SHEET

APPENDIX F

NAME OF PSC SCHOOL: LOS ANGELES HIGH SCHOOL

MCD OUTCOME	COMPONENT	SCHOOL PLAN
<p>Federal Requirement, District publications and forms are available</p>	<p>Search and Serve</p>	<p><u>Identification of students with disabilities upon enrollment</u></p> <ul style="list-style-type: none"> • LAUSD Student Enrollment Form will be completed by parents for all newly enrolling students upon enrollment. The section for services regarding IEP, 504, GATE or other services will be filled out by the parent. • Out of classroom staff will understand the form and their responsibilities to promptly identify students who require special services. • IEP of students from other LAUSD schools will be reviewed on Welligent, as will copies of IEPs students entering with IEPs from outside the district • A case carrier will be assigned at the school of attendance and a 30-day IEP will be written within 30 days from their first day of attendance after enrollment. <p>Following the LAUSD Special Education Policy manual based on state and federal law governing special education, Los Angeles High School will actively seek to identify students with special needs in their student population.</p> <p>1. At the beginning of the year, LAUSD's <i>Are You Puzzled by Your Child's Special Needs?</i> Brochure will be given to every student take home. Also, the following publications will be readily available in the main office for parents and staff upon request:</p> <ul style="list-style-type: none"> • <i>Are You Puzzled by Your Child's Special Needs?</i> Brochure • Student Enrollment Form • Request for Special Education Assessment Form • Student Information Questionnaire for Parents and Guardians • <i>A Parent's Guide to Special Education Services (Including Procedural Rights and Safeguards)</i> • <p>(The Parent Resource Network poster will be posted in the main office.)</p>

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		<p>1. Los Angeles High School will use the district enrollment form for students this form includes the following five questions for parents to answer:</p> <ul style="list-style-type: none"> • Did the student receive special education services at his/her previous school? • Did the student have an Individualized Education Program (IEP) at his/her previous school? • Did the student have a Section 504 Plan at his/her previous school? • Does the student have difficulties that interfere with his/her ability to go to school or learn? • Has this student been identified for Gifted and Talented Educational services (GATE)? <p>If any of the answers to these questions are YES then, the school administrator or designee will do the following:</p> <ul style="list-style-type: none"> • If the incoming student is from another LAUSD school-the school will look up the IEP on Welligent and provide the services as stated on the IEP. Should any concerns or possible changes need to be addressed; the school will hold a review IEP. Copies of IEPs will be provided for all relevant team members. • If the incoming student is from a school in California that is outside the district/Bridge Coordinator will obtain a copy of the active IEP from the other school district in order to provide comparable services after consulting with the parents until a 30 day IEP can be held. • If the incoming student from another school where an assessment has begun – the administrator and/or designee will collaborate with the previous schools to complete the assessment and hold an initial IEP. • If the incoming student from another state – the administrator and/or designee will collaborate with parents and provide comparable services until a new evaluation is conducted.

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		<p>a. Provide the parent the Parent Request/Reasonable Accommodations form and maintain the completed form in the student's special education folder.</p> <p>b. Review the IEP and provide the student the programs and services specified.</p> <p>c. Review the IEP and provide the student the programs and services specified if the student enrolled with an IEP from another school district. Hold an IEP review meeting within thirty days.</p> <p>d. Implement the student's existing 504 plan, if available, or hold a meeting to develop a 504 plan.</p> <p>e. Take the specified actions when the parents have indicated that the student has difficulties that interfere with his/her ability to go to school or learn.</p> <p>f. Enter all appropriate information into SIS for students who have an existing IEP.</p> <p><u>Identification Of Students With Disabilities (already enrolled)</u> This process will begin with SST and recommendations from teachers, staff, parents, etc, to discuss the needs of the student and the areas that seem to cause the most difficulty. This process will begin with counselor, psychologist and teachers of the student but will also include the Bridge Coordinator (or representative from SPED) to assist with questions. COST and RCT teams meet on a weekly basis to discuss students who are having most difficulty on a variety of levels, SPED will also be represented at all of these meetings to ensure the needs of the student are being met in the current placement.</p>

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Outcome 2	Intervention Programs	<ul style="list-style-type: none"> • Student participation in intervention programs will be determined through the District’s Multi-tiered Framework for Instruction and Intervention (RTI), as seen in BUL 4827.1. • Los Angeles High School will provide a Personalized Learning Environment for all students including SWD, EL, SEL, GATE and those students who are deemed ‘at risk.’ Each student will have an adult mentor and a personalized learning/education plan to motivate and ensure targets are reached. Teachers, mentors, counselors, parents and students (all stakeholders) will use student data to collaborate in the development, implementation and review of the personal plans. • All students (including SWD) will be enrolled in an advisory period to ensure that their needs are being met. During this time, intervention and enrichment classes will be offered to enable students to meet all the requirements and develop a broader knowledge of what is expected. • Homework Center will be offered four days a week after school for all students, representatives from SPED will be present to assist students as necessary, but collaboration between General Educators and Special Educators will encourage students to seek assistance outside of the school day. • Use of RTI, SDAIE to ensure all students are reached and enable maximum participation in the general education curriculum, in the least restrictive environment based on the individual needs of each student. • Student progress will be monitored by using key district, state and federal tools including CST, CMA, CELDT, periodic assessments, curriculum based measures, and behavioral data. The progress of SWD will be monitored by a Special Ed case carrier, Bridge Coordinator and the Administrator responsible for the Special Education Department. More intensive intervention will be given if students are not making sufficient progress to meet the goals set out

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		<p>in their personal plans.</p> <ul style="list-style-type: none"> • Basic Skills Intervention Classes for all students – especially focusing on incoming 9th graders in both ELA and Math as data shows this is the most challenging time for students. • Use of Learning Centers for all students, General Educators will have the opportunity to co-teach in the learning center with a SPED teacher to ensure that all students have access to additional support in core class. • Course offerings to include vocational trainings, ‘day release program’ in collaboration with Local Community Colleges (WEST LA on campus also) to ensure that all students are able to reach their personal educational goals (whether academic or vocational).
<p>Outcomes 5, 17 and 18 LAUSD Board Policy</p>	<p>Discipline Foundations Plan and Behavior Support</p>	<p>Los Angeles High School will implement all aspects of the LAUSD Discipline Foundation Policy: School-Wide Positive Behavior Support.</p> <p>Prevention:</p> <ul style="list-style-type: none"> • Each SLC will clearly state positive behavioral expectations. This will be developed by students and teacher and will display in common areas and all classrooms. In classrooms students and teacher will discuss and develop common understanding and definitions of the expectations. Teachers will model appropriate behaviors to ensure student understanding. School wide monitoring of the behaviors and reinforcement will ensure the behavior expectations are met by all students. Advisory periods will be used to as needed to discuss models and teach expected behaviors. <p>Intervention:</p> <ul style="list-style-type: none"> • Tier 1. School a wide plan will reflect a roman code of conduct, and Expected

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		<p>School-Wide Learning Results to reinforce positive behavior, foster accountability and reduce the suspension rates for Special Education students.</p> <ul style="list-style-type: none"> • Tier II. Collection of data, focusing on numbers of suspension and office discipline referrals will be used as a tool to monitor progress school wide and for those students with Behavior Support Plans (BSP). BSP's will be written/ reviewed for student with disabilities as needed to support academic progress. All students with an emotional disturbance or autism disability will have a BSP in place as required by MCD (Outcomes 17a, 17b and 18). • Tier III: Analysis of ODR's and other disciplinary actions will provide ongoing progress monitoring. If data reveal that some students are consistently not meeting expectations, more focused data collection and Functional Behavioral Analyses will be conducted and used as the basis for planning and implementation more highly focused Individual Behavior Support Plans.
Necessary for Planning, will be provided	Description of Student Population	<p>Student in each Least Restrictive Environment</p> <ul style="list-style-type: none"> • 131 in SDP • 96 in RSP • 32 in MRM <p>Students with disabilities by ethnicity</p> <ul style="list-style-type: none"> • American Indian = 2 • Asian = 9 • Black = 55 • Hispanic = 193

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		<ul style="list-style-type: none"> • White = 0 • Pacific Islanders =0
<p>Outcome 2</p>	<p>Special Education Program Description</p>	<p>Los Angeles High School will offer the following Special Education Programs on campus provided in a Least Restrictive environment as per the students IEP:</p> <p><u>Resource Specialist Program (RSP)</u> The Resource Program provides standards-based instruction and services to students with disabilities who are assigned to general education classrooms for the majority of the school day. All students in this program will have a case carrier (RSP Teacher) who will meet with and mentor the student as needed. This program will also allow for RSP Teachers and General Educators to collaboratively plan, teach and execute lessons to ensure that all students have full access to the general education curriculum; all students will also have access to the learning center in a similar collaborative capacity.</p> <p><u>Special Day Program (SLD)</u> The Special Day Program provides standards-based curriculum with accommodations as needed that serves students whose disabilities impact their academic progress in the general education curriculum to a degree that a more restrictive educational environment is needed.</p> <p><u>Special Day Program (MRM)</u> The MRM Program is specially designed to meet the academic, social, emotional and behavioral needs of those students with a Mental Retardation eligibility. The program will include a mixture of academic instruction (focusing on core subjects of English, Math and Science using the District Alternate Curriculum) and social skills and behavioral instruction (focusing on preparing students for real life situations outside of the school campus, including job preparation and</p>

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		<p>independent living skills). Students in this program will participate in the general education curriculum for their elective classes but will be placed on an alternative academic curriculum and take the CAPA examination.</p> <p><u>Special Day Program (CBI)</u> The Community Based Instruction program is designed for those students whose disability impacts their academic success, communication, health, interpersonal relationships, safety and/or community resources in the development of their daily life skills to the extent that they require an alternative curriculum that focuses more of acquiring skills and preparing for life outside of a classroom. One possible curriculum is 'Stepping Out' which provides students with a variety of skills including banking, doing laundry and life skills.</p> <ul style="list-style-type: none"> • The Special Education program at Los Angeles High School, reflects the school-wide philosophy and provides an inclusive, productive and safe environment for all students including those with disabilities. All students are educated in the least restrictive environment and are given access to grade level standards and the general education core curriculum. For the most part, students will address those grade level standards in the general education classrooms. Support services, co-teaching, co-planning and consultation will be provided to students through the Learning Center and their case carrier. All teachers will collaborate regularly to ensure that all students have equal access to the curriculum and are able to achieve their goals. • All stake holders at Los Angeles High School will work under a shared belief that meets the needs of the whole student (physical, social, behavioral, emotional and cognitive). To ensure this happens a problem solving system will be put in to place, this will include specific intervention based on the 3

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		<p>tier approach.</p> <ul style="list-style-type: none"> • Tier 1: Teaching Strategies for ALL students • Tier 2: Supplemental Teaching Strategies for identified students • Tier 3: Intensive Strategies for students most at risk <p>Supplemental Aides/Support The following DIS Services will be provided on campus as per the students IEP.</p> <ul style="list-style-type: none"> • Counseling and Guidance • Deaf and Hard of Hearing • Visual Impairment Services • Language and Speech • Adaptive Physical Education • Occupational Therapy • Least Restrictive Environment • Orthopedic Impairment Services
<p>Outcomes 8, 10, 13, 14, 15</p>	<p>IEP Process: Implementation and Monitoring</p>	<p>Los Angeles High School will do the following:</p> <ul style="list-style-type: none"> • Maintain, monitor, report the percentage of SWD enrolled in the school on a regular basis. • Monitoring IEP dates and maintains a log, created from case carrier, of all IEP meetings. • Bridge Coordinator – monitors COST/SST/IEP processes to ensure that District mandated timelines are implemented and upheld • Oversee the completion of evaluations/ initial IEPs to meet compliance. • Use of Welligent master calendar function and help schedule these IEPs with case carriers. • Administrator will ensure that all members of the IEP team are present and

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		<p>on-time for each IEP meeting.</p> <p>Internal Communication System:</p> <ul style="list-style-type: none"> • All staff will be notified a minimum of 15 days prior to IEP, input forms will be completed by all teachers and sent out by case carriers. Admin will contact teachers who do not submit forms at least five days prior to the IEP and reiterate/clarify the requirement and immediate due date. <p><u>IEP Space:</u> A private/confidential meeting space will be provided with access to a computer, printer and telephone.</p> <p><u>After IEP/Follow-up</u> Communication system</p> <ul style="list-style-type: none"> • ‘Passports’ – included a copy of all relevant information about each student is given to teachers at the beginning of each semester and updated after each IEP. • Teachers to meet with case carriers on a regular basis, depending on the needs of the student – open contact between them.
Outcomes 10, 18	Procedures for Identification and Assessment of Students	<p>The special education assessment plan should be developed in cooperation with the student’s teacher(s), general and special education, and other appropriate staff, depending upon the student’s disability or suspected area of disability, such as:</p> <ul style="list-style-type: none"> • The school psychologist • Related services personnel • The school nurse • Persons developing a special education assessment plan should use information from:

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		<ul style="list-style-type: none"> • The written request for a special education assessment. • The <i>LAUSD Student Enrollment Form</i>, Section 10: Special Services. • The parent, including the <i>Student Information Questionnaire</i>. • School records, including teacher interviews and observations, student work samples, and other knowledge gathered through a process that reviews the student’s achievement. • The Student Success Team recommendations, including accommodations and modifications. • Independent assessments provided by the parent. <p>Legally, the assessment plan must provide for:</p> <ol style="list-style-type: none"> 1. Assessing the student in all areas of suspected disability. 2. Selecting and administering tests and other assessment materials that are not racially, culturally, or linguistically discriminatory. 3. Administering tests and other assessment materials in the language and form most likely to yield accurate information on what the student knows and can do academically, developmentally and functionally unless it is not feasible to provide or administer. 4. Selecting and administering tests and other assessment materials to assess an English Language Learner that measure the extent to which the student has a disability and needs special education, rather than measuring the student’s English language skills. 5. Selecting tests and other assessment materials that assess specific areas of educational need and are not designed to provide a single intelligence quotient. 6. Using a variety of assessment tools and strategies to gather relevant functional and developmental information about the student. 7. Using information provided by the parent/guardian. 8. Obtaining information about how the student is involved and progressing in the

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		<p>general curriculum.</p> <p>II. COMPLETING THE SPECIAL EDUCATION ASSESSMENT PLAN The plan should be developed on the Welligent IEP System. The System provides for the assignment of an IEP case manager who will be responsible for developing the Assessment Plan, assigning assessors to provide the assessments once the plan is approved by the parent, and monitoring that is completed on time. Be sure to:</p> <ol style="list-style-type: none"> 1. Check the appropriate reason(s) for the assessment. 2. Check the appropriate assessment areas, types of assessments, and the persons who may be conducting the assessments. 3. Identify any accommodations in test administration that may be necessary. 4. If an interpreter will assist in the assessment, include the reason(s). 5. Include the date the plan was provided to the parent and the manner in which it was delivered. 6. Print and retain a copy. 7. Provide 2 copies to the parent/guardian and attach a copy of <i>A Parent's Guide to Special Education (Including Procedural Rights and Safeguards)</i>.
<p>Outcome 2</p>	<p>Instructional Plan for students using grade level standards</p>	<ul style="list-style-type: none"> • Use of grade level materials • Backwards planning/using assessments to guide instruction. • Using departmental assessments at the beginning of each semester. • Data-driven, standards based, differentiated instruction. • Collaboration with GEN ED Teachers: • Department planning with SPED (SDP/MRM/RSP) to ensure appropriate pacing for all students. • Maintaining the same academic and behavioral expectations for all students

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		and teachers in all classrooms.
Outcome 7A, 7B	Instructional Plan for students using Alternate Standards	<ul style="list-style-type: none"> • Alternate standards – design of instruction including age appropriate activities/ appropriate post- secondary outcomes. • Curriculum based/informal assessments that are standards based (on alternate standards) • Curriculum meets the needs of all students (multi-age/multi-ability/multi-disability) • Data driven decision making for differentiated instruction.
Outcome 13	Plan to provide Supports & Services	<ul style="list-style-type: none"> • Needs of SWD will be considered/addressed when developing school schedule (master schedule) – awareness of the complex scheduling/services. • Recognize that SWD’s programs must be addressed before other programs/classes are scheduled and that changes to schedules of SWDs must not be altered without approval from SPED Coordinator/Admin or SPED Case carrier to ensure compliance with IEP. • Master Calendar for DIS services will be accommodated and modified to ensure students can receive those services. • Welligent tracker will be used to monitor and record the services provided to the student as per their IEP
Outcome 9 (for programs with students 14 and older)	Transition Planning Strategies	<p>All students that are 14 years and older will have the following in regard to transition:</p> <ul style="list-style-type: none"> • An Individual Transition Plan (ITP) will be written into the IEP • Family/student seminar for incoming 9th graders through DOTS “Preparing for Adult Life” • Transition Assessment completed annually depending on grade level/age of

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		student (IDEAS, Online/Interview etc) <ul style="list-style-type: none"> • Students will have a Student Transition Portfolio: including creation of resumes, work experience, applications etc • Transition instruction each month through ELA classes taught by the transition teacher.
Federal requirement	Access to Extra-Curricular/Non academic activities:	Students will have the same access as students without disabilities that include but are not limited to: Sports, Assemblies, Champions and other extra-curricular activities
Federal requirement	Providing Extended School Year	<ul style="list-style-type: none"> • IEP teams will use Memorandum 5410.1 to determine whether or not students qualify for ESY. • Instructional programs are developed for the ESY period to address individual student needs as per their IEP • Annual budget planning included an allocation for personnel and resources to provide ESY services.
Federal Court requirement	MCD Outcomes (to be woven among others)	<ol style="list-style-type: none"> 1. Participation in Statewide Assessments, English Language Arts 2. Participation in Statewide Assessments, Mathematics 3. Graduation Rate 4. Completion Rate 5. Reduction of Suspension 6. Least Restrictive Environment 7. Least Restrictive Environment (SLD, SLI, OHI, MD, OI) 8. Home School 9. Individual Transition Plan 10. Timely Completion of Evaluation 11. Complaint Response Time 12. Informal Dispute Resolution 13. Delivery of Special Education Services

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		14. Parent Participation at IEP Meeting 15. Timely Completion of IEP Translations 16. Qualified Special Education Teachers 17. Behavioral Support Plans for students with Autism or Emotional Disturbance 18. Comprehensive Evaluation of African American students identified with Emotional Disturbance
All	Professional Development	<ul style="list-style-type: none"> • School-wide opportunities are planned for General and Special Educators to develop a culture of collaboration in meeting the needs of students • The Special Education department will provide whole-school Professional Development focusing on: Federal and State mandate, learning how to become active participators in IEP process, Differentiated Instruction. • Special Education Teacher will participate in professional development with the General Education peers and participate in the Professional Learning Community rounds with teachers in their SLC's.
Outcomes 6, 8, 16	Staffing/Operations	<ul style="list-style-type: none"> • An Administrator with Special Education background will oversee operations of Special Education department in compliance with MCD outcomes. • Bridge Coordinator works with both general education and special education teachers to ensure access to the curriculum in the Least Restrictive Environment • Each teacher will be assigned a baseline paraprofessional • Clerical Support for compliance will be in place and located in the Special Education office to ensure access for all stakeholders. • Service ratios are developed to ensure the needs of students are addressed and mandated service norms are honored. • Teacher recruitment procedures will ensure that highly qualified teachers are available to students with IEP's • Administration will monitor and verify credentials

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Outcome 14	Parent Participation	<ul style="list-style-type: none"> • MCD Clerk will communicate with parent/guardian informing them in their preferred communication mode of their child’s identification, evaluation, placement, instruction and re-evaluation for special education services. • Plans have been developed to ensure parents are welcome partners in their child’s education process. • Plans are in place to ensure parents of students with disabilities are an integral part of the school community and have leadership opportunities within a • A procedure is planned for responding to parents’ concern and complaints and providing timely response.