

## **LITERACY**

The Los Angeles Unified School District (LAUSD) Special Education Local Plan Area (SELPA) assures that all students who are eligible for special education programs and services will receive literacy instruction and services aligned to the California English Language Arts/English Development Framework in a manner consistent with the participation of all other students within the District.

### **Goals**

The goals of the LAUSD SELPA are to:

- Increase the participation and proficiency of students with disabilities in statewide student assessment;
- Increase the percentage of students with disabilities who are literate; and
- Assure that students with disabilities attain higher standards in all domains of language arts (listening, speaking, reading and writing).

In order to achieve these goals, we assure that students with disabilities will have full access to:

- All required core curriculum and alternate curriculum in accordance with the supports outlined in the Individualized Education Program (IEP)
- All State-adopted core curriculum textbooks and supplementary textbooks and/or materials;
- Appropriate targeted literacy intervention programs driven by data; and
- Instructional materials and support to attain higher standards in language arts.

### **Staff Development**

Special education personnel will be included in all staff development activities related to literacy and reading, as well as any State or regional training based on new legislation and implementation of the revised State frameworks, California Common Core State Standards, and District-mandated instructional programs. The participation will include District-sponsored training, site-based staff development, co-planning, co-teaching, grade-level meetings, coaching, and peer observation, etc. in the area of literacy and language arts that includes:

- Information about current literacy and learning research;

- An understanding of the role and use of assessment in determining appropriate instruction and intervention that includes benchmark assessment and progress monitoring for academic gains in reading achievement;
- Implementation of State-adopted standards and frameworks; and
- Research-based instructional strategies, including best practices, for teaching reading and writing to a wide range of diverse learners.

In addition, special education instructional personnel will be included in the curriculum materials selection process, in order to support alignment with California Common Core State Standards. Special education personnel will be included in staff development activities related to literacy and reading, as well as any State or regional training based on new legislation and implementation of the revised State frameworks, content standards, and District-mandated instructional programs.