Instructional Model

The professional learning communities at each school must work collaboratively to practice specific instructional elements with efficacy. These nine elements constitute the PUC Schools' Instructional Model. However, no model will be effective without ongoing processes that support the development of and reflection on these practices. Therefore, although the processes and procedures outlined after the Instructional Model are not considered part of the model itself, they are integral to the successful development of individual school sites and the ultimate achievement of our students.

Elements of the Instructional Model

The following practices implemented with efficacy across a school site will increase student achievement. Each element is research-based and has shown to enhance learning and implemented together in an integrated way will serve to accelerate our students academically preparing them college success. All Instructional Leaders will support PUC teachers to consistently implement these elements in their classroom as they increase their expertise in each area. These elements will be the "vehicle" we use to implement the design principles at our sites.

1. **Standards-based Planning**: Standards-based Planning combines the both long and short term planning in the form of scope and sequences and Instructional Alignment Templates (IATs).
   - All teachers will organize their curriculum by units into a year-long scope and sequence. The scope and sequence will be designed based on 1) the information in California blueprints in order to effectively prepare students for success on standardized testing measures, and 2) conceptual scaffolding providing students with optimal access to content. Scope and Sequences will be adjusted throughout the year based on data analysis.
   - All teachers will organize and record their instructional units using the Backward Planning Model using the Instructional Alignment Template (IAT) or other planning template that meets the essential components of Backward Planning (I.e., assessments directly aligned to standards and correlating learning experiences). Teachers will provide electronic copies of instructional planning documents to the Principals of Instruction weekly. These documents serve as one ongoing vehicle for communication about instruction where teachers receive feedback as a means of coaching

2. **The Learning Cycle:** All learning experiences will include the Learning Cycle: Accessing Prior Knowledge, Extending Prior Knowledge, Application, and Reflection. Many learning experiences will span multiple instructional days; however, Accessing Prior knowledge and Reflection will take place daily as a means of opening and closing lessons. Throughout the Learning Cycle, PUC teachers scaffold instruction to support student mastery of content. Sufficient guided practice (varied and ongoing) must be provided during class time before independent practice (I.e., for homework) is assigned. Within the Learning Cycle, all teachers will strategically bridge skills and knowledge gaps in their discipline through the use of integrated basic skills practice and the purposeful design of warm-ups (integration of basic skills and cumulative review). As a result, curriculum becomes connected and cohesive as students connect past learning to new knowledge and instruction is structured in a cumulative way allowing students multiple opportunities to master concepts and skills.

3. **Explicit Literacy and Numeracy Instruction:** All teachers will purposefully integrate the recommendations of *Essential Elements of Literacy and Numeracy Instruction** into daily instruction. Some of these elements include explicit vocabulary instruction, low-stakes writing, active reading strategies, and the common math expectations.

4. **Student Engagement:** Curriculum is designed and instruction is delivered to maximize engagement so that all students are actively participating in knowledge acquisition. In alignment with brain research, longer lessons are separated into mini-lessons to ensure that lectures are no more than twenty minutes long. All lessons incorporate a conceptual foundation so that students understand the "Why?" and the Big Ideas behind learning. A variety of brain-based instructional strategies are incorporated into daily instruction to support all students in on task behaviors. Teachers purposefully select models of instruction that support the mastery of content and keep students engaged in the learning process.

5. **Maximizing Instructional Minutes for Learning:** Purposeful and explicitly designed instruction occurs daily including before and after holidays. All activities that take place in the classroom are directly linked to acquisition of content standards. In a PUC classroom In a PUC classroom, more classroom time is spent where students are actively engaged in knowledge construction than in teacher delivery of content.

6. **Differentiated Instruction:** Teachers will introduce concepts and skills in more than one way so that students can access a method that best suits their learning style. Tiered instruction will be utilized to provide multiple entry points to curriculum for students based on readiness, interest, and/or learning style. PUC teachers vary instruction based on depth, complexity, novelty, and acceleration. Advanced or enrichment work will be made available to all students. To ensure that no child is left behind, teachers will know and utilize the academic goals and learning strategies for all resource students when designing and delivering instruction.

7. **Tools that Support Students' to Monitor their own Progress:** All Application Tasks will be accompanied by a rubric, task list, or criteria list to guide students in the effective completion of the task. These tools will align directly to the standards and will be used by the teachers as a means of scaffolding instruction. All classrooms will utilize a daily agenda to forecast and to guide instruction. This agenda will include the objective (tied to directly to or referencing the standard and/or learning target), opening, activities reflection, and homework. Sites may develop their own labels for each; however all components must be provided for students every day.

8. **Cyclical Learning:** All learning is to be considered cyclical in nature, meaning that either through tests or connections to prior units, information previously studied is re-addressed. Specifically in Language Arts and Math, assessments and units will be cumulative in nature. In other disciplines, minimally, specific connections between units and usage of prior concepts will be built into instruction.

9. **Classroom Environments that Support Learning:** The following elements exemplify a PUC classroom that supports student learning and acquisition of the content standards:
   - Student work will be posted regularly as a means of documenting and celebrating student learning. Displayed work will be rotated to reflect the most current projects and assessments. All work must include its rubric, task list or criteria list next to it to provide students with an explicit link between content standards and quality work.
   - Word walls are utilized as a part of the classroom environment to introduce and support the mastery of discipline-specific vocabulary. Key vocabulary words, definitions, and examples will be used as intellectual cues for both teachers and students. These tools are used in conjunction with formal, content-specific, vocabulary instruction that integrates a variety of vocabulary acquisition strategies.
   - PUC Classrooms are rich with intellectual prompts (ESLRs, Guiding Principles/Core Values, Language of the Discipline, etc) that support effective instruction and student learning. Both students and teachers utilize these prompts to enhance learning.

- Classroom configuration is flexible based on learning objectives and is purposefully used to maximize students' engagement with content.

10. **<u>Arts Integration:</u>** The Arts are an essential tool for providing access for all learners and to bring the state content standards to life in the classroom. Teachers integrate the arts throughout the process of learning and assessment. The use of the arts develops, supports, and values the diverse learning styles and needs of the school's student population.

11. **<u>Instructional Family Engagement:</u>** Ensure on-going communication with parents and student so they are aware of the content taught. Our students and parents need to be informed ahead of time when exams will be given and what content will be taught. Examples of methods used before are, weekly syllabus that is given to students and parents to explain what new materials they should expect to learn daily, use of student friendly IATs for the week, unit, or month as a method of communicating with parents and NTI connect phone messaging service. In addition, schools can create content-specific family nights where teachers present specific home strategies that a family member can use to support the student in content specific material.

Process in Support of the Instructional Model

Instructional Leaders will utilize specific processes to support teachers in implementing the PUC Instructional Model. These support mechanisms can be categorized into two main areas: 1) Utilizing data-driven decision making to provide teachers with "in-time" data in order to tailor their instruction to effectively increase the achievement of ALL students in their classrooms, and 2) Develop a reflective learning community of educators who engage in intellectual dialog about teaching and education and consistently use reflection as a tool to improve their craft.

1. Effective data-driven instruction depends on multiple sources of accurate data and the learning communities' ability to analyze that data in order to make adjustments in curriculum and instruction. The following processes will ensure that effective data-driven instruction is occurring:
   - **Triangulation of Data:** Sites will practice triangulation of data to set annual instructional goals and monitor growth toward those goals. Triangulation of data consists of at least three separate sets of data which is comprised of both internal and external assessment measures. Data points must be collected at least tri-annually in order for growth toward goals to be measured.
   - **Internal Benchmark Assessments:** Sites will design and deliver internal benchmark assessments in all core disciplines designed to reflect mastery of standards covered at each of these benchmarks. These assessments must be cumulative and aligned to the PUC Learning Targets and can be delivered tri-annually or at the completion of a unit of study. Data from each assessment must be analyzed both qualitatively and quantitatively to yield specific instructional modifications.
   - **Tri-annual External Assessments:** Sites will deliver tri-annual, external assessments using an assessment tool designated by PUC. Currently, the Measures of Academic Progress (MAP) has been designated as this tool. Data from each assessment must be analyzed both qualitatively and quantitatively to yield specific instructional modifications. Additionally, this tool will be used to show trends across PUC schools.
   - **Linking Instruction with Assessment Results:** If 50% of students don't pass an assessment, it is a reflection of instruction. When this occurs, the teacher will meet with their instructional leader to collaboratively determine how to use this information instructionally and how to weight this information so that it does not negatively impact the students' grade.

2. No individual improves their practice in a vacuum. As a result, the Instructional Leader is responsible for providing opportunities for the teachers at his school site to dialog about and reflect on curriculum and instructional in as many meaningful and purposeful ways as possible. The following processes will support the development of a reflective learning community at a school site:
   - **Site-specific, Professional Development:** All PUC schools will develop an annual professional development plan that will be driven by assessment data and correlating school-wide improvement goals. This professional development plan will include a week-long institute prior to the beginning of the school year, the equivalent of eight pupil-free days during the year, and job-embedded coaching cycles.
   - **Evaluation and Professional Growth Plans:** All teachers will meet with the instructional leader to complete a "Minimum Expectations Evaluation" and a "Professional Growth Plans" bi-annually. The Minimum Expectations Evaluation (MEE) is school-wide set of indicators used for all staff members and is utilized as one measure to determine staffing for next year. Whereas the MEE is evaluative in nature, the Professional Growth Plan (PGP) drives individual coaching for each teacher. The PGP will consist of individual teacher goals collaboratively developed with the instructional leader and a specific action plan in support of those goals.
   - **Grade-level and/or Discipline-alike:** All sites will provide time in their master schedule for either grade-level or discipline-alike teams to meet. These teams will meet bi-weekly with the

instructional leader to discuss instructional action items from prior professional development and/or staff meetings. This time may also be used to discuss specific student concerns and to develop correlating action plans.

- **Staff-wide, Focused, Instructional Dialog:** All staff members will participate in weekly dialog driven by reflection and focused on instruction. These conversations may include but are not limited to inquiry groups, critical friends, examination of student work, and sharing best practice with targeted feedback.
- **Peer Observations:** All staff members will participate in ongoing and integrated peer observations (I.e., the recommendation is that staff will either be observing or observed twice monthly.) Peer observations allow the observer to act as "a second pair of eyes" in the classroom. The main purpose for observations is to share best practices and provide feedback which ultimately improves instruction. Whether you are receiving direct feedback from an observer or gaining information from observing a colleague, peer observations are always guided with a focus question which can be general in nature or targeted on a specific instructional need. All observations are recorded using an observation template and used in professional growth conversations between the teacher and the instructional leader.
- **Collaboration with Resource Specialist:** All teachers will work directly with the Resource Specialist during common planning time to design instruction that directly incorporates the IEP goals for all RSP students in their classroom. Additionally, all staff members will work with the Resource Specialist to co-teach and to receive feedback on their instruction in relation to their RSP students.
- **Discipline-specific Articulation:** All schools individually and/or in their pod will hold bi-annual discipline-alike meetings to create and/or follow up on articulation agreements about content. Each school site will have specific grade-level benchmark goals to ensure content proficiency.

Classroom Strategies in Support of the Instructional Model
At PUC Schools professionals use a variety of teaching strategies in the classroom in order to actively engage students.

1. Part of the overall strategy is to employ the **Learning Cycle**. The Learning Cycle consists of the following: accessing prior knowledge, extending prior knowledge, application, and reflection. These components of a lesson, or learning experience, reflect the findings of educational research on how we learn best. The Learning cycle is based on brain research that supports student learning through its components.

- The first component of the leaning cycle is *accessing prior knowledge*. This step of the learning cycle is implemented through daily "Do Nows" through all curricular areas. "Do Nows" follow a set of guidelines that include using cumulative information and a variety of question formats and share a common purpose to connect new material to prior knowledge. Prior knowledge is not limited to content learned in that class but extends across curriculum, to prior levels in same subject area, and personal connections and current events.

- The second component is *extending prior knowledge*. This area of the learning cycle is the core instructional piece. This is the area where the actual instruction takes place and the bulk of teaching strategies are implemented. The strategies run the gamut from the very traditional to the inventive and are all designed to engage students in learning.

- The third component is the opportunity for students to implement and apply what was taught in the classroom. *Application* involves students writing, reading, completing math analysis, participating in labs or experiments, and completing a variety of assessments.

- The last component of the learning cycle is the opportunity for both teachers and students to reflect on the content of the lesson. This *reflection* piece can be completed through various methods such as: exit tickets, summary of lesson, and written and oral surveys. Reflections are often content based and standards aligned, can include cumulative material and can also be structured to ask students to reflect on their academic behaviors during class.

2. Differentiated instruction is accomplished by providing students with choices, scaffolded assignments, and the use of CAG dimensions of depth and complexity. In every classroom, CAG dimensions are displayed and used to differentiate instruction so that the needs of every student are met. Starting in sixth grade, students are directly taught the eleven dimension icons so that they become a set of tools that students can use to access any content. While at first these dimensions are directly taught and chosen by the teacher, the goal is that all students become familiar with all dimensions so that they know how to organize content in a way that truly reflects their individual learning style. By eighth grade, students are given a lot of choice in using the CAG dimensions to support their maturity and their mastery of the strategies. Accommodations are given to students with special needs in order for them to achieve success in the classroom.

3. Group work is utilized to enable students to learn from each other, build community, and learn various types of material. Pair share involves two students working closely to complete a task, which further enhances class material and presents opportunities to reflect on the information presented. Teamwork normally involves 3-5 students of mixed abilities to complete a class assignment. Teachers use assessment data to purposefully group students so that the academic needs of all students are met.

4. Individualized instruction is provided to support students' academic needs in many different levels. Students may receive one-to-one instruction from peers, teachers, and resources specialists.

5. Homework is provided to our students so that they can practice and become proficient in the material presented in the lessons. In addition to structuring student practice, homework provides the teachers with an informal assessment of student learning.

6. Classroom presentations are utilized to improve oral communication skills and as a way of assessing subject matter. Presentations can be done individually or as a group. Teachers present the main idea/content and students develop themes/topics to present within the provided guidelines.

7. Projects require students to synthesize material and provide teachers with a formal assessment. Through projects, students have the opportunity to demonstrate cumulative learning and cultivate their presentation skills for success in high school, college and beyond.

8. Teachers in all contents weave the use of technology throughout the curriculum whenever possible. The English and Science departments support the use of technology by having students publish their final papers and lab reports in our computer lab. The History department frequently uses PowerPoint that embeds film clips and news stories to actively engage students in connecting history to current events. In addition, music, art and science teachers use online tutorials and web quests to simulate learning experiences and further students' experiences.

In conclusion, PUC Schools teachers are using a variety of strategies and resources including technology and experience beyond the textbook and the classroom to actively engage the students. We emphasize higher order thinking skills in order to help our students succeed at high levels.

Los Angeles Unified School District
Public School Choice 2.0
Service Plan for Special Education

PUC School at Central Region High School #13

MCD Outcome	Component	School Plan
Federal requirement, District forms and publications are available	Search and Serve	The PUC charter school at CRHS 31 will adhere to the provisions of the Individual with Disabilities Education Improvement Act (IDEA) 2004 and state special education laws and regulations to assure that all students with disabilities are accorded a free, appropriate public education (FAPE). The Charter will comply with Section 504 of the Federal Rehabilitation Act, the American Disabilities Act, and all Office of Civil Rights mandates for students enrolled in the Charter School and will adhere to all Los Angeles Unified School District policies and procedures regarding special education. The Charter will also ensure that no student otherwise eligible to enroll in their charter school will be denied enrollment. As part of this responsibility, The Charter will have active "search and serve" procedures in place for identifying students who have or are suspected of having a disability and needing special education and related services. All schools will distribute the Are You Puzzled by Your Child's Special Needs? brochure to every student to take home at the beginning of each school year. In addition, these brochures, as well as Section 504 brochures, will be prominently displayed in the main office of the school at all times, along with the Parent Resource Network posters in English and Spanish. Request for Special Education Assessment Forms, Student Information Questionnaire for Parents and Guardians, Parent Request for Reasonable Accommodations, and A Parent's Guide to Special Education Services will be available in the primary language of the family in the school office. In order to ensure that students with disabilities, requiring special services, enrolling in the school are identified and promptly provided the appropriate services, questions designed to illicit the following information will be included on the enrollment forms filled out by all families enrolling their children in The Charter:

		• 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? All staff members will be trained annually concerning "search and serve" and the processes involved in pre-referral and referral for Special Education assessment and are expected to be able to assist parents with the process.
Outcome 2	Intervention Programs	The charter school's intervention programs were developed in accordance with the framework outlined in the LAUSD bulleting entitled, "Multi-Tiered Framework for Instruction, Intervention, and Support Bulletin" (BUL-4827.1). The entire school community plays an important part in ensuring that student outcomes are met and in meeting the needs of students who are not achieving at expected levels. If a student is not progressing in a manner consistent with academic success, the school will arrange immediate interventions. The Charter utilizes a preventative, proactive three-tiered Response to Intervention (RTI) approach, involving consultation and collaboration between the general education and special education staff in service of all students. In a multi-tiered approach to instruction and intervention, teachers provide instruction at each tier of service that is differentiated, culturally responsive, scientifically research and evidenced based, and aligned to content standards. All students have universal access to high-quality instruction and behavioral support, regardless of socio-economic status, ethnicity, background, or disability. The charter school adopts the four instructional key access methodologies recommended by the District. We recognize that all students benefit from 1) cooperative and communal learning environments; 2) instructional conversations; 3) targeted academic language development; and 4) advanced graphic organizers. Tier One consists of implementing core curriculum and universal interventions for all

		students, including differentiated instruction strategies and supports. At this level: - Evidence based curricula and strategies are place for all students and differentiation of instruction is documented by general education teachers with in the general education classroom. - PUC Benchmark assessments are conducted at regular intervals to monitor student progress. Appropriate modifications are made to instruction based on assessment results. - At risk students are identified in the areas of language, academics, and/or behavior. - Students identified as at risk are monitored for a reasonable period of time, using curriculum-based measurement, observation and work samples to determine instructional effectiveness - The data is analyzed by the general education teacher, in consultation with administrators and/or special education staff, to determine if universal interventions should be continued or if there is a need to proceed to the increased intensity of tier two interventions. Interventions at this level may include but are not limited to: small group instruction, individual or small group instruction, in class or after school tutoring, peer support, extended learning time, modified lesson delivery, etc. Tier Two consists of targeted group interventions provided for some students who are at risk based on assessment and observational data. The interventions are designed to be short-term and highly efficient. At this level: - Parents are notified through a conference, phone call or written notification that additional small group or individual instruction may be needed for student, including the interventions that will be implemented. - Interventions will include individual tutoring and small group instruction, which will take place before, during and after the regular school day. Teachers and tutors will implement tutoring clinics or Saturday academies, which will operate throughout the school year. - Progress monitoring is administered and the results documented frequently. Personnel collaborate and compare data over time, in order to identify areas of growth and concern, and implement strategies and interventions, accordingly. - If, after several progress monitoring checks, the data indicates regression or no

		progress, a decision is made regarding the need for more intensity in delivery time or instruction Interventions at this level may include but are not limited to all of the interventions articulated in Tier 1 as well as additional intervention supports such as Study Island, Rosetta Stone, Socio-emotional counseling, 1:1 support by qualified intervention provider in and out of the classroom, identification of community resources and appropriate referral to these resources. Tier Three is for the few students who require more comprehensive and intensive intervention. At this level" - The Family Success Team (FST) process is initiated by a teacher, resource person, administrator or parent. This process is comparable to what is commonly referred to as the Student Success Team (SST) and includes parents, administrators, teachers, and others as appropriate. - Parents or guardians will be formally contacted in writing by inviting them to attend an initial Family Success Team meeting. - Student Success Team will be assembled and a meeting scheduled. The Student Success Team will consist of at minimum the student's referring teacher, the Instructional leader, parent(s), student and any other teacher wishing to participate based on his/her knowledge of the student's academic proficiency (additional persons may be invited to be members of the FST, such as a resource specialist, counselor, community members as appropriate, etc). - This meeting will articulate a student's strengths, weaknesses and areas of concern and analyze the baseline and progress monitoring data from tier two. - The FST may determine the need for additional information on the student. This may include the use or administration of informal or formal measures to gather individual data on the area of concern. - Strategies and actions to be taken will be identified and assigned to persons present. A timeline will be developed to implement and document strategies and actions taken. A follow-up SST meeting will also be scheduled at this time. - If the child is making progress using the FST interventions, the interventions are continued for an agreed upon period of time. - If progress toward the goal is minimal, FST members will revise or change the

		intervention, including a timeline detailing how long interventions will be implemented and dates for progress monitoring.
		• If the intervention plan is successful, the FST will create a plan for reducing the level of support needed by the child to the tier two level, including a realistic timeframe for accomplishing this goal
		• The FST may make a referral to special education if the intervention plan and its revisions are not successful in helping the child meet the goals identified by the FST process.
Outcomes 5, 17 and 18 LAUSD Board Policy	Discipline Foundations Plan and Behavior Support	The Charter utilizes a preventative, proactive three-tiered Positive Behavior Support approach. All campuses have trained Behavior Intervention Case Managers (BICM) available for Functional Behavior Assessments and/or Functional Analysis Assessments.

Tier One consists of implementing a school wide Positive Behavior Program which clearly defines community norms and expectations for all students, including supports, responsibilities and consequences for not meeting the norms. The emphasis is on the positive shaping of all students' behavior, reinforcement of progress, family participation, and mutual respect amongst learning community members.

Tier Two involves analysis of observational and academic data to determine behaviors that impede learning. Targeted interventions such as teaching additional behavioral, organization, study skills, or social skills, behavior contracts, or reinforcement programs designed to decrease problem behaviors and increase appropriate replacement behaviors are implemented. For students with IEPs or 504 plans, it is critical to ensure that accommodations are being appropriately and consistently implemented. Students may be referred for individual or group counseling.

Tier Three interventions are for students whose behavior impedes learning on a regular basis and at a level that requires more intense intervention. For students without IEPs, the Family Support Team (FST) process may be initiated. Multiple means of data collection and analysis are used to identify the behavior that is impeding learning, the predictors of the behavior, what the child is gaining or avoiding by using the behavior, a replacement behavior the student can use in order to get his or her needs met, environmental factors |

		that support the target behavior, skills that need to be taught, consequences and reinforcements to be used in order to increase the replacement behavior, and a behavior support plan is created. Progress is monitored by the team within reasonable timeframes. Referral for special education assessment is one possible outcome of this process. For students with IEPs, a Functional Behavioral Assessment or Functional Analysis Assessment is conducted by the BICM and a Behavior Support Plan or Behavior Intervention Plan is implemented as part of the IEP. The Charter will ensure that it makes necessary adjustments to comply with the mandates of state and federal laws, including the IDEA and Section 504 of the Rehabilitation Act of 1973, regarding discipline of students with disabilities. Prior to recommending expulsion for a student with disabilities, the charter school will convene a manifestation determination IEP. The charter school will collect data pertaining to the number of special education students suspended or expelled and communicate this data to LAUSD, in accordance with policy.
Required for Planning	Description of Student Population	It is expected that the PUC School located at CRHS #13 will serve students with similar demographics as those currently attending LAUSD relief high schools (Marshall, Franklin, Eagle Rock, Lincoln) and feeder middle schools (Irving, Nightingale, Burbank) within the identified attendance boundaries. It is projected based on local school demographics, that at least 10% of the student population will have Identified Education Plans and will receive special education services. The majority of these students are expected to be receiving special education services under the eligibility categories of Speech and Language Impairment, Specific Learning Disability, Other Health Impaired, Emotional Disturbance, and Autism, however, the charter school will be prepared to provide services to students receiving services under the less common eligibility categories such as, but not limited to Mental Retardation, Orthopedic Impairment, Traumatic Brain Injury and Visual or Hearing Impairment. A wide range of programs and services will implemented in order to provide FAPE in the appropriate least restrictive environment for students with mild to severe disabilities, according to SELPA policies and regulations.
Outcome 2	Special Education Program Description	The school will provide to each student identified with a disability: a free and appropriate public education in the least restrictive environment; an Individualized Educational Program with an annual review and a 3 year re-evaluation; unbiased, comprehensive assessment conducted by an interdisciplinary team; all rights, protections and procedural safeguards specified in federal and state law and reiterated in local mandates; early

| | | identification of disability through "search and serve" procedures. The Charter will adhere to the requirements of the *Chanda Smith* Modified Consent Decree and court orders imposed upon LAUSD pertaining to special education. This also includes submission of documents and information, participating in reviews, and attending informational sessions and meetings.

A highly qualified resource specialist will provide academic support services to students who require this support. All services will be provided in a collaborative inclusion model. In a collaborative inclusion model, the resource specialist collaborates with the general education teacher in meeting student's needs through a combination of co-planning, co-teaching, consultation, and assessment, in the general education classroom , as well as pull out service delivery when necessary, in the school's Learning Center to assist students in achieving their IEP goals and accessing grade level standards.

The majority of students with IEPs at the charter high school will spend their day alongside their grade level peers in the general education classroom setting. In order to access the grade level standards, general education teachers will provide all accommodations and modifications that are described in the student's IEP in order for the student to have the same level of educational access as a student without special needs. Common classroom accommodations could be, but not limited to the following: extra time on assignments and tests, access to a calculator, shortened assignments, peer assistance, preferential seating, access to writing templates, a personal dictionary and word wall, access to math manipulatives, small group instruction, access to quiz and test retakes, frequent checks for understanding, repeated and clarified directions.

General education teachers, special education teachers, and related service providers will instruct from a multi-tiered approach, utilizing differentiation on a daily basis to meet the needs to all students as well as scaffolding lessons for students who need more support. Both summative and formative assessments will be used to measure progress towards grade level standards as well as IEP goals and will be reported to parents quarterly and at IEP meetings.

Students with IEPs will be given every opportunity to succeed in completing A-G courses for graduation; however a Certificate of Completion option is available for students who |
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		may require modifications to the curriculum as stipulated by their IEP. These students will be provided with an individualized academic program in addition to community-based internship/work opportunities, and their transition plans will become the driving force in their IEPs, in preparation for postsecondary education or training options in keeping with their long-range life goals.
Outcomes 8, 10, 13, 14, 15	IEP Process: Implementation and Monitoring	Within the 60 day timeline of the assessment process, The Charter will provide parents with a minimum of 10 days written notice of the time and date of the Individualized Education Program (IEP) team meeting. Parents may request that the meeting be rescheduled if they are unable to attend at the scheduled time. They may also give permission for the team to proceed without them if they are unable to attend, or may attend via phone. The Charter will conduct an Individualized Education Program (IEP) team meeting that includes required team members within mandated timelines for each student assessed to discuss results and present levels of performance, determine eligibility, and (if eligible) specify special education instruction and services. At the meeting, parents are provided with information on their special education rights and responsibilities, least restrictive environment, and complaint and due process procedures. The IEP team will present data on student progress and results from assessments, make decisions regarding eligibility, goals, program, placement, and exit from special education through the IEP process according to federal, state and District timelines. IEP team membership shall include parent/guardian, school administrator, a current core teacher, and other persons such as those who assessed the student. The IEP team will determine the least restrictive environment for each student. The IEP team membership shall include special education representation from the District and from the student's district of residence, if other than LAUSD, when service will be considered within least restrictive environments other than at The Charter. If team members (including parents) decide that The Charter is not the appropriate placement for the students, representatives from the student's home district will advise the family of the continuum of program options offered by the home district. The Charter will develop the IEP in collaboration with the family and representatives from the student's home district. Through this process, the IEP team can identify an appropriate educational placement and program for the student. If the student's parents do not agree with the recommendations of other members of the IEP team, the student

		will continue to attend The Charter until the disagreement is resolved through mediation and/or due process procedures (See below).
		The Charter will be responsible for implementing programs and services, including related services required by IEPs of students enrolled at the school. The general program of instruction provided to students with disabilities shall be responsive to the required sequence of courses and related curriculum for students at The Charter.
		The charter school's responsibility to provide related services to a student with disabilities begins when the student enrolls in the school. However, to allow for a smooth transition to the school, the District will continue to fund services for those special education students enrolling in the school who have been receiving non-public agency (NPA) itinerant services from the District for thirty (30) days after enrollment. This is to allow the school to conduct the required thirty day IEP team meetings and to execute contracts with NPAs as necessary to facilitate the student's transition. When requested by the school, a representative from the Local District Special Education Office may attend a student's first IEP meeting at the school to assist with transition issues.
		For students transferring to the school from another school district, the school will be responsible for providing those related services required by the students' IEPs upon the students' enrollment regardless of the type of service provider (school, NPA, or private). IEP team meetings for such students shall be held within thirty (30) days of enrollment to facilitate the students' transition to the school.
		The charter school shall ensure that all teachers and other persons who provide services to a student with disabilities shall be knowledgeable of the content of the student's IEP and sufficiently trained to implement it. The charter school shall maintain a copy of each student's IEP at the school site.
		The Charter will maintain responsibility for monitoring progress towards IEP goals for the students with special needs. Information on a student's progress on goals and objectives will be sent home according to the same schedule as progress and grade reports for general education students

| | | An IEP will be held annually for each student with an IEP, with a revaluation IEP every three years. Any member can ask to reconvene the IEP at any time in order to make appropriate changes in goals or services.

The Charter will participate in the state quality assurance process for special education (i.e., verification reviews, coordinated compliance self-reviews, complaints monitoring, procedural safeguards, and the local plan). The Charter will participate in internal validation review (DVR).

The District may invoke dispute resolution provisions set out in a charter, initiate due process hearings, and/or utilize other procedures applicable to The Charter if the district determines that such action is legally necessary to ensure compliance with federal and state special education laws and regulations or the Modified Consent Decree.

In the event that a parent or guardian of a student attending The Charter initiates due process proceedings, both The Charter and the District will be named as respondents. Whenever possible, the District and The Charter shall work together in an attempt to resolve the matter at an early stage (informal settlement or mediation).

During due process proceedings and any other legal proceedings or actions involving special education, The Charter will be responsible for its own representation. If The Charter retains legal representation for a due process proceeding or other legal proceeding or action, The Charter will be responsible for the cost of such representation.

Because The Charter will manage, and is fiscally responsible for, its students' special education instruction and services, The Charter will be responsible for any prospective special education and related services, compensatory education and/or reimbursement awarded by a due process hearing officer, court or settlement based on an allegation or allegations that The Charter failed to fulfill its responsibilities under state and federal special education laws and regulations (which include, among other things, identifying students with disabilities, assessing students, conducting IEP team meetings, developing appropriate IEPs, and implementing IEPs).

If parents' attorney's fees and costs are to be paid because parents are the prevailing |

		party as a result of due process hearing or settlement agreement based on THE CHARTER alleged failure to fulfill its responsibilities under state and federal special education laws and regulations, The Charter will be responsible for payment of those attorneys' fees and costs.
Outcomes 10, 18	Procedures for Identification and Assessment of Students	Formal referrals for assessment may be made by the Family Success Team, a parent, teacher, administrator, or resource person. Within fifteen days, not counting school vacations greater than five days, of the receipt of a referral for assessment, the parent or guardian will receive a written response from The Charter. If The Charter determines that an assessment of a child is not appropriate, the parent will receive written notice that explains the basis for the refusal and the parent's right to request a due process hearing to contest the charter's refusal. If The Charter determines that an assessment is appropriate, the parent will receive an Assessment Plan.

The parent must consent to the assessment plan (AP) by signing the AP before the assessment can take place. The school has thirty (30) days, not counting school vacations greater than five (5) days, from receipt of the parent's signed AP to complete the assessment and hold an IEP meeting.

If the parent or guardian does not consent to the AP, The Charter may take steps to protect the student if it is believed that the student is being denied necessary services. The Charter may request a meeting with the student's parents or guardians to resolve this difference of opinion or may initiate a due process hearing to override that parent's refusal to consent.

The assessment plan will describe the types of assessments that may be used to determine the eligibility of students for special education instruction and services. Assessments will be conducted, within legal timelines, after receiving the parents' written consent. The Charter is responsible for developing the assessment and providing the assessment which may include individual testing, observations, interviews as well as review of school records, reports and work samples. The assessment guidelines include: parental consent, evaluation in all areas related to suspected disability, multiple assessments without cultural or racial or gender bias and multidisciplinary team to include a teacher knowledgeable in the disability. The parents must consent for the initial |

		evaluation and initial placement, be notified of any change in placement that may occur, and be invited along with teachers to conferences and meetings to develop individual education programs. Assessments shall be completed within the mandated 60 day (calendar) period.
Outcome 2	Instructional Plan for Students using grade level standards	The Charter's Special Education Program is a collaborative inclusion program. Students with mild to moderate special needs in areas such as Specific Learning Disability, Other Health Impairment, including but not limited to ADHD, Speech/Language Impairment, and Autism, at The Charter will participate fully in the general education program with appropriate accommodations and supports as specified in their IEPs. As often as possible, interventions will take place within the general education classroom. However, before and after school intervention, learning centers and pull-out support services will be available according to students' IEPs. These services will be provided within the following four tier framework: Tier 1: Special Education Support as Consultative Services: On tier one, Special Education teachers: **Frequently and systematically provides consultative services** to general education teachers. This consultation is intended to provide assistance and ideas for how to teach and work with students with disabilities who are placed in general education classes. **Meet with general education teachers during regularly scheduled collaborative meetings, review assessment and progress data,** to make specific recommendations for addressing special learning needs. - Observe classroom instruction and provide feedback - Receive weekly agenda, lesson plans, and supplemental materials from general education teachers and provides feedback - Utilize regular and frequent student progress reports to communicate with general education teachers - Reviews student data and asks clarifying questions so general education teacher can adjust support and instruction - Attend grade level and department meetings to share information and plan instruction with gen. ed. teachers - Present on special education topics at Wednesday PD (not less than twice a year) - Provide consultative support, along with the school college counselor, for Transition

| | | services that are provided in general education setting.

Tier 2: Special Education Support within general education Classroom (RSP Student)
On tier two includes all level 1 processes, plus:

Special Education teachers:
Deliver instruction to student with special needs in general education classrooms (may include instructional aides).
Collaborate with general education teachers and may share instructional responsibilities in one of several **co-teaching** models.
Co-plan instruction with general education teachers
Utilize a variety of co-teaching models to jointly deliver instruction
Collaboratively establish grading protocols
Collaboratively reflect on the effectiveness of co-teaching practices and plan adjustments
Both teachers are actively involved in the lesson presentation and assessment process
Special education shares recommendations for adapted materials, instructional strategies, and other ideas
Inclusive language is used by both teachers in class
Teachers utilize nonverbal communication during lesson activities to jointly manage classroom
Transition services maya be provided on a pull out basis to work on post-secondary ITP goals (students can be pulled out individually or in groups as appropriate)
Tier 3: Special Education Support within general education classroom w/ some additional support outside of gen education class :

Tier 3 includes all levels 1 and 2 processes, plus:
Special education teacher provides instruction in a learning center classroom for a portion of the day. In this model, students with disabilities are scheduled for a designated time period to visit the learning center to receive **specialized instruction** in areas such as reading, math, writing, and transition. |

		- Targeted pull-out as needed is also an option. - Learning Center classes includes time allotted to systematically provide support with work from other classes - School Site will develop a time and space for the Resource Teacher/Assistant (within regular school schedule) to provide intense remediation to these students (i.e. finding a time in the schedule to provide intense intervention/@ Advisory class) - Learning Center Teacher creates lesson plans which include remediation/intervention on reading, writing, and math - Learning Center Teacher creates lesson plans which include instruction on organization skills, study skills, self advocacy, and transition goals - Learning Center class has a syllabus, course outline, and unit plans which are clearly communicated to students - Learning Center has a structure with clear expectations, routines - Special education and general education teachers establish a system for students to best utilize the intervention in the Learning Center - Students utilize learning center on a flexible basis as needed to accommodate their needs - Transition services provided in learning center using transition curriculum that aligns to student's post secondary goals *Tier 4 students will have modified curriculum and will be described in the next section The Charter's instructional program is a college preparatory program providing all necessary courses for a student to be well prepared to attend college. In order to support student success, The Charter will implement the following common practices for all students, including those with special needs; Differentiation of Instruction: All teachers will utilize concepts of differentiation of instruction, including flexible and varied grouping, to provide a variety of options for presentation, engagement, and expression over the course of instruction for each unit and essential standard. Standards Based Grading:

Standards based grading connects student mastery to standards. In our grade book the specific standards will be listed and as we go throughout the year students will be assessed on these standards and the most recent score will replace the former score. All standards will be graded on a scale of 1-4.

4= mastery- students at a 4 are able to show that they know the standard and can accurately teach it to others.

3= proficient- students at a 3 know the standard but may have a few minor errors in their performance and are not confident to teach others.

2=basic- students at a 2 know parts of the standard but have some gaps in their understanding.

1 = novice- students at a 1 know very little about the standard and need significant re-teaching.

In order to pass our classes students must earn a 2.0 average and have 65% or higher score of all the standards for this class. Which means out of 21 standards students must have a 2 or higher on at least 13 standards. (This number will change based on how many targets/standards are being assessed.) Multiple means/options of assessment will be provided for each standard.

Assessment practices:

Teachers will utilize the following principles in the creation and use of diagnostic, formative and summative assessments:

- Use summative assessments to frame meaningful performance goals
- Show criteria and models in advance.
- Assess before teaching
- Offer appropriate choices.
- Provide feedback early and often.
- Encourage self-assessment and goal setting.
- Allow new evidence of achievement to replace old evidence.

Data Driven Intervention:

Students will be selected for targeted intervention based on CST, benchmark assessments, and grades. Staff will work with students to set goals. Pre and post tests will be administered.

| | | Portfolio Review Process: A portfolio review process will be implemented in order to include work samples as part of student success data.

Learning Log: Each student will maintain a learning log in order to track their own progress on the standards. Students with special needs will be given support, as needed, in order to actively participate in the planning and documentation of their progress.

School-wide College Ready Writing Campaign : As a school we will develop common expectations for student writing outcomes in each department that support the development of college –ready writers. These expectations will encompass the following attributes:

• All student responses will be written in complete sentences with justification to support answers.
• Students will be trained on how to compose short answer responses that address the question and synthesizes the answer with the goal of going beyond the initial prompt.
• Students will be taught how to write succinctly as an expert in the given content. |
|---|---|---|
| Outcome 7A, 7B | Instructional Plan for students using Alternative Standards | Students with moderate to severe special needs in areas such as Mental Retardation, Traumatic Brain Injury, or moderate to severe autism, at The Charter will participate as often as possible in the general education program with appropriate accommodations and supports as specified in their IEPs. As often as possible, interventions will take place within the general education classroom. However, specialized classes, learning centers, post-secondary life preparation services and additional pull-out support services will be available according to students' IEPs.

These services will be provided on tier 4 of the framework described in the previous section: |

		Tier 4: Special Education Support w/in gen education classroom w/ a modified schedule for life skills/workability training
		- All level 1,2, and 3 processes, plus: - Student with disabilities receives support from a special education teacher for the majority of the school day. Students will be scheduled in specially designed classes with modified curriculum for math and English and receive collaborative support in other subjects. - Student must have spent two years at level 3 with maximum intervention support. - Transition services will be provided in the special education setting. - Students have modified curriculum and modified grading to meet their needs - Students have a flexible schedule that includes part-time academic and part time life skills/ workability training/internship - Students are instructed in the general education setting but modified curriculum and grading allow them to have success on academic goals - Students are given a Certificate of Completion option - Lesson plans created based on standards and reflect rigor, student engagement, and high expectations - Lesson plans and instructional strategies reflect needed accommodations and modifications for students to access instruction - Courses have syllabus, course outline and unit plans which are clearly communicated to students - Class has clear structure and expectations, routines, and grading policies - The Special Education teacher establishes regular system/time to provide consultation to general education teachers - The Special Education Teacher utilizes regular and frequent student progress reports to communicate with general education teachers - Transition services provided by special education teacher during advisory, curriculum skills, or Learning Center special education class
Outcome 13	Plan to Provide Supports & Services	The Charter will implement the programs and services, including providing related services, required by the IEPs of the students enrolled at The Charter. The Charter may request related services (e.g., Speech, Occupational Therapy, Adapted P.E., Nursing, Transportation, etc.) from the District, subject to availability and on a "free-for-service" basis, by submitting written requests to the Charter Office. The Charter may also provide related services by hiring credentialed or licensed providers through private agencies or

		independent contractors. The Charter will provide an appropriate environment for the provision of related services. All related services providers utilized by The Charter will provide services on a regularly scheduled basis, have Welligent access and training, and record their service minutes in the Welligent Tracker. The entry of service minutes in the Welligent Tracker will be monitored by a supervisor on a monthly basis.
Outcome 9 (for programs with students 14 and older)	Transition Planning Strategies	An IEP team shall develop Individual Transition Plans (ITPs) for transition services that help students with disabilities, ages 14 and older, meet their postsecondary goals for a successful transition to adult living. The ITP is reviewed yearly as part of the IEP process, and is developed by all members of the IEP team .The specific needs of the student for post-secondary services should determine who is invited to the IEP meeting. Multiple means of assessment, such as student and parent interviews, check lists, aptitude tests, personality tests, etc. will be used in transition planning and outside agencies may become involved. The student should always be included as part of the transition IEP team.
Federal Requirement	Access to Extra-Curricular/Non academic activities	All students enrolled in the PUC school at CRHS #13, including those with special needs, will have access to Extra-Curricular/Non-academic activities based on established criteria and are encouraged to participate. Students with special needs may be provided with accommodations or supports in order to facilitate participation, as determined by administrators, general education teachers and special education staff. Students with special needs will have full access to elective classes, with appropriate accommodations and supports provided in accordance with their IEP. Extra-curricular activities may include, but are not limited to, student clubs, debate teams, cheer squad, band, chess club, visual and performing arts programs, student government, competitive (CIF) and intramural sports, and service learning. PUC believes that extra-curricular and non-academic activities are an important component of educating the whole child. As such all students will be encouraged to participate in activities and programs outside of the regular school day that enhance and support intellectual, social, and emotional growth and well-being.
Federal Requirement	Providing Extended School Year	Extended school year services will be provides for a student with disabilities who has unique needs and requires special education and related services in excess of the regular academic year. Such students have disabilities which are likely to continue indefinitely or for a prolonged period, and interruption of a pupil's educational programming may cause regression, when coupled with limited recoupment capacity, rendering it unlikely that the student will attain the level of self-sufficiency and independence that would otherwise be

		expected in view of his or her disability.
		Extended school year services will be limited to the services determined by the IEP team, that are required to assist a student maintain the skills at risk of regression or for students with severe disabilities.
		All students who are eligible for special education and related services must be considered for extended school year services, however federal and state rules and regulations do not require that every student with a disability receive extended school year services as part of a student's IEP. The charter school will indicate in each student's IEP, whether or not the student will receive extended school year services. If in the IEP team meeting, it is determined that a student is not eligible for extended school year services, the student may be referred to the general education/intersession program. General education programs are available to all students, including students with disabilities, who meet program guidelines.
Federal Court Requirement	MCD Outcomes (to be woven among others)	The District is approved to operate a single-district SELPA under the provisions of the California Education Code, Section 56195.1 (a). Charter schools authorized by the District are deemed to be public schools within the District for purposes of special education. The District will determine the policies and procedures necessary to ensure that the protections of special education law extend to students in the charter schools in the same manner as students in all District schools.

The Charter will adhere to the requirements of the *Chanda Smith* Modified Consent Decree and court orders imposed upon LAUSD pertaining to special education. This also includes submission of documents and information, participating in reviews, and attending informational sessions and meetings.

The Charter will use District forms to develop, maintain, and review assessments and Individual Education Plans, IEPs, in the format required by the District and will enter assessment and IEP data into District's designated data system (Welligent) in accordance with LAUSD policies and procedures. THE CHARTER will maintain copies of assessments and IEP materials for district review. The Charter School will submit to the District all required reports, including but not limited to Suspension/Expulsion Report, SESAC and Welligent IEPs, in a timely manner as necessary to comply with state and federal and |

		Modified Consent Decree requirements.
All	Professional Development	The Charter shall provide planned staff development activities to special education staff, general education staff, administrators and office/other staff, and participate in available appropriate District Trainings to support access by students with disabilities to the general education classroom, general education curriculum, integration of instructional strategies and curriculum adaptations to address the diverse learner, and interaction with non-disabled peers, as well as to develop collaborative practices and co-teaching strategies. Professional development activities will be provided throughout the year and will include both theoretical/informational and collaborative/activity-based working sessions designed to increase best practices.
Outcomes 6,8, and 16	Staffing/Operations	The Charter school special education personnel shall be appropriately credentialed and/or licensed consistent with California laws and regulations unless a written waiver has been granted by the California Department of Education with respect to state laws and regulations. Credentials will be monitored by the Human Resources Department prior to hire and on a regular basis thereafter. Legal guidelines for maximum caseload will be adhered to, or a waiver applied for from the California Department of Education, as required by law. The amount of services to be provided, as well as time required for paperwork and service tracking will be considered when determining staffing needs. The Charter will ensure that all special education personnel are appropriately trained/certified in the use and maintenance of assistive technology and/or health equipment mandated for a student with an IEP. Special education personnel will be evaluated on a regular basis using a Performance Management Tool representative of their duties and responsibilities. In addition, The Charter will ensure that the teachers and other persons who provide services to a student with disabilities are knowledgeable of the content of the student's IEP and trained in providing necessary accommodations or modifications.
	Fiscal	The Charter shall receive its allocated share of AB602 special education funds and shall be fiscally responsible for the provision of special education services and instruction to the students they serve. The allocated amount shall be calculated using a funding model based on student population (average daily attendance). THE CHARTER shall keep daily attendance for each student which shall be reported and certified according to District policies and procedures. The Charter may request specific related services from the District on a fee basis based on the District's availability.

		The District will collect a fair share contribution from independent charter schools for district-wide costs for special education instruction and services. District-wide costs include: 1) maintaining a full continuum of program options; 2) professional development and training; 3) technical support for programs; 4) administration of due process proceedings, excluding any legal representation; 5) investigation of complaints; and 6) implementation of the Modified Consent Decree. The fair share contributions collected for the 2008-2009 will not exceed 27%. The fair share will be reviewed annually by the Budget Division, The Charter Schools Office, and the Division of Special Education, and the percentage may be adjusted to reflect changes in expenditure patterns or in federal or state special education revenue streams. The calculation of the fair share contribution shall be based upon a rationale designed by the District's Budget Services Office with consideration of the district's encroachment and other factors.
Outcome 14	Parent Participation	The parents of each child will be cultivated as critical partners in the children's education and will be critical in supporting their progress. Parents will learn what is expected of them as partners in this process at parent meetings and workshops, beginning at the start of each school year, and continuing throughout the year. In addition to the general parent meetings, meetings and workshops will be held specifically for parents of students with special needs for the purpose of engaging them in their child's education, as well as increasing their understanding of learning issues and disability rights and responsibilities. Parents will support the school in consistently monitoring students' progress, through dialogues with the child, and review of his/her class work. If students do not demonstrate adequate progress based on their level, their parents will be informed immediately. We will enlist their support in addressing their challenges. Teachers will regularly communicate with parents about the progress of any student who is receiving interventions. Parents of students with special needs are encouraged to be involved in school committees and advisory boards, and are informed about opportunities for involvement as advocates for students with special needs in their communities. All communications, including assessment plans, IEPs, meeting notices, and other written communication, such as Are You Puzzled by Your Child's Special Needs brochure, Section 504 Brochure, A Parent's Guide to Special Education, The IEP and You, Least Restrictive

| | | Environment Brochure, Informal Dispute Resolution Brochure, Uniform Complaint Brochure, Complaint Response Unit/Parent Resource Network Brochure, Complaint Response letter and Parent Request for Reasonable Accommodations, etc., will be provided in a timely manner and in the parent's primary language.

The LAUSD Parent Training Calendar will be provided to all parents of students with special needs on a monthly basis and parents will be encouraged to participate in these training opportunities.

Parent concerns and suggestions are welcomed and parents are informed that they may contact the administrator or special education staff with at any time by phone, in writing or, when possible, in person. Parents' calls, messages, or letters are responded to within twenty-four hours and addressed as soon as possible. Parents are informed of their rights and provided with information on formal and informal complaint procedures.

The District will investigate and respond to all special education complaints the District receives pertaining to The Charter including the District's Uniform Complaint Procedures, Office for Civil Rights and California Department of Education Special Education Compliance Complaints. The Charter will cooperate with the District in any such investigation and provide the District with any of all documentation that is needed to respond to complaints. The Charter will be solely responsible for any and all costs resulting from, arising out of, or associated with the investigation and implementation of appropriate remedies.

In the event that a parent or guardian of a student attending The Charter initiates due process proceedings, both The Charter and the District will be named as respondents. Whenever possible, the District and The Charter shall work together in an attempt to resolve the matter at an early stage (informal settlement or mediation).

During due process proceedings and any other legal proceedings or actions involving special education, The Charter will be responsible for its own representation. If The Charter retains legal representation for a due process proceeding or other legal proceeding or action, The Charter will be responsible for the cost of such representation. |

		Because The Charter will manage, and is fiscally responsible for, its students' special education instruction and services, The Charter will be responsible for any prospective special education and related services, compensatory education and/or reimbursement awarded by a due process hearing officer, court or settlement based on an allegation or allegations that The Charter failed to fulfill its responsibilities under state and federal special education laws and regulations (which include, among other things, identifying students with disabilities, assessing students, conducting IEP team meetings, developing appropriate IEPs, and implementing IEPs).
		If parents' attorney's fees and costs are to be paid because parents are the prevailing party as a result of due process hearing or settlement agreement based on The Charter's alleged failure to fulfill its responsibilities under state and federal special education laws and regulations, THE CHARTER will be responsible for payment of those attorneys' fees and costs.

IMPLEMENTATION PLAN for the PUC School at CRHS #13

PROPOSAL ELEMENT *What element of your proposal program will be implemented?*	TIMELINE *In what year will you implement this element of your proposal?*	RESPONSIBILITY *Who will lead the implementation of this element?*	RESOURCES *What resources are needed for a successful implementation?*	EVIDENCE OF SUCCESS *How will you know you are making progress post-implementation?*	EVALUATION PROCESS *What mechanisms will you use to measure progress?*
Curriculum Instruction	• Year 1 and ongoing	• Chief Academic Officer, • Regional Director, • Principal, • PUC Instructional Support Team • Community College Liaison • Teachers • College Counselors	• PUC-wide Instructional Alignment Templates (IAT) • Instructional materials • Classrooms technology • Professional Development Resources • Textbook budget • Charter School Categorical Block Grant • College Ready Promise – Gates Foundation Teacher effectiveness grant • Teacher Incentive Fund Grant	• Standards-based Benchmark assessments • Teachers consistently develop exemplary standards based lessons plans using the PUC Instructionally Aligned Templates (IAT). • Technology implemented • Student-led conferences • Professional Development feedback surveys • Matriculation and course completion plan is developed by school leadership and the community college liaisons. • Annual analysis of transcripts • Performance Management system.	• Classrooms consistently reflect rigorous standards-based instruction per the PUC performance management system. • Standards-based benchmark assessments are delivered. Results are analyzed regularly and instruction is modified accordingly • Each year, schools will increase percent of students performing at proficient to advance levels on California Standards Tests by at least 5% • Graduation requirements met • Students successfully complete graduation requirements • College entrance rates • Each year, schools will meet annual API growth targets. By completion of the third year in operation school will score 700 or higher annually on API • The average daily student attendance of all school will be at least 95%. • AYP met • School and subgroup API • Steady growth in PSAT,SAT I, SAT II, ACT scores • CST and CELDT proficiency rates • CAHSEE pass rates
School Culture and Climate	• Year 1 and ongoing	• School Principal • Regional Director • Teachers • Department Chairs	• • Parent Organizers are identified and trained • Classroom and	• Development of Expected School-Wide learning Results per WASC Focus on Learning inclusive process	• WASC Accreditation report from committee • Analysis of student behavior referrals

PROPOSAL ELEMENT *What element of your proposal program will be implemented?*	TIMELINE *In what year will you implement this element of your proposal?*	RESPONSIBILITY *Who will lead the implementation of this element?*	RESOURCES *What resources are needed for a successful implementation?*	EVIDENCE OF SUCCESS *How will you know you are making progress post-implementation?*	EVALUATION PROCESS *What mechanisms will you use to measure progress?*
			administration technology • Training on Charter Counts • Staff and student email • Communication tools for parents/community • Photocopier and office equipment and supplies • Master Calendar • Staff and Student Handbooks • Advisory books • Order school uniforms	• School wide behavior norms, policies, and procedures are developed and implemented • School uniforms are chosen and guidelines are established and widely communicated • Peer mediation program is established and implemented • Advisory classes are utilizing the Tribes Community Circle program consistently • Surveys measuring school culture are conducted annually with all stakeholders and results are communicated widely • Students form clubs based on their interests • CIF and intramural sports program is implemented • Consistent norms for classroom management are developed by each department and adhered to. • Traditions are forming such as annual school dances, student led conferences, homecoming, prom, academic achievement assemblies, celebrations of learning.	• Parent/Student Handbook • Classroom evaluations • Annual school climate surveys • List of student clubs and traditions compiled annually • Student attendance goals are met • Parent activities are well attended
WASC Accreditation	• Year 1 – Apply for WASC Affiliation in the first year, • Years 3-5 – Complete the full self-study and receive full accreditation in accordance with the WASC calendar	• School Principal • Regional Director • WASC Coordinator	• WASC training • Self-study stakeholder team • Prepare for the 1-day visit from the team on the first year	• School goals developed through self-study • School will meet the criteria for full accreditation and be granted "initial" accreditation for 3 years • Complete the full self-study	• WASC Accreditation Status granted full accreditation and be granted "initial" accreditation for 3 years • Successfully complete the full self-study and receive full accreditation • Stakeholders feedback on self-study process

PROPOSAL ELEMENT *What element of your proposal program will be implemented?*	TIMELINE *In what year will you implement this element of your proposal?*	RESPONSIBILITY *Who will lead the implementation of this element?*	RESOURCES *What resources are needed for a successful implementation?*	EVIDENCE OF SUCCESS *How will you know you are making progress post-implementation?*	EVALUATION PROCESS *What mechanisms will you use to measure progress?*
Assessment	Years 1 and on-going – • Benchmark Assessments • Annually--State Mandated Standardized Tests (Content Standards Tests, CELDT, CAHSEE) • Annually – College Entrance Exams, PSAT, SAT I, SAT II, CSU Entrance/Placement Exams- Beginning in Grade 10 • Annually – California High School Exit Exam – as scheduled by CA State Department • Analysis of student service learning projects • Student Progress Reports • Senior Year- Portfolio Review -	• School Principal • Regional Director • CAO • Home Office Data Team • Department Chairs	• Benchmark Assessments • Master Assessment Calendar • Professional Development Plan – Scope and Sequence • Weekly Professional Development – Scope and Sequence • Data Director	• 100% STAR participation • Completion of student work in classes • Enrollment in Early College courses • PSAT, SAT I, SAT II, ACT • Data analysis	• Met school AYP/API goals • 2 & 4-year college enrollment • Similar Schools Rank • PUC wide assessment results reports • Student performance on Benchmark Assessments • 90%+ of students enrolled as 9th graders graduate within four years • 90%+ of the high school graduates attend two- or four-year colleges
Professional Development	Year 1 and Ongoing • PUC-wide and New Teacher Orientation • Site-based Professional Development for opening, site policies, special education, data analysis • Weekly PD meetings • Benchmark assessment analysis quarterly • On-going Teacher training based on individuals teacher needs • BTSA	• CAO • Regional Director • PUC Home Office Instructional Support Team • School Principal	• Professional Development Plan • TCRP Teacher Effectiveness • Instructionally Aligned Templates (IATs) • Benchmark Assessments • PUC-wide PD analyze results/plans re-teaching • Weekly Professional Development • New Teacher/BTSA support	• Student achievement on Benchmark Exams • Weekly Professional Development feedback • Classroom practice • TCRP Teacher Effectiveness Ratings and Professional Growth Plans • Peer observations	• Teacher growth plans • Teacher satisfaction surveys • Met school Annual academic goals • API • TCRP Teacher Effectiveness Ratings and Professional Growth Plans • Low rates of teacher attrition
Special Education program implementation	• Year 1 and On-going	• Director of Special Education (PUC) • School Principal • Resource Specialist	• Welligent • Professional Development • External special education providers • Highly qualified support	• IEP met • Assimilation of Special Needs students into school culture based on # of Special Ed students in extracurricular activities and non-academic • 504 Plan goals met	• Graduation Rate/Certificate of Completion • Implementation of Transition Plans • Academic performance • Subgroup API • College enrollment

PROPOSAL ELEMENT *What element of your proposal program will be implemented?*	TIMELINE *In what year will you implement this element of your proposal?*	RESPONSIBILITY *Who will lead the implementation of this element?*	RESOURCES *What resources are needed for a successful implementation?*	EVIDENCE OF SUCCESS *How will you know you are making progress post-implementation?*	EVALUATION PROCESS *What mechanisms will you use to measure progress?*
Community Engagement	• Development of PUC School Advisory Council • Parent Organizers Trained and Developed • Connect across 4 other schools on campus to develop mutually beneficial goals, areas of collaboration, etc. • Connect with CBOs, local colleges, police locally, business, community centers, etc. to leverage resources for all schools on the campus.	• Executive Director • Regional Director • School Principal	• Parent engagement workshops • List of Community Based Organizations operating in the region • Access to Community Leaders • Neighborhood Council • Homeowners associations • Chamber of Commerce	• High rates of participation at school-based events • Community contacts – MOUs developed and executed • Parent-Organizers are active in and out of the school • Advisory Council meets regular and reports back to the PUC Board • Neighborhood Council meetings are held on the campus • The campus facilities are used by external groups serving the community	• Annual school climate and parent satisfaction survey • Annual career day is well attended • Available Community resources are communicated to students and their families • Neighborhood, homeowners associations view the school and campus as an asset in the community; • Service learning projects connect student interest to the broader community.
School Governance and Oversight	Year 1 and ongoing • School Site Advisory Council is established and active • PUC Board receives quarterly communication from advisory council and leaders on the progress of the schools and progress towards meeting annual goals.	• CEO • Regional Director • School Principal	• Advisory Council Meetings • PUC Board meetings	• Annual school wide goals are being met.	• School wide goals articulated in the school success plan and monitored by the advisory council and PUC Board are met.
Finances	Year 1 and ongoing • Budget Process is developed and implemented • School finances are monitored • School financial health is maintained • Internal Controls are developed and implemented	• CFO • Regional Director • School Principal • School Based Operations Manager	• PUC Budget Process • School Finance Handbook • Internal Controls Policies and Procedures • Quarterly Financial reports	• Positive cash flow • Ability to meet the needs of students	• School is fiscally solvent • School maintains a 5% reserve • Audit Management Letter shows no deficiencies or exceptions • Quarterly financial reports are analyzed by school leadership
Staffing	Year 1 and Ongoing • The most qualified staff is hired, trained, developed, evaluated, and compensated at market levels.	• Director of Human Resources • Regional Director • School Principal	• PUC Human Resources Department • PUC on-Board Process • Performance Management System • Professional Development	• School will be fully staffed at opening • Little to no staff turnover	• Staff Satisfaction Surveys • Student Surveys • Student and Parent School Culture and Climate Surveys • Student Achievement Results meet or exceed annual goals.

Plan for Building Proficiency for English Language Learners

Our instructional program, coupled with a data-driven instruction emphasis and a full range of academic support services, will be designed to allow *all* students to pursue their learning in an in-depth way. Additional efforts will be made for students who are classified as English language learners. In order to help all PUC students designated as English language learners build academic and English language expertise, we have developed the following framework and plan for assessment, instruction, and professional development.

Framework

The instructional program, based on research by Cummins (2003)[1], is designed to develop students' critical thinking skills, content knowledge, and academic English language expertise by building on the strengths and experiences students bring to the classroom. English Language Learners have a cognitive advantage. Being able to process information using two languages requires synthesis, drawing inferences, determining importance, and schema. Our instructional program aims to cultivate the advantages of this underutilized resource for learning.

Achieving proficiency in English includes far more than mere fluency in oral conversation -- it means that English Learners know English well enough to be academically competitive with their native English-speaking peers. For both native English speakers and second language learners, learning academic language is a lifelong endeavor. Any time we enter a new field or domain, there are new areas of academic language to master. Though much vocabulary and syntax may be acquired through informal interaction, academic language and linguistic structures, such as analyzing, synthesizing, composing, interpreting, reading charts, solving word problems, and inferring information from texts, should not be left to chance. These academic and linguistic skills must be continuously developed and explicitly taught across all subject areas.

We anticipate serving students who are predominantly longtime residents of the United States and are fluent in Basic Interpersonal Communication Skills (BICS). The focus of language development is therefore CALP, the Cognitive Academic Language Proficiency needed for success in all content areas. The instructional program will be presented in English with provisions to ensure comprehension for English language learners and development of English as a second language. We plan to implement a three-pronged approach to developing language and content expertise, summarized in Figure 1 (at the end of this document): First, teachers get students to identify personally with their learning. They also work to engage students in cognitively challenging curriculum. With these two necessary conditions as a base, teachers then utilize instructional strategies and approaches that will enable English learners to master content and the level of academic language needed for proficiency with the standards and success at the college level.

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[1] Cummins, Jim (2003). Negotiating Identities: Education for Empowerment in a Diverse Society (2nd edition). Covina, Ca: CABE.

Assessment: Identifying Students' Language Needs

Initial Classification, Summative Assessment, and Redesignation Process:
The progress of each student identified as an English Learner is monitored by teachers for academic progress and performance in school activities, with the goal to help each ELL reclassify to RFEP status. The California English Language Development Test (CELDT) is administered to all new students with a home language other than English (as indicated on the Home Language Survey) who enter our school without prior classification. In our experience with this student population at CALS ECHS, most students with a home language other than English have already proven proficiency in their middle schools. Those English language learners (ELLs) who have not yet reclassified take the CELDT annually to determine their English language proficiency level. We will follow the PUC Schools reclassification procedure articulated in the matrix in Figure 2 at the end of this document. Reclassification criteria is as follows:

✓ CELDT scores: overall proficiency of advanced or early advanced, with no strand scores lower than intermediate
✓ CST scores: Basic or above in ELA
✓ Teacher recommendation
✓ Grades: Grades of A, B, or C in English
✓ Reading Achievement: Score of Median or Higher on Benchmark
✓ Language Usage Achievement: Score of Median or Higher on Benchmark
✓ Parent approval

Use of CELDT Data for Instruction of ELLs:
Teachers use CELDT data to identify their students' strengths and areas for targeted support in English. Analyzing the strand scores helps teachers to plan strategic, individualized support in reading, writing, speaking, and listening for students classified as English language learners.

Formative Assessment for ELLs:
Providing consistent, comprehensible input requires a constant familiarity with the ability level of students in order to provide a level of "input" that is just beyond their current level. In addition to the summative data that summative assessments such as the CELDT and CSTs provide, PUC uses a benchmark assessment system to formatively assess student progress throughout the school year. Benchmarks allow for a close monitoring and guiding of student performance over time.[2]

The PUC instructional team has developed multiple item banks aligned to the rigor and style of the CSTs. Teachers administer a pre-test and post-test which assess all the grade level standards for their given subject. They also administer two benchmark assessments which are aligned to their scope and

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[2] Boston, C. (2002). The concept of formative assessment. Practical Assessment, Research & Evaluation, 8(9). Retrieved September 12, 2006 from https://PAREonline.net/getvn.asp?v=8&n=9.

sequences and cumulatively test the standards they have taught. The results from the benchmark assessments are intended to provide teachers with a preliminary projection of how the students will perform on the CST as well as regular progress on standards-based instruction. Using the Data Director software system, these assessments are carefully analyzed with the goal of revising pacing and offering strategic, differentiated support to ensure that all students master the standards. To meet the specific needs of English language learners, benchmark data is disaggregated by students' English language proficiency level and classification. This helps teachers to identify trends which may suggest a need for language support.

Instruction to Develop Cognitive Academic Language Proficiency and Content Expertise

PUC students are predominantly longtime residents of the United States and are fluent in Basic Interpersonal Communication Skills (BICS). The focus of language development is therefore CALP, the Cognitive Academic Language Proficiency needed for success in all content areas.   As the graphic in Figure 1 suggests, maximized identify investment and cognitively engaging curriculum provide a base, and effective, research-based instructional strategies provide the vehicle to enable English learners to master content and the level of academic language needed for proficiency.

Maximize Identity Investment:
Teachers strive to affirm students' cultural, linguistic, and personal identities in order to create classroom conditions that foster student self-confidence. When students feel that their teachers respect them and appreciate their experiences and talents, they are more likely to engage in learning. To invest in learning new information, students must also understand the purpose of the skill, concept, or content in relation to their own lives and the world. When students see the benefits of learning in the context of their own lives, they become intrinsically motivated. This identity investment is further developed by providing multiple opportunities for students to discuss and challenge ideas and transform their original thinking.

Maximize Cognitive Engagement:
To truly engage in their learning, students must be challenged to think at high levels and use sophisticated skills**.** Cognitive engagement is developed by helping students contextualize new content and academic language and build on relevant prior knowledge. Once students are able to connect to new information, they are supported in critical thinking skills to process and apply new learning.

Use Effective Instructional Techniques:
With the necessary conditions of maximum identity investment and cognitive engagement established, teachers use instructional techniques proven to be effective in helping English learners develop both content and language expertise. We have classified these techniques into three groups: ensuring comprehensible input, teaching language through academic content, and facilitating interaction with content and academic language.

Ensuring comprehensible input: To enable students to understand information that is above their current level of language or mastery, teachers activate students' prior knowledge; build bridges between and prior knowledge and new concepts, content, or skills; and utilize visual aids and graphic organizers. Teachers also help students develop receptive language skills that help them to comprehend written texts and oral lectures.

Curriculum will be presented to English learners at beginning ELD levels in English utilizing Specially Designed Academic Instruction in English (SDAIE) techniques. Native language support will be provided as needed in all content areas by bilingual staff and volunteers in order to ensure comprehension of instructional input. Students will be provided ESL instruction during the instructional day and will also be offered additional learning opportunities and tutoring during the extended day program to develop their academic English and mastery content across the disciplines. Students at beginning ELD levels will be mainstreamed with fluent English speaking students and fluent bilingual students in order to support English language development and comprehension of instructional input.

English language learners encounter many challenges when faced with new, unfamiliar text [3]. Jim Cummins's research[4] suggests that instruction must be context-embedded in order to be comprehensible to students. Scaffolds given before, during, and after reading can help them better comprehend grade-level text, giving them a road map to follow when they read difficult text material. Scaffolds might include pre- and post-reading prompts, graphic organizers, quick writes, Cornell notes, sequence charting, re-reading and margin notes.   ELLs with lower levels of reading ability can also be provided with adapted and/or annotated text, summaries written in their primary language, text outlines, and selective highlighting.

Research[5] shows that the explicit teaching of reading strategies helps students to become increasingly skillful at interpreting, understanding, and analyzing text. In explicit instruction, teachers tell readers why and when they should use strategies, what strategies to use, and how to apply them. The steps of explicit instruction typically include direct explanation, teacher modeling ("thinking aloud"), guided practice, and application.

Teaching language through academic content: Teachers of all content areas emphasize language development through providing explicit instruction of academic vocabulary words as well as discipline-

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[3] Krashen, S. (1982). Principles and Practice in Second Language Acquisition. New York: Pergamon Press.

[4] Cummins, J. (1986). "Primary Language Instruction and the Education of Language Minority Students." Schooling and Language Minority Students: A Theoretical Framework (2nd edition). Los Angeles: CSU LA Evaluation, Dissemination, and Assessment Center.

[5] Samuels, J. and Farstrup, A. (Eds.), (2004). What Research Has to Say About Reading Instruction. Newark, DE: International Reading Association.

specific terms, guiding students to use scholarly language, and developing students' abilities to analyze word parts in order to understand unfamiliar words and to critically analyze the functions and metaphoric use of language.

Facilitating interaction with content and academic language: Interacting with their peers about content and using academic language helps students to reflect on and deepen their learning[6]. Through active learning strategies, structured group work, Socratic seminars, and the use of Web 2.0 technologies such as blogs and online forums, teachers facilitate classroom settings in which students synthesize their learning and use language to describe it.

Discussion, both student-to-student and whole class, is an integral part to any literacy-rich classroom that promotes student engagement with the content.   For classroom discussions to significantly support students' content acquisition, expectations and accountability for scholarly student talk will be instituted.

Instructional Planning

Unit Planning for English Language Learners:
PUC teachers design units of study using a backwards design approach that supports a range of language needs. Teachers begin the design process by breaking state standards into more specific learning targets, or objectives, and considering the language skills inherent in each target. Teachers plan summative assessments, including performance tasks such as essays, presentations, and lab reports, and design individualized scaffolding to support all students in being successful on the summative. A heavy emphasis is placed in all units across the curriculum on teaching academic vocabulary and increasing reading and writing skills, and summative assessments in all subjects usually include a strong literacy component.

After planning assessments, the next step in the backwards design process is to outline learning experiences. Lessons are carefully tailored to the individual needs of the students in their classes, including language acquisition needs. Throughout the units, teachers develop English language skills in each class through Specially Designed Academic Instruction in English (SDAIE) strategies. This set of strategies includes, but is not limited to, strategies such as scaffolding from contextualized experiences, visual and auditory cues, kinesthetic activities, music, drama and support with de-contextualized input. Use of pair and group work allows ELL students an opportunity to speak in English about core content, and frequent informal student presentations throughout the units help students to hone their spoken academic English skills.

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[6] O'Connor, M.C., Michaels, S. (1996). Shifting participant frameworks: orchestrating thinking practices in group discussion. In D.Hicks (Ed.), *Child Discourse and Social Learning*. Cambridge: Cambridge University Press. Pp. 63-102

Daily Instruction:
Daily instruction is designed to incorporate best practices for English learners. PUC teachers include the following components in daily lesson cycles in order to ensure that students develop academic and linguistic expertise:

Learning targets: Lesson planning begins with breaking down California state standards into specific content-based learning targets that can be assessed after each lesson. In designing these targets, teachers consider the language needs of their students and plan necessary scaffolds to help students who are English learners reach those targets.

PUC recognizes that if teachers are to design effective instruction for English Learners, they must analyze academic language in terms of the forms, functions and fluency features and address these in the planning process. Thus, lesson planning also includes language-based learning targets derived from a variety of sources, such as the California ELD standards. When doing their daily planning, teachers analyze the linguistic demands of their instruction and assignments. In all subjects, teachers go beyond analyzing only the curricular content of the standards and skills to carefully analyze the *function* language plays in specific lessons. Content lesson design includes strategies for introducing and reinforcing the *specific language forms, structures, and vocabulary needed for each academic task.*

Accessing Prior Knowledge: A key component of ensuring comprehensible input for English learners is helping students to tap into their prior knowledge, or schema. Each lesson begins with activities designed to help students establish a mental set for the day, making connections between their experiences and knowledge and the new learning.

Extending Prior Knowledge: During this step of the learning cycle, teachers engage students in activities to acquire new information, skills, or concepts. These lessons incorporate vocabulary development and opportunities for students to use the language of the discipline. Teachers analyze academic language in terms of the forms, functions, and fluency features and specifically address the vocabulary needed for the academic tasks.

Application: Students have the opportunity to practice new skills. There is explicit support for students to use the language of the discipline and general scholarly language as they apply new learning. Summative assessments in the form of exit tickets or other application tasks allow teachers to determine how to adjust instruction for the next day to ensure that all students have met the learning targets.

Reflection: The final step in each day's lesson is an opportunity for students to reflect on what they have learned. This step is essential in maintaining identity investment, helping students to articulate the value of their learning.

Intensive English Language Development Instruction and Intervention

For students at Beginning and Intermediate levels of English language proficiency, we provide additional, differentiated daily instruction in English language development (ELD) designed in alignment with the California ELD standards. This instruction is targeted at students' specific language needs. The goal of targeted ELD instruction is to support students with all of their core subjects, not to replace a credit-bearing English course. The ELD instruction therefore may be provided at a variety of times (e.g., as an "elective" class, through a "zero" or "seventh" period, etc.)

Honing Our Practice: Professional Development and Support

Supporting teachers as they refine their teaching craft is a priority. PUC schools are committed to strengthening and expanding our English Language Development instruction through ongoing professional development, data analysis and research. Professional development and support activities include the following:

- Individualized coaching: Instructional leaders, induction support providers, and literacy coaches work one-on-one with teachers to set and support the achievement of performance goals. These goals will be based on individual teachers' skills and the needs of their students. Coaching includes (but is not limited to) observation and feedback, co-planning, and co-teaching.
- Professional development sessions: PUC leaders will facilitate various professional development opportunities focused on developing CALP and using instructional strategies that have been proven to be highly effective for English language learners.
- Data analysis: Teachers will also engage in regular analysis of student achievement data, including CELDT data.
- PUC has developed an online database of professional development modules and artifacts to support school leaders in designing professional development. The modules provide teachers with the opportunity to read ELD research, analyze anchor videos of teachers using best practices, read about and practice new techniques for developing academic and language expertise, and apply their learning to upcoming lessons.

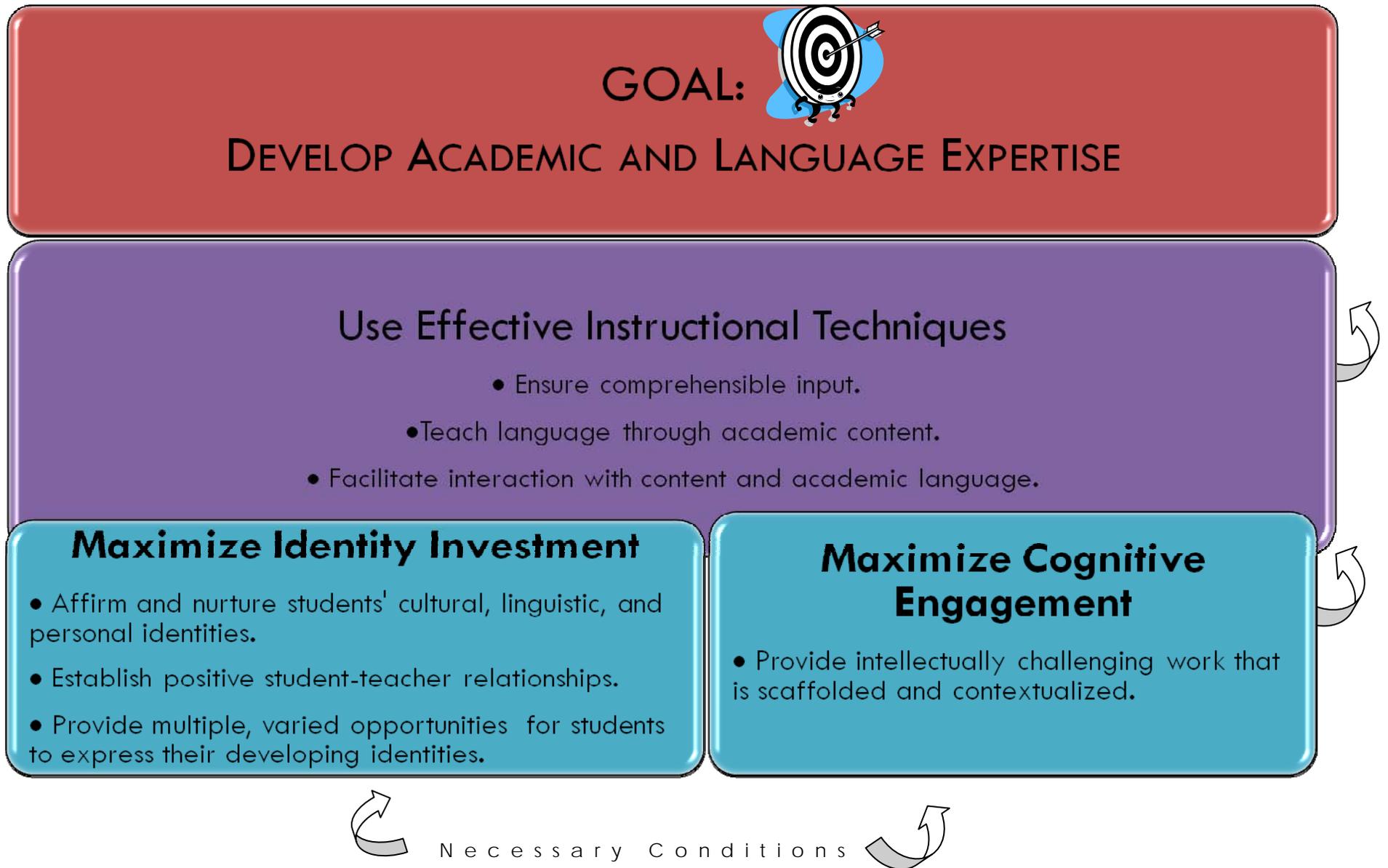**Figure 1: Framework for Developing Academic and Language Expertise**

GOAL:

DEVELOP ACADEMIC AND LANGUAGE EXPERTISE

Use Effective Instructional Techniques

- Ensure comprehensible input.

- Teach language through academic content.

- Facilitate interaction with content and academic language.

Maximize Identity Investment

- Affirm and nurture students' cultural, linguistic, and personal identities.

- Establish positive student-teacher relationships.

- Provide multiple, varied opportunities for students to express their developing identities.

Maximize Cognitive Engagement

- Provide intellectually challenging work that is scaffolded and contextualized.

N e c e s s a r y   C o n d i t i o n s

Figure 2: English Learner Reclassification Matrix

Student's Name: _____School ID#_____ SSID#_____ Grade: _____

1. Assessment of English Language Proficiency (CELDT Test Results)

Test Date: _____ Overall Proficiency Level: _____

Listening_____Speaking_____ Reading_____ Writing_____

Consider for reclassification students whose overall proficiency level is early advanced or higher and:

Listening, Speaking, Reading, and Writing is intermediate or higher.

Those students whose overall proficiency level is in the upper end of the intermediate level also may be considered for reclassification if additional measures determine the likelihood that a student is proficient in English.

2. Performance in Basic Skills ~ *CST Performance level must score BASIC or above*

Test Date	California Standards Test (CST) – Eng. Lang. Arts
May	

3. Teacher Evaluation

ELA Grades C or above Required		Reading Achievement *Student meets the fall or spring median.*	Language Usage Achievement *Student meets the fall or spring median.*	Additional Assessment Name:
Semester 2 2010-2011	Semester 1 2011-2012	MEDIAN=	MEDIAN=	Date: Signature:
Eng 10B=	Eng 11A=			

If student meets one or more of the three criteria then recommendation for reclassification can continue to the next step. If student does not meet all of the above three criteria for reclassification then they do not reclassify.

Reclassification Recommended (Circle One)　　　　　YES　　　　　　　　NO

Principal's Signature_____　　Date _____

4. Parent Opinion and Consultation

After reviewing the above information, we would like to inform you that your child,

_____ *has been recommended for reclassification as Fluent-English Proficient.*

_____ *has not been recommended for reclassification as Fluent-English Proficient.*

PARENTS, PLEASE MARK ONE AND SIGN BELOW.

_____ I agree with the information as indicated above.

_____ I do not agree with the information as indicated above. I would like to schedule a conference with the school designee to discuss this information.

_____ Parent's Signature/Date