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October 12, 2015

Cindy Chan
Director, Charter Schools Division
California Department of Education
1430 N Street, Suite 5401
Sacramento, CA 95814

Re: Description of Changes to the Prepa Tec Los Angeles High School Charter Petition
on Appeal to Reflect the State Board of Education as the Chartering Entity

Dear Ms. Chan:

In accordance with California Code of Regulations, title 5, section 11966.6, subdivision (b)(4), the following changes are necessary to the Prepa Tec Los Angeles High School ("Prepa Tec HS") charter petition to reflect the State Board of Education ("SBE") as the authorizing entity.

1. Chartering Authority

Throughout the charter petition, any text referring to the "Los Angeles Unified School District" or "LAUSD" as the chartering agency would be revised to read "State Board of Education" or "SBE," or the "California Department of Education" or "CDE," as appropriate.

2. Special Education – Element 1

In order to reflect the SBE as the school's authorizer, the special education component of the charter must be revised. The special education section in our original charter submission was tailored to LAUSD, and LAUSD has District Required Language ("DRL" it requires every charter to use for its special education section.) The DRL includes LAUSD requirements that will be irrelevant if the school is authorized by the State, such as executing a special education memorandum of understanding with LAUSD, membership as a school of the district in the LAUSD special education local plan area ("SELPA") local plan, and the additional requirements imposed by the modified consent decree from the *Chandra Smith* class action lawsuit against LAUSD. The Prepa Tec HS charter petition (pages 8-11 and 98-100) would be revised to meet State requirements for special education and reflect the school as an independent LEA for special education purposes. The section of the charter for serving students with disabilities would be revised as follows:

Students With Disabilities

I. Structure and Services

As a charter school, Prepa Tec HS has the option under Education Code Section 47641 to be deemed a Local Educational Agency ("LEA") for special education purposes. As a State Board of Education authorized school, Prepa Tec HS will apply for acceptance to the

Cindy Chan
Page 2

Desert/Mountain Special Education Local Plan Area (SELPA) and/or the El Dorado County Office of Education Charter SELPA, both of which have been approved by the State Board of Education. By participating in SELPA membership as its own LEA, Prepa Tec HS will be solely responsible for the provision of special education and related services. Upon acceptance to a SELPA, Prepa Tec HS will execute a Memorandum of Understanding ("MOU") with the selected SELPA regarding the provision and funding of special education services consistent with the requirements of the SELPA Local Plan for Special Education. Prepa Tec HS shall follow SELPA policies as they apply to all SELPA schools for responding to implementation of special education services. Prepa Tec HS will be responsible for eligibility for federal and state special education funds for its students. Prepa Tec HS may request related services (e.g. Speech, Occupational Therapy, Adapted P.E., Nursing, and Transportation) from the SELPA, subject to SELPA approval and availability. Prepa Tec HS may also provide related services by hiring credentialed or licensed providers through private agencies or independent contractors.

II. **General Assurances**

Prepa Tec HS shall comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to AB 602, the Individuals with Disabilities Education Improvement Act of 2004 (IDEIA), Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and any other civil rights enforced by the U.S. Department of Education Office of Civil Rights (OCR). As its own LEA, Prepa Tec HS, not the State, will be responsible for the charter school's compliance with all applicable state and federal laws.

Prepa Tec HS hereby provides the following further assurances:

- Per Federal Law, all students with disabilities will be fully integrated into Prepa Tec HS's programs, with the necessary materials, services, and equipment to support their learning;
- Prepa Tec HS will ensure that any student with a disability attending Prepa Tec HS is properly identified, assessed and provided with necessary services and supports;
- Prepa Tec HS will meet all the requirements mandated within a student's Individual Education Plan (IEP);
- Prepa Tec HS will comply with the federal mandate of the "least restrictive environment", meaning that the school will make every attempt to educate special education students along with their non-disabled peers. Prepa Tec HS will mainstream all of its students as much as is appropriate according to each individual IEP, offering a comprehensive inclusion program that includes specialized individual tutoring. However, if the student's needs as documented on the plan require a program other than inclusion, the school will work with the SELPA to provide an appropriate placement and services.

Cindy Chan
Page 3

- Each student's IEP requires different kinds of modifications for instruction and services, therefore the educational strategies of the IEP will be built around the student's needs and how these fit within the general educational program of the school. The instruction outlined in each student's IEP will be delivered by personnel qualified to do so.
- Prepa Tec HS will work with the SELPA to make time and facilities available to meet the needs of the student's IEP;
- Prepa Tec HS will actively participate in all aspects of the IEP to enable the student to be successful, including the appropriate individual tutoring schedule and classroom modifications, strategies, and techniques. The school will make available student's work products for analysis and evaluation of progress and will include the SELPA in IEP reviews conducted by Prepa Tec HS, where applicable;
- If a parent or faculty member feels the student's educational needs are not being met, they may request a reassessment or a review of the IEP by the IEP team at any time during the year via written notice to Prepa Tec HS, which will then forward such written notice to the SELPA within two school days;
- The charter school will encourage open communication between the parents and Prepa Tec HS and/or SELPA for any items related to the special education services;
- Students at Prepa Tec HS who have IEP's will continue to attend the school, unless the IEP recommends otherwise; and
- In order to comply with Child Find requirements as specified by law, Prepa Tec HS will establish a referral and assessment process that brings together the parent/guardian, student and school personnel to address any problems that interfere with a student's success at the school. This process will entail search and serve, Student Study Team ("SST") referral, assessment and IEP review.
- The facilities to be utilized by Prepa Tec HS shall be accessible for all students with disabilities.

III. **Search and Serve**

Upon the commencement of Prepa Tec HS's school year, all students will be evaluated as a means of class placement. No assessment or evaluation will be used for admission purposes. Through collaboration between the faculty and Principal, Prepa Tec HS will work to identify any students, who do not currently have an IEP but may be in need of a pre-referral intervention plan. Principal and faculty will then convene the SST for that student.

Cindy Chan
Page 4

Students possibly in need of special education can be screened from already available data (i.e. school tests, teacher observations, grades, etc.) regarding the student's progress or lack of progress within the general program.

For students who are identified as needing interventions, a SST composed of the student, the student's parent or guardian, the Principal, and a charter school faculty member will be responsible for identifying the student's needs and developing a plan to enable that student to be successful, including, but not limited to, the appropriate individual tutoring schedule, classroom modifications, strategies and techniques to enhance that student's ability to be successful. If the SST finds that the pre-intervention plan is not sufficient to meet the student's needs, they will recommend that student for a formal special education assessment. Prepa Tec HS may also choose to refer a student for services through the provisions of a Section 504 Plan, if appropriate.

Parents will be informed that special education and related services are provided at no cost to them.

Prepa Tec HS will serve its special education students by providing many of the following school supports, when circumstances permit:

- Implementing smaller class sizes;
- Utilizing a longer school day and/or an extended school year (as described in the instructional days and minutes calendar, Prepa Tec HS already provides instructional minutes above the State requirements)
- Pushing-in or pulling-out services by special education personnel:
 - Push-In: The special education teacher may provide services in the classroom during regular instruction, such as working side by side with a student to understand academic vocabulary when an IEP calls for academic vocabulary comprehension;
 - Pull-Out: The student(s) will be pulled out of his/her classroom to receive special education instruction and/or services in the special education office or classroom.
- Using technology/accelerated learning software; and
- Parent learning about how to support special education identified children at home through parenting classes, weekly newsletters, and parent support programs as an integral part of the communication process between school and home about available services.

Cindy Chan
Page 5

IV. **Assessment**

- A. Referral for Assessment: The referral process is a formal, ongoing review of information related to students who are suspected of having special needs and show potential signs of needing special education and related services.
1. Referral Response: 15 Days: Prepa Tec HS's internal method for referral for assessment will be the SST. The parent of any student suspected of needing or qualifying for special education services may also make a referral for an evaluation. Any such referrals will be responded to in writing by Prepa Tec HS within 15 days.
 2. Notification of Assessment Request: 5 Days: Prepa Tec HS will notify the SELPA (where applicable according to SELPA policies) of the assessment request within 5 days of receipt. Parents will be informed via the Special Education Specialist that special education and related services are provided at no cost to them.
 3. Assessment Plan: 15 Days: If Prepa Tec HS concludes that an assessment is appropriate, the parent will receive a written Assessment Plan within 15 days.
 4. Parent Consent: 15 Days: If the parent receives a written Assessment Plan, the parent will be given at least 15 days to provide written consent to the Assessment Plan. Assessments will be performed only upon receipt of written parent permission.
 5. IEP Meeting: 60 Days: The assessment will be completed and an Individualized Education Program (IEP) meeting held within 60 days of receipt of the parent's written consent for assessment.
- B. Assessment Process: The Special Education Specialist will be responsible for gathering all pertinent information and sharing such information with the SELPA (where applicable according to SELPA policies). Information gathered will be used as tools to determine the student's disability, eligibility for services, and determining the nature and extent of required services. Assessment procedures will be conducted in the student's primary language, and an interpreter will be provided if needed. The types of assessments that may be used for determining eligibility for specialized instruction and services will include, but not limited to:
- Individual testing;
 - Teacher observations;
 - Interviews;
 - Review of school records, reports, and work samples; and

Cindy Chan
Page 6

- Parent input.

Unless conflicting with SELPA policies and procedures, Prepa Tec HS will follow the following assessment guidelines. If a conflict with SELPA policies and procedures exists, then SELPA policies and procedures will govern.

- Parents or guardians of any student referred for assessment must give their written consent for the school to administer the assessment;
- The assessment will be completed and an Individualized Education Program (IEP) meeting held within 60 days of receipt of the parent's written consent for assessment;
- The student must be evaluated in all areas related to his/her suspected disability;
- Assessments must be conducted by a person with knowledge of the student's suspected disability, and administered by trained and knowledgeable personnel and in accordance with any instructions provided by the producer of the assessments. Individually administered tests of intellectual or emotional functioning must be administered by a credentialed school psychologist;
- Assessments must be selected and administered so as not to be racially, culturally, or sexually discriminatory;
- Assessments will be delivered in the student's primary language, and a qualified interpreter will be provided if needed;
- Assessment tools must be used for purposes for which the assessments or measures are valid and reliable;
- Assessments will be adapted as necessary for students with impaired sensory, physical or speaking skills; and
- A multidisciplinary team will be assembled to assess the student, including a teacher knowledgeable in the disability.

Upon completion of the assessment, an IEP team will be assembled to review the results of the assessment and determine the student's need for special education. Prepa Tec HS will be responsible for scheduling, coordinating and facilitating the IEP meeting. Educators qualified to interpret test results will present the assessment data at the IEP meeting. Parents will be provided with written notice of the IEP meeting, and the meeting will be held at a mutually agreeable time and place.

V. Interim and Initial Placements of New Charter School Students:

Cindy Chan
Page 7

- A. Within California, outside SELPA: In accordance with Education Code Section 56325(a)(1), for students who enroll in Prepa Tec HS from another school district within the State, but outside of the SELPA with a current IEP within the same academic year, the charter school shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP, in consultation with the parent, for a period not to exceed thirty (30) days, by which time Prepa Tec HS shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law.
- B. Within SELPA: In accordance with Education Code Section 56325(a)(2), in the case of an individual with exceptional needs who has an IEP and transfers into Prepa Tec HS from a district operated program under the same special education local plan area of Prepa Tec HS within the same academic year, the charter school shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent and Prepa Tec HS agree to develop, adopt, and implement a new IEP that is consistent with federal and state law.
- C. Outside California: For students transferring to Prepa Tec HS with an IEP from outside of California during the same academic year, Prepa Tec HS shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP in consultation with the parents, until Prepa Tec HS conducts an assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary by the charter school, and develops a new IEP, if appropriate that is consistent with federal and state law.

VI. Development, Implementation, and Review of IEPs

- A. Development and Implementation of IEPs: Every student who is assessed by Prepa Tec HS will have an IEP that documents assessment results and eligibility determination for special education services, such as for autism, deaf-blind, deafness, developmental delay, emotional disturbance, hearing impairment, intellectual disability, multiple disabilities, other health impaired, orthopedic impairment, specific learning disability, speech and language impaired, traumatic brain injury, vision impairment and other disabilities which may be mandated. The IEP will then be implemented immediately. Prepa Tec HS will ensure that all aspects of the IEP and school site implementation are maintained and will provide modifications and accommodations (outlined within each individual's IEP) in the general education environment taught by a general education teacher.
- B. Students at Prepa Tec HS who have IEPs will be served in the Least Restrictive Environment (LRE). This means that a student who has a disability should have the opportunity to be educated with non-disabled peers, to the greatest extent appropriate. They should have access to the general education curriculum, or any other program that non-disabled peers would be able to access. The student should be provided with

Cindy Chan
Page 8

supplementary aids and services necessary to achieve educational goals if placed in a setting with non-disabled peers.

- C. Each student who has an IEP will have an IEP team that oversees the IEP development, implementation and progress of the student. All decisions concerning the special education programs and services to be provided to a student with a disability are to be made by the IEP team. The IEP team must include all of the following members:
- a parent or guardian of the student for whom the IEP was developed;
 - the student, if appropriate;
 - the Principal or Prepa Tec HS representative
 - at least one special education teacher;
 - a general education teacher who is familiar with the curriculum appropriate to that student, if the student is, or may be, participating in the general education environment;
 - a SELPA special education representative, if appropriate; and
 - if the child was recently assessed, the individual who conducted the assessment or who is qualified to interpret the assessment results.

Others familiar with the student may be invited as needed. Prepa Tec HS views the parent as a key stakeholder in these meetings and will make every effort to accommodate the parent's schedule and needs so that s/he will be able to participate effectively on the IEP team. The school will provide an interpreter if necessary to ensure that all parents and/or guardians understand and can participate in the IEP process. If a parent cannot attend the IEP meeting, the school will ensure his/her participation using other methods, such as conferencing by telephone or meeting at the parent's home.

- D. A student's IEP must provide for a Free Appropriate Public Education ("FAPE"), which is an educational program that is individualized to the specific child, designed to meet that child's unique needs, provide access to the general curriculum, meet the grade-level standards established by the state, and be reasonably calculated to provide the student with some educational benefit.
- E. A copy of the IEP will be given to the parent in accordance with state laws and SELPA policies. Upon written consent of the parent/guardian, the IEP will be implemented by Prepa Tec HS, in cooperation with the SELPA in which Prepa Tec HS is a member. The Goals and Objectives section of the IEP will be an attachment to the general progress

Cindy Chan
Page 9

report. This will serve to document the method by which the student's progress toward achieving the annual goal is measured, the student's progress during the relevant period, the extent to which it is anticipated the student will achieve the annual goal prior to the next annual review, and, where needed, the reasons the student did not meet the goal. The student's IEP will include the following:

- A statement of the student's present levels of academic achievement and functional performance;
- The rationale for placement decisions;
- The services the student will receive and the means for delivering those services;
- A description of when services will begin, how often the student will receive them, who will provide them, and where they will be delivered;
- Measurable annual goals and short-term objectives focusing on the student's current level of performance;
- A description of how the student's progress toward meeting the annual goals will be measured and monitored and when reports will be provided; and
- Accommodations necessary to measure the academic achievement and functional performance of the pupil on state and district assessments.

F. IEP meetings will be held according to the following schedule:

1. Yearly to review the student's progress and make any necessary changes;
2. Every three years to review the results of a mandatory comprehensive reevaluation of the student's progress;
3. After the student has received a formal assessment or reassessment;
4. When a parent or teacher feels that the student has demonstrated significant educational growth or a lack of anticipated progress (consistent with state and federal law, IEP meetings will be held within 30 days of a parent's request);
5. When an Individual Transition Plan (ITP) is required at the appropriate age; and
6. When Prepa Tec HS seeks to suspend or remove the student for a period of 10 days or more for the same behavior, in order to determine if the student's misconduct was a manifestation of his/her disability.

Cindy Chan
Page 10

G. IEP Review:

1. Once a Year and every 3 Years: The IEP team will formally review the student's IEP at least once a year to determine how the IEP is meeting his/her needs. In accordance with IDEIA regulations, the IEP team will also conduct a formal review of the IEP once every three (3) years, in which the student is reassessed and the IEP is reviewed as part of an overall comprehensive reevaluation of the student's progress.
2. Reassessment within 30 Days, If Requested: If a parent or faculty member feels the student's educational needs are not being met, they may request a reassessment or a review of the IEP by the IEP team at any time during the year via written notice to the school. Once the request is received, Prepa Tec HS will have thirty (30) days, not including school vacations greater than five (5) days, to hold the IEP meeting.
3. Quarterly Parent Notice, Goals and Objectives: Unless otherwise specified on the student's IEP, parents will be informed four (4) times a year (which is the same frequency as progress is reported to all students and parents) of the student's progress toward meeting annual goals and whether the student is expected to meet his/her annual goals.
4. Prior to Prepa Tec HS changing its current offer of FAPE or the Student's placement in the Least Restrictive Environment, the IEP team will review the student's IEP to determine the appropriateness of the proposed action.

VII. Reporting and Procedural Safeguards

- A. Reporting: Prepa Tec HS will collect and maintain the following information on disabled students as required by IDEIA:
- A calculation of all school-age students with disabilities being provided special education services by age, grade, category of disability and the number of students with disabilities who are English Language Learners;
 - The number of students provided with test modifications and the types and the number of students exempted from LEA assessments;
 - The settings in which students with disabilities receive their services, specifically including the portion of the school day they receive services with non-disabled peers and time away from the regular classroom;
 - The number of students with disabilities suspended in-school and out of school, organized by disability and length of suspensions; and

Cindy Chan
Page 11

- The basis of exit from Prepa Tec HS of students with disabilities (i.e., attainment of diploma and type, declassified, moved, etc.).
- B. Confidentiality and Central Locked Filing: All necessary procedures and practices to ensure confidentiality and accurate/timely reporting will be the responsibility of the Prepa Tec HS Principal. The Principal will ensure that a central file with all special education evaluation material and IEPs is maintained and that this file is locked and confidential, in accordance with IDEIA guidelines. The Principal will oversee access to these records, and will be responsible for ensuring that all providers responsible for implementing a student's IEP will have access to a copy of the IEP and will be informed of their specific responsibilities in implementing the IEP.
- C. Procedural Safeguards: Parents/guardians of students with IEP's at Prepa Tec HS must give written consent for the evaluation and placement of their child, be included in the decision-making process when a change in placement is under consideration, and be invited, along with teachers, to conferences and meetings to develop their child's IEP.
- D. Disagreements Acknowledged within 5 Days: Any concerns or disagreements raised by parents will be acknowledged by the school within five days, after which a meeting between the parent and school will be scheduled to seek resolution of the disagreement. If a disagreement or concern persists, parents or guardians have the right to initiate a due process hearing to challenge a decision regarding the identification, evaluation, or educational placement of their child.
- E. Notice of Procedural Safeguards: Once Per Year: The school will provide the parent with a written Notice of Procedural Safeguards, which will include information on the procedure to initiate both formal and informal dispute resolutions, at least once per year. Prepa Tec HS will utilize the Notice of Procedural Safeguards used by the SELPA in which it is a member.

VIII. Dispute Resolution and Complaint Procedures

- A. Dispute Resolution: As its own LEA, Prepa Tec HS reserves the right to make its own arrangements for legal representation in and resolution of legal disputes pertaining to special education.
- B. Non-discrimination: It is understood and agreed that all children will have access to the charter school and no student shall be denied admission nor counseled out of due to the nature, extent, or severity of his/her disability or due to the student's request for, or actual need for, special education services.
- C. Complaint Procedures: Prepa Tec HS utilizes Uniform Complaint Procedures ("UCP") to investigate and resolve complaints regarding any alleged violation by the charter school of

Cindy Chan
Page 12

federal or state laws or regulations governing educational programs, including allegations of unlawful discrimination, harassment, intimidation, bullying and noncompliance with laws relating to pupil fees. Parents/guardians also have the right to file a complaint with Prepa Tec HS, the Office of Administrative Hearings ("OAH"), or the California Department of Education if they believe that the school has violated federal or state laws or regulations governing special education.

- D. Due Process: Prepa Tec HS may initiate a due process hearing or request for mediation with respect to a student enrolled in Prepa Tec HS if it determines such action is legally necessary or advisable. In the event that the parents/guardians file for a due process hearing, or request mediation, Prepa Tec HS shall defend the case.

IX. Staffing and Special Education Professional Development

- A. Staffing: As its own LEA, Prepa Tec HS will be responsible for providing special education services, and is committed to assuring that every IEP is properly implemented and all students requiring services are adequately cared for. All special education services at the charter school will be delivered by individuals or agencies qualified to provide special education services as required by the California Education Code and the IDEIA. Prepa Tec HS shall ensure that all special education staff hired or contracted by the charter school are qualified pursuant to SELPA policies, as well as meet all legal requirements. Prepa Tec HS shall be responsible for the hiring, training, and employment of itinerant staff necessary to provide special education services to Prepa Tec HS students, including, without limitation, speech therapists, occupational therapists, behavioral therapists, and psychologists. All teaching staff at Prepa Tec HS will be informed and involved in assuring that all IEPs and 504 plans are properly implemented.

Prepa Tec HS plans to employ Special Education Specialist(s) as needed with duties that will include:

- Ensuring that all aspects of the IEP are followed;
- Arranging for the teacher of the student to attend IEP team meetings;
- Communicating with parents about progress made toward attaining the goals stated on the student's IEP, and informing them of due process procedures and rights;
- Consulting quarterly with the Principal to ensure that the objectives and goals of students with an IEP are being met;
- Completing the requisite paperwork, updating and filing of necessary information for initial referrals, triennial evaluations, ongoing monitoring of student progress, and appropriate provision of any/all test modifications as stipulated in the IEP;

Cindy Chan
Page 13

- Maintaining a central file with all special education evaluation material and IEPs in accordance with FERPA and IDEIA guidelines; and
 - Providing a report of student progress on the same schedule as students in general education.
- B. Special Education Professional Development: The school's administration, regular and special education teaching staff, as well as other appropriate faculty and staff members will attend professional development and/or training meetings necessary to comply with state and federal special education laws, including those sponsored by the SELPA. Prepa Tec HS also intends to seek professional development opportunities for its staff through potential trainings facilitated by the County Office of Education, colleges and universities, and private companies or agencies.

X. Section 504 of the Rehabilitation Act

Prepa Tec HS shall be solely responsible for its compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act (ADA). All school facilities shall be accessible for all students with disabilities in accordance with the ADA.

Prepa Tec HS recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of a disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of Prepa Tec HS. Any student, who has an objectively identified disability which substantially limits a major life activity including but not limited to learning is eligible for accommodation by the school.

A 504 team will be assembled by the Principal and shall include:

- the parent/guardian;
- the student;
- a qualified staff member; and
- other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options and accommodations.

The 504 team will review the student's existing records; including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEIA but found ineligible for special education instruction or related services under the IDEIA, those evaluations may be used to help determine eligibility under Section

Cindy Chan
Page 14

504. The student evaluation shall be carried out by the 504 team who will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities.

The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel;
- Tests and other evaluation materials include those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligent quotient; and
- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.

The final determination of whether the student is eligible for accommodations under Section 504 will be made by the 504 team in writing and notice will be given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEIA, a referral for assessment under the IDEIA will be made by the 504 team.

If the student is found by the 504 team to be eligible for accommodation under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives free and appropriate public education ("FAPE"). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by Prepa Tec HS's professional staff and any assessment submitted for consideration by parent.

The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications or services that may be necessary.

All 504 team participants, parents, guardians, teachers and any other participants in the student's education, including substitutes and tutors, must be provided a copy of each student's 504 Plan. The Principal will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that s/he reviews the 504 Plan with any long-term substitute. A copy of the 504 Plan shall be maintained in the student's file. Each student's

Cindy Chan
Page 15

504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

XI. Services for Students

Prepa Tec HS shall provide special education instruction, accommodations, and related services for special education students enrolled in Prepa Tec HS in accordance with the IDEIA, Education Code, and applicable policies and practices of the SELPA. In addition to Prepa Tec HS's special education staff, the charter school will also seek related services from the SELPA for special education students enrolled in the charter school in the same manner as is provided to students in other public schools. Prepa Tec HS will also contract with service providers outside of the SELPA when appropriate and shall be responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education students.

Prepa Tec HS will follow SELPA policies and procedures, and shall utilize SELPA forms in seeking out and identifying and serving students who may qualify for special education programs and services and for responding to record requests and parent complaints, and maintaining the confidentiality of pupil records.

Prepa Tec HS agrees to promptly respond to all California Department of Education staff or SELPA inquiries, to comply with reasonable CDE or SELPA directives, and to allow the SELPA access to Prepa Tec HS students, staff, facilities, equipment and records as required to fulfill all State Board of Education obligations under this Charter or imposed by law.

Individual Student Sample Assessment Reports

All NWEA MAP assessments are accompanied by diagnostic reports for parents, teachers, and administrators. These reports include:

- Descriptive, diagnostic assessment of student strengths and weaknesses
- Comprehensive scoring, with grade-level equivalencies, for all sub skills in the assessment
- Clear, easy-to-read graphics
- Detailed instructional suggestions and intervention techniques, developed by education specialists
- State math and reading standards evaluation available for all 50 states

Cindy Chan
Page 16

Students with IEPs and 504 Plans are fully included in the general education classroom. Teachers accommodate lessons by providing inclusion students with guided notes, preferential seating in the classroom, and accommodated exams. Both visual and auditory aids are provided in the classroom, and multi-layered strategies that meet the auditory, kinesthetic, and socio-emotional needs as detailed in the Individual Educational Plans (IEP) are provided. Additionally, individual bi-weekly meetings with the Inclusion Specialist allow our staff to efficiently co-teach and co-plan lessons and assessments directly with the teachers to ensure that differentiation is embedded into the classroom structure, curriculum and environment. All special education teachers and/or contractors will collaborate with students' classroom instructors to fully implement each IEP. To ensure that general education and special education teachers are able to collaborate on a consistent basis, they will participate in weekly planning sessions. The school schedule has been built to allow general education and special education teachers one block of time per week to collaborate, including professional development for all staff during minimum days once a week. During this time, collaborative planning and general collaboration focused on the needs of special education students may also occur. In addition, general education teachers will share their lesson plans with special education teachers, with ample time for special education teachers to provide feedback and input. A priority at Prepa Tec HS will be to support teachers as they refine their teaching craft. Prepa Tec HS staff shall participate in training relating to special education by Prepa Tec HS's Instructional team members.

Prior to the start of each school year, Prepa Tec HS will provide training on various topics regarding provision of services and interventions for special education students to all teachers during a Summer Institute. Specifically, teachers will receive training on implementing IEPs, the process for identifying students and referring students, Family Support Team, and the Response to Intervention process, among others. Additionally, at the beginning of the year, general education teachers and special education teachers will meet to discuss student IEPs. Throughout the course of the year (on at least three occasions), professional development will be provided to all teachers on various special education topics. The school Principal, with the input of staff who serve students with special needs will identify potential issues on which to provide development and will provide professional development accordingly.

3. English Learners – Element 1

Page 8 of the charter includes LAUSD's District Required Language ("DRL") for English Language Learners, including the requirement that the school annually report its compliance with LAUSD's English Learner Master Plan or its own English Learner Master Plan and make related reports (reporting requirements also reflected on page 95-96). As a State authorized school, Prepa Tec HS would not be required to make these annual reports to LAUSD. Prepa Tec HS would, of course, adopt and implement the English Learner program described on pages 93-96 of the charter and make any reports required by

Cindy Chan
Page 17

CDE and/or the SBE. The LAUSD English Learning Master Plan and English Language Development (“ELD”) Handbook referenced in the charter may still serve as a resource guide for curriculum planning purposes, and Prepa Tec HS teachers will be encouraged to participate in available ELD workshops organized by LAUSD, in addition to any organized by the CDE and/or County.

5. Governance – Element 4

This section of the charter includes some language from LAUSD’s DRL, such as the requirement for Alta Public Schools (“APS”, the California nonprofit public benefit corporation that plans to operate Prepa Tec HS) to comply with LAUSD’s charter school policies, make reports to LAUSD, and an acknowledgement that the school is subject to audit by LAUSD’s Office of the Inspector General. This language is inapplicable if the school is authorized by the State. Instead, Prepa Tec HS would comply with and/or adopt policies, and make reports, as required by California law and by CDE. APS would provide the SBE and CDE copies of any amendments to its bylaws, governing board meeting agendas and minutes, if the CDE required such documents.

6. Racial and Ethnic Balance – Element 7

This section of the charter includes some language from LAUSD’s DRL including language requiring compliance with the *Crawford* court order against LAUSD, the LAUSD Court-Ordered Integration Program, and LAUSD NCLB-PSC program placements. This language is inapplicable if the school is authorized by the State.

7. Annual Financial Audits – Element 9

The charter would be revised for Prepa Tec HS to prepare and submit annual audits to the State in compliance with California law, and would remove the right of LAUSD, or its Office of the Inspector General, to participate in this process or address any exceptions or deficiencies.

8. Suspension and Expulsion Procedures – Element 10

The charter would be revised to comply with any suspension and/or expulsion procedures required by the SBE or CDE, and to remove all DRL requiring notices to LAUSD and compliance with LAUSD policies and procedures.

9. Dispute Resolution – Element 14

The dispute resolution language in the charter would be revised to meet SBE and CDE requirements.

10. Closure Procedures – Element 16

The closure procedures in Element 16 of the charter would be amended to provide that the SBE and CDE are the appropriate oversight authorities.

Cindy Chan
Page 18

11. LAUSD DRL – Additional Provisions

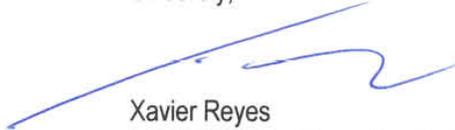
There is an “Additional Provisions” section of the charter that is DRL required by LAUSD, which includes requirements about Prepa Tec HS’s use of LAUSD-owned and non-LAUSD-owned facilities, insurance, evidence of particular insurance and indemnifications required by LAUSD, and fiscal oversight of the school. This language would be removed to the extent it is inapplicable if the school is authorized by the State.

12. Technical Amendments

APS will comply with additional technical amendments to the Prepa Tec HS charter as required by the SBE and CDE.

Thank you very much for your consideration. We look forward to working with the SBE to finalize any additional and necessary changes to Prepa Tec HS’s charter petition to reflect the SBE as the authorizing entity. Please let me know if you have any questions or would like additional information.

Sincerely,



Xavier Reyes
Lead Petitioner, Prepa Tec High School
Founder and CEO, Alta Public Schools