

**ARRA CHARTER SCHOOL SPECIAL EDUCATION
NEEDS ASSESSMENT**

APPENDIX DOCUMENTS

Appendix A

PROFESSIONAL DEVELOPMENT FEEDBACK FORM©

SESSION TOPIC: **USING CLASSROOM DATA FOR ADVANCING PROFESSIONAL DEVELOPMENT**

Date: _____

The primary purpose of staff development is to focus educators on the implementation of practices that result in increased student learning. The evaluation of your experiences which were provided to achieve that purpose will support the continuous improvement of future training efforts.

TO WHAT EXTENT DID THIS SESSION CONTRIBUTE TO YOUR LEARNING IN ORDER TO SUPPORT FUTURE LEARNING OF YOUR STUDENTS? (4=GREAT EXTENT TO 1=MINIMAL)

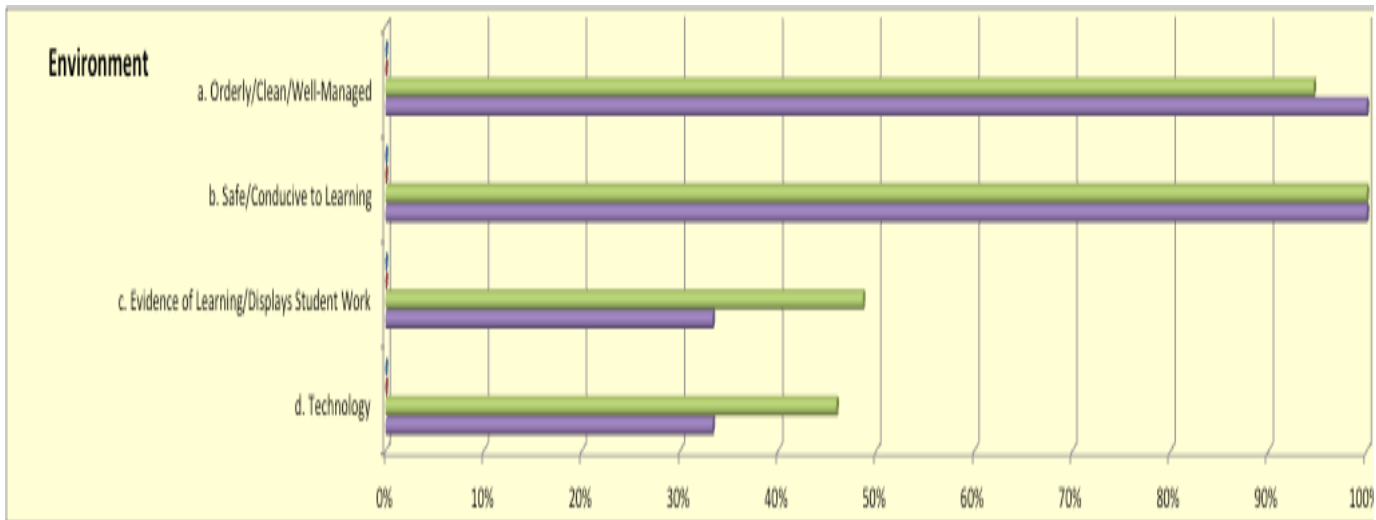
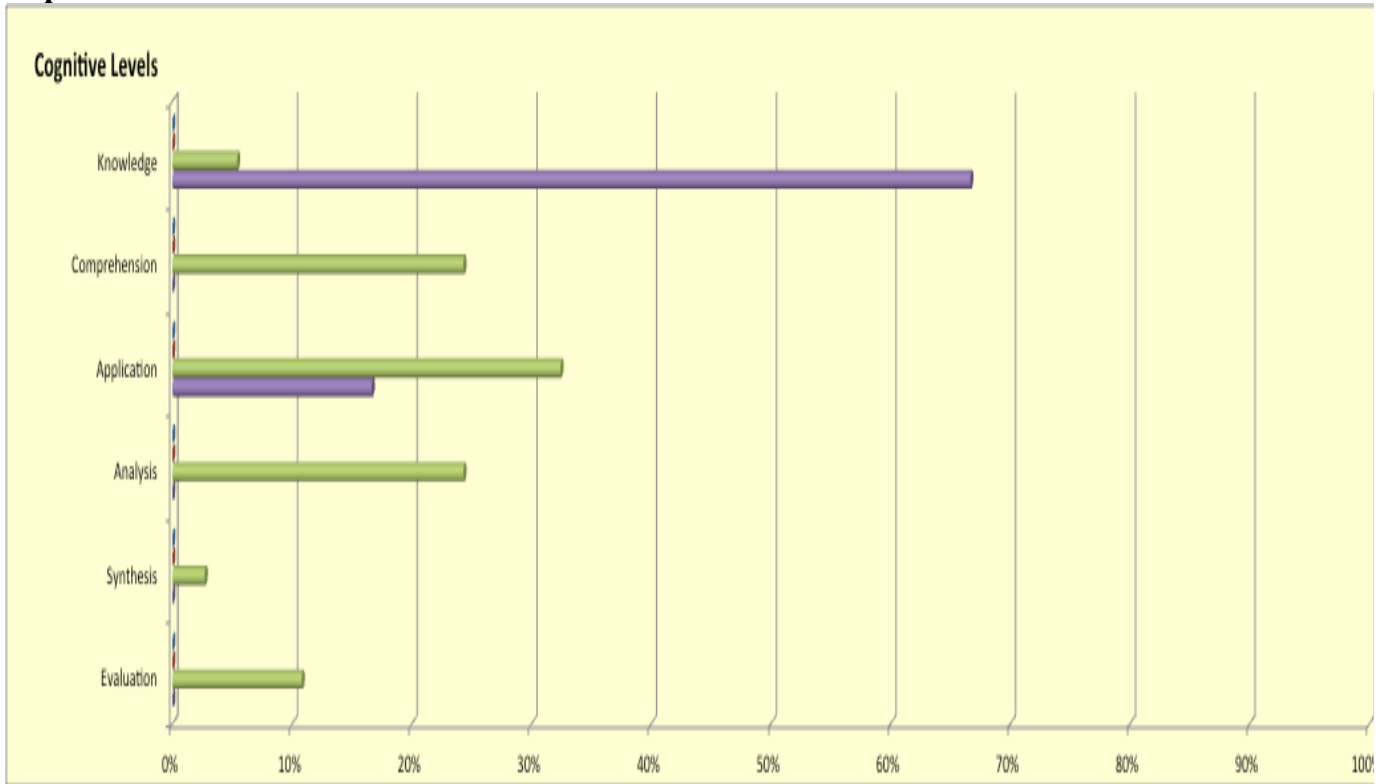
1. Content: What is to be learned	Score (4=Great Extent to 1= Minimal)			
<p>Provided learning experiences to collaborate on the development of plans for systematically accomplishing the following:</p> <ul style="list-style-type: none"> - PLANNING how to use systematic classroom observation procedures as catalysts for implementing research-based effective educational practices - DOING classroom visits using common criteria, calibrating data & providing feedback to the learning community - STUDYING observation data using a consistent protocol to determine the extent of implementation of research-based teaching/learning practices - ACTING to determine future professional development practices using data 	4	3	2	1
2. Process: How the learning occurs				
a. Provided sufficient opportunities to collect and calibrate observation data.	4	3	2	1
b. Provided sufficient time for interactive discussions and collaborative tasks to support the use of data-driven professional development planning.	4	3	2	1
3. Context: Where the learning will be applied with resources & relationships				
a. Provided resources and procedures for systematically building “learning communities” to guide continuous improvement of student learning.	4	3	2	1
b. Provided procedures for transferring skills to school/classroom practice.	4	3	2	1
4. Comments				
a. Describe at least one way you will use this information/learning in the upcoming month:				
b. Describe which components of this staff development have been the most useful and why?				

c. Describe ways to modify this staff development to better address your priorities:

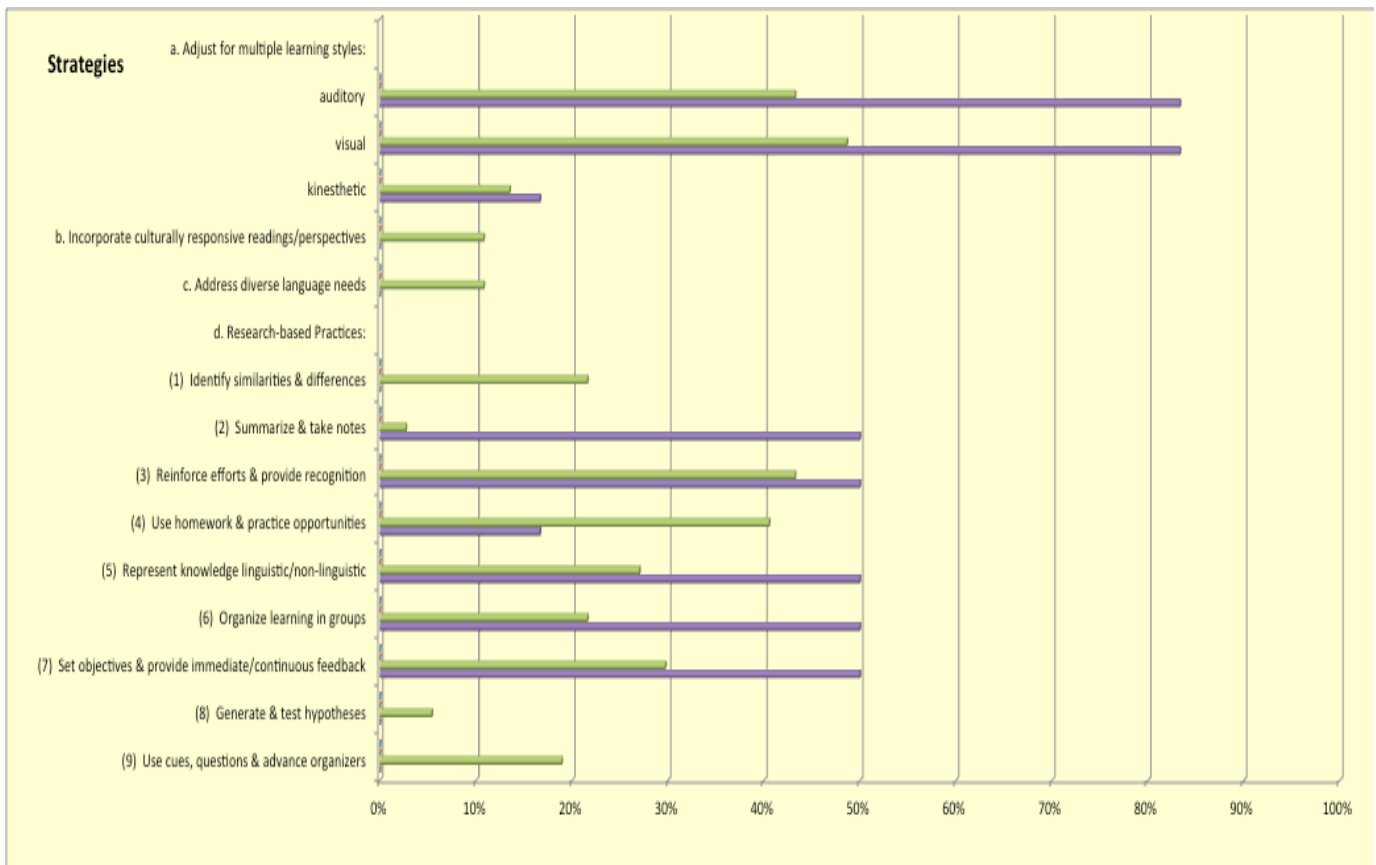
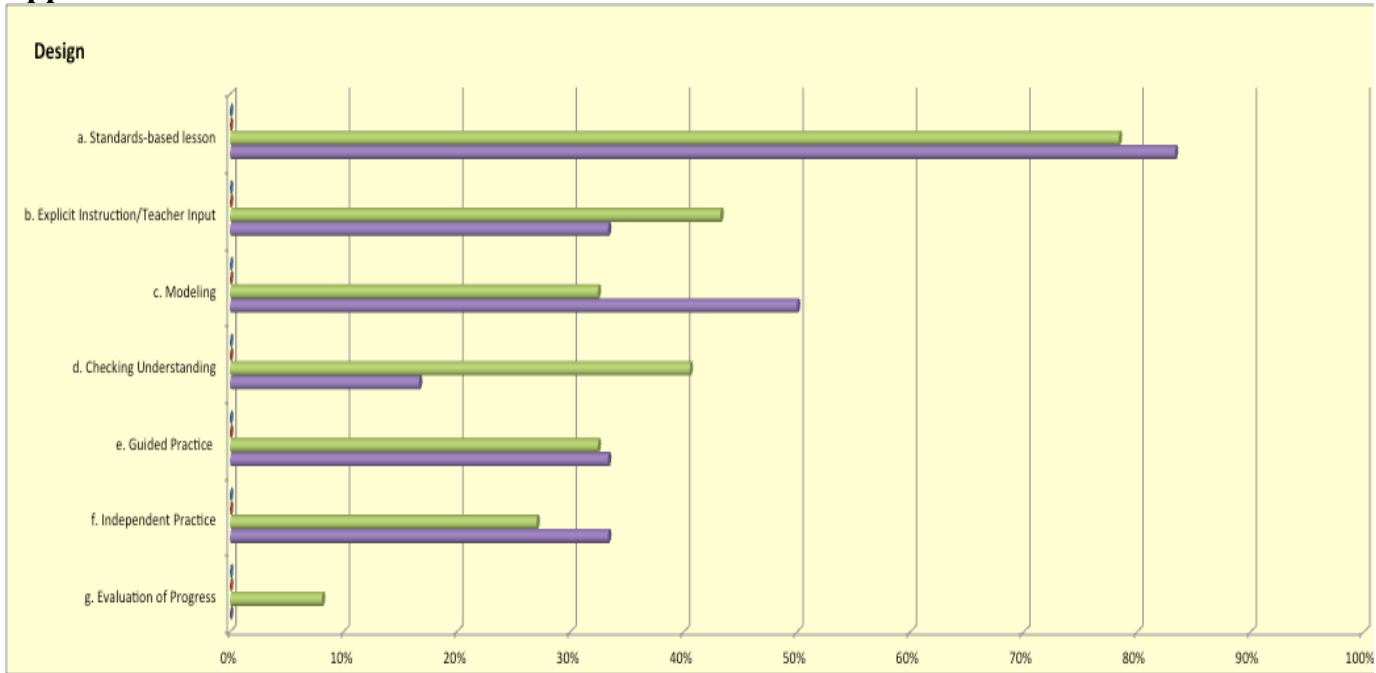
Additional Comments:

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Appendix B- Classroom Observation Data Report



Appendix B continued...



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Appendix C- Focus Group and Interview Protocols

SPECIAL EDUCATION PROGRAM INTERVIEW PROTOCOL

LAUSD

Applicable Focus Groups

Instructional Staff, Curriculum Directors, Administrators, Instructional Coaches

Introduction

- Introduction of the interview team members
- Set purpose of interview
- Explain confidentiality of information, what information will be used, how it will be used

Suggested Source Documents

- Instructional and Behavioral Documents
- Individualized Education Plans
- Behavior Intervention Plans
- Progress Monitoring Tools/Data
- Schoolwide Positive Behavior Support Plan or Behavior Management Plan
- Classroom Behavior Management Plan
- Program or system evaluations, reviews, or audits
- SELPA Application documents

Report Writing Focus:

1. Identify strengths and challenges in each of these areas:

- Leadership and Culture - How well are building and system leaders supporting the implementation of quality, research-based special education services and programs and teacher development in the area of special needs?
- Special Education and Service Delivery and Compliance – How well are schools delivering on essential services and programs? Are they compliant with all regulations related to special education?
- Staffing and Professional Development- How well are schools attracting and retaining a strong teacher core to match the needs of their student populations? How well are they building skills and knowledge around research-based, data-driven, special needs and general education instruction?
- Curriculum, Instruction, and Assessment- What is being taught and how is learning measured?

2. Prepare recommendations for technical assistance services and professional development.

3. Prepare recommendations that articulate what may need to be improved.

Area 1: Access to Core Curriculum/Delivery of Service

Focus Question(s) 1:

In what ways are special education students provided core content?

To what extent is special education provided as a set of services versus a place to go for services?

Describe the models of service delivery or options for special education currently available?

What is working well with the current model, and conversely, not so well?

Probes:

- Describe the materials used.
- Who plans the instruction for students with disabilities?
- In what ways are general education and special education staff collaborating about instruction?
- How frequently do teachers meet to review lessons and discuss student progress?
- Which assessments are used?
- Who has the responsibility of planning, and making accommodations/modifications?

Area 2: Intervention

Focus Question 2:

What happens when students with disabilities fail to make progress towards the grade level standards?

Probes:

- Who provides intervention? What does it look like?
- What criteria are used to determine when a student will begin or end an intervention?
- Describe the tiered interventions. Can students receive more than one?

Focus Question 3:

What process is used to address disability related behavioral difficulties?

Probes:

- Teachers use existing interventions and resources and know how to access additional resources when needed?
- Are behavior plans implemented with fidelity?
- Do general education teachers have a classroom behavior support plan and demonstrate the skill to also provide students with disabilities with individualized supports?

Area 3: Data-Based Decision Making

Focus Question 4:

How is academic and behavioral performance measured and monitored?

Probes:

Is there evidence that:

- growth is charted using aim lines and trend lines?
- data analysis informs instruction?
- goals are revised based on data analysis?
- Administration/Special Education meet to analyze data and determine intervention for students supported by special education?

Area 4: Legitimacy of Need

Focus Question 5:

Are students who need support provided support? Is the process for determining that students are eligible for services working well?

Probes:

- Are students placed in special education identified through a data driven process?
- Are eligibility criteria established? Consistently applied?
- Are interventions, modifications and accommodations targeted to ensure students progress towards grade level and age appropriate standards?
- Is student progress monitored to determine the effectiveness of special education services received?
- In what ways do Special Education teachers report data to stakeholders about the progress of the students on their caseloads?

Area 5: Behavior Support Programming

Focus Question 6:

Describe the available schoolwide and classroom programs or services that support appropriate behavior.

Probes:

- s a result of instruction or intervention, have student consequence-based behavior referrals decreased?
- ow much instructional time (time spent in core curriculum) is lost or gained as a result of the behavioral programs or processes currently in place?

Focus Question 7:

What is the role of special education staff?

Probes:

- o what degree does special education staff support SWPBS by extending intervention to the classroom level and supporting grade levels teams?
- re evidence based supports layered for students including: work systems, visual supports, token economy, and structured teaching?
- oes teaching and re-teaching take place for students to practice new skills before and after introduction in classrooms? How frequently?
- BIPs target intervention to equip students to be successful in general education?
- re procedures consistently taught, monitored and reinforced? When? How often?
- ow is family involvement encouraged?
- o special education staff members use the least restrictive prompts possible to promote independence? Provide scaffolding as students learn new skills?
- re students taught and practice independent working skills? By whom?
- re students involved in goal setting and progress monitoring?
- s social skills instruction provided? Does the school or program have a guiding curriculum for social skills, behavioral standards, or character education?

Area 6: Leadership and Culture

Focus Question(s) 8:

How does the charter structure impact students with disabilities?

How might the achievement of students with disabilities be improved?

Probes:

- What systems are in place for effective communication? Between CMO? SELPA? Among staff? With parents?
- How do special education professionals receive training? What is the same or different compared to what or how other professional staff receive training?
- Who hires special education staff?
- How are expectations for student achievement communicated and by whom?
- In what ways has the SELPA and the school demonstrated accountability and responsibility for student outcomes?
- Who supports and evaluates special education professionals?

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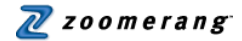
Appendix D- Stakeholder Group List

LAUSD Charter Stakeholder Group

NAME	REPRESENTATING	SCHOOL/ CMO	PHONE	EMAIL
Ana Ponce	CEO	Camino Nuevo		aponce@caminonuevo.org
Anita Zepeda	CEO	Vaughn		azepeda@vaughncharter.com
Katia Handal	SPECIAL ED DIRECTOR	Vaughn		khandal@vaughncharter.com
Carolyn McConnell	SPECIAL ED DIRECTOR	Fenton	818-896-7482	cmconnell@fentoncharter.net
Judy Werner	SPECIAL ED DIRECTOR	Fenton	818-896-7482	jwerner@fentoncharter.net
Mary Bush	SPECIAL ED DIRECTOR	Palisades Charter High School		mbush@palihigh.org
Miranda Marsh	MIDDLE SCHOOL PRINCIPAL	James Jordan MS		marsh@jamesjordanms.com
Ruben Duenas	JPA MEMBER	Bert Corona	818-270-1340	rduenas@coronacharter.org
Pat Dwyer	JPA MEMBER	Birmingham		p.dwyer@birminghamcharter.com
Kaye Ragland	JPA MEMBER	PUC	818-397-6486	K.ragland@pucschools.org
Meg Palisoc	JPA MEMBER	Synergy		megpalisoc@gmail.com
Renee Harvey	SMALL CHARTER REP	Ivy Academia	818-554-6243	HarveyR@ivyacademia.com
Chidozie Ollawa	SPECIAL ED DIRECTOR	ICEF		collawa@ICEFPS.org
Amy Hanreddy		CHIME	818-396-5100	amy.hanreddy@chimeinstitute.org
Nancy Franklin	LAUSD Special Ed	LAUSD	213-241-8086	Nancy.franklin@lausd.net
Jody	LAUSD SPECIAL ED	LAUSD	213-	Jody.molodow@lausd.net

Molodow	REP		241-8303	
Jose Cole-Gutierrez	LAUSD CHARTER REP	LAUSD	213-241-5704	Jose.cole-gutierrez@lausd.net
Toby Bornstein	EXEC. DIRECTOR	Multicultural Learning Ctr.	818-716-5783	toby@mlccharter.org
Salvada Villescas	JPA BOARD MEMBER	Pacoima Charter		svillesc@lausd.net
Yvette King-Berg	EXECUTIVE DIRECTOR	Bert/YPI Charter Schools		ykingberg@ypiusa.org
Joaquin Hernandez	CEO	Accelerated		jhernandez@accelerated.org
Shakeh Avakian	PSYCHOLOGIST	JMBCCS		shakepsy@aol.com
Diane French	HS PRINCIPAL			
Jennifer Lockwood		Schwarzenegger Community School (CHIME)	818-346-5100	Jennifer.lockwood@gmail.com
Mary Funaoka	DIRECTOR OF ACADEMIC AFFAIRS	Camino Nuevo		mfunaoka@caminonuevo.org
Marsha Rybin	PRINCIPAL	High Tech LA		Ms.rybin@ht-la.org
Jacqueline Elliot	CEO	PUC Schools		j.elliott@pucshools.org
Amy Berfield	EXECUTIVE DIRECTOR	New Heights		aberfield@newheightscharter.org
Sandy Park	LAUSD- Charter Schools			Sandypark326@gmail.com
Gina Plate	Senior Advisor, Special Education	CCSA		gplate@calcharters.org

Appendix E - Survey Protocol



LA Charters Special Education Survey (1)

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LA Charters Special Education Survey

Page 1 - Question 1 - Choice - One Answer (Drop Down)

School Name (Optional)

- Academia Moderna
- Academia Semillas del Pueblo (1st site)
- Academia Semillas del Pueblo (2nd site)
- Academia Semillas del Pueblo (3rd site)
- Accelerated Elementary (ACES)
- Accelerated School (TAS)
- Alain Leroy Locke Charter HS
- Anahuacalmecac Univ. Prep. HS
- Animo Jackie Robinson
- Animo Jefferson Charter Middle
- Animo Locke ACE Academy CHS
- Animo Locke HS #1
- Animo Locke HS #2
- Animo Locke HS #3
- Animo Locke Tech HS
- Animo Oscar De La Hoya
- Animo Pat Brown HS
- Animo Ralph Bunche Charter HS
- Animo South L.A. SH
- Animo Venice SH
- Animo Watts Charter HS
- Ararat Charter School
- Aspire Antonio Maria Lugo Academy
- Aspire Firestone Academy (PSC)
- Aspire Gateway Academy (PSC)
- Aspire Huntington Park Charter
- Aspire Pacific College Prep Academy
- Bert Corona Charter School
- Birmingham Community CHS
- Bright Star Secondary Academy
- CA Acad for Liberal Studies MS
- CA Acad Lib Studies Early College HS (CALs)
- Camino Nuevo Academy 2-Harvard
- Camino Nuevo Charter Academy(2nd Site)
- Camino Nuevo Charter HS
- Camino Nuevo ES # 3 (PSC)
- Canyon School
- Carpenter Community Charter School
- Celerity Dyad Charter School

- Celerity Nascent Charter School (1st Site)
- Celerity Nascent Charter School (2nd site)
- Celerity Octavia Charter School
- Celerity Troika Charter School
- Centennial College Prep. Academy
- Center For Advanced Learning
- Central City Value HS
- CHAMPS (1st Site)
- CHAMPS (2nd Site)
- CHIME Charter
- CHIME Charter MS
- Citizens of the World Charter Hollywood
- CLAS Affirmation (1st Site)
- CLAS Affirmation (2nd Site)
- CLAS Affirmation (3rd Site)
- Colfax Charter Elementary School
- College Ready Academy HS #4
- College Ready Academy HS #5
- College Ready Academy HS #7
- College Ready High School #11
- College Ready Middle Acad. #3
- College Ready Middle Acad. #4
- College Ready Middle Acad. #5
- College Ready Middle Academy #7
- Community Charter MS
- Community Chrtr Early Col. HS
- Community Harvest Charter
- Community Magnet Charter ES *
- Cornerstone Prep
- Crenshaw Arts-Technology CHS (CATCH)
- Crescendo Charter Academy
- Crescendo Charter Central (1st Site)
- Crescendo Charter Central (2nd Site)
- Crescendo Charter Conservatory
- Crescendo Charter School
- Crescendo Charter South
- Crescendo Charter West
- Crown Preparatory Academy
- Discovery Charter Prep. #2
- Downtown Value School
- Dr. Theodore T. Alexander Science Center
- Endeavor College Preparatory Charter
- Environmental Science & Technology HS
- Equitas Academy Charter ES
- Excel Academy
- Fenton Ave. School
- Fenton Primary Center
- Fernando Pullum Performing Arts HS
- Film and Theatre Arts
- Frederick Douglass Academy MS
- Frederick Douglass Academy ES
- Frederick Douglass Academy HS
- Full-Circle Learning Academy (1st Site)
- Full-Circle Learning Academy (2nd Site)

- Futuro College Prep ES
- Gabriella Charter School
- GAMES (1st Site)
- GAMES (2nd Site)
- Gertz-Ressler Academy HS
- Global Education Academy
- Goethe International CS
- Granada Hills Charter HS
- Health Services Academy HS
- Heritage College Ready Academy HS
- HighTech LA
- Huntington Park College-Ready Academy Charter
- ICEF Vista Elementary Academy
- ICEF Vista Middle Academy
- Ivy Academia (1st Site)
- Ivy Academia (2nd Site)
- Ivy Academia (3rd Site)
- Ivy Academia (4th Site)
- Ivy Bound Academy Math/Sci/Tech
- Jack H. Skirball MS
- James Jordan MS
- Jardin De la Infancia (1st site)
- Jardin De la Infancia (2nd site)
- Kenter Canyon School
- KIPP Academy of Opportunity
- KIPP Comienza Community
- KIPP Empower Academy
- KIPP LA College Prep.
- KIPP Raices Academy (main campus) (1st Site)
- KIPP Raices Academy (2nd Site)
- LA Leadership Academy HS (1st Site)
- LA Leadership Academy MS (2nd Site)
- LAAAE - LA Acad. of Arts & Enterprise
- Lakeview Charter Academy
- Lakeview Charter High School
- Larchmont Charter School (1st Site)
- Larchmont Charter School (2nd Site)
- Larchmont CS West Hollywood (1st Site)
- Larchmont CS West Hollywood (2nd Site)
- Legacy Charter HS
- Los Feliz Charter for the Arts
- Lou Dantzler Prep EL
- Lou Dantzler Prep HS
- Lou Dantzler Prep MS
- Magnolia Science Academy
- Magnolia Science Academy 2
- Magnolia Science Academy 3
- Magnolia Science Academy 4
- Magnolia Science Academy 5
- Magnolia Science Academy 6
- Magnolia Science Academy 7
- Magnolia Science Academy 8 (Bell) (PSC)
- Marc & Eva Stern Math & Science, CA State Univ. L.A. Campus
- Marquez Charter School

- Media Arts & Entertainment HS
- Milagro Charter ES
- Monsenor Oscar Romero
- Montague Charter Academy**
- Multicultural Learning Center
- N.E.W. Academy Canoga Park
- N.E.W. Academy of Sci. & Arts (1st. Site)
- N.E.W. Academy of Sci. & Arts (2nd Site)
- New Designs (1st Site)
- New Designs (2nd Site)
- New Designs - Watts
- New Heights
- New LA Charter School
- New Millennium Secondary School
- New Village Charter School
- North Valley Charter Academy
- Nueva Esperanza Charter Academy
- Ocean Charter School
- Ocean Charter School (2nd site)
- Open Charter Magnet School *
- Our Community School
- Pacoima Charter School
- Palisades Charter HS
- Palisades Elementary
- Para Los Ninos - E. Thurman Gratts Primary Center (PSC)
- Para Los Niños Charter
- Para Los Niños MS Charter
- Port of Los Angeles SH
- Puente Charter (#1)
- Puente Charter (#2)
- Renaissance Arts Academy
- Revere MS
- Richard Merkin Middle Academy
- Santa Monica Blvd. Community
- Santa Rosa Charter Academy
- Stella Middle Charter Academy
- Stella Middle Charter Academy
- Synergy Charter Academy
- Synergy Kinetic Academy
- TEACH Academy of Technologies
- Thurgood Marshall Charter MS
- Topanga School
- Triumph Academy
- Triumph Charter High School
- Valley Charter Elementary
- Valor Academy Charter School
- Vaughn Next Century LC
- View Pk Prep. Accelerated ES (2nd Site)
- View Pk Prep. Accelerated ES (1st Site)
- View Pk Prep. Accelerated HS
- View Pk Prep. Accelerated MS (1st Site)
- View Pk Prep. Accelerated MS (2nd Site)
- Vista Charter Middle School
- Wallis Annenberg HS

- Watts Learning Center
- Watts Learning Center Charter MS
- Westside Innovative School House
- Westwood School
- William & Carol Ouchi HS
- Wisdom Academy for Young Scientists (1st Site)
- Wisdom Academy for Young Scientists (2nd Site)

Please rate the extent to which you believe the following instructional practices are evident in your school.

- a. Educators create safe, orderly, and supportive learning environments.
- b. Educators provide equitable opportunities to learn that are based on respect for high expectations.
- c. Educators provide equitable opportunities to learn that are based on respect for developmental levels.
- d. Educators provide equitable opportunities to learn that are based on respect for adaptations for diverse learners.
- e. Students participate in research-based instructional practices that assist them in learning the curriculum, meeting rigor
- f. Students are empowered to use data to monitor their own progress.
- g. Subject matter is delivered to students at an appropriately rigorous level.
- h. Students who are struggling are provided with differentiated instruction as needed in whole group, small flexible group
- i. Educators foster collegial relationships with families, school personnel, and the larger community to support students'
- j. Teachers and administrators use data from benchmark classroom, CMO/EMO (if appropriate), and state assessments to
- k. Administrators, academic coaches, or teacher leaders monitor instructional practices and routinely provide meaningful
- l. The effectiveness of staff development is measured by the level of classroom application and the impact of those practices
- m. Educators apply research to decision-making to develop instructional practices related to diverse learning needs of students
- n. Educators participate in staff development designs that provide opportunities for practice, feedback, and on-going support
- o. Educators use a variety of appropriate instructional strategies and resources, including technology (Universal Design for Learning)
- p. Educators collaboratively function as a community of learners focused on improving student learning using data to inform
- q. General educators and special educators regularly collaborate on school-based learning teams to plan instruction and
- r. Educators meet regularly on school-based learning teams to examine student work and current practices, and also adjust
- s. School leaders facilitate, monitor, and guide the examination of student performance data and instructional practices
- t. Students with disabilities receive grade level instruction for core curriculum with accommodations and modifications
- u. Classroom and curriculum-based assessments mirror the accommodations and modifications identified on IEP's for students
- v. Student IEP goals are designed to address the areas of identified need from STAR data results, benchmark assessments
- w. All teachers are trained in the use of student performance data for students with disabilities.
- x. Special education teachers have ready access and use of grade-level core curriculum materials and textbooks.
- y. Special education teachers are included in the same professional development as general education teachers.
- z. Paraprofessionals receive training and supervision on academic and behavioral instruction.
- aa. Students and staff have access to special education services and specialists that may be necessary to serve students with
- bb. Administrators and teachers welcome families and students with more complex disabilities and needs.

What practices would you recommend be implemented by your school or CMO to support increasing student achievement for students with disabilities?

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.....

Page 1 - Question 4 - Open Ended - Comments Box

Please indicate which areas of professional development regarding students with disabilities would help you most in educating students in your classrooms?

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.....
.....

Page 1 - Question 5 - Open Ended - Comments Box

Identify what you perceive to be the main barrier(s) to improved achievement.

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.....
.....

Page 1 - Question 6 - Open Ended - Comments Box

Identify a successful practice that has led to improved student achievement that you would recommend to a colleague.

.....
.....
.....

Page 1 - Question 7 - Choice - Multiple Answers (Bullets)

[Mandatory]

Please mark all applicable grade levels that you teach.

- PreK - 2
- 3 - 5
- 6 - 8
- 9 - 12
- Other, please specify

.....

Page 1 - Question 8 - Choice - Multiple Answers (Bullets)

[Mandatory]

Please mark all applicable subject areas that you teach:

- English/Language Arts
- History/Social Science
- Math
- Science
- Computers
- Library
- Music
- Art
- Physical Education
- Career and Technical Education
- Special Education
- Other, please specify

.....

Please identify your current position at your school.

- Principal
 - Assistant Principal
 - Certified Staff
 - Paraprofessional
 - Curriculum Director/Coordinator
 - Counselor
 - Academic Dean
 - Discipline Dean
 - Psychologist
 - Speech Language Specialist
 - Occupational Therapist
 - Physical Therapist
 - Nurse
 - Coach
 - Other, please specify
-

Please mark the choice that most accurately reflects your years of teaching experience in this charter school.

- < 1 year
- 1-3 years
- 4-7 years
- 8-10 years
- 11-15 years
- 16+ years

Thank You Page

Thank you for completing the survey. Your input is valued highly.

Screen Out Page

Standard

Over Quota Page

Standard

Survey Closed Page

The survey is now closed. If you have any questions, please contact Alice Parker at alice@edstrategies.net.