

Advancement

88% to 100% - Student is included in an integrated environment.

Students who have an individualized academic instructional plan are included, such as:

- English Learners (Expanding/Bridging/RFEP re-designated)
- Individual Educational Plan (IEP)
- Section 504

Curriculum consists of the following options:

- State Standards-Based Program (elementary only)
- A-G UC-CSU Standards-Based Program (UC-CSU requirements—secondary only)

Diploma pathway—potential to earn college credit

Standards-Based

100% - Student is integrated in an inclusive environment.

Students who have an individualized academic instructional plan are included, such as:

- English Learners (Emerging/Expanding/Bridging/RFEP re-designated)
- Individual Educational Plan (IEP)
- Section 504

Curriculum includes the following options:

- State Standards-Based Program (Community college requirements—secondary only)
- A-G UC-CSU Standards-Based Program (UC-CSU requirements—secondary only)

Diploma pathway

Standards-Based with Academic Support

88% to 100% - Student is integrated in an inclusive environment.

- 1 support period or 30-60 minutes of specialized support in **intervention**

Students who have an individualized academic instructional plan are included, such as:

- English Learners (Emerging/Expanding/Bridging/RFEP re-designated)
- Individual Educational Plan (IEP)
- Section 504

Curriculum includes the following options:

- Accommodated State Standards-Based Program (elementary & secondary)
- State Standards-Based Program (elementary & secondary)
- A-G UC-CSU Standards-Based Program (UC-CSU requirements—secondary only)

Diploma pathway

Essentials

63% to 87% - Student is integrated in an inclusive environment.

- 1 support period or 30-60 minutes of specialized support in **study skills intervention**
- 1-2 periods or 60-120 minutes of specialized support in **core academic courses**

Students who have an individualized academic instructional plan are included, such as:

- Individual Educational Plan (IEP)
- English Learners (Emerging/Expanding/Bridging/RFEP re-designated)

Curriculum includes the following options:

- Accommodated State Standards-Based Program (elementary & secondary)
- State Standards-Based Program (elementary & secondary)

Diploma pathway

Essentials Core

50% to 62% - Student is integrated in an inclusive environment.

Students who have an individualized academic instructional plan are included, such as:

- Individual Educational Plan (IEP)
- English Learners (Emerging/Expanding/Bridging/RFEP re-designated)

Curriculum includes the following options:

- Accommodated State Standards-Based Program—Elective/Exploration (art, music)/PE
- Modified State Standards-Based Program—modified curriculum, instruction and grading (**A Modified Curricular Program consists of curriculum that is reduced in order to meet the needs of the student's ability level and no longer is equivalent to the approved Standards-based Curriculum Program.**)

Certificate of Completion Pathway-
Adult Transition Program (ATP)

- Community College, department of rehabilitation

Essentials for Independent Living

28% to 49% - Student is integrated in an inclusive environment.

- Focus on the 5 domains of independent living; Functional Academic skills, Domestic skills, Community Based Instruction skills, Recreation & Leisure Life skills, and Vocational skills

Students who have an individualized academic instructional plan are included, such as:

- Individual Educational Plan (IEP)
- English Learners (Emerging/Expanding/Bridging/RFEP re-designated)

Curriculum includes the following options:

- Modified State Standards-Based Program—modified curriculum, instruction and grading (**A Modified Curricular Program consists of curriculum that is reduced in order to meet the needs of the student's ability level and no longer is equivalent to the approved Standards-based Curriculum Program.**)

Certificate of Completion Pathway—
Eligible for Transition to Independence (TTI) Program

Regional/Residential/ Non-Public Day School

0% to 27% - Student is integrated in an inclusive environment.

- Focus on the 5 domains of independent living; Functional Academic skills, Domestic skills, Community Based Instruction skills, Recreation & Leisure Life skills, and Vocational skills

Students who have an individualized academic instructional plan are included, such as:

- Individual Educational Plan (IEP)
- English Learners (Expanding/Bridging/RFEP re-designated)

Curriculum includes the following options based on debilitating condition, ability to access curriculum and identified unique need:

- State Standards-Based Program (community college requirements)
- Modified State Standards-Based Program—modified curriculum, instruction and grading (**A Modified Curricular Program consists of curriculum that is reduced in order to meet the needs of the student's ability level and no longer is equivalent to the approved Standards-based Curriculum Program.**)

Diploma pathway
Certificate of Completion Pathway
Eligible for Transition to Independence (TTI) Program

Temple City Unified School District

Regional/ Residential/ Non-Public Day School	Essentials Independent Living	Essentials Core	Essentials	Standards Based with Academic Support	Standards Based	Advanced
Targeted Skill Development	Functional Skills	Foundational/ Academic Skills	Academic/ Study Skills	Executive Skills	College Preparatory Skills	College Level Skills
0% - 27% Integrated Environment	28% - 49% Integrated Environment	50% - 62% Integrated Environment	63% - 87% Integrated Environment	88% - 100% Integrated Environment	100% Integrated Environment	88% - 100% Integrated Environment



Academic Learning Academy