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| **Name:** |  |
| **School:** |  |

**Class Profile (A-1) --BTSA Candidates**

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| **General Education Students** | | | | | | | | | | | | |
|  | **Student Name**  (first name only) | **Learning Style(s)**  (Auditory, Visual, Kinesthetic) | **STAR Test Level & Score**  (or appropriate alternate test) | | **CAHSEE Test**  **Level and Score** | | **Students with 504 Plans** | | | **Students with Previous Student Study Team (SST) Interventions** | | **Behavior Support Plan (BSP)** |
| **Subject:** | |
| Previous Year: | Current Year: | Current  ELA | Current  MATH | Classroom Accommodations | Behavioral Support Strategies | SST Meeting Notes | SST Date to Reconvene | Interventions to Implement | BSP Notes |
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| 9 |  |  |  |  |  |  |  |  |  |  |  |  |
| 10 |  |  |  |  |  |  |  |  |  |  |  |  |
| 11 |  |  |  |  |  |  |  |  |  |  |  |  |
| 12 |  |  |  |  |  |  |  |  |  |  |  |  |
| 13 |  |  |  |  |  |  |  |  |  |  |  | . |
| 14 |  |  |  |  |  |  |  |  |  |  |  |  |
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| 17 |  |  |  |  |  |  |  |  |  |  |  |  |
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| 23 |  |  |  |  |  |  |  |  |  |  |  |  |
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| **Students on IEPs** | | | | | | | | | | | |
|  | **Student Name**  (first name only) | **Learning Style(s)**  (Auditory, Visual, Kinesthetic) | **STAR Test Level and Score**  (or appropriate alternate test) | | **CAHSEE Test**  **Level and Score** | | **IEP Dates** | | **Classroom Accommodations/ Modifications** | **Goal Types**  (ex. Physical Therapy, Speech, etc.) | **Case Manager** |
| **Subject:** | |
| Previous Year: | Current Year: | Current  ELA | Current  MATH | Last IEP | Next IEP |
| 1 |  |  |  |  |  |  |  |  |  |  |  |
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| **English Learner Students** | | | | | | | | | | | | | | | | | | | | |
|  | **Student Name**  (first name only) | **Learning Style(s)**  (Auditory, Visual, Kinesthetic) | **STAR Test Level & Score**  (or appropriate alternate test) | | **CAHSEE Test**  **Level and Score** | | **Prior English Language** | | | | **Current English Language** | | | | **Primary Language** | **Language Spoken at Home** | **Years of ELD Instruction** | **Migrant Program** | **Re-Designated** | **Notes** |
| **Subject:** | |
| Previous Year: | Current Year: | Current  ELA | Current  MATH | **Listening/ Speaking** | **Reading** | **Writing** | **Composite score** | **Listening/ Speaking** | **Reading** | **Writing** | **Composite score** |
| 1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| 11 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 12 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 13 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 14 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| 17 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 18 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 19 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| **Gifted and Talented Students** | | | | | | | | | | |
|  | **Student Name**  (first name only) | **Learning Style(s)**  (Auditory, Visual, Kinesthetic) | **STAR Test Level and Score**  (or appropriate alternate test) | | **CAHSEE Test**  **Level and Score** | | **Academic Strengths** | **Social Strengths** | **Individualized Learning Plan (ILP)** | **Recommendations** |
| **Subject:** | |
| Previous Year: | Current Year:  . | Current  ELA | Current  MATH |
| 1 |  |  |  |  |  |  |  |  |  |  |
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**Conversation Point (with your support provider, discuss the prompts below):**

* What information does the profile provide that aids me in designing and delivering instruction?
* In what ways do I adjust my lesson delivery to ensure all students have access to the core curriculum?
* How does the make-up of my classroom influence my choice of instructional strategies and teaching methods, classroom activities, groupings, etc.?
* What resources are available to assist me in communicating with parents and families who do not speak English?
* What might I need to have prepared in a language other than English to ensure support for the student?
* How do I adapt my lessons to meet the needs of students who have differing CELDT performance levels?
* How will I ensure that all my students, including those with special needs and those who are gifted and talented, are integrated into the social fabric of the classroom?
* How do I assess the strengths of students with disabilities and of students who are gifted and talented and use this information to plan instruction that supports all students in meeting curricular standards?
* What is the process my school uses to identify and refer students for special education services?
* What is the purpose of the student study team (SST)? How do I work with the SST? What are my responsibilities after a SST?