

**EL DORADO COUNTY CHARTER SELPA
INDIVIDUALIZED EDUCATION PROGRAM (IEP) - INFORMATION / ELIGIBILITY**

Student Legal Name: Last Name, Legal Suffix: _____ Date of Birth: 6/21/2003 IEP Date: 3/24/2021
 Original SpEd Entry Date: 6/9/2010
 Last Eval: 3/26/2019 Next Annual IEP: 3/23/2022
 Next Eval: 3/24/2022

MEETING TYPE: ☐ Initial ☒ Annual ☐ Triennial

Additional Purpose of Meeting (If needed): ☒ Transition ☐ Pre-Expulsion ☐ Interim ☐ Other

Age: 17 year(s) 9 months

Grade: 11 Eleventh grade

EL: ☒ Yes ☐ No

Student ID: 110104

Native Language: 01 Spanish

Redesignated: ☐ Yes ☒ No

SSID: _____

Interpreter ☒ Yes ☐ No

Parent/Guardian: Parent

Home Phone: _____

Work Phone: _____

Home Address: _____

Cell Phone: _____

City: San

Email: parent@yahoo.com

State/Zip: CA, 95148

Home Phone: _____

Work Phone: _____

Parent/Guardian: Parent

Home Address: _____

City: San

State/Zip: CA, 95148 Education Accountability: School San Collegiate

Residence School: School San Collegiate

Hispanic Ethnicity: ☒ Yes ☐ No ☐ Ethnicity Intentionally Left Blank

Race (regardless of Ethnicity): Race 1. 700 White Race 2. _____

Race 3. _____ Race 4. _____ Race 5. _____ ☐ Race Intentionally Left Blank

INDICATE DISABILITY/IES Note: For initial and triennial IEPs, assessment must be done and discussed by IEP Team before determining eligibility. * Low Incidence Disability

Primary: Specific Learning Disability (SLD)

Secondary: Other Health Impairment (OHI)

☐ Not Eligible for Special Education ☐ Exiting from Special Education (returned to reg. ed/no longer eligible)

Describe how student's disability affects involvement and progress in general curriculum (or for preschoolers, participation in appropriate activities) (*Student*) demonstrates processing deficits in the areas of working memory and short-term memory, as well as difficulties with inattention, hyperactivity, and executive functioning, that are impacting his ability to make progress within the general education curriculum.

(*Student*) demuestra deficiencias en el procesamiento en las áreas de la memoria de trabajo y la memoria a corto plazo, así como dificultades con la falta de atención, la hiperactividad y el funcionamiento ejecutivo, que afectan su capacidad para avanzar dentro del plan de estudios de educación general.

FOR INITIAL PLACEMENTS ONLY

Has the student received IDEA Coordinated Early Intervening Services (CEIS) using 15% of IDEA funding in the past two years?

☐ Yes ☒ No

Date of Initial Referral for Special Education Services: 3/11/2010

Person Initiating the Referral for Special Education service: 30 Student Study Team/Intervention Team

Date District Received Parent Consent: 3/18/2010

Date of Initial Meeting to Determine Eligibility: 6/10/2010

EL DORADO COUNTY CHARTER SELPA INDIVIDUAL TRANSITION PLANNING (ITP)

Student Name: Last Name,

Date of Birth: 6/21/2003

IEP Date: 3/24/2021

Student Invited: ☒ Yes ☐ No

If Appropriate, and agreed upon, agencies invited:

Describe how the student participated in the process: ☒ Present At Meeting ☐ Yes ☐ No ☒ N/A ☐ Interview Prior ☐ Interest Inventories ☐ Questionnaire

Age-appropriate transition assessments/instruments were used: ☒ Yes ☐ No

Describe the results of the assessments:

(*Student*) was present at the meeting. *Student* has shared that he would like to attend college, possibly for engineering. In the past, *Student* has shared an interest in joining the military, but that interest has shifted more towards working in other service capacities (working with the fire service, for example). Antonio's favorite subject in high school is History because he enjoys learning about how people lived in different eras, and he is particularly interested in World War 2. He feels most successful in basketball and knows a lot about cars. He reported that when teachers make a subject fun he learns best. He feels math, in general, is most challenging for him.

Student's Post Secondary Goal Training or Education (Required):

<p>Upon completion of school I will <i>attend a two or four-year college or university in order to obtain a bachelor's degree in a field of interest (pre-med, history, engineering).</i></p> <p>Linked to Annual Goal # <u>1, 2, 3, 4, 5</u></p> <p>Person/Agency Responsible: <u>Education Specialist, General Education Teachers</u></p>	<p>Transition Service Code as Appropriate: <u>820 College awareness</u></p> <p>Activities to Support Post Secondary Goal:</p> <ol style="list-style-type: none"> 1. Staff will provide academic instruction based on college prep curriculum 2. Staff will provide ACT prep and opportunities for practice tests 3. College counseling staff will provide college and financial aid application assistance including scholarship information 4. Staff will provide social-emotional learning opportunities within advisory classes 5. Staff will provide opportunities for college awareness and exploration <p>Community Experiences as Appropriate: <u>College visits, community services opportunities</u></p> <p>Related Services as Appropriate: <u>330 Specialized Academic Instruction</u></p>
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Student's Post Secondary Goal Employment (Required):

<p>Upon completion of school I will <i>begin an internship or training opportunity in an area of interest (fire service, engineering, emergency medical technician, etc.)</i></p> <p>Linked to Annual Goal # <u>1, 3, 5</u></p> <p>Person/Agency Responsible: <u>Education Specialist, General Education Teachers</u></p>	<p>Transition Service Code as Appropriate: <u>840 Career awareness</u></p> <p>Activities to Support Post Secondary Goal:</p> <ol style="list-style-type: none"> 1. Staff will provide resume development assistance (Jr. or Sr. Sem./Resource Lab students) and internship opportunities 2. Student will have opportunities to explore career interests and pathways 3. Staff will provide social emotional learning opportunities within advisory classes 4. Staff will provide support with developing interview skills <p>Community Experiences as Appropriate: <u>Junior year Career Day, job shadowing opportunities</u></p> <p>Related Services as Appropriate: <u>330 Specialized Academic Instruction</u></p>
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Student's Post Secondary Goal Independent Living (As appropriate):

<p>Upon completion of school I will</p>	<p>Transition Service Code as Appropriate:</p>
<p>Linked to Annual Goal #</p> <p>Person/Agency Responsible:</p>	<p>Activities to Support Post Secondary Goal:</p> <p><i>Staff will provide opportunities to practice using online resources to independently find information and answer questions.</i></p> <p>Community Experiences as Appropriate:</p> <p>Related Services as Appropriate:</p>

**EL DORADO COUNTY CHARTER SELPA
INDIVIDUAL TRANSITION PLANNING (ITP)**

Student Name: Last Name,Date of Birth: 6/21/2003IEP Date: 3/24/2021**District Graduation Requirements:****Course of Study**

A multi-year description of student's coursework from current year to anticipated exit year, in order to enable the student to meet their post secondary goal. ☒ Yes ☐ No

(*Student*) is enrolled in college preparatory classes to earn credits toward a *School San* Collegiate diploma, which exceeds University of California A-G requirements.

COURSES REQUIRED FOR GRADUATION

4 years or 40 Credits in English

4 years or 40 Credits in Social Studies/History

3 years or 30 Credits in Mathematics

3 years or 30 Credits in Lab Science

1 year or 10 Credits in Visual or Performing Arts

2 years or 20 Credits in Foreign Language

3 years or 30 Credits in College Prep Electives

COMPLETED COURSEWORK

25 out of 40 Credits in English

15 out of 30 Credits in Social Studies/History

20 out of 30 Credits in Mathematics

15 out of 30 Credits in Lab Science

0 out of 10 Credits in Visual or Performing Arts

20 out of 20 Credits in Foreign Language (Spanish 3)

10 out of 10 Credits in College Prep Electives

CURRENT COURSEWORK: English 11, AP US History, Chemistry, Algebra 2, Geometry, Junior Seminar, Study Hall

2018-2019: English 9, Pre AP World History (S1-F), Algebra 1 (S1/S2-F), Biology (S1-F), Math Foundations, Freshman Seminar (S1-F), Study Hall

2019-2020: English 10, World History, Pre-AP World History (S1), Biology (S1), Algebra 1 (S1-F), Spanish 3, Sophomore Seminar (S2), Resource Lab 1, Study Hall

2020-2021: English 11, AP US History, Chemistry, Algebra 2, Geometry, Junior Seminar, Study Hall

2021-2022: English 12, Government/Economics, Physics, VPA, Senior Seminar, Elective, Study Hall

Units/Credits Completed: 105Units/Credits Pending: 170

Student's course of study leads to:

☐ Certificate of Completion ☒ DiplomaAnticipated Completion Date: 6/1/2022**Age of Majority:**☒ On or before the student's 17th birthday, he/she has been advised of rights at age of majority (age 18)By whom: Kara WernickDate: 3/25/2020

Conservatorship

Is the student conserved for educational decision making?

☐ Yes ☒ No

If you are non-conserved for educational decision making and have reached the age of 18, the age of majority, you have the right to receive all information about your educational program and make all decisions related to your education. This includes the right to represent yourself at an IEP meeting and sign the IEP in place of your parent or guardian.

Is there an appropriate measurable post secondary goal(s) that covers education or training, employment and, as needed, independent living?

☒ Yes ☐ No

Is the Post secondary goal(s) addressed/updated in conjunction with the development of the Annual IEP?

☒ Yes ☐ No

Are there transition services included in the IEP that will reasonably enable the student to meet his or her post secondary goals?

☒ Yes ☐ No

Are there annual goal(s) included in the IEP that are related to the student's transition services needs?

☒ Yes ☐ No

**EL DORADO COUNTY CHARTER SELPA
PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE**

Student Name: Last Name,Birthdate: 6/21/2003IEP Date: 3/24/2021**Strengths/Preferences/Interests**

Parent input and concerns relevant to educational progress

Smarter Balanced Assessment Consortium (SBAC)☐ Not Applicable**English/Language Arts Overall**☐ Standard Exceeded ☐ Standard Met ☐ Standard Nearly Met ☐ Standard Not MetReading ☐ Above Standard ☐ Near Standard ☐ Below StandardWriting ☐ Above Standard ☐ Near Standard ☐ Below StandardSpeaking and Listening ☐ Above Standard ☐ Near Standard ☐ Below StandardResearch/Inquiry ☐ Above Standard ☐ Near Standard ☐ Below Standard**Math**☒ Not Applicable**Math Overall**☐ Standard Exceeded ☐ Standard Met ☐ Standard Nearly Met ☐ Standard Not MetConcepts and Procedures ☐ Above Standard ☐ Near Standard ☐ Below StandardProblem Solving and Data Analysis ☐ Above Standard ☐ Near Standard ☐ Below StandardCommunication Reasoning ☐ Above Standard ☐ Near Standard ☐ Below Standard**California Alternate Assessments (CAA)**☒ Not ApplicableEnglish Language Arts ☐ Understanding ☐ Foundational Understanding ☐ Limited UnderstandingMath ☐ Understanding ☐ Foundational Understanding ☐ Limited UnderstandingScience ☐ Understanding ☐ Foundational Understanding ☐ Limited Understanding**English Language Development Test (English Learners Only)**☐ Not Applicable☒ ELPACOverall Score: 1560 Overall Performance Level: 3 Oral Language Score/Level: 3Written Language Score/Level: 2Listening: Somewhat/ModeratelySpeaking: Somewhat/ModeratelyReading: Somewhat/ModeratelyWriting: Beginning☐ Alternate Assessment

Name:

Overall Score/Level:

Listening:

Speaking:

Reading:

Writing:

Physical Education Testing (grades 5, 7 & 9): *No data available.***Other Assessment Data (e.g., curriculum assessment, other district assessment, etc.)**Hearing Date: 1/31/2019 ☒ Pass ☐ Fail ☐ OtherNear Vision Date: ☐ Pass ☐ Fail ☐ OtherDistance Vision Date: ☐ Pass ☐ Fail ☐ Other

Preacademic/Academic/Functional

Skills (*Student*)'s current grades are listed below:

AP US History: B (83%)
 Junior Seminar: B+ (87%)
 Geometry: F (67%)

English 11: C+ (78%)
 Chemistry: B+ (87%)
 Algebra 2: C+ (79%)
 Study Hall: N/A

Teacher data and student work indicate that *Student* has performed admirably in his classes this year, with strong engagement and self-advocacy. He has shown a lot of improvement in his work completion, but at times struggles to keep track of deadlines and organize assignments in a manageable way. He also would benefit from support with recalling equations and procedures from his mathematics instruction. Further input will be shared at the IEP meeting.

Communication Development

(*Student*) is able to communicate with teachers and peers his questions, thoughts, and concerns. Sometimes, *Student* struggles with finding the words he wants to use when speaking about complex ideas and may use limited vocabulary. At times, he will interject an off-topic question or comment during a conversation with someone. This is consistent with his attention and executive functioning needs. There are no relevant concerns at this time.

Gross/Fine Motor Development

(*Student*) is able to play sports, and write and type with relative ease. His handwriting at times can be difficult to read, but when taking his time and concentrating, his handwriting is legible. There are no relevant concerns at this time.

Social Emotional/Behavioral

Overall, (*Student*)'s teachers report that he is polite and treats teachers and peers respectfully. He participates in class and works well with others in groups. His teachers also describe him as a leader among his peers.

Student does demonstrate some concerns related to anxiety, and although they do not appear to be significantly impacting his progress, *Student* is encouraged to access the mental health counselor to build coping skills.

Vocational

(*Student*) wants to go to college after high school and is interested in pursuing a career as a firefighter or an engineer/ EMT. See Transition Plan for vocational goals and aspirations.

Adaptive/Daily Living Skills

(*Student*) arrives at school on-time and is able to get himself ready for school. Parents report that he is able to help out around the house. There are no relevant concerns at this time.

Health

Student has not missed a significant amount of school due to illness. Previous IEPs indicate a clinical diagnosis of Attention Deficit

Hyperactivity Disorder (ADHD) and has taken medication in the past to address these needs. Parents and *Student* report a diagnosis of dyslexia as well. No major health concerns have been reported. There are no relevant concerns at this time.

For student to receive educational benefit, goals will be written to address the following areas of need:

Reading fluency, reading comprehension, writing, math problem-solving, and executive functioning.

**EL DORADO COUNTY CHARTER SELPA
SPECIAL FACTORS**

Student Name: Last Name,

IEP Date: 3/24/2021

Birthdate: 6/21/2003

☐ ☒

Does the student require assistive technology devices and/or services? Yes

Does the student require low incidence services, equipment and/or materials to meet educational goals? ☐ No ☒ Yes
 No Rationale: (Antonio) does not require assistive technology devices and/or services.
 Yes No (If yes, specify) (Student) does not require low incidence services, equipment, and/or materials to meet educational goals.

Considerations if the student is blind or visually impaired: (Student) is not blind or visually impaired.

Considerations if the student is deaf or hard of hearing: (Student) is not deaf or hard of hearing.

If the student is an English Learner, complete the following section:

Does the student need primary language support? ☒ Yes ☐ No If yes, how will it be provided? Language support is offered in the general education classroom.

Where will ELD services be provided to the student? ☒ General Education ☐ Special Education

The student will participate in the following type of program:

☐ Structured English Immersion ☐ Alternative Language Program (type or description)

Comments: (Student) is an English Language Mainstream Classroom.

Does student's behavior impede learning of self or others? ☐ Yes ☒ No
 (describe)

If yes, specify positive behavior interventions, strategies, and supports:

☐ Behavior Goal is part of this IEP ☐ Behavior Intervention Plan (BIP) Attached

EL DORADO COUNTY CHARTER SELPA
Statewide Assessments

Student Name: Last Name,

Birth Date: 12/20/2021

Indicate student's participation in the California Assessment of Student Performance and Progress (CAASPP) below:

English Language Arts (Grades 3-8, & 11)

11 With testing accommodations

- ☒ SBAC with Designated Supports Embedded
- ☒ SBAC with Designated Supports Non-embedded
- ☒ SBAC with Accommodations Embedded
- ☒ SBAC with Accommodations Non-embedded
- ☐ SBAC with Accessibility Support (requires CDE Approval)

Masking, Text To Speech, Items *Not available for CAA
Separate Setting (i.e., most beneficial time, special lighting or
acoustics, adaptive furniture), Simplified Test Directions
Text To Speech, Passages *Not available for CAA
Speech To Text,

Math (Grades 3-8, & 11)

11 With testing accommodations

- ☒ SBAC with Designated Supports Embedded
- ☒ SBAC with Designated Supports Non-embedded
- ☐ SBAC with Accommodations Embedded
- ☒ SBAC with Accommodations Non-embedded
- ☐ SBAC with Accessibility Support (requires CDE Approval)

Masking, Text To Speech *Not available for CAA
Separate Setting (i.e., most beneficial time, special lighting or
acoustics, adaptive furniture), Simplified Test Directions

Calculator, allowed items (Grades 6-8, 11),

Science (Grades 5, 8 & High School)

11 With testing accommodations

- ☒ CAST with Designated Supports Embedded
- ☒ CAST with Designated Supports Non-Embedded
- ☐ CAST with Accommodations Embedded
- ☐ CAST with Accommodations Non-Embedded
- ☐ CAST with Accessibility Support (requires CDE Approval)

Text To Speech, Items
Separate Setting (i.e., most beneficial time, special lighting or
acoustics, adaptive furniture)

☐ **If student is taking Alternate Assessment the IEP team has reviewed the criteria for taking alternate assessments.**

Physical Fitness Test (Grades 5, 7 & 9)

- ☐ Out of testing range
- ☒ Without Accommodations
- ☐ With Accommodations
- ☐ With Modifications (Check with PFT Office prior to use)

☐ **Other State-Wide/ District-Wide Assessment(s) Alternate Assessment(s)** Small group setting, extended time (+100%), text-to-speech or speech-to-text if appropriate (for longer writing assignments), calculator

☐ **Desired Results Developmental Profile (DRDP) – (Preschoolers Ages 3, 4 and 5 years)**

- | | | |
|--|--|---|
| <input type="checkbox"/> Adaptations Not Applicable | <input type="checkbox"/> Sensory support | <input type="checkbox"/> Functional positioning |
| <input type="checkbox"/> Alternative response mode | <input type="checkbox"/> Assistive equipment or device | <input type="checkbox"/> Visual support |
| <input type="checkbox"/> Alternative mode for written language | | <input type="checkbox"/> Augmentative or alternative communication system |

English Language Proficiency Assessments of California (ELPAC; for English Learners Only).

Please Note: Computer-based is for all domains grades 3-12. The writing domain is paper-based only for grades K-2. All other domains for grades K-2 are computer-based.

☐ **Initial ELPAC**

- ☐ Without Designated Supports (All domains)
- ☐ Designated Supports (All domains)
- ☐ Without Accommodations (All domains)
- ☐ Accommodations (All domains)

☒ **Summative ELPAC Computer-based**

- ☐ Without Designated Supports (All domains)
- ☐ Embedded Designated Supports
- ☐ Non-embedded Designated Supports
- ☐ Without Accommodations (All domains)
- ☐ Embedded Accommodations
- ☐ Non-embedded Accommodations

☐ **Domain Exception:**☐ **Alternate Assessment to ELPAC**

If yes, areas of alternate assessment: ☐ Listening ☐ Speaking ☐ Reading ☐ Writing

Name of alternate assessment(s)

Person responsible to administer alternate assessment(s)

☐ **Standards based Tests in Spanish STS**

- ☐ Math without Designated Supports or Accommodations
- ☐ Math with Designated Supports
- ☐ Math with Accommodations
- ☐ Reading, Language, Spelling without Designated Supports or Accommodations
- ☐ Reading, Language, Spelling with Designated Supports
- ☐ Reading, Language, Spelling with Accommodations

EL DORADO COUNTY CHARTER SELPA
Alternate Assessment Decision Confirmation Worksheet

Student Name: Last Name,Birthdate: 6/21/2003IEP Date: 3/24/2021

Participation in Alternate Assessments

Does the student have a significant cognitive disability and an IEP? ☐ Yes ☐ No

If yes, continue with this confirmation worksheet. If no, the student is not eligible to take alternate assessments.

If yes, the IEP team confirms that a review of the student's records and IEP indicates a disability or multiple disabilities that significantly impact intellectual functioning and adaptive behavior. Adaptive behavior is defined as behavior that is essential for a person to live independently and to function safely in daily life. Sources of evidence may include, but are not limited to, results of the following:

- Individual cognitive ability test
- Adaptive behavior skills assessment
- Informal assessments
- Individual reading assessments
- Districtwide alternate assessments
- Achievement tests
- Language assessments, including English learner (EL) language assessments, if applicable

If yes, the student is eligible for the following assessments:

- CAA for English language arts/literacy
- CAA for Mathematics
- CAA for Science
- Initial Alt-ELPAC, if the student's Home Language Survey indicates a primary language other than English
- Summative Alt-ELPAC, if the student is identified as an EL

Alignment with Standards

Students eligible for an alternate assessment should be learning content aligned with the California Common Core State Standards (CA CCSS), the California Next Generation Science Standards (CA NGSS), or, as applicable, the *2012 California English Language Development Standards (2012 CA ELD Standards)*.

Goals and instruction listed in the IEP for this student are aligned with the enrolled grade-level CA CCSS, CA NGSS, and *2012 CA ELD Standards*.

Sources of evidence may include, but are not limited to, the following:

- Progress monitoring data
- Present levels of academic and functional performance, goals, and objectives from the IEP
- Data from scientific research-based interventions
- Examples of curriculum, instructional objectives, and materials

☐ **The IEP team confirms that the student is or will be learning content aligned with the standards listed above.**

Instruction and Supports

Students eligible for an alternate assessment require extensive, direct individualized instruction and substantial supports to achieve measurable gains in the grade- and age-appropriate curriculum. The student (a) requires extensive repeated, individualized instruction and support that is not of a temporary nature; and (b) uses substantially adapted materials and individualized methods of accessing information in alternative ways to acquire, maintain, generalize, demonstrate, and transfer skills across academic content. Sources of evidence may include, but are not limited to, the following:

- Examples of curriculum, instructional objectives, and materials, including work samples from both school- and community-based instruction
- Teacher-collected data and checklists
- Present levels of academic and functional performance, goals, objectives, and post-school outcomes from the IEP and the transition plan for students aged sixteen and older

☐ The IEP team confirms that the student is or will be receiving extensive direct individualized instruction and substantial supports to achieve measurable gain.

IEP Team Statement of Assurance: *Our decision was based on multiple pieces of evidence that, when taken together, demonstrated that the Alternate Assessment is the most appropriate assessment for this student. The student has been determined to be the most significantly cognitively impaired; the student has been shown to require extensive, direct individualized instruction and substantial supports to achieve measurable gains on the challenging state alternate academic achievement/performance content standards for the grade in which the student is enrolled; the student was not identified solely on the basis of the student's previous low academic achievement or the student's previous need for accommodations to participate in general state or districtwide assessments; and that any additional implications of this decision were discussed thoroughly.*

**EL DORADO COUNTY CHARTER SELPA
ANNUAL GOALS AND OBJECTIVES**

Student Name: Last Name,Birthdate: 6/21/2003IEP Date: 3/24/2021

Area of Need: Reading	Measurable Annual Goal #: <u>1</u>
Baseline: Student does not integrate evidence for a claim into a written paragraph. He struggles with providing an explanation for his evidence even if provided by the teacher.	<p>Goal: In order to comprehend college-level texts, by 3/23/2022, given an independent level literary text and a prompt (verbally or in writing) with a claim that is an inference about the text, Student will review with the teacher an annotated model paragraph that demonstrates and describes how to integrate evidence into the paragraph and then use sentence starters to write a one-paragraph response to state a claim, cite 2 pieces of supporting evidence, and interpret the evidence by explaining how it supports the inference, showing proficiency in all three target areas (e.g. claim, evidence, and explanation) as measured a teacher created rubric for 3 out of 4 trials.</p> <p><input checked="" type="checkbox"/> Enables student to be involved/progress in general curriculum/state standard RL 9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><input type="checkbox"/> Addresses other educational needs resulting from the disability</p> <p><input type="checkbox"/> Linguistically appropriate</p> <p><input checked="" type="checkbox"/> Transition Goal: <input checked="" type="checkbox"/> Education/Training <input type="checkbox"/> Employment <input type="checkbox"/> Independent Living</p> <p>Person(s) Responsible: General Education Teacher, Education Specialist</p>

Progress Report 1: 6/12/2020**Summary of Progress:** Due to COVID-19, sufficient data is not available to determine successful achievement of goal.**Comment:** No progress.**Progress Report 2:** 10/16/2020**Summary of Progress:** Due to COVID-19, sufficient data is not available to determine successful achievement of goal.**Comment:** No progress.**Progress Report 3:** 1/8/2021**Summary of Progress:** Data extrapolated from Antonio's English 11 grades show that he is able to construct a paragraph and integrate evidence with a success rate of about 75%. He will be assessed for further need in this area at the time of his IEP meeting.**Comment:** On-track.**Annual Review Date:** 3/24/2021**Goal met** ☐ Yes ☒ No**Comments:** Student is able to follow an annotated paragraph model and craft his own paragraph with 2 pieces of supporting evidence. He is not yet able to show proficiency across all target areas, as he is still working on adequately analyzing and explaining how his evidence selection supports the claim in his paragraph. He will benefit from further instruction in this area.

**EL DORADO COUNTY CHARTER SELPA
ANNUAL GOALS AND OBJECTIVES**

Student Name: Last Name,

Birthdate: 6/21/2003

IEP Date: 3/24/2021

Area of Need: Writing	Measurable Annual Goal #: <u>2</u> Goal: In order to develop professional written communication and when provided access to a word processing program (Microsoft Word, Google Docs, etc.), by 3/23/2022, Student will review a soft draft of his own academic writing and correct all grammatical and spelling errors with at least 80% accuracy in 3 of 4 student drafts. <input checked="" type="checkbox"/> Enables student to be involved/progress in general curriculum/state standard L.9-10.2 Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <input type="checkbox"/> Addresses other educational needs resulting from the disability <input type="checkbox"/> Linguistically appropriate <input checked="" type="checkbox"/> Transition Goal: <input checked="" type="checkbox"/> Education/Training <input checked="" type="checkbox"/> Employment <input type="checkbox"/> Independent Living Person(s) Responsible: General Education Teacher, Education Specialist
Baseline: Student corrects his own writing for mechanics and grammar with 60% accuracy.	

Progress Report 1:

Summary of Progress:

Comment:

Progress Report 2:

Summary of Progress:

Comment:

Progress Report 3:

Summary of Progress:

Comment:

Annual Review Date:

Goal met ☐ Yes ☐ No

Comments:

**EL DORADO COUNTY CHARTER SELPA
ANNUAL GOALS AND OBJECTIVES**

Student Name: Last Name,Birthdate: 6/21/2003IEP Date: 3/24/2021

Area of Need: Math Problem Solving	Measurable Annual Goal #: <u>3</u> Goal: In order to be successful in college math courses and apply mathematical principles to real-world scenarios, by 3/23/2022, when given a series of 10 real-world* word problems involving 2 sets of rational numbers (including complex fractions), and requiring any of the four operations (i.e., addition, subtraction, multiplication, division), Student will: 1) select an operation, 2) show all work, and (3) solve 8 out of 10 (80%) problems correctly in 3 out of 4 opportunities. *real world math word problems are linked to the application of math in "real life". <input checked="" type="checkbox"/> Enables student to be involved/progress in general curriculum/state standard 7.NS.3 Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers <input type="checkbox"/> Addresses other educational needs resulting from the disability <input type="checkbox"/> Linguistically appropriate <input checked="" type="checkbox"/> Transition Goal: <input checked="" type="checkbox"/> Education/Training <input type="checkbox"/> Employment <input checked="" type="checkbox"/> Independent Living Person(s) Responsible: General Education Teacher, Education Specialist
Baseline: Student can solve word problems with positive whole numbers with 80% accuracy. He can solve word problems that require addition or subtraction of simple fractions with like-denominators with at least 80% accuracy. However, he is unable to solve problems that require using complex fractions.	

Progress Report 1:**Summary of Progress:****Comment:****Progress Report 2:****Summary of Progress:****Comment:****Progress Report 3:****Summary of Progress:****Comment:****Annual Review Date:**Goal met ☐ Yes ☐ No**Comments:**

**EL DORADO COUNTY CHARTER SELPA
ANNUAL GOALS AND OBJECTIVES**

Student Name: Last Name,

Birthdate: 6/21/2003

IEP Date: 3/24/2021

Area of Need: Work Completion	Measurable Annual Goal #: <u>4</u>
Baseline: Student completes over 80% of work, depending on the class. Although we have seen a large improvement in Antonio's work completion from semester 1 to semester 2, the team is still concerned about this skill and believes Student would benefit from strategic executive functioning support.	Goal: In order to meet educational, professional, and personal deadlines, by 03/23/2022, when supported in organizing his assignments, Student will independently utilize organizing platforms (paper, tech, etc.) to schedule and submit his assignments on-time or with teacher extension with 80% accuracy in at least 3 of 4 trials. <input type="checkbox"/> Enables student to be involved/progress in general curriculum/state standard <input checked="" type="checkbox"/> Addresses other educational needs resulting from the disability <input checked="" type="checkbox"/> Linguistically appropriate <input checked="" type="checkbox"/> Transition Goal: <input checked="" type="checkbox"/> Education/Training <input checked="" type="checkbox"/> Employment <input checked="" type="checkbox"/> Independent Living Person(s) Responsible: Education Specialist, General Education Teacher

Progress Report 1:

Summary of Progress:

Comment:

Progress Report 2:

Summary of Progress:

Comment:

Progress Report 3:

Summary of Progress:

Comment:

Annual Review Date:

Goal met ☐ Yes ☐ No

Comments:

EL DORADO COUNTY CHARTER SELPA
Offer of FAPE - SERVICE

Student Name: Last Name,

Birthdate: 6/21/2003

IEP Date: 3/24/2021

The service options that were considered by the IEP team (List all): The IEP team considered general education, general education with supplemental aids and services, and general education with supplemental aids and services and specialized academic instruction. The IEP team believes that the appropriate placement is general education with supplemental aids and services and specialized academic instruction.

In selecting LRE, describe the consideration given to any potential harmful effect on the child or on the quality of services that he or she needs: The IEP team considered the possible harmful effects of the placement, including limited access to general education content, as well as limited access to typically developing peers during service time, and any negative impact to Antonio's self-esteem. The IEP team does not believe that there are any significant harmful effects at this time and that Antonio's needs significantly outweigh any minimal harmful effects.

SUPPLEMENTARY AIDS & SERVICES AND OTHER SUPPORTS FOR SCHOOL PERSONNEL, OR FOR STUDENT, OR ON BEHALF OF THE STUDENT

☐ The IEP team discussed and determined program accommodations are not needed in general education classes or other education-related settings.

☒ The IEP team discussed and determined the following program accommodations are needed in general education classes or other education-related settings.

Program Accommodations	Start Date	End Date	Location
Audiobooks and digital copies of readings provided (when available)	3/24/2021	3/23/2022	General Education Classroom; Education Specialist's Office
Provide a copy of class notes, outlines, and instruction; provide teacher-modeled problems and examples for guided practice.	3/24/2021	3/23/2022	General Education Classroom
Graphic organizers for extended reading and writing assignments	3/24/2021	3/23/2022	General Education Classroom
Extended time for summative assessments (up to 2x original time) and assignments (up to 2 days), per teacher-student agreement.	3/24/2021	3/23/2022	General Education Classroom
Text-to-Speech (Read-Aloud may be recorded for use with passages)	3/24/2021	3/23/2022	General Education Classroom, Education Specialist's office
Reduce distractions to student (where reasonable, permit headphones or access to quiet working space)	3/24/2021	3/23/2022	General Education Classroom
Calculator where allowed	3/24/2021	3/23/2022	General Education Classroom
Speech-to-Text	3/24/2021	3/23/2022	General Education Classroom
Provided shortened/simplified directions (i.e. one task at a time, checklist of steps)	3/24/2021	3/23/2022	General Education Classroom
Frequent teacher-check ins (prioritize student during monitoring rounds)	3/24/2021	3/23/2022	General Education Classroom
Use of manipulatives for math/science when appropriate.	3/24/2021	3/23/2022	General Education Classroom
Preferential seating (near the front of the room, the whiteboard, and/or a strong peer support)	3/24/2021	3/23/2022	General Education Classroom
Small group testing	3/24/2021	3/23/2022	General Education Classroom, Education Specialist office

☐ The IEP team discussed and determined program modifications are not needed in general education classes or other education-related settings.

☒ The IEP team discussed and determined the following program modifications are needed in general education classes or other

education-related settings.

Program Modifications	Start Date	End Date	Frequency	Duration	Location
Shorten summative assignments and assessments (by 25%) to focus on mastery of key concepts	3/24/2021	3/23/2022	Weekly	As Needed	General Education Classroom; Education Specialist's Office

- ☐ The IEP team discussed and determined other supports for school personnel, or for student, or on behalf of the student are not needed.
- ☒ The IEP team discussed and determined the following other supports for school personnel, or for student, or on behalf of the student are needed.

Other Supports for School Personnel, or for Student, or on Behalf of Student	To Support	Start Date	End Date	Frequency	Duration	Location
Consultation between General Education Teachers and Education Specialist	<input checked="" type="checkbox"/> Student <input checked="" type="checkbox"/> Personnel	3/24/2021	3/23/2022	Weekly	As Needed	General Education Classroom; Education Specialist's Office

SPECIAL EDUCATION and RELATED SERVICES

Service: <u>Specialized Academic Instruction</u>	Start Date: <u>3/24/2021</u>	End Date: <u>3/23/2022</u>
Provider: <u>District of Service</u>	<input checked="" type="checkbox"/> Ind <input checked="" type="checkbox"/> Grp <input type="checkbox"/> Sec Transition	
Duration/Freq: <u>60 min served Weekly</u>	Location: <u>Charter Schools</u>	
Comments: <u>Support will be provided via executive functioning and course material instruction/assistance via education specialist</u>		
Service: <u>College awareness</u>	Start Date: <u>3/24/2021</u>	End Date: <u>3/23/2022</u>
Provider: <u>District of Service</u>	<input checked="" type="checkbox"/> Ind <input checked="" type="checkbox"/> Grp <input type="checkbox"/> Sec Transition	
Duration/Freq: <u>30 min served Monthly</u>	Location: <u>Charter Schools</u>	
Comments: <u>College Seminar Courses, individual support meetings</u>		
Service: <u>Career awareness</u>	Start Date: <u>3/24/2021</u>	End Date: <u>3/23/2022</u>
Provider: <u>District of Service</u>	<input checked="" type="checkbox"/> Ind <input checked="" type="checkbox"/> Grp <input type="checkbox"/> Sec Transition	
Duration/Freq: <u>30 min served Monthly</u>	Location: <u>Charter Schools</u>	
Comments: <u>College Seminar courses, individual support check-ins</u>		

Programs and services will be provided according to where student is in attendance and consistent with the district of service calendar and scheduled services, excluding holidays, vacations, and non-instructional days unless otherwise specified.

Special Education Transportation ☐ Yes ☒ No does not require special education transportation.

EXTENDED SCHOOL YEAR (ESY)

☐ Yes ☒ No

Rationale: does not show significant regression over weekends, long breaks, or summer vacation; he does not qualify for Extended School Year at this time.

Programs and services will be provided according to where student is in attendance and consistent with the district of service calendar and scheduled services, excluding holidays, vacations, and non-instructional days unless otherwise specified.

EL DORADO COUNTY CHARTER SELPA
Emergency Circumstances Program

Student Name: Last Name, _

Birthdate: 6/21/2003

Meeting Date: 3/24/2021

School Year: _____

If instruction, services, or both, cannot be provided to Student, either at school or in person for more than 10 school days due to one or more emergency conditions as defined by Education Code § 46392(a) and 41422(a), Student's IEP services will be provided to the extent practicable, taking into consideration Student's unique circumstances, the specific emergency circumstance(s), District policy, and federal, state and local orders. **The following service delivery methods may be used, as specified below:**

1. Teacher/provider-posted lessons, asynchronous (online or other media)	2. Personalized learning tools (virtual or paper packets)	3. Scheduled email check-ins (parent or student)
4. Virtual class/group meetings, synchronous	5. Scheduled teacher/provider appointments (virtual or in-person, as available)	6. Virtual office hours/drop-in (parent or student)

SPECIALIZED ACADEMIC INSTRUCTION AND RELATED SERVICES

Services(s)	_____ <input type="checkbox"/> Individual <input type="checkbox"/> Group	_____ <input type="checkbox"/> Individual <input type="checkbox"/> Group	_____ <input type="checkbox"/> Individual <input type="checkbox"/> Group	_____ <input type="checkbox"/> Individual <input type="checkbox"/> Group	_____ <input type="checkbox"/> Individual <input type="checkbox"/> Group
Frequency & Duration	Frequency: Duration:	Frequency: Duration:	Frequency: Duration:	Frequency: Duration:	Frequency: Duration:
Service Delivery Method(s)	_____	_____	_____	_____	_____
IEP Goals to be Addressed from IEP Dated _____.	_____	_____	_____	_____	_____

TRANSITION SERVICES ☐ Not Applicable

Services(s)	_____ <input type="checkbox"/> Individual <input type="checkbox"/> Group	_____ <input type="checkbox"/> Individual <input type="checkbox"/> Group	_____ <input type="checkbox"/> Individual <input type="checkbox"/> Group	_____ <input type="checkbox"/> Individual <input type="checkbox"/> Group	_____ <input type="checkbox"/> Individual <input type="checkbox"/> Group
Frequency & Duration	Frequency: Duration:	Frequency: Duration:	Frequency: Duration:	Frequency: Duration:	Frequency: Duration:
Service Delivery Method(s)	_____	_____	_____	_____	_____
IEP Goals to be Addressed from IEP Dated _____.	_____	_____	_____	_____	_____

EXTENDED SCHOOL YEAR SERVICES ☐ Not Applicable

Services(s)	_____ <input type="checkbox"/> Individual	_____ <input type="checkbox"/> Individual	_____ <input type="checkbox"/> Individual	_____ <input type="checkbox"/> Individual	_____ <input type="checkbox"/> Individual
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	<input type="checkbox"/> Group	<input type="checkbox"/> Group	<input type="checkbox"/> Group	<input type="checkbox"/> Group	<input type="checkbox"/> Group
Frequency & Duration	Frequency: Duration:	Frequency: Duration:	Frequency: Duration:	Frequency: Duration:	Frequency: Duration:
Service Delivery Method(s)	_____	_____	_____	_____	_____
IEP Goals to be Addressed from IEP Dated _____.	_____	_____	_____	_____	_____

SUPPLEMENTARY AIDS AND SERVICES ☐ Not Applicable

Services(s)	_____ <input type="checkbox"/> Individual <input type="checkbox"/> Group	_____ <input type="checkbox"/> Individual <input type="checkbox"/> Group	_____ <input type="checkbox"/> Individual <input type="checkbox"/> Group	_____ <input type="checkbox"/> Individual <input type="checkbox"/> Group	_____ <input type="checkbox"/> Individual <input type="checkbox"/> Group
Frequency & Duration	Frequency: Duration:	Frequency: Duration:	Frequency: Duration:	Frequency: Duration:	Frequency: Duration:
Service Delivery Method(s)	_____	_____	_____	_____	_____
IEP Goals to be Addressed from IEP Dated _____.	_____	_____	_____	_____	_____

Additional Comments or Provisions:

This Emergency Services Plan does not constitute a change to the District's offer of FAPE during non-emergency school days, and its implementation during emergency circumstances does not constitute "stay-put" placement or services.

**EL DORADO COUNTY CHARTER SELPA
OFFER OF FAPE - EDUCATIONAL SETTING**

Student Name: Last Name,Birthdate: 6/21/2003IEP Date: 3/24/2021Physical Education: ☒ General ☐ Specially Designed ☐ OtherDistrict of Service: School SanSchool of Attendance: School San

All special education services provided at student's school of residence? ☐ ~~Yes~~ Collegiate No (rationale) is enrolled in
~~School San~~ Collegiate, a public charter school, per parent choice.

Preschool Program Setting (3-5 year-old Preschool and 4 year-old TK/Kgn):

(Note: Answer items below for students ages 3-5 in Regular Early Childhood Program and 4 year-olds in TK/Kgn)

The location where the student receives the majority of their special education services the same as above:☐ Same as above ☐ Different from above**Is the Regular Early Childhood Program ten hours per week or greater?** ☐ Yes ☐ No**Program Setting** (TK/Kgn or greater, ages 5-22): Regular Classroom/Public Day School

(Note: Percentage of time is required for those that will be 5 and in Transitional Kindergarten/Kindergarten or greater within the duration of this IEP)

13 % of time student is outside the regular class & extracurricular & non academic activities87 % of time student is in the regular class & extracurricular & non academic activities

Student will not participate in the regular class and/or extracurricular and/or non academic activities: 13% of the time
 because requires Specialized Academic Instruction in Reading, Writing, and Mathematics.

Other Agency Services

- ☐ County Mental Health
☐ California Children's Services (CCS)
☐ Regional Center
☐ Probation
☐ Department of Rehabilitation
☐ Department of Social Services (DSS)
☐ Other

Promotion Criteria: ☒ District ☐ Progress on Goals ☐ Other

Parents will be informed of progress: ☒ Quarterly ☐ Trimester ☐ Semester ☐ Other

How? ☒ Progress Summary Report ☐ Other

ACTIVITIES TO SUPPORT TRANSITION (e.g. preschool to kindergarten, special education and/or NPS to general education class, 8th-9th grade, etc)

EL DORADO COUNTY CHARTER SELPA SIGNATURE AND PARENT CONSENT

Student Name: Last Name,Birthdate: 6/21/2003IEP Date: 3/24/2021

IEP Meeting Participants

Parent/Guardian/Surrogate	Date	Parent/Guardian	Date
Student/Adult Student	Date	General Education Teacher	Date
LEA Representative/Admin.Designee	Date	Special Education Specialist	Date
Additional Participant/Title	Date	Additional Participant/Title	Date
Additional Participant/Title	Date	Additional Participant/Title	Date
Additional Participant/Title	Date	Additional Participant/Title	Date
Additional Participant/Title	Date	Additional Participant/Title	Date

CONSENT

- ☐ I agree to all parts of the IEP.
☐ I agree with the IEP, with the exception of
☐ I decline the offer of initiation of special education services.
☐ I understand that my child is not eligible for special education.
☐ I understand that my child is no longer eligible for special education.

Signature below is to authorize and approve the IEP.

Signature _____ Date _____
☐ Parent ☐ Guardian ☐ Surrogate ☐ Adult Student

Signature _____ Date _____
☐ Parent ☐ Guardian ☐ Surrogate ☐ Adult Student

PARENT INVOLVEMENT

As a means of improving services and results for your child did the school facilitate parent involvement?

☐ Yes ☐ No ☒ No Response

If my child is or may become eligible for public benefits (Medi-Cal): I authorize the LEA/district to release student information for the limited purpose of billing Medi-Cal/Medicaid and to access Medi-Cal: health insurance benefits for applicable services.

Signature _____
☐ Parent ☐ Guardian ☐ Surrogate ☐ Adult Student

- ☐ Parent/Adult Student has received a copy of the Procedural Safeguards.
☐ Parent/Adult Student has received a copy of assessment report (if applicable).
☐ Parent/Adult Student has received a copy of the Individualized Education Plan (IEP).
☐ Parent/Adult Student has received written notification of protections available to parents when LEA requests to access Medi-cal benefits.
☐ Student enrolled in private school by their parents. Refer to Individual Service Plan, if appropriate.

EL DORADO COUNTY CHARTER SELPA IEP TEAM MEETING NOTES

Student Name: Last Name,

Birthdate: 6/21/2003

IEP Date: 3/24/2021

Date: 3/26/2019

Notes: Purpose explained by Education Specialist: Triennial IEP, Annual IEP, Transitional Planning

Introductions were made. Participants present at meeting include: Eliana Porton (Education Specialist/Math Foundations Teacher), Christine Dela Rosa (Freshman Seminar teacher), Tom Ryan (Principal), Ana Cruz (Spanish Interpreter), Katie Pettersen (School Psychologist), Monica Sanchez (English 9 Teacher), Jack Monagle (Pre AP History Teacher), Blanca Bracamontes (Parent) o Bracamontes (Student).

Parent Rights were presented in Spanish and an explanation was offered.

Positives:

Student- passing most of my classes. Turning things in!

Parent: What happens at home is connected to what happens at school. I always ask if he's doing his homework. I am always on him about getting work done. I notice that the teachers dedicate a lot of time to his progress. He is conscious about how much effort he needs to put in and it's his future and it depends on his effort that he puts into it. He knows to put in his best effort because he is fortunate to be here.

Principal: Very personable, positive vibe.

Freshman Seminar teacher: Happiest student, always smiling. IMprovements from the beginning of the year. Turns in a lot more work.

Improved in making better choices in terms of who he works with in groups (more productive).

Math Foundations/Ed Specialist: Optimistic, positive. Mindset is determined and growth-oriented. Will try and try again if something is difficult, will ask for help. A lot of improvement in his perseverance and willingness to challenge himself.

School Psychologist: Favorite student to work with!

Parent: He has loss of focus and attention and I know that also affects students with depression and I talk to him that he needs to walk hard for the things he wants and he needs to be confident to talk to people if he has a problem.

English 9 Teacher: Fearlessness - courageous. Participated in Black History Month celebration where he presented his poem to the community that came out for that event. Will email mom the pictures of the event!

School Psych shared results of psycho-educational assessment report. This is his 4th re-evaluation. School Psychologist did a file review of previous evaluations. A copy of the report was shared with parent and team members. She shared a resource, Understood.Org. Has qualified in past for SLD and OHI (for ADHD diagnosis), he was previously on medication in elementary school. Bell curve and standards cores explained to parent using a visual aid.

*Reviewed cognitive assessment results. Strengths include Crystallized Knowledge (scoring within average range), which is a measure of how much information and knowledge he's been able to pick up through his life experiences. Long-Term Memory is also a strength and relatively strong visual processing skills. Areas that are most impacting him academically include Short-Term Memory which means when he is given a lot of information to use immediately, he may need reminders or repeated information in order to use it accurately. Working Memory is also a relative weakness, linked to ADHD and executive functioning skills (like organizing, time-management, planning). The IEP team should focus on supporting his executive functioning skills (turning work in on time, completing work accurately, etc.). 3 years ago in 6th grade, the academic skills were very similar, so this is a historically challenging area. School Psychologist shared academic assessment results. *Student* does meet the eligibility criteria within the area of Specific Learning Disability. Parent was asked if she had any questions, she did not have any at this time.*

The other area of disability considered was Other Health Impairment and he continues to meet the requirements in this area as well.

*Impulsivity and difficulties with attention continue to show up as issues in classes and by parent reports at home. Anxiety and Depression did not come up as a significant issue based on reports, however, anxiety is something that *Student* struggles with and will have negative thoughts and negative self-talk. School Psychologist shared with parent that *Student* has access to our mental health counselor, Ms. Anaya, at any time to talk about stress or negative thoughts/feelings and get help with strategies to combat that.*

*Parent asked why he hasn't gone to see MHC. *Student* shared that he forgets to see her. He said that those feelings come and go. School Psychologist will connect with MHC and ask her to check in with *Student*.*

History teacher shared that they had a conversation about how to deal with mental health when it's manageable (like anxiety) and not to wait until it's so bad that it's "broken".

Gen. Ed Teachers share that they also hear negative self-talk. English teacher shared that *Student* avoids work when it starts to get overwhelming.

Parent asked *Student* what he thinks he needs to be successful. He shared he wants to be able to play basketball and will need a 2.0 GPA, so will need to turn in homework on time.

IEP team agrees that he qualifies for special education services under SLD and OHI.

Education Specialist reviewed the IEP, starting with the Individualized Transition Plan. *Student* reported that he would like to go to the Navy SEALs, and then go to college after, and eventually become a firefighter. Ed Specialist stated that the ITP is to help him build the skills necessary to achieve his goals related to education, career, and independent living.

Education Specialist also explained the graduation expectations, noting that there is another option that the team may want to explore down the road, which would be an alternative diploma track that would support Antonio's ability to graduate with a California diploma rather than a "School" diploma.

Education Specialist reviewed previous IEP goals. *Student* met his reading fluency, writing, and math goal. Education specialist reviewed proposed goals. School Psychologist recommended incorporating an executive functioning goal related to work completion. Team discussed and agreed to all goals, including adding an executive functioning goal around work completion.

Ed Specialist reviewed the proposed accommodations. Of note, team discussed the importance of shortening assignments. Freshman Seminar Teacher asked about grading when assignments are being shortened. Team clarified that assignments can still be graded out of the full number of problems so that grading is not impacted. Another teacher also noted that *Student* benefits from sitting near strong peer models. The team discussed and agreed to all accommodations as written in the IEP.

Ed Specialist reviewed proposed services. School San Collegiate's offer of FAPE is Specialist Academic Instruction (275 minutes weekly), College Awareness (30 minutes monthly), and Career Awareness (30 minutes monthly). Team agreed to KIPP's offer of FAPE.

Parent asked if teachers who were not present would be given this information. Ed Specialist stated that it is her job as case manager to share all information with all of Antonio's teachers. She stated that if *Student* or parent ever has any concerns about the IEP, they are encouraged to talk to her.

Parent agreed to all parts of the IEP, and signed consent to the IEP. Parent was informed of Medi-cal relationship and their rights in giving consent and signed consent.

Parent requested documents be translated to Spanish.

EL DORADO COUNTY CHARTER SELPA
IEP TEAM MEETING NOTES

Student Name: Last Name,

Birthdate: 6/21/2003

IEP Date: 3/24/2021

Date: 3/25/2020

Notes: