

EL DORADO COUNTY CHARTER SELPA
INVITATION TO INDIVIDUAL EDUCATIONAL PROGRAM TEAM MEETING/NOTICE OF MEETING

Student Name: Student Last Name

Birthdate: 9/29/2006

☐ Initial ☐ Annual ☐ Triennial ☐ Transition Planning ☐ Pre-Expulsion ☐ Interim ☒ Other 30-Day

Address 540 Bonita Ave #111 San Jose, CA 95116

Dear Binh Last Name & Oanh Pham

Today's Date 09/07/2020

An Individual Education Program (IEP) Meeting is being arranged to discuss educational program for the student named above. You are invited to attend as a member of the IEP team. Your participation and input are important in the development of an appropriate education and arriving at decisions about your child's education. You have the right to have other individuals present who have knowledge or special expertise about your child. Your child could benefit from participation in the IEP meeting and is invited to attend. If this is the initial IEP meeting and the student was receiving services under Part C through an IFSP, you may request that the district invite the Part C Service Coordinator or other representative. Secondary students age 15 or older should attend the IEP Team meeting. Parents of adult students may also participate in the meeting.

The meeting is scheduled for:

Date 09/15/2020

Time 3:30 PM

School/Location School San Jose Collegiate

Room Virtual (Zoom)

We anticipate that the following members may also attend:

Administrator/Designee X

Other X

Special Education Teacher X

Other _____

General Education Teacher X

Other _____

Student X

Other _____

Psychologist _____

Other _____

Specialist X

Other _____

NOTICE: If you wish to audio tape this meeting, you must provide 24 hour notice, we may also audio tape the meeting.

If you would like further information about your Procedural Safeguards or the purpose of this meeting, please call:

Name Kara Wernick

Title Education Specialist

School/District School San Jose Collegiate

Phone 2404497471

Please complete and sign this form, and return to Kara Wernick

Check the following items, as appropriate:

☐ **YES**, I plan to attend the meeting

☐ **YES**, I plan to attend the meeting and bring the following additional attendees:

☐ I do not plan to attend the meeting, but I am available by teleconference

☐ I require assistance of an interpreter. (Language)

☐ I request a different time and/or place. Please call me at Home Work

☐ I give my consent for the district to invite other agency personnel to attend the meeting if secondary transition is being addressed.

☐ **NO**, I cannot attend the meeting, but hereby give my permission for the meeting to be held without me (CFR 300.322d). I understand the IEP and related documents from this meeting will be provided to me for my signature, and I agree to return them in a timely manner.

☐ **NO**, I cannot attend, but I will send _____ as my representative to speak for me. I understand the IEP and related documents from this meeting will be provided to me for my signature, and I agree to return them in a timely manner.

Signature _____

Date _____

☐ Parent ☐ Guardian ☐ Surrogate ☐ Adult Student

For LEA use only:

Comments/Additional Information

EL DORADO COUNTY CHARTER SELPA
INVITATION TO INDIVIDUAL EDUCATIONAL PROGRAM TEAM MEETING/NOTICE OF MEETING

Student Name: Student Last Name

Birthdate: 9/29/2006

☐ Initial ☒ Annual ☐ Triennial ☐ Transition Planning ☐ Pre-Expulsion ☐ Interim ☐ Other

Address 540 Bonita Ave #111 San Jose, CA 95116

Dear Binh Last Name and Oanh Pham

Today's Date 10/28/2020

An Individual Education Program (IEP) Meeting is being arranged to discuss educational program for the student named above. You are invited to attend as a member of the IEP team. Your participation and input are important in the development of an appropriate education and arriving at decisions about your child's education. You have the right to have other individuals present who have knowledge or special expertise about your child. Your child could benefit from participation in the IEP meeting and is invited to attend. If this is the initial IEP meeting and the student was receiving services under Part C through an IFSP, you may request that the district invite the Part C Service Coordinator or other representative. Secondary students age 15 or older should attend the IEP Team meeting. Parents of adult students may also participate in the meeting.

The meeting is scheduled for:

Date 11/06/2020

Time 2:00 PM

School/Location School San Jose Collegiate

Room Virtual (Zoom)

We anticipate that the following members may also attend:

Administrator/Designee	<u>X</u>	Other	<u>X</u>
Special Education Teacher	<u>X</u>	Other	<u></u>
General Education Teacher	<u>X</u>	Other	<u></u>
Student	<u>X</u>	Other	<u></u>
Psychologist	<u></u>	Other	<u></u>
Specialist	<u>X</u>	Other	<u></u>

NOTICE: If you wish to audio tape this meeting, you must provide 24 hour notice, we may also audio tape the meeting.

If you would like further information about your Procedural Safeguards or the purpose of this meeting, please call:

Name Kara Wernick

Title Education Specialist

School/District School San Jose Collegiate

Phone 2404497471

Please complete and sign this form, and return to Kara Wernick

Check the following items, as appropriate:

- ☐ **YES**, I plan to attend the meeting
- ☐ **YES**, I plan to attend the meeting and bring the following additional attendees:
- ☐ I do not plan to attend the meeting, but I am available by teleconference
- ☐ I require assistance of an interpreter. (Language)
- ☐ I request a different time and/or place. Please call me at Home Work
- ☐ I give my consent for the district to invite other agency personnel to attend the meeting if secondary transition is being addressed.
- ☐ **NO**, I cannot attend the meeting, but hereby give my permission for the meeting to be held without me (CFR 300.322d). I understand the IEP and related documents from this meeting will be provided to me for my signature, and I agree to return them in a timely manner.
- ☐ **NO**, I cannot attend, but I will send _____ as my representative to speak for me. I understand the IEP and related documents from this meeting will be provided to me for my signature, and I agree to return them in a timely manner.

Signature

Date _____

☐ Parent ☐ Guardian ☐ Surrogate ☐ Adult Student

For LEA use only:

Comments/Additional Information

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

Student Legal Name: Last Legal Suffix: _____ Date of Birth: 9/29/2006 IEP Date: 11/6/2020
Name, Student Original SpEd Next Annual IEP: 11/5/2021
 Entry Date: 12/4/2015 Last Eval: 11/7/2021

11/8/2018

MEETING TYPE: ☐ Initial ☒ Annual ☐ Triennial

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

Age: 14 year(s) 1 months

Grade: 09 Ninth grade

EL: ☒ Yes ☐ No

Student ID: 9092956507

Native Language: 02 Vietnamese

Redesignated: ☐ Yes ☒ No

SSID:

Interpreter ☒ Yes ☐ No

Parent/Guardian: Parent Name

Home Address:

Home Phone:

123-456-7890

City: San Jose

Work Phone:

State/Zip: CA, 95116

Cell Phone:

123-456-7890

Parent/Guardian: Parent Last

Name Home Address:

Email

City: San Jose

State/Zip: CA, 95116

District of Special Education Accountability: School San Jose Collegiate

Residence School:

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

Race (regardless of Ethnicity): Race 1. 204 Vietnamese 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: Speech or Language Impairment (SLI)

☐ 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 presents with a specific learning disability in the areas of reading comprehension, listening comprehension, and oral expression that appear to be related to cognitive processing weaknesses in the areas of Fluid Reasoning and Processing Speed. She also demonstrates a disability in the area of oral language that impacts her ability to be successful within the general education setting.

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: 9/30/2015

Person Initiating the Referral for Special Education service: 20 Teacher

Date District Received Parent Consent: 9/30/2015

Date of Initial Meeting to Determine Eligibility: 12/4/2015

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

Student Name: Last Name, Student

Date of Birth: 9/29/2006

IEP Date: 11/6/2020

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 a freshman enrolled in college preparatory classes to earn credits toward a School San Jose Collegiate diploma, which exceeds University of California A-G requirements.

COURSES REQUIRED FOR GRADUATION

4 years or 40 Credits in English

3 years or 30 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, or Proficiency Level 2

1 years or 10 Credits in College Prep Electives

COMPLETED COURSEWORK

0 out of 40 Credits in English

0 out of 30 Credits in Social Studies/History

0 out of 30 Credits in Mathematics

0 out of 30 Credits in Lab Science

0 out of 10 Credits in Visual or Performing Arts

0 out of 20 Credits in Foreign Language, or Proficiency Level 2 (in progress)

0 out of 10 Credits in College Prep Electives

CURRENT COURSEWORK: *English 10, World History, Geometry, Chemistry, Drawing 1, Resource Lab 2, Study Hall*

Following is the proposed 4 year plan:

2020-2021: English 9, Pre-AP World History, Algebra 1, Biology, Freshman Seminar, Resource Lab 1, Study Hall

2021-2022: English 10, World History, Geometry, Chemistry, Sophomore Seminar, Resource Lab 2, Study Hall

2022-2023: English 11, US History, Algebra 2, Physics, Junior Seminar, Spanish, Study Hall

2023-2024: English 12, Gov/Econ, Spanish, VPA, Senior Seminar, Elective, Study Hall

Units/Credits Completed: 0

Units/Credits Pending: 170

Student's course of study leads to:

☐ Certificate of Completion ☒ Diploma

Anticipated Completion Date: 6/12/2024

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: _____

Date: _____

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, Student

Birthdate: 9/29/2006

IEP Date: 11/6/2020

Strengths/Preferences/Interests

Team shared that Student is a funny and friendly, albeit shy, student who shows a great sense of humor when she feels comfortable with someone. She is growing strong in her self-advocacy, is consistently respectful, and performs well on school assignments when she engages fully with them!

Parent input and concerns relevant to educational progress

Parent shared that he does not hear much about Anna's education due to his work schedule. Teachers shared some concerns about the consistency of Anna's work submission, and her willingness to try assignments that she does not feel confident in.

Smarter Balanced Assessment Consortium (SBAC)

☒ Not Applicable

English/Language Arts Overall

☐ Standard Exceeded ☐ Standard Met ☐ Standard Nearly Met ☐ Standard Not Met

Reading ☐ Above Standard ☐ Near Standard ☐ Below Standard

Writing ☐ Above Standard ☐ Near Standard ☐ Below Standard

Speaking and Listening ☐ Above Standard ☐ Near Standard ☐ Below Standard

Research/Inquiry ☐ Above Standard ☐ Near Standard ☐ Below Standard

Math

☒ Not Applicable

Math Overall

☐ Standard Exceeded ☐ Standard Met ☐ Standard Nearly Met ☐ Standard Not Met

Concepts and Procedures ☐ Above Standard ☐ Near Standard ☐ Below Standard

Problem Solving and Data Analysis ☐ Above Standard ☐ Near Standard ☐ Below Standard

Communication Reasoning ☐ Above Standard ☐ Near Standard ☐ Below Standard

California Alternate Assessments (CAA)

☒ Not Applicable

English Language Arts ☐ Understanding ☐ Foundational Understanding ☐ Limited Understanding

Math ☐ Understanding ☐ Foundational Understanding ☐ Limited Understanding

Science ☐ Understanding ☐ Foundational Understanding ☐ Limited Understanding

English Language Development Test (English Learners Only)

☒ Not Applicable

☐ ELPAC

Overall Score: Overall Performance Level: Oral Language Score/Level:

Written Language Score/Level:

Listening:

Speaking:

Reading:

Writing:

☐ Alternate Assessment

Name:

Overall Score/Level:

Listening:

Speaking:

Reading:

Writing:

Physical Education Testing (grades 5, 7 & 9):

Other Assessment Data (e.g., curriculum assessment, other district assessment, etc.)

Hearing Date: 9/26/2018 ☒ Pass ☐ Fail ☐ Other

Vision Date: 9/26/2018 ☒ Pass ☐ Fail ☐ Other

Preacademic/Academic/Functional Skills

Anna's current grades are as follows:

Pre-AP World History: F (63%)

Biology: F (52%)

English 9: F (51%)

Freshman Seminar: B+ (87%)

Resource Lab: C (76%)

Algebra 1: F (62%)

The following data is from Anna's 2019-2020 School Year

ELA:

Student took the NWEA Measures of Academic Progress (MAP) for reading in Fall 2019. She received a raw (RIT) score of 212, which places here in the 38th percentile for 8th-grade students. She showed a relative strength in the area of Vocabulary: Acquisition and Use and a relative weakness in the area of Informational Text: Key Ideas and Details.

Student currently has a 88% (Standard Met) in ELA. Student earned an 88% and 87% on her 2 mini summative assessments and a 90% on her only Major Summative Assessment grade. According to assessment data, Student has shown mastery of standards related to writing including analyzing how particular elements of a story or drama interact, and citing several pieces of textual evidence to support an analysis. Student has not shown mastery of standards related to comparing/contrasting/analyzing the structure of two or more texts nor finding the meaning of unknown words/phrases as they are used in a text.

Student currently reads at a Level U (5.5th-grade). Student met 50% of her Accelerated Reader (AR) word goal in September and 60% in October. During small group instruction, Student participates and shows a general understanding of plot and character development.

Teacher reports strengths are that Student is very hardworking. Does well when she gets sentence starters. Areas for growth are to do her best to stay involved in the class even after long stretches of work time, asking for help as needed.

Social Studies:

Student currently has an 75% (Meeting Standards) in Social Studies. On her most recent mini summative assessments, she received a 72%, 76%, and 76% (75% average). She is currently missing 1 mini and 1 major summative assessments. Student has shown mastery of standards related to determining the central ideas/information of a primary/secondary source and determining the meaning of words and phrases as they are used in a text. She has not shown mastery of standards related to citing specific textual evidence to support analysis of primary and secondary sources.

Teacher reports that Student is also very hard working in social studies. Always gives best effort. Jumps right into work and asks to have extra time to complete assignments when she isn't able to do so in class. An area for growth would be for her to raise her hand more in class to contribute to class discussions and to ask for help.

Math:

Student took the NWEA MAP for math in Fall 2019. She received a RIT score of 214, which places her in the 25th percentile for 8th-grade students. She showed a relative strength in the area of Statistics and Probability and a relative weakness in the area of the Real and Complex Number System.

Student currently has a 70% (At Standard) in Math. She earned a 50% on her most recent mini summative assessments. She earned 80% on the major summative assessment. She has not met standards related to describing the effect of dilations/translations/rotations/reflections and solving linear equations in one variable. She has met standards verifying experimentally the properties of rotations/reflections/translations, understanding congruence, and using informal arguments to establish facts about the angle sum and exterior angle of triangles.

Teacher reports that Student is very focused and advocates for herself. Always tries her best. An area for growth would be for her to

trust her abilities to complete work independently.

Science:
Student currently has an 60% (Standard Not Met) in Science. Student earned scores of 80%, 73%, and 55% on the three mini summative assessments and also a 55% on the one major summative assessment. Student has shown mastery of standards related to producing clear/coherent writing, describing through models the arrangement of objects interacting, applying Newton's Third Law, constructing and presenting arguments using evidence to support the claim, and asking questions about data. She has not shown mastery of standards related to defining the criteria/constraints of a design problem, planning an investigation to provide evidence to a claim, constructing a scientific explanation based on evidence, nor constructing/interpreting graphical displays of data to describe the relationships of kinetic energy to the mass / speed of an object.

Teacher reports that she is very persistent and very focused. An area for growth is to continue to push herself to keep improving in class.

Electives:
Student currently has a 95% in P.E. and a 100% in Art.

Communication Development

This is an annual review for Student Last Name. Student is a 9th grader at School San Jose Collegiate. She receives direct intervention under the eligibility of Speech-Language Impairment (SLI). Due to distance learning related to COVID-19, speech therapy services are provided virtually. During the period of distance learning from 8/27/2020 to - present, Student has demonstrated challenges with attendance and engagement in speech therapy. The following attempts were made to support Anna's attendance and progress toward her goal: calls and/or text messages, recurring calendar invites, emails, whole-group and individual prompts to turn on the camera, and whole-group prompts to chat or come off of mute to participate.

Since Anna's last IEP, she has been working on identifying and producing complex sentences. In order to show mastery, Student has to demonstrate the ability to use at least 15 subordinating conjunctions when generating complex sentences, either verbally or in writing. The clinician collected the following information related to Anna's progress toward this goal: After reviewing lessons on complex sentences, Student is able to independently identify independent and dependent clauses in complex sentences with 90% accuracy. When asked to combine simple sentences to produce complex sentences, she is able to choose the correct answer in a multiple-choice format with 70% accuracy and no assistance. When asked to combine two simple sentences using specific subordinating conjunction, Student is able to achieve this with 50% accuracy and no assistance. Currently, Student is able to use, at most, 5 subordinating conjunctions to produce complex sentences with minimal cues/ prompts. Given distance learning and Anna's frequent absences in speech therapy sessions, it has been a challenge for the clinician to gauge Anna's progress in meeting this goal for the following reasons: Student had fewer opportunities to learn more about other subordinating conjunctions, to practice generating complex sentences, and to receive feedback and show growth.

Student would continue to benefit from receiving speech and language therapy to improve her communication skills and access her general education curriculum.

Gross/Fine Motor Development

Anna's gross/fine motor development is age-appropriate. There are no concerns at this time.

Social Emotional/Behavioral

Student has age-appropriate interactions with peers and adults. She is capable of following directions and demonstrates on-task behavior in the classroom. In the virtual classroom space, however, Student is less communicative and participatory. Her work completion and classroom engagement have both been impacted. Beyond this specific situation, there are no concerns at this time.

Vocational

There are no concerns at this time.

Adaptive/Daily Living Skills

Student comes to school dressed neatly and is able to take care of all her daily needs independently. There are no concerns at this time.

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

Reading comprehension, written expression, mathematics, and receptive/expressive language skills

EL DORADO COUNTY CHARTER SELPA SPECIAL FACTORS

Student Name: Last Name, Student

Birthdate:

IEP Date: 11/6/2020

9/29/2006

☐
☒

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? ☒ Yes ☐ No
 No Rationale: Student does not need assistive technology devices and/or services at this time.
 (If yes, specify) Student is able to participate in all school activities and expectations; low incidence services, equipment, or materials are not needed at this time.

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 development will be provided in 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 will receive English Language Development (ELD) instruction in the general education classroom.

Does student's behavior impede learning of self or others? ☐ Yes ☒ No
 (describe) Student does not have any behavioral concerns at this time.

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, Student

Birthdate: 9/29/2006 **IEP Date:** 11/6/2020

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

- | | |
|--|---|
| <input checked="" type="checkbox"/> SBAC with Designated Supports Embedded | <u>Text To Speech, Items</u> |
| <input type="checkbox"/> SBAC with Designated Supports Non-embedded | <u>Separate Setting (i.e., most beneficial time, special lighting or acoustics, adaptive furniture)</u> |
| <input checked="" type="checkbox"/> SBAC with Accommodations Embedded | <u>Text To Speech, Passages</u> |
| <input type="checkbox"/> SBAC with Accommodations Non-embedded | |
| <input type="checkbox"/> SBAC with Accessibility Support (requires CDE Approval) | <u>As Needed</u> |

Math (Grades 3-8, & 11)

11 With testing accommodations

- | | |
|--|---|
| <input checked="" type="checkbox"/> SBAC with Designated Supports Embedded | <u>Text To Speech</u> |
| <input checked="" type="checkbox"/> SBAC with Designated Supports Non-embedded | <u>Separate Setting (i.e., most beneficial time, special lighting or acoustics, adaptive furniture)</u> |
| <input type="checkbox"/> SBAC with Accommodations Embedded | |
| <input checked="" type="checkbox"/> SBAC with Accommodations Non-embedded | <u>Calculator, allowed items (Grades 6-8, 11), Multiplication Table (beginning in grade 4),</u> |
| <input type="checkbox"/> SBAC with Accessibility Support (requires CDE Approval) | <u>As Needed</u> |

Science (Grades 5, 8 & High School)

11 With testing accommodations

- | | |
|--|---|
| <input checked="" type="checkbox"/> CAST with Designated Supports Embedded | <u>Text To Speech, Items</u> |
| <input checked="" type="checkbox"/> CAST with Designated Supports Non-Embedded | <u>Calculator, Separate Setting (i.e., most beneficial time, special lighting or acoustics, adaptive furniture)</u> |
| <input type="checkbox"/> CAST with Accommodations Embedded | |
| <input type="checkbox"/> CAST with Accommodations Non-Embedded | |
| <input type="checkbox"/> CAST with Accessibility Support (requires CDE Approval) | |

☐ **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)** ACT/IA: Text-to-Speech/Read-aloud (question items); Calculator (where arithmetic is not being assessed); Separate setting/Small Group Testing; Extended Time (+50%)

☐ **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: Summative ELPAC will be Computer-based beginning Spring 2020. Paper-based ELPAC will continue for 'Initial ELPAC' and grades Kindergarten through 2nd (for the Writing domain only).

☐ **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

☐ **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
ANNUAL GOALS AND OBJECTIVES**

Student Name: Last Name, Student

Birthdate: 9/29/2006

IEP Date: 11/6/2020

Area of Need: Communication Skills	Measurable Annual Goal #: <u>SLP 1</u> Goal: By 11/05/2021, given minimal cues/prompts, Student will combine two simple sentences to create complex sentences when presented with a subordinating conjunction, in 4/5 opportunities, across 3 consecutive sessions, as measured by the SLP data collection or observation.
Baseline: Student is able to use at least 5 subordinating conjunctions to create complex sentences. She is able to combine sentences using subordinating conjunction with 50% accuracy, given minimal cues/prompts.	<input type="checkbox"/> Enables student to be involved/progress in general curriculum/state standard <input type="checkbox"/> Addresses other educational needs resulting from the disability <input type="checkbox"/> Linguistically appropriate <input type="checkbox"/> Transition Goal: <input type="checkbox"/> Education/Training <input type="checkbox"/> Employment <input type="checkbox"/> Independent Living Person(s) Responsible: SLP

Short-Term Objective: given minimal cues/prompts, Student will combine two simple sentences to create complex sentences when presented with a subordinating conjunction, in 2/5 opportunities, across 3 consecutive sessions, as measured by the SLP data collection or observation.

Short-Term Objective: given minimal cues/prompts, Student will combine two simple sentences to create complex sentences when presented with a subordinating conjunction, in 3/5 opportunities, across 3 consecutive sessions, as measured by the SLP data collection or observation.

Short-Term Objective: given minimal cues/prompts, Student will combine two simple sentences to create complex sentences when presented with a subordinating conjunction, in 4/5 opportunities, across 3 consecutive sessions, as measured by the SLP data collection or observation.

Progress Report 1: 1/6/2021

Summary of Progress: on-track.

2/5 opportunities.

Comment: Student is doing better about showing up to speech therapy with adult reminder.

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, Student

Birthdate: 9/29/2006

IEP Date: 11/6/2020

Area of Need: Comprehension/Writing	Measurable Annual Goal #: <u>1</u> Goal: By 11/05/2021, after reading (and rereading if needed) an excerpt from an informational text at her independent level, given sentence starters, Student will develop/ write (or type) a claim about the text (e.g., central idea, key conclusion), a paragraph that cites 3 pieces of the most relevant evidence from the text, and explain how that evidence supports the claim, including 4 out of 7 parts for claim, evidence, and support in 2 out of 3 trials. <input checked="" type="checkbox"/> Enables student to be involved/progress in general curriculum/state standard RI.8.1 <input type="checkbox"/> Addresses other educational needs resulting from the disability <input checked="" type="checkbox"/> Linguistically appropriate <input type="checkbox"/> Transition Goal: <input type="checkbox"/> Education/Training <input type="checkbox"/> Employment <input type="checkbox"/> Independent Living Person(s) Responsible: IEP Team
Baseline: Student is able to find 1 piece of evidence to support a given claim. With support, she's able to find a 2nd piece of evidence and connect it to her claim.	

Short-Term Objective:

Short-Term Objective:

Short-Term Objective:

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, Student

Birthdate: 9/29/2006

IEP Date: 11/6/2020

Area of Need: Dissecting Word Problems	Measurable Annual Goal #: <u>2</u>
Baseline: Student often has trouble comprehending which operation to use after reading a word problem.	Goal: By 11/05/2021, given a Pythagorean Theorem word problem, Student will dissect the word problem by identifying key values (e.g. a, b and c), draw a labeled diagram, and then write and solve an equation for the length of the unknown side, with 75% accuracy (3 out of 4 problems correct) for 2 out of 3 sets of problems. <input checked="" type="checkbox"/> Enables student to be involved/progress in general curriculum/state standard 8.G.7 <input type="checkbox"/> Addresses other educational needs resulting from the disability <input type="checkbox"/> Linguistically appropriate <input type="checkbox"/> Transition Goal: <input type="checkbox"/> Education/Training <input type="checkbox"/> Employment <input type="checkbox"/> Independent Living Person(s) Responsible: IEP Team

Short-Term Objective:

Short-Term Objective:

Short-Term Objective:

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, Student

Birthdate: 9/29/2006

IEP Date: 11/6/2020

Area of Need: Comprehension/Error corrections	Measurable Annual Goal #: <u>3</u>
Baseline: When the errors are highlighted, Student often asked what the error was/why she had to change it. If the error was not explained to her, she was only able to correct 50% of the errors correctly. This was typically done verbally.	Goal: By 11/05/2021, during a classroom writing activity at school, when given an independent level passage or her own previous work sample with 8-10 errors of clarity and organization (e.g. correcting subject/verb agreements, deleting and/or adding text for coherence, ensure sentence structure matches tone of the content) highlighted, will revise the passage by correctly correcting (verbally or written) at least 80% of the errors verbally or written in the margin, during 2 out of 3 writing-revision sessions as measured by teacher charted records or student work samples. <input type="checkbox"/> Enables student to be involved/progress in general curriculum/state standard <input type="checkbox"/> Addresses other educational needs resulting from the disability <input checked="" type="checkbox"/> Linguistically appropriate <input type="checkbox"/> Transition Goal: <input type="checkbox"/> Education/Training <input type="checkbox"/> Employment <input type="checkbox"/> Independent Living Person(s) Responsible:

Short-Term Objective:

Short-Term Objective:

Short-Term Objective:

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, Student

Birthdate: 9/29/2006

IEP Date: 11/6/2020

The service options that were considered by the IEP team (List all): During the period of school closure related to COVID-19, the IEP team considered virtual learning without supplementary aids & services, virtual learning with supplementary aids & services, and continued in person supplementary aids & services during the period of school closure. When the temporary period of school closure ends, students will return to previous placement:

The IEP team considered General Education, Specialized Academic Instruction, and Speech and Language Services.

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 harmful effects of the proposed placement, virtual learning with supplementary aids & services, including limited access to general education content, limited access to special education services, and possible regression and lack of recoupment associated with a prolonged period of distance learning. The IEP team also discussed the harmful effects of in-person service provision, including the possible legal ramifications of violating the Bay Area's Shelter In Place Order, in addition to the risk to public health and health of Student. The IEP team believes that the possible harmful effects of the placement of virtual learning with supplemental aids & services are outweighed by the necessity to protect public health and the health of Student. The IEP team will consider the appropriateness and/or necessity of compensatory services and/or extended school year upon return to typical school operations.

Previous:

When considering potential harmful effects, team considered potential stigmatization, separation from the general education curriculum, and decreased interaction with general education peers. Team has decided the benefits outweigh the potential harmful effects and Anna's disability requires services provided.

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
Graphic organizer	11/6/2020	11/5/2021	General Education Classroom; Special Education Classroom
Present directions/information in multiple formats (verbal & written)	11/6/2020	11/5/2021	General Education Classroom; Special Education Classroom
Model and repeat correct grammar/word order	11/6/2020	11/5/2021	Gen. Ed. classroom
Ask her to repeat directions/information (CFUs)	11/6/2020	11/5/2021	Gen. Ed. classroom
Offer extended wait time for verbal responses/ warn beforehand to have an answer ready for specific ?s	11/6/2020	11/5/2021	Gen. Ed. classroom
Notes, outlines and instructions	11/6/2020	11/5/2021	Gen. Ed. classroom (as needed)
During school closure: Access to Google Classroom, other online learning platforms, and technology to access the online materials as needed.	11/6/2020	11/5/2021	Home

☒ 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
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☒ 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
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Consultation between General Education Teachers and Education Specialist	<input checked="" type="checkbox"/> Student <input checked="" type="checkbox"/> Personnel	11/6/2020	11/5/2021	Monthly	30 minutes	General Education Classroom; Special Education Classroom
Consultation between Speech-Language Pathologist and Education Specialist	<input checked="" type="checkbox"/> Student <input checked="" type="checkbox"/> Personnel	11/6/2020	11/5/2021	Monthly	30 minutes	General Education Classroom; Special Education Classroom

SPECIAL EDUCATION and RELATED SERVICES

Service: <u>Specialized Academic Instruction</u>	Start Date: <u>11/6/2020</u>	End Date: <u>11/5/2021</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>550</u> min served <u>Weekly</u>	Location: <u>Charter Schools</u>	
Comments: <u>Co-taught courses (History, English, Bio, Algebra) and Resource Lab Course</u>		
Service: <u>Language and speech</u>	Start Date: <u>11/6/2020</u>	End Date: <u>11/5/2021</u>
Provider: <u>District of Service</u>	<input type="checkbox"/> Ind <input checked="" type="checkbox"/> Grp <input type="checkbox"/> Sec Transition	
Duration/Freq: <u>90</u> min x <u>1</u> Totaling: <u>90</u> min served <u>Monthly</u>	Location: <u>Regular classroom/public day school</u>	
Comments: <u>Services will be provided in a combination of direct and indirect services. Indirect services can include but are not limited to, consultation or collaboration with teachers and/or other service providers, observations, student check-in, IEP preparation, etc.</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 Student does not require special education transportation.

EXTENDED SCHOOL YEAR (ESY)

☐ Yes ☒ No

Rationale: Student has not shown significant regression over extended breaks; Extended School Year is not needed as determined by the IEP team.

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
OFFER OF FAPE - EDUCATIONAL SETTING**

Student Name: Last Name, StudentBirthdate: 9/29/2006IEP Date: 11/6/2020Physical Education: ☒ General ☐ Specially Designed ☐ OtherDistrict of Service: School San JoseSchool of Attendance: School San Jose

All special education services provided at student's school of residence? ☐ ~~Yes~~ ^{Collegiate} No (rationale) Student is enrolled at School San Jose Collegiate, a 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)

43 % of time student is outside the regular class & extracurricular & non academic activities57 % 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: 43% of the time because Student is participating in the pilot co-taught program for students with IEPs to support her progress in the general education curriculum.

The calculation is reflective of a shortened general education virtual school day due to school closure related to COVID-19. The typical percentage is 42%. That percentage will return to the typical percentage following the end of the period of school closure.

Previous:

Other Agency ServicesStudent requires Specialized Academic Instruction and Speech/Language Therapy as a result of her disabilities.

- ☐ 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, StudentBirthdate: 9/29/2006IEP Date: 11/6/2020

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.