

SACRAMENTO CITY UNIFIED IEP TEAM MEMBER EXCUSAL

Student Name: Lee, Mai YeeBirthdate: 4/13/2004IEP Date: 5/26/2021

By mutual agreement between the parent/adult student, and designated representative of the local education agency, the presence and participation of the Individual Education Program team member(s) identified below is/are not necessary and has/have been excused from being present and participating in the meeting scheduled on 5/26/2021 because (1) the member's area of the curriculum or related services is not being modified or discussed in the meeting or (2) the meeting involves a modification to or discussion of the member's area of curriculum or related services and the member submitted, in writing to the parent and the IEP team, input into the development of the IEP prior to the meeting.

Individual Education Program Team Member(s)

Individual Education Program Team Member(s)	Area Of Curriculum Or Related Services	Area Of Curriculum Or Related Services is Not Being Discussed Or Modified	Written input has been submitted to the parent and the IEP team prior to the meeting regarding Area Of Curriculum Or Related Services	The IEP team member is being mutually excused from the IEP meeting
<u>Eva Teresa Hipolito</u>	<u>School Nurse</u>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> whole <input type="checkbox"/> in part
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> whole <input type="checkbox"/> in part
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> whole <input type="checkbox"/> in part
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> whole <input type="checkbox"/> in part
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> whole <input type="checkbox"/> in part
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> whole <input type="checkbox"/> in part

By mutual agreement the IEP team members identified above, have been excused from being present and participating in my child's IEP meeting.

Check the relationship to student, sign, and date below.

Signature of ☐ Parent ☐ Guardian ☐ Surrogate

Date: _____

Signature of ☐ Parent ☐ Guardian ☐ Surrogate

Date: _____

Signature of Adult Student (ages 18-21):

Date: _____

Signature of Designated District Representative:

Date: _____

Title/Position: _____

"IDEA Section 614 (d) (1) (c) IEP TEAM ATTENDANCE- '(i) ATTENDANCE NOT NECESSARY – A member of the IEP team shall not be required to attend an IEP meeting, in whole or in part, if the parent of a child with a disability and the local educational agency agree that the attendance of such a member is not necessary because the member's area of the curriculum or related services is not being modified or discussed in the meeting, '(ii) EXCUSAL- A member of the IEP Team may be excused from attending an IEP meeting, in whole or in part, when the meeting involves a modification to or discussion of the member's area of curriculum or related services, if—'(I) the parent and the local educational agency consent to the excusal; and '(II) the member submits, in writing to the parent and the IEP team, input into the development of the IEP prior to the meeting. '(iii) WRITTEN AGREEMENT AND CONSENT REQUIRED- A parent's agreement under clause (i) and consent under clause (ii) shall be in writing."

**SACRAMENTO CITY UNIFIED
INDIVIDUALIZED EDUCATION PROGRAM (IEP) - INFORMATION / ELIGIBILITY**

Student Legal Name: Lee, Mai Yee

Legal Suffix:

Date of Birth: 4/13/2004IEP Date: 5/26/2021Original SpEd Entry Date: 12/6/2011Next Annual IEP: 5/25/2022Last Eval: 5/26/2021Next Eval: 5/25/2024MEETING TYPE: ☐ Initial ☒ Annual ☒ TriennialAdditional Purpose of Meeting (If needed): ☒ Transition ☐ Pre-Expulsion ☐ Interim ☐ OtherAge: 17 year(s) 1 monthsGrade: 11 Eleventh gradeNative Language: 23 HmongEL: ☒ Yes ☐ NoRedesignated: ☐ Yes ☒ NoInterpreter ☒ Yes ☐ NoStudent ID: 60787036SSID: 1400916958Parent/Guardian: Pao LeeHome Phone: Home Address: 7948 REINDEER WAYWork Phone: City: SacramentoCell Phone: (916)519-4690State/Zip: CA, 95823-4451Email: Parent/Guardian: Mee VangHome Phone: (916)475-2448Home Address: 7948 REINDEER WAYWork Phone: City: SacramentoCell Phone: (916)665-8327State/Zip: CA, 95823-4451Email: District of Special Education Accountability: Elk Grove UnifiedResidence School: Luther BurbankHispanic Ethnicity: ☐ Yes ☒ No ☐ Ethnicity Intentionally Left BlankRace (regardless of Ethnicity): Race 1. 208 Hmong 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: None☐ 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) Mai's processing disorder in the area of visual processing affects her involvement and progress in the general curriculum and she requires additional support in order to access the general ed curriculum.

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 ☒ NoDate of Initial Referral for Special Education Services: 10/11/2011Person Initiating the Referral for Special Education service: 30 Student Study Team/Intervention TeamDate District Received Parent Consent: 10/14/2011Date of Initial Meeting to Determine Eligibility: 12/6/2011

**SACRAMENTO CITY UNIFIED
PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE**

Student Name: Lee, Mai YerBirthdate: 4/13/2004IEP Date: 5/26/2021**Strengths/Preferences/Interests***Mai Yer continues to show strength in character. She is actively working with counseling services.***Parent input and concerns relevant to educational progress***Concerns with mental health continue***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: 1544 Overall Performance Level: Oral Language Score/Level:

Written Language Score/Level:

Listening: Somewhat/ModeratelySpeaking: Well DevelopedReading: Somewhat/ModeratelyWriting: Well Developed☐ Alternate Assessment

Name:

Overall Score/Level:

Listening:

Speaking:

Reading:

Writing:

Physical Education Testing (grades 5, 7 & 9): *not in testing range***Other Assessment Data** (e.g., curriculum assessment, other district assessment, etc.) *No testing done due to Covid-19. Nothing to report.*

Hearing Date: 5/27/2021 ☐ Pass ☐ Fail ☒ Other Unable to screen.

Near Vision Date: ☐ Pass ☐ Fail ☐ Other

Distance Vision Date: ☐ Pass ☐ Fail ☐ Other

Preacademic/Academic/Functional Skills

Attendance continues to be of concern due to extended time off for personal and medical reasons.

Communication Development

Mai Yer can communicate her needs, ask for help when she needs it from teachers, and speak both in Hmong and English.

Gross/Fine Motor Development

No concerns at this time. Mai Yer's handwriting is legible.

Social Emotional/Behavioral

Mai Yer struggles in her recovery from a traumatic childhood experience. She is working through the stages of grief. She is seeing a counselor for depression. Mai Yer is not a behavior concern, at thi time.

Vocational

Mai Yer wants to go to college but not sure what she wants to study yet. After school, she wants to work as a cashier.

Adaptive/Daily Living Skills

Mai Yer is in charge of chores at home and is helpful around the house. She can dress herself independently and appears to be well groomed.

Health

Assessments reports:

5/27/2021: Attempted 3 times unable to reach the parent.

5/9/2019: Mai Yer is not currently taking any medication. There are no health concerns at this time. She does not have a regular doctor that she visits.

12/2017: Mai Yer passed both her hearing and vision screenings. Near and distance vision within normal limits.

Previous: Mai Yer is healthy. She has seasonal allergies. No routine medications taken. Passed vision and hearing screening.

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

Attendance, GPA, self-awareness, and transition

**SACRAMENTO CITY UNIFIED
SPECIFIC LEARNING DISABILITY
TEAM DETERMINATION OF ELIGIBILITY -DISCREPANCY ELIGIBILITY**

Student Name: Lee, Mai YeeBirthdate: 4/13/2004IEP Date: 5/26/2021School: Luther Burbank☐ Initial Evaluation☒ 3-Year Re-evaluation

A specific learning disability means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may have manifested itself in the imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The basic psychological processes included attention, visual processing, auditory processing, sensory-motor skills, phonological processing, and cognitive abilities including association, conceptualization and expression.

Section I. Instructions: Select Option A, B, or C below.

The decision as to whether or not a severe discrepancy exists takes into account all relevant material, which is available on the pupil. No single score or product of scores, test or procedure shall be used as the sole criterion for the decisions of the IEP team as to the pupil's eligibility for special education.

- ☒ A. The IEP team finds a severe discrepancy between intellectual ability and achievement based on valid standardized tests.
☐ B. The IEP team finds a severe discrepancy based on alternative measures as specified on the assessment plan.
☐ C. The IEP team finds a severe discrepancy between intellectual ability and achievement as a result of a disorder in one or more of the basic psychological processes. (Complete and attach the Special Learning Disability Discrepancy Documentation Form)

Area/s in which the pupil meets criteria under Option A, B, or C

- ☐ Oral Expression
☒ Mathematics Calculation
☒ Reading Comprehension

- ☒ Written Expression
☐ Basic Reading Skills

- ☒ Listening Comprehension
☒ Mathematics Problem Solving

Section II. The discrepancy identified above is directly related to a processing disorder: ☒ Yes ☐ No

Check appropriate area(s):

- ☐ Sensory Motor Skills
☐ Auditory Processing
☐ Phonological Processing

- ☐ Visual Processing
☐ Attention

- ☒ Cognitive Abilities, (including association, conceptualization and expression)

Section III. Specific learning disability does not include learning problems that are primarily the result of visual, hearing, or motor disabilities, of intellectual disability, of emotional disturbance, or of environmental, cultural, or economic disadvantage. If the learning problem is primarily the result of any of the items below (A-H) check "Yes", and the student may not be identified as having a learning disability.

- A. Visual, hearing, or motor disability
 B. Intellectual disability disadvantage.
 C. Emotional disturbance
 D. Cultural factors
 E. Environmental or economic disadvantage
 F. Limited English proficiency
 G. Limited school experience or poor school attendance
 H. Lack of appropriate instruction in reading or math

- ☐ Yes ☒ No
☐ Yes ☒ No
☐ Yes ☒ No
☐ Yes ☒ No
☐ Yes ☒ No
☐ Yes ☒ No
☐ Yes ☒ No
☐ Yes ☒ No

9/6

- a. The IEP team considered data that demonstrate that prior to, or as a part of, the referral process, the pupil was provided appropriate instruction in regular education settings, delivered by qualified personnel; and
 b. The IEP team considered data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction, which was provided to the pupil's parents

Section IV. Additional Relevant Information:

Basis for determination of eligibility:

- ☒ Psychoeducational Evaluation utilizing multiple measures. See attached psychoeducational report. ☐ Other (specify)

Section V. Relevant behavior related to academic functioning, noted during observation:*None noted*

Section VI. Educationally relevant medical findings, if any:*See nurse report***Section VII.** Conclusion:

The pupil has a specific learning disability.

☒ Yes ☐ No

The degree of the pupil's impairment requires special education.

☒ Yes ☐ No

I agree with the conclusions stated above:

/

Parent/Guardian/Surrogate/Adult / Date
Richard Godnick / 5/26/2021

LEA Representative/Admin. Designee / Date
Patricia Fabila / 5/26/2021

Special Education Specialist / Date
/

Additional Participant/Title / Date
/

Additional Participant/Title / Date
/

Additional Participant/Title / Date

/

Parent/Guardian/Surrogate/Adult / Date
Mayra Tellez / 5/26/2021

General Education Teacher / Date
Christina McCarty / 5/26/2021

Additional Participant/Title / Date
Jim McGee/Counselor / 5/26/2021

Additional Participant/Title / Date
/

Additional Participant/Title / Date
/

Additional Participant/Title / Date

My assessment of this student differs from the above report as follows: Statement (attach additional pages as necessary)

Signature and Title/Date: _____**Date:** _____

NO

**SACRAMENTO CITY UNIFIED
SPECIFIC LEARNING DISABILITY
TEAM DETERMINATION OF ELIGIBILITY -RTI**

Student Name: Lee, Mai YeeBirthdate: 4/13/2004IEP Date: 5/26/2021School: Luther Burbank☐ Initial Evaluation☒ 3-Year Re-evaluation

A specific learning disability means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may have manifested itself in the imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The basic psychological processes included attention, visual processing, auditory processing, sensory-motor skills, phonological processing, and cognitive abilities including association, conceptualization and expression

Section I. Instructions: Select Option A AND B below

- ☐ A. The pupil does not achieve adequately for the pupil's age or to meet state-approved grade-level standards when provided with learning experiences and instruction appropriate for the pupil's age or state-approved grade level standards.
- ☐ B. The pupil does not make sufficient progress to meet age or state-approved grade-level standards based on the pupil's response to scientific, research-based intervention.

Area/s in which the pupil meets criteria

- ☐ Oral Expression
☐ Mathematics Calculation
☒ Reading Comprehension

- ☒ Written Expression
☐ Basic Reading Skills
☒ Reading Fluency

- ☐ Listening Comprehension
☐ Mathematics Problem Solving

Section II. The discrepancy identified above is directly related to a processing disorder: ☒ Yes ☐ No

Check appropriate area(s):

- ☐ Sensory Motor Skills
☐ Auditory Processing
☐ Phonological Processing
☐ Cognitive Abilities,(including association, conceptualization and expression)

- ☒ Visual Processing
☐ Attention

Section III. Specific learning disability does not include learning problems that are primarily the result of visual, hearing, or motor disabilities, of intellectual disability, of emotional disturbance, or of environmental, cultural, or economic disadvantage. If the learning problem is primarily the result of any of the items below (A-H) check "Yes", and the student may not be identified as having a learning disability.

- | | |
|--|---|
| A. Visual, hearing, or motor disability | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No |
| B. Intellectual disability disadvantage. | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No |
| C. Emotional disturbance | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| D. Cultural factors | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| E. Environmental or economic disadvantage | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No |
| F. Limited English proficiency | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No |
| G. Limited school experience or poor school attendance | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No |
| H. Lack of appropriate instruction in reading or math | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No |
- a. The IEP team considered data that demonstrate that prior to, or as a part of, the referral process, the pupil was provided appropriate instruction in regular education settings, delivered by qualified personnel; and
- b. The IEP team considered data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction, which was provided to the pupil's parents

Section IV. Additional Relevant Information:

Basis for determination of eligibility:

- ☒ Psychoeducational Evaluation utilizing multiple measures. See attached psychoeducational report. ☒ Other (specify)

*RSP teacher's report***Section V.** Relevant behavior related to academic functioning, noted during observation:**Section VI.** Educationally relevant medical findings, if any:

Section VII. Conclusion:

The pupil has a specific learning disability.

☒ Yes ☐ No

The degree of the pupil's impairment requires special education.

☐ Yes ☐ No

I agree with the conclusions stated above:

Pao Lee / 2/16/2021

Parent/Guardian/Surrogate/Adult / Date

Richard Godnick / 2/16/2021

LEA Representative/Admin. Designee / Date

Patricia Fabila/ Case Manager / 2/16/2021

Special Education Specialist / Date

Eva Teresa Hipolito/School Nurse /

Additional Participant/Title / Date

/

Additional Participant/Title / Date

/

Additional Participant/Title / Date

Mee Vang / 2/16/2021

Parent/Guardian/Surrogate/Adult / Date

Mayra Tellez / 2/16/2021

General Education Teacher / Date

Christina McCartSchool/ School Psychologist / 2/16/2021

Additional Participant/Title / Date

/

Additional Participant/Title / Date

/

Additional Participant/Title / Date

/

Additional Participant/Title / Date

My assessment of this student differs from the above report as follows: Statement (attach additional pages as necessary)

Signature and Title/Date: _____**Date:** _____

**SACRAMENTO CITY UNIFIED
SPECIAL FACTORS****Student Name:** Lee, Mai Yer**Birthdate:** 4/13/2004**IEP Date:** 5/26/2021**Does the student require assistive technology devices and/or services?** ☐ Yes ☒ No**Rationale:****Does the student require low incidence services, equipment and/or materials to meet educational goals?** ☐ Yes ☒ No
(If yes, specify)**Considerations if the student is blind or visually impaired:** Mai Yer is not blind or visually impaired.**Considerations if the student is deaf or hard of hearing:** Mai Yer 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? Mai Yer is part of a long term-English learner program at LBHS, she has a support period for English specifically designed to meet the needs of LTEL**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:** SDAIE instruction**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

**SACRAMENTO CITY UNIFIED
ANNUAL GOALS AND OBJECTIVES**

Student Name: Lee, Mai YerBirthdate: 4/13/2004IEP Date: 5/26/2021

Area of Need: Academics	Measurable Annual Goal #: <u>1</u> Goal: By 5/2020, Mai Yer will maintain her academic calendar independently and maintain a GPA of 2.0 or higher as measured by school records. <input checked="" type="checkbox"/> Enables student to be involved/progress in general curriculum/state standard all <input 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 type="checkbox"/> Independent Living Person(s) Responsible: Student, teacher
Baseline: Mai Yer's current GPA is 2.25 according to school records.	

Short-Term Objective: by 12/2019, Mai Yer will be able to independently consult teachers if she needs extra help and will turn in 95% of all assignments as measured by teacher observations and school grade records.

Short-Term Objective:

Short-Term Objective:

Progress Report 1:

Summary of Progress:

Comment:

Progress Report 2:

Summary of Progress:

Comment:

Progress Report 3: 10/4/2020

Summary of Progress: Mai Yer is maintaining a 2.68. Goal met

Comment:

Annual Review Date: 2/16/2021

Goal met ☒ Yes ☐ No

Comments: Q1 Q2

Term GPA 2.3333 1.4000

Rolling Cumulative GPA 2.6129 2.4444

SACRAMENTO CITY UNIFIED ANNUAL GOALS AND OBJECTIVES

Student Name: Lee, Mai YerBirthdate: 4/13/2004IEP Date: 5/26/2021

Area of Need: Executive Function 2020-2021	Measurable Annual Goal #: <u>Proposed goal 1</u>
Baseline: As of 02/16/2021, Mai Yer, following a graphic organizer, can name 3 goals, one for each of the following areas: home, school, and activity.	Goal: By 05/25/22, Mai Yer will increase her ability to identify and set monthly goals by completing a graphic organizer for goal setting consisting of 3 goals for each area (home, school, and activity) with 80% independence across three consecutive days as evaluated by a designated instructor/parent. <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 type="checkbox"/> Linguistically appropriate <input checked="" type="checkbox"/> Transition Goal: <input type="checkbox"/> Education/Training <input checked="" type="checkbox"/> Employment <input type="checkbox"/> Independent Living Person(s) Responsible: RSP teacher, parent and student

Short-Term Objective: By 11/25/2021, Mai Yer will increase her ability to identify and set monthly goals by completing a graphic organizer for goal setting consisting of 2 goals for each area (home, school, and activity) with 80% independence across three consecutive days as evaluated by a designated instructor/parent.

Short-Term Objective: By 01/25/2021, Mai Yer will increase her ability to identify and set monthly goals by completing a graphic organizer for goal setting consisting of 3 goals for each area (home, school, and activity) with 70% independence across three consecutive days as evaluated by a designated instructor/parent.

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:

**SACRAMENTO CITY UNIFIED
ANNUAL GOALS AND OBJECTIVES**

Student Name: Lee, Mai YerBirthdate: 4/13/2004IEP Date: 5/26/2021

Area of Need: Transition 2020-2021 Baseline: As of 02/16/2021, Jasmine can write autobiographical information with 100% accuracy,	Measurable Annual Goal #: <u>Proposed goal 2</u> Goal: By 05/25/2022, Mai Yer will create a resume for a specific position and document their skills, abilities and experience that meets the minimum qualifications for the position as outlined in the job announcement. <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 type="checkbox"/> Linguistically appropriate <input checked="" type="checkbox"/> Transition Goal: <input type="checkbox"/> Education/Training <input checked="" type="checkbox"/> Employment <input type="checkbox"/> Independent Living Person(s) Responsible: WorkAbility teacher and RSP teacher
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Short-Term Objective: By 11/25/2021, Mai Yer will list job requisites for a specific position and document the skills, abilities and experience that meets the minimum qualifications for the position as outlined in the job announcement.

Short-Term Objective: By 01/25/2022, Mai Yer will draft a resume for a specific position and document their skills, abilities and experience that meets the minimum qualifications for the position as outlined in the job announcement.

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:

**SACRAMENTO CITY UNIFIED
ANNUAL GOALS AND OBJECTIVES**

Student Name: Lee, Mai YerBirthdate: 4/13/2004IEP Date: 5/26/2021

Area of Need: GPA	Measurable Annual Goal #: <u>Proposed goal 3</u> Goal: By 05/25/2022, Mai Yer will have maintain her academic calendar independently and maintain a GPA of 3.0 or higher as measured by school records.
Baseline: As of 05/26/2021, Mai Yer has a GPA of 0.000 and a Cumulative of 2.163 as measured by school records.	<input checked="" type="checkbox"/> Enables student to be involved/progress in general curriculum/state standard all <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: GE teacher and RSP teacher

Short-Term Objective: By 11/25/2021, Mai Yer will have maintain her academic calendar independently and maintain a D or higher as measured by school records in 5 of 6 classes.

Short-Term Objective: By 01/25/2022, Mai Yer will have maintain her academic calendar independently and maintain a C or higher as measured by school records in 5 of 6 classes.

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:

**SACRAMENTO CITY UNIFIED
ANNUAL GOALS AND OBJECTIVES**

Student Name: Lee, Mai YerBirthdate: 4/13/2004IEP Date: 5/26/2021

Area of Need: Attendance	Measurable Annual Goal #: <u>Proposed goal 4</u> Goal: By 05/25/2022, Mai Yer will increase her attendance rate to 80% or better, as measured by school attendance records.
Baseline: As of 05/26/2021, Mai yer has attended school 20% of the school year.	<input checked="" type="checkbox"/> Enables student to be involved/progress in general curriculum/state standard all <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: GE teacher and RSP teacher

Short-Term Objective: By 11/25/2021, Mai Yer will increase her attendance rate to 70% or better, as measured by school attendance records.

Short-Term Objective: By 01/25/2022, Mai Yer will increase her attendance rate to 75% or better, as measured by school attendance records.

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:

SACRAMENTO CITY UNIFIED
Offer of FAPE - SERVICE

Student Name: Lee, Mai YerBirthdate: 4/13/2004IEP Date: 5/26/2021

The service options that were considered by the IEP team (List all): The Team reviewed the classroom and assessment data and found that Mai continues to qualify for special education services as a child with Specific Learning Disability. The team then reviewed the areas of academic deficits and the goals needed to remediate those deficits. Next the team determined the amount of support that would be needed for Mai to achieve academic success and found that the least restrictive environment for Mai at this time is in general ed classes with RSP support through consultation. Team did not feel that Mai is at risk for academic regression and ESY is not needed at this time. Team will review goals and placement at the annual IEP.

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 least restrictive environment for Mai Yer Lee at this time is general education with RSP support through consultation. She will not be spending any time outside of the general education environment.

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
can take test in RSP room or separate setting, extra time on assessments/assignments, repeat instructions, hard copies when possible can write on tests, check in with RSP teacher	5/26/2021	5/25/2022	school site

☒ 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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SPECIAL EDUCATION and RELATED SERVICES

Service: <u>Specialized Academic Instruction</u>	Start Date: <u>5/26/2021</u>	End Date: <u>5/25/2022</u>
Provider: <u>SELPA</u>	<input checked="" type="checkbox"/> Ind <input checked="" type="checkbox"/> Grp <input type="checkbox"/> Sec Transition	
Duration/Freq: <u>30 min x 1</u> Totaling: <u>30 min</u> served <u>Monthly</u>	Location: <u>Regular classroom/public day school</u>	
Comments: <u>Mai Yer is in push in Math 1 class but will be placed on consultation for the following year until review at the next annual IEP meeting. She will be seen by RSP teacher once/month for 30 min.</u>		

Service: <u>College awareness</u>	Start Date: <u>5/26/2021</u>	End Date: <u>5/25/2022</u>
Provider: <u>SELPA</u>	<input checked="" type="checkbox"/> Ind <input checked="" type="checkbox"/> Grp <input type="checkbox"/> Sec Transition	
Duration/Freq: <u>30 min x 1</u> Totaling: <u>30 min</u> served <u>Yearly</u>	Location: <u>Regular classroom/public day school</u>	
Comments:		

Service: <u>Career awareness</u>	Start Date: <u>5/26/2021</u>	End Date: <u>5/25/2022</u>
Provider: <u>SELPA</u>	<input checked="" type="checkbox"/> Ind <input checked="" type="checkbox"/> Grp <input type="checkbox"/> Sec Transition	
Duration/Freq: <u>30 min x 1</u> Totaling: <u>30 min</u> served <u>Yearly</u>	Location: <u>Regular classroom/public day school</u>	
Comments:		

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

EXTENDED SCHOOL YEAR (ESY)

☐ Yes ☒ No

Rationale:

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.

**SACRAMENTO CITY UNIFIED
Statewide Assessments**

Student Name: Lee, Mai YeeBirthdate: 4/13/2004IEP Date: 5/26/2021

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)

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

Text To Speech, Passages

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)

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

Multiplication Table (beginning in grade 4)

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)

☐ 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)

☐ 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

SACRAMENTO CITY UNIFIED IEP TEAM MEETING NOTES

Student Name: Lee, Mai Yer

Birthdate: 4/13/2004

IEP Date: 5/26/2021

Date: 5/26/2021

Notes: Meeting Start:

Purpose of the meeting: Annual IEP to review goals, services and placement to determine if Mai er Lee is receiving educational benefit in her current setting and Triennial IEP to review evaluations and update eligibility for special education services.

In Attendance:

Mayra Tellez-Gen Ed Teacher

Jim McGee-Counselor

Richard Godnick(Admin);

Patricia Fabila-Case Manager

Christina McCarty-School Psychologist

Excusals:

Eva Teresa Hipolito-School Nurse

Copies of the Parent Rights/Safeguards were offered to Parents via email in Natural Language.

The IEP team discussed and reviewed the Information/Eligibility Page -

The team reviewed and collaboratively updated the present levels of performance in the areas of communication development, gross and fine motor development, social emotional/behavioral, vocational and adaptive/daily living skills.

The team reviewed current health. See attached report.

Student Strengths were discussed and present levels updated.

Parent Concerns: were shared at meeting in February with Lead Teacher Tellez, Counselor McGee, and Case Manager Fabila

Testing Results: Nothing new to share Due to Coids-19

Teacher Reports:

Math Teacher: When Mai Yer is present in class she completes all assignments and had an A in the class. The student and I spoke via email over the difficulties that she was having outside the classroom. I also received a message from her dad about these issues. I encouraged Mai to prioritize her mental health first and that I would accommodate her work for her.

History Teacher: Second semester she has been attending zoom and is completing all her work. She has been a much-improved student this semester. In one assignment, she was supposed to use Sheets to learn how to use the program. She just filled in the answers without learning how to actually use the program, which I showed the class how to do.

English Teacher: Mai is turning in her work and attending class. I'm glad she seems to be doing better. I just want her to continue to focus on making sure her mental and emotional health is ok. I always enjoy having Mai in class as she is intelligent, hard-working, and kind to students.

The school psychologist reviewed her report (see attached report): Due to Covid, a review of records was completed. The Psychologist got her information from the previous Triennial report. School nurse updated Health.

The IEP team discussed and reviewed Progress on Last Year's Goals -

Goal 1: maintaining a planner to track assignments--Goal Met 10/20/2020

*The IEP team discussed possible goals to address STUDENT's needs - Positive self-talk, goal writing, and resume writing
Parent Questions/Concerns regarding Recommended Goals:*

The following goals were agreed upon by the team:

Goal 1: Goal writing

Goal 2: Self-Awareness

Goal 3: Job-specific resume writing

The IEP team discussed and reviewed Service Offers / FAPE -

The Team reviewed the classroom and assessment data and found that Mai continues to qualify for special education services as a child with Specific Learning Disability. The team then reviewed the areas of academic deficits and the goals needed to remediate those deficits. Next, the team determined the amount of support that would be needed for Mai to achieve academic success and found that the least restrictive environment for Mai at this time is in general ed classes with RSP support through consultation. The team did not feel that Mai is at risk for academic regression and ESY is not needed at this time. The team will review goals and placement at the annual IEP.

Considered: No harm

Least Restrictive Environment: Gen Ed

Accommodations: Remain as written

Modifications: Move forward

Other Supports: None

Direct Services: Consult

Special Education Transportation: N/A

The team discussed Extended School Year. STUDENT is not eligible, as he is not at risk of skill regression over the summer break.

Parent Questions/Concerns regarding FAPE:

The IEP team discussed and reviewed Statewide Assessments - Nothing new to discuss due to Covid-19 restrictions.

The team supports the District's Free Appropriate Public Education/FAPE offer of:

Meeting Adjourned:

IEP sent for approval via e-signature.

**SACRAMENTO CITY UNIFIED
OFFER OF FAPE - EDUCATIONAL SETTING**

Student Name: Lee, Mai YerBirthdate: 4/13/2004IEP Date: 5/26/2021Physical Education: ☒ General ☐ Specially Designed ☐ OtherDistrict of Service: Sacramento City Unified School DistrictSchool of Attendance: Luther BurbankAll special education services provided at student's school of residence? ☒ Yes ☐ No (rationale)

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 aboveIs the Regular Early Childhood Program ten hours per week or greater? ☐ Yes ☐ NoProgram 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)

0 % of time student is outside the regular class & extracurricular & non academic activities100 % of time student is in the regular class & extracurricular & non academic activitiesStudent will not participate in the regular class and/or extracurricular and/or non academic activities: n/a because n/a**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 ☐ OtherParents will be informed of progress: ☒ Quarterly ☐ Trimester ☐ Semester ☒ Other IEP meetings, progress reportsHow? ☒ Progress Summary Report ☒ Other IEP meetings, phone calls, emails

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

SACRAMENTO CITY UNIFIED SIGNATURE AND PARENT CONSENT

Student Name: Lee, Mai YerBirthdate: 4/13/2004IEP Date: 5/26/2021

IEP Meeting Participants

Parent/Guardian/Surrogate	Date	Parent/Guardian	Date
		<u>Mayra Tellez</u>	<u>5/26/2021</u>
Student/Adult Student	Date	General Education Teacher	Date
<u>Richard Godnick</u>	<u>5/26/2021</u>	<u>Patricia Fabila</u>	<u>5/26/2021</u>
LEA Representative/Admin.Designee	Date	Special Education Specialist	Date
<u>Christina Mccarty/ School Psychologist</u>	<u>5/26/2021</u>		
Additional Participant/Title	Date	Additional Participant/Title	Date
<u>Jim McGee/Counselor</u>	<u>5/26/2021</u>		
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.

Upon completion of school I will	Transition Service Code as Appropriate:
	Activities to Support Post Secondary Goal:
	Community Experiences as Appropriate:
Linked to Annual Goal #	Related Services as Appropriate:
Person/Agency Responsible:	

**SACRAMENTO CITY UNIFIED
INDIVIDUAL TRANSITION PLANNING (ITP)**

Student Name: Lee, Mai YerDate of Birth: 4/13/2004IEP Date: 5/26/2021**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

*see transcript*Units/Credits Completed: 140Units/Credits Pending: 85

Student's course of study leads to:

☐ Certificate of Completion ☒ DiplomaAnticipated Completion Date: 6/10/2022**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: KIMBERLY RODRIGUEZDate: 5/9/2019**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