

SACRAMENTO CITY UNIFIED IEP TEAM MEMBER EXCUSAL

Student Name: Chang, KennethBirthdate: 5/4/2014IEP Date: 10/8/2020

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 10/8/2020 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>General education teacher</u> | <u>Gen ed services</u> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> whole <input type="checkbox"/> in part |
| <u>Nurse</u> | <u>Health report</u> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> whole <input checked="" 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: Chang, Kenneth Teeb

Legal Suffix:

Date of Birth: 5/4/2014IEP Date: 10/8/2020Original SpEd Entry Date: 8/10/2017Next Annual IEP: 10/7/2021Last Eval: 10/8/2020Next Eval: 10/7/2023MEETING TYPE: ☐ Initial ☒ Annual ☒ TriennialAdditional Purpose of Meeting (If needed): ☐ Transition ☐ Pre-Expulsion ☐ Interim ☐ OtherAge: 6 year(s) 5 monthsGrade: 01 First gradeNative Language: 23 HmongEL: ☐ Yes ☒ NoRedesignated: ☐ Yes ☒ NoInterpreter ☒ Yes ☐ NoStudent ID: 70025944SSID: 2986049327Parent/Guardian: Ya HerHome Phone: Home Address: 1630 BELINDA WAYWork Phone: City: SacramentoCell Phone: (916) 841-5120State/Zip: CA, 95822Email: chang_leng2@yahoo.comParent/Guardian: Leng ChangHome Phone: Home Address: 1630 BELINDA WAYWork Phone: City: SacramentoCell Phone: (916) 550-8461State/Zip: CA, 95822Email: District of Special Education Accountability: Sacramento City Unified School DistrictResidence School: John SloatHispanic 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: Autism (AUT)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) He meets educational eligibility under autism- delayed communication, social emotional and adaptive skills impact his ability to participate in appropriate activities

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: 2/23/2017Person Initiating the Referral for Special Education service: 90 OtherDate District Received Parent Consent: 5/1/2017Date of Initial Meeting to Determine Eligibility: 8/10/2017

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

Student Name: Chang, KennethBirthdate: 5/4/2014IEP Date: 10/8/2020**Strengths/Preferences/Interests**

Teacher update 10/2020: Kenneth sits for an average of 15 minutes or more when engaged in a preferred activity (e.g., iPad). He appears to enjoy gross motor activities such as bean bag chair, trampoline, walking, running, and climbing the playground structure at recess. Kenneth has strong Visual Performance skills (e.g., matching) and continues to make consistent progress in this domain. Before the COVID-19 school closure Kenneth was evidencing growth in the areas of Visual Performance, Speaker Behavior (e.g., Expressive Communication), Self-Help and Play Skills. //RASB

Parent reported; Kenneth has improved with his writing, can write A-Z, and 1-20.

Parent input and concerns relevant to educational progress

Mom reported that if he is asked to do homework, he will do so for one to three minutes. Then he stands up and leaves. When mom requests he return to the work, he will lay on the floor and cry.. Robert recommended that she use a timer and slowly increase the time he is expected to work, have a reward waiting for him when he's completed the work time (i.e. preferred activity).

Teacher update 10/2020: Although notable progress has been made, continued teaching/support is required in the areas of Listener/Speaker Behavior (e.g., Receptive Communication), Imitation, Self-Help, Play Skills and Transitions. When motivation wanes or has yet to be established Kenneth may engage in Non-Compliance. When engaged in a peer play activity support is provided in the form of modeling, gestures, and vocal instructions to give/take turns, and/or remain engaged with current play scheme. //RASB

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): *Out of testing range*

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

Hearing Date: 9/9/2020 ☐ Pass ☐ Fail ☒ Other Unable to formally test due to distance learning

Vision Date: 9/9/2020 ☐ Pass ☐ Fail ☒ Other Unable to formally assess due to distance learning

Preacademic/Academic/Functional Skills

Teacher update 10/2020: During Visual Performance lessons (e.g., Matching) and when instructed, Kenneth matches 8 identical non-nesting objects in 3D-3D form (i.e., toy cars, balls, knives, blocks), 14 non-identical 3D-3D objects and 13 upper case letters in a field of 6. When acting as a Listener and presented stimuli in a field of 6, Kenneth receptively identifies 5 items. When presented a model by a staff with an instruction (e.g., Do this, Copy me, Try this) Kenneth imitates 3 in/out of chair actions which are 1-step. Kenneth transitions to 3 daily classroom activities with minimal prompts. Kenneth follows 1 in chair instruction which is 1-step. //RASB

Communication Development

ST Update 10/2020: Kenneth is currently communicating using the following modalities: his PECS book, pointing to icons, eye gaze, facial expressions, hand leading, etc. He is curious about others and he has made progress in gaining attention during his small group speech therapy sessions with a similar aged peer. He enjoys using the iPad and he requests a variety of edibles and toys. He has been exposed to continued practice with his PECS book as well as the core board for requesting "more" of highly preferred items. Future goal areas may include making requests for actions and/or protesting/refusing activities.

Gross/Fine Motor Development

Teacher update 10/2020: Kenneth participates in gross motor activities daily with prompting/support (e.g., walking, running, playing catch, dancing, completing an obstacle course, playing class games). Although Kenneth completes gross motor actions with independence and accuracy, prompting is required to keep Kenneth engaged. Kenneth appears to enjoy the classroom bean bag chair and trampoline as evidenced by the need for staff to prompt him to end the activity and take turns with peers during their use. Support is required for fine motor tasks such as coloring, cutting, gluing, and coloring activities. //RASB

Kenneth participates in gross motor activities daily (e.g., walking, running, catch, dance, obstacle course, and class games); although he completes gross motor actions with independence and accuracy, prompting is required to keep Kenneth engaged. Support is required for fine motor tasks such as coloring, cutting, and gluing. //RASB

Kenneth is able to perform several familiar fine motor tasks such as connect interlocking beads, Stringing large and small beads, simple puzzles. He uses a neat pincer grasp and releases objects easily. He will scribble with a crayon but had difficulty adhering to 2D prompt stimulus such as tracing and coloring lines. He is able to cut paper with scissors independently after help to grasp the scissors.

Social Emotional/Behavioral

Teacher update 10/2020: Kenneth consistently engages in parallel play activities with peers for 3 minutes with minimal support/supervision; however, prompting is required for him to take turns across preferences. Upon arrival each day Kenneth appears to be content and happy as well as alert and attentive. Throughout the school day as a preference Kenneth may be observed walking, running, climbing on the play structure during recess, and/or being pulled in a wagon; however, when provided social opportunities with peers, prompting is required to take turns, share, and play within current play scheme. Kenneth may engage in crying or escalate to Tantrum behavior if access to preferences is denied/delayed and/or when he is unable to communicate his wants/needs to a Communicative Partner. Kenneth has been observed engaging in behaviors inconsistent with environmental conditions/needs such as wearing his sweater zipped up every day during heated conditions and repeatedly (3 times) touching the strike plate on the door jam upon entrance/exit of a doorway. //RASB

Vocational

Teacher update 10/2020: Prompting is required for Kenneth to put his lunch, backpack and jacket away each day. Upon completion of a play activity and (independent and/or instructed). Prompting is required to put his toys away and clean up his station each day. In addition, prompting is required for Kenneth to put his garbage from lunch and snack in the trashcan. //RASB

Adaptive/Daily Living Skills

Teacher update 10/2020: Kenneth feeds himself independently; however, prompting is required open all containers. Dependent upon the weather conditions and garment presence, Kenneth may require prompting to put his sweaters/jackets in his cubby. In addition, prompting is required for Kenneth to discard his garbage from lunch and snack into the trash and following the completion of a play activity to put his toy(s) away. Kenneth completes 1 self-help skill (e.g., wash hands=40%, wash face=15.8%) with 40% independence. Kenneth is taken on a 30-45 minute bathroom schedule and sits on the toilet independently; however, at the time of this report he continues to eliminate/void in his diaper only. In addition, following elimination/voiding in his diaper Kenneth continues with the current activity until checked by staff/caregiver. //RASB

Health

Per mother, he has been diagnosed with ASD. Is currently healthy and does not take any medication. No concerns regarding vision or hearing. Unable to test vision and hearing due to distance learning.

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

receptive language, expressive language, fine motor/visual motor, bilateral coordination, self help, routines, visual performance, responding to his name, following directions, imitation, academic, social skills

**SACRAMENTO CITY UNIFIED
SPECIAL FACTORS**

Student Name: Chang, Kenneth

Birthdate: 5/4/2014

IEP Date: 10/8/2020

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: 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? Instruction in English

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:

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

(describe) He will run-off and will not stop or respond when his name is called. Kenneth does not make eye contact or show an interest in interacting with others. He is reported to climb on furniture but does not climb up high. He does not follow or understand 1 step directions.

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

positive reinforcement system, teach functional communication, visual schedule, first... then statements, prepare for transitions, closely monitor during transitions outside of the classroom

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

**SACRAMENTO CITY UNIFIED
ANNUAL GOALS AND OBJECTIVES**

Student Name: Chang, KennethBirthdate: 5/4/2014IEP Date: 10/8/2020

| | |
|---|---|
| Area of Need: Requests with PECS Phase IIIA | Measurable Annual Goal #: <u>2019/20 #1</u> Goal: By September 2020, Kenneth will request access to highly preferred items 25 times per day as measured by staff observation and data collection. |
| Baseline: During therapy tasks, Kenneth uses PECS icons in a field of 2 to make at least 8 different requests during a 30 minute therapy session as measured by SLP/A observation and/or charting. | <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 type="checkbox"/> Transition Goal: <input type="checkbox"/> Education/Training <input type="checkbox"/> Employment <input type="checkbox"/> Independent Living Person(s) Responsible: Classroom Teacher |

Short-Term Objective: By December 2019, Kenneth will request access to highly preferred items 10 times per day as measured by staff observation and data collection.

Short-Term Objective: By March 2020, Kenneth will request access to highly preferred items 15 times per day as measured by staff observation and data collection.

Short-Term Objective: By June 2020, Kenneth will request access to highly preferred items 20 times per day as measured by staff observation and data collection.

Progress Report 1: 12/12/2019

Summary of Progress: Kenneth requests access to highly preferred items 10.29 times per day as measured by staff observation and data collection.

Comment: Benchmark met.

Progress Report 2: 3/18/2020

Summary of Progress: Kenneth requests access to highly preferred items 15.8 times per day as measured by staff observation and data collection.

Comment: Benchmark met.

Progress Report 3: 6/17/2020

Summary of Progress: Progress for this goal cannot be reliably assessed during the COVID-19 School Closure due to significantly different setting/environment in which learning is taking place and to the lack of opportunity for data to be collected in a standardized manner. Prior to school closure on 3/13/2020, progress on this goal was as follows: Kenneth requests access to highly preferred items 15.8 times per day as measured by staff observation and data collection.

Comment: Not met.

Annual Review Date: 9/7/2020

Goal met ☐ Yes ☒ No

Comments: Progress for this goal cannot be reliably assessed during the COVID-19 School Closure due to significantly different setting/environment in which learning is taking place and to the lack of opportunity for data to be collected in a standardized manner. Prior to school closure on 3/13/2020, progress on this goal was as follows: Kenneth requests access to highly preferred items 15.8 times per day as measured by staff observation and data collection.

**SACRAMENTO CITY UNIFIED
ANNUAL GOALS AND OBJECTIVES**

Student Name: Chang, KennethBirthdate: 5/4/2014IEP Date: 10/8/2020

| | |
|---|--|
| Area of Need: Transitions Baseline: Kenneth transitions to 3 of the daily classroom activities with minimal prompts in 4 out of 5 opportunities as measured by data collection and/or teacher observation. | Measurable Annual Goal #: <u>2019/20 #2</u> Goal: By September 2020, Kenneth will complete 8 transitions (e.g., arrival, recess, lunch, departure) independently in 4 out of 5 opportunities as measured by staff observation and data collection. <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 type="checkbox"/> Transition Goal: <input type="checkbox"/> Education/Training <input type="checkbox"/> Employment <input type="checkbox"/> Independent Living Person(s) Responsible: Classroom Teacher |
|---|--|

Short-Term Objective: By December 2019, Kenneth will complete 3 transition (e.g., arrival, recess, lunch, departure) independently in 4 out of 5 opportunities as measured by staff observation and data collection.

Short-Term Objective: By March 2020, Kenneth will complete 4 transitions (e.g., arrival, recess, lunch, departure) independently in 4 out of 5 opportunities as measured by staff observation and data collection.

Short-Term Objective: By June 2020, Kenneth will complete 6 transitions (e.g., arrival, recess, lunch, departure) independently in 4 out of 5 opportunities as measured by staff observation and data collection.

Progress Report 1: 12/12/2019

Summary of Progress: Kenneth completes 3 transition (e.g., arrival, recess, lunch, departure) independently in 4 out of 5 opportunities as measured by staff observation and data collection.

Comment: Benchmark met.

Progress Report 2: 3/18/2020

Summary of Progress: Kenneth completes 3 transitions (e.g., arrival, recess, lunch, departure) independently in 4 out of 5 opportunities as measured by staff observation and data collection.

Comment: Benchmark met.

Progress Report 3: 6/17/2020

Summary of Progress: Progress for this goal cannot be reliably assessed during the COVID-19 School Closure due to significantly different setting/environment in which learning is taking place and to the lack of opportunity for data to be collected in a standardized manner. Prior to school closure on 3/13/2020, progress on this goal was as follows: Kenneth completes 3 transitions (e.g., arrival, recess, lunch, departure) independently in 4 out of 5 opportunities as measured by staff observation and data collection.

Comment: Not met.

Annual Review Date: 9/7/2020

Goal met ☐ Yes ☒ No

Comments: Progress for this goal cannot be reliably assessed during the COVID-19 School Closure due to significantly different setting/environment in which learning is taking place and to the lack of opportunity for data to be collected in a standardized manner. Prior to school closure on 3/13/2020, progress on this goal was as follows: Kenneth completes 3 transitions (e.g., arrival, recess, lunch, departure) independently in 4 out of 5 opportunities as measured by staff observation and data collection.

**SACRAMENTO CITY UNIFIED
ANNUAL GOALS AND OBJECTIVES**

Student Name: Chang, KennethBirthdate: 5/4/2014IEP Date: 10/8/2020

| | |
|---|---|
| Area of Need: Matching | Measurable Annual Goal #: <u>2019/20 #3</u> |
| Baseline: In a field of 4, Kenneth matches 8 identical non-nesting 3D-3D objects (sock, paint brush, cars, shoes) in 8 out of 10 trials as measured by data collection and/or teacher observation. | Goal: By September 2020, Kenneth will match 10 3D-3D non-identical objects in 8 out of 10 opportunities as measured by staff observation and data collection. <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 type="checkbox"/> Transition Goal: <input type="checkbox"/> Education/Training <input type="checkbox"/> Employment <input type="checkbox"/> Independent Living Person(s) Responsible: Classroom Teacher |

Short-Term Objective: By December 2019, Kenneth will match 2.5 3D-3D non-identical nesting objects in 8 out of 10 opportunities as measured by staff observation and data collection.

Short-Term Objective: By March 2020, Kenneth will match 5 3D-3D non-identical objects in 8 out of 10 opportunities as measured by staff observation and data collection.

Short-Term Objective: By June 2020, Kenneth will match 7.5 3D-3D non-identical objects in 8 out of 10 opportunities as measured by staff observation and data collection.

Progress Report 1: 12/12/2019

Summary of Progress: Kenneth matches 11 3D-3D non-identical objects in 8 out of 10 opportunities as measured by staff observation and data collection.

Comment: Benchmark met.

Progress Report 2: 3/18/2020

Summary of Progress: Kenneth matches 14 3D-3D non-identical objects in 8 out of 10 opportunities as measured by staff observation and data collection.

Comment: Benchmark met.

Progress Report 3: 6/17/2020

Summary of Progress: Progress for this goal cannot be reliably assessed during the COVID-19 School Closure due to significantly different setting/environment in which learning is taking place and to the lack of opportunity for data to be collected in a standardized manner. Prior to school closure on 3/13/2020, progress on this goal was as follows: Kenneth matches 14 3D-3D non-identical objects in 8 out of 10 opportunities as measured by staff observation and data collection.

Comment: Benchmark met.

Annual Review Date: 9/7/2020

Goal met ☒ Yes ☐ No

Comments: Progress for this goal cannot be reliably assessed during the COVID-19 School Closure due to significantly different setting/environment in which learning is taking place and to the lack of opportunity for data to be collected in a standardized manner. Prior to school closure on 3/13/2020, progress on this goal was as follows: Kenneth matches 14 3D-3D non-identical objects in 8 out of 10 opportunities as measured by staff observation and data collection.

**SACRAMENTO CITY UNIFIED
ANNUAL GOALS AND OBJECTIVES**

Student Name: Chang, KennethBirthdate: 5/4/2014IEP Date: 10/8/2020

| | |
|---|---|
| Area of Need: Instruction Following | Measurable Annual Goal #: <u>2019/20 #4</u> Goal: By September 2020, Kenneth will follow 8 in chair instructions which are 1-step in 8 out of 10 opportunities as measured by staff observation and data collection. |
| Baseline: Kenneth follows 1 (i.e., high five) in chair instructions in 8 out of 10 opportunities as measured by staff observation and data collection. | <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 type="checkbox"/> Transition Goal: <input type="checkbox"/> Education/Training <input type="checkbox"/> Employment <input type="checkbox"/> Independent Living Person(s) Responsible: Classroom Teacher |

Short-Term Objective: By December 2019, Kenneth will follow 2 in chair instructions which are 1-step in 8 out of 10 opportunities as measured by staff observation and data collection.

Short-Term Objective: By March 2020, Kenneth will follow 4 in chair instructions which are 1-step in 8 out of 10 opportunities as measured by staff observation and data collection.

Short-Term Objective: By June 2020, Kenneth will follow 6 in chair instructions which are 1-step in 8 out of 10 opportunities as measured by staff observation and data collection.

Progress Report 1: 12/12/2019

Summary of Progress: Kenneth follows 1 in chair instruction which is 1-step in 7 out of 10 opportunities as measured by staff observation and data collection.

Comment: Not met.

Progress Report 2: 3/18/2020

Summary of Progress: Kenneth follows 1 in chair instruction which is 1-step in 7 out of 10 opportunities as measured by staff observation and data collection.

Comment: Not met.

Progress Report 3: 6/17/2020

Summary of Progress: Progress for this goal cannot be reliably assessed during the COVID-19 School Closure due to significantly different setting/environment in which learning is taking place and to the lack of opportunity for data to be collected in a standardized manner. Prior to school closure on 3/13/2020, progress on this goal was as follows: Kenneth follows 1 in chair instruction which is 1-step in 7 out of 10 opportunities as measured by staff observation and data collection.

Comment: Not met.

Annual Review Date: 9/7/2020

Goal met ☐ Yes ☒ No

Comments: Progress for this goal cannot be reliably assessed during the COVID-19 School Closure due to significantly different setting/environment in which learning is taking place and to the lack of opportunity for data to be collected in a standardized manner. Prior to school closure on 3/13/2020, progress on this goal was as follows: Kenneth follows 1 in chair instruction which is 1-step in 7 out of 10 opportunities as measured by staff observation and data collection.

**SACRAMENTO CITY UNIFIED
ANNUAL GOALS AND OBJECTIVES**

Student Name: Chang, KennethBirthdate: 5/4/2014IEP Date: 10/8/2020

| | |
|--|---|
| Area of Need: Imitation | Measurable Annual Goal #: <u>2019/20 #5</u> |
| Baseline: Kenneth imitates 2 in/out of chair gross motor actions (i.e. clap, slap table) in 8 out of 10 opportunities, as measured by data collection and/or teacher observation. | Goal: By September 2020, Kenneth will imitate 8 in/out of chair 1-step actions in 8 out of 10 opportunities as measured by staff observation and data collection. <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 type="checkbox"/> Transition Goal: <input type="checkbox"/> Education/Training <input type="checkbox"/> Employment <input type="checkbox"/> Independent Living Person(s) Responsible: Classroom Teacher |

Short-Term Objective: By December 2019, Kenneth will imitate 2 in/out of chair 1-step actions in 8 out of 10 opportunities as measured by staff observation and data collection.

Short-Term Objective: By March 2020, Kenneth will imitate 4 in/out of chair 1-step actions in 8 out of 10 opportunities as measured by staff observation and data collection.

Short-Term Objective: By June 2020, Kenneth will imitate 6 in/out of chair 1-step actions in 8 out of 10 opportunities as measured by staff observation and data collection.

Progress Report 1: 12/12/2019

Summary of Progress: Kenneth imitates 1 in/out of chair 1-step actions in 8 out of 10 opportunities as measured by staff observation and data collection.

Comment: Not met.

Progress Report 2: 3/18/2020

Summary of Progress: Kenneth imitates 3 in/out of chair 1-step actions in 8 out of 10 opportunities as measured by staff observation and data collection.

Comment: Not met.

Progress Report 3: 6/17/2020

Summary of Progress: Progress for this goal cannot be reliably assessed during the COVID-19 School Closure due to significantly different setting/environment in which learning is taking place and to the lack of opportunity for data to be collected in a standardized manner. Prior to school closure on 3/13/2020, progress on this goal was as follows: Kenneth imitates 3 in/out of chair 1-step actions in 8 out of 10 opportunities as measured by staff observation and data collection.

Comment: Not met.

Annual Review Date: 9/7/2020

Goal met ☐ Yes ☒ No

Comments: Progress for this goal cannot be reliably assessed during the COVID-19 School Closure due to significantly different setting/environment in which learning is taking place and to the lack of opportunity for data to be collected in a standardized manner. Prior to school closure on 3/13/2020, progress on this goal was as follows: Kenneth imitates 5 in/out of chair 1-step actions in 8 out of 10 opportunities as measured by staff observation and data collection.

**SACRAMENTO CITY UNIFIED
ANNUAL GOALS AND OBJECTIVES**

Student Name: Chang, KennethBirthdate: 5/4/2014IEP Date: 10/8/2020

| | |
|--|---|
| Area of Need: Receptively Identify Objects | Measurable Annual Goal #: <u>2019/20 #6</u> Goal: By September 2020, Kenneth will receptively identify 8 3D objects in 8 out of 10 opportunities as measured by staff observation and data collection. |
| Baseline: In a field of 4, Kenneth receptively identifies 2 objects (i.e., cup, plate) in 8 out of 10 trials as measured by data collection and/or teacher observation. | <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 type="checkbox"/> Transition Goal: <input type="checkbox"/> Education/Training <input type="checkbox"/> Employment <input type="checkbox"/> Independent Living Person(s) Responsible: Classroom Teacher |

Short-Term Objective: By December 2019, Kenneth will receptively identify 2 3D objects in 8 out of 10 opportunities as measured by staff observation and data collection.

Short-Term Objective: By March 2020, Kenneth will receptively identify 4 3D objects in 8 out of 10 opportunities as measured by staff observation and data collection.

Short-Term Objective: By June 2020, Kenneth will receptively identify 6 3D objects in 8 out of 10 opportunities as measured by staff observation and data collection.

Progress Report 1: 12/12/2019

Summary of Progress: Kenneth receptively identifies 2 3D objects in 8 out of 10 opportunities as measured by staff observation and data collection.

Comment: Benchmark met.

Progress Report 2: 3/18/2020

Summary of Progress: Kenneth receptively identifies 5 3D objects in 8 out of 10 opportunities as measured by staff observation and data collection.

Comment: Benchmark met.

Progress Report 3: 6/17/2020

Summary of Progress: Progress for this goal cannot be reliably assessed during the COVID-19 School Closure due to significantly different setting/environment in which learning is taking place and to the lack of opportunity for data to be collected in a standardized manner. Prior to school closure on 3/13/2020, progress on this goal was as follows: Kenneth receptively identifies 5 3D objects in 8 out of 10 opportunities as measured by staff observation and data collection.

Comment: Not met.

Annual Review Date: 9/7/2020

Goal met ☐ Yes ☒ No

Comments: Progress for this goal cannot be reliably assessed during the COVID-19 School Closure due to significantly different setting/environment in which learning is taking place and to the lack of opportunity for data to be collected in a standardized manner. Prior to school closure on 3/13/2020, progress on this goal was as follows: Kenneth receptively identifies 5 3D objects in 8 out of 10 opportunities as measured by staff observation and data collection.

**SACRAMENTO CITY UNIFIED
ANNUAL GOALS AND OBJECTIVES**

Student Name: Chang, KennethBirthdate: 5/4/2014IEP Date: 10/8/2020

| | |
|---|---|
| Area of Need: Complete 2 Self Help Skills Baseline: Kenneth requires prompting for self help skills. | Measurable Annual Goal #: <u>2019/20 #7</u> Goal: By September 2020, Kenneth will complete 2 self-help skills (e.g., wash hands, wash face) with 60% independence in 4 out of 5 opportunities as measured by staff observation and data collection. <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 type="checkbox"/> Transition Goal: <input type="checkbox"/> Education/Training <input type="checkbox"/> Employment <input type="checkbox"/> Independent Living Person(s) Responsible: Classroom Teacher |
|---|---|

Short-Term Objective: By December 2019, Kenneth will complete 1 self-help skill (e.g., wash hands) with 30% independence in 4 out of 5 opportunities as measured by staff observation and data collection.

Short-Term Objective: By March 2020, Kenneth will complete 2 self-help skills (e.g., wash hands, wash face) with 40% independence in 4 out of 5 opportunities as measured by staff observation and data collection.

Short-Term Objective: By June 2020, Kenneth will complete 2 self-help skills (e.g., wash hands, wash face) with 50% independence in 4 out of 5 opportunities as measured by staff observation and data collection.

Progress Report 1: 12/12/2019

Summary of Progress: Kenneth completes 1 self-help skill (e.g., wash hands) with 30% independence in 4 out of 5 opportunities as measured by staff observation and data collection.

Comment: Benchmark met.

Progress Report 2: 3/18/2020

Summary of Progress: Kenneth completes 2 self-help skills (e.g., wash hands=40%, wash face=15.8%) with 40% independence in 4 out of 5 opportunities as measured by staff observation and data collection.

Comment: Not met.

Progress Report 3: 6/17/2020

Summary of Progress: Progress for this goal cannot be reliably assessed during the COVID-19 School Closure due to significantly different setting/environment in which learning is taking place and to the lack of opportunity for data to be collected in a standardized manner. Prior to school closure on 3/13/2020, progress on this goal was as follows: Kenneth completes 2 self-help skills (e.g., wash hands=40%, wash face=15.8%) with 40% independence in 4 out of 5 opportunities as measured by staff observation and data collection.

Comment: Not met

Annual Review Date: 9/7/2020

Goal met ☐ Yes ☒ No

Comments: Progress for this goal cannot be reliably assessed during the COVID-19 School Closure due to significantly different setting/environment in which learning is taking place and to the lack of opportunity for data to be collected in a standardized manner. Prior to school closure on 3/13/2020, progress on this goal was as follows: Kenneth completes 1 self-help skills (e.g., wash hands=40%, wash face=15.8%) with 40% independence in 4 out of 5 opportunities as measured by staff observation and data collection.

**SACRAMENTO CITY UNIFIED
ANNUAL GOALS AND OBJECTIVES**

Student Name: Chang, KennethBirthdate: 5/4/2014IEP Date: 10/8/2020

| | |
|---|---|
| Area of Need: Play Skills | Measurable Annual Goal #: <u>2019/20 #8</u> Goal: By September 2020, Kenneth will participate in parallel play with a peer for 3 minutes in 4 out of 5 opportunities as measured by staff observation and data collection. |
| Baseline: Kenneth engages in 5 items/activities as designed in a structured play setting in 4 out of 10 opportunities as measured by data collection and/or teacher observation. | <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 type="checkbox"/> Transition Goal: <input type="checkbox"/> Education/Training <input type="checkbox"/> Employment <input type="checkbox"/> Independent Living Person(s) Responsible: Classroom Teacher |

Short-Term Objective: By December 2019, Kenneth will participate in parallel play with a peer for 30 seconds in 4 out of 5 opportunities as measured by staff observation and data collection.

Short-Term Objective: By March 2020, Kenneth will participate in parallel play with a peer for 1 minute in 4 out of 5 opportunities as measured by staff observation and data collection.

Short-Term Objective: By June 2020, Kenneth will participate in parallel play with a peer for 2 minutes in 4 out of 5 opportunities as measured by staff observation and data collection.

Progress Report 1: 12/12/2019

Summary of Progress: Kenneth participates in parallel play with a peer for 1 minute in 4 out of 5 opportunities as measured by staff observation and data collection.

Comment: Benchmark met.

Progress Report 2: 3/18/2020

Summary of Progress: Kenneth participates in parallel play with a peer for 3 minutes in 4 out of 5 opportunities as measured by staff observation and data collection.

Comment: Benchmark met.

Progress Report 3: 6/17/2020

Summary of Progress: Progress for this goal cannot be reliably assessed during the COVID-19 School Closure due to significantly different setting/environment in which learning is taking place and to the lack of opportunity for data to be collected in a standardized manner. Prior to school closure on 3/13/2020, progress on this goal was as follows: Kenneth participates in parallel play with a peer for 3 minutes in 4 out of 5 opportunities as measured by staff observation and data collection.

Comment: Benchmark met.

Annual Review Date: 9/7/2020

Goal met ☒ Yes ☐ No

Comments: Progress for this goal cannot be reliably assessed during the COVID-19 School Closure due to significantly different setting/environment in which learning is taking place and to the lack of opportunity for data to be collected in a standardized manner. Prior to school closure on 3/13/2020, progress on this goal was as follows: Kenneth participates in parallel play with a peer for 3 minutes in 4 out of 5 opportunities as measured by staff observation and data collection.

**SACRAMENTO CITY UNIFIED
ANNUAL GOALS AND OBJECTIVES**

Student Name: Chang, KennethBirthdate: 5/4/2014IEP Date: 10/8/2020

| | |
|---|---|
| Area of Need: Toilet Training | Measurable Annual Goal #: <u>2019/20 #9</u> Goal: By September 2020, when taken on a 30-45 minute schedule, Kenneth will urinate in the toilet an average of 1 times a day and remain dry 2 out of 5 days as measured by staff observation and data collection. |
| Baseline: Kenneth wears a diaper and requires prompting to use the toilet. | <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 type="checkbox"/> Transition Goal: <input type="checkbox"/> Education/Training <input type="checkbox"/> Employment <input type="checkbox"/> Independent Living Person(s) Responsible: Classroom Teacher |

Short-Term Objective: By December 2019, when taken on a 30-45 minute schedule, Kenneth will urinate in the toilet an average of 1 times a day and remain dry 0 out of 5 days as measured by staff observation and data collection.

Short-Term Objective: By March 2020, when taken on a 30-45 minute schedule, Kenneth will urinate in the toilet an average of 1 times a day and remain dry 1 out of 5 days as measured by staff observation and data collection.

Short-Term Objective: By June 2020, when taken on a 30-45 minute schedule, Kenneth will urinate in the toilet an average of 1 times a day and remain dry 2 out of 5 days as measured by staff observation and data collection.

Progress Report 1: 12/12/2019

Summary of Progress: When taken on a 30-45 minute schedule, Kenneth urinates in the toilet an average of 0 times a day and remain dry 0 out of 5 days as measured by staff observation and data collection.

Comment: Not met.

Progress Report 2: 3/18/2020

Summary of Progress: When taken on a 30-45 minute schedule, Kenneth urinates in the toilet an average of 0 times a day and remain dry 0 out of 5 days as measured by staff observation and data collection.

Comment: Not met.

Progress Report 3: 6/17/2020

Summary of Progress: Progress for this goal cannot be reliably assessed during the COVID-19 School Closure due to significantly different setting/environment in which learning is taking place and to the lack of opportunity for data to be collected in a standardized manner. Prior to school closure on 3/13/2020, progress on this goal was as follows: When taken on a 30-45 minute schedule, Kenneth urinates in the toilet an average of 0 times a day and remain dry 0 out of 5 days as measured by staff observation and data collection.

Comment: Not met.

Annual Review Date: 9/7/2020

Goal met ☐ Yes ☒ No

Comments: Progress for this goal cannot be reliably assessed during the COVID-19 School Closure due to significantly different setting/environment in which learning is taking place and to the lack of opportunity for data to be collected in a standardized manner. Prior to school closure on 3/13/2020, progress on this goal was as follows: When taken on a 30-45 minute schedule, Kenneth urinates in the toilet an average of 0 times a day and remain dry 0 out of 5 days as measured by staff observation and data collection.