

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

Student Legal Name: Thao, Lily Michelle  
Original SpEd Entry Date: 11/13/2012  
Last Eval: 10/17/2018

Legal Suffix: \_\_\_\_\_ Date of Birth: 5/13/2004 IEP Date: 11/4/2020  
Next Annual IEP: 10/15/2021  
Next Eval: 10/15/2021

MEETING TYPE: ☐ Initial ☒ Annual ☐ Triennial

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

Age: 16 year(s) 5 months

Grade: 11 Eleventh grade

EL: ☒ Yes ☐ No

Student ID: 60921601

Native Language: 23 Hmong

Redesignated: ☐ Yes ☒ No

SSID: 8193749398

Interpreter ☒ Yes ☐ No

Parent/Guardian: Kua Thao

Home Address: 7732 MANET PKWY

City: Sacramento

State/Zip: CA, 95823

Home Phone:   

Work Phone:   

Cell Phone: (916)895-8366

Email:   

Parent/Guardian: Zong Xiong

Home Address: 7732 MANET PKWY

City: Sacramento

State/Zip: CA, 95823

Home Phone:   

Work Phone:   

Cell Phone: (916)541-8105

Email:   

District of Special Education Accountability: Sacramento City Unified School District

Residence School: Luther Burbank

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

Race (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: Speech or Language Impairment (SLI)

Secondary: Specific Learning Disability (SLD)

☐ 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)** Severe speech delays as well as visual and auditory processing delays are impacting Lily in the areas of written expression and reading skills/comprehension.

**FOR INITIAL PLACEMENTS ONLY**

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

☐ Yes ☒ No

Date of Initial Referral for Special Education Services: 3/27/2012

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

Date District Received Parent Consent: 4/17/2012

Date of Initial Meeting to Determine Eligibility: 11/13/2012

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

Student Name: Thao, LilyBirthdate: 5/13/2004IEP Date: 11/4/2020**Strengths/Preferences/Interests**

*Lily is a quiet student who always does her best in the classroom. She is a hard worker that is willing and eager to learn. Lily gets along well with others. Her favorite things to do are spending time with her friends and family, and hanging out in her room. Lily likes to watch anime and plays basketball in her spare time.*

**Parent input and concerns relevant to educational progress**

*Mother stated she has no concerns at this time and is happy that Lily has supportive teachers and is appreciative.*

**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: 1486 Overall Performance Level: Level 1 Oral Language Score/Level: 1482/2Written Language Score/Level: 1490/1Listening: Somewhat/ModeratelySpeaking: Somewhat/ModeratelyReading: BeginningWriting: Beginning☐ Alternate Assessment

Name:

Overall Score/Level:

Listening:

Speaking:

Reading:

Writing:

**Physical Education Testing** (grades 5, 7 & 9): *Out of testing range. Passed 2 of 6 physical fitness standards in grade 7 (most recent available data).*

**Other Assessment Data (e.g., curriculum assessment, other district assessment, etc.) 10/2018 Woodcock-Johnson IV:**

Test: GE: SS: GE: SS:

Reading 4.9 82 Letter-Word Identification 7.6 95

Broad Reading 3.6 70 Applied Problems 3.1 69

Basic Reading Skills 8.6 99 Passage Comprehension 2.6 68

Reading Comprehension 3.6 77 Calculation 5.7 86

Reading Fluency 3.6 72 Writing Samples 2.2 66

Mathematics 4.3 77 Word Attack 12.4 104

Broad Mathematics 5.0 80 Oral Reading 8.3 98

Math Calculation Skills 6.1 86 Sentence Reading Fluency 2.7 62

Math Problem Solving 3.9 77 Math Facts Fluency 6.4 89

Written Expression 2.9 67 Sentence Writing Fluency 4.1 78

Academic Fluency 3.9 72 Reading Recall 6.7 96

Academic Applications 2.6 62 Number Matrices 5.2 88

**Hearing Date:** 9/25/2018 ☒ Pass ☐ Fail ☐ Other

**Vision Date:** 9/25/2018 ☐ Pass ☒ Fail ☒ Other She failed distance vision screens. Near vision results to both eyes 20/20-1. Distance vision results to right eye 20/160, to left eye 20/160.

**Preacademic/Academic/Functional Skills**

Lily is currently passing her classes. Her teachers report she has good time management and is motivated to do well. She is a pleasure to have in class and is cooperative. Lily is currently receiving co-taught support in most of her academic classes. Some teachers report concerns about a recent drop in attendance for Zoom class sessions.

**Fall 2020 Teacher Reports/Comments:**

U.S. History (co-taught) - Ms. Arreola - B "I believe that Lily's time management skills are good as she has kept on top of her assignments. I see an area of growth for Lily to be able to summarize and give responses that are independently her own thinking rather than using word for word what is given in text or reading. (Needs:) Extra time if needed, graphic organizers, one-on-one support."

Biology (co-taught) - Ms. Mego - C, Citizenship: Satisfactory "Lily seems motivated to do well and is a pleasure to have in class. She is friendly and cooperative. Lily would benefit from attending Zoom sessions more often. Lily is allowed to have extra time when needed and access to her accommodations. We have noticed a decrease recently in Lily's attendance. She still submits work for class when absent but accuracy on her work has also decreased since she has not been attending class as often."

English 11 (co-taught) - Ms. Barker - B, Citizenship: Satisfactory "She is taking the opportunity to do her work in Zoom meetings and gets her work in."

Piano - Mr. Munoz - A "Punctual and submits assignments in a timely manner. Student appears to managing course load without difficulty."

Integrated Math 3 - Mr. Dankman - C (78%) "Lily completes her assignments! Lily is not attending Zoom, and I am concerned that she is looking up answers to her practice assignments instead of learning how to complete them herself."

P.E. - Mr. Bowling - B, Citizenship: Satisfactory "Great student. Just needs to complete all assignments. Participates in class."

**Communication Development**

Lily is a kind, polite student in the speech/language therapy setting. Per her previous IEP, Lily was making minimal gains in therapy, requiring moderate assistance in providing details to retell short stories and in answering questions about elementary level passages read aloud. Lily is an English Language Learner and is bilingual in Hmong and English. Per her previous SLP, "Lily is observed to have functional language skills in English and speaks with a Hmong dialect (e.g., grammar differences with omission of -s, -ed, -ing), which is typical of speakers with her linguistic background."

Lily has attended 2 out of her 6 scheduled speech/language therapy sessions thus far this academic year, and attended the last 10 minutes of 1 session. As such, there are insufficient data to report whether or not she met her receptive/expressive language goals. Data from the

*previous academic year before school closures as a result of the COVID-19 pandemic show that she was making some progress.*

*Lily is 100% intelligible, has appropriate social language skills, a normal voice quality, and does not present with stuttering behaviors.*

**Gross/Fine Motor Development**

*No concerns at this time. Lily has neat printing and is able to participate in general education P.E. without accommodations.*

**Social Emotional/Behavioral**

*Lily is well-mannered and works hard in the classroom. She gets along well with both peers and staff alike. She is very cooperative and friendly although quiet. Lily follows all classroom rules and has a clean behavior record.*

**Vocational**

*Lily shared that she wants to be a veterinarian. She is interested in attending community college after high school.*

**Adaptive/Daily Living Skills**

*Lily exhibits age appropriate adaptive/daily living skills, no concerns at this time. She is able to care for her basic daily needs.*

**Health**

*No major health concerns at this time.*

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

*Transition, English (Reading Comprehension & Writing), Receptive/Expressive Language/ELD*

**SACRAMENTO CITY UNIFIED  
SPECIAL FACTORS****Student Name:** Thao, Lily**Birthdate:** 5/13/2004**IEP Date:** 11/4/2020**Does the student require assistive technology devices and/or services?** ☐ Yes ☒ No**Rationale:** Student does not require assistive technology devices and/or services.**Does the student require low incidence services, equipment and/or materials to meet educational goals?** ☐ Yes ☒ No  
**(If yes, specify)** Student does not require low incidence services, equipment and/or materials to meet educational goals.**Considerations if the student is blind or visually impaired:** Student is not blind, but does wear glasses.**Considerations if the student is deaf or hard of hearing:** Student is not deaf or hard of hearing.

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**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? Will be provided in the general education classroom with special education supports**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)**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: Thao, LilyBirthdate: 5/13/2004IEP Date: 11/4/2020

<b>Area of Need:</b> Transition	<b>Measurable Annual Goal #: <u>1</u></b>  <b>Goal:</b> By November 2021, Lily will use a variety of resources (at least three), including on campus resources and electronic media, to explore career information and options, as measured by student interview.
<b>Baseline:</b> Lily has indicated general plans for planning for life after high school but has not yet solidified plans.	<input type="checkbox"/> Enables student to be involved/progress in general curriculum/state standard <input checked="" type="checkbox"/> Addresses other educational needs resulting from the disability <input checked="" type="checkbox"/> Linguistically appropriate <input checked="" type="checkbox"/> Transition Goal: <input checked="" type="checkbox"/> Education/Training <input checked="" type="checkbox"/> Employment <input checked="" type="checkbox"/> Independent Living <b>Person(s) Responsible:</b> student

**Short-Term Objective:** By February 2021, Lily will use at least one resource, (campus resources or electronic media), to explore career information and options, as measured by student interview.

**Short-Term Objective:** By May 2021, Lily will use a variety of resources (at least two), including on campus resources and electronic media, to explore career information and options, as measured by student interview.

**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: Thao, LilyBirthdate: 5/13/2004IEP Date: 11/4/2020

<b>Area of Need:</b> English Writing	<b>Measurable Annual Goal #:</b> <u>2</u>  <b>Goal:</b> By November 2021, Lily will cite textual evidence and apply it to her writing to support analysis of information presented explicitly in the text (ie. details related to setting, characters, etc.) as measured by curriculum based assessments, student work samples, or oral assessment, in 2 out of 3 trials, with 80% accuracy.  <input checked="" type="checkbox"/> Enables student to be involved/progress in general curriculum/state standard CCSS.ELA-LITERACY.WHST.11-12.2.B  <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 type="checkbox"/> Employment <input type="checkbox"/> Independent Living <b>Person(s) Responsible:</b> student, teachers
<b>Baseline:</b> Lily's current English teacher stated that Lily can improve on her writing skills to cite strong evidence in order to support arguments in written work.	

**Short-Term Objective:** By February 2021, Lily will cite textual evidence to support analysis of information presented explicitly in the text (ie. details related to setting, characters, etc.) as measured by curriculum based assessments, student work samples, or oral assessment, with 80% accuracy.

**Short-Term Objective:** By May 2021, Lily will cite textual evidence and apply it to her writing to support analysis of information presented explicitly in the text (ie. details related to setting, characters, etc.) as measured by curriculum based assessments, student work samples, or oral assessment, with 75% accuracy.

**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: Thao, LilyBirthdate: 5/13/2004IEP Date: 11/4/2020

<b>Area of Need:</b> Receptive/Expressive Language/ELD  <b>Baseline:</b> Baseline data were difficult to collect due to it being toward the beginning of the academic year and attendance in speech/language therapy sessions. Per the previous academic year, Lily responded to WH questions (inferential and factual) when read aloud a story with moderate to maximum assistance with 50% accuracy. She also required maximum assistance to retell an elementary-level short story.	<b>Measurable Annual Goal #:</b> <u>3 (Shared Goal for English Reading - SLP/RSP)</u>  <b>Goal:</b> By November 2021, given strategies (e.g., outlines to help focus on important information, reading guided questions before reading the text, summarizing and paraphrasing during reading, previewing vocabulary and important concepts, prioritizing specific information) Lily will correctly answer higher-level comprehension questions on reading passages at her reading level (either read aloud or read by the student) with 80% accuracy as measured by LSHS data collection/observation, student work samples, and/or teacher report.  <input checked="" type="checkbox"/> Enables student to be involved/progress in general curriculum/state standard CCSS.ELA-LITERACY.RL.11-12.10 <input type="checkbox"/> Addresses other educational needs resulting from the disability <input checked="" type="checkbox"/> Linguistically appropriate  <input type="checkbox"/> Transition Goal: <input type="checkbox"/> Education/Training <input type="checkbox"/> Employment <input type="checkbox"/> Independent Living <b>Person(s) Responsible:</b> SLP, SLPA, Student, RSP
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**Short-Term Objective:** By February 2021, given strategies (e.g., outlines to help focus on important information, reading guided questions before reading the text, summarizing and paraphrasing during reading, previewing vocabulary and important concepts, prioritizing specific information) Lily will correctly answer higher-level comprehension questions on reading passages at her reading level (either read aloud or read by the student) with 60% accuracy as measured by LSHS data collection/observation, student work samples, and/or teacher report.

**Short-Term Objective:** By June 2021, given strategies (e.g., outlines to help focus on important information, reading guided questions before reading the text, summarizing and paraphrasing during reading, previewing vocabulary and important concepts, prioritizing specific information) Lily will correctly answer higher-level comprehension questions on reading passages at her reading level (either read aloud or read by the student) with 70% accuracy as measured by LSHS data collection/observation, student work samples, and/or teacher report.

**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: Thao, LilyBirthdate: 5/13/2004IEP Date: 11/4/2020

<b>Area of Need:</b> Receptive/Expressive Language  <b>Baseline:</b> In the therapeutic setting, Lily presents with significant difficulty summarizing a basic reading passage. She required maximum cuing to retell an elementary-level short story about a trip to a pumpkin patch with three characters.	<b>Measurable Annual Goal #:</b> <u>LSH 1 of 2</u>  <b>Goal:</b> By 10/2020: When read a short passage at her reading level and presented with the text, Lily will independently provide a summary with the main idea and four supporting details/ideas with with 80% accuracy over 4/5 opportunities, as measured by LSHS charting and observation.  <input checked="" type="checkbox"/> Enables student to be involved/progress in general curriculum/state standard SL.9.10.4a Plan and deliver an informative/explanatory presentation that: presents evidence in support of a thesis, conveys information from primary and secondary sources coherently, uses domain specific vocabulary, and provides a conclusion that summarizes the main points. (9th or 10th grade.)  <input checked="" type="checkbox"/> Addresses other educational needs resulting from the disability  <input checked="" type="checkbox"/> Linguistically appropriate  <input type="checkbox"/> Transition Goal: <input type="checkbox"/> Education/Training <input type="checkbox"/> Employment <input type="checkbox"/> Independent Living <b>Person(s) Responsible:</b> LSHS, teaching staff, student
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**Short-Term Objective:** By 1/2020: When given maximum cuing and read a short passage at her reading level with the text, Lily will provide a summary with the main idea and four supporting details/ideas with with 60% accuracy over 4/5 opportunities, as measured by LSHS charting and observation.

**Short-Term Objective:** By 4/2020: When given moderate cuing and read a short passage at her reading level with the text, Lily will provide a summary with the main idea and four supporting details/ideas with with 75% accuracy over 4/5 opportunities, as measured by LSHS charting and observation.

**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:** 11/4/2020

**Goal met** ☐ Yes ☒ No

**Comments:** Due to school closures during the previous academic year as a result of the COVID-19 pandemic and Lily attending few sessions this academic year (2 out of 6 scheduled sessions + the last 10 minutes of a session), there are insufficient data to report on whether or not this goal has been met.

**SACRAMENTO CITY UNIFIED  
ANNUAL GOALS AND OBJECTIVES**

Student Name: Thao, LilyBirthdate: 5/13/2004IEP Date: 11/4/2020

<b>Area of Need:</b> Receptive/Expressive Language	<b>Measurable Annual Goal #:</b> <u>LSH 2 of 2</u>  <b>Goal:</b> By 10/2020: When read a short passage at her current reading level and provided with the text, Lily will independently answer questions (both inferential and factual) with 80% accuracy over 4/5 opportunities, as measured by LSHS charting and observation.
<b>Baseline:</b> Lily did not meet her reading comprehension goal in RSP this past IEP year. In the therapeutic setting, when given a short, basic text read aloud and asked wh- questions (both inferential and factual), Lily required maximum repetition and cuing to answer the questions correctly. With moderate cuing, she answered questions with 50% accuracy.	<input checked="" type="checkbox"/> Enables student to be involved/progress in general curriculum/state standard SL.9.10.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence  <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 <b>Person(s) Responsible:</b> LSHS, teaching staff, student

**Short-Term Objective:** By 1/2020: Given moderate cuing when read a short passage at her current reading level, Lily will answer questions (both inferential and factual) with 70% accuracy over 4/5 opportunities, as measured by LSHS charting and observation.

**Short-Term Objective:** By 4/2020: Given minimal cuing when read a short passage at her current reading level, Lily will answer questions (both inferential and factual) with 75% accuracy over 4/5 opportunities, as measured by LSHS charting and observation.

**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:** 11/4/2020

**Goal met** ☐ Yes ☒ No

**Comments:** Due to school closures during the previous academic year as a result of the COVID-19 pandemic and Lily attending few sessions this academic year (2 out of 6 scheduled sessions + the last 10 minutes of a session), there are insufficient data to report on whether or not this goal has been met. In reviewing data from the previous year's service logs, Lily appears to have had around 60% accuracy with this goal at the time.

**SACRAMENTO CITY UNIFIED  
ANNUAL GOALS AND OBJECTIVES**

Student Name: Thao, LilyBirthdate: 5/13/2004IEP Date: 11/4/2020

<b>Area of Need:</b> Mathematics	<b>Measurable Annual Goal #: 3</b>  <b>Goal:</b> By 10/09/2020, Lily will be able to interpret parts of an expression such as terms, variables, and coefficients with 80% accuracy in 2 of 3 trials.
<b>Baseline:</b> When given a teacher-made sample of linear equations, Lily can develop a chart listing the steps required to simplify expressions before solving linear equations and provide examples to demonstrate understanding with 80% accuracy in 2 of 3 trials as measured by performance-based assessment criteria.	<input checked="" type="checkbox"/> Enables student to be involved/progress in general curriculum/state standard A-SSE.1a <input type="checkbox"/> Addresses other educational needs resulting from the disability <input type="checkbox"/> Linguistically appropriate <input type="checkbox"/> Transition Goal: <input type="checkbox"/> Education/Training <input type="checkbox"/> Employment <input type="checkbox"/> Independent Living <b>Person(s) Responsible:</b> Student/Staff

**Short-Term Objective:** By 01/09/2020, Lily will be able to interpret parts of an expression such as terms, variables, and coefficients with 60% accuracy in 2 of 3 trials.

**Short-Term Objective:** By 04/09/2020, Lily will be able to interpret parts of an expression such as terms, variables, and coefficients with 70% accuracy in 2 of 3 trials.

**Short-Term Objective:**

**Progress Report 1:** 11/22/2019

**Summary of Progress:** According to her math teacher this goal has been met.

**Comment:** Goal met

**Progress Report 2:** 6/9/2020

**Summary of Progress:** Goal was met with at least 80% accuracy.

**Comment:**

**Progress Report 3:**

**Summary of Progress:**

**Comment:**

**Annual Review Date:** 11/4/2020

**Goal met** ☒ Yes ☐ No

**Comments:** Goal was met in June 2020 according to previous teacher records.

**SACRAMENTO CITY UNIFIED  
ANNUAL GOALS AND OBJECTIVES**

Student Name: Thao, LilyBirthdate: 5/13/2004IEP Date: 11/4/2020

<b>Area of Need:</b> Language Arts	<b>Measurable Annual Goal #: <u>4</u></b>  <b>Goal:</b> By 10/09/2020, when given text at her current reading level, Lily will demonstrate comprehension skills by making predictions, comparing and contrasting, and distinguishing between cause/effect and fact/opinion, with 80% accuracy in 2 of 3 trials as measured by observation and charting.
<b>Baseline:</b> Lily can currently answer 2-3 comprehension questions independently. She was able to attain a higher score, but required considerable input.	<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 <b>Person(s) Responsible:</b> Student/Staff

**Short-Term Objective:** By 01/09/2020, when given text at her current reading level, Lily will demonstrate comprehension skills by making predictions, comparing and contrasting, and distinguishing between cause/effect and fact/opinion, with 60% accuracy in 2 of 3 trials as measured by observation and charting.

**Short-Term Objective:** By 04/09/2020, when given text at her current reading level, Lily will demonstrate comprehension skills by making predictions, comparing and contrasting, and distinguishing between cause/effect and fact/opinion, with 70% accuracy in 2 of 3 trials as measured by observation and charting.

**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:** 11/4/2020

**Goal met** ☐ Yes ☒ No

**Comments:** Lily has not shown that she has met this goal according to her current English teacher.

**SACRAMENTO CITY UNIFIED**  
**Offer of FAPE - SERVICE**

Student Name: Thao, LilyBirthdate: 5/13/2004IEP Date: 11/4/2020

**The service options that were considered by the IEP team (List all):** The team met to discuss Lily's present levels of performance and reviewed the areas of academic deficits and the goals needed to remediate those deficits. The team discussed the level of services and supports that would be appropriate to address Lily's disability including general education with and without support, and special day class settings. At this time, the team feels that the least restrictive environment, and the district's offer of a free and appropriate public education (FAPE), is academic support in the general education setting with co-taught classes when available for academic content. This will allow Lily to be supported academically while providing the opportunity for her to engage with typically developing peers throughout her academic day. ESY was considered and determined to not be needed at this time.

**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:** Lily will be in all general education classes with co-teaching support in core subjects. She will remain in the general education setting for LRE. She will still be able to interact with her peers in the general education setting while also receiving the supports needed according to her IEP.

**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
Use of graphic organizers for writing; chunk instruction; simplify instructions; check for understanding; extended processing time; visual aids paired with auditory cues; extra time for assignments (up to two days)	11/4/2020	11/3/2021	Classroom / 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**

<b>Service:</b> <u>Specialized Academic Instruction</u>	<b>Start Date:</b> <u>11/4/2020</u>	<b>End Date:</b> <u>11/3/2021</u>
<b>Provider:</b> <u>SELPA</u>	<input checked="" type="checkbox"/> Ind <input checked="" type="checkbox"/> Grp <input type="checkbox"/> Sec Transition	
<b>Duration/Freq:</b> <u>55 min x 2</u> Totaling: <u>110 min</u> served <u>Daily</u>	<b>Location:</b> <u>Regular classroom/public day school</u>	
<b>Comments:</b> <u>Co-teaching support in English and Social Science classes</u>		
<b>Service:</b> <u>Language and speech</u>	<b>Start Date:</b> <u>11/4/2020</u>	<b>End Date:</b> <u>11/3/2021</u>
<b>Provider:</b> <u>SELPA</u>	<input type="checkbox"/> Ind <input checked="" type="checkbox"/> Grp <input type="checkbox"/> Sec Transition	
<b>Duration/Freq:</b> <u>30 min x 28</u> Totaling: <u>840 min</u> served <u>Yearly</u>	<b>Location:</b> <u>Separate classroom in public integrated facility</u>	
<b>Comments:</b> <u>Student will be seen approximately 3 times per month.</u>		
<b>Service:</b> <u>College awareness</u>	<b>Start Date:</b> <u>11/4/2020</u>	<b>End Date:</b> <u>11/3/2021</u>
<b>Provider:</b> <u>SELPA</u>	<input checked="" type="checkbox"/> Ind <input checked="" type="checkbox"/> Grp <input type="checkbox"/> Sec Transition	

<b>Duration/Freq:</b> <u>30</u> min served <u>Yearly</u>		<b>Location:</b> <u>Regular classroom/public day school</u>	
<b>Comments:</b> <u>Transition</u>			
<b>Service:</b> <u>Career awareness</u>		<b>Start Date:</b> <u>11/4/2020</u>	<b>End Date:</b> <u>11/3/2021</u>
<b>Provider:</b> <u>SELPA</u>		<input checked="" type="checkbox"/> Ind <input checked="" type="checkbox"/> Grp <input type="checkbox"/> Sec Transition	
<b>Duration/Freq:</b> <u>30</u> min served <u>Yearly</u>		<b>Location:</b> <u>Regular classroom/public day school</u>	
<b>Comments:</b> <u>Transition</u>			

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

**Special Education Transportation** ☐ Yes ☒ No

#### EXTENDED SCHOOL YEAR (ESY)

☐ Yes ☒ No

**Rationale:** Lily has not been determined to be at risk for academic regression.

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: Thao, LilyBirthdate: 5/13/2004IEP Date: 11/4/2020

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

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

11 With testing accommodations

- ☐ SBAC with Designated Supports Embedded  
☒ SBAC with Designated Supports Non-embedded

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

- ☐ SBAC with Accommodations Embedded  
☐ SBAC with Accommodations Non-embedded  
☐ SBAC with Accessibility Support (requires CDE Approval) extra time (up to time and a half)

**Math (Grades 3-8, & 11)**

11 With testing accommodations

- ☐ SBAC with Designated Supports Embedded  
☒ SBAC with Designated Supports Non-embedded

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

- ☐ SBAC with Accommodations Embedded  
☐ SBAC with Accommodations Non-embedded  
☐ SBAC with Accessibility Support (requires CDE Approval) extra time (up to time and a half)

**Science (Grades 5, 8 & High School)**

11 With testing accommodations

- ☐ CAST with Designated Supports Embedded  
☒ CAST with Designated Supports Non-Embedded

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

- ☐ CAST with Accommodations Embedded  
☐ CAST with Accommodations Non-Embedded  
☐ CAST with Accessibility Support (requires CDE Approval) extra time (up to time and a half)

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

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

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

☐ **Initial ELPAC**

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

☒ **Summative ELPAC Computer-based**

- ☐ Without Designated Supports (All domains)
- ☐ Embedded Designated Supports
- ☒ Non-embedded Designated Supports Separate Setting (also includes: testing during the most beneficial time, special lighting or acoustics, and adaptive furniture), Simplified Test Directions
- ☐ Without Accommodations (All domains)
- ☐ Embedded Accommodations
- ☐ Non-embedded Accommodations

☐ **Alternate Assessment to ELPAC**

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

Name of alternate assessment(s)

Person responsible to administer alternate assessment(s)

☐ **Standards based Tests in Spanish STS**

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



**SACRAMENTO CITY UNIFIED  
IEP TEAM MEETING NOTES**

**Student Name:** Thao, Lily

**Birthdate:** 5/13/2004

**IEP Date:** 11/4/2020

**Date:** 11/4/2020

**Notes:** Annual/Transition IEP meeting held on 11/4/2020 at 10:00 a.m. via Zoom.

*In Attendance: Lily Thao - Student, Zong Xiong - Mother, Interpreter - Ka Kiertoukaisy, Assistant Principal - Ygnacio Zarate, Stephen Stark - Case Manager, Jenna Ratcliff - Speech-Language Pathologist, Kelda Barker - English Teacher*

*Procedural Safeguards sent to parents prior to meeting via email.*

*Student strengths/interests were discussed and IEP team was asked for input. Lily is a quiet student who always does her best in the classroom. She is a hard worker that is willing and eager to learn. Lily gets along well with others. Her favorite things to do are spending time with her friends and family, and hanging out in her room. Lily likes to watch anime and plays basketball in her spare time. (Student confirmed this information is still current.)*

*Parent concerns: Mother stated she has no concerns at this time and is happy that Lily has supportive teachers and is appreciative.*

*Present Levels, including teacher reports were shared. Lily is currently passing her classes. Her teachers report she has good time management and is motivated to do well. She is a pleasure to have in class and is cooperative. Lily is currently receiving co-taught support in most of her academic classes. Some teachers report concerns about a recent drop in attendance for Zoom class sessions. Lily stated she was unclear about the schedule so case manager stated she would be emailed a copy.*

*Ms. Barker (English teacher) shared Lily is doing well, works hard and is earning a "B" currently. She reported goal progress was unable to be assessed at this time but gave input for Lily's future English goals.*

*Health was asked about and student reported she has had a cough lately and is planning to see a doctor about this in the near future. Otherwise Lily is healthy overall.*

*Speech was discussed by Ms. Ratcliff. Lily has functional language skills in English and speaks with a Hmong dialect. Lily attended 2 out of her 6 scheduled speech/language therapy sessions so far this academic year, and attended the last 10 minutes of 1 session. Data from the previous academic year before school closures as a result of the COVID-19 pandemic show that she was making some progress toward her goals. Lily is 100% intelligible, has appropriate social language skills and a normal voice quality. Lily's mother shared she speaks to Lily in Hmong and when Lily speaks in Hmong some of her words are not complete.*

*Goals were reviewed. Current goal progress was reported. Goal met for Math during previous school year, goals not yet met for English or Speech due to insufficient data. New goals written for English/Speech, Transition with collaboration with teacher/staff.*

*Accommodations were gone over and extra time for assignments was added.*

*Offer of FAPE continued: Co-taught support in core academic classes, Speech, Transition services.*

*Transition Plan was discussed. Lily is currently a junior and has completed 120 of 225 credits required for a high school diploma. She has stated interest in attending community college after high school and becoming a veterinarian. Lily was encouraged to keep her attendance and grades up.*

*Mother was asked if there were any additional questions and she stated there were not.*

*Copy of IEP and related documents will be sent for translation, then the documents and request for signature will be sent to parents.*

\*\*\*\*\*

*To apply to distance learning ONLY:*

#### *Attachment “A”*

##### *Amendment Language – Distance Learning During COVID-19 Restrictions*

*This is an amendment to your child’s current IEP, and is being developed in the midst of the COVID-19 pandemic, which has created a federal and state emergency, such that physical school closures have been ordered. In order to support your student’s access to learning during the physical school closure, the district is proposing the following individualized temporary distance learning plan for your student:*

- *Specialized Academic Instruction: Co-taught support, 320 mins weekly.*
- *Accommodations: Use of graphic organizers for writing; chunk instruction; simplify instructions; check for understanding; extended processing time; visual aids paired with auditory cues; extra time for assignments (up to two instructional days).*

*This IEP Amendment has been specifically designed to support specialized educational needs during the temporary physical school closure. When County Public Health or school officials deem it safe to re-open schools, the temporary distance learning plans outlined in this IEP will be immediately terminated, and the student will return to the IEP services outlined in their last agreed upon IEP.*

\*\*\*\*\*

#### *Attachment “B”*

##### *Emergency Plan for Future School Closures in Excess of 10 School Days*

*In 2020, due to the COVID-19 pandemic, schools were unexpectedly physical closed in an effort to limit the spread of the virus. It is now anticipated that similar physical school closures may be necessary in the future. In an effort to be prepared for this future possibility, the District is now including in IEPs a statement regarding IEP implementation should another unforeseen circumstance arise. Therefore, in the event of a future physical closure (separate and apart from the current COVID-19 situation addressed separately herein) due to an emergency condition lasting more than 10 school days, the District will provide:*

- *Access to both synchronous and asynchronous instruction, as possible given the emergency situation*
- *Weekly contact, at a minimum, by each provider on your child’s IEP team (the providers) during the emergency situation*
- *Virtual and low tech educational opportunities, as possible given the emergency situation*
- *Written notice of the opportunity for an IEP team meeting to discuss an individualized temporary plan during the emergency situation.*

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

Student Name: Thao, LilyBirthdate: 5/13/2004IEP Date: 11/4/2020Physical Education: ☒ General ☐ Specially Designed ☐ OtherDistrict of Service: Sacramento City Unified School DistrictSchool of Attendance: C. K. McClatchy

All special education services provided at student's school of residence? ☐ Yes ☒ No (rationale) *Special Education services with communication emphasis not offered at school of residence.*

Preschool Program Setting (Preschool only):

(Note: Answer items below for students ages 3-5 in Regular Early Childhood Program)

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: Regular Classroom/Public Day School

(Note: Percentage of time is required for those that will be in grades TK/Kindergarten or higher within the duration of this IEP)

2 % of time student is outside the regular class & extracurricular & non academic activities98 % of time student is in the regular class & extracurricular & non academic activities

Student will not participate in the regular class and/or extracurricular and/or non academic activities: *Speech services because Lily requires Speech/communication services*

**Other Agency Services**

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

Promotion Criteria: ☒ District ☐ Progress on Goals ☐ Other

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

How? ☐ Progress Summary Report ☒ Other progress/grade reports, annual IEPs

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

*Lily may participate in a variety of transition-focused activities and events offered by the campus college and career center.*

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

Student Name: Thao, LilyDate of Birth: 5/13/2004IEP Date: 11/4/2020Student Invited: ☒ Yes ☐ No

If Appropriate, and agreed upon, agencies invited:

☐ Yes ☐ No ☒ N/ADescribe how the student participated in the process: ☒ Present At Meeting ☐ Interview Prior ☐ Interest Inventories ☒ QuestionnaireAge-appropriate transition assessments/instruments were used: ☒ Yes ☐ No

Describe the results of the assessments:

*After high school Lily would like to attend college (community college first). Upon completion of school Lily stated she is interested in being a veterinarian.*

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

Upon completion of school I will *Lily stated she plans to take classes at community college (Sac City College) after high school and then become a veterinarian after college. She is most interested in taking classes in piano, science and math.*

Linked to Annual Goal # 1, 2, 3Person/Agency Responsible: student / IEP team

### **Transition Service Code as Appropriate:**

820 College awareness

### **Activities to Support Post Secondary Goal:**

*Attend and pass all classes required to graduate with a diploma.**Keep your Grade Point Average (GPA) up to qualify for financial aid's GPA requirement of a 2.0 GPA.**Communicate your post secondary plans with your counselor and case manager.*

### **Community Experiences as Appropriate:**

*At [www.cacareerzone.org](http://www.cacareerzone.org) take the Interest Profile assessment to better understand which types of careers you might be interested in for your future. Research what it takes to become a veterinarian.**Research different colleges, visit the campuses, and find out requirements to attend. Research our local community colleges at: [www.losrios.edu](http://www.losrios.edu).**Research four year colleges that you are interested in and find out their admissions criteria and strive to meet them and apply to them.*

### **Related Services as Appropriate:**

840 Career awareness

## **Student's Post Secondary Goal Employment (Required):**

Upon completion of school I will *Lily stated she is interested in part time employment right after high school but did not specify what type of part time job.*

Linked to Annual Goal # 1, 2, 3Person/Agency Responsible: student

### **Transition Service Code as Appropriate:**

840 Career awareness

### **Activities to Support Post Secondary Goal:**

*Seek assistance from transition staff to fill out applications, practice interviewing skills and to make a resume.*

### **Community Experiences as Appropriate:**

*Do volunteer work in areas that interest you.*

### **Related Services as Appropriate:**

## **Student's Post Secondary Goal Independent Living (As appropriate):**

Upon completion of school I will *Lily stated she is not sure at this time but is something she needs to think about.*

### **Transition Service Code as Appropriate:**

Linked to Annual Goal # 1

Person/Agency Responsible: student

**Activities to Support Post Secondary Goal:**

*Explore clubs and other campus extracurricular activities and join one that sparks your interest.*

**Community Experiences as Appropriate:**

*At [www.cacareerzone.org](http://www.cacareerzone.org), take the Make Money Choices survey to better understand what it costs to live on your own.*

*Help your family when they pay the bills, buy the groceries and do the banking for the family. Plan, shop for and cook at least one meal a week for your family.*

*Go to [www.dmv.ca.gov/teenweb](http://www.dmv.ca.gov/teenweb) to find out what it takes to get your driver's license and to take practice tests.*

**Related Services as Appropriate:**

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

Student Name: Thao, LilyDate of Birth: 5/13/2004IEP Date: 11/4/2020**District Graduation Requirements:****Course of Study**

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

*Completion of 225 general education credits to earn a high school diploma. (See transcript.) Lily is currently attending a comprehensive public high school with a full inclusion program and is receiving supports in the form of accommodations and co-taught classes in addition to Speech.*

Units/Credits Completed: 120Units/Credits Pending: 105

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: Adam McCurdyDate: 10/10/2019**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