

SACRAMENTO CITY UNIFIED
INVITATION TO INDIVIDUAL EDUCATIONAL PROGRAM TEAM MEETING/NOTICE OF MEETING

Student Name: Jasmine YangBirthdate: 12/6/2005
☐ Initial ☒ Annual ☐ Triennial ☒ Transition Planning ☐ Pre-Expulsion ☐ Interim ☐ Other
Address 7877 ANN ARBOR WAY Sacramento, CA 95832Dear Deu YangToday's Date 05/12/2021

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

The meeting is scheduled for:Date 05/19/2021Time 1:00 pm
 School/Location (LBHS virtual meeting)
https://scusd.zoom.us/j/83861813341
Room Passcode: Yang**We anticipate that the following members may also attend:**

<input checked="" type="checkbox"/> Administrator/Designee	<input type="checkbox"/> _____
<input checked="" type="checkbox"/> Special Education Teacher	<input type="checkbox"/> _____
<input checked="" type="checkbox"/> General Education Teacher	<input type="checkbox"/> _____
<input checked="" type="checkbox"/> Student	<input type="checkbox"/> _____
<input type="checkbox"/> Psychologist	<input type="checkbox"/> _____
<input type="checkbox"/> Specialist	<input type="checkbox"/> _____

NOTICE: If you wish to audio tape this meeting, you must provide 24 hour notice, we may also audio tape the meeting.**If you would like further information about your Procedural Safeguards or the purpose of this meeting, please call:**Name Patricia FabilaTitle Resource SpecialistSchool/District Sacramento City Unified School DistrictPhone 916-549-5062Please complete and sign this form, and return to Patricia-Fabila@scusd.edu**Check the following items, as appropriate:**

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

Signature _____

Date _____

☐ Parent ☐ Guardian ☐ Surrogate ☐ Adult Student

For LEA use only:

Comments/Additional Information

SACRAMENTO CITY UNIFIED IEP TEAM MEMBER EXCUSAL

Student Name: Yang, JasmineBirthdate: 12/6/2005IEP Date: 5/12/2021

By mutual agreement between the parent/adult student, and designated representative of the local education agency, the presence and participation of the Individual Education Program team member(s) identified below is/are not necessary and has/have been excused from being present and participating in the meeting scheduled on 5/22/2020 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>Ms. Ashot</u>	<u>Science</u>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> whole <input type="checkbox"/> in part
<u>Ms. Harada</u>	<u>PE</u>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> whole <input type="checkbox"/> in part
<u>Ms Kaur</u>	<u>Math</u>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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: Yang, Jasmine KaliaLegal Suffix: _____ Date of Birth: 12/6/2005 IEP Date: 5/12/2021Original SpEd Entry Date: 6/2/2017Next Annual IEP: 5/11/2022Last Eval: 5/22/2020Next Eval: 5/21/2023MEETING TYPE: ☐ Initial ☒ Annual ☐ TriennialAdditional Purpose of Meeting (If needed): ☒ Transition ☐ Pre-Expulsion ☐ Interim ☐ OtherAge: 15 year(s) 5 monthsGrade: 09 Ninth gradeNative Language: 23 HmongEL: ☒ Yes ☐ NoRedesignated: ☐ Yes ☒ NoInterpreter ☒ Yes ☐ NoStudent ID: 60910682SSID: 5920945075Parent/Guardian: Deu YangHome Phone: Home Address: 7877 ANN ARBOR WAYWork Phone: City: SacramentoCell Phone: (916)398-7592State/Zip: CA, 95832Email: .deuyang91485@gmail.comParent/Guardian: Chue YangHome Phone: Home Address: 7877 ANN ARBOR WAYWork Phone: City: SacramentoCell Phone: (916)477-8937State/Zip: CA, 95832Email: District of Special Education Accountability: Sacramento City Unified School DistrictResidence School: John Still MiddleHispanic Ethnicity: ☐ Yes ☒ No ☐ Ethnicity Intentionally Left BlankRace (regardless of Ethnicity): Race 1. 208 Hmong Race 2. Race 3. Race 4. Race 5. ☐ Race Intentionally Left Blank

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

Primary: Specific Learning Disability (SLD)Secondary: None☐ Not Eligible for Special Education ☐ Exiting from Special Education (returned to reg. ed/no longer eligible)

Describe how student's disability affects involvement and progress in general curriculum (or for preschoolers, participation in appropriate activities) Jasmine demonstrates a psychological processing disorder in the areas of Cognitive abilities (concepts/association) and requires additional support in order to access the general ed curriculum.

FOR INITIAL PLACEMENTS ONLY

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

☐ Yes ☒ NoDate of Initial Referral for Special Education Services: 4/4/2017Person Initiating the Referral for Special Education service: 30 Student Study Team/Intervention TeamDate District Received Parent Consent: 4/4/2017Date of Initial Meeting to Determine Eligibility: 6/2/2017

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

Student Name: Yang, JasmineBirthdate: 12/6/2005IEP Date: 5/12/2021**Strengths/Preferences/Interests**

Jasmine is friendly, organized, and cooperative. She is courageous, adventurous, and open-minded. She likes listening to Korean Pop Music (KPOP) and she sings and dances. She is helpful and a good listener. She has goals that include making more friends and joining a sports team. Jasmine is good at volleyball and soccer. She is interested in finding a hobby and interested in learning how to swim better. Jasmine's time management skills and organization skills are great

Parent input and concerns relevant to educational progress

Jasmine can do anything she sets her mind to. She is articulate and adaptable.

She has seen an improvement in Jasmine's ability to articulate material she is learning and level of understanding. When back in school will she be able to progress as she has matured much during at-home distance learning.

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): *N/A due to Covid*

Other Assessment Data (e.g., curriculum assessment, other district assessment, etc.) *Quill.org, IXL.com*

Hearing Date: 11/2/2020 ☐ Pass ☐ Fail ☒ Other Unable to do hearing test due to pandemic situation

Vision Date: 11/2/2020 ☐ Pass ☐ Fail ☒ Other Unable to do the vision screening due to pandemic situation

Preacademic/Academic/Functional Skills

2020-2021

BIOLIVING EARTH 1P A Student is focused and engaged throughout the class period.

ENG 9 1P A Jasmine puts effort into the work she does and completes her assignments. May need support in written communication.

Jasmine is awesome!! She does great work. She pretty much does all of her work. I have no concerns about Jasmine. I think Jasmine would do well in 100% general education classes

FRSH/SOPH P.E A 88.13% She is doing great in my class. Always in class turning in assignments. After previewing a test she still got the wrong answers.

GEOGRAPHY P A 101.50% Jasmine is earning an A+ in the class with a 102%. So, she's doing everything she needs to do for distance learning-attending Zoom, participating in-class activities, and finishing assignments. No academic, behavioral or attendance concerns.

INTEGRATED MATH 1 1P A 88.62% Jasmine is always in class and on time and ready to work. Seems to be organized and cooperative. She has few missing assignments. Is a delightful woman and has many talents. Needs to ask questions or seek help.

STUDY SKILLS A 100.00% Open to new things and eager to learn. Learning comes easy for Jasmine. She is level-headed and adventurous. Jasmine is reflective

Communication Development

Jasmine is very shy and does not talk or raise hand unless she is being called on. However, she can be very talkative around her peers. When she feels comfortable around teachers she is more likely to ask questions for help. Teacher should check in with Jasmine to make sure she understands assignments. When asked questions she responds.

Gross/Fine Motor Development

Age appropriate. No concerns at this time. Jasmine has good handwriting skills and she participates in general ed PE with no concerns.

Social Emotional/Behavioral

All teachers report that Jasmine is hardworking, respectful and responsible. Jasmine works well with others and gets along with peers and adults. She is a very good student. Well dispositioned. Can experience some sadness, at times, mom shares.

Vocational

Helping people is at the top of Jasmine's future. She wants to go into the field of obstetrics and fertility.

Adaptive/Daily Living Skills

Mom shares that Jasmine is helpful in the home.

Health

Per mom, Jasmine is currently healthy and does not take any medications. Wears glasses. Jasmine went to her eye doctor August 2020. Had a regular check-up for dental and eye doctor.

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

Math, writing, transition, and transition (career and hobby awareness)

F 10

**SACRAMENTO CITY UNIFIED
SPECIAL FACTORS**

Student Name: Yang, Jasmine

Birthdate: 12/6/2005

IEP Date: 5/12/2021

Does the student require assistive technology devices and/or services? ☐ Yes ☒ No

Rationale:

Does the student require low incidence services, equipment and/or materials to meet educational goals? ☐ Yes ☒ No
(If yes, specify)

Considerations if the student is blind or visually impaired: Jasmine is not blind or visually impaired.

Considerations if the student is deaf or hard of hearing: Jasmine 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?

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

11/9

↑
↑
↓

**SACRAMENTO CITY UNIFIED
ANNUAL GOALS AND OBJECTIVES**

Student Name: Yang, JasmineBirthdate: 12/6/2005IEP Date: 5/12/2021

Area of Need: Career Planning	Measurable Annual Goal #: <u>Proposed goal #3</u> Goal: By 05/11/2022, Jasmine will identify classes that relate to her career interests using the STC3 Interest posters and advocate for the career pathway they choose.
Baseline: Jasmine wants to work in the field of obstetrics. She knows she needs to take science and math courses.	<input type="checkbox"/> Enables student to be involved/progress in general curriculum/state standard <input type="checkbox"/> Addresses other educational needs resulting from the disability <input type="checkbox"/> Linguistically appropriate <input checked="" type="checkbox"/> Transition Goal: <input checked="" type="checkbox"/> Education/Training <input checked="" type="checkbox"/> Employment <input type="checkbox"/> Independent Living Person(s) Responsible: WorkAbility counselor, student, RSP staff

Short-Term Objective: By 11/11/2021, Jasmine will identify classes that relate to her career interests .

Short-Term Objective: By 01/11/2022, Jasmine will identify classes that relate to his or her career interests using the STC3 Interest posters and identify teachers that can assist her with her pathway.

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: Yang, JasmineBirthdate: 12/6/2005IEP Date: 5/12/2021

Area of Need: Written communication	Measurable Annual Goal #: <u>proposed 2</u> Goal: By 05/11/2022, Jasmine will write routinely over extended time frames (include time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences as measured by student work samples on 4 out of 5 trials with 80% accuracy. <input checked="" type="checkbox"/> Enables student to be involved/progress in general curriculum/state standard W.9-10.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. <input type="checkbox"/> Addresses other educational needs resulting from the disability <input type="checkbox"/> Linguistically appropriate <input type="checkbox"/> Transition Goal: <input type="checkbox"/> Education/Training <input type="checkbox"/> Employment <input type="checkbox"/> Independent Living Person(s) Responsible:
Baseline: Jasmine can write on a topic and answer short answer questions. She does not use commas or semicolons nor does she restate the question in her responses.	

Short-Term Objective: By 11/11/2021, Jasmine will write routinely (time for research, reflection, and revision) over shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences as measured by student work samples on 2 out of 3 trials with 70% accuracy.

Short-Term Objective: By 01/11/2022, Jasmine will write routinely over extended time frames (include time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences as measured by student work samples on 3 out of 4 trials 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: Yang, JasmineBirthdate: 12/6/2005IEP Date: 5/12/2021

Area of Need: Factoring polynomials	Measurable Annual Goal #: <u>proposed goal #1</u> Goal: By 05/11/2022, given calculator and student made notes, Jasmine will factor polynomials, identify zeros, and use the zeros to construct a rough graph of the functions with at least 90% accuracy in 4 of five trials as measured by student work samples/teacher records. <input checked="" type="checkbox"/> Enables student to be involved/progress in general curriculum/state standard A.APR.3 Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial. <input type="checkbox"/> Addresses other educational needs resulting from the disability <input type="checkbox"/> Linguistically appropriate <input type="checkbox"/> Transition Goal: <input type="checkbox"/> Education/Training <input type="checkbox"/> Employment <input type="checkbox"/> Independent Living Person(s) Responsible: RSP and GE teacher
Baseline: Jasmine is able to solve one variable linear equations and inequalities, identifying coefficients with 80%.	

Short-Term Objective: By 11/11/2021, given calculator and student made notes, Jasmine will identify zeros, and use the zeros to construct a rough graph of the functions with at least 80% accuracy in 4 of five trials as measured by student work samples/teacher records.

Short-Term Objective: By 01/11/2022, given calculator and student made notes, Jasmine will factor polynomials, identify zeros, and use the zeros to construct a rough graph of the functions with at least 70% accuracy in 3 of five trials as measured by student work samples/teacher records.

Short-Term Objective:

Progress Report 1:

Summary of Progress:

Comment:

Progress Report 2:

Summary of Progress:

Comment:

Progress Report 3:

Summary of Progress:

Comment:

Annual Review Date:

Goal met ☐ Yes ☐ No

Comments:

**SACRAMENTO CITY UNIFIED
ANNUAL GOALS AND OBJECTIVES**

Student Name: Yang, JasmineBirthdate: 12/6/2005IEP Date: 5/12/2021

Area of Need: Leisure	Measurable Annual Goal #: <u>proposed 4</u> Goal: By 05/11/22, Jasmine will partake in doing discovered hobbies and recreational interests.
Baseline: Jasmine has not identified a particular interest in any leisure activities.	<input type="checkbox"/> Enables student to be involved/progress in general curriculum/state standard <input type="checkbox"/> Addresses other educational needs resulting from the disability <input type="checkbox"/> Linguistically appropriate <input checked="" type="checkbox"/> Transition Goal: <input type="checkbox"/> Education/Training <input type="checkbox"/> Employment <input checked="" type="checkbox"/> Independent Living Person(s) Responsible: WorkAbility counselor, Case Manager, student

Short-Term Objective: By 11/11/21, Jasmine will explore recreational interests.

Short-Term Objective: By 01/11/22, Jasmine will explore hobbies and recreational interests.

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: Yang, JasmineBirthdate: 12/6/2005IEP Date: 5/12/2021

Area of Need: Writing	Measurable Annual Goal #: <u>1 for</u> Goal: By 5/22/2021, Jasmine will write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content as measured by curriculum based assessments or student work samples on 2 out of 3 trials with 80% accuracy <input checked="" type="checkbox"/> Enables student to be involved/progress in general curriculum/state standard W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. <input type="checkbox"/> Addresses other educational needs resulting from the disability <input type="checkbox"/> Linguistically appropriate <input type="checkbox"/> Transition Goal: <input type="checkbox"/> Education/Training <input type="checkbox"/> Employment <input type="checkbox"/> Independent Living Person(s) Responsible: GE Teacher/RSP Teacher
Baseline: Jasmine is able to write multi-paragraph essays and stay on topic. She needs to work on writing complex sentences and her grammar.	

Short-Term Objective: By Nov. 2020, Jasmine will write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content as measured by curriculum based assessments or student work samples on 2 out of 3 trials with 70% accuracy

Short-Term Objective: By March 2021, Jasmine will write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content as measured by curriculum based assessments or student work samples on 2 out of 3 trials with 75% accuracy

Short-Term Objective:

Progress Report 1: 10/4/2020

Summary of Progress: Benchmark not met.

Comment: Jasmine is learning to identify author' purpose and cite details to support her claims.

Progress Report 2:

Summary of Progress:

Comment:

Progress Report 3: 5/19/2021

Summary of Progress: Jasmine is able to write expository text with structure and content expressing a clear idea.

Comment:

Annual Review Date:

Goal met ☒ Yes ☐ No

Comments:

**SACRAMENTO CITY UNIFIED
ANNUAL GOALS AND OBJECTIVES**

Student Name: Yang, JasmineBirthdate: 12/6/2005IEP Date: 5/12/2021

Area of Need: Math	Measurable Annual Goal #: <u>2 for</u> Goal: By 5/22/2021, Jasmine will solve linear equations and inequalities in one variable, including equations with variable coefficients with at least 80% accuracy in 2 out of 3 trials as measured by student work samples/teacher records.
Baseline: Jasmine struggles with word problems and multi-step equations. Her basic math skills are not that strong and she doubts/questions herself. She struggles with long division, solving linear equations, and graphing. She averages 60-65% on most of her assignments.	<input checked="" type="checkbox"/> Enables student to be involved/progress in general curriculum/state standard A.REI.3 Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters. <input type="checkbox"/> Addresses other educational needs resulting from the disability <input type="checkbox"/> Linguistically appropriate <input type="checkbox"/> Transition Goal: <input type="checkbox"/> Education/Training <input type="checkbox"/> Employment <input type="checkbox"/> Independent Living Person(s) Responsible: GE Teacher/RSP teacher

Short-Term Objective: By Nov. 2020, Jasmine will solve linear equations and inequalities in one variable, including equations with variable coefficients with at least 65% accuracy in 2 out of 3 trials as measured by student work samples/teacher records.

Short-Term Objective: By March 2021, Jasmine will solve linear equations and inequalities in one variable, including equations with variable coefficients with at least 70% accuracy in 2 out of 3 trials as measured by student work samples/teacher records.

Short-Term Objective:

Progress Report 1: 10/4/2020

Summary of Progress: Progress is being made towards this goal.

Comment: She holds a "B" currently

Progress Report 2:

Summary of Progress:

Comment:

Progress Report 3: 5/19/2021

Summary of Progress: Jasmine can solve linear equations with one variable with 90% accuracy

Comment:

Annual Review Date:

Goal met ☒ Yes ☐ No

Comments:

SACRAMENTO CITY UNIFIED
Offer of FAPE - SERVICE

Student Name: Yang, JasmineBirthdate: 12/6/2005IEP Date: 5/12/2021

The service options that were considered by the IEP team (List all): The team discussed general ed without support, general education with RSP support, and special day class. The team found that the least restrictive environment for Jasmine at this time and the district's offer of FAPE (free and appropriate education) is in the general education class with RSP support (consultation). This placement will allow Jasmine to remain with her peers for the entirety of the day. Jasmine is not at risk for academic regression and is not eligible for ESY i 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: RSP services are provided through consultation to her teachers.

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
When working with Jasmine the following recommendations may be helpful: - Reduce distracting stimuli in order to increase Jasmine's ability to follow verbal directions (e.g., place the student on the front row; provide a carrel or "office" space away from distractions, etc.). - Break down verbal directions into simpler forms (point of clarity) and step by step sequences (model expectations) - Have Jasmine repeat directions or give an interpretation after receiving verbal directions. - Learn new information through repetition and feedback (ie. flash cards). - Provide written and visual cues. - Practice note taking for reference and as a learning tool. - Review and link new information to previous taught concepts. - Provide frequent opportunities for success. For example, utilize pre-teaching/priming to support academic success and input. - Use praises/recognize appropriate behavior. - Provide immediate feedback. - Consider all recommendations of the IEP Team. Streamline (Reading, Writing, Listening)	5/12/2021	5/11/2022	school site

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

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

Program Modifications	Start Date	End Date	Frequency	Duration	Location
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☐ The IEP team discussed and determined other supports for school personnel, or for student, or on behalf of the student are not needed.

☒ The IEP team discussed and determined the following other supports for school personnel, or for student, or on behalf of the student are needed.

Other Supports for School Personnel, or for Student, or on Behalf of Student	To Support	Start Date	End Date	Frequency	Duration	Location
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When working with Jasmine the following recommendations may be helpful: - Reduce distracting stimuli in order to increase Jasmine's ability to follow verbal directions (e.g., place the student on the front row; provide a carrel or "office" space away from distractions, etc.). - Break down verbal directions into simpler forms (point of clarity) and step by step sequences (model expectations) - Have Jasmine repeat directions or give an interpretation after receiving verbal directions. - Learn new information through repetition and feedback (ie. flash cards). - Provide written and visual cues. - Practice note taking for reference and as a learning tool. - Review and link new information to previous taught concepts. - Provide frequent opportunities for success. For example, utilize pre-teaching/priming to support academic success and input. - Use praises/recognize appropriate behavior. - Provide immediate feedback. - Consider all recommendations of the IEP Team.	<input checked="" type="checkbox"/> Student <input checked="" type="checkbox"/> Personnel	5/12/2021	5/11/2022	Daily	Throughout the IEP	All school environments
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SPECIAL EDUCATION and RELATED SERVICES

Service: <u>Specialized Academic Instruction</u>	Start Date: <u>5/12/2021</u>	End Date: <u>5/11/2022</u>
Provider: <u>SELPA</u>	<input type="checkbox"/> Ind <input checked="" type="checkbox"/> Grp <input type="checkbox"/> Sec Transition	
Duration/Freq: <u>55 min x 1</u> Totaling: <u>55 min</u> served <u>Monthly</u>	Location: <u>Regular classroom/public day school</u>	
Comments: <u>RSP consultation to general education teachers</u>		
Service: <u>Career awareness</u>	Start Date: <u>5/12/2021</u>	End Date: <u>5/11/2022</u>
Provider: <u>SELPA</u>	<input checked="" type="checkbox"/> Ind <input checked="" type="checkbox"/> Grp <input type="checkbox"/> Sec Transition	
Duration/Freq: <u>55 min</u> served <u>Yearly</u>	Location: <u>Regular classroom/public day school</u>	
Comments:		
Service: <u>College awareness</u>	Start Date: <u>5/12/2021</u>	End Date: <u>5/11/2022</u>
Provider: <u>SELPA</u>	<input checked="" type="checkbox"/> Ind <input checked="" type="checkbox"/> Grp <input type="checkbox"/> Sec Transition	
Duration/Freq: <u>55 min</u> served <u>Yearly</u>	Location: <u>Regular classroom/public day school</u>	
Comments:		

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

Special Education Transportation ☐ Yes ☒ No

EXTENDED SCHOOL YEAR (ESY)

☐ Yes ☒ No

Rationale: Jasmine is not 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: Yang, JasmineBirthdate: 12/6/2005IEP Date: 5/12/2021

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

English Language Arts (Grades 3-8, & 11)90 Not to Participate (Outside Testing Group or Plan Type 20)**Math (Grades 3-8, & 11)**90 Not to Participate (Outside Testing Group or Plan Type 20)**Science (Grades 5, 8 & High School)**11 With testing accommodations

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

Streamline, Text To Speech, ItemsSeparate Setting (i.e., most beneficial time, special lighting or acoustics, adaptive furniture), Simplified Test DirectionsWord Prediction,

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

Physical Fitness Test (Grades 5, 7 & 9)

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

☐ Other State-Wide/ District-Wide Assessment(s) Alternate Assessment(s)

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

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

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

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

☐ **Initial ELPAC**

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

☐ **Summative ELPAC Computer-based**

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

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

☐ **Alternate Assessment to ELPAC**

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

Name of alternate assessment(s)

Person responsible to administer alternate assessment(s)

☐ **Standards based Tests in Spanish STS**

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

SACRAMENTO CITY UNIFIED IEP TEAM MEETING NOTES

Student Name: Yang, Jasmine

Birthdate: 12/6/2005

IEP Date: 5/12/2021

Date: 5/19/2021

Notes: Jasmine Yang
05/19/2021

Purpose of the meeting: Annual IEP to review goals, services and placement to determine if Jasmine is receiving educational benefit in her current setting and determine education services.

*This meeting is being held via Zoom video conferencing due to COVID-19 public health restrictions.
A copy of the parent's rights was provided to the parent via email prior to the meeting and was reviewed.*

Introductions were made. Members in attendance were:

Special Education Teacher, Patricia Fabila

General Education Teacher, Kaitlin Evans, Rory Jones, Bill Green

Parent, Deu Yang

Student, Jasmine Yang

Administration, Rick Godnick

Interpreter, Ya Po Cha

The screen was shared as the pages of the IEP were discussed and updated.

Information/Eligibility form was reviewed. Demographics were verified. All information is correct.

Present Levels page was reviewed and updated as follows:

Strengths and parental concerns were discussed.

Strengths: Mother states that Jasmine can do anything she sets her mind to. Also, when motivated to do something she finds strength to learn on her own.

Concerns: Mom is afraid that when school resumes next year, that Jasmine will not progress and flourish as she has done a lot of maturing and personal growth this year, at home.

General education teachers reported on current classroom performance and academic and functional skills. (See teacher input attachments, also.)

Green: She is great turned in every assignment and is at every class; she is self-motivated.

Evans: Jasmine is wonderful and participates in class discussions and does well.

Jones: She has over 95% in the class, always on time, and does all her work in class.

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

Mother shared current health status to be fine and no concerns. Emotional: Some sadness on occasion and may need to know how to get help in the future.

Areas of need were identified as math, writing, transition (career and hobby awareness). New goals were proposed to address these areas of need.

Special Factors were reviewed and updated.

The team discussed the assessment results and classroom data and found that Jasmine qualifies as a child with a specific learning disability. Team reviewed the goals needed to remediate deficits and then discussed placement options including general education with no support, general education with RSP and special day class. The team determined that the least restrictive and most appropriate environment for the student at this time is general education with RSP consult with teachers. The student is not at risk for regression and is not eligible for extended school year at this time.

Accommodations, supports, and modifications were discussed and updated.

Transportation was discussed.

Extended School Year services were discussed.

*The team discussed statewide assessments and determined that Jasmine will participate in the CAST with designated supports
Educational Setting/Offer of FAPE page was reviewed.*

The Free and Appropriate Public Education (FAPE) and Services page of this Annual and Triennial IEP reflects a FAPE offer that would be provided in a full-time, traditional in-person education model. This is not the current model available with the District, since due to the COVID-19, the District has been ordered to begin the school year in a distance learning model. The need for the distance learning model is anticipated to be temporary. Because this IEP includes an offer of FAPE for the next 12 months, the FAPE and Services pages reflect what the long term offer of FAPE looks like after school physically reopens. The immediate, short-term and temporary distance learning plan is addressed separately below.

Emergency Plan for Future School Closures in Excess of 10 School Days:

In 2020, due to the COVID-19 pandemic, schools were unexpectedly physically 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*

Parent consent can be provided via text, email, or electronic signature.

Proposed IEP will be provided for parent consideration,

Meeting Adjourned:

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

Student Name: Yang, JasmineBirthdate: 12/6/2005IEP Date: 5/12/2021Physical Education: ☒ General ☐ Specially Designed ☐ OtherDistrict of Service: Sacramento City Unified School DistrictSchool of Attendance: Luther BurbankAll special education services provided at student's school of residence? ☒ Yes ☐ No (rationale)

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

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

The location where the student receives the majority of their special education services the same as above:

☐ Same as above ☐ Different from aboveIs the Regular Early Childhood Program ten hours per week or greater? ☐ Yes ☐ NoProgram Setting (TK/Kgn or greater, ages 5-22): Regular Classroom/Public Day School

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

0 % of time student is outside the regular class & extracurricular & non academic activities100 % of time student is in the regular class & extracurricular & non academic activities

Student will not participate in the regular class and/or extracurricular and/or non academic activities: because

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 IEP meetings, phone calls, emails, progress reports

How?

☒ Progress Summary Report ☒ Other IEP's, calls, report cards

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

SACRAMENTO CITY UNIFIED SIGNATURE AND PARENT CONSENT

Student Name: Yang, JasmineBirthdate: 12/6/2005IEP Date: 5/12/2021

IEP Meeting Participants

<u>Deu Yang</u>	<u>5/12/2021</u>		
Parent/Guardian/Surrogate	Date	Parent/Guardian	Date
<u>Jasmine Yang</u>	<u>5/12/2021</u>		<u>5/12/2021</u>
Student/Adult Student	Date	General Education Teacher	Date
<u>Richard Godnick</u>	<u>5/12/2021</u>	<u>Patricia Fabila</u>	<u>5/12/2021</u>
LEA Representative/Admin.Designee	Date	Special Education Specialist	Date
<u>Ya Po Cha/Interpreter</u>	<u>5/12/2021</u>	<u>Bill Green/Gen Ed</u>	<u>5/12/2021</u>
Additional Participant/Title	Date	Additional Participant/Title	Date
<u>Kaitlin Evans/Gen Ed</u>	<u>5/12/2021</u>	<u>Rory Jones/Gen Ed</u>	<u>5/12/2021</u>
Additional Participant/Title	Date	Additional Participant/Title	Date
Additional Participant/Title	Date	Additional Participant/Title	Date
Additional Participant/Title	Date	Additional Participant/Title	Date

CONSENT

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

Signature below is to authorize and approve the IEP.

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

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

PARENT INVOLVEMENT

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

☒ Yes ☐ No ☐ No Response

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

Signature _____
☐ Parent ☐ Guardian ☐ Surrogate ☐ Adult Student

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

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

Student Name: Yang, JasmineDate of Birth: 12/6/2005IEP Date: 5/12/2021

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Student 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:

Jasmine indicates that when she completes school, she wants to attend a 4-year college. She has worked hard at maintaining a 4.0 GPA and continues to want to learn about finances. She would like to get work experience in the medical field and become an obstetrician. Jasmine's behavior is exemplary and her attendance is perfect. She learns best by having visual models to follow.

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

Upon completion of school I will *maintain a GPA of 2.5 or above in order to remain competitive for entrance into University. Continue taking A-G courses. Apply to University and Complete FAFSA application.*

Linked to Annual Goal # 4Person/Agency Responsible: Student, teacher**Transition Service Code as Appropriate:**820 College awareness**Activities to Support Post Secondary Goal:**

focus on education and research my career options in obstetrics and fertility.

Community Experiences as Appropriate:

Take tours of the campuses. Participate in college preparation fairs at LBHS; work closely with Mr. Corona and Mr. Leng to get guidance in transfer requirements.

Related Services as Appropriate:820 College awareness**Student's Post Secondary Goal Employment (Required):**

Upon completion of school I will *focus on education and research my career options*

Linked to Annual Goal # 4Person/Agency Responsible: Student and WorkAbility counselor**Transition Service Code as Appropriate:**840 Career awareness**Activities to Support Post Secondary Goal:**

Continue to take interest surveys, questionnaires, and continue to explore careers through WorkAbility resources by accessing student portfolio. In addition, participate in career days and guest speaker events offered during high school presentations as available. Seek assistance from school staff if needed when accessing career portfolio.

Community Experiences as Appropriate:

interview people in the community in field of interest and research requirements

Related Services as Appropriate:840 Career awareness**Student's Post Secondary Goal Independent Living (As appropriate):**

Upon completion of school I will

Linked to Annual Goal #

Person/Agency Responsible:

Transition Service Code as Appropriate:**Activities to Support Post Secondary Goal:****Community Experiences as Appropriate:****Related Services as Appropriate:**

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

Student Name: Yang, JasmineDate of Birth: 12/6/2005IEP Date: 5/12/2021**District Graduation Requirements:****Course of Study**

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

*See transcripts*Units/Credits Completed: 30Units/Credits Pending: 195

Student's course of study leads to:

☐ Certificate of Completion ☒ DiplomaAnticipated Completion Date: 6/13/2024**Age of Majority:**☐ On or before the student's 17th birthday, he/she has been advised of rights at age of majority (age 18)

By whom: _____

Date: _____

Conservatorship

Is the student conserved for educational decision making?

☐ Yes ☒ No

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

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

☐ Yes ☐ No

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

☐ Yes ☐ No

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

☐ Yes ☐ No

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

☐ Yes ☐ No

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