

SACRAMENTO CITY UNIFIED IEP TEAM MEMBER EXCUSAL

Student Name: Vang, NathanBirthdate: 6/30/2012IEP Date: 2/4/2021

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 2/4/2021 because (1) the member's area of the curriculum or related services is not being modified or discussed in the meeting or (2) the meeting involves a modification to or discussion of the member's area of curriculum or related services and the member submitted, in writing to the parent and the IEP team, input into the development of the IEP prior to the meeting.

Individual Education Program Team Member(s)

Individual Education Program Team Member(s)	Area Of Curriculum Or Related Services	Area Of Curriculum Or Related Services is Not Being Discussed Or Modified	Written input has been submitted to the parent and the IEP team prior to the meeting regarding Area Of Curriculum Or Related Services	The IEP team member is being mutually excused from the IEP meeting
<u>General education teacher</u>	<u>Gen ed services</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> whole <input type="checkbox"/> in part
		<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
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		<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: Vang, Nathan Xub

Legal Suffix:

Date of Birth: 6/30/2012IEP Date: 2/4/2021Original SpEd Entry Date: 6/4/2014Next Annual IEP: 2/3/2022Last Eval: 1/30/2019Next Eval: 1/29/2022MEETING TYPE: ☐ Initial ☒ Annual ☐ TriennialAdditional Purpose of Meeting (If needed): ☐ Transition ☐ Pre-Expulsion ☐ Interim ☐ OtherAge: 8 year(s) 7 monthsGrade: 04 Fourth gradeEL: ☐ Yes ☒ NoNative Language: 00 EnglishRedesignated: ☐ Yes ☒ NoInterpreter ☒ Yes ☐ NoStudent ID: 70013594SSID: 2154765014Parent/Guardian: Houa VangHome Address: 7142 RAINFORTH LNCity: SacramentoState/Zip: CA, 95822-4594Home Phone: .Work Phone: .Cell Phone: (916)806-3489Email: .Parent/Guardian: Mai YangHome Address: 7142 RAINFORTH LNCity: SacramentoState/Zip: CA, 95822-4594Home Phone: .Work Phone: .Cell Phone: (916)806-3489Email: .District of Special Education Accountability: Sacramento City Unified School DistrictResidence School: WoodbineHispanic Ethnicity: ☐ Yes ☒ No ☐ Ethnicity Intentionally Left BlankRace (regardless of Ethnicity): Race 1. 208 Hmong Race 2. .Race 3. . Race 4. . Race 5. . ☐ Race Intentionally Left Blank

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

Primary: Autism (AUT)Secondary: 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) Due to autism designation and language needs, he requires support in order to access appropriate activities.

FOR INITIAL PLACEMENTS ONLY

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

☐ Yes ☒ NoDate of Initial Referral for Special Education Services: 4/1/2015Person Initiating the Referral for Special Education service: 90 OtherDate District Received Parent Consent: 4/6/2015Date of Initial Meeting to Determine Eligibility: 6/2/2015

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

Student Name: Vang, NathanBirthdate: 6/30/2012IEP Date: 2/4/2021**Strengths/Preferences/Interests**

Mai reported that he likes toys. He doesn't like to touch and play with the toys, he sits them on the shelves and looks at them. He also likes to watch movies.

Classroom Teacher 2021-Per review of reports and parent consultation Nathan presented as a generally happy student during in-school instruction. During interview, Nathan was described as a sweet, smart, and hilarious boy. It has been reported while school is in session, Nathan would transition from the school van to class independently and generally arrived to school with a smile on his face. Upon arrival and when prompted Nathan would respond with "Hi" or "Good morning"; as a preference Nathan enjoyed being social with staff around campus. When getting his wants and needs met Nathan utilized vocalizations (e.g., "Go play", "Toys"), gestures, and hand leading for preferences.

Parent input and concerns relevant to educational progress

Mai reported that she does have serious concerns because she is not able to read and write in English. It is like the blind leading the blind. It is very difficult and I am very concerned. For example, when it comes to reading, I don't know how to read the instructions. She is looking forward to schools re-opening, physically. She would like the materials to be in larger font.

Smarter Balanced Assessment Consortium (SBAC)☒ Not Applicable**English/Language Arts Overall**
☐ Standard Exceeded ☐ Standard Met ☐ Standard Nearly Met ☐ Standard Not Met

 Reading ☐ Above Standard ☐ Near Standard ☐ Below Standard

 Writing ☐ Above Standard ☐ Near Standard ☐ Below Standard

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

 Research/Inquiry ☐ Above Standard ☐ Near Standard ☐ Below Standard
Math☒ Not Applicable**Math Overall**
☐ Standard Exceeded ☐ Standard Met ☐ Standard Nearly Met ☐ Standard Not Met

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

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

 Communication Reasoning ☐ Above Standard ☐ Near Standard ☐ Below Standard
California Alternate Assessments (CAA)☒ Not Applicable
 English Language Arts ☐ Understanding ☐ Foundational Understanding ☐ Limited Understanding

 Math ☐ Understanding ☐ Foundational Understanding ☐ Limited Understanding

 Science ☐ Understanding ☐ Foundational Understanding ☐ Limited Understanding
English Language Development Test (English Learners Only)☐ Not Applicable☐ ELPAC

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

Written Language Score/Level:

Listening:

Speaking:

Reading:

Writing:

☐ **Alternate Assessment**

Name:

Overall Score/Level:

Listening:

Speaking:

Reading:

Writing:

Physical Education Testing (grades 5, 7 & 9): *Out of testing range***Other Assessment Data (e.g., curriculum assessment, other district assessment, etc.)****Hearing Date:** 4/20/2017 ☐ Pass ☐ Fail ☒ Other Functional hearing appears intact**Vision Date:** 4/20/2017 ☐ Pass ☐ Fail ☒ Other Functional vision appears intact**Preacademic/Academic/Functional Skills**

Classroom Teacher 2021-Per observation and parent consultation, Nathan follows 13 one-step instructions. When acting as a Listener and instructed, Nathan receptively identifies 11 objects in a field of 6, identifies 4 body parts, and imitates 20 modeled 1-chain actions. During Visual Performance lessons, Nathan matches 22 identical 2D (pictures) stimuli. During in-school instruction, Nathan engaged and maintained in a shared group play activity with like aged peers in a structured small group play setting for an average of 3 minutes. Through vocalizations, icon exchange, and a communication board, Nathan expressed his wants and needs to staff or peer questions or comments an average of 30 different communication exchanges per day.

Communication Development

Classroom Teacher 2021-During in-school instruction, Nathan would greet staff with an independent wave and when prompted he imitated/vocalized, "Good morning." Throughout the day Nathan sought out staff and gained their attention to initiate/request play or request access of preferences by tapping their leg or arm. Nathan vocally communicated, used hand gestures, and/or hand led to get his wants/needs met during in-school instruction. When staff would enter his environment, Nathan acknowledged their arrival by gaining the attention of the teacher or other staff members nearby.

ST Update 1/2021: Prior to the COVID-19 school closures, Nathan was being seen in a small group for his speech services and he was making gradual progress on his targeted speech goals for using 3 word utterances and combining 2 words/icons during play activities to direct the actions of others. He was working on taking turns and communicating beyond single words. During distance learning, he has been provided with weekly speech packets containing functional play activities, vocabulary, and coloring pages. Due to a different learning environment, he has been given 2+ sequenced icons such as "eat chips" and "go outside." His current goals appear to remain to be appropriate for him at this time, and they will be revised and continued.

Gross/Fine Motor Development

Classroom Teacher 2021-Gross and fine motor activities have been built into the daily classroom routine (e.g., walking/running, dancing, playing catch, tag, obstacle course, writing, coloring, cutting, and class games). While Nathan would complete gross motor actions with independence and improved accuracy, prompting has been required to keep Nathan engaged in these activities. During structured activities prompting has been required for Nathan to write his name, color, cut, and glue.

OT 2020- Nathan is an energetic and cheerful young boy who loves to run and climb he has shown significant improvement in body awareness and planning when doing so. he has difficulty with seated tasks due to his desire for moment but has made significant progress here as well. He uses a right static tripod grasp on a writing tool. He will hold the pencil and trace various writing strokes within about 1/2.

Social Emotional/Behavioral

Classroom Teacher 2021-Prior to COVID-19 school closure, Nathan engaged in interactive and parallel play activities with peers/staff. However, when engaged with a preferred toy Nathan would, at times, escalate to target behaviors when instructed to share with a peer. As a preference, Nathan preferred to be in close proximity of peers/staff and attempted to communicate his wants and needs throughout the day by using 1–3-word phrases. With prompting/support, Nathan participated in conversations within a group by responding to questions and laughing at jokes. During in-school instruction, Nathan independently expressed a preference to be sociable with novel/unfamiliar staff/peers around the campus throughout the school day. Upon arrival at school Nathan, would, at times, come into the classroom appearing tired and during these instances would be less sociable and requested breaks (from structured activities, others); however, most school days Nathan appeared content and happy. During lessons/structured activities at times Nathan would become excited and silly; during these episodes Nathan would attempt to engage staff and peers.

Vocational

Classroom Teacher 2021-Nathan would put his back pack and lunch away with gestural and vocal prompting. Prompting would be required for Nathan to throw away his garbage and clean up his station; when putting items away (e.g., toys he's playing with) he may have engaged in yelling to delay cleaning up; however, he does put the toys/item away.

Adaptive/Daily Living Skills

Classroom Teacher 2021-During in-school instruction, Nathan completed all classroom routines with prompting/support (e.g., morning, lunch, afternoon). He fed himself independently, although prompting/support may have been required to clean up after the meal/himself. Nathan independently ate with a fork and drank from a sport top water bottle. When provided prompting/direction Nathan put his toys away after playing with them at his lesson table/station. Upon arrival to school, Nathan would arrive in a diaper then change into underwear (with staff support) for the duration of the school day. Nathan was independent in the bathroom; however, remained dry 1 out of 5 days when taken on a schedule. As part of the bathroom routine Nathan independently washed his hands and pulled his pants up. When engaged in high preferred/low structured activities, prompting was required to transition to low preference/high structured locations on the Land Park Campus. During parent interview, support continues to be required to complete a toothbrushing routine as Nathan reportedly engages in Crying during the activity; he brushes his teeth with 20% independence.

Health

Triennial 2018: 5 year old male with Autism and language delays. Unable to perform audiometry or optotype screenings, but functional vision and hearing appear intact. For example: Student is under care of ENT and has tubes in his ears. He is seen every six months. His hearing evaluations was thought to be WNL. Also, he could respond to whispered voice in both right and left ears. He was able to locate a small paperclip both near and far and staff does not notice any visual acuity issues. He has rare asthma, and mom has an Albuterol inhaler at home if needed. She cannot remember the last time student needed it. Student was recently prescribed Methylphenidate 10mg in AM, but family has not started this medication yet.

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

Classroom Teacher 2021-Communication (e.g., Speaker/Listener), Social Pragmatics (e.g., turn taking, sharing), Fine/Gross Motor, Visual Performance, Choice Making, Imitation, Visual Performance (e.g., matching/sorting), Self-Help, and Behavior.

**SACRAMENTO CITY UNIFIED
SPECIAL FACTORS****Student Name:** Vang, Nathan**Birthdate:** 6/30/2012**IEP Date:** 2/4/2021**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:** Nathan is not blind or visually impaired.**Considerations if the student is deaf or hard of hearing:** Nathan 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) He will hit, pinch, throw his body down, hurt himself.

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

See BIP

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

**SACRAMENTO CITY UNIFIED
ANNUAL GOALS AND OBJECTIVES**

Student Name: Vang, NathanBirthdate: 6/30/2012IEP Date: 2/4/2021

Area of Need: Receptive Communication	Measurable Annual Goal #: <u>Academic #1</u> Goal: By February 2022, when acting as the Listener and instructed, Nathan will follow 25 noun/non-noun one step instructions in 8 out of 10 opportunities as measured by staff observation and data collection. .
Baseline: Nathan follows 13 one step instructions in 8 out of 10 opportunities as measured by staff observation and data collection.	<input type="checkbox"/> Enables student to be involved/progress in general curriculum/state standard <input checked="" type="checkbox"/> Addresses other educational needs resulting from the disability <input type="checkbox"/> Linguistically appropriate <input type="checkbox"/> Transition Goal: <input type="checkbox"/> Education/Training <input type="checkbox"/> Employment <input type="checkbox"/> Independent Living Person(s) Responsible: Classroom teacher and staff

Short-Term Objective: By March 2021, when acting as the Listener and instructed, Nathan will follow 16 noun/non-noun one step instructions in 8 out of 10 opportunities as measured by staff observation and data collection.

Short-Term Objective: By June 2021, when acting as the Listener and instructed, Nathan will follow 19 noun/non-noun one step instructions in 8 out of 10 opportunities as measured by staff observation and data collection.

Short-Term Objective: By September 2021, when acting as the Listener and instructed, Nathan will follow 22 noun/non-noun one step instructions in 8 out of 10 opportunities as measured by staff observation and data collection.

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: Vang, NathanBirthdate: 6/30/2012IEP Date: 2/4/2021

Area of Need: Communication	Measurable Annual Goal #: <u>Academic #2</u>
Baseline: Nathan uses a combination of communication modalities (e.g., vocal, icon exchange, communication board) to express wants/needs and to respond to staff or peer questions or comments, an average of 30 different communicative exchanges per day.	Goal: By February 2022, Nathan will engage in 80 communicative exchanges per day (e.g., vocal, PECS, sign language, communication board) to label items in his environment, respond to staff/peer questions, and/or express/wants needs (with a minimum of 50% requests being for access/rejection) 5 out of 5 days, as measured by staff observations and data collection.
	<input type="checkbox"/> Enables student to be involved/progress in general curriculum/state standard <input checked="" type="checkbox"/> Addresses other educational needs resulting from the disability <input type="checkbox"/> Linguistically appropriate <input type="checkbox"/> Transition Goal: <input type="checkbox"/> Education/Training <input type="checkbox"/> Employment <input type="checkbox"/> Independent Living
	Person(s) Responsible: Classroom teacher and staff

Short-Term Objective: By March 2021, Nathan will engage in 40 communicative exchanges per day (e.g., vocal, PECS, sign language, communication board) to label items in his environment, respond to staff/peer questions, and/or express/wants needs (with a minimum of 50% requests being for access/rejection) 5 out of 5 days, as measured by staff observations and data collection.

Short-Term Objective: By June 2021, Nathan will engage in 55 communicative exchanges per day (e.g., vocal, PECS, sign language, communication board) to label items in his environment, respond to staff/peer questions, and/or express/wants needs (with a minimum of 50% requests being for access/rejection) 5 out of 5 days, as measured by staff observations and data collection.

Short-Term Objective: By September 2021, Nathan will engage in 70 communicative exchanges per day (e.g., vocal, PECS, sign language, communication board) to label items in his environment, respond to staff/peer questions, and/or express/wants needs (with a minimum of 50% requests being for access/rejection) 5 out of 5 days, as measured by staff observations and data collection.

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: Vang, NathanBirthdate: 6/30/2012IEP Date: 2/4/2021

Area of Need: Communication	Measurable Annual Goal #: <u>Academic #3</u> Goal: By February 2022, when acting as the Listener/Speaker, Nathan will receptively identify or expressively label 30 items/objects/body parts in his environment in 8 out of 10 trials, as measured by staff observation and data collection.
Baseline: During a structured teaching environment (e.g., classroom), Nathan receptively identifies 12 objects in a field of 6 in 8 out of 10 trials as measured by staff observation and data collection. When acting as the Listener, Nathan receptively identifies 4 body parts in 4 out of 5 opportunities as measured by staff observation and data collection.	<div style="margin-left: 20px;"> <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 </div> Person(s) Responsible: Classroom teacher and staff

Short-Term Objective: By March 2021, when acting as the Listener/Speaker, Nathan will receptively identify or expressively label 15 items/objects/body parts in his environment in 8 out of 10 trials, as measured by staff observation and data collection.

Short-Term Objective: By June 2021, when acting as the Listener/Speaker, Nathan will receptively identify or expressively label 20 items/objects/body parts in his environment in 8 out of 10 trials, as measured by staff observation and data collection.

Short-Term Objective: By September 2021, Nathan will receptively or expressively identify 25 items/objects/body parts in his environment in 8 out of 10 trials, as measured by staff observation and data collection.

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: Vang, NathanBirthdate: 6/30/2012IEP Date: 2/4/2021

Area of Need: Imitation	Measurable Annual Goal #: <u>Academic #4</u> Goal: By February 2022, Nathan will sort presented stimuli by color and shape, in 4 out of 5 opportunities as measured by staff observation and data collection.
Baseline: During Visual Performance lessons, Nathan matches 22 identical 2D (pictures) stimuli.	<input type="checkbox"/> Enables student to be involved/progress in general curriculum/state standard <input checked="" type="checkbox"/> Addresses other educational needs resulting from the disability <input type="checkbox"/> Linguistically appropriate <input type="checkbox"/> Transition Goal: <input type="checkbox"/> Education/Training <input type="checkbox"/> Employment <input type="checkbox"/> Independent Living Person(s) Responsible: Classroom teacher and staff

Short-Term Objective: By March 2021, Nathan will match 25 identical 2D (pictures) stimuli, in 4 out of 5 opportunities as measured by staff observation and data collection.

Short-Term Objective: By June 2021, Nathan will match 5 non-identical 3D-3D/2D-3D (object to object, pictures to objects) stimuli, in 4 out of 5 opportunities as measured by staff observation and data collection.

Short-Term Objective: By September 2021, Nathan will match 15 non-identical 2D-3D (pictures to objects) stimuli, in 4 out of 5 opportunities as measured by staff observation and data collection.

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: Vang, NathanBirthdate: 6/30/2012IEP Date: 2/4/2021

Area of Need: Group Learning Skills	Measurable Annual Goal #: <u>Academic #5</u> Goal: By February 2022, Nathan will imitate 15 actions, which are 2 chain in 4 out of 5 opportunities as measured by staff observation and data collection.
Baseline: Nathan imitates 20 actions, which are 1-chain in 4 out of 5 opportunities as measured by staff observation and data collection.	<input type="checkbox"/> Enables student to be involved/progress in general curriculum/state standard <input checked="" type="checkbox"/> Addresses other educational needs resulting from the disability <input type="checkbox"/> Linguistically appropriate <input type="checkbox"/> Transition Goal: <input type="checkbox"/> Education/Training <input type="checkbox"/> Employment <input type="checkbox"/> Independent Living Person(s) Responsible: Classroom teacher and staff

Short-Term Objective: By March 2021, Nathan will imitate 5 actions, which are 2 chain, in 4 out of 5 opportunities as measured by staff observation and data collection.

Short-Term Objective: By June 2021, Nathan will imitate 8 actions, which are 2 chain in 4 out of 5 opportunities as measured by staff observation and data collection.

Short-Term Objective: By September 2021, Nathan will imitate 11 actions, which are 2 chain in 4 out of 5 opportunities as measured by staff observation and data collection.

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: Vang, NathanBirthdate: 6/30/2012IEP Date: 2/4/2021

Area of Need: Play Skills	Measurable Annual Goal #: <u>Academic #6</u> Goal: By February 2022, Nathan will attend to a non-preferred, large-group activity (e.g., circle time, large group instruction, PE) independently for 5 minutes, in 4 out of 5 opportunities, as measured by staff observation and data collection.
Baseline: Prompting is required for Nathan to attending a non-preferred, large-group activity (e.g., circle time, large group instruction, PE) as measured by staff observation and data collection.	<input type="checkbox"/> Enables student to be involved/progress in general curriculum/state standard <input checked="" type="checkbox"/> Addresses other educational needs resulting from the disability <input type="checkbox"/> Linguistically appropriate <input type="checkbox"/> Transition Goal: <input type="checkbox"/> Education/Training <input type="checkbox"/> Employment <input type="checkbox"/> Independent Living Person(s) Responsible: Classroom teacher and staff

Short-Term Objective: By March 2021, Nathan will attend to a non-preferred, large-group activity (e.g., circle time, large group instruction, PE) independently for 2 minutes, in 4 out of 5 opportunities, as measured by staff observation and data collection.

Short-Term Objective: By June 2021, Nathan will attend to a non-preferred, large-group activity (e.g., circle time, large group instruction, PE) independently for 3 minutes, in 4 out of 5 opportunities, as measured by staff observation and data collection.

Short-Term Objective: By September 2021, Nathan will attend to a non-preferred, large-group activity (e.g., circle time, large group instruction, PE) independently for 4 minutes, in 4 out of 5 opportunities, as measured by staff observation and data collection.

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: Vang, NathanBirthdate: 6/30/2012IEP Date: 2/4/2021

Area of Need: Communication	Measurable Annual Goal #: <u>Academic #7</u> Goal: By February 2022, Nathan will participate in collaborative play for 15 minutes with 5 exchanges in 4 out of 5 opportunities as measured by staff observation and data collection.
Baseline: During a small, structured group play activity, Nathan shares with like aged peers for 3 minutes in 4 out of 5 opportunities as measured by staff observation and data collection.	<input type="checkbox"/> Enables student to be involved/progress in general curriculum/state standard <input checked="" type="checkbox"/> Addresses other educational needs resulting from the disability <input type="checkbox"/> Linguistically appropriate <input type="checkbox"/> Transition Goal: <input type="checkbox"/> Education/Training <input type="checkbox"/> Employment <input type="checkbox"/> Independent Living Person(s) Responsible: Classroom teacher and staff

Short-Term Objective: By March 2021, Nathan will participate in collaborative play for 5 minutes with 5 exchanges in 4 out of 5 opportunities as measured by staff observation and data collection.

Short-Term Objective: By June 2021, Nathan will participate in collaborative play for 8 minutes with 5 exchanges in 4 out of 5 opportunities as measured by staff observation and data collection.

Short-Term Objective: By September 2021, Nathan will participate in collaborative play for 12 minutes with 5 exchanges in 4 out of 5 opportunities as measured by staff observation and data collection.

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: Vang, NathanBirthdate: 6/30/2012IEP Date: 2/4/2021

Area of Need: Self Help Baseline: When taken to the bathroom on a 30-45 minute schedule, Nathan remains dry 1 out of 5 days as measured by staff observation and data collection.	Measurable Annual Goal #: <u>Academic #8</u> Goal: By February 2022, Nathan will remain dry/unsoiled (e.g., not eliminate/void in his pants, outside, classroom), 5 out of 5 days as measured by staff observation and charted data. <input type="checkbox"/> Enables student to be involved/progress in general curriculum/state standard <input checked="" type="checkbox"/> Addresses other educational needs resulting from the disability <input type="checkbox"/> Linguistically appropriate <input type="checkbox"/> Transition Goal: <input type="checkbox"/> Education/Training <input type="checkbox"/> Employment <input type="checkbox"/> Independent Living Person(s) Responsible: Classroom teacher and staff
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Short-Term Objective: By March 2021, Nathan will remain dry/unsoiled (e.g., not eliminate/void in his pants, outside, classroom), 2 out of 5 days as measured by staff observation and charted data.

Short-Term Objective: By June 2021, Nathan will remain dry/unsoiled (e.g., not eliminate/void in his pants, outside, classroom), 3 out of 5 days as measured by staff observation and charted data.

Short-Term Objective: By September 2021, Nathan will remain dry/unsoiled (e.g., not eliminate/void in his pants, outside, classroom), 4 out of 5 days as measured by staff observation and charted data.

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: Vang, NathanBirthdate: 6/30/2012IEP Date: 2/4/2021

Area of Need: Self Help Baseline: Nathan brushes his teeth with 20% independence in 8 out of 10 opportunities as measured by staff observation.	Measurable Annual Goal #: <u>Academic #9</u> Goal: By February 2022, Nathan will brush his teeth with 70% independence in 4 out of 5 opportunities as measured by staff observation. <input type="checkbox"/> Enables student to be involved/progress in general curriculum/state standard <input checked="" type="checkbox"/> Addresses other educational needs resulting from the disability <input type="checkbox"/> Linguistically appropriate <input type="checkbox"/> Transition Goal: <input type="checkbox"/> Education/Training <input type="checkbox"/> Employment <input type="checkbox"/> Independent Living Person(s) Responsible: Classroom teacher and staff
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Short-Term Objective: By March 2021, Nathan will brush his teeth with 30% independence in 4 out of 5 opportunities as measured by staff observation.

Short-Term Objective: By June 2021, Nathan will brush his teeth with 45% independence in 4 out of 5 opportunities as measured by staff observation.

Short-Term Objective: By September 2021, Nathan will brush his teeth with 60% independence in 4 out of 5 opportunities as measured by staff observation.

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: Vang, NathanBirthdate: 6/30/2012IEP Date: 2/4/2021

Area of Need: Receptive Communication	Measurable Annual Goal #: <u>Academic #10</u> Goal: By February 2022, Nathan will follow 4 routines independently (e.g., walking to the bus, walking to instructed area, putting away a plate when it is handed to him), in 4 out of 5 days, as measured by staff observation and data collection.
Baseline: Nathan follows 13 instructions which are 1 step in 8 out of 10 opportunities as measured by staff observation and data collection.	<div style="margin-top: 10px;"> <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 </div> Person(s) Responsible: Classroom teacher and staff

Short-Term Objective: By March 2021, Nathan will follow 1 routine independently (e.g., walking to the bus, walking to instructed area, putting away a plate when it is handed to him), in 4 out of 5 days, as measured by staff observation and data collection.

Short-Term Objective: By June 2021, Nathan will follow 2 routines independently (e.g., walking to the bus, walking to instructed area, putting away a plate when it is handed to him), in 4 out of 5 days, as measured by staff observation and data collection.

Short-Term Objective: By September 2021, Nathan will follow 3 routines independently (e.g., walking to the bus, walking to instructed area, putting away a plate when it is handed to him), in 4 out of 5 days, as measured by staff observation and data collection.

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: Vang, NathanBirthdate: 6/30/2012IEP Date: 2/4/2021

Area of Need: Behavior	Measurable Annual Goal #: <u>11</u> Goal: By February 2022, targeted behavior excesses will reduce by 20% or more from current rates (Non-Compliance 1.8 times per day, Elopement 1.2 times per day, Self-Injurious Behavior 4 times per day) as measured by staff observation and data collection across a 10-day period.
Baseline: Non-Compliance occurs an average of 1.8 times per day (range of 0-9). Elopement occurs an average of 1.2 times a day (range of 0-3). Tantrum occurs an average of 0.5 times per day (range of 0-2); with an average duration of 2 min 14secs per day (range of 0-15min). Self-Injurious Behavior occurs an average of 4 times per day (range of 0-12).	<input type="checkbox"/> Enables student to be involved/progress in general curriculum/state standard <input checked="" type="checkbox"/> Addresses other educational needs resulting from the disability <input type="checkbox"/> Linguistically appropriate <input type="checkbox"/> Transition Goal: <input type="checkbox"/> Education/Training <input type="checkbox"/> Employment <input type="checkbox"/> Independent Living Person(s) Responsible: Classroom Teacher/Staff

Short-Term Objective: By June 2021, targeted behavior excesses will reduce by 5% or more from current rates (Non-Compliance 1.8 times per day, Elopement 1.2 times per day, Self-Injurious Behavior 4 times per day) as measured by staff observation and data collection across a 10-day period.

Short-Term Objective: By September 2021, targeted behavior excesses will reduce by 10% or more from current rates (Non-Compliance 1.8 times per day, Elopement 1.2 times per day, Self-Injurious Behavior 4 times per day) as measured by staff observation and data collection across a 10-day period.

Short-Term Objective: By December 2021, targeted behavior excesses will reduce by 15% or more from current rates (Non-Compliance 1.8 times per day, Elopement 1.2 times per day, Self-Injurious Behavior 4 times per day) as measured by staff observation and data collection across a 10-day period.

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: Vang, NathanBirthdate: 6/30/2012IEP Date: 2/4/2021

Area of Need: Behavior	Measurable Annual Goal #: <u>12</u>
Baseline: Aggression occurs an average of 19.7 times per day (range 2-39).	Goal: By February 2022, targeted behavior excesses will reduce by 40% or more from current rates (Aggression 19.7 times per day) as measured by staff observation and data collection across a 10-day period.
	<input type="checkbox"/> Enables student to be involved/progress in general curriculum/state standard <input checked="" type="checkbox"/> Addresses other educational needs resulting from the disability <input type="checkbox"/> Linguistically appropriate <input type="checkbox"/> Transition Goal: <input type="checkbox"/> Education/Training <input type="checkbox"/> Employment <input type="checkbox"/> Independent Living
	Person(s) Responsible: Classroom Teacher/Staff

Short-Term Objective: By June 2021, targeted behavior excesses will reduce by 10% or more from current rates (Aggression 19.7 times per day) as measured by staff observation and data collection across a 10-day period.

Short-Term Objective: By September 2021, targeted behavior excesses will reduce by 20% or more from current rates (Aggression 19.7 times per day) as measured by staff observation and data collection across a 10-day period.

Short-Term Objective: By December 2021, targeted behavior excesses will reduce by 30% or more from current rates (Aggression 19.7 times per day) as measured by staff observation and data collection across a 10-day period.

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: Vang, NathanBirthdate: 6/30/2012IEP Date: 2/4/2021

Area of Need: Social Pragmatics	Measurable Annual Goal #: <u>13</u> Goal: By 2/2022, when given visual supports as needed, Nathan will request a variety of actions related to a play-based interaction with a communication partner (e.g. turn the page, play the ____, make it go, etc.) 5 times during a 30 minute period, in 4 out of 5 opportunities, as measured by SLP/A and/or classroom charting.
Baseline: Prior to COVID-19 school closures, Nathan was imitating single words during play interactions with a peer such as "help" and "play" in 3 out of 5 opportunities.	<input type="checkbox"/> Enables student to be involved/progress in general curriculum/state standard <input type="checkbox"/> Addresses other educational needs resulting from the disability <input type="checkbox"/> Linguistically appropriate <input type="checkbox"/> Transition Goal: <input type="checkbox"/> Education/Training <input type="checkbox"/> Employment <input type="checkbox"/> Independent Living Person(s) Responsible: SLP/A, Caregiver, Classroom Staff

Short-Term Objective: By 6/2021, when given visual supports as needed, Nathan will request a variety of actions related to a play-based interaction with a communication partner (e.g. turn the page, play the ____, make it go, etc.) 2 times during a 30 minute period, in 3 out of 5 opportunities, as measured by SLP/A and/or classroom charting.

Short-Term Objective: By 9/2021, when given visual supports as needed, Nathan will request a variety of actions related to a play-based interaction with a communication partner (e.g. turn the page, play the ____, make it go, etc.) 3 times during a 30 minute period, in 3 out of 5 opportunities, as measured by SLP/A and/or classroom charting.

Short-Term Objective: By 12/2021, when given visual supports as needed, Nathan will request a variety of actions related to a play-based interaction with a communication partner (e.g. turn the page, play the ____, make it go, etc.) 4 times during a 30 minute period, in 3 out of 5 opportunities, as measured by SLP/A and/or classroom charting.

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: Vang, NathanBirthdate: 6/30/2012IEP Date: 2/4/2021

Area of Need: Expressive Language	Measurable Annual Goal #: <u>14</u> Goal: By 2/2022, when given access to his communication tools (i.e. icons, core board, etc.), Nathan will either vocally and/or with aided symbols produce a 3 word utterance containing a variety of nouns, verbs, and adjectives in 4 out of 5 opportunities, as measured by SLP/A and/or classroom charting.
Baseline: Prior to school closures, Nathan was using 1-2 word utterances during play activities using aided symbols.	<input type="checkbox"/> Enables student to be involved/progress in general curriculum/state standard <input type="checkbox"/> Addresses other educational needs resulting from the disability <input type="checkbox"/> Linguistically appropriate <input type="checkbox"/> Transition Goal: <input type="checkbox"/> Education/Training <input type="checkbox"/> Employment <input type="checkbox"/> Independent Living Person(s) Responsible: SLP/A, Caregiver, Classroom Staff

Short-Term Objective: By 6/2021, when given access to his communication tools (i.e. icons, core board, etc.), Nathan will either vocally and/or with aided symbols produce a 3 word utterance containing a variety of nouns, verbs, and adjectives in 1 out of 5 opportunities, as measured by SLP/A and/or classroom charting.

Short-Term Objective: By 9/2021, when given access to his communication tools (i.e. icons, core board, etc.), Nathan will either vocally and/or with aided symbols produce a 3 word utterance containing a variety of nouns, verbs, and adjectives in 2 out of 5 opportunities, as measured by SLP/A and/or classroom charting.

Short-Term Objective: By 12/2021, when given access to his communication tools (i.e. icons, core board, etc.), Nathan will either vocally and/or with aided symbols produce a 3 word utterance containing a variety of nouns, verbs, and adjectives in 3 out of 5 opportunities, as measured by SLP/A and/or classroom charting.

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: Vang, NathanBirthdate: 6/30/2012IEP Date: 2/4/2021

Area of Need: Fine/visual motor coordination	Measurable Annual Goal #: <u>15</u> Goal: By February 2022, Nathan will be able to trace his first and 10 out of 26 letters with 80% accuracy for tracing and correct formation given visual prompts 3 of 4 trials as measured by classroom work samples.
Baseline: Prior to school closure on 3/13/2020, progress on this goal was as follows: Nathan can trace the letters/symbols "I", "C", "S", and "O" with 2 inch sizing, ½ tracing lines/start and stop points, top down/counterclockwise strokes and 80% accuracy for staying on the line independently 3 of 4 trials as measured by classroom work samples. Needs min assist for + and X	<input type="checkbox"/> Enables student to be involved/progress in general curriculum/state standard <input checked="" type="checkbox"/> Addresses other educational needs resulting from the disability <input type="checkbox"/> Linguistically appropriate <input type="checkbox"/> Transition Goal: <input type="checkbox"/> Education/Training <input type="checkbox"/> Employment <input type="checkbox"/> Independent Living Person(s) Responsible: Classroom Teacher, Caregivers, Staff, OT

Short-Term Objective: By 06/2021, Nathan will be able to trace his first with 60% accuracy for tracing and correct formation given visual prompts 3 of 4 trials as measured by classroom work samples.

Short-Term Objective: By 09/2021, Nathan will be able to trace his first with 80% accuracy for tracing and correct formation given visual prompts 3 of 4 trials as measured by classroom work samples.

Short-Term Objective: By 12/2021, Nathan will be able to trace his first and 5 out of 26 letters with 80% accuracy for tracing and correct formation given visual prompts 3 of 4 trials as measured by classroom work samples.

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: Vang, NathanBirthdate: 6/30/2012IEP Date: 2/4/2021

Area of Need: Receptive Communication	Measurable Annual Goal #: <u>Academic #1</u> Goal: By February 2021, Nathan will follow 20 noun/non-noun one step instructions in 8 out of 10 opportunities as measured by staff observation and data collection.
Baseline: Nathan follows 13 one step instructions in 8 out of 10 opportunities as measured by staff observation and data collection.	<input type="checkbox"/> Enables student to be involved/progress in general curriculum/state standard <input checked="" type="checkbox"/> Addresses other educational needs resulting from the disability <input type="checkbox"/> Linguistically appropriate <input type="checkbox"/> Transition Goal: <input type="checkbox"/> Education/Training <input type="checkbox"/> Employment <input type="checkbox"/> Independent Living Person(s) Responsible: Classroom teacher and staff

Short-Term Objective: By June 2020, Nathan will follow 15 noun/non-noun one step instructions in 8 out of 10 opportunities as measured by staff observation and data collection.

Short-Term Objective: By September 2020, Nathan will follow 17 noun/non-noun one step instructions in 8 out of 10 opportunities as measured by staff observation and data collection.

Short-Term Objective: By December 2020, Nathan will follow 19 noun/non-noun one step instructions in 8 out of 10 opportunities as measured by staff observation and data collection.

Progress Report 1: 6/24/2020

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

Comment: Benchmark not met.

Progress Report 2: 9/25/2020

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

Comment: Benchmark not met.

Progress Report 3: 12/10/2020

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

Comment: Benchmark not met.

Annual Review Date: 1/16/2021

Goal met ☐ Yes ☒ No

Comments: Progress for this goal cannot be reliably assessed during the COVID-19 School Closure due to significantly different setting/environment in which learning is taking place and to the lack of opportunity for data to be collected in a standardized manner. Previous data collected during in-school instruction, coupled with family provided information indicates that Nathan follows 13 one step instructions in 8 out of 10 opportunities as measured by staff observation and data collection.

**SACRAMENTO CITY UNIFIED
ANNUAL GOALS AND OBJECTIVES**

Student Name: Vang, NathanBirthdate: 6/30/2012IEP Date: 2/4/2021

Area of Need: Communication	Measurable Annual Goal #: <u>Academic #2</u>
Baseline: Nathan uses a combination of modalities (e.g., vocal, icon exchange, communication board) to express wants/needs and to respond to staff or peer questions or comments, an average of 30 different communicative exchanges per day.	Goal: By February 2021, Nathan will engage in 100 communicative exchanges per day (e.g., vocal, PECS, sign language, communication board) to express wants/needs, label items in his environment, and/or respond to staff/peer questions, 5 out of 5 days, as measured by staff observations and data collection.
	<input type="checkbox"/> Enables student to be involved/progress in general curriculum/state standard <input checked="" type="checkbox"/> Addresses other educational needs resulting from the disability <input type="checkbox"/> Linguistically appropriate <input type="checkbox"/> Transition Goal: <input type="checkbox"/> Education/Training <input type="checkbox"/> Employment <input type="checkbox"/> Independent Living
	Person(s) Responsible: Classroom teacher and staff

Short-Term Objective: By June 2020, Nathan will engage in 40 communicative exchanges per day (e.g., vocal, PECS, sign language, communication board) to express wants/needs, label items in his environment, and/or respond to staff/peer questions, 5 out of 5 days, as measured by staff observations and data collection.

Short-Term Objective: By September 2020, Nathan will engage in 65 communicative exchanges per day (e.g., vocal, PECS, sign language, communication board) to express wants/needs, label items in his environment, and/or respond to staff/peer questions, 5 out of 5 days, as measured by staff observations and data collection.

Short-Term Objective: By December 2020, Nathan will engage in 80 communicative exchanges per day (e.g., vocal, PECS, sign language, communication board) to express wants/needs, label items in his environment, and/or respond to staff/peer questions, 5 out of 5 days, as measured by staff observations and data collection.

Progress Report 1: 6/24/2020

Summary of Progress: Progress for this goal cannot be reliably assessed during the COVID-19 School Closure due to the significantly different setting/environment in which learning is taking place and to the lack of opportunity for data to be collected in a standardized manner. Prior to school closure on 3/13/2020, progress on this goal was as follows: Nathan uses a combination of modalities (e.g., vocal, icon exchange, communication board) to express wants/needs and to respond to staff or peer questions or comments, an average of 30 different communicative exchanges per day.

Comment: Benchmark not met.

Progress Report 2: 9/25/2020

Summary of Progress: Progress for this goal cannot be reliably assessed during the COVID-19 School Closure due to the significantly different setting/environment in which learning is taking place and to the lack of opportunity for data to be collected in a standardized manner. Prior to school closure on 3/13/2020, progress on this goal was as follows: Nathan uses a combination of modalities (e.g., vocal, icon exchange, communication board) to express wants/needs and to respond to staff or peer questions or comments, an average of 30 different communicative exchanges per day.

Comment: Benchmark not met.

Progress Report 3: 12/10/2020

Summary of Progress: Progress for this goal cannot be reliably assessed during the COVID-19 School Closure due to the significantly different setting/environment in which learning is taking place and to the lack of opportunity for data to be collected in a standardized manner. Prior to school closure on 3/13/2020, progress on this goal was as follows: Nathan uses a combination of modalities (e.g., vocal, icon exchange, communication board) to express wants/needs and to respond to staff or peer questions or comments, an average of 30 different communicative exchanges per day.

Comment: Benchmark not met.

Annual Review Date: 1/16/2021

Goal met ☐ Yes ☒ No

Comments: Progress for this goal cannot be reliably assessed during the COVID-19 School Closure due to significantly different setting/environment in which learning is taking place and to the lack of opportunity for data to be collected in a standardized manner. Previous data collected during in-school instruction, coupled with family provided information indicates that Nathan uses a combination of modalities (e.g., vocal, icon exchange, communication board) to express wants/needs and to respond to staff or peer questions or comments, an average of 30 different communicative exchanges per day.

SACRAMENTO CITY UNIFIED ANNUAL GOALS AND OBJECTIVES

Student Name: Vang, NathanBirthdate: 6/30/2012IEP Date: 2/4/2021

Area of Need: Communication	Measurable Annual Goal #: <u>Academic #3</u>
Baseline: Nathan receptively identifies a total of 11 objects in a field of 6 in 8 out of 10 trials as measured by staff observation and data collection. When presented a natural environment (e.g., outside during recess, on a walk around campus) Nathan identifies 10 objects.	Goal: By February 2021, Nathan will receptively or expressively identify 25 items/objects in his environment in 8 out of 10 trials, as measured by staff observation and data collection.
	<input type="checkbox"/> Enables student to be involved/progress in general curriculum/state standard <input checked="" type="checkbox"/> Addresses other educational needs resulting from the disability <input type="checkbox"/> Linguistically appropriate <input type="checkbox"/> Transition Goal: <input type="checkbox"/> Education/Training <input type="checkbox"/> Employment <input type="checkbox"/> Independent Living
	Person(s) Responsible: Classroom teacher and staff

Short-Term Objective: By June 2020, Nathan will receptively or expressively identify 14 items/objects in his environment in 8 out of 10 trials, as measured by staff observation and data collection.

Short-Term Objective: By September 2020, Nathan will receptively or expressively identify 17 items/objects in his environment in 8 out of 10 trials, as measured by staff observation and data collection.

Short-Term Objective: By December 2020, Nathan will receptively or expressively identify 21 items/objects in his environment in 8 out of 10 trials, as measured by staff observation and data collection.

Progress Report 1: 6/24/2020

Summary of Progress: Progress for this goal cannot be reliably assessed during the COVID-19 School Closure due to the significantly different setting/environment in which learning is taking place and to the lack of opportunity for data to be collected in a standardized manner. Prior to school closure on 3/13/2020, progress on this goal was as follows: Nathan receptively identifies a total of 11 objects in a field of 6 in 8 out of 10 trials as measured by staff observation and data collection. When presented a natural environment (e.g., outside during recess, on a walk around campus) Nathan identifies 10 objects.

Comment: Benchmark not met.

Progress Report 2: 9/25/2020

Summary of Progress: Progress for this goal cannot be reliably assessed during the COVID-19 School Closure due to the significantly different setting/environment in which learning is taking place and to the lack of opportunity for data to be collected in a standardized manner. Prior to school closure on 3/13/2020, progress on this goal was as follows: Nathan receptively identifies a total of 11 objects in a field of 6 in 8 out of 10 trials as measured by staff observation and data collection. When presented a natural environment (e.g., outside during recess, on a walk around campus) Nathan identifies 10 objects.

Comment: Benchmark not met.

Progress Report 3: 12/10/2020

Summary of Progress: Progress for this goal cannot be reliably assessed during the COVID-19 School Closure due to the significantly different setting/environment in which learning is taking place and to the lack of opportunity for data to be collected in a standardized manner. Prior to school closure on 3/13/2020, progress on this goal was as follows: Nathan receptively identifies a total of 11 objects in a field of 6 in 8 out of 10 trials as measured by staff observation and data collection. When presented a natural environment (e.g., outside during recess, on a walk around campus) Nathan identifies 10 objects.

Comment: Benchmark not met.

Annual Review Date: 2/1/2021

Goal met ☐ Yes ☒ No

Comments: Progress for this goal cannot be reliably assessed during the COVID-19 School Closure due to significantly different setting/environment in which learning is taking place and to the lack of opportunity for data to be collected in a standardized manner. Previous data collected during in-school instruction, coupled with family provided information indicates that Nathan receptively identifies a total of 11 objects in a field of 6 in 8 out of 10 trials as measured by staff observation and data collection. When presented a natural environment (e.g., outside during recess, on a walk around campus) Nathan identifies 10 objects.

**SACRAMENTO CITY UNIFIED
ANNUAL GOALS AND OBJECTIVES**

Student Name: Vang, NathanBirthdate: 6/30/2012IEP Date: 2/4/2021

Area of Need: Initiation	Measurable Annual Goal #: <u>Academic #4</u> Goal: By February 2021, Nathan will imitate 10 actions, which are 2 chain in 8 out of 10 opportunities as measured by staff observation and data collection.
Baseline: Nathan imitates a total of actions 20, which are 1 chain in 4 out of 5 opportunities as measured by staff observation and data collection.	<input type="checkbox"/> Enables student to be involved/progress in general curriculum/state standard <input checked="" type="checkbox"/> Addresses other educational needs resulting from the disability <input type="checkbox"/> Linguistically appropriate <input type="checkbox"/> Transition Goal: <input type="checkbox"/> Education/Training <input type="checkbox"/> Employment <input type="checkbox"/> Independent Living Person(s) Responsible: Classroom teacher and staff

Short-Term Objective: By June 2020, Nathan will imitate 3 actions, which are 2 chain in 8 out of 10 opportunities as measured by staff observation and data collection.

Short-Term Objective: By September 2020, Nathan will imitate 5 actions, which are 2 chain in 8 out of 10 opportunities as measured by staff observation and data collection.

Short-Term Objective: By December 2020, Nathan will imitate 7 actions, which are 2 chain in 8 out of 10 opportunities as measured by staff observation and data collection.

Progress Report 1: 6/24/2020

Summary of Progress: Progress for this goal cannot be reliably assessed during the COVID-19 School Closure due to the significantly different setting/environment in which learning is taking place and to the lack of opportunity for data to be collected in a standardized manner. Prior to school closure on 3/13/2020, progress on this goal was as follows: Nathan imitates a total of actions 20, which are 1 chain in 4 out of 5 opportunities as measured by staff observation and data collection.

Comment: Benchmark not met.

Progress Report 2: 9/25/2020

Summary of Progress: Progress for this goal cannot be reliably assessed during the COVID-19 School Closure due to the significantly different setting/environment in which learning is taking place and to the lack of opportunity for data to be collected in a standardized manner. Prior to school closure on 3/13/2020, progress on this goal was as follows: Nathan imitates a total of actions 20, which are 1 chain in 4 out of 5 opportunities as measured by staff observation and data collection.

Comment: Benchmark not met.

Progress Report 3: 12/10/2020

Summary of Progress: Progress for this goal cannot be reliably assessed during the COVID-19 School Closure due to the significantly different setting/environment in which learning is taking place and to the lack of opportunity for data to be collected in a standardized manner. Prior to school closure on 3/13/2020, progress on this goal was as follows: Nathan imitates a total of 20 actions, which are 1 chain in 4 out of 5 opportunities as measured by staff observation and data collection.

Comment: Benchmark not met.

Annual Review Date: 2/1/2021

Goal met ☐ Yes ☒ No

Comments: Progress for this goal cannot be reliably assessed during the COVID-19 School Closure due to significantly different setting/environment in which learning is taking place and to the lack of opportunity for data to be collected in a standardized manner. Previous data collected during in-school instruction, coupled with family provided information indicates that Nathan imitates a total of 20 actions, which are 1 chain in 4 out of 5 opportunities as measured by staff observation and data collection.

SACRAMENTO CITY UNIFIED ANNUAL GOALS AND OBJECTIVES

Student Name: Vang, NathanBirthdate: 6/30/2012IEP Date: 2/4/2021

Area of Need: Group Learning Skills	Measurable Annual Goal #: <u>Academic #5</u>
Baseline: Nathan attends to a non-preferred, large-group activity (e.g., circle time, large group instruction, PE) with one prompt or less for 1 minute, in 8 out of 10 opportunities, as measured by staff observation and data collection.	Goal: By February 2021, Nathan will attend to a non-preferred, large-group activity (e.g., circle time, large group instruction, PE) with one prompt or less for 5 minutes, in 8 out of 10 opportunities, as measured by staff observation and data collection.
	<input type="checkbox"/> Enables student to be involved/progress in general curriculum/state standard <input checked="" type="checkbox"/> Addresses other educational needs resulting from the disability <input type="checkbox"/> Linguistically appropriate <input type="checkbox"/> Transition Goal: <input type="checkbox"/> Education/Training <input type="checkbox"/> Employment <input type="checkbox"/> Independent Living
	Person(s) Responsible: Classroom teacher and staff

Short-Term Objective: By June 2020, Nathan will attend to a non-preferred, large-group activity (e.g., circle time, large group instruction, PE) with one prompt or less for 2 minutes, in 8 out of 10 opportunities, as measured by staff observation and data collection.

Short-Term Objective: By September 2020, Nathan will attend to a non-preferred, large-group activity (e.g., circle time, large group instruction, PE) with one prompt or less for 4 minutes, in 8 out of 10 opportunities, as measured by staff observation and data collection.

Short-Term Objective: By December 2020, Nathan will attend to a non-preferred, large-group activity (e.g., circle time, large group instruction, PE) with one prompt or less for 4 minutes, in 8 out of 10 opportunities, as measured by staff observation and data collection.

Progress Report 1: 6/24/2020

Summary of Progress: Progress for this goal cannot be reliably assessed during the COVID-19 School Closure due to the significantly different setting/environment in which learning is taking place and to the lack of opportunity for data to be collected in a standardized manner. Prior to school closure on 3/13/2020, progress on this goal was as follows: Nathan attends to a non-preferred, large-group activity (e.g., circle time, large group instruction, PE) with one prompt or less for 1 minute, in 8 out of 10 opportunities, as measured by staff observation and data collection.

Comment: Benchmark not met.

Progress Report 2: 9/25/2020

Summary of Progress: Progress for this goal cannot be reliably assessed during the COVID-19 School Closure due to the significantly different setting/environment in which learning is taking place and to the lack of opportunity for data to be collected in a standardized manner. Prior to school closure on 3/13/2020, progress on this goal was as follows: Nathan attends to a non-preferred, large-group activity (e.g., circle time, large group instruction, PE) with one prompt or less for 1 minute, in 8 out of 10 opportunities, as measured by staff observation and data collection.

Comment: Benchmark not met.

Progress Report 3: 12/10/2020

Summary of Progress: Progress for this goal cannot be reliably assessed during the COVID-19 School Closure due to the significantly different setting/environment in which learning is taking place and to the lack of opportunity for data to be collected in a standardized manner. Prior to school closure on 3/13/2020, progress on this goal was as follows: Nathan attends to a non-preferred, large-group activity (e.g., circle time, large group instruction, PE) with one prompt or less for 1 minute, in 8 out of 10 opportunities, as measured by staff observation and data collection.

Comment: Benchmark not met.

Annual Review Date: 2/1/2021

Goal met ☐ Yes ☒ No

Comments: Progress for this goal cannot be reliably assessed during the COVID-19 School Closure due to significantly different setting/environment in which learning is taking place and to the lack of opportunity for data to be collected in a standardized manner. Previous data collected during in-school instruction, coupled with family provided information indicates that Nathan attends to a non-preferred, large-group activity (e.g., circle time, large group instruction, PE) with one prompt or less for 1 minute, in 8 out of 10 opportunities as measured by staff observation and data collection.

**SACRAMENTO CITY UNIFIED
ANNUAL GOALS AND OBJECTIVES**

Student Name: Vang, NathanBirthdate: 6/30/2012IEP Date: 2/4/2021

Area of Need: Play Skills	Measurable Annual Goal #: <u>Academic #6</u> Goal: By February 2021, Nathan will participate in collaborative play for 10 minutes with 5 exchanges in 8 out of 10 opportunities as measured by staff observation and data collection.
Baseline: During a small structured group play activity, Nathan shares with like aged peers for 3 minutes in 4 out of 5 opportunities as measured by staff observation and data collection.	<input type="checkbox"/> Enables student to be involved/progress in general curriculum/state standard <input checked="" type="checkbox"/> Addresses other educational needs resulting from the disability <input type="checkbox"/> Linguistically appropriate <input type="checkbox"/> Transition Goal: <input type="checkbox"/> Education/Training <input type="checkbox"/> Employment <input type="checkbox"/> Independent Living Person(s) Responsible: Classroom teacher and staff

Short-Term Objective: By June 2020, Nathan will participate in collaborative play for 4 minutes with 2 exchanges in 8 out of 10 opportunities as measured by staff observation and data collection.

Short-Term Objective: By September 2020, Nathan will participate in collaborative play for 6 minutes with 3 exchanges in 8 out of 10 opportunities as measured by staff observation and data collection.

Short-Term Objective: By December 2020, Nathan will participate in collaborative play for 8 minutes with 4 exchanges in 8 out of 10 opportunities as measured by staff observation and data collection.

Progress Report 1: 6/24/2020

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

Comment: Benchmark not met.

Progress Report 2: 9/25/2020

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

Comment: Benchmark not met.

Progress Report 3: 12/10/2020

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

Comment: Benchmark not met.

Annual Review Date: 2/1/2021

Goal met ☐ Yes ☒ No

Comments: Progress for this goal cannot be reliably assessed during the COVID-19 School Closure due to significantly different setting/environment in which learning is taking place and to the lack of opportunity for data to be collected in a standardized manner. Previous data collected during in-school instruction, coupled with family provided information indicates that during a small, structured group activity, Nathan shares with like aged peers for 3 minutes in 4 out of 5 opportunities as measured by staff observation and data collection.

**SACRAMENTO CITY UNIFIED
ANNUAL GOALS AND OBJECTIVES**

Student Name: Vang, NathanBirthdate: 6/30/2012IEP Date: 2/4/2021

Area of Need: Communication	Measurable Annual Goal #: <u>Academic #7</u> Goal: By February 2021, Nathan will receptively or expressively identify 15 body parts in 8 out of 10 opportunities as measured by staff observation and data collection.
Baseline: Nathan receptively identifies 4 body parts in 4 out of 5 opportunities as measured by staff observation and data collection.	<input type="checkbox"/> Enables student to be involved/progress in general curriculum/state standard <input checked="" type="checkbox"/> Addresses other educational needs resulting from the disability <input type="checkbox"/> Linguistically appropriate <input type="checkbox"/> Transition Goal: <input type="checkbox"/> Education/Training <input type="checkbox"/> Employment <input type="checkbox"/> Independent Living Person(s) Responsible: Classroom teacher and staff

Short-Term Objective: By June 2020, Nathan will receptively or expressively identify 6 body parts in 8 out of 10 opportunities as measured by staff observation and data collection.

Short-Term Objective: By September 2020, Nathan will receptively or expressively identify 8 body parts in 8 out of 10 opportunities as measured by staff observation and data collection.

Short-Term Objective: By October 2020, Nathan will receptively or expressively identify 11 body parts in 8 out of 10 opportunities as measured by staff observation and data collection.

Progress Report 1: 6/24/2020

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

Comment: Benchmark not met.

Progress Report 2: 9/25/2020

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

Comment: Benchmark not met.

Progress Report 3: 12/10/2020

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

Comment: Benchmark not met.

Annual Review Date: 2/1/2021

Goal met ☐ Yes ☒ No

Comments: Progress for this goal cannot be reliably assessed during the COVID-19 School Closure due to significantly different setting/environment in which learning is taking place and to the lack of opportunity for data to be collected in a standardized manner. Previous data collected during in-school instruction, coupled with family provided information indicates that Nathan receptively identifies 4 body parts in 4 out of 5 opportunities as measured by staff observation and data collection.

**SACRAMENTO CITY UNIFIED
ANNUAL GOALS AND OBJECTIVES**

Student Name: Vang, NathanBirthdate: 6/30/2012IEP Date: 2/4/2021

Area of Need: Self Help	Measurable Annual Goal #: <u>Academic #8</u>
Baseline: When taken to the bathroom on a 30-45 minute schedule, Nathan remains dry 1 out of 5 days as measured by staff observation and data collection.	Goal: By February 2021, Nathan will remain dry/unsoiled (i.e. not eliminate/void in his pants, outside, classroom), 5 out of 5 days as measured by staff observation and charted data. <input type="checkbox"/> Enables student to be involved/progress in general curriculum/state standard <input checked="" type="checkbox"/> Addresses other educational needs resulting from the disability <input type="checkbox"/> Linguistically appropriate <input type="checkbox"/> Transition Goal: <input type="checkbox"/> Education/Training <input type="checkbox"/> Employment <input type="checkbox"/> Independent Living Person(s) Responsible: Classroom teacher and staff

Short-Term Objective: By June 2020, Nathan will remain dry/unsoiled (i.e. not eliminate/void in his pants, outside, classroom), 2 out of 5 days as measured by staff observation and charted data.

Short-Term Objective: By September 2020, Nathan will remain dry/unsoiled (i.e. not eliminate/void in his pants, outside, classroom), 3 out of 5 days as measured by staff observation and charted data.

Short-Term Objective: By December 2020, Nathan will remain dry/unsoiled (i.e. not eliminate/void in his pants, outside, classroom), 4 out of 5 days as measured by staff observation and charted data.

Progress Report 1: 6/24/2020

Summary of Progress: Progress for this goal cannot be reliably assessed during the COVID-19 School Closure due to the significantly different setting/environment in which learning is taking place and to the lack of opportunity for data to be collected in a standardized manner. Prior to school closure on 3/13/2020, progress on this goal was as follows: When taken to the bathroom on a 30-45 minute schedule, Nathan remains dry 1 out of 5 days as measured by staff observation and data collection.

Comment: Benchmark not met.

Progress Report 2: 9/25/2020

Summary of Progress: Progress for this goal cannot be reliably assessed during the COVID-19 School Closure due to the significantly different setting/environment in which learning is taking place and to the lack of opportunity for data to be collected in a standardized manner. Prior to school closure on 3/13/2020, progress on this goal was as follows: When taken to the bathroom on a 30-45 minute schedule, Nathan remains dry 1 out of 5 days as measured by staff observation and data collection.

Comment: Benchmark not met.

Progress Report 3: 12/10/2020

Summary of Progress: Progress for this goal cannot be reliably assessed during the COVID-19 School Closure due to the significantly different setting/environment in which learning is taking place and to the lack of opportunity for data to be collected in a standardized manner. Prior to school closure on 3/13/2020, progress on this goal was as follows: When taken to the bathroom on a 30-45 minute schedule, Nathan remains dry 1 out of 5 days as measured by staff observation and data collection.

Comment: Benchmark not met.

Annual Review Date: 2/1/2021

Goal met ☐ Yes ☒ No

Comments: Progress for this goal cannot be reliably assessed during the COVID-19 School Closure due to significantly different setting/environment in which learning is taking place and to the lack of opportunity for data to be collected in a standardized manner. Previous data collected during in-school instruction, coupled with family provided information indicates that when taken to the bathroom on a 30-45 minute schedule, Nathan remains dry 1 out of 5 days as measured by staff observation and data collection.

**SACRAMENTO CITY UNIFIED
ANNUAL GOALS AND OBJECTIVES**

Student Name: Vang, NathanBirthdate: 6/30/2012IEP Date: 2/4/2021

Area of Need: Self-Help Baseline: Nathan brushes his teeth with 20% independence in 8 out of 10 opportunities as measured by staff observation.	Measurable Annual Goal #: <u>Academic #9</u> Goal: By February 2021, Nathan will brush his teeth with 80% independence in 8 out of 10 opportunities as measured by staff observation. <input type="checkbox"/> Enables student to be involved/progress in general curriculum/state standard <input checked="" type="checkbox"/> Addresses other educational needs resulting from the disability <input type="checkbox"/> Linguistically appropriate <input type="checkbox"/> Transition Goal: <input type="checkbox"/> Education/Training <input type="checkbox"/> Employment <input type="checkbox"/> Independent Living Person(s) Responsible: Classroom teacher and staff
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Short-Term Objective: By June 2020, Nathan will brush his teeth with 40% independence in 8 out of 10 opportunities as measured by staff observation.

Short-Term Objective: By September 2020, Nathan will brush his teeth with 60% independence in 8 out of 10 opportunities as measured by staff observation.

Short-Term Objective: By December 2020, Nathan will brush his teeth with 70% independence in 8 out of 10 opportunities as measured by staff observation.

Progress Report 1: 6/24/2020

Summary of Progress: Progress for this goal cannot be reliably assessed during the COVID-19 School Closure due to the significantly different setting/environment in which learning is taking place and to the lack of opportunity for data to be collected in a standardized manner. Prior to school closure on 3/13/2020, progress on this goal was as follows: Nathan brushes his teeth with 20% independence in 8 out of 10 opportunities as measured by staff observation.

Comment: Benchmark not met.

Progress Report 2: 9/25/2020

Summary of Progress: Progress for this goal cannot be reliably assessed during the COVID-19 School Closure due to the significantly different setting/environment in which learning is taking place and to the lack of opportunity for data to be collected in a standardized manner. Prior to school closure on 3/13/2020, progress on this goal was as follows: Nathan brushes his teeth with 20% independence in 8 out of 10 opportunities as measured by staff observation.

Comment: Benchmark not met.

Progress Report 3: 12/10/2020

Summary of Progress: Progress for this goal cannot be reliably assessed during the COVID-19 School Closure due to the significantly different setting/environment in which learning is taking place and to the lack of opportunity for data to be collected in a standardized manner. Prior to school closure on 3/13/2020, progress on this goal was as follows: Nathan brushes his teeth with 20% independence in 8 out of 10 opportunities as measured by staff observation.

Comment: Benchmark not met.

Annual Review Date: 1/1/2021

Goal met ☐ Yes ☒ No

Comments: Progress for this goal cannot be reliably assessed during the COVID-19 School Closure due to significantly different setting/environment in which learning is taking place and to the lack of opportunity for data to be collected in a standardized manner. Previous data collected during in-school instruction, coupled with family provided information indicates that Nathan brushes his teeth with 20% independence in 8 out of 10 opportunities as measured by staff observation.

**SACRAMENTO CITY UNIFIED
ANNUAL GOALS AND OBJECTIVES**

Student Name: Vang, NathanBirthdate: 6/30/2012IEP Date: 2/4/2021

Area of Need: Behavior	Measurable Annual Goal #: <u>1</u>
Baseline: Elopement occurs an average of 3.7 times a day (range of 0-7). Aggression occurs an average of 22.6 times per day (range of 0-125). Self-Injurious Behavior occurs an average of 14.6 times per day (range of 0-56).	Goal: By February 2021, targeted behavior excesses will reduce by 40% or more from current rates (Elopement 3.7times per day, Aggression 22.6 times per day, and Self-Injurious Behavior 14.6 times per day) as measured by staff observation and data collection across a 10-day period. <input type="checkbox"/> Enables student to be involved/progress in general curriculum/state standard <input checked="" type="checkbox"/> Addresses other educational needs resulting from the disability <input type="checkbox"/> Linguistically appropriate <input type="checkbox"/> Transition Goal: <input type="checkbox"/> Education/Training <input type="checkbox"/> Employment <input type="checkbox"/> Independent Living Person(s) Responsible: Classroom Teacher/Staff

Short-Term Objective: By June 2020, targeted behavior excesses will reduce by 10% or more from current rates (Elopement 3.7times per day, Aggression 22.6 times per day, and Self-Injurious Behavior 14.6 times per day) as measured by staff observation and data collection across a 10-day period.

Short-Term Objective: By September 2020, targeted behavior excesses will reduce by 20% or more from current rates (Elopement 3.7times per day, Aggression 22.6 times per day, and Self-Injurious Behavior 14.6 times per day) as measured by staff observation and data collection across a 10-day period.

Short-Term Objective: By December 2020, targeted behavior excesses will reduce by 30% or more from current rates (Elopement 3.7times per day, Aggression 22.6 times per day, and Self-Injurious Behavior 14.6 times per day) as measured by staff observation and data collection across a 10-day period.

Progress Report 1: 6/23/2020

Summary of Progress: Progress for this goal cannot be reliably assessed during the COVID-19 School Closure due to the significantly different setting/environment in which learning is taking place and to the lack of opportunity for data to be collected in a standardized manner. Prior to school closure on 3/13/2020, progress on this goal was as follows: Elopement occurs an average of 3.7 times a day (range of 0-7). Aggression occurs an average of 22.6 times per day (range of 0-125). Self-Injurious Behavior occurs an average of 14.6 times per day (range of 0-56).

Comment: Benchmark not met.

Progress Report 2: 9/25/2020

Summary of Progress: Progress for this goal cannot be reliably assessed during the COVID-19 School Closure due to the significantly different setting/environment in which learning is taking place and to the lack of opportunity for data to be collected in a standardized manner. Prior to school closure on 3/13/2020, progress on this goal was as follows: Elopement occurs an average of 3.7 times a day (range of 0-7). Aggression occurs an average of 22.6 times per day (range of 0-125). Self-Injurious Behavior occurs an average of 14.6 times per day (range of 0-56).

Comment: Benchmark not met.

Progress Report 3: 12/10/2020

Summary of Progress: Progress for this goal cannot be reliably assessed during the COVID-19 School Closure due to the significantly different setting/environment in which learning is taking place and to the lack of opportunity for data to be collected in a standardized manner. Prior to school closure on 3/13/2020, progress on this goal was as follows: Elopement occurs an average of 3.7 times a day (range of 0-7). Aggression occurs an average of 22.6 times per day (range of 0-125). Self-Injurious Behavior occurs an average of 14.6 times per day (range of 0-56).

Comment: Benchmark not met.

Annual Review Date: 2/3/2021

Goal met ☐ Yes ☒ No

Comments: Progress for this goal cannot be reliably assessed during the COVID-19 School Closure due to the significantly different setting/environment in which learning is taking place and to the lack of opportunity for data to be collected in a standardized manner. February 5, 2020-March 12, 2020 (10 days): Aggression occurs an average of 19.7 times per day (range 2-39). Elopement occurs an average of 1.2 times a day (range of 0-3). Self-Injurious Behavior occurs an average of 4 times per day (range of 0-12).

SACRAMENTO CITY UNIFIED ANNUAL GOALS AND OBJECTIVES

Student Name: Vang, NathanBirthdate: 6/30/2012IEP Date: 2/4/2021

Area of Need: Behavior	Measurable Annual Goal #: <u>2</u>
Baseline: Non-Compliance occurs an average of 4.8 times per day (range of 0-15). Tantrum occurs an average of 1.3 times per day (range of 0-6); with an average duration of 2 min 53secs per day (range of 0secs-12min 50secs).	Goal: By February 2021, targeted behavior excesses will reduce by 20% or more from current rates (Non-Compliance 4.8 times per day, Tantrum 1.3 time per day) as measured by staff observation and data collection across a 10-day period. <input type="checkbox"/> Enables student to be involved/progress in general curriculum/state standard <input checked="" type="checkbox"/> Addresses other educational needs resulting from the disability <input type="checkbox"/> Linguistically appropriate <input type="checkbox"/> Transition Goal: <input type="checkbox"/> Education/Training <input type="checkbox"/> Employment <input type="checkbox"/> Independent Living Person(s) Responsible: Classroom Teacher/Staff

Short-Term Objective: By June 2020, targeted behavior excesses will reduce by 5% or more from current rates (Non-Compliance 4.8 times per day, Tantrum 1.3 time per day) as measured by staff observation and data collection across a 10-day period.

Short-Term Objective: By September 2020, targeted behavior excesses will reduce by 10% or more from current rates (Non-Compliance 4.8 times per day, Tantrum 1.3 time per day) as measured by staff observation and data collection across a 10-day period.

Short-Term Objective: By December 2020, targeted behavior excesses will reduce by 15% or more from current rates (Non-Compliance 4.8 times per day, Tantrum 1.3 time per day) as measured by staff observation and data collection across a 10-day period.

Progress Report 1: 6/23/2020

Summary of Progress: Progress for this goal cannot be reliably assessed during the COVID-19 School Closure due to the significantly different setting/environment in which learning is taking place and to the lack of opportunity for data to be collected in a standardized manner. Prior to school closure on 3/13/2020, progress on this goal was as follows: Non-Compliance occurs an average of 4.8 times per day (range of 0-15). Tantrum occurs an average of 1.3 times per day (range of 0-6); with an average duration of 2 min 53secs per day (range of 0secs-12min 50secs).

Comment: Benchmark not met.

Progress Report 2: 9/25/2020

Summary of Progress: Progress for this goal cannot be reliably assessed during the COVID-19 School Closure due to the significantly different setting/environment in which learning is taking place and to the lack of opportunity for data to be collected in a standardized manner. Prior to school closure on 3/13/2020, progress on this goal was as follows: Non-Compliance occurs an average of 4.8 times per day (range of 0-15). Tantrum occurs an average of 1.3 times per day (range of 0-6); with an average duration of 2 min 53secs per day (range of 0secs-12min 50secs).

Comment: Benchmark not met.

Progress Report 3: 12/10/2020

Summary of Progress: Progress for this goal cannot be reliably assessed during the COVID-19 School Closure due to the significantly different setting/environment in which learning is taking place and to the lack of opportunity for data to be collected in a standardized manner. Prior to school closure on 3/13/2020, progress on this goal was as follows: Non-Compliance occurs an average of 4.8 times per day (range of 0-15). Tantrum occurs an average of 1.3 times per day (range of 0-6); with an average duration of 2 min 53secs per day (range of 0secs-12min 50secs).

Comment: Benchmark not met.

Annual Review Date: 2/3/2021

Goal met ☒ Yes ☐ No

Comments: Progress for this goal cannot be reliably assessed during the COVID-19 School Closure due to the significantly different setting/environment in which learning is taking place and to the lack of opportunity for data to be collected in a standardized manner. February 5, 2020-March 12, 2020 (10 days): Non-Compliance occurs an average of 1.8 times per day (range of 0-9). Tantrum occurs an average of 0.5 times per day (range of 0-2); with an average duration of 2 min 14secs per day (range of 0-15min).

**SACRAMENTO CITY UNIFIED
ANNUAL GOALS AND OBJECTIVES**

Student Name: Vang, NathanBirthdate: 6/30/2012IEP Date: 2/4/2021

Area of Need: Expressive Language	Measurable Annual Goal #:
Baseline: Currently, when given a verbal model and access to his communication tools (i.e. icons, core board, etc.), Nathan verbally imitate a single word utterance related to structured play activities with a peer in 2 out of 5 opportunities, as measured by SLP/A and/or classroom charting.	Goal: By 2/2021, when given a partial verbal model and access to his communication tools (i.e. icons, core board, etc.), Nathan will verbally produce a 3 word utterance related to structured play activities with a peer in 4 out of 5 opportunities, as measured by SLP/A and/or classroom charting.
	<input type="checkbox"/> Enables student to be involved/progress in general curriculum/state standard <input type="checkbox"/> Addresses other educational needs resulting from the disability <input type="checkbox"/> Linguistically appropriate <input type="checkbox"/> Transition Goal: <input type="checkbox"/> Education/Training <input type="checkbox"/> Employment <input type="checkbox"/> Independent Living
	Person(s) Responsible: SLP/A, Classroom Staff

Short-Term Objective: By 3/2020, when given a verbal model and access to his communication tools (i.e. icons, core board, etc.), Nathan will verbally imitate a single word utterance related to structured play activities with a peer in 3 out of 5 opportunities, as measured by SLP/A and/or classroom charting.

Short-Term Objective: By 6/2020, when given a verbal model and access to his communication tools (i.e. icons, core board, etc.), Nathan will verbally imitate 2 word utterances related to structured play activities with a peer in 3 out of 5 opportunities, as measured by SLP/A and/or classroom charting.

Short-Term Objective: By 9/2020, when given a verbal model and access to his communication tools (i.e. icons, core board, etc.), Nathan will verbally imitate a 3 word utterance related to structured play activities with a peer in 3 out of 5 opportunities, as measured by SLP/A and/or classroom charting.

Progress Report 1: 3/16/2020

Summary of Progress: When given a verbal model and access to his communication tools (i.e. icons, core board, etc.), Nathan verbally imitates a single word utterance related to structured play activities with a peer in 3 out of 5 opportunities, as measured by SLP/A and/or classroom charting.

Comment: Benchmark not met. Newly introduced skill.

Progress Report 2: 6/18/2020

Summary of Progress: Progress for this goal cannot be reliably assessed during the COVID-19 School Closure due to the significantly different setting/environment in which learning is taking place and to the lack of opportunity for data to be collected in a standardized manner. Prior to school closure on 3/13/2020, progress on this goal was as follows: When given a verbal model and access to his communication tools (i.e. icons, core board, etc.), Nathan verbally imitates a single word utterance related to structured play activities with a peer in 3 out of 5 opportunities, as measured by SLP/A and/or classroom charting.

Comment:

Progress Report 3: 9/21/2020

Summary of Progress: Progress for this goal cannot be reliably assessed during the COVID-19 School Closure due to the significantly different setting/environment in which learning is taking place and to the lack of opportunity for data to be collected in a standardized manner. Prior to school closure on 3/13/2020, progress on this goal was as follows: When given a verbal model and access to his communication tools (i.e. icons, core board, etc.), Nathan verbally imitates a single word utterance related to structured play activities with a peer in 3 out of 5 opportunities, as measured by SLP/A and/or classroom charting.

Comment:

Progress Report 4: 12/14/2020

Summary of Progress: Progress for this goal cannot be reliably assessed during the COVID-19 School Closure due to the significantly different setting/environment in which learning is taking place and to the lack of opportunity for data to be collected in a standardized manner. Prior to school closure on 3/13/2020, progress on this goal was as follows: When given a verbal model and access to his communication tools (i.e. icons, core board, etc.), Nathan verbally imitates a single word utterance related to structured play activities with a peer in 3 out of 5 opportunities, as measured by SLP/A and/or classroom charting.

Comment:

Annual Review Date: 2/3/2021**Goal met** ☐ Yes ☒ No

Comments: Progress for this goal could not be reliably assessed during the COVID-19 School Closure due to the significantly different setting/environment in which learning was taking place and to the lack of opportunity for data to be collected in a standardized manner. Prior to school closure on 3/13/2020, progress on this goal was as follows: When given a verbal model and access to his communication tools (i.e. icons, core board, etc.), Nathan verbally imitated a single word utterance related to structured play activities with a peer in 3 out of 5 opportunities, as measured by SLP/A and/or classroom charting. Per Per teacher report, he is currently participating in completing coloring pages with 2 sequenced icons such as "more music." Goal will be revised and continued.

**SACRAMENTO CITY UNIFIED
ANNUAL GOALS AND OBJECTIVES**

Student Name: Vang, NathanBirthdate: 6/30/2012IEP Date: 2/4/2021

Area of Need: Social Pragmatics	Measurable Annual Goal #:
Baseline: Currently, when given a gestural prompt and visual supports, Nathan directs the actions of others using 1 word combinations either verbally or pointing to symbols (i.e. play sand, you do, help me, etc.) 2-3 times during a 30 minute period, in 4 out of 5 opportunities, as measured by SLP/A and/or classroom charting.	Goal: By 2/2021, when given a gestural prompt and visual supports, Nathan will direct the actions of others using 2 word combinations either verbally or pointing to symbols (i.e. play sand, you do, help me, etc.) 5 times during a 30 minute period, in 4 out of 5 opportunities, as measured by SLP/A and/or classroom charting.
	<input type="checkbox"/> Enables student to be involved/progress in general curriculum/state standard <input type="checkbox"/> Addresses other educational needs resulting from the disability <input type="checkbox"/> Linguistically appropriate <input type="checkbox"/> Transition Goal: <input type="checkbox"/> Education/Training <input type="checkbox"/> Employment <input type="checkbox"/> Independent Living
	Person(s) Responsible: SLP/A, Classroom staff

Short-Term Objective: By 3/2020, when given a model prompt and visual supports, Nathan will direct the actions of others using 2 word combinations either verbally or pointing to symbols (i.e. play sand, you do, help me, etc.) 2 times during a 30 minute period, in 4 out of 5 opportunities, as measured by SLP/A and/or classroom charting.

Short-Term Objective: By 6/2020, when given a verbal prompt and visual supports, Nathan will direct the actions of others using 2 word combinations either verbally or pointing to symbols (i.e. play sand, you do, help me, etc.) 3 times during a 30 minute period, in 4 out of 5 opportunities, as measured by SLP/A and/or classroom charting.

Short-Term Objective: By 9/2020, when given a partial verbal prompt and visual supports, Nathan will direct the actions of others using 2 word combinations either verbally or pointing to symbols (i.e. play sand, you do, help me, etc.) 4 times during a 30 minute period, in 4 out of 5 opportunities, as measured by SLP/A and/or classroom charting.

Progress Report 1: 3/16/2020

Summary of Progress: When given a model prompt and visual supports, Nathan directs the actions of others using 2 word combinations either verbally or pointing to symbols (i.e. play sand, you do, help me, etc.) 2 times during a 30 minute period, in 4 out of 5 opportunities, as measured by SLP/A and/or classroom charting.

Comment: Benchmark met.

Progress Report 2: 6/18/2020

Summary of Progress: Progress for this goal cannot be reliably assessed during the COVID-19 School Closure due to the significantly different setting/environment in which learning is taking place and to the lack of opportunity for data to be collected in a standardized manner. Prior to school closure on 3/13/2020, progress on this goal was as follows: When given a model prompt and visual supports, Nathan directs the actions of others using 2 word combinations either verbally or pointing to symbols (i.e. play sand, you do, help me, etc.) 2 times during a 30 minute period, in 4 out of 5 opportunities, as measured by SLP/A and/or classroom charting.

Comment:

Progress Report 3: 9/21/2020

Summary of Progress: Progress for this goal cannot be reliably assessed during the COVID-19 School Closure due to the significantly different setting/environment in which learning is taking place and to the lack of opportunity for data to be collected in a standardized manner. Prior to school closure on 3/13/2020, progress on this goal was as follows: When given a model prompt and visual supports, Nathan directs the actions of others using 2 word combinations either verbally or pointing to symbols (i.e. play sand, you do, help me, etc.) 2 times during a 30 minute period, in 4 out of 5 opportunities, as measured by SLP/A and/or classroom charting.

Comment:

Progress Report 4: 12/14/2020

Summary of Progress: Progress for this goal cannot be reliably assessed during the COVID-19 School Closure due to the significantly different setting/environment in which learning is taking place and to the lack of opportunity for data to be collected in a standardized manner. Prior to school closure on 3/13/2020, progress on this goal was as follows: When given a model prompt and visual supports, Nathan directs the actions of others using 2 word combinations either verbally or pointing to symbols (i.e. play sand, you do, help me, etc.) 2 times during a 30 minute period, in 4 out of 5 opportunities, as measured by SLP/A and/or classroom charting.

Comment:

Annual Review Date: 2/3/2021

Goal met ☐ Yes ☒ No

Comments: Progress for this goal could not be reliably assessed during the COVID-19 School Closure due to the significantly different setting/environment in which learning took place and to the lack of opportunity that data was collected in a standardized manner. Prior to school closure on 3/13/2020, progress on this goal was as follows: When given a model prompt and visual supports, Nathan directed the actions of others using 2 word combinations either verbally or pointing to symbols (i.e. play sand, you do, help me, etc.) 2 times during a 30 minute period, in 4 out of 5 opportunities, as measured by SLP/A and/or classroom charting. Per teacher report, he is currently participating in completing coloring pages with 2 sequenced icons such as "more music." Goal will be revised and continued.

SACRAMENTO CITY UNIFIED ANNUAL GOALS AND OBJECTIVES

Student Name: Vang, NathanBirthdate: 6/30/2012IEP Date: 2/4/2021

Area of Need: Fine/Visual motor, Graphomotor	Measurable Annual Goal #: <u>OT1</u> Goal: By February 2021, Nathan will be able to trace his first and 10 out of 26 letters with 80% accuracy for tracing and correct formation given visual prompts 3 of 4 trials as measured by classroom work samples.
Baseline: Nathan can trace the letters/symbols "I", "C", "S", and "O" with 2 inch sizing, ½ tracing lines/start and stop points, top down/counterclockwise strokes and 80% accuracy for staying on the line independently 3 of 4 trials as measured by classroom work samples. Needs min assist for + and X	<div style="margin-bottom: 10px;"> <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 </div> <div style="margin-bottom: 10px;"> <input type="checkbox"/> Transition Goal: <input type="checkbox"/> Education/Training <input type="checkbox"/> Employment <input type="checkbox"/> Independent Living </div> Person(s) Responsible: OT, Classroom Teachers Staff

Short-Term Objective: By 06/2020, Nathan will be able to trace his first with 70% accuracy for tracing and correct formation given visual prompts 3 of 4 trials as measured by classroom work samples.

Short-Term Objective: By 09/2020, Nathan will be able to trace his first with 80% accuracy for tracing and correct formation given visual prompts 3 of 4 trials as measured by classroom work samples.

Short-Term Objective: By 12/2020, Nathan will be able to trace his first and 5 out of 26 letters with 80% accuracy for tracing and correct formation given visual prompts 3 of 4 trials as measured by classroom work samples.

Progress Report 1: 6/25/2020

Summary of Progress: Progress for this goal cannot be reliably assessed during the COVID-19 School Closure due to the significantly different setting/environment in which learning is taking place and to the lack of opportunity for data to be collected in a standardized manner. Prior to school closure on 3/13/2020, progress on this goal was as follows:

Nathan can trace the letters/symbols "I", "C", "S", and "O" with 2 inch sizing, ½ tracing lines/start and stop points, top down/counterclockwise strokes and 80% accuracy for staying on the line independently 3 of 4 trials as measured by classroom work samples. Needs min assist for + and X

Comment: Objective in Progress

Progress Report 2: 10/13/2020

Summary of Progress: Progress for this goal cannot be reliably assessed during the COVID-19 School Closure due to the significantly different setting/environment in which learning is taking place and to the lack of opportunity for data to be collected in a standardized manner. Prior to school closure on 3/13/2020, progress on this goal was as follows:

Nathan can trace the letters/symbols "I", "C", "S", and "O" with 2 inch sizing, ½ tracing lines/start and stop points, top down/counterclockwise strokes and 80% accuracy for staying on the line independently 3 of 4 trials as measured by classroom work samples. Needs min assist for + and X

Comment: Objective in progress

Progress Report 3: 12/15/2020

Summary of Progress: Progress for this goal cannot be reliably assessed during the COVID-19 School Closure due to the significantly different setting/environment in which learning is taking place and to the lack of opportunity for data to be collected in a standardized manner. During Distance Learning, Nathan participates by following an adaptation of his goal and is being taught at home.

Comment: Objective in Progress

Annual Review Date: 2/4/2021

Goal met ☒ Yes ☐ No

Comments: Prior to school closure on 3/13/2020, progress on this goal was as follows:

Nathan can trace the letters/symbols "I", "C", "S", and "O" with 2 inch sizing, ½ tracing lines/start and stop points, top down/counterclockwise strokes and 80% accuracy for staying on the line independently 3 of 4 trials as measured by classroom work samples. Needs min assist for + and X

SACRAMENTO CITY UNIFIED
Offer of FAPE - SERVICE

Student Name: Vang, NathanBirthdate: 6/30/2012IEP Date: 2/4/2021

The service options that were considered by the IEP team (List all): The team reviewed the assessment results and determined that Nathan qualifies for special education services. Next the team developed goals to remediate the student's areas of concern. Finally the team discussed general education with supports, the SDC settings at comprehensive school campuses, and the NPS setting. The team determined that the student's least restrictive environment and the district's offer of FAPE is Land Park Campus NPS with additional supports through speech/language therapy and OT. ESY was discussed and is recommended at this time to prevent regression.

In selecting LRE, describe the consideration given to any potential harmful effect on the child or on the quality of services that he or she needs: The team discussed that Nathan requires specialized academic instruction in a separate setting with lower student to teacher ratio and ABA interventions to address his academic and behavioral needs. These supports cannot adequately be provided in the general education setting and would require the NPS setting. The team agreed the educational benefit he would receive in the NPS setting outweighs the potential harmful effects of missing general education instructional time away from general education peers.

IEP team discussed the following potential harmful effects of this placement:

- decreased access to the instructional opportunities available in integrated settings
- decreased access to instructional opportunities with typical peers
- decreased opportunities for appropriate social interactions with typically-developing peers
- limited access to peers in the home community since placement is not located at the student's school of residence

IEP team does not believe there will be any significant harmful effects and determined Nathan's needs outweigh any minimal harmful effects at this time.

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
Extra time for transitions, frequent breaks, reduced student to teacher ratio	2/6/2020	2/5/2021	Across Instructional settings

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

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

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

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

Other Supports for School Personnel, or for Student, or on Behalf of Student	To Support	Start Date	End Date	Frequency	Duration	Location
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SPECIAL EDUCATION and RELATED SERVICES

Service: <u>Specialized Academic Instruction</u>	Start Date: <u>2/4/2021</u>	End Date: <u>2/3/2022</u>
Provider: <u>Nonpublic school (NPS) under contract with SELPA or district</u>	<input type="checkbox"/> Ind <input checked="" type="checkbox"/> Grp <input type="checkbox"/> Sec Transition	
Duration/Freq: <u>360</u> min x <u>1</u> Totaling: <u>360</u> min served <u>Daily</u>	Location: <u>Nonpublic day school</u>	
Comments: <u>NPS</u>		
Service: <u>Language and speech</u>	Start Date: <u>2/5/2021</u>	End Date: <u>2/4/2022</u>
Provider: <u>Nonpublic school (NPS) under contract with SELPA or district</u>	<input type="checkbox"/> Ind <input checked="" type="checkbox"/> Grp <input type="checkbox"/> Sec Transition	
Duration/Freq: <u>30</u> min x <u>5</u> Totaling: <u>150</u> min served <u>Monthly</u>	Location: <u>Nonpublic day school</u>	

Comments: Direct services in a small group may include a push in or pull out format with the exception of school holidays/closures, student absences, and/or therapy refusal.

Service: Occupational therapy

Start Date: 2/4/2021

End Date: 2/3/2022

Provider: Nonpublic school (NPS) under contract with SELPA or district

☐ Ind ☒ Grp ☐ Sec Transition

Duration/Freq: 30 min x 50 Totaling: 1500 min served Yearly

Location: Nonpublic day school

Comments: An additional 6 hours (360 min) of consultation service per year are to be available as needed. Consultation sessions may include education/training of parents, teachers, and staff, ongoing assessment, student specific program development, observations on campus, and classroom monitoring. Consultation with teacher's staff and caregivers can take place on scheduled school days, while the student may or may not be in attendance

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 to and from school when assigned by special education, to a school other than his school of residence.

EXTENDED SCHOOL YEAR (ESY)

☒ Yes ☐ No

Rationale: The team recommended NPS, with weekly speech/language and OT services to continue during ESY to prevent significant regression of skills.

Service: Language and speech

Start Date: 7/12/2021

End Date: 8/6/2021

Provider: Nonpublic school (NPS) under contract with SELPA or district

☐ Ind ☒ Grp ☐ Sec Transition

Duration/Freq: 30 min x 4 Totaling: 120 min served Any other frequency or as needed

Location: Nonpublic day school

Comments: ESY direct services in a small group may include a push in or pull out format with the exception of school holidays/closures, student absences, and/or therapy refusal.

Service: Occupational therapy

Start Date: 7/12/2021

End Date: 8/6/2021

Provider: Nonpublic school (NPS) under contract with SELPA or district

☐ Ind ☒ Grp ☐ Sec Transition

Duration/Freq: 30 min x 6 Totaling: 180 min served Yearly

Location: Nonpublic day school

Comments: an additional 30 min consult
To be provided during ESY calendar

Service: Specialized Academic Instruction

Start Date: 7/12/2021

End Date: 8/6/2021

Provider: Nonpublic school (NPS) under contract with SELPA or district

☐ Ind ☒ Grp ☐ Sec Transition

Duration/Freq: 240 min x 1 Totaling: 240 min served Daily

Location: Nonpublic day school

Comments: Daily specialized academic instruction M-F during the NPS ESY calendar 7/8/20-8/4/20

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: Vang, Nathan

Birthdate: 6/30/2012

IEP Date: 2/4/2021

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

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

30 To participate in an alternate performance assessment

- ☐ Alternate Assessment without Designated Supports or Accommodations
- ☐ Alternate Assessment with Designated Supports Embedded
- ☐ Alternate Assessment with Designated Supports Non-Embedded
- ☐ Alternate Assessment with Accommodations Embedded
- ☐ Alternate Assessment with Accommodations Non-Embedded
- ☐ Alternate Assessment with Accessibility Support (requires CDE Approval)

Math (Grades 3-8, & 11)

30 To participate in an alternate performance assessment

- ☐ Alternate Assessment without Designated Supports or Accommodations
- ☐ Alternate Assessment with Designated Supports Embedded
- ☐ Alternate Assessment with Designated Supports Non-Embedded
- ☐ Alternate Assessment with Accommodations Embedded
- ☐ Alternate Assessment with Accommodations Non-Embedded
- ☐ Alternate Assessment with Accessibility Support (requires CDE Approval)

Science (Grades 5, 8 & High School)

90 Not to Participate (Outside Testing Group or Plan Type 20)

- ☐ 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: Vang, Nathan

Birthdate: 6/30/2012

IEP Date: 2/4/2021

Date: 2/4/2021

Notes: Date 2/4/21

Annual IEP for Nathan Vang

The purpose of today's meeting is an annual IEP meeting to review goals services and placement to ensure Nathan continues to receive educational benefit.

A copy of the parent's procedural safeguards were provided in Hmong and explained. The parent confirmed that they understood and that they don't have any further questions at this time.

In attendance were;

Program specialist; Andrew Smith

Administration; Robert Hanson

Special education teacher; Andy Rose

Speech and language therapist; Sarah Bent

Behavior Intervention Specialist (BIS); Ganecia Bailey

BCBA; Kim McDaniel

Parent; Mai Yang, Mother

Hmong Interpreter; Lisa Yang-Xiong

An excusal was signed allowing for the meeting to continue without the general education teacher present. The IEP team will not be discussing general education services at this time.

Demographics verified

The IEP team discussed student strengths;

Mai reported that he likes toys. He doesn't like to touch and play with the toys, he sits them on the shelves and looks at them. He also likes to watch movies.

Classroom Teacher 2021-Per review of reports and parent consultation Nathan presented as a generally happy student during in-school instruction. During interview, Nathan was described as a sweet, smart, and hilarious boy. It has been reported while school is in session, Nathan would transition from the school van to class independently and generally arrived to school with a smile on his face. Upon arrival and when prompted Nathan would respond with "Hi" or "Good morning"; as a preference Nathan enjoyed being social with staff around campus. When getting his wants and needs met Nathan utilized vocalizations (e.g., "Go play", "Toys"), gestures, and hand leading for preferences.

The parents' concerns regarding educational progress included;

Mai reported that she does have serious concerns because she is not able to read and write in English. It is like the blind leading the blind. It is very difficult and I am very concerned. For example, when it comes to reading, I don't know how to read the instructions. She is looking forward to schools re-opening, physically. She would like the materials to be in larger font.

The special education teacher presented the classroom report and reviewed present levels (see present levels page of IEP for details) The special education teacher reviewed progress on previous classroom goals and proposed new goals. The IEP team is in agreement on goals proposed by the special education teacher.

The speech and language pathologist (SLP) presented the speech and language report (summarized on present levels page). The SLP reviewed progress on previous speech/language goals and proposed new goals. The IEP team is in agreement on goals proposed by the SLP.

The Occupational Therapist (OT) presented his report (see present levels page of IEP for report summary). The OT reviewed progress on previous OT goals and proposed new goals. The IEP team is in agreement on goals proposed by the OT.

Kim reviewed progress on student behavior/goals and reviewed the behavior intervention plan with the IEP team. The team is in agreement with the contents of the proposed behavior intervention plan. .She will be working with the classroom teacher to provide mom with direction on how to intervene when target behaviors might arise at home.

The team reviewed the assessment results and determined that Nathan qualifies for special education services under the Autism Spectrum Disorder (ASD) designation. Next the team developed goals to remediate the student's areas of concern. Finally the team discussed general education with supports, the SDC settings at a comprehensive campus and NPS. The team determined that the student's least restrictive environment and the district's offer of FAPE is in the NPS setting with ABA supports, speech/language therapy, OT and a BIP. ESY was discussed and is recommended at this time, as Nathan is at risk for regression across areas of educational concern.

The team discussed that Nathan requires specialized academic instruction, speech/language therapy, OT and ABA interventions in a separate setting with lower student to teacher ratio to address language, academic, and behavioral concerns. These supports cannot adequately be provided in the general education setting and require an NPS setting. The team agreed the educational benefit they would receive in the NPS setting outweighs the potential harmful effects of missing general education instructional time away from general education peers.

IEP team discussed the following potential harmful effects of this placement:

- decreased access to the instructional opportunities available in integrated settings*
- decreased access to instructional opportunities with typical peers*
- decreased opportunities for appropriate social interactions with typically-developing peers*
- limited access to peers in the home community since placement is not located at the student's school of residence*

IEP team does not believe there will be any significant harmful effects and determined Nathan's needs outweigh any minimal harmful effects at this time.

Meeting adjourned

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

Student Name: Vang, NathanBirthdate: 6/30/2012IEP Date: 2/4/2021Physical Education: ☐ General ☐ Specially Designed ☒ Other NPSDistrict of Service: Sacramento City Unified School DistrictSchool of Attendance: Land Park Campus

All special education services provided at student's school of residence? ☐ Yes ☒ No (rationale) *Nathan requires separate school site due to language needs, behavior and safety needs.*

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

(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): Separate 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)

100 % of time student is outside the regular class & extracurricular & non academic activities0 % 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: *all academics and services because of his language, behavior and safety needs*

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 phone calls, IEPs

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: Vang, NathanBirthdate: 6/30/2012IEP Date: 2/4/2021

IEP Meeting Participants

<u>Mai Yang, Mother</u>	<u>2/4/2021</u>		
Parent/Guardian/Surrogate	Date	Parent/Guardian	Date
<u>Student/Adult Student</u>	<u>Date</u>	<u>General Education Teacher</u>	<u>Date</u>
<u>Robert Hanson, Director of LPC</u>	<u>2/4/2021</u>	<u>Andy Rose</u>	<u>2/4/2021</u>
LEA Representative/Admin.Designee	Date	Special Education Specialist	Date
<u>Sarah Bent, SLP</u>	<u>2/4/2021</u>	<u>Dell Mortensen, OT</u>	<u>2/4/2021</u>
Additional Participant/Title	Date	Additional Participant/Title	Date
<u>Kim McDaniel, BCBA</u>	<u>2/4/2021</u>	<u>Ganecia Bailey, BCBA</u>	<u>2/4/2021</u>
Additional Participant/Title	Date	Additional Participant/Title	Date
<u>Lisa Yang-Xiong, Interpreter</u>	<u>2/4/2021</u>		
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.