

**SACRAMENTO CITY UNIFIED  
IEP AT A GLANCE**  
**Confidential - For Teacher Use, Not a Student Record**

**Name:** Yang, Ying**Student ID:** 60906301**IEP Date:** 10/22/2020**Birthdate:** 8/17/2005**School:** Aldar Academy**Grade:** 10 Tenth grade**Residential Status:** 140 Parent or Legal Guardian and/or Homeless**IEP Date:** 10/22/2020**Case Manager:** Tracy Pena**Next Annual IEP:** 10/21/2021**BIP:** Yes**Next Triennial:** 11/1/2021**Spec Trans:** Yes**Primary** Autism (AUT)**Secondary** Intellectual Disability (ID)

Describe how student's disability affects involvement and progress in general curriculum (or for preschoolers, participation in appropriate activities) *Ying continues to show delays in the areas of cognitive skills, social skills, communication, and adaptive skills. These delays impact her ability to access and make progress in the general curriculum.*

100 % of time student is outside the regular class &amp; extracurricular &amp; non academic activities

0 % of time student is in the regular class &amp; extracurricular &amp; non academic activities

**Units/Credits Completed:** N/A**Units/Credits Pending:** N/A**Diploma:****Certificate of Completion:** Yes**Anticipated Completion Date:**

IEP GOALS AND OBJECTIVES		
Area of Need	Measurable Annual Goal #	Goal
Expr. Lang.-Requesting help	SLP 1	By 10/2021, given a verbal prompt (ex: "What do you need?") Ying will request help 70% of the time as needed during structured activities as measured by clinician data and/or teacher report.
Expr. Lang.-Expressing Pain/Sick	SLP 2	By 10/2021, given a visual of someone hurt (image, video, or real life situation), Ying will produce a phrase describing the pain/injury (ex: Knee hurts, head hurts, etc) 70% of the time during structured therapy as measured by clinician data.
Functional Academics: Reading	1	By 10/2021 Ying, after reading a 1st grade level text, will relate an event or story in the sequential order of first, next, and last with no more than 2 prompts as measured by teacher-charted observation/data in 3 out of 5 trials. ( FA 5.4.1)
Functional Academics Writing	2	By 10/2021, after reading a 1st grade level text and organizing 3 pictures that represent the beginning, middle, and end of a story of work related event, Ying will use a bank of temporal words (first, next, last) to fill in 3 sentence strips with the correct temporal word (e.g. (____) you sweep the floor) in 4 out of 5 writing samples. ( FA 5.4.1)
Functional Academics: Math	3	By 10/2021, Ying will be able to identify count same coins (all of one type of coin) to one dollar with 75% accuracy as measured by teacher-charted observation/data in 3 out of 5 trials. (FA 4.7.1)
Behavior	4	By 10/2021, during a classroom task, Ying will show (2) pre-taught on-task behaviors (Quiet voice and eyes on work) for the duration of the activity, for (4 out of 5) classroom tasks. (1C.3-5.b Demonstrate skills related to achieving personal and academic goals.)

### IEP GOALS AND OBJECTIVES

Area of Need	Measurable Annual Goal #	Goal
Reading Comprehension	1	By 10/2020, after reading a 1st grade level text, Ying will identify who, where, and (2) events from the story with 75% accuracy (3/4 correct) in (4 out of 5) opportunities. RL.1.3 Key Ideas and Details
Math Computation	2	By 10/2020, given a (1)-sentence word problem with (3) addends and (1) operation (e.g., Tommy has 1 cookie, Suzie has 2 cookies, Jose has 3 cookies, how many total cookies are there?" ), Ying will solve the equation using number line correctly in (4 out of 5) math problems. 3.NBT.2
Writing	3	By 10/2020, when given a 1st grade reading level short story or informational text, a word bank of temporal words (e.g. first, next, last, Ying will organize (3) pictures that represent the beginning, middle, and end of a story then fill in the sentence stem with the correct temporal word (1) temporal word ( ____ they go the the park.) in (4 out of 5) writing activities.
Behavior	4	By 10/2020, during a classroom task, Ying will show (2) pre-taught on-task behaviors (Quiet voice and eyes on work) for the duration of the activity, for (4 out of 5) classroom tasks. (1C.3-5.b Demonstrate skills related to achieving personal and academic goals.)
Functional communication/Expressive Language		By October 2020, when given sentence starters, Ying will describe the category and function of the picture/object with 70% accuracy with no more than two verbal or visual prompts across 2 of 3 sessions as measured by teacher and staff observations. (L.9-10.6)
Reading Comprehension	1	By 11/2019, after reading an instructional-level, informational text with the teacher, listening to the teacher model (1) question and answer (e.g. "Who is the postal carrier? The postal carrier is the person who delivers mail to people's homes."), and when asked (1) question about a person, object, or place from the text, Ying will verbally answer the question, for (4 of 5) nonfiction reading sessions. (ELA-Literacy.RI.1.1)
Word Problems	2	By 11/2019, given a (1)-sentence word problem with (3) addends and (1) operation (e.g., Tommy has 1 cookie, Suzie has 2 cookies, Jose has 3 cookies, how many total cookies are there?" ), Ying will identify (e.g., highlight, circle) the (3) addends and operation symbol correctly in (4 out of 5) math problems.3.NBT.2
Writing Sentences	3	By 11/2019, when given (1) sentence stem describing a topic (e.g. "The book is about ____ ."), Ying will complete the sentence in (4 out of 5 trials) as measured by (student work samples). (W.K.2 )
On task behavior	4	By 11/2019, during a classroom task, Ying will show (2) pre-taught on-task behaviors (Quiet voice and eyes on work) for the duration of the activity, for (4 out of 5) classroom tasks. (1C.3-5.b Demonstrate skills related to achieving personal and academic goals.)
Functional Language		By November 2019, Ying will improve her functional language by using sentence frames to describe common items/objects in response to questions during structured language tasks with 60% accuracy with minimal verbal, visual and tactile cues, as measured by SLP observation and data.

### STATEWIDE ASSESSMENTS

Test	Participation	Accommodations / Modifications
ENGLISH LANGUAGE ARTS (ELA)	90 Not to Participate (Outside Testing Group or Plan Type 20)	

<b>MATH</b>	90 Not to Participate (Outside Testing Group or Plan Type 20)	
<b>SCIENCE</b>	90 Not to Participate (Outside Testing Group or Plan Type 20)	
<b>PHYSICAL FITNESS TEST</b>	Out of testing range	
<b>ELPAC</b>	Alternate Assessment to ELPAC	<i>Listening, Speaking, Reading, Writing</i>
<b>Other State-Wide/District-Wide Assessment(s)</b>	No	

**SUPPLEMENTARY AIDS & SERVICES AND OTHER SUPPORTS FOR SCHOOL PERSONNEL, OR FOR STUDENT, OR ON BEHALF OF THE STUDENT**

Program Accommodations	Start Date	End Date	Location
Use verbal, visual and gestural prompts	10/22/2020	10/21/2021	all school settings

Program Modifications	Start Date	End Date	Frequency	Duration	Location
Functional skills curriculum for all academics	10/22/2020	10/21/2021	daily	length of IEP	all school settings

Other Supports for School Personnel, or for Student, or on Behalf of Student	To Support	Start Date	End Date	Frequency	Duration	Location
Follow Behavior Intervention Plan	<input checked="" type="checkbox"/> Student <input checked="" type="checkbox"/> Personnel	10/22/2020	10/21/2021	daily	length of IEP	all school settings

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

If yes, specify: \_\_\_\_\_

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

If yes, specify: \_\_\_\_\_

**Special Education and Related Services**

Special Education and Related Services		
<b>Service:</b> <u>Specialized Academic Instruction</u>	<b>Start Date:</b> <u>10/22/2020</u>	<b>End Date:</b> <u>10/21/2021</u>
<b>Provider:</b> <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	
<b>Duration/Freq:</b> <u>1500</u> min x <u>1</u> Totaling: <u>1500</u> min served <u>Weekly</u>	<b>Location:</b> <u>Nonpublic day school</u>	
<b>Comments:</b> <u>Minutes include recreation and lunch, one minimum day (260) minutes per month. The above service includes the provision of denoted related services, pull out individual and/or group instruction; push team teaching, recreation times, and the scheduled meal period.</u>		
<b>Service:</b> <u>Language and speech</u>	<b>Start Date:</b> <u>10/22/2020</u>	<b>End Date:</b> <u>10/21/2021</u>
<b>Provider:</b> <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	
<b>Duration/Freq:</b> <u>30</u> min x <u>4</u> Totaling: <u>120</u> min served <u>Monthly</u>	<b>Location:</b> <u>Nonpublic day school</u>	

**Comments:** Speech and language services may be delivered in a small and/or large group, push-in, pull-out, direct or indirect, as deemed most appropriate by the SLP in reference to individual student needs and progress on goals. Sessions will be counted based on school calendar year, but not provided during school based activities (i.e. assemblies, field trips, special school wide events), student absences, or refusals.

**Service:** Occupational therapy **Start Date:** 10/22/2020 **End Date:** 10/21/2021

**Provider:** SELPA ☐ Ind ☒ Grp ☐ Sec Transition

**Duration/Freq:** 30 min x 10 Totaling: 300 min served Yearly **Location:** Nonpublic day school

**Comments:** OT services will consist of observation and consultation with teachers. Services will follow the school calendar and may be interrupted due to assemblies, fieldtrips, special school wide events, conference week, and therapist or student absences.

**Service:** Individual counseling **Start Date:** 10/22/2020 **End Date:** 10/21/2021

**Provider:** Nonpublic school (NPS) under contract with SELPA or district ☒ Ind ☐ Grp ☐ Sec Transition

**Duration/Freq:** 30 min x 1 Totaling: 30 min served Weekly **Location:** Nonpublic day school

**Comments:**

#### Transition Services

**Service:** Vocational assessment, counseling, guidance, and career assessment **Start Date:** 10/22/2020 **End Date:** 10/21/2021

**Provider:** Nonpublic school (NPS) under contract with SELPA or district ☐ Ind ☒ Grp ☐ Sec Transition

**Duration/Freq:** 15 min served Daily **Location:** Nonpublic day school

**Comments:**

#### ESY Services

**Service:** Specialized Academic Instruction **Start Date:** 5/28/2021 **End Date:** 6/25/2021

**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:** To be served during the non-public school's ESY session only.

**Service:** Language and speech **Start Date:** 5/28/2021 **End Date:** 6/25/2021

**Provider:** Nonpublic school (NPS) under contract with SELPA or district ☐ Ind ☒ Grp ☐ Sec Transition

**Duration/Freq:** 30 min x 1 Totaling: 30 min served Weekly **Location:** Nonpublic day school

**Comments:** Speech and language services may be delivered in a small and/or large group, push-in, pull-out, direct or indirect, as deemed most appropriate by the SLP in reference to individual student needs and progress on goals. Sessions will be counted based on school calendar year, but not provided during school based activities (i.e. assemblies, field trips, special school wide events), student absences, or refusals.

**Notes:**

**SACRAMENTO CITY UNIFIED**  
**Notice of Action**  
**(Prior Written Notice)**

This notice is provided to parent prior to local educational agency (LEA)/district initiation or refusal regarding change of identification, evaluation, educational placement, or provision of free appropriate public education. This notice includes a description of the proposed and/or refused action, an explanation of why the LEA/district proposed to take this action, a description of any other options that were considered and the reasons why those options were rejected, and other factors that are relevant in this proposal.

**Student Name:** Yang, Ying

**Birthdate:** 8/17/2005

**IEP Date:** 10/22/2020

**Purpose:** ☐ Identification ☐ Evaluation ☒ Educational Placement ☒ Provision of Free Appropriate Public Education  
☐ Other

<b>Actions Proposed</b>	<b>Reasons for Proposed Actions</b>	<b>Evaluation Procedures, Tests, Records, or Reports Used in Deciding for the Actions Proposed</b>	<b>Date Actions will be implemented</b>
<b>Educational Placement</b> - Review Educational Placement  <b>Provision of FAPE</b> - Review Provision of FAPE	Ying is due for an annual review. Federal law requires the team to meet annually to review goals, services, and placement. The team will meet to review goals, services, placement and current supports to determine if Ying is making progress and is continuing to receive educational benefit.	Classroom work samples, observations, classroom formative/summative assessments, teacher reports, grade report, attendance report, behavior report, service provider reports.	10/22/2020

<b>Actions Refused</b>	<b>Reasons for Refused Actions</b>	<b>Evaluation Procedures, Tests, Records, or Reports Used in Deciding for the Actions Refused</b>
	n/a	

<b>Other Options Considered</b>	<b>Reasons for Rejecting Other Options</b>	<b>Other Factors Relevant to Actions Proposed and/or Refused</b>
n/a	n/a	Parent and staff input. Team will discuss amendments to the IEP that are/will take effect due to school closures and adoption of Distance Learning due to COVID-19 pandemic.

Parents/Guardians have protections under state and federal procedural safeguard provisions. Please refer to the enclosed NOTICE OF PROCEDURAL SAFEGUARDS for an explanation of these rights. If you would like further information about your rights or the proposed action please contact:

Print Name of Contact	Position	Phone	E-mail Address
<u>Tracy Pena</u>	<u>Program Specialist</u>	<u>916-643-2133</u>	<u>tracy-pena@scusd.edu</u>

IEP Dated 10/22/2020 attached:

☐ Yes ☒ Not Applicable

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

**Student Name:** Ying Yang

**Birthdate:** 8/17/2005

☐ Initial ☒ Annual ☐ Triennial ☐ Transition Planning ☐ Pre-Expulsion ☐ Interim ☐ Other

**Address** 4109 CUNY AVE Sacramento, CA 95823

**Dear** Lao Yang

**Today's Date** 09/17/2019

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

**The meeting is scheduled for:**

**Date** 10/28/2019

**Time** 11:30

**School/Location** Aldar Academy 4436 Engle road Sacramento Ca 95821

**Room** Please Check in at Front Office

**We anticipate that the following members may also attend:**

- ☒ Administrator/Designee  
☒ Special Education Teacher  
☐ General Education Teacher  
☒ Student  
☐ Psychologist  
☐ Specialist

- ☒ Ying Vang - Alta Regional  
☒ Melanie Noxon - School Therapist  
☐ \_\_\_\_\_  
☐ \_\_\_\_\_  
☐ \_\_\_\_\_  
☐ \_\_\_\_\_

**NOTICE:** If you wish to audio tape this meeting, you must provide 24 hour notice, we may also audio tape the meeting.

**If you would like further information about your Procedural Safeguards or the purpose of this meeting, please call:**

**Name** Scott Speights

**Title** Program Specialist

**School/District** Sacramento City Unified School District

**Phone** (916) 643-9165

Please complete and sign this form, and return to Aldar Academy

**Check the following items, as appropriate:**

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

**Signature** \_\_\_\_\_

**Date** \_\_\_\_\_

☐ Parent ☐ Guardian ☐ Surrogate ☐ Adult Student

For LEA use only:

**Comments/Additional Information**

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

**Student Name:** Ying Yang

**Birthdate:** 8/17/2005

☐ Initial ☒ Annual ☐ Triennial ☒ Transition Planning ☐ Pre-Expulsion ☐ Interim ☐ Other

**Address** 4109 CUNY AVE Sacramento, CA 95823

**Dear** Lao & La Yang

**Today's Date** 09/11/2020

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

**The meeting is scheduled for:**

**Date** 10/22/2020

**Time** 9:00

**School/Location** Zoom Meeting

**Room** \_\_\_\_\_

**We anticipate that the following members may also attend:**

☒ Administrator/Designee

☒ Special Education Teacher

☐ General Education Teacher

☐ Student

☐ Psychologist

☐ Specialist

☒ Melanie Noxon - School therapist

☒ Emily Abi-Nader - Speech Pathologist

☒ Ying Vang - Alta Regional

☐ \_\_\_\_\_

☐ \_\_\_\_\_

☐ \_\_\_\_\_

**NOTICE:** If you wish to audio tape this meeting, you must provide 24 hour notice, we may also audio tape the meeting.

**If you would like further information about your Procedural Safeguards or the purpose of this meeting, please call:**

**Name** Tracy Pena

**Title** Program Specialist

**School/District** Sacramento City Unified School District

**Phone** 916 643-2133

Please complete and sign this form, and return to Aldar Academy 4436 Engle Road Sacramento Ca 95821

**Check the following items, as appropriate:**

☐ **YES**, I plan to attend the meeting

☐ **YES**, I plan to attend the meeting and bring the following additional attendees:

☐ I do not plan to attend the meeting, but I am available by teleconference

☐ I require assistance of an interpreter. (Language)

☐ I request a different time and/or place. Please call me at \_\_\_\_\_ Home \_\_\_\_\_ Work \_\_\_\_\_

☐ I give my consent for the district to invite other agency personnel to attend the meeting if secondary transition is being addressed.

☐ **NO**, I cannot attend the meeting, but hereby give my permission for the meeting to be held without me (CFR 300.322d). I understand the IEP and related documents from this meeting will be provided to me for my signature, and I agree to return them in a timely manner.

☐ **NO**, I cannot attend, but I will send \_\_\_\_\_ as my representative to speak for me. I understand the IEP and related documents from this meeting will be provided to me for my signature, and I agree to return them in a timely manner.

**Signature** \_\_\_\_\_

**Date** \_\_\_\_\_

☐ Parent ☐ Guardian ☐ Surrogate ☐ Adult Student

For LEA use only:

**Comments/Additional Information**

# **SACRAMENTO CITY UNIFIED IEP TEAM MEMBER EXCUSAL**

Student Name: Yang, YingBirthdate: 8/17/2005IEP Date: 10/22/2020

By mutual agreement between the parent/adult student, and designated representative of the local education agency, the presence and participation of the Individual Education Program team member(s) identified below is/are not necessary and has/have been excused from being present and participating in the meeting scheduled on 10/22/2020 because (1) the member's area of the curriculum or related services is not being modified or discussed in the meeting or (2) the meeting involves a modification to or discussion of the member's area of curriculum or related services and the member submitted, in writing to the parent and the IEP team, input into the development of the IEP prior to the meeting.

## **Individual Education Program Team Member(s)**

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

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

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

Signature of ☐ Parent ☐ Guardian ☐ Surrogate

Date: \_\_\_\_\_

Signature of ☐ Parent ☐ Guardian ☐ Surrogate

Date: \_\_\_\_\_

Signature of Adult Student (ages 18-21):

Date: \_\_\_\_\_

Signature of Designated District Representative:

Date: \_\_\_\_\_

Title/Position: Program Specialist

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



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

Student Legal Name: Yang, Ying Legal Suffix: \_\_\_\_\_ Date of Birth: 8/17/2005 IEP Date: 10/22/2020  
Original SpEd Entry Date: 10/21/2009 Next Annual IEP: 10/21/2021  
Last Eval: 11/2/2018 Next Eval: 11/1/2021

MEETING TYPE: ☐ Initial ☒ Annual ☐ Triennial

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

Age: 15 year(s) 2 months

Grade: 10 Tenth grade

EL: ☒ Yes ☐ No

Student ID: 60906301

Native Language: 23 Hmong

Redesignated: ☐ Yes ☒ No

SSID: 8797547193

Interpreter ☒ Yes ☐ No

Parent/Guardian: Lao Yang

Home Address: 4109 CUNY AVE

City: Sacramento

State/Zip: CA, 95823

Home Phone:   

Work Phone:   

Cell Phone: (279)444-7164

Email:   

Parent/Guardian: la Xiong

Home Address: 4109 CUNY AVE

City: Sacramento

State/Zip: CA, 95823

Home Phone:   

Work Phone:   

Cell Phone: (916)607-4596

Email:   

District of Special Education Accountability: Sacramento City Unified School District

Residence School: Luther Burbank

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

Race (regardless of Ethnicity): Race 1. 299 Other Asian 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: Intellectual Disability (ID)

☐ 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)** Ying continues to show delays in the areas of cognitive skills, social skills, communication, and adaptive skills. These delays impact her ability to access and make progress in the general curriculum.

**FOR INITIAL PLACEMENTS ONLY**

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

☐ Yes ☒ No

Date of Initial Referral for Special Education Services: 5/19/2009

Person Initiating the Referral for Special Education service: 10 Parent

Date District Received Parent Consent: 6/8/2009

Date of Initial Meeting to Determine Eligibility: 10/21/2009

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

Student Name: Yang, YingBirthdate: 8/17/2005IEP Date: 10/22/2020**Strengths/Preferences/Interests**

*Ying has very neat handwriting and is able to decode words quickly. She speaks clearly. Ying is a very happy girl and she enjoys physical activities, dancing, and singing. Ying enjoys adult attention and likes to play interactive games like "patty cake". Ying is good at entertaining herself and playing on her own. Ying enjoys playing tag and likes to give hugs. She is loving and sweet. She is nice to teachers and other students and is very friendly.*

*Mother shared that she enjoys her virtual class, and she likes watching TV and anime videos, and music videos for children.*

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

*Mother shared that Ying has a lot of people at school who help her. She worries that Ying is not learning as quickly as she could, but she is overall doing well and mother is happy. When asked about last year's concerns (Ying is a quiet girl who does not report when she is not feeling well), mother shared that this is still a concern for her.*

**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):

**Other Assessment Data (e.g., curriculum assessment, other district assessment, etc.)** SBAC/CAA Assessment Data is not available for Spring 2020 due to COVID-19 school closures.

**Hearing Date:** 10/8/2018 ☒ Pass ☐ Fail ☐ Other

**Vision Date:** 10/8/2018 ☐ Pass ☒ Fail ☒ Other Near vision normal; Distance vision borderline - referral sent home

**Preacademic/Academic/Functional Skills***Reading:*

*Reading: Ying can read second grade sight words with 85% accuracy. Ying can answer multiple choice questions at a first grade level with 90% accuracy when a text is read to her and no more than 1 verbal prompt. She is beginning to answer open ended and fill in the blank questions. She can currently answer open ended questions with approx 3 verbal prompts when the topic is something she wants or is interested in. Ying's skills in this area have remained consistent throughout the Covid-19 distance learning event, she has not shown much growth, but has also not regressed.*

*Writing:*

*Ying has neat and legible handwriting. She is able to write her name and many sight words up to the second grade level. Ying can accurately write words up to a second grade level when they are dictated to her. Ying is beginning to produce her own answers to questions and write them. Ying's skills in this area have remained consistent throughout the Covid-19 distance learning event, she has not shown much growth, but has also not regressed.*

*Math:*

*Ying can complete basic operations using a calculator. She reads story problems and is able to demonstrate an understanding of math vocabulary for operations needed to complete the problems with about 70% accuracy independently. She can add money with the use of a calculator and properly placing the decimal point. Ying has begun using a number line to solve single digit addition problems. Ying is able to solve single digit addition problems with 80% accuracy when she is attending her work and using a number line. Ying is able to skip count by 5s with minimal prompts. Ying's skills in this area have remained consistent throughout the Covid-19 distance learning event, she has not shown much growth, but has also not regressed.*

*ILS:*

*Ying participates in vocational skills in class. In Independent Living Skills, Ying has been working on calendar concepts, telling time, identifying community and safety signs, preparing simple snacks, hygiene (ex. brushing teeth and washing hands after the bathroom), money identification, the dollar-up strategy, and role playing purchases of goods.*

*Ying participates in the calendar lesson and will answer questions about the day of the week, the date, and the month when asked directly. Ying is able to provide an independent response when asked to guess the current temperature. Ying works on telling time. She can read a digital clock with 90% accuracy and an analog clock with accuracy at the whole hour and with about 60% accuracy at the half hour. Focusing on the task interferes with accuracy. She follows directions with multiple prompts and works well with her peers while preparing simple snacks. Ying participates in role-playing purchases using the dollar-up strategy. Ying has difficulty in answering questions about how much money she has and how much items cost. Ying can identify the 1, 5, 10, and 20 dollar bill and the nickel, penny, dime, and quarter with 100% accuracy. Ying is able to identify the following community and safety signs: men's bathroom, women's bathroom, stop, phone, hospital, danger, exit, walk, do not walk, and keep out. Ying can follow along with a simple step by step recipe and understands that items from the oven may be hot. She is able to use a microwave with minimal assistance.*

**Communication Development**

*Ying currently receives speech and language services to her improve functional language skills. Ying has had excellent attendance during in person services as well as teletherapy. Her participation fluctuates and she often requires moderate supports and prompting to attend to the work that is presented on screen. She has made progress naming categories given visual objects to sort and a sentence frame. Naming function is still difficult for her independently; she frequently requires a visual prompt and model to do so. Ying requires support to ask for help when she is unsure of an answer.*

**Gross/Fine Motor Development**

*Fine: Ying continues to demonstrate legible and appropriate handwriting skills. She demonstrates a tripod grasp and is right handed when writing academically. Ying's fine motor is age typical. Ying is able to use scissors and cut on the lines. Ying is able to color beautiful pictures and stays in the lines. Ying is able to open all food containers independently. During distance learning model, teacher reported to OT that she does not have concerns for Ying thus far. She would like to see Ying evaluated for a compression vest once she returns to school for her sensory overloads.*

*Gross: Ying continues to display age typical gross motor skills. She is able to walk, run, jump, skip, and hop. Ying can use swings independently and can throw and catch a ball. Ying can kick a ball with age-typical form.*

## **Social Emotional/Behavioral**

### *Socially:*

*Ying seems to prefer to play alone. When invited to play by peers, she usually declines by saying "No, no thank you". Ying will respond to peers when they say "hi" to her about 50% of the time. She often needs prompting to say "hi" back and will not make eye contact with peers. When peers speak directly to her in class, she ignores them without adult prompting. Ying seeks out adult attention and will often reach out and try to get adults to pet her hair, go in for hugs, and engage them in games like Patty Cake.*

### *Emotionally:*

*Ying has difficulty communicating her feelings. When she is crying she will ask a staff member "are you ok?". She does not usually indicate verbally if she is upset, sad, or happy when asked. Staff has only occasionally been able to get Ying to identify that she is sad or hurting and will point to where it hurts. This seems to coincide with menstruation and she will point to her abdomen. Often she will repeat what the speaker says when the speaker is asking her how she is feeling or what is wrong. When Ying is denied a preferred item or activity she will cry on average of 1 time a month lasting from 30 minutes up to 2 hours. When she is finished crying she will hug staff. During the crying she has been unable to use calming strategies such as deep breathing or counting to calm herself.*

### *Behaviorally:*

*Ying talks or sings to herself most of the day which interferes with her ability to attend to classroom lessons and instruction. This behavior distracts other students during instruction and work time. Ying needs multiple verbal and gestural prompts to attend to the lesson and complete work. When Ying is denied a preferred item or activity she will cry on average of 1 time a month lasting from 30 minutes up to 2 hours.*

*Ying has shown an increase in avoidance behaviors since starting this school year in distance learning. She will often ignore questions or requests to "unmute" and will lay down during lessons and not get back up. It takes multiple prompts to get Ying to attend to a simple yes or no question.*

## **Vocational**

*Ying participates in classroom jobs that change weekly. Ying is learning about money and how it is spent. Ying also practices weekly cooking, shopping for a recipe, community and recreational exploration, and interview skills.*

## **Adaptive/Daily Living Skills**

*In Independent Living Skills Ying has been working on calendar concepts, telling time, identifying community and safety signs, preparing simple snacks, hygiene (ex. brushing teeth and washing hands after the bathroom), money identification, the dollar-up strategy, and role playing purchases of goods.*

*Ying participates in the calendar lesson and will answer questions about the day of the week, the date, and the month when asked directly. Ying is able to give an independent guess when she is asked about the temperature. Ying works on telling time. She can read a digital clock with 90% accuracy and an analog clock with accuracy at the whole hour and with about 60% accuracy at the half hour. Her struggles with focusing on the task interferes with accuracy. She follows directions with multiple prompts and works well with her peers while preparing simple snacks. Ying participates in role-playing purchases using the dollar-up strategy. Ying has difficulty in answering questions about how much money she has and how much items cost. Ying can identify the 1, 5, 10, and 20 dollar bill and the nickel, penny, dime, and quarter with 100% accuracy. Ying is able to identify the following community and safety signs: men's bathroom, women's bathroom, stop, phone, hospital, danger, exit, walk, do not walk, and keep out.*

## **Health**

*13 year old female with autism. Student failed the distance vision screening with borderline results. Referral sent home. Near vision and hearing normal. Ying was able to identify letters on vision board but needed assistance occluding eyes. Some verbal reinforcement needed to condition to tasks. Echolalia present. Mother reports (via Hmong interpreter Tim Lee): No health conditions or medications. Last physical in*

*April 2018 - no issues reported. Mother notified of vision referral.*

*Distance vision was passing when both eyes used. Seating in the front of class is recommended.*

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

*Expressive Language (Requesting Help), Expressive Language (Expressing Pain/Sick), Functional Academics - Reading, Functional Academics - Writing, Functional Academics - Math, and Behavior*

**SACRAMENTO CITY UNIFIED  
SPECIAL FACTORS**

**Student Name:** Yang, Ying

**Birthdate:** 8/17/2005

**IEP Date:** 10/22/2020

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

**Rationale:**

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

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

**Considerations if the student is deaf or hard of hearing:** Ying 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? English Language Development services are integrated throughout the curriculum.

**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) Non-public school will provide integrated language instruction throughout the curriculum.

**Comments:**

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

(describe) Ying can use inappropriate language at times. Ying exhibits eloping behavior. Ying uses inappropriate vocalizations such as singing aloud in class at inappropriate times.

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

structured communication and social teaching

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

# **SACRAMENTO CITY UNIFIED ANNUAL GOALS AND OBJECTIVES**

**Student Name:** Yang, Ying

**Birthdate:** 8/17/2005

**IEP Date:** 10/22/2020

<p><b>Area of Need:</b> Expr. Lang.-Requesting help</p>	<p><b>Measurable Annual Goal #:</b> <u>SLP 1</u></p> <p><b>Goal:</b> By 10/2021, given a verbal prompt (ex: "What do you need?") Ying will request help 70% of the time as needed during structured activities as measured by clinician data and/or teacher report.</p> <p><input checked="" type="checkbox"/> Enables student to be involved/progress in general curriculum/state standard CCSS.ELA-LITERACY.SL.9-10.1.C</p> <p><input checked="" type="checkbox"/> Addresses other educational needs resulting from the disability</p> <p><input checked="" type="checkbox"/> Linguistically appropriate</p> <p><input type="checkbox"/> Transition Goal: <input type="checkbox"/> Education/Training <input type="checkbox"/> Employment <input type="checkbox"/> Independent Living</p> <p><b>Person(s) Responsible:</b> SLP/A, classroom staff</p>
<p><b>Baseline:</b> Ying requires support to ask for help when she is unsure of an answer. When she is unsure of a word/answer, she will sit quietly and wait. When asked, "do you need help?" she will reply "yes". Given a verbal model "help please" and gestural model (sign for help), Ying will repeat, "help please".</p>	

**Short-Term Objective:** Given a gestural sign for help and verbal prompt, "need help?" Ying will repeat "need help" 80% of the time.

**Short-Term Objective:** Given a gestural sign for help and verbal prompt, "What do you need?" Ying will request "need help" 50% of the time.

**Short-Term Objective:** Given a gestural sign for help and verbal prompt, "What do you need?" Ying will request "need help" 60% of the time.

**Progress Report 1:**

**Summary of Progress:**

**Comment:**

**Progress Report 2:**

**Summary of Progress:**

**Comment:**

**Progress Report 3:**

**Summary of Progress:**

**Comment:**

**Annual Review Date:**

**Goal met** ☐ Yes ☐ No

**Comments:**

# **SACRAMENTO CITY UNIFIED ANNUAL GOALS AND OBJECTIVES**

**Student Name:** Yang, Ying

**Birthdate:** 8/17/2005

**IEP Date:** 10/22/2020

<p><b>Area of Need:</b> Expr. Lang.-Expressing Pain/Sick</p>	<p><b>Measurable Annual Goal #:</b> <u>SLP 2</u></p> <p><b>Goal:</b> By 10/2021, given a visual of someone hurt (image, video, or real life situation), Ying will produce a phrase describing the pain/injury (ex: Knee hurts, head hurts, etc) 70% of the time during structured therapy as measured by clinician data.</p> <p><input checked="" type="checkbox"/> Enables student to be involved/progress in general curriculum/state standard CCSS.ELA-LITERACY.SL.9-10.1</p> <p><input checked="" type="checkbox"/> Addresses other educational needs resulting from the disability</p> <p><input checked="" type="checkbox"/> Linguistically appropriate</p> <p><input type="checkbox"/> Transition Goal: <input type="checkbox"/> Education/Training <input type="checkbox"/> Employment <input type="checkbox"/> Independent Living</p> <p><b>Person(s) Responsible:</b> SLP/A, classroom staff</p>
<p><b>Baseline:</b> Teacher and parent (prior IEP) both reported concerns with Ying's ability to share when she is in pain or hurt. This is not a skill she has demonstrated functionally. When shown picture images of different parts of the body, Ying was able to name them with 90% accuracy. When given an activity where someone was hurt and asked to identify 'where', Ying did not respond.</p>	

**Short-Term Objective:** Given a sentence frame and a visual of someone hurt (image, video, or real life situation), Ying will produce a phrase describing the pain/injury (ex: Knee hurts, head hurts, etc) 70% of the time.

**Short-Term Objective:** Given a visual of someone hurt (image, video, or real life situation), Ying will produce a phrase describing the pain/injury (ex: Knee hurts, head hurts, etc) 50% of the time.

**Short-Term Objective:** Given a visual of someone hurt (image, video, or real life situation), Ying will produce a phrase describing the pain/injury (ex: Knee hurts, head hurts, etc) 60% of the time.

**Progress Report 1:**

**Summary of Progress:**

**Comment:**

**Progress Report 2:**

**Summary of Progress:**

**Comment:**

**Progress Report 3:**

**Summary of Progress:**

**Comment:**

**Annual Review Date:**

**Goal met** ☐ Yes ☐ No

**Comments:**



# **SACRAMENTO CITY UNIFIED ANNUAL GOALS AND OBJECTIVES**

Student Name: Yang, YingBirthdate: 8/17/2005IEP Date: 10/22/2020

<b>Area of Need:</b> Functional Academics: Reading	<b>Measurable Annual Goal #: <u>1</u></b>  <b>Goal:</b> By 10/2021 Ying, after reading a 1st grade level text, will relate an event or story in the sequential order of first, next, and last with no more than 2 prompts as measured by teacher-charted observation/data in 3 out of 5 trials. ( FA 5.4.1)
<b>Baseline:</b> Ying is able to identify what happened first in a short story in 2 out of 5 opportunities.	<input checked="" type="checkbox"/> Enables student to be involved/progress in general curriculum/state standard ( FA 5.4.1)  <input type="checkbox"/> Addresses other educational needs resulting from the disability  <input type="checkbox"/> Linguistically appropriate  <input checked="" type="checkbox"/> Transition Goal: <input checked="" type="checkbox"/> Education/Training <input type="checkbox"/> Employment <input type="checkbox"/> Independent Living <b>Person(s) Responsible:</b> Ying, Teacher, Classroom Staff

**Short-Term Objective:** By 1/2021 Ying, after reading a 1st grade level text, will relate an event or story in the sequential order of first, next, and last with maximum support as measured by teacher-charted observation/data in 3 out of 5 trials. ( FA 5.4.1)

**Short-Term Objective:** By 4/2021 Ying, after reading a 1st grade level text, will relate an event or story in the sequential order of first, next, and last with no more than 3 prompts as measured by teacher-charted observation/data in 2 out of 5 trials. ( FA 5.4.1)

**Short-Term Objective:** By 7/2021 Ying, after reading a 1st grade level text, will relate an event or story in the sequential order of first, next, and last with no more than 2 prompts as measured by teacher-charted observation/data in 2 out of 5 trials. ( FA 5.4.1)

## **Progress Report 1:**

**Summary of Progress:**

**Comment:**

## **Progress Report 2:**

**Summary of Progress:**

**Comment:**

## **Progress Report 3:**

**Summary of Progress:**

**Comment:**

**Annual Review Date:**

Goal met ☐ Yes ☐ No

**Comments:**

# **SACRAMENTO CITY UNIFIED ANNUAL GOALS AND OBJECTIVES**

Student Name: Yang, YingBirthdate: 8/17/2005IEP Date: 10/22/2020

<b>Area of Need:</b> Functional Academics Writing	<b>Measurable Annual Goal #:</b> <u>2</u>  <b>Goal:</b> By 10/2021, after reading a 1st grade level text and organizing 3 pictures that represent the beginning, middle, and end of a story of work related event, Ying will use a bank of temporal words (first, next, last) to fill in 3 sentence strips with the correct temporal word (e.g. (____) you sweep the floor) in 4 out of 5 writing samples. ( FA 5.4.1)
<b>Baseline:</b> Ying, when given a 1st grade reading level short story or informational text, can organize 3 pictures that represent beginning, middle, and end of a story and then use a word bank of temporal words to fill in a sentence strip with the correct temporal word in 2 out of 5 writing samples.	<input checked="" type="checkbox"/> Enables student to be involved/progress in general curriculum/state standard ( FA 5.4.1) <input type="checkbox"/> Addresses other educational needs resulting from the disability <input type="checkbox"/> Linguistically appropriate  <input checked="" type="checkbox"/> Transition Goal: <input checked="" type="checkbox"/> Education/Training <input type="checkbox"/> Employment <input type="checkbox"/> Independent Living <b>Person(s) Responsible:</b> Ying, Teacher, Classroom Staff

**Short-Term Objective:** By 1/2021, after reading a 1st grade level text and organizing 3 pictures that represent the beginning, middle, and end of a story of work related event, Ying will use a bank of temporal words (first, next, last) to fill in 1 sentence strips with the correct temporal word (e.g. (\_\_\_\_) you sweep the floor) in 4 out of 5 writing samples. ( FA 5.4.1)

**Short-Term Objective:** By 4/2021, after reading a 1st grade level text and organizing 3 pictures that represent the beginning, middle, and end of a story of work related event, Ying will use a bank of temporal words (first, next, last) to fill in 2 sentence strips with the correct temporal word (e.g. (\_\_\_\_) you sweep the floor) in 4 out of 5 writing samples. ( FA 5.4.1)

**Short-Term Objective:** By 7/2021, after reading a 1st grade level text and organizing 3 pictures that represent the beginning, middle, and end of a story of work related event, Ying will use a bank of temporal words (first, next, last) to fill in 3 sentence strips with the correct temporal word (e.g. (\_\_\_\_) you sweep the floor) in 2 out of 5 writing samples. ( FA 5.4.1)

## **Progress Report 1:**

**Summary of Progress:**

**Comment:**

## **Progress Report 2:**

**Summary of Progress:**

**Comment:**

## **Progress Report 3:**

**Summary of Progress:**

**Comment:**

**Annual Review Date:**

Goal met ☐ Yes ☐ No

**Comments:**

# **SACRAMENTO CITY UNIFIED ANNUAL GOALS AND OBJECTIVES**

Student Name: Yang, YingBirthdate: 8/17/2005IEP Date: 10/22/2020

<b>Area of Need:</b> Functional Academics: Math	<b>Measurable Annual Goal #:</b> <u>3</u>  <b>Goal:</b> By 10/2021, Ying will be able to identify count same coins (all of one type of coin) to one dollar with 75% accuracy as measured by teacher-charted observation/data in 3 out of 5 trials. (FA 4.7.1)  <input checked="" type="checkbox"/> Enables student to be involved/progress in general curriculum/state standard (FA 4.7.1)  <input type="checkbox"/> Addresses other educational needs resulting from the disability  <input type="checkbox"/> Linguistically appropriate  <input checked="" type="checkbox"/> Transition Goal: <input checked="" type="checkbox"/> Education/Training <input checked="" type="checkbox"/> Employment <input type="checkbox"/> Independent Living <b>Person(s) Responsible:</b> Ying, Teacher, Classroom Staff
<b>Baseline:</b> Ying is able to identify coins and state the value of pennies, nickels, and dimes. Ying is also able to count by 5's with moderate support.	

**Short-Term Objective:** By 1/2021, Ying will be able to identify count Nickels to one dollar with 75% accuracy as measured by teacher-charted observation/data in 3 out of 5 trials. (FA 4.7.1)

**Short-Term Objective:** By 4/2021, Ying will be able to identify count Nickels and Dimes to one dollar with 75% accuracy as measured by teacher-charted observation/data in 3 out of 5 trials. (FA 4.7.1)

**Short-Term Objective:** By 7/2021, Ying will be able to identify count Nickels and Dimes and Quarters to one dollar with 50% accuracy as measured by teacher-charted observation/data in 3 out of 5 trials. (FA 4.7.1)

## **Progress Report 1:**

**Summary of Progress:**

**Comment:**

## **Progress Report 2:**

**Summary of Progress:**

**Comment:**

## **Progress Report 3:**

**Summary of Progress:**

**Comment:**

**Annual Review Date:**

Goal met ☐ Yes ☐ No

**Comments:**

**SACRAMENTO CITY UNIFIED  
ANNUAL GOALS AND OBJECTIVES**

Student Name: Yang, YingBirthdate: 8/17/2005IEP Date: 10/22/2020

<b>Area of Need:</b> Behavior	<b>Measurable Annual Goal #: 4</b>  <b>Goal:</b> By 10/2021, during a classroom task, Ying will show (2) pre-taught on-task behaviors (Quiet voice and eyes on work) for the duration of the activity, for (4 out of 5) classroom tasks. (1C.3-5.b Demonstrate skills related to achieving personal and academic goals.)
<b>Baseline:</b> Ying is able to show (1) pre-taught on-task behaviors (Quiet voice and eyes on work) for the duration of the activity, for (1 out of 5) classroom tasks.	<input type="checkbox"/> Enables student to be involved/progress in general curriculum/state standard <input checked="" type="checkbox"/> Addresses other educational needs resulting from the disability <input type="checkbox"/> Linguistically appropriate <input checked="" type="checkbox"/> Transition Goal: <input checked="" type="checkbox"/> Education/Training <input checked="" type="checkbox"/> Employment <input type="checkbox"/> Independent Living <b>Person(s) Responsible:</b> Ying, Teacher, Classroom Staff

**Short-Term Objective:** By 1/2021, during a classroom task, Ying will show (2) pre-taught on-task behaviors (Quiet voice and eyes on work) for the duration of the activity, for (1 out of 5) classroom tasks. (1C.3-5.b Demonstrate skills related to achieving personal and academic goals.)

**Short-Term Objective:** By 4/2021, during a classroom task, Ying will show (2) pre-taught on-task behaviors (Quiet voice and eyes on work) for the duration of the activity, for (2 out of 5) classroom tasks. (1C.3-5.b Demonstrate skills related to achieving personal and academic goals.)

**Short-Term Objective:** By 7/2021, during a classroom task, Ying will show (2) pre-taught on-task behaviors (Quiet voice and eyes on work) for the duration of the activity, for (3 out of 5) classroom tasks. (1C.3-5.b Demonstrate skills related to achieving personal and academic goals.)

**Progress Report 1:****Summary of Progress:****Comment:****Progress Report 2:****Summary of Progress:****Comment:****Progress Report 3:****Summary of Progress:****Comment:****Annual Review Date:**Goal met ☐ Yes ☐ No**Comments:**

# SACRAMENTO CITY UNIFIED ANNUAL GOALS AND OBJECTIVES

Student Name: Yang, YingBirthdate: 8/17/2005IEP Date: 10/22/2020

<b>Area of Need:</b> Reading Comprehension  <b>Baseline:</b> Ying can identify what a story is about in 3/5 opportunities.	<b>Measurable Annual Goal #: 1</b>  <b>Goal:</b> By 10/2020, after reading a 1st grade level text, Ying will identify who, where, and (2) events from the story with 75% accuracy (3/4 correct) in (4 out of 5) opportunities. RL.1.3 Key Ideas and Details  <input checked="" type="checkbox"/> Enables student to be involved/progress in general curriculum/state standard <input checked="" type="checkbox"/> Addresses other educational needs resulting from the disability <input type="checkbox"/> Linguistically appropriate  <input type="checkbox"/> Transition Goal: <input type="checkbox"/> Education/Training <input type="checkbox"/> Employment <input type="checkbox"/> Independent Living <b>Person(s) Responsible:</b> Teacher/ Classroom Staff
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**Short-Term Objective:** By 1/2020, after reading a 1st grade level text, Ying will identify who the story is about in 3/5 opportunities.

**Short-Term Objective:** By 4/2020, after reading a 1st grade level text, Ying will identify where the story takes place in 3/5 opportunities.

**Short-Term Objective:** By 7/2020, after reading a 1st grade level text, Ying will identify 2 events from the story in 3/5 opportunities.

**Progress Report 1:** 1/24/2020

**Summary of Progress:** After reading a 1st grade level text, Ying is able to identify who the story is about in 3/5 opportunities, given a choice of 3.

**Comment:** Ying continues to work on giving independent answers.

**Progress Report 2:** 4/3/2020

**Summary of Progress:** After reading a 1st grade level text, Ying will identify where the story takes place in 3/5 opportunities, when given 2 choices.

**Comment:** Ying continues to work on giving independent answers.

**Progress Report 3:** 6/8/2020

**Summary of Progress:** As a result of the covid-19 event, insufficient data has been gathered on this goal resulting in an inability to determine if the objective has been met. Previous data up to 3/13/20 shows that Ying is able to identify where the story takes place in 3/5 opportunities, when given 2 choices.

**Comment:** Ying continues to work on giving independent answers.

**Annual Review Date:** 10/15/2020

**Goal met** ☐ Yes ☒ No

**Comments:** As a result of the covid-19 event, limited data has been gathered on this goal, data that has been collected via teacher observation during Zoom and from independent work assisted by family shows that Ying is able to identify who a story is about and where the story takes place in 3/5 opportunities, when given 2 choices.

# **SACRAMENTO CITY UNIFIED ANNUAL GOALS AND OBJECTIVES**

Student Name: Yang, YingBirthdate: 8/17/2005IEP Date: 10/22/2020

<b>Area of Need:</b> Math Computation	<b>Measurable Annual Goal #:</b> <u>2</u>  <b>Goal:</b> By 10/2020, given a (1)-sentence word problem with (3) addends and (1) operation (e.g., Tommy has 1 cookie, Suzie has 2 cookies, Jose has 3 cookies, how many total cookies are there?" ), Ying will solve the equation using number line correctly in (4 out of 5) math problems. 3.NBT.2  <input checked="" type="checkbox"/> Enables student to be involved/progress in general curriculum/state standard  <input checked="" type="checkbox"/> Addresses other educational needs resulting from the disability  <input type="checkbox"/> Linguistically appropriate  <input type="checkbox"/> Transition Goal: <input type="checkbox"/> Education/Training <input type="checkbox"/> Employment <input type="checkbox"/> Independent Living <b>Person(s) Responsible:</b> Teacher/ Classroom Staff
<b>Baseline:</b> Ying can solve single digit addition problems using manipulatives and is able to identify the addends and operation symbol in a word problem.	

**Short-Term Objective:** By 1/2020, Given a (1)-sentence word problem with (3) addends and (1) operation (e.g., Tommy has 1 cookie, Suzie has 2 cookies, Jose has 3 cookies, how many total cookies are there?" ), Ying will solve the equation using manipulatives correctly in (2 out of 5) math problems. 3.NBT.2

**Short-Term Objective:** By 4/2020, Given a (1)-sentence word problem with (3) addends and (1) operation (e.g., Tommy has 1 cookie, Suzie has 2 cookies, Jose has 3 cookies, how many total cookies are there?" ), Ying will solve the equation using manipulatives correctly in (4 out of 5) math problems. 3.NBT.2

**Short-Term Objective:** By 7/2020 Given a (1)-sentence word problem with (3) addends and (1) operation (e.g., Tommy has 1 cookie, Suzie has 2 cookies, Jose has 3 cookies, how many total cookies are there?" ), Ying will solve the equation using a number line correctly in (2 out of 5) math problems. 3.NBT.2

## **Progress Report 1: 1/24/2020**

**Summary of Progress:** Given a (1)-sentence word problem with (3) addends and (1) operation (e.g., Tommy has 1 cookie, Suzie has 2 cookies, Jose has 3 cookies, how many total cookies are there?" ), Ying is able to solve the equation using manipulatives correctly in (2 out of 5) math problems.

**Comment:** Ying continues to needs multiple prompts to complete math problems and stay on task.

## **Progress Report 2: 4/3/2020**

**Summary of Progress:** Given a (1)-sentence word problem with (3) addends and (1) operation (e.g., Tommy has 1 cookie, Suzie has 2 cookies, Jose has 3 cookies, how many total cookies are there?" ), Ying is able to solve the equation using manipulatives correctly in (4 out of 5) math problems

**Comment:** Ying has shown a lot of progress on this goal. While she still needs multiple prompts to stay on task, she is able to solve a single problem with minimal assistance.

## **Progress Report 3: 6/8/2020**

**Summary of Progress:** As a result of the covid-19 event, insufficient data has been gathered on this goal resulting in an inability to determine if the objective has been met. Previous data up to 3/13/20 shows that Ying is able to solve the equation using manipulatives correctly in (4 out of 5) math problems, when given (1)-sentence word problem with (3) addends and (1) operation (e.g., Tommy has 1 cookie, Suzie has 2 cookies, Jose has 3 cookies, how many total cookies are there?" )

**Comment:** Ying had shown a lot of progress on this goal. While she still needs multiple prompts to stay on task, she is able to solve a single problem with minimal assistance.

## **Annual Review Date: 10/15/2020**

Goal met ☐ Yes ☒ No

**Comments:** As a result of the covid-19 event, limited data has been gathered on this goal, data that has been collected via teacher observation during Zoom and from independent work assisted by family shows that given a (1)-sentence word problem with (3) addends and (1) operation (e.g., Tommy has 1 cookie, Suzie has 2 cookies, Jose has 3 cookies, how many total cookies are there?" ), Ying is able to solve the equation using a number line correctly in (2 out of 5) math problems.

# **SACRAMENTO CITY UNIFIED ANNUAL GOALS AND OBJECTIVES**

Student Name: Yang, YingBirthdate: 8/17/2005IEP Date: 10/22/2020

<b>Area of Need:</b> Writing	<b>Measurable Annual Goal #:</b> <u>3</u>
<b>Baseline:</b> When given (1) sentence stem describing a topic (e.g. "The book is about ____."), Ying can complete the sentence in 3/5 opportunities.	<b>Goal:</b> By 10/2020, when given a 1st grade reading level short story or informational text, a word bank of temporal words (e.g. first, next, last, Ying will organize (3) pictures that represent the beginning, middle, and end of a story then fill in the sentence stem with the correct temporal word (1) temporal word (____ they go the the park.) in (4 out of 5) writing activities.
	<input checked="" type="checkbox"/> Enables student to be involved/progress in general curriculum/state standard <input checked="" type="checkbox"/> Addresses other educational needs resulting from the disability <input type="checkbox"/> Linguistically appropriate <input type="checkbox"/> Transition Goal: <input type="checkbox"/> Education/Training <input type="checkbox"/> Employment <input type="checkbox"/> Independent Living
	<b>Person(s) Responsible:</b> Teacher/ Classroom Staff

**Short-Term Objective:** By 1/2020, when given a 1st grade reading level short story or informational text, a word bank of temporal words (e.g. first, next, last, Ying will organize (3) pictures that represent the beginning, middle, and end of a story then fill in the sentence stem with the correct temporal word (1) temporal word (\_\_\_\_ they go the the park.) in (1 out of 5) writing activities.

**Short-Term Objective:** By 4/2020, when given a 1st grade reading level short story or informational text, a word bank of temporal words (e.g. first, next, last, Ying will organize (3) pictures that represent the beginning, middle, and end of a story then fill in the sentence stem with the correct temporal word (1) temporal word (\_\_\_\_ they go the the park.) in (2 out of 5) writing activities.

**Short-Term Objective:** By 7/2020, when given a 1st grade reading level short story or informational text, a word bank of temporal words (e.g. first, next, last, Ying will organize (3) pictures that represent the beginning, middle, and end of a story then fill in the sentence stem with the correct temporal word (1) temporal word (\_\_\_\_ they go the the park.) in (3 out of 5) writing activities.

## **Progress Report 1: 1/24/2020**

**Summary of Progress:** When given a 1st grade reading level short story or informational text, a word bank of temporal words (e.g. first, next, last, Ying is able to organize (3) pictures that represent the beginning, middle, and end of a story then fill in the sentence stem with the correct temporal word (1) temporal word (\_\_\_\_ they go the the park.) in (1 out of 5) writing activities.

**Comment:** Ying needs multiple prompts to identify the correct temporal word to sequence events.

## **Progress Report 2: 4/3/2020**

**Summary of Progress:** When given a 1st grade reading level short story or informational text, a word bank of temporal words (e.g. first, next, last, Ying will organize (3) pictures that represent the beginning, middle, and end of a story then fill in the sentence stem with the correct temporal word (1) temporal word (\_\_\_\_ they go the the park.) in (2 out of 5) writing activities.

**Comment:** Ying needs multiple prompts to identify the correct temporal word to sequence events.

## **Progress Report 3: 6/8/2020**

**Summary of Progress:** As a result of the covid-19 event, insufficient data has been gathered on this goal resulting in an inability to determine if the objective has been met. Previous data up to 3/13/20 shows that Ying is able to organize (3) pictures that represent the beginning, middle, and end of a story then fill in the sentence stem with the correct temporal word (1) temporal word (\_\_\_\_ they go the the park.) in (2 out of 5) writing activities.

**Comment:** Ying needed multiple prompts to identify the correct temporal word to sequence events.

## **Annual Review Date: 10/15/2020**

**Goal met** ☐ Yes ☒ No

**Comments:** As a result of the covid-19 event, limited data has been gathered on this goal, data collected before 3/13/20 and data that has been collected via teacher observation during Zoom and from independent work assisted by family shows that Ying is able to organize (3) pictures that represent the beginning, middle, and end of a story then fill in the sentence stem with the correct temporal word (1) temporal word (\_\_\_\_ they go the the park.) in (2 out of 5) writing activities with moderate prompting.



# SACRAMENTO CITY UNIFIED ANNUAL GOALS AND OBJECTIVES

Student Name: Yang, YingBirthdate: 8/17/2005IEP Date: 10/22/2020

<b>Area of Need:</b> Behavior	<b>Measurable Annual Goal #:</b> <u>4</u>
<b>Baseline:</b> Ying is able to attend to 1/5 classroom tasks for 5 minutes daily.	<b>Goal:</b> By 10/2020, during a classroom task, Ying will show (2) pre-taught on-task behaviors (Quiet voice and eyes on work) for the duration of the activity, for (4 out of 5) classroom tasks. (1C.3-5.b Demonstrate skills related to achieving personal and academic goals.)  <input checked="" type="checkbox"/> Enables student to be involved/progress in general curriculum/state standard <input checked="" type="checkbox"/> Addresses other educational needs resulting from the disability <input type="checkbox"/> Linguistically appropriate <input type="checkbox"/> Transition Goal: <input type="checkbox"/> Education/Training <input type="checkbox"/> Employment <input type="checkbox"/> Independent Living <b>Person(s) Responsible:</b> Teacher/ Classroom Staff

**Short-Term Objective:** By 1/2020, during a classroom task, Ying will show (2) pre-taught on-task behaviors (Quiet voice and eyes on work) for the duration of the activity, for (2 out of 5) classroom tasks. (1C.3-5.b Demonstrate skills related to achieving personal and academic goals.)

**Short-Term Objective:** By 4/2020, during a classroom task, Ying will show (2) pre-taught on-task behaviors (Quiet voice and eyes on work) for the duration of the activity, for (3 out of 5) classroom tasks. (1C.3-5.b Demonstrate skills related to achieving personal and academic goals.)

**Short-Term Objective:** By 7/2020, during a classroom task, Ying will show (2) pre-taught on-task behaviors (Quiet voice and eyes on work) for the duration of the activity, for (4 out of 5) classroom tasks. (1C.3-5.b Demonstrate skills related to achieving personal and academic goals.)

## Progress Report 1: 1/24/2020

**Summary of Progress:** During a classroom task, Ying is able to show (1) pre-taught on-task behaviors (Quiet voice and eyes on work) for the duration of the activity, for (1 out of 5) classroom tasks. (1C.3-5.b Demonstrate skills related to achieving personal and academic goals.)

**Comment:** Ying continues to struggle with demonstrating on-task behaviors during non-preferred tasks and needs multiple verbal prompts.

## Progress Report 2: 4/3/2020

**Summary of Progress:** Ying did not reach her benchmark for this goal. During a classroom task, Ying is able to show (1) pre-taught on-task behaviors (Quiet voice and eyes on work) for the duration of the activity, for (1 out of 5) classroom tasks. (1C.3-5.b Demonstrate skills related to achieving personal and academic goals.)

**Comment:** Ying continues to struggle with demonstrating on-task behaviors during non-preferred tasks and needs multiple verbal prompts.

## Progress Report 3: 6/8/2020

**Summary of Progress:** As a result of the covid-19 event, insufficient data has been gathered on this goal resulting in an inability to determine if the objective has been met. Previous data up to 3/13/20 shows that Ying is able to show (1) pre-taught on-task behaviors (Quiet voice and eyes on work) for the duration of the activity, for (1 out of 5) classroom tasks. (1C.3-5.b Demonstrate skills related to achieving personal and academic goals.)

**Comment:** As of 3/13/20, Ying continues to struggle with demonstrating on-task behaviors during non-preferred tasks and needs multiple verbal prompts.

## Annual Review Date: 10/15/2020

Goal met ☐ Yes ☒ No

**Comments:** As a result of the covid-19 event, insufficient data has been gathered on this goal resulting in an inability to determine if the objective has been met. Previous data up to 3/13/20 shows that Ying is able to show (1) pre-taught on-task behaviors (Quiet voice and eyes on work) for the duration of the activity, for (1 out of 5) classroom tasks.

Data from Zoom teacher observations shows that Ying has regressed in her ability to maintain attention to her work and requires maximum prompting to attend to an activity for even a few seconds at a time.



# **SACRAMENTO CITY UNIFIED ANNUAL GOALS AND OBJECTIVES**

**Student Name:** Yang, Ying

**Birthdate:** 8/17/2005

**IEP Date:** 10/22/2020

<p><b>Area of Need:</b> Functional communication/Expressive Language</p>	<p><b>Measurable Annual Goal #:</b></p> <p><b>Goal:</b> By October 2020, when given sentence starters, Ying will describe the category and function of the picture/object with 70% accuracy with no more than two verbal or visual prompts across 2 of 3 sessions as measured by teacher and staff observations. (L.9-10.6)</p> <p><input checked="" type="checkbox"/> Enables student to be involved/progress in general curriculum/state standard CCSS.L.9-10.6</p> <p><input checked="" type="checkbox"/> Addresses other educational needs resulting from the disability</p> <p><input type="checkbox"/> Linguistically appropriate</p> <p><input type="checkbox"/> Transition Goal: <input type="checkbox"/> Education/Training <input type="checkbox"/> Employment <input type="checkbox"/> Independent Living</p> <p><b>Person(s) Responsible:</b> Classroom teacher/staff, SLP/SLPA</p>
<p><b>Baseline:</b> Ying is able to describe common items/objects in response to questions with 60% accuracy with 3-4 verbal prompts.</p>	

**Short-Term Objective:** By February 2020, when given sentence starters, Ying will describe the category and function of the picture/object with 40% accuracy with no more than two verbal or visual prompts across 2 of 3 sessions as measured by teacher and staff observations.

**Short-Term Objective:** By May 2020, when given sentence starters, Ying will describe the category and function of the picture/object with 50% accuracy with no more than two verbal or visual prompts across 2 of 3 sessions as measured by teacher and staff observations.

**Short-Term Objective:** By August 2020, when given sentence starters, Ying will describe the category and function of the picture/object with 60% accuracy with no more than two verbal or visual prompts across 2 of 3 sessions as measured by teacher and staff observations.

**Progress Report 1:** 2/10/2020

**Summary of Progress:** When given sentence starters, Ying will describe the picture/object (animals, clothing, school things, food) with the following accuracy:

category-75%

function-given a F:2 choices, Ying chooses accurately 20% of the time

**Comment:**

**Progress Report 2:** 6/3/2020

**Summary of Progress:** Due to COVID-19, Ying has attended sessions via teletherapy. Her current progress as documented via teletherapy: category-60%

function-given model, will repeat.

**Comment:**

**Progress Report 3:**

**Summary of Progress:**

**Comment:**

**Annual Review Date:** 10/22/2020

**Goal met** ☐ Yes ☒ No

**Comments:** Given a sentence frame and visual objects, Ying is able to name items and their categories 70% of the time. She requires a model and visual prompt to name function of objects.

# **SACRAMENTO CITY UNIFIED ANNUAL GOALS AND OBJECTIVES**

Student Name: Yang, YingBirthdate: 8/17/2005IEP Date: 10/22/2020

<b>Area of Need:</b> Reading Comprehension  <b>Baseline:</b> Ying can answer multiple choice questions at a first grade level with 80% accuracy. She is not able to answer opened or fill in the blank questions.	<b>Measurable Annual Goal #: 1</b>  <b>Goal:</b> By 11/2019, after reading an instructional-level, informational text with the teacher, listening to the teacher model (1) question and answer (e.g. "Who is the postal carrier? The postal carrier is the person who delivers mail to people's homes."), and when asked (1) question about a person, object, or place from the text, Ying will verbally answer the question, for (4 of 5) nonfiction reading sessions. (ELA-Literacy.RI.1.1)  <input checked="" type="checkbox"/> Enables student to be involved/progress in general curriculum/state standard ELA-Literacy.8.RL.i1  <input checked="" type="checkbox"/> Addresses other educational needs resulting from the disability  <input type="checkbox"/> Linguistically appropriate  <input type="checkbox"/> Transition Goal: <input type="checkbox"/> Education/Training <input type="checkbox"/> Employment <input type="checkbox"/> Independent Living <b>Person(s) Responsible:</b> Ying/Caregiver/Instructor
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**Short-Term Objective:** By 2/2019, after reading an instructional-level, informational text with the teacher, listening to the teacher model (1) question and answer (e.g. "Who is the postal carrier? The postal carrier is the person who delivers mail to people's homes."), and when asked (1) question about a person, Ying will verbally answer the question, for (4 of 5) nonfiction reading sessions. (ELA-Literacy.RI.1.1)

**Short-Term Objective:** By 5/2019, after reading an instructional-level, informational text with the teacher, listening to the teacher model (1) question and answer (e.g. "Who is the postal carrier? The postal carrier is the person who delivers mail to people's homes."), and when asked (1) question about an object, from the text, Ying will verbally answer the question, for (4 of 5) nonfiction reading sessions. (ELA-Literacy.RI.1.1)

**Short-Term Objective:** By 8/2019, after reading an instructional-level, informational text with the teacher, listening to the teacher model (1) question and answer (e.g. "Who is the postal carrier? The postal carrier is the person who delivers mail to people's homes."), and when asked (1) question about a place from the text, Ying will verbally answer the question, for (4 of 5) nonfiction reading sessions. (ELA-Literacy.RI.1.1)

## **Progress Report 1: 1/23/2019**

**Summary of Progress:** after reading an instructional-level, informational text with the teacher, listening to the teacher model (1) question and answer (e.g. "Who is the postal carrier? The postal carrier is the person who delivers mail to people's homes."), and when asked (1) question about a person, Ying can verbally answer the question, for (4 of 5) nonfiction reading sessions. (ELA-Literacy.RI.1.1)

**Comment:**

## **Progress Report 2: 4/3/2019**

**Summary of Progress:** after reading an instructional-level, informational text with the teacher, listening to the teacher model (1) question and answer (e.g. "Who is the postal carrier? The postal carrier is the person who delivers mail to people's homes."), and when asked (1) question about a person, Ying can verbally answer the question, for (4 of 5) nonfiction reading sessions. (ELA-Literacy.RI.1.1)

**Comment:**

## **Progress Report 3: 6/18/2019**

**Summary of Progress:** after reading an instructional-level, informational text with the teacher, listening to the teacher model (1) question and answer (e.g. "Who is the postal carrier? The postal carrier is the person who delivers mail to people's homes."), and when asked (1) question about a person, Ying can verbally answer the question, for (4 of 5) nonfiction reading sessions. (ELA-Literacy.RI.1.1)

**Comment:**

## **Annual Review Date: 10/28/2019**

**Goal met** ☐ Yes ☒ No

**Comments:** After reading an instructional-level, informational text with the teacher, listening to the teacher model (1) question and answer (e.g. "Who is the postal carrier? The postal carrier is the person who delivers mail to people's homes."), and when asked (1) question about a person, Ying can verbally answer the question, for (4 of 5) nonfiction reading sessions. (ELA-Literacy.RI.1.1)  
Ying has only been able to answer 1 question about a person from a text. She has not begun to work on objectives 2 or 3, answering questions about objects and places. Ying continues to echo what the teacher says and takes multiple verbal prompts to repeat the correct answer independently.



# **SACRAMENTO CITY UNIFIED ANNUAL GOALS AND OBJECTIVES**

Student Name: Yang, YingBirthdate: 8/17/2005IEP Date: 10/22/2020

<b>Area of Need:</b> Word Problems	<b>Measurable Annual Goal #:</b> <u>2</u>  <b>Goal:</b> By 11/2019, given a (1)-sentence word problem with (3) addends and (1) operation (e.g., Tommy has 1 cookie, Suzie has 2 cookies, Jose has 3 cookies, how many total cookies are there?), Ying will identify (e.g., highlight , circle) the (3) addends and operation symbol correctly in (4 out of 5) math problems.3.NBT.2  <input checked="" type="checkbox"/> Enables student to be involved/progress in general curriculum/state standard Math.8.EE.7 <input checked="" type="checkbox"/> Addresses other educational needs resulting from the disability <input type="checkbox"/> Linguistically appropriate <input type="checkbox"/> Transition Goal: <input type="checkbox"/> Education/Training <input type="checkbox"/> Employment <input type="checkbox"/> Independent Living <b>Person(s) Responsible:</b> Ying/Caregiver/Instructor
<b>Baseline:</b> given visual supports, manipulatives (if appropriate), and a calculator, Ying can fluently solve word problems leading to equations of the form $a+b=c$ and $a-b=c$ , where a,b, and c are specific rational numbers with at least 10% accuracy in 3/4 trials as measured by student work samples. Ying has difficulty with comprehending what she is reading.	

**Short-Term Objective:** By 2/2019, given a (1)-sentence word problem with (3) addends and (1) operation (e.g., Tommy has 1 cookie, Suzie has 2 cookies, Jose has 3 cookies, how many total cookies are there?), Ying will identify (e.g., highlight , circle) the (3) addends and operation symbol correctly in (1 out of 5) math problems.3.NBT.2

**Short-Term Objective:** By 5/2019, given a (1)-sentence word problem with (3) addends and (1) operation (e.g., Tommy has 1 cookie, Suzie has 2 cookies, Jose has 3 cookies, how many total cookies are there?), Ying will identify (e.g., highlight , circle) the (3) addends and operation symbol correctly in (2 out of 5) math problems.3.NBT.2

**Short-Term Objective:** By 8/2019, given a (1)-sentence word problem with (3) addends and (1) operation (e.g., Tommy has 1 cookie, Suzie has 2 cookies, Jose has 3 cookies, how many total cookies are there?), Ying will identify (e.g., highlight , circle) the (3) addends and operation symbol correctly in (3 out of 5) math problems.3.NBT.2

## **Progress Report 1:** 1/23/2019

**Summary of Progress:** given a (1)-sentence word problem with (3) addends and (1) operation (e.g., Tommy has 1 cookie, Suzie has 2 cookies, Jose has 3 cookies, how many total cookies are there?), Ying can identify (e.g., highlight , circle) the (3) addends and operation symbol correctly in (1 out of 5) math problems.3.NBT.2

**Comment:**

## **Progress Report 2:** 4/3/2019

**Summary of Progress:** given a (1)-sentence word problem with (3) addends and (1) operation (e.g., Tommy has 1 cookie, Suzie has 2 cookies, Jose has 3 cookies, how many total cookies are there?), Ying will identify (e.g., highlight , circle) the (3) addends and operation symbol correctly in (2 out of 5) math problems.3.NBT.2

**Comment:**

## **Progress Report 3:** 6/18/2019

**Summary of Progress:** given a (1)-sentence word problem with (3) addends and (1) operation (e.g., Tommy has 1 cookie, Suzie has 2 cookies, Jose has 3 cookies, how many total cookies are there?), Ying can identify (e.g., highlight , circle) the (3) addends and operation symbol correctly in (3 out of 5) math problems.3.NBT.2

**Comment:**

## **Annual Review Date:** 10/28/2019

**Goal met** ☒ Yes ☐ No

**Comments:** Given a (1)-sentence word problem with (3) addends and (1) operation (e.g., Tommy has 1 cookie, Suzie has 2 cookies, Jose has 3 cookies, how many total cookies are there?), Ying can identify (e.g., highlight , circle) the (3) addends and operation symbol correctly in (3 out of 5) math problems. 3.NBT.2

# **SACRAMENTO CITY UNIFIED ANNUAL GOALS AND OBJECTIVES**

**Student Name:** Yang, Ying

**Birthdate:** 8/17/2005

**IEP Date:** 10/22/2020

<b>Area of Need:</b> Writing Sentences	<b>Measurable Annual Goal #:</b> <u>3</u>  <b>Goal:</b> By 11/2019, when given (1) sentence stem describing a topic (e.g. "The book is about ____."), Ying will complete the sentence in (4 out of 5 trials) as measured by (student work samples). (W.K.2 )  <input checked="" type="checkbox"/> Enables student to be involved/progress in general curriculum/state standard W.8.2 Text Types and Purposes  <input checked="" type="checkbox"/> Addresses other educational needs resulting from the disability  <input type="checkbox"/> Linguistically appropriate  <input type="checkbox"/> Transition Goal: <input type="checkbox"/> Education/Training <input type="checkbox"/> Employment <input type="checkbox"/> Independent Living <b>Person(s) Responsible:</b> Ying/Caregiver/Instructor
<b>Baseline:</b> Ying is not able to answer who/what/where questions from a text. She is able to spell and write first grade words and can read up to second grade sight words.	

**Short-Term Objective:** By 2/2019, when given (1) sentence stem describing a topic (e.g. "The book is about \_\_\_\_."), Ying will complete the sentence in (1 out of 5 trials) as measured by (student work samples). (W.K.2 )

**Short-Term Objective:** By 5/2019, when given (1) sentence stem describing a topic (e.g. "The book is about \_\_\_\_."), Ying will complete the sentence in (2 out of 5 trials) as measured by (student work samples). (W.K.2 )

**Short-Term Objective:** By 8/2019, when given (1) sentence stem describing a topic (e.g. "The book is about \_\_\_\_."), Ying will complete the sentence in (3 out of 5 trials) as measured by (student work samples). (W.K.2 )

**Progress Report 1:** 1/23/2019

**Summary of Progress:** when given (1) sentence stem describing a topic (e.g. "The book is about \_\_\_\_."), Ying can complete the sentence in (0 out of 5 trials) as measured by (student work samples). (W.K.2 )

**Comment:**

**Progress Report 2:** 4/3/2019

**Summary of Progress:** when given (1) sentence stem describing a topic (e.g. "The book is about \_\_\_\_."), Ying will complete the sentence in (1 out of 5 trials) as measured by (student work samples). (W.K.2 )

**Comment:**

**Progress Report 3:** 6/18/2019

**Summary of Progress:** when given (1) sentence stem describing a topic (e.g. "The book is about \_\_\_\_."), Ying will complete the sentence in (2 out of 5 trials) as measured by (student work samples). (W.K.2 )

**Comment:**

**Annual Review Date:** 10/28/2019

**Goal met** ☒ Yes ☐ No

**Comments:** When given (1) sentence stem describing a topic (e.g. "The book is about \_\_\_\_."), Ying will complete the sentence in (3 out of 5 trials) as measured by (student work samples). (W.K.2 )

Ying has been able to correctly complete sentence stems in teacher observations both with and without options to choose from.

# **SACRAMENTO CITY UNIFIED ANNUAL GOALS AND OBJECTIVES**

Student Name: Yang, YingBirthdate: 8/17/2005IEP Date: 10/22/2020

<b>Area of Need:</b> On task behavior	<b>Measurable Annual Goal #: 4</b>  <b>Goal:</b> By 11/2019, during a classroom task, Ying will show (2) pre-taught on-task behaviors (Quiet voice and eyes on work) for the duration of the activity, for (4 out of 5) classroom tasks. (1C.3-5.b Demonstrate skills related to achieving personal and academic goals.)  <input checked="" type="checkbox"/> Enables student to be involved/progress in general curriculum/state standard 1A.6-8.b Identify and manage one's emotions and behavior.  <input checked="" type="checkbox"/> Addresses other educational needs resulting from the disability  <input type="checkbox"/> Linguistically appropriate  <input type="checkbox"/> Transition Goal: <input type="checkbox"/> Education/Training <input type="checkbox"/> Employment <input type="checkbox"/> Independent Living <b>Person(s) Responsible:</b> Ying/Caregiver/Instructor
<b>Baseline:</b> Ying will talk or sing to herself with her eyes closed or looking around the room rather than attend to staff directions or classroom work.	

**Short-Term Objective:** By 2/2019, during a classroom task, Ying will show (2) pre-taught on-task behaviors (Quiet voice and eyes on work) for the duration of the activity, for (1 out of 5) classroom tasks. (1C.3-5.b Demonstrate skills related to achieving personal and academic goals.)

**Short-Term Objective:** By 5/2019, during a classroom task, Ying will show (2) pre-taught on-task behaviors (Quiet voice and eyes on work) for the duration of the activity, for (2 out of 5) classroom tasks. (1C.3-5.b Demonstrate skills related to achieving personal and academic goals.)

**Short-Term Objective:** By 8/2019, during a classroom task, Ying will show (2) pre-taught on-task behaviors (Quiet voice and eyes on work) for the duration of the activity, for (3 out of 5) classroom tasks. (1C.3-5.b Demonstrate skills related to achieving personal and academic goals.)

## **Progress Report 1: 1/23/2019**

**Summary of Progress:** during a classroom task, Ying can show (2) pre-taught on-task behaviors (Quiet voice and eyes on work) for the duration of the activity, for (0 out of 5) classroom tasks. (1C.3-5.b Demonstrate skills related to achieving personal and academic goals.)

**Comment:**

## **Progress Report 2: 4/3/2019**

**Summary of Progress:** during a classroom task, Ying will show (2) pre-taught on-task behaviors (Quiet voice and eyes on work) for the duration of the activity, for (1 out of 5) classroom tasks. (1C.3-5.b Demonstrate skills related to achieving personal and academic goals.)

**Comment:**

## **Progress Report 3: 6/18/2019**

**Summary of Progress:** during a classroom task, Ying will show (2) pre-taught on-task behaviors (Quiet voice and eyes on work) for the duration of the activity, for (1 out of 5) classroom tasks. (1C.3-5.b Demonstrate skills related to achieving personal and academic goals.)

**Comment:**

## **Annual Review Date: 10/28/2019**

**Goal met** ☐ Yes ☒ No

**Comments:** During a classroom task, Ying will show (2) pre-taught on-task behaviors (Quiet voice and eyes on work) for the duration of the activity, for (1 out of 5) classroom tasks. (1C.3-5.b Demonstrate skills related to achieving personal and academic goals.)

Ying is not yet able to maintain attention to a task for more than 1 or 2 minutes at a time for the majority of the academic day.

# **SACRAMENTO CITY UNIFIED ANNUAL GOALS AND OBJECTIVES**

Student Name: Yang, YingBirthdate: 8/17/2005IEP Date: 10/22/2020

<b>Area of Need:</b> Functional Language  <b>Baseline:</b> Ying's verbal responses are often echolalic and requires mod-max verbal prompting to elicit responses to questions about self and her wants/needs. She is unable to independently answer open-ended questions, but able to make choices from a field of two.	<b>Measurable Annual Goal #:</b>  <b>Goal:</b> By November 2019, Ying will improve her functional language by using sentence frames to describe common items/objects in response to questions during structured language tasks with 60% accuracy with minimal verbal, visual and tactile cues, as measured by SLP observation and data.  <input checked="" type="checkbox"/> Enables student to be involved/progress in general curriculum/state standard CCSS.L.1.6 <input checked="" type="checkbox"/> Addresses other educational needs resulting from the disability <input checked="" type="checkbox"/> Linguistically appropriate  <input type="checkbox"/> Transition Goal: <input type="checkbox"/> Education/Training <input type="checkbox"/> Employment <input type="checkbox"/> Independent Living <b>Person(s) Responsible:</b> SLP/SLPA, Classroom Teacher/Staff
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**Short-Term Objective:** By February 2018, Ying will improve her functional language by using sentence frames to describe common items/objects in response to questions during structured language tasks with 30% accuracy with minimal verbal, visual and tactile cues, as measured by SLP observation and data.

**Short-Term Objective:** By May 2019, Ying will improve her functional language by using sentence frames to describe common items/objects in response to questions during structured language tasks with 40% accuracy with minimal verbal, visual and tactile cues, as measured by SLP observation and data.

**Short-Term Objective:** By August 2019, Ying will improve her functional language by using sentence frames to describe common items/objects in response to questions during structured language tasks with 50% accuracy with minimal verbal, visual and tactile cues, as measured by SLP observation and data.

## **Progress Report 1: 2/4/2019**

**Summary of Progress:** Ying uses sentence frames to describe in response to questions during structured language tasks with 40% accuracy with minimal verbal, visual, and tactile cues. -Nga Mead, SLP

**Comment:**

## **Progress Report 2: 5/31/2019**

**Summary of Progress:** Ying uses sentence frames to describe common items/objects in response to questions during structured language tasks with 60% accuracy with minimal verbal, visual and tactile cues when engaged in joint attention. Sentence frames include; I see the \_\_\_\_, The \_\_\_\_ is \_\_\_\_, I have a \_\_\_\_,

**Comment:** Benchmark met.

## **Progress Report 3:**

**Summary of Progress:**

**Comment:**

## **Annual Review Date: 10/28/2019**

**Goal met** ☒ Yes ☐ No

**Comments:** Ying uses sentence frames to describe common items/objects in response to questions during structured language tasks with 60% accuracy with minimal verbal, visual and tactile cues when engaged in joint attention. Sentence frames include; I see the \_\_\_\_, The \_\_\_\_ is \_\_\_\_, I have a \_\_\_\_. Nicole Ross-SLP



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

Student Name: Yang, YingBirthdate: 8/17/2005IEP Date: 10/22/2020

**The service options that were considered by the IEP team (List all):** The team reviewed the classroom and assessment data and found that Ying meets criteria for special education services as a child with Autism and an Intellectual Disability. The team then reviewed the areas of academic deficits and the goals needed to remediate those deficits. Next the team determined the amount of support necessary for Ying to achieve academic success. The team discussed placement options including general education without support, general education with RSP support, the special day class for students with learning disabilities (SDC/LD), the special day class for students with Autism (SDC/AUT), and placement at non-public school (NPS). The team considered each placement with designated instructional supports as appropriate. Currently Ying needs a more structured environment than is available at a comprehensive site to meet her academic, communication, behavioral and social/emotional needs. The team feels that NPS is still appropriate at this time, however they will continue to monitor her progress and re-evaluate at her next IEP. Team continues to implement appropriate supports to increase access to curriculum and instruction. All goals are appropriate and address individual needs, including those related to transition.

**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:** 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
- potential negative impact to student's self-esteem
- 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 Ying'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
Use verbal, visual and gestural prompts	10/22/2020	10/21/2021	all school 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
Functional skills curriculum for all academics	10/22/2020	10/21/2021	daily	length of IEP	all school settings

☐ 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
Follow Behavior Intervention Plan	<input checked="" type="checkbox"/> Student <input checked="" type="checkbox"/> Personnel	10/22/2020	10/21/2021	daily	length of IEP	all school settings

**SPECIAL EDUCATION and RELATED SERVICES**

<b>Service:</b> <u>Specialized Academic Instruction</u>	<b>Start Date:</b> <u>10/22/2020</u>	<b>End Date:</b> <u>10/21/2021</u>
<b>Provider:</b> <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	
<b>Duration/Freq:</b> <u>1500 min x 1</u> Totaling: <u>1500 min</u> served <u>Weekly</u>	<b>Location:</b> <u>Nonpublic day school</u>	



**Comments:** *Minutes include recreation and lunch, one minimum day (260) minutes per month. The above service includes the provision of denoted related services, pull out individual and/or group instruction; push team teaching, recreation times, and the scheduled meal period.*

**Service:** Language and speech **Start Date:** 10/22/2020 **End Date:** 10/21/2021

**Provider:** Nonpublic school (NPS) under contract with SELPA or district ☐ Ind ☒ Grp ☐ Sec Transition

**Duration/Freq:** 30 min x 4 Totaling: 120 min served Monthly **Location:** Nonpublic day school

**Comments:** *Speech and language services may be delivered in a small and/or large group, push-in, pull-out, direct or indirect, as deemed most appropriate by the SLP in reference to individual student needs and progress on goals. Sessions will be counted based on school calendar year, but not provided during school based activities (i.e. assemblies, field trips, special school wide events), student absences, or refusals.*

**Service:** Occupational therapy **Start Date:** 10/22/2020 **End Date:** 10/21/2021

**Provider:** SELPA ☐ Ind ☒ Grp ☐ Sec Transition

**Duration/Freq:** 30 min x 10 Totaling: 300 min served Yearly **Location:** Nonpublic day school

**Comments:** *OT services will consist of observation and consultation with teachers. Services will follow the school calendar and may be interrupted due to assemblies, fieldtrips, special school wide events, conference week, and therapist or student absences.*

**Service:** Vocational assessment, counseling, guidance, and career assessment **Start Date:** 10/22/2020 **End Date:** 10/21/2021

**Provider:** Nonpublic school (NPS) under contract with SELPA or district ☐ Ind ☒ Grp ☐ Sec Transition

**Duration/Freq:** 15 min served Daily **Location:** Nonpublic day school

**Comments:**

**Service:** Individual counseling **Start Date:** 10/22/2020 **End Date:** 10/21/2021

**Provider:** Nonpublic school (NPS) under contract with SELPA or district ☒ Ind ☐ Grp ☐ Sec Transition

**Duration/Freq:** 30 min x 1 Totaling: 30 min served Weekly **Location:** Nonpublic day school

**Comments:**

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

**Special Education Transportation** ☒ Yes ☐ No NPS to provide transportation to and from school.

### EXTENDED SCHOOL YEAR (ESY)

☒ Yes ☐ No

**Rationale:** Due to her language and behavioral needs ESY services are necessary to prevent significant regression of skills.

**Service:** Specialized Academic Instruction **Start Date:** 5/28/2021 **End Date:** 6/25/2021

**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:** To be served during the non-public school's ESY session only.

**Service:** Language and speech **Start Date:** 5/28/2021 **End Date:** 6/25/2021

**Provider:** Nonpublic school (NPS) under contract with SELPA or district ☐ Ind ☒ Grp ☐ Sec Transition

**Duration/Freq:** 30 min x 1 Totaling: 30 min served Weekly **Location:** Nonpublic day school

**Comments:** *Speech and language services may be delivered in a small and/or large group, push-in, pull-out, direct or indirect, as deemed most appropriate by the SLP in reference to individual student needs and progress on goals. Sessions will be counted based on school calendar year, but not provided during school based activities (i.e. assemblies, field trips, special school wide events), student absences, or refusals.*

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

**SACRAMENTO CITY UNIFIED  
Statewide Assessments**

**Student Name:** Yang, Ying

**Birthdate:** 8/17/2005

**IEP Date:** 10/22/2020

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

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

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

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

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

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

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) SOLOM

Person responsible to administer alternate assessment(s) Special Ed Teacher

☐ **Standards based Tests in Spanish STS**

☐ Math without Designated Supports or Accommodations

☐ Math with Designated Supports

☐ Math with Accommodations

☐ Reading, Language, Spelling without Designated Supports or Accommodations

☐ Reading, Language, Spelling with Designated Supports

☐ Reading, Language, Spelling with Accommodations

# SACRAMENTO CITY UNIFIED IEP TEAM MEETING NOTES

**Student Name:** Yang, Ying

**Birthdate:** 8/17/2005

**IEP Date:** 10/22/2020

**Date:** 10/28/2019

**Notes:** *The purpose of this meeting was an annual review of Ying's IEP. In attendance were the following:*

*Scott Speights (Program Specialist)*

*John Halstead (Aldar Administrator)*

*Lindsey Chartier (Teacher)*

*Timothy Lee (Interpreter)*

*Ta Xiong (Mother)*

*A copy of the procedural safeguards was presented to parent in Hmong. An excusal was consented to for the absence of a general education teacher as Aldar Academy is a special education center. Additionally and excusal was consented to for the absence of the speech therapist. Written input was provided and reviewed.*

*The team opened with introductions and moved to discussion of strengths and concerns of parent. Ying has beautiful handwriting. She is able to read and decode quickly. She likes to dance and sing. She loves to play interactively with others but is also happy to play by herself.*

*Parent is generally happy with Ying's placement and progress at Aldar Academy. Her concern is for Ying's mental state and her ability to learn and make progress given her disabilities.*

*Ms. Chartier reviewed other areas of present levels of performance during Ying's instructional day. (See present levels and teacher report for details.) The team reviewed some transition activities that Ying is working on even though she is not yet of Transition plan age.*

*The team reviewed the speech and language report provided by Nicole Ross. (See report for details). The report included progress on current speech goals, as well as proposed goals for the IEP year. Speech services are recommended to continue at the current rate of 30 minutes, 25 times annually.*

*The team reviewed progress on goals and new goals are proposed in the area of reading, writing, math, behavior, and communication.*

## **FAPE:**

*Upon review of the updates of progress for Ying, the team reviewed Ying's deficits and the goals necessary to remediate those deficits. Based on this information the team reviewed a continuum of placement options including general education with and without supports, special day classes on a comprehensive campus and non-public school placements. At this time the team feels that the least restrictive environment for Ying, and the district's offer of a free and appropriate public education (FAPE), is to continue at the non-public school placement with speech and language services and occupational therapy. The team feels that Ying is at risk of academic and social emotional/behavioral skill regression during extended absence periods and therefore ESY is recommended.*

*The team reviewed Ying's behavior intervention plan. Ms. Chartier has updated the plan to include a couple new behaviors she has observed such as outbursts, (Ying likes to sing outloud in class), and an expressive language issue with respect to expressing her feelings inappropriately, (Ying will ask you if you are OK when she is wanting to express that she is not feeling well).*

*Parent agrees to the IEP and signed consent for the proposed IEP.*

# SACRAMENTO CITY UNIFIED IEP TEAM MEETING NOTES

**Student Name:** Yang, Ying

**Birthdate:** 8/17/2005

**IEP Date:** 10/22/2020

**Date:** 10/22/2020

**Notes:** Purpose of the meeting: Annual IEP to review goals, services and placement to determine if Ying is receiving educational benefit in her current setting. Transition IEP to review the Individual Transition Plan for Ying prior to her 16th birthday.

*This meeting is being held via Zoom video conferencing due to COVID-19 public health restrictions.*

*Parents rights were reviewed. A copy of parent's rights in the family's native language of Hmong will be sent home with the IEP.*

*Introductions were made. Members in attendance were:*

*Program Specialist, Tracy Peña*

*Special Education Teacher, Lindsay Chartier*

*Lead Counselor, Melanie Noxon*

*Interpreter, Joah Vang-Yang*

*Parent, Io Xiong*

*Administration, Daniel Ramirez and Jennifer Hickethier*

*An excusal was presented and explained to parent excusing the general education teacher and the speech-language pathologist from participating in the meeting. A written report was submitted by Ying's language and speech services which will be reviewed and given to the parent. Parent verbal permission was obtained to continue the meeting.*

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

*Present Levels page was reviewed and updated as follows:*

*Strengths and parental concerns were discussed. Mother shared that Ying has a lot of people at school who help her. She worries that Ying is not learning as quickly as she could, but she is overall doing well and mother is happy. When asked about last year's concerns (Ying is a quiet girl who does not report when she is not feeling well), mother shared that this is still a concern for her.*

*Ms. Chartier shared the teacher report on the screen as she reviewed Ying's progress over the past year with academic and functional skills.*

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

*There are no new health concerns.*

*Special Factors were reviewed and updated. Ying has behaviors that sometimes impede her learning and the learning of others. A behavior intervention plan was updated and reviewed by the team. During these discussions, school staff shared that they have let Ying borrow another student's compression vest during times of escalating behavior when she is having trouble calming down, and it seems to work well for her. Ms. Peña will check with the occupational therapist about getting Ying her own compression vest.*

*The team reviewed the Individual Transition Plan pages.*

*Progress towards previous goals was reviewed. New areas of need were identified as Expressive Language (Requesting Help), Expressive Language (Expressing Pain/Sick), Functional Academics - Reading, Functional Academics - Writing, Functional Academics - Math, and Behavior.*

*The team reviewed the classroom and assessment data and found that Ying meets criteria for special education services as a child with Autism and an Intellectual Disability. The team then reviewed the areas of academic deficits and the goals needed to remediate those deficits. Next the team determined the amount of support necessary for Ying to achieve academic success. The team discussed placement options*

including general education without support, general education with RSP support, the special day class for students with learning disabilities (SDC/LD), the special day class for students with Autism (SDC/AUT), and placement at non-public school (NPS). The team considered each placement with designated instructional supports as appropriate. Currently Ying needs a more structured environment than is available at a comprehensive site to meet her academic, communication, behavioral and social/emotional needs. The team feels that NPS is still appropriate at this time, however they will continue to monitor her progress and re-evaluate at her next IEP. Team continues to implement appropriate supports to increase access to curriculum and instruction. All goals are appropriate and address individual needs, including those related to transition.

Accommodations, modifications and supports were reviewed and continued to the new IEP.

The team discussed service delivery models for specialized academic instruction, occupational therapy, language and speech services, individual counseling, and vocational counseling and guidance. Each service was updated as discussed and agreed upon.

Transportation will be provided once school-based services resume.

Extended School Year services were recommended for specialized academic instruction and language and speech services.

The team discussed Statewide Assessments. As a tenth grade student, Ying will not take standardized academic assessments this year. She will continue to take an alternative test for English-Language Proficiency.

Educational Setting/Offer of FAPE was reviewed.

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

- \*Access to both synchronous and asynchronous instruction, as possible given the emergency situation
  - \*Weekly contact, at a minimum, by each provider on your child's IEP team (the providers) during the emergency situation
  - \*Virtual and low tech educational opportunities, as possible given the emergency situation
  - \*Written notice of the opportunity for an IEP team meeting to discuss an individualized temporary plan during the emergency situation.
- The Free and Appropriate Public Education (FAPE) and Services page of this annual IEP reflects a FAPE offer which would be provided in a full time, traditional in-person education model. This is not the current model available with the District, since due to the COVID-19, the District has been ordered to begin the school year in a distance learning model. The need for the distance learning model is anticipated to be temporary. Because this IEP includes an offer of FAPE for the next 12 months, the FAPE and Services pages reflect what the long term offer of FAPE looks like after school physically reopens. The immediate, short term and temporary distance learning plan is addressed separately below.

Parent was asked if she had any questions. She did not.

Ms. Peña will have the IEP documents translated into Hmong for the family.

Meeting adjourned.

\*\*\*\*\*

After the meeting, the occupational therapist contacted the parent to review continuation of occupational therapy services in the IEP. In addition, based on the recommendations of the team, a request letter was written for a compression vest. See attached letter.

\*\*\*\*\*

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

*\*Specialized Academic Instruction will be provided through a combination of direct and indirect supports as follows: 1200 minutes weekly of direct instructional support through scheduled office hours and class sessions, utilizing different modalities including direct phone contact, GoogleMeet and Zoom meetings, and 300 minutes of indirect instructional support that will be facilitated through maintenance of an active Google Classroom website offering instruction suggestions and direct links to internet-based curriculum, links, and videos within linked educational sites, lists of assignments sent home by email, and paper packets of work delivered by the school.*

*\*Language and Speech services will be provided consistent with the IEP and following a distance learning model via telehealth platforms.*

*\*Occupational Therapy services will be provided consistent with the IEP.*

*\*Counseling services will be provided consistent with the IEP and following a distance learning model via telehealth platforms.*

*\*Vocational assessment, counseling, guidance, and career assessment services will be provided consistent with the IEP and following a distance learning model via telehealth platforms.*

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

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

Student Name: Yang, YingBirthdate: 8/17/2005IEP Date: 10/22/2020

Physical Education: ☐ General ☐ Specially Designed ☒ Other NPS Supported

District of Service: Sacramento City Unified School DistrictSchool of Attendance: Aldar Academy

All special education services provided at student's school of residence? ☐ Yes ☒ No (rationale) *Due to Ying's communication, behavioral, academic and safety needs, the team feels she requires an NPS setting to receive educational benefit. This setting will be able to provide the necessary supports to help with her academics, communication, behaviors, social and adaptive skills based on her identified needs.*

Preschool Program Setting (Preschool only):

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

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

☐ Same as above ☐ Different from aboveIs the Regular Early Childhood Program ten hours per week or greater? ☐ Yes ☐ NoProgram Setting: Separate School

(Note: Percentage of time is required for those that will be in grades TK/Kindergarten or higher 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: *entire school day* because Ying requires a highly structured environment with a greatly reduced student to staff ratio and a high level of supports to access the curriculum.

**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 IEP mtgs, calls, conferences

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

*The goals and objectives written support Ying's possible future transition to a Lesser Restrictive Environment and will be used to determine the relevant progress made for her to appropriately transition back to a public school comprehensive campus when possible.*



# **SACRAMENTO CITY UNIFIED SIGNATURE AND PARENT CONSENT**

Student Name: Yang, YingBirthdate: 8/17/2005IEP Date: 10/22/2020

## IEP Meeting Participants

Parent/Guardian/Surrogate	Date	Parent/Guardian	Date
Student/Adult Student	Date	General Education Teacher	Date
LEA Representative/Admin.Designee	Date	Special Education Specialist	Date
Additional Participant/Title	Date	Additional Participant/Title	Date
Additional Participant/Title	Date	Additional Participant/Title	Date
Additional Participant/Title	Date	Additional Participant/Title	Date
Additional Participant/Title	Date	Additional Participant/Title	Date

## CONSENT

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

**Signature below is to authorize and approve the IEP.**

Signature \_\_\_\_\_ Date \_\_\_\_\_  
☐ Parent ☐ Guardian ☐ Surrogate ☐ Adult Student

Signature \_\_\_\_\_ Date \_\_\_\_\_  
☐ Parent ☐ Guardian ☐ Surrogate ☐ Adult Student

## PARENT INVOLVEMENT

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

☒ Yes ☐ No ☐ No Response

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

Signature \_\_\_\_\_  
☐ Parent ☐ Guardian ☐ Surrogate ☐ Adult Student

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

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

**Student Name:** Yang, Ying

**Date of Birth:** 8/17/2005

**IEP Date:** 10/22/2020

Student Invited: ☒ Yes ☐ No

If Appropriate, and agreed upon, agencies invited:  
☐ Yes ☐ No ☒ N/A

Describe how the student participated in the process: ☐ Present At Meeting ☒ Interview Prior ☒ Interest Inventories ☐ Questionnaire

Age-appropriate transition assessments/instruments were used: ☒ Yes ☐ No

Describe the results of the assessments:

*Ying was guided through a Pictorial Interest Inventory centered around 8 career fields on 10/12/20. Ying expressed interest in a variety of fields. She scored highest in custodial/housekeeping, retail, and landscape/building trades. Ying enjoys being outside and she also enjoys housekeeping tasks.*

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

<p>Upon completion of school I will <i>start working in an entry level or volunteer position after I transition from Aldar.</i></p> <p>Linked to Annual Goal # <u>2,3,4</u></p> <p>Person/Agency Responsible: <u>Ying, Teacher, Classroom staff</u></p>	<p><b>Transition Service Code as Appropriate:</b> <u>330 Specialized Academic Instruction</u></p> <p><b>Activities to Support Post Secondary Goal:</b> <i>social skills training, virtual and physical work-based learning, specialized academic instruction Independent living skills including job skills.</i></p> <p><b>Community Experiences as Appropriate:</b> <i>virtual and physical work-based learning and community-based instruction</i></p> <p><b>Related Services as Appropriate:</b> <u>830 Vocational assessment, counseling, guidance, and career assessment</u></p>
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## **Student's Post Secondary Goal Employment (Required):**

<p>Upon completion of school I will <i>Ying would like to volunteer at a retail store hanging clothing or helping with cleaning.</i></p> <p>Linked to Annual Goal # <u>3,4</u></p> <p>Person/Agency Responsible: <u>Ying, Teacher, Classroom Staff</u></p>	<p><b>Transition Service Code as Appropriate:</b> <u>830 Vocational assessment, counseling, guidance, and career assessment</u></p> <p><b>Activities to Support Post Secondary Goal:</b> <i>social skills training, virtual and physical work-based learning, specialized academic instruction Independent living skills including job skills.</i></p> <p><b>Community Experiences as Appropriate:</b> <i>virtual and physical work-based learning and community-based instruction</i></p> <p><b>Related Services as Appropriate:</b> <u>840 Career awareness</u></p>
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## **Student's Post Secondary Goal Independent Living (As appropriate):**

<p>Upon completion of school I will</p> <p>Linked to Annual Goal #</p> <p>Person/Agency Responsible:</p>	<p><b>Transition Service Code as Appropriate:</b></p> <p><b>Activities to Support Post Secondary Goal:</b></p> <p><b>Community Experiences as Appropriate:</b></p> <p><b>Related Services as Appropriate:</b></p>
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**SACRAMENTO CITY UNIFIED  
INDIVIDUAL TRANSITION PLANNING (ITP)**

Student Name: Yang, YingDate of Birth: 8/17/2005IEP Date: 10/22/2020**District Graduation Requirements:****Course of Study**

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

*Ying is participating in a certificate of completion course of study which includes specialized academic instruction, a functional living skills curriculum, independent living skills-building activities, and community based instruction (when appropriate).*

Units/Credits Completed: N/AUnits/Credits Pending: N/A

Student's course of study leads to:

☒ Certificate of Completion ☐ Diploma

Anticipated Completion Date:

**Age of Majority:**

☐ On or before the student's 17th birthday, he/she has been advised of rights at age of majority (age 18)

By whom: \_\_\_\_\_

Date: \_\_\_\_\_

**Conservatorship**

Is the student conserved for educational decision making?

☐ Yes ☒ No

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

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

☒ Yes ☐ No

# SACRAMENTO CITY UNIFIED BEHAVIOR INTERVENTION PLAN

Student Name: Yang, YingBirthdate: 8/17/2005IEP Date: 10/22/2020Date of BIP: 10/22/2020

This Behavior Intervention Plan is based on the following (check all that apply):

- ☐ Functional Behavior Assessment from report dated \_\_\_\_\_
- ☒ Data Collection (may include observations, interviews, records review, etc.)
- ☐ Social Emotional Assessment from report dated \_\_\_\_\_
- ☒ Other (describe): Teacher observation.

**The problem behavior impeding learning is (describe what it looks like)** *Ying engages in avoidance and attention seeking behaviors at greater than 5 times per hour. These behaviors include verbal outbursts, singing, crying, asking "are you okay?", running from seat and trying to get away from staff, and attempting to elope when outside of class.*

Frequency *5x per hour or more*Intensity *moderate*Duration *continuously*☐ Reported By

and/or

☒ Observed by *Teacher*

## PREVENTION, PART I: ENVIRONMENTAL FACTORS AND NECESSARY CHANGES

**What are the antecedents for the problem behavior?** (Situations in which the behavior is likely to occur: physical setting, social setting, instructional strategies, curriculum and activities, scheduling factors, degree of independence, degree of participation, social interaction, degree of choice, etc.)

*across all settings and social interactions*

**What environmental structure and supports are needed to reduce the problem behavior?** (Provide specific examples)

*Sensory diet/ compression, encouraged breaks, verbal prompts and check ins, clear directions, limited unstructured time.*

## ANALYSIS, PART II: FUNCTIONAL FACTORS

**Team believes the behavior occurs because:**

- ☐ **Tangible:**
- ☒ **Escape:** *avoidance of tasks or adult requests*
- ☒ **Sensory:** *need for sensory stimulation*
- ☒ **Attention:** *need for sensory stimulation*

## FERB, PART III: FUNCTIONALLY EQUIVALENT REPLACEMENT BEHAVIOR

**What team believes the student should do INSTEAD of the problem behavior?** (Replacement behavior that meets the same identified function of problem behavior)

*attend to classwork and adult directions, use quiet sensory stimulation skills such as requesting squeezes, compression vest, and sensory breaks*

**List teaching Strategies/Necessary Curriculum/Materials that are needed** (List successive teaching steps for student to learn replacement behavior/s)

*Appropriate leveled text and work, clear directions, limited/ concise instruction, checking for understanding*

**List reinforcement procedures needed for 1) establishing, 2) maintaining, and 3) generalizing the replacement behavior(s)?**

*practice requests for sensory breaks, model sensory break requests*

**Selection of reinforcer based on:**

*student preference/ teacher observation*

## RESPONSE TO PROBLEM BEHAVIOR, PART IV: STRATEGIES

### Student Behaviors

### Staff Response

**Student early escalation behaviors may include:**

*lack of eye contact, escalation in voice level, crying, asking "are you okay?"*

**Staff response to early escalation behaviors may include:**

*(e.g. prompting relaxation strategies, offering distractions)  
verbal prompts, verbal redirects, modeling requests for sensory breaks*

**Student behaviors during problem behavior may include:**

**Staff response during problem behavior may include:**

<i>lack of eye contact, escalation in voice level, crying, asking "are you okay?"</i>	(e.g. monitor for safety, one step directions, neutral tone and affect) <i>verbal prompts, verbal redirects, modeling requests for sensory breaks, verbal directives to take a break</i>
<b>Student behaviors during de-escalation may include:</b> <i>putting head down on desk</i>	<b>Staff response to promote de-escalation may include:</b> (e.g. model deep breathing, encouragement) <i>encouragement, verbal prompt to ask for a hug</i>
<b>Student behaviors during post incident may include:</b> <i>lack of eye contact, singing</i>	<b>Post incident strategies may include:</b> (e.g. offer choices, refrain from discussing consequences) <i>encouragement of positive behaviors</i>

☒ Behavioral Goal(s) are part of the student's IEP. See Goal(s) numbered: 4