# Getting Started with SPED-X

Acellus SPED-X is a comprehensive system designed to accelerate learning for students with special needs. SPED-X offers a robust suite of tools that enhance the delivery of individualized instruction while streamlining the creation of IEPs and progress reports. This tutorial provides a guided visual workflow for creating an IEP and progress reports in Acellus SPED-X.

Enabling Acellus SPED-X

To activate the Acellus SPED-X system for a student, you will need to update the student's account so that the Education Program field is set to "Special Education."

Start by locating the student account by using the search bar positioned at the upper right corner of your screen.
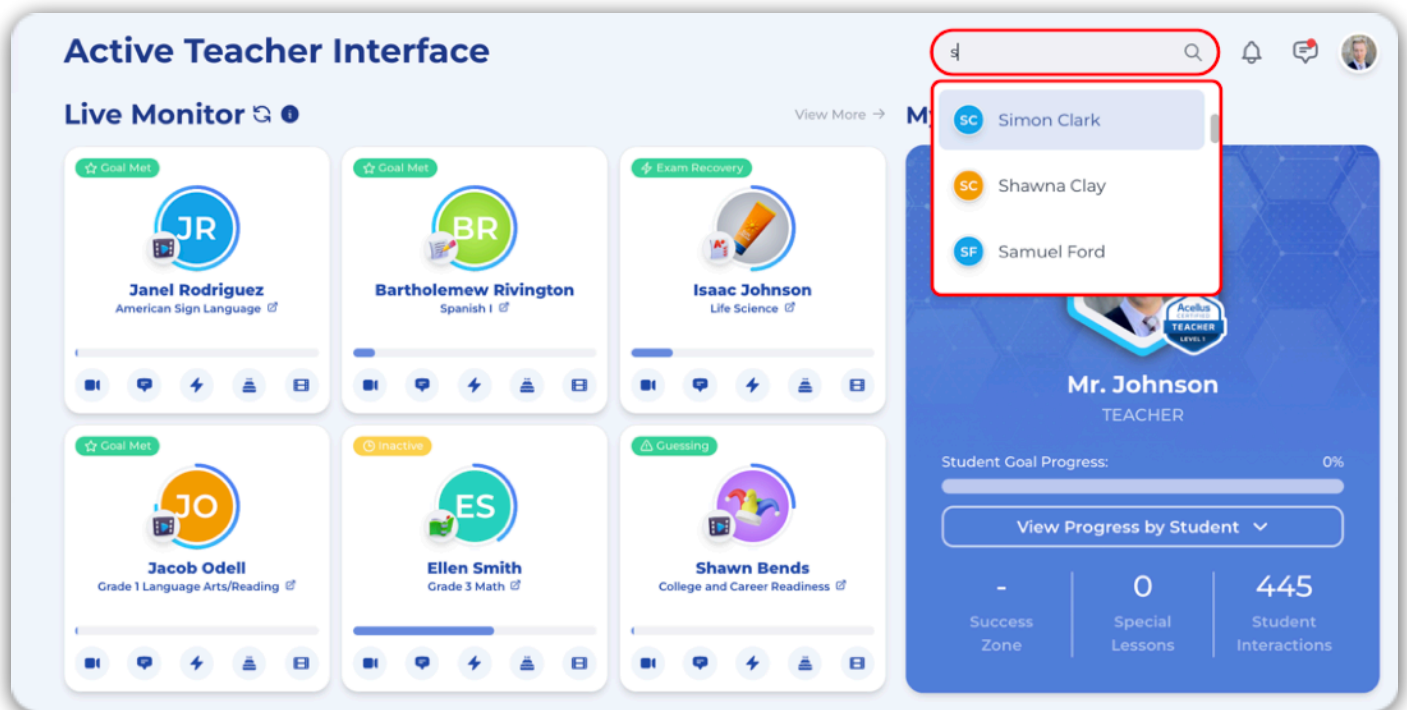
On the student's report card, click the **'Student Account'** button, again located at the top right hand side of the screen.

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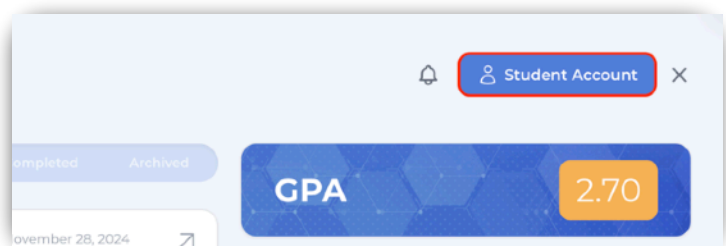
Click on the **'Profile'** tab, to see the student's current profile information. Under the "Education Program" drop down menu, select "Special Education" and save the changes.

A new tab labeled "SpED Plan" should now be available. Clicking the "SpED Plan" tab launches the Acellus SPED-X interface, enabling the teacher to create an Individualized Education Plan (IEP). With this tool, the teacher can develop and customize an IEP tailored to the student's specific needs directly within the Acellus platform.

Section 1: Student Information

Under the SpED Plan tab, the IEP is broken into multiple sections, beginning with Student Information. Within this section, teachers can input IEP-specific details, including the student's demographic data and disability information.

Student Information / Eligibility
Please enter student's IEP details below.

IEP Date ⓘ

02/11/2025

Original SpED Entry Date ⓘ

02/08/2013

Next Annual Plan Review ⓘ

02/10/2026

Last Re-evaluation ⓘ

02/21/2023

Next Re-evaluation ⓘ

02/20/2026

Meeting Type

Plan Review

Additional Purpose of Meeting (Optional)

Other

Referring Party (Optional) ⓘ

10 Parent

Special Education Plan Type

Individualized Education Plan (IEP)

This plan is:

Meeting Outcome

Student Information
Please enter the student's basic information

First Name

Jeremy

Middle Name (Optional)

Middle Name

Last Name

Laxton

Legal Suffix (Optional)

Suffix

Grade Level

10th Grade

Date of Birth

05/02/2008

Gender (Optional)

Male

SSID

4609634032

Local Special Education ID

948460711001111

Done

Section 2: Present Level of Performance

In this section, the teacher may enter current student data regarding the student's academic, functional, and other areas of development, as well as state assessment results and how they pertain to the student's eligibility criteria. After entering the necessary information, the teacher can save the data and proceed to the next section of the IEP.

Note: Non applicable sections of the IEP may be left blank. Sections left blank will not appear on the printable IEP.

Present Level of Performance
Describe the current academic and skill level of the student.

Strengths / Preferences / Interests
Describe your student's strengths, preferences, and interests in regards to academics.

> Strengths:
> Strong academic grades in all subjects, state testing results indicate either meets standard or nearly meets standard, Jeremy's overall science score is above state average. Aaron has excellent attendance and is motivated to learn.

Parent Input and Concerns
Provide parent educational concerns as well as any input regarding new goals or services.

> Parent did not express any concerns or questions.

Smarter Balanced Assessment Consortium (SBAC)
Specify the student's performance on the Smarter Balance Assessment.

English / Language Arts 🔵

English / Language Arts Overall	Standard Met ⌄
Reading	Near Standard ⌄
Writing	Near Standard

Done

Section 3: Special Factors / Services

In this section, teachers indicate whether the student requires specific accommodations to succeed in the general education classroom. This includes considerations such as assistive technology, support for blindness or deafness, or accommodations for English as a Second Language (ESL) needs.

Considerations for the Least Restrictive Environment (LRE) are also addressed in this section. Details regarding services, supplementary aids, and other supports should also be added to this section.

Special Factors
Describe the variety of factors which impact a student's educational program.

Does the student require assistive technology devices and/or services?	○ Yes ● No
Does the student require low incidence services, equipment and/or materials to meet educational goals?	○ Yes ● No
Any considerations if the student is blind or visually impaired?	○ Yes ● No
Any considerations if the student is deaf or hard of hearing?	○ Yes ● No
Does the student need primary language supports during integrated ELD (across content areas)?	○ Yes ● No
Does the student's behavior impede learning of self or others?	○ Yes ● No

Services
List the service options that were considered by the IEP team (list all)

Options considered:
1) General Education
2) Speech and Language Related Services

Least Restrictive Environment
Describe the consideration given to any potential harmful effect on the child or on the quality of services they need.

Team discussed and considered potential harmful effects of missing general education curriculum to receive related service. Team

Supplementary Aids / Services / Other Supports

Specify any Program Accommodations, Modifications, or other Supports and Services that will be administered.

Specialized Academic Instruction   Edit

+ Add to Program

Transportation (Optional)
Does the student require Special Education Transportation?   ○ Yes   ● No

Additional Comments (Optional)

[Comments]

'**Specialized Academic Instruction'** is pre-selected as a service since this service relates to the academic support provided through Acellus courseware. An **'Edit'** button allows for adjustments to details such as minutes, frequency, location, duration, and start and end dates. Additionally, this section provides options to input any accommodations or modifications the student may need.

To include additional services, accommodations, or modifications, teachers may select the **'Add To Program'** button. This opens a drop-down menu displaying options for services, instructional and assessment accommodations, program modifications, and other supports, allowing the teacher to select and apply the appropriate choices for the student.

Supplemental Aids / Services   ✕

Type

[Accommodations for Assessments   ⌄]

Accommodations

[Select Accommodation   ⌄]

Location

[220 Hospital   ⌄]

Start Date   End Date

[02/10/2025]   [02/09/2026]

[Cancel]   [**Add**]

Each "Accommodations, Modifications, Other Supports, and Services" entry must be added separately.

After completing the edits, the teacher may select the "Update" button to save the changes made to the IEP.

Section 4: Educational Setting

In this section, the teacher may input details about the student's educational placement, including the amount of time spent within the general education classroom, any activities the student will not participate in, and the method and timing of progress notifications to parents.

Educational Setting
Indicate the educational setting placement offer for the student, as developed by the IEP team.

Physical Education Participation

General Education

Program Setting

400 - Regular Classroom/Public Day School

All of the Special Education Services will be provided at the student's school?   ● Yes   ○ No

Time Allocation
Specify how the student's time will be spent.

% Time Spent in Class

99

% Time Outside of Class

1

Plan Effective Start Date

02/11/2025

What activities will the student not be required to participate in?

Speech-Language Therapy

Why?

because Jeremy requires small group, speech-language therapy in a separate classroom to learn and practice communication skills in a quiet environment

Other Agency Services (Optional)
Indicate if the student will be placed in an educational setting that is outside of the school of attendance.

☐ County Mental Health (CMH)   ☐ California Children Services (CCS)   ☐ Regional Center

[Done]

Section 5: Goals and Progress

In this section, the teacher selects annual goals for the student. Pre-written academic goals aligned with the student's grade level are provided in English Language Arts, Mathematics, and Science. The teacher can scroll through the available goal types and choose the ones most relevant to the student's needs.

The title of each goal is displayed, and when the teacher hovers over the icon symbol, the full details of the goal appear. The student's name is automatically included in the goal, along with the expected accuracy rate for mastery.

Teachers can also add their own custom goals. However, custom goals must be **manually** entered by the teacher and progress reporting **will not be automatically monitored** by the system. Progress reports for custom goals must be tracked and entered manually.

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Section 6: Assessments

In this section, teachers may indicate whether a student needs accommodations or supports when taking state assessments.

Accommodations and Supports for Statewide

Please indicate if a student needs accommodations and supports for the California Assessment of Student Performance and Progress (CAASPP)

(SBAC) English / Language Arts (Grades 3-8 & 11)

Specify any accommodations or supports that are needed for this assessment.

Assessment Method

40 - Not to Participate (Out of Testing Range)	⌄

(SBAC) Math (Grades 3-8 & 11)

Specify any accommodations or supports that are needed for this assessment.

Assessment Method

40 - Not to Participate (Out of Testing Range)	⌄

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

Specify any accommodations or supports that are needed for this assessment.

Assessment Method

11 - With Testing Accommodations	⌄

Designated Supports Embedded (Optional)

Optional

Designated Supports Non-Embedded (Optional)

Separate Setting, Simplified Test Directions | **Done**

Section 8: Meeting Participants

This section includes a space to specify who attended the IEP meeting and the date they attended. The printable IEP includes signature lines so that each participant may sign the final document.

Meeting Participants

Specify the individuals who participated in the IEP Meeting. Signatures must be added to the generated IEP.

Note: Due to California Education Code - EDC § 56346, a written signature must be obtained from a parent/guardian in order for an IEP to be implemented by the IEP team. Please print of this form and obtain a signature during the IEP meeting.

Parent/Guardian	Date of IEP Meeting
Nina Laxton	02/11/2025

Parent/Guardian (Optional)	Date of IEP Meeting
Bruce Laxton	02/11/2025

Student	Date of IEP Meeting
Jeremy Laxton	02/11/2025

General Education Teacher	Date of IEP Meeting
Cameron Guerrero- English Teacher	02/11/2025

LEA Representative	Date of IEP Meeting
Angie Vallerio	02/11/2025

Special Education Teacher	Date of IEP Meeting
Rachel Valdez	02/11/2025

A checkbox is provided to confirm that the school district facilitated parent involvement as a means to improving services and results for the student.

☑ The parent has agreed that the school district facilitated parent involvement as a means of improving services and results for the student.

Printable IEP

Once all sections of the IEP are completed, the system generates a printable IEP document.

Weaver SELPA
INDIVIDUALIZED EDUCATION PROGRAM (IEP)

INFORMATION / ELIGIBILITY			
Student Legal Name: Jeremy Laxton	**Legal Suffix:**	**Date of Birth:** 05/02/2008	**IEP Date:** 02/10/2025
Original SpEd Entry Date: 02/07/2013		**Next Annual Plan Review:** 02/09/2026	
Last Eligibility Evaluation: 02/20/2023		**Next Eligibility Evaluation:** 02/19/2026	
Meeting Type: Plan_review			
Additional Purpose of Meeting (If Needed): other			

STUDENT INFORMATION	
Age: 16 years, 11 months	**Gender:** Male
Grade Level: 10th Grade	**Native Language:** Spanish
English Learner: No **Redesignated:** Yes	**Interpreter:** No
SSID: 4609634032	

STUDENT DEMOGRAPHICS	
Parent / Guardian: Nina Laxton	**Home Phone:**
Home Address: 272 Maples Street	**Work Phone:**
City / State: Santa Clara, CA	**Cell Phone:** +1 559 555 7788
ZIP Code: 95037	**Email:** nlaxton@gmail.com
Primary Residence: 140 - Parent or Legal Guardian and/or Homeless	
District of Special Education Accountability: Acellus Gold Testing School District	
Residence School: Active Teacher Interface	
Special Education Plan Type: 100 - Individualized Education Plan (IEP)	
This plan is: 1 - Meeting Outcome	
Hispanic Ethnicity: Yes	
Race #1: 700 - White **Race #2:** **Race #3:** **Race #4:**	

STUDENT DISABILITIES			
Note: For Initial & triennial IEPs, assessment must be done & discussed by IEP team before determining eligibility.			
Primary: 290 - Specific Learning Disability	**Degree of Support:** MMSN	**Secondary:** 240 - Speech or Language Impairment	**Degree of Support:** MMSN

Explanation of the child's disability and how it affects his/her involvement and progress in the general education curriculum; (including how the student's disability will affect the child's ability to reach his/her post-secondary goals):
Jeremy presents receptive, expressive and pragmatic language delays/disorders are negatively affecting his ability to volunteer in class and to

Progress Reports

Once IEP goals have been selected and saved within the IEP, data collection begins automatically. As the student progresses through their Acellus coursework, the system compiles data showing the student's progress toward achieving each goal.

When a progress report is due, the teacher can sign into Acellus Gold and print the IEP, which will include the student's current progress for each goal.

ANNUAL GOALS	
Measurable Annual Goal #: Rational and Irrational Numbers - Compare and Locate Irrational Numbers #7 **Standards:** CCSS.MATH.CONTENT.8.NS.2 **Person(s) Responsible:** Teachers, Students, Parents	**Goal:** By the end of the school year, Justin will be able to use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions with 70% accuracy as measured by course assessments.

PROGRESS REPORT

Progress Report Date: 3/4/2025

Progress Status: Standards Exceeded: 80-100%

Growth Summary:
Initial assessments for the lesson Square Roots indicated that Justin required additional instruction to reach the goal. With extra intervention provided, Justin was re-assessed and achieved a proficiency score of 83%. This progress demonstrates significant growth and mastery.

Lesson Intervention: Before and After

■ Before Intervention ■ After Instruction