

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student Identification
Number

101412F019

SSID

9356480640

Eligible (SLD)Student PAHIMA
LastLIELLE
First

MI

Date of Birth:

14-OCT-2012

Section A: Meeting Information

Pertinent Dates	Type of Meeting
Date of Initial IEP Team Meeting	16-DEC-2021
Date of Present Meeting	16-DEC-2021
Annual Review to be conducted by	16-DEC-2022
Next Three Year Review will be conducted by	15-DEC-2024
Three Year Review or Evaluation was conducted on	16-DEC-2021
Transition to Kindergarten to be conducted by	
	<input checked="" type="radio"/> Initial <input type="radio"/> Amendment of IEP dated <input type="radio"/> Annual Review <input type="radio"/> Three Year Review <input type="radio"/> Other <input type="radio"/> Early Start Transition <input type="radio"/> Expulsion Analysis <input type="radio"/> Individual Transition Plan
Location of Meeting	Woodlake Elem CC
District Name	Los Angeles Unified School Dis

Section B: Student Information

Date of Birth	14-OCT-2012	Age	9	Grade	3
Gender	<input type="radio"/> Male <input checked="" type="radio"/> Female	Limited English Proficient Student	<input type="radio"/> Yes <input checked="" type="radio"/> No	Ethnic Code	White
Location of the Psych Folder	SUPPORT UNIT NOF	Student has no Psych Folder	<input type="checkbox"/>		
Location of the Cum Folder	WOODLAKE ECC	Student has no Cum Folder	<input type="checkbox"/>		
Home Language	Hebrew	Student Language	Hebrew	Alternate Mode of Communication	
Home Address of Student	22858 DOLOROSA ST				
City	WOODLAND HILL CA	ZIP Code	91367		
Home Telephone	(818) 744-1200	Daytime Telephone		Emergency Telephone	
School of Attendance	Woodlake Ecc	Location Code	7877		
School of Residence	Woodlake Ecc	Location Code	7877		
Name of Parent/Guardian	Lilach Cohen & Mishe	Telephone			
Address	22858 Dolorosa Street				
City	Woodland Hills CA	ZIP Code	91367		
Surogate Parent		Telephone			
Attends CURRENT SCHOOL as a result of one of the following	Attends School of Residence ▼				
Is the student living in a Family Foster Home (FFH)?	<input checked="" type="radio"/> No <input type="radio"/> Yes	FFH#			
Is FFH Provider related to student?	<input checked="" type="radio"/> No <input type="radio"/> Yes	Relationship			
Licensed Children's Institution	<input checked="" type="radio"/> No <input type="radio"/> Yes	LCI Name			
		LCI#			
Out of the home placement made by	<input checked="" type="radio"/> Regional Center <input type="radio"/> Superior Court	<input type="radio"/> Department of Mental Health <input type="radio"/> Other	<input type="radio"/> Department of Children's Services		
Child's family living within LAUSD's boundaries?	<input type="radio"/> No <input type="radio"/> Yes				
If the student is 18 years old or older or is an emancipated minor, does he/she have educational decision-making rights?	<input type="radio"/> No <input checked="" type="radio"/> Yes				

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Section C: Language Acquisition

Language Classification:

Redesignated Fluent English Proficient

Start Date:

Withdrawal by Parent Request:

☐ Yes ☐ No

Reclassification Date:

07-JUN-2019

ELPAC Performance Level and Performance Descriptor:

Test Date:

Alternate ELPAC Performance Level and Performance Descriptor:

Test Date:

Section D: Goal Achievement from Current IEP

		Achieved		
Goal for: (example - Reading)		Yes	No	If No, explain the reason the goal/objective was not achieved
1		<input type="radio"/>	<input type="radio"/>	Initial IEP
Category				
	Objective 1 met	<input type="radio"/>	<input type="radio"/>	
	Objective 2 met	<input type="radio"/>	<input type="radio"/>	
2		<input type="radio"/>	<input type="radio"/>	
Category				
	Objective 1 met	<input type="radio"/>	<input type="radio"/>	
	Objective 2 met	<input type="radio"/>	<input type="radio"/>	
3		<input type="radio"/>	<input type="radio"/>	
Category				
	Objective 1 met	<input type="radio"/>	<input type="radio"/>	
	Objective 2 met	<input type="radio"/>	<input type="radio"/>	
4		<input type="radio"/>	<input type="radio"/>	
Category				
	Objective 1 met	<input type="radio"/>	<input type="radio"/>	
	Objective 2 met	<input type="radio"/>	<input type="radio"/>	
5		<input type="radio"/>	<input type="radio"/>	
Category				
	Objective 1 met	<input type="radio"/>	<input type="radio"/>	
	Objective 2 met	<input type="radio"/>	<input type="radio"/>	
6		<input type="radio"/>	<input type="radio"/>	
Category				
	Objective 1 met	<input type="radio"/>	<input type="radio"/>	
	Objective 2 met	<input type="radio"/>	<input type="radio"/>	
7		<input type="radio"/>	<input type="radio"/>	
Category				
	Objective 1 met	<input type="radio"/>	<input type="radio"/>	
	Objective 2 met	<input type="radio"/>	<input type="radio"/>	
8		<input type="radio"/>	<input type="radio"/>	
Category				
	Objective 1 met	<input type="radio"/>	<input type="radio"/>	
	Objective 2 met	<input type="radio"/>	<input type="radio"/>	
9		<input type="radio"/>	<input type="radio"/>	
Category				
	Objective 1 met	<input type="radio"/>	<input type="radio"/>	
	Objective 2 met	<input type="radio"/>	<input type="radio"/>	
10		<input type="radio"/>	<input type="radio"/>	
Category				
	Objective 1 met	<input type="radio"/>	<input type="radio"/>	
	Objective 2 met	<input type="radio"/>	<input type="radio"/>	

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Section E: Present Level of Performance

Performance Area:

Health

Category:

Health

Assessment/Monitoring Process
Used:

Review of School Health Record and Parent Interview

State/District Assessment Results:

Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance):

HEALTH SUMMARY: Lielle a 9 year and 1 month old 3rd grade female student is a product of full term uncomplicated pregnancy and delivery. Her developmental milestones were within normal limits. Mother reports Lielle had ear surgery for tube placement and nasal surgery when she was 4 years old. She has Eczema treated with topical ointment as needed. She had her annual physical examination on March 2021 with normal results

STRENGTHS: Healthy student. Not taking any medication. Passed LAUSD audio screening on 11/03/21 and vision screening on 12/01/21. No reported history of serious/chronic illness, allergies, accident, injury, current surgery or hospitalization.

AREAS OF NEED: Health is not an area of need.

IMPACT OF DISABILITY: Student's health does not impact her participation, performance and access in the educational program.

ACCOMMODATION/MODIFICATION: None in health.

Victoria U. Lien, RN, BSN, CSN
12/13/21

Performance Area:

Category:

Assessment/Monitoring Process
Used:

State/District Assessment Results:

Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance):

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Section E: Present Level of Performance

Performance Area:

General Ability

Category:

General Ability

Assessment/Monitoring Process
Used:

Standardized assessment, observations

State/District Assessment Results:

Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance):

Strengths: Results of the current assessment indicate Lielle is functioning within the Average range of cognitive ability based upon alternative assessment procedures. She demonstrated Average abilities in Planning tasks, which required her to create, use, and modify a plan as needed under timed conditions. Lielle's Simultaneous Processing, which required her to relate parts to a whole, was Average. Lielle's Attention Processing, which required her to sustain attention while ignoring distractions, was Average. Her Successive Processing, which involves processing and remembering orally presented information in order, was Average. Lielle's Visual Motor Abilities were Average as well. Her Phonological Processing when blending, discriminating between sounds, and deleting sounds was Average overall.

Needs: Within Auditory Processing, Lielle demonstrated needs in the area of Listening Comprehension when asked to process oral directions and answer comprehension questions about orally presented information. Additionally, while she earned Average Visual Perceptual scores overall, she demonstrated Well Below Average skills for Visual Closure tasks.

Impact of Disability: Lielle's disability of Specific Learning Disability affects her ability to process oral directions and answer oral comprehension questions without support which adversely impacts their involvement and progress in the educational curriculum.

Performance Area:

Language Function

Category:

Language Function

Assessment/Monitoring Process
Used:

Standardized assessment, observations, interviews, rating scales

State/District Assessment Results:

Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance):

Strengths: Lielle speaks English as well as Hebrew, and she is identified as a Reclassified Fluent English Proficient (RFEP) student. Based on parent input and interview, Lielle is able to communicate adequately expressing her thoughts and needs. When observed, Lielle contributes, participates, and engages in classroom activities and discussions.

Needs: When assessed, Lielle demonstrated Well Below Average Oral Language skills overall, with Below Average Speaking and Well Below Average Listening. She specifically struggled with Oral Comprehension tasks, which required her to complete orally presented passages with a missing word, as well as Picture Vocabulary tasks, which required her to accurately name a variety of objects. When completing rating scales, Lielle's mother reported Average Functional Communication, while her teacher reported this area to be At-Risk. She indicated that Lielle is often unclear when presenting ideas, and she often has trouble getting information when needed.

Impact of Disability: Lielle's disability of Specific Learning Disability affects her ability to speaking and listen effectively without support which adversely impacts their involvement and progress in the educational curriculum.

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Section E: Present Level of Performance

Performance Area:

Motor Abilities

Category:

Motor Abilities

Assessment/Monitoring Process
Used:

Standardized assessment, observations, review of records, interviews

State/District Assessment Results:

Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance):

Strengths: At this time, evaluation of writing samples indicate that Lielle's writing is legible and she is able to complete fine motor tasks (writing, typing, cutting, etc.) without difficulty. Results of the standardized visual-motor integration tasks indicate Average sensory motor skills. Lielle is able to run, jump, throw and walk based on informal observations, teacher reports, and school nurse's informal assessment. She is able to navigate the educational environment without difficulty. Records reflect that Lielle has received passing grades in Physical Education. Lielle reports that she enjoys physical activities such as dancing and gymnastics.

Needs: Lielle does not demonstrate needs in this area at this time.

Impact of Disability: There is no impact at this time.

Performance Area:

Social Emotional

Category:

Social Emotional

Assessment/Monitoring Process
Used:

Observations, interviews, rating scales, records

State/District Assessment Results:

Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance):

Strengths: Lielle's mother reported that some of her strengths are that she gets along well with her family members, and she demonstrates good behavior at home. Her teacher reported that Lielle's strengths are that she tries very hard in class, and she works well 1-on-1. Lielle shared that she enjoys math, dancing, and gymnastics.

Needs: Both Lielle's teacher and parent reported concerns that Lielle gives up easily or shuts down when she perceives tasks to be difficult. When completing rating scales, raters were inconsistent, reflecting that Lielle may demonstrate different behaviors across the home and school settings. When completing a broad social emotional rating scale (BASC-3), both raters indicated that Lielle experiences At-Risk challenges with Inattention. Her mother also noted At-Risk Leadership abilities. Lielle's teacher reported Clinically Significant concerns in the following areas: Aggression, Depression, and Learning Problems. She also indicated At-Risk challenges in the following areas: Hyperactivity, Atypicality, Withdrawal, and Adaptive skills including Adaptability, Social Skills, Study Skills, and Functional Communication. When completing a self report, Lielle reported Clinically Significant Anxiety and Sense of Inadequacy, as well as At-Risk Atypicality, Attention Problems, and Hyperactivity.

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Section E: Present Level of Performance

Performance Area:

Social Emotional (cont.)

Category:

Social Emotional

Assessment/Monitoring Process
Used:

Observations, interviews, rating scales, records

State/District Assessment Results:

Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance):

Needs (cont.): On an ADHD-specific rating scale (Conners-3), Lielle's mother and teacher reported Very Elevated challenges with Learning Problems, as well as Elevated to Very Elevated Executive Functioning challenges. Additionally, Lielle's teacher reported Clinically Significant challenges with Inattention, Hyperactivity/Impulsivity, Defiance/Aggression, and Peer Relations. When completing an Anxiety-specific rating scale (MASC-2), Lielle's mother reported her anxiety to be similar to or lower than same-age peers, while Lielle indicated Elevated challenges with Obsessions and Compulsions. Overall, both raters indicated that there is a low probability that Lielle experiences symptoms of one or more anxiety disorders. When completing a Depression-specific rating scale (CDI-2), Lielle and her mother reported that Lielle does not experience symptoms of depression. Lielle's teacher endorsed that Lielle experiences Very Elevated Functional Problems, indicating that she may observe Lielle to have problems interacting with peers, maintaining school performance, acting cooperatively with others, and enjoying school activities.

Impact of Disability: Lielle's disability of Specific Learning Disability affects her ability to sustain attention in the classroom and feel confident at school which adversely impacts their involvement and progress in the educational curriculum.

Performance Area:

Category:

Assessment/Monitoring Process
Used:

State/District Assessment Results:

Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance):

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Section E: Present Level of Performance

Performance Area:

Reading

Category:

Reading

Assessment/Monitoring Process
Used:

Progress report, Work Samples, Teacher Questionnaire, Observation, Informal

State/District Assessment Results:

WJ IV, DIBELS

Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance):

Classroom-Based Assessments

Lielle's most recent DIBELS assessment scores from the beginning of the year third grade are the following:

DIBELS Next Composite Score Well Below Benchmark
 Nonsense Word Fluency Well Below Benchmark
 Word Reading Fluency Well Below Benchmark
 Oral Reading Fluency Well Below Benchmark
 Oral Reading Fluency- Accuracy Well Below Benchmark
 MAZE Well Below Benchmark

Classroom based assessment results suggest she is not meeting grade level expectations for literacy development.

WJ IV Reading Scores Cluster/Test Standard Score (SS) Standard Score Classification

BROAD READING 74 (72-76) Low
 Letter-Word Identification 72 (70-75) Low
 Passage Comprehension 75 (71-79) Low
 Sentence Reading Fluency 74 (70-78) Low

Lielle was administered a set of tests from the Woodcock-Johnson IV Test of Achievement Form A. Her performance in each area is shown below. Based on a comparison of others of her age, Lielle's BROAD ACHIEVEMENT national percentile rank of 8 means that she scored higher than about 8 percent of nine -year-old children nationally.

Broad Reading is a comprehensive measure of Lielle's reading achievement, including letter identification, passage comprehension, and reading fluency. Overall, Lielle's Broad Reading is in the low range with a SS of 74.

Performance Area:

Reading

Category:

Reading

Assessment/Monitoring Process
Used:

Progress report, Work Samples, Teacher Questionnaire, Observation, Informal

State/District Assessment Results:

WJ IV, DIBELS

Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance):

Strengths: Lielle has demonstrated basic phonemic awareness. She can comprehend material that is read to her orally.

Needs: Foundational reading skills including phonological awareness skills are areas of need for Lielle. She has difficulty blending two to three phonemes into recognizable words. She can understand sound-letter correspondence (phonics) but needs to practice working flexibly with words (manipulating sounds within words).

Lielle's teacher stated that she 'Lielle works hard to remember the words that she knows. She tries to read with fluency each day as she practices. She has difficulty reading and comprehending what she reads independently. She struggles with basic reading.'

IMPACT OF DISABILITY: Lielle's eligibility of Specific Learning Disability (SLD) may impact her ability to blend phonemes together which impacts her ability to be involved and progress in the general education reading curriculum.

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Section E: Present Level of Performance

Performance Area:

Written Language

Category:

Writing

Assessment/Monitoring Process
Used:

Progress report, Work Samples, Teacher Questionnaire, Observation, Informal

State/District Assessment Results:

WJ IV

Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance):

WJ IV Written Language Scores Cluster Test Standard Score (SS) Standard Score Classification
 BROAD WRITTEN LANGUAGE 89 (86-92) Low Average
 Spelling 75 (71-79) Low
 Writing Samples 107 (100-114) Average
 Sentence Writing Fluency 87 (81-93) Low Average

Broad Written Language is a broad-based measure of Lielle's written language achievement, including spelling, the quality of written sentences, and speed of writing. Lielle was able to produce simple and complex sentences with some convention errors (grammar, spelling, punctuation, and capitalization). Overall, Lielle's Broad Written Language was 89, which is in the low average range.

Strengths: Lielle can write simple sentences with a subject and predicate.

Needs: Lielle's areas of need in writing are primarily writing conventions (capitalization, punctuation, spelling). She can produce simple and complex sentences with some convention errors (grammar, spelling, punctuation, and capitalization).

Performance Area:

Written Language Continues

Category:

Writing

Assessment/Monitoring Process
Used:

Progress report, Work Samples, Teacher Questionnaire, Observation, Informal

State/District Assessment Results:

WJ IV

Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance):

Lielle spelled words in a laborious manner. She spelled 'is', 'fun', 'got', 'am', 'with', 'from', and 'camp'. She spells unfamiliar words phonetically. She wrote 'wotre/water', 'cuct/cooked', 'dinre/dinner' and 'becase/because.' Her standard score (SS) was 75, which is in the low range in the Spelling subtest. Lielle had many misspellings and spelled many unfamiliar words phonetically (based on how they sound).

According to her GE teacher, 'There is little that Lielle can do in terms of writing without assistance. She does try to write a sentence on her own, but it's very difficult to understand. She can't write a coherent sentence. She struggles with answering questions to material that was just read. Lielle cannot complete an entire paragraph.'

IMPACT OF DISABILITY: Lielle's eligibility of Specific Learning Disability (SLD) may impact her ability to demonstrate correct use of conventions of standard English, which impacts her ability to be involved and progress in the general education writing curriculum.

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Section E: Present Level of Performance

Performance Area:

Math

Category:

Math

Assessment/Monitoring Process
Used:

Progress report, Work Samples, Teacher Questionnaire, Observation, Informal

State/District Assessment Results:

WJ IV

Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance):

WJ IV Math Scores Cluster/Test Standard Score (SS) Standard Score Classification

BROAD MATH 86 (83-89) Low Average

Applied Problems 86 (81-90) Low Average

Calculation 93 (89-97) Average

Math Facts Fluency 82 (77-88) Low Average

Broad Mathematics is a comprehensive measure of Lielle's math achievement, including math calculation skills, problem solving, and the ability to solve simple addition, subtraction, multiplication, and division problems quickly. Overall, Lielle's Broad Math is in the low average range with a SS of 86.

Strengths: On the WJIV, Lielle solved initial problems quickly with no observed difficulties but demonstrated less automaticity with the latter items (typical). She can solve multi-digit addition and subtraction with regrouping ($42+21+13$, $476+61+2611$). She can solve simple 1 digit by 1 digit multiplication (4×5 , 5×3 , 0×4) on the Calculation subtest.

She solved 1 digit by 1 digit addition and subtraction quickly but carefully. Lielle solved 32 problems with 2 mistakes. She uses her fingers to count forward and backward. Lielle's responses suggest that she has mastered the skills of solving simple addition and subtraction problems via the standard algorithm. Her SS was 82, which is in the low average range on the Math Fluency subtest.

Needs: She had difficulty with multi-digit multiplication and division (34×2 , $2 \overline{)10}$) and solving word problems independently.

Her GE teacher stated, 'Lielle can solve addition problems on her own. She is improving her subtraction skills. The concept of multiplication has been difficult for her to understand. Lielle requires all word problems to be read aloud. Overall, Lielle is very outspoken and wants to do well academically.'

Performance Area:

Math Continues

Category:

Math

Assessment/Monitoring Process
Used:

Progress report, Work Samples, Teacher Questionnaire, Observation, Informal

State/District Assessment Results:

WJ IV

Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance):

IMPACT OF DISABILITY: Lielle's eligibility of Specific Learning Disability (SLD) may impact her ability to memorize the multiplication facts, which impacts her ability to be involved and progress in the general education math curriculum.

Accommodations: Word problems read aloud, use of manipulatives, peer buddy, pair visuals with auditory, extended time, shortened assignments.

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Section F: Eligibility

If applicable, areas discussed related to disability or suspected disability:

-Specific Learning Disability (SLD), Other Health Impairment (OHI) due to characteristics of ADHD, Emotional Disturbance

For Initial IEP, interventions attempted prior to determining eligibility:

-proximal seating, repetition of directions, extended time, use of multi-modal instruction, use of manipulatives, 1-on-1 instruction.

-Lielle's mother also indicated that Lielle receives after school support via private tutor in reading and math.

Eligible as a student with the disability of:

Code:

SLD

Specific Learning Disability



Not Applicable,



Blind or



Partially Sighted

Additional Low Incidence Eligibility (only for VI, DBL, DEA, HOH, or severe OI):

Code:



Not Applicable,



Blind or



Partially Sighted



Does not meet eligibility criteria for Special Education Services (Initial IEP).

or



No Longer Eligible for Special Education Services (Review IEP).

No Longer Eligible (Effective
Date):

This is a Final IEP, the student remains eligible for Special Education Services until the Effective Date below.

Final IEP Reason:

Final IEP Effective Date:

The IEP Team has considered and agrees that the educational needs of the student are not primarily due to:



Social Maladjustment



Temporary Physical Disability



Lack of instruction in reading



Lack of instruction in math



Limited English Proficiency



Environmental, Cultural or Economic Factors

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Section G: Annual Goals and Objectives

Performance Area:

Reading

Category:

Reading



Annual Goal #:

1

When presented with a list of 12-15 two to three phonemes words, Lielle will independently orally blend each word accurately and fluently as measured by teacher observation in 3 out 5 trials with 80% accuracy.

Progress on annual goals to be reported to parents by completing the "IEP Report of Progress and Achievement from Current IEP" form(s) which will be provided at either Progress Report or Report Card periods.

Methods of Evaluation

- ☐ State Assessments
 ☐ Norm Referenced
 ☐ Criterion Referenced
 ☐ Curriculum Based
☒ Observation
 ☐ Portfolio
 ☒ Work Samples
 ☒ Informal
☐ Other

Incremental objective #1 related to the goal:

When presented with a list of 5-7 two to three phonemes words, Lielle will independently orally blend each word accurately and fluently as measured by teacher observation in 3 out 5 trials with 80% accuracy.

Incremental objective #2 related to the goal:

When presented with a list of 8-12 two to three phonemes words, Lielle will independently orally blend each word accurately and fluently as measured by teacher observation in 3 out 5 trials with 80% accuracy.

Date to be achieved:

March



2022



MO/YR

Date to be achieved:

July



2022



MO/YR

IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP

EXPLANATION OF MARKS

4 GOAL MET OR EXCEEDED

3 SUBSTANTIAL PROGRESS (50-99% of goal met)

2 PARTIAL PROGRESS (1-49% of goal met)

1 NO PROGRESS

1st Reporting Period	2nd Reporting Period	3rd Reporting Period	4th Reporting Period (Secondary Only)	Goal Achievement
Date: <input type="text"/>	Date: <input type="text"/>	Date: <input type="text"/>	Date: <input type="text"/>	
Progress Mark: <input type="text"/>	Progress Mark: <input type="text"/>	Progress Mark: <input type="text"/>	Progress Mark: <input type="text"/>	Objective 1 Met: <input type="radio"/> Yes <input type="radio"/> No
Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No	Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No	Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No	Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No	Objective 2 Met: <input type="radio"/> Yes <input type="radio"/> No
If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other <input type="text"/>	If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other <input type="text"/>	If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other <input type="text"/>	If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other <input type="text"/>	If "No" please explain: <input type="text"/>

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Section G: Annual Goals and Objectives

Performance Area:

Written Language

Category:

Writing

Annual Goal #:

2

When given a sentence frame, Lielle will increase her writing skills in word choice by choosing appropriate adjectives and adverbs in her writing by writing or typing 7-10 detailed sentences independently, as measured by teacher observation and student work samples in 3 out 5 trials with 80% accuracy.

Progress on annual goals to be reported to parents by completing the "IEP Report of Progress and Achievement from Current IEP" form(s) which will be provided at either Progress Report or Report Card periods.

Methods of Evaluation

- ☐ State Assessments
 ☐ Norm Referenced
 ☐ Criterion Referenced
 ☐ Curriculum Based
☒ Observation
 ☐ Portfolio
 ☒ Work Samples
 ☒ Informal
☐ Other

Incremental objective #1 related to the goal:

When given a sentence frame, Lielle will increase her writing skills in word choice by choosing appropriate adjectives and adverbs in her writing by writing or typing 3-4 detailed sentences independently, as measured by teacher observation and student work samples in 3 out 5 trials with 80% accuracy.

Incremental objective #2 related to the goal:

When given a sentence frame, Lielle will increase her writing skills in word choice by choosing appropriate adjectives and adverbs in her writing by writing or typing 5-7 detailed sentences independently, as measured by teacher observation and student work samples in 3 out 5 trials with 80% accuracy.

Date to be achieved:

March

2022

MO/YR

Date to be achieved:

July

2022

MO/YR

IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP

EXPLANATION OF MARKS

4 GOAL MET OR EXCEEDED

3 SUBSTANTIAL PROGRESS (50-99% of goal met)

2 PARTIAL PROGRESS (1-49% of goal met)

1 NO PROGRESS

1st Reporting Period	2nd Reporting Period	3rd Reporting Period	4th Reporting Period (Secondary Only)	Goal Achievement
Date: <input type="text"/>	Date: <input type="text"/>	Date: <input type="text"/>	Date: <input type="text"/>	
Progress Mark: <input type="text"/>	Progress Mark: <input type="text"/>	Progress Mark: <input type="text"/>	Progress Mark: <input type="text"/>	Objective 1 Met: <input type="radio"/> Yes <input type="radio"/> No
Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No	Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No	Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No	Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No	Objective 2 Met: <input type="radio"/> Yes <input type="radio"/> No
If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other <input type="text"/>	If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other <input type="text"/>	If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other <input type="text"/>	If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other <input type="text"/>	If "No" please explain: <div style="border: 1px solid black; height: 100px; width: 100%;"></div>

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student PAHIMA

LIELLE

Last

First

MI

Date of Birth 14-OCT-2012

Meeting Date 16-DEC-2021

Section G: Annual Goals and Objectives

Performance Area:

Math #1

Category:

Math

Annual Goal #:

3

3.OA.3 Multiply Up to a Product of 100

Lielle will memorize the multiples of 2-9 using the Touchmath Skip Counting strategies and multiply up to a product of 100 independently as measured by teacher observation and student work samples in 3 out 5 trials with 80% accuracy.

Progress on annual goals to be reported to parents by completing the "IEP Report of Progress and Achievement from Current IEP" form(s) which will be provided at either Progress Report or Report Card periods.

Methods of Evaluation

- ☐ State Assessments
 ☐ Norm Referenced
 ☐ Criterion Referenced
 ☐ Curriculum Based
☒ Observation
 ☐ Portfolio
 ☒ Work Samples
 ☒ Informal
☐ Other

Incremental objective #1 related to the goal:

Lielle will memorize the multiples of 2-4 using the Touchmath Skip Counting strategies and multiply up to a product of 100 independently as measured by teacher observation and student work samples in 3 out 5 trials with 60% accuracy.

Incremental objective #2 related to the goal:

Lielle will memorize the multiples of 5-7 using the Touchmath Skip Counting strategies and multiply up to a product of 100 independently as measured by teacher observation and student work samples in 3 out 5 trials with 70% accuracy.

Date to be achieved:

March

2022

MO/YR

Date to be achieved:

July

2022

MO/YR

IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP

EXPLANATION OF MARKS

4 GOAL MET OR EXCEEDED

3 SUBSTANTIAL PROGRESS (50-99% of goal met)

2 PARTIAL PROGRESS (1-49% of goal met)

1 NO PROGRESS

1st Reporting Period	2nd Reporting Period	3rd Reporting Period	4th Reporting Period (Secondary Only)	Goal Achievement
Date: <input type="text"/>	Date: <input type="text"/>	Date: <input type="text"/>	Date: <input type="text"/>	
Progress Mark: <input type="text"/>	Progress Mark: <input type="text"/>	Progress Mark: <input type="text"/>	Progress Mark: <input type="text"/>	Objective 1 Met: <input type="radio"/> Yes <input type="radio"/> No
Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No	Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No	Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No	Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No	Objective 2 Met: <input type="radio"/> Yes <input type="radio"/> No
If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other <input type="text"/>	If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other <input type="text"/>	If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other <input type="text"/>	If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other <input type="text"/>	If "No" please explain: <div style="border: 1px solid black; height: 100px; width: 100%;"></div>

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student PAHIMA

LIELLE

Last

First

MI

Date of Birth 14-OCT-2012

Meeting Date 16-DEC-2021

Section G: Annual Goals and Objectives

Performance Area:

Math #2

Category:

Math

Annual Goal #:

4

3.OA.8 Solve 2--&#8208; Step Word Problems Using 4 Operations

When given 7-10 will solve one- two-step word problems, Lielle will solve the problems using the three operations using the RDW strategy as measured by teacher observation and student work samples in 3 out 5 trials with 80% accuracy.

Progress on annual goals to be reported to parents by completing the "IEP Report of Progress and Achievement from Current IEP" form(s) which will be provided at either Progress Report or Report Card periods.

Methods of Evaluation

- ☐ State Assessments
 ☐ Norm Referenced
 ☐ Criterion Referenced
 ☐ Curriculum Based
☒ Observation
 ☐ Portfolio
 ☐ Work Samples
 ☒ Informal
☐ Other

Incremental objective #1 related to the goal:

When given 3-5 will solve one- two-step word problems, Lielle will solve the problems using the three operations using the RDW strategy as measured by teacher observation and student work samples in 2 out 5 trials with 60% accuracy.

Incremental objective #2 related to the goal:

When given 5-7 will solve one- two-step word problems, Lielle will solve the problems using the three operations using the RDW strategy as measured by teacher observation and student work samples in 3 out 5 trials with 70% accuracy.

Date to be achieved:

March

2022

MO/YR

Date to be achieved:

July

2022

MO/YR

IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP

EXPLANATION OF MARKS

4 GOAL MET OR
EXCEEDED3 SUBSTANTIAL PROGRESS (50-99% of goal
met)

2 PARTIAL PROGRESS (1-49% of goal met)

1 NO PROGRESS

1st Reporting Period	2nd Reporting Period	3rd Reporting Period	4th Reporting Period (Secondary Only)	Goal Achievement
Date: <input type="text"/>	Date: <input type="text"/>	Date: <input type="text"/>	Date: <input type="text"/>	
Progress Mark: <input type="text"/>	Progress Mark: <input type="text"/>	Progress Mark: <input type="text"/>	Progress Mark: <input type="text"/>	Objective 1 Met: <input type="radio"/> Yes <input type="radio"/> No
Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No	Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No	Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No	Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No	Objective 2 Met: <input type="radio"/> Yes <input type="radio"/> No
If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other <input type="text"/>	If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other <input type="text"/>	If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other <input type="text"/>	If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other <input type="text"/>	If "No" please explain: <input type="text"/>

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student

PAHIMA

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16-DEC-2021

Section K: Participation in State and District-wide Assessments

Assessments administered will conform to those assessments determined for each grade by the California Department of Education and/or the Los Angeles Unified School District.

<p>Student will participate in Regular State and District Assessments. <i>(Designated Supports and/or Accommodations identified below are applicable)</i></p>	<p>CAASPP Subject ELA and Math</p>
<p>Designated Supports:</p> <ul style="list-style-type: none"> - Noise Buffers - Simplified or paraphrased test directions (non-embedded designated support) - Test in a separate/smaller setting - Text-to-speech software enabled (for math items and ELA items except for reading passages) 	

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Section N: Procedural Safeguards and Follow-up Actions



A Parent's Guide to Special Education Services including Procedural Rights & Safeguards was provided to the parent in his/her primary language.



The IEP Team Meeting Introductory Statements were read aloud at the beginning of the IEP Team meeting.



The parent/guardian was informed of his/her right to a written translation of the IEP.

Is the parent/guardian requesting informal translation? ☐ Yes ☒ No

Select Preferred Language:



Is the parent/guardian requesting official translation? ☒ Yes ☐ No

Select Preferred Language:

Hebrew



Specify the Individual Pages to be translated:

Special Requests:

- ☐ For students who are 17 years old, the student and parent(s)/guardian(s) have been informed that the educational decision-making rights will transfer to the student at 18 years of age, unless the court has determined otherwise.

Recoupment Consideration

- ☐ The IEP team has reviewed and discussed student's progress/achievement and considered factors that may have impacted student's learning during the school facility closures as a result of the COVID-19 national pandemic. The IEP team has determined:
- ☐ Student has made expected progress toward IEP goals and/or progress is in alignment with expectations of progress/goal achievement. No recoupment supports/accommodations/services, etc. are recommended.
- ☐ Student experienced learning loss as a result of the school facility closures caused by the COVID-19 global pandemic and recoupment supports/accommodations/services, etc. are necessary. Additionally, the IEP team discussed recoupment to address past learning loss. Recoupment is not part of the Student's stay put program. Recoupment offer details are included in FAPE Part 2, Part 4 of the IEP (including completion of a service grid, as necessary).
- ☒ Recoupment consideration was documented on IEP dated
- ☐ Preschool Only Consideration (Transition IEP)
- ☐ 30-Day IEP Consideration (Out-of-District)
- ☐ Student attends private school within district boundaries and resides outside of district boundaries (Eligibility Determination Only)

THIS SPACE DELIBERATELY LEFT BLANK.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student

PAHIMA

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Section Q: Parent Participation and Consent

Parent Participation

- ☒ Parent/Student (18-21) has participated in the IEP meeting.
- ☐ Parent/Student (18-21) indicated before the meeting that they would not be able to attend.
- ☐ Parent/Student (18-21) was notified 3 times of the meeting time and place. Parent/Student (18-21) did not respond to any of the meeting notifications and the meeting was held without the Parent/Student (18-21) present..
- ☐ Parent/Student (18-21) did not attend and gave permission to proceed without them if they did not attend.

Parent Notification

Method

Email

Whom

Cinthya Flores

When

02-DEC-2021

I (PARENT) acknowledge that the IEP meeting was rescheduled to this date at my request. (Parent initials here ONLY if the PARENT requested that the IEP meeting be rescheduled.)

Parent/Student (18-21) Agreement to Components of the Proposed IEP

A Parent/Student (18-21) may agree to all or some of the components of a proposed IEP. The District will implement those portions of the IEP to which the parent/student (18-21) agrees so as to not delay providing instruction and services.

- ☐ Parent/Student (18-21) **AGREES** to all components of the IEP.
- ☐ Parent/Student (18-21) **AGREES** to all components of the proposed IEP **WITH THE SPECIFIC EXCEPTION(S)** stated below:
- ☐ Assessment Specify
- ☐ Eligibility Specify
- ☐ Instructional Setting Specify
- ☐ Services Specify

- ☐ The Parent/Student (18-21) **DOES NOT AGREE** with any of the components of the proposed IEP.

A Parent/Student (18-21) is not required to initiate any form of dispute resolution as to components of the proposed IEP to which the parent does not agree. If a parent/student (18-21) does wish to initiate a form of dispute resolution as to the components of the proposed IEP, the parent can find information on dispute resolution processes in the District's publication, *A Parent's Guide to Special Education Services (Including Procedural Rights and Safeguards)*.

Parent Concerns and Comments

Signature(s)

Date

- ☒ Parent ☐ Guardian ☐ Student age 18-21 years age 18-21 years ☐ Surrogate Parent ☐ Emancipated Minor ☐ Foster Parent

Did the school district facilitate parent involvement as a means of improving services and results for your child? ☒ Yes ☐ No ☐ No Response

☒ I certify that I have received a copy of the Parent Input Survey regarding the IEP process. I understand that my completion of the form is voluntary and can be done at anytime after the IEP meeting

Signature(s)

Date

16-DEC-2021

PARENT INPUT SURVEY

Would you please take a moment to complete the survey below.
The information you provide will help us improve the Individualized Education Program (IEP) process. Thank you in advance for your time and interest.

ALL INFORMATION IS CONFIDENTIAL

DIRECTIONS: After each statement, please place an X on the line that describes your experience with your child's IEP.

A. Regarding your child's current IEP:	Yes	No	Does Not Apply
1. I am satisfied with the IEP meeting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I feel that the IEP accurately reflects the decisions made at the IEP meeting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I received notice of the IEP meeting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I received "The IEP and You" handbook with the notice of the IEP meeting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. During the IEP process I received "A Parent's Guide to Special Education Services (Including Procedural Rights and Safeguards)" explaining my rights as a parent.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The IEP meeting was held in an appropriate setting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I feel I was treated as an equal and important part of the IEP team.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. The participants at the IEP meeting were prepared and informed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Placements for my child, including the general education setting, were discussed and decided upon.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Related services were discussed and decided upon, if relevant.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. If my child is 14 years old or older, an Individualized Transition Plan (ITP) was developed with my child's and my concerns in mind.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. At the end of the IEP meeting the decisions were summarized.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. If I needed an oral interpretation of the IEP team meeting an interpreter was provided.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. The interpretation of the IEP team meeting enabled me to participate and make an informed decision regarding my child's IEP during the IEP meeting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. The interpreter stayed for the duration of the IEP team meeting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. If the interpreter left the IEP meeting before it was over, another staff member served as the interpreter and the interpretation was adequate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. I am aware that, if I am dissatisfied with the adequacy of the oral interpretation at the IEP team meeting, I can file a complaint with the Educational Equity Compliance Office at (213) 241-7682.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. If I needed a written translation of the IEP, translation services were offered.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. I am aware that, if I do not receive a copy of the translated IEP, I can contact the site administrator or call the Division of Special Education at (213) 241-6701.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If any of the answers to items 13-16 or 18-19 was No, please discuss your concern(s) with the site administrator or call the Division of Special Education at (213) 241-6701.			
B. Regarding your child's previous IEP (if relevant):			
20. I am satisfied that my child received the services described on the previous IEP. (If your answer to this question is "No", please write concerns below.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Additional Comments			

Is there anything more you would like to ask us or tell us?
Please write below or call the Parent Resource Network at 1-800-933-8133.

Please fold along dotted lines with the address showing. Seal and mail. Postage is pre-paid.
Again, Thank you!

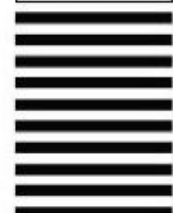


NO POSTAGE
NECESSARY
IF MAILED
IN THE
UNITED STATES

BUSINESS REPLY MAIL
FIRST-CLASS MAIL PERMIT NO. 33798 LOS ANGELES CA 90051

POSTAGE WILL BE PAID BY ADDRESSEE

ATTN PARENT RESOURCE NETWORK
LOS ANGELES UNIFIED SCHOOL DISTRICT
PO BOX 613307
LOS ANGELES CA 90099-4093



PARENT INPUT SURVEY
English



INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District




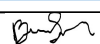

Reconvened
Meeting DateStudent PAHIMA
LastLIELLE
First

MI

Date of Birth 14-OCT-2012

Meeting Date 16-DEC-2021

Section R: Names and Signatures (Signatures on File)

Team Member	Print Name	Signature
Parent/Guardian	Lilach Pahima	
Parent/Guardian		
Student Age 18 - 21 years		
Student Under Age 18 years		
Surrogate Parent		
Foster Parent		
Family Foster Home Provider		
Administrator	Joanna Nuguid, APEIS	
Administrative Designee		
Special Education Teacher	Kelle Husk, RSP, M.Ed	
General Education Teacher	Barbara Spencer	
School Psychologist	Rachel Boyd	
School Nurse	Victoria Lein	Victoria Lien
Related Service Staff		
Related Service Staff		
Related Service Staff		
Interpreter		
Sign Language Interpreter		
Agency Representative	Maralyn Soifer, Student Advocate	
Agency Representative		
Agency Representative		
Other		
Other		
Other		
Other		

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student **PAHIMA**
Last**LIELLE**
First

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LEAST RESTRICTIVE ENVIRONMENT ANALYSIS

To Be Completed By the IEP Team at the IEP Team Meeting

Student's Current Placement Type:

<input checked="" type="radio"/> General Education Class/General Education Site	<input type="radio"/> Special Day Program/General Education Site
<input type="radio"/> Special Day Program/Special Education Center	<input type="radio"/> Nonpublic School
<input type="radio"/> Home/Hospital or Residential Care Facility	

DIRECTIONS: Complete the information below as part of the IEP team discussion regarding placement from the beginning at Step A until the team reaches the Step that indicates YES. After reaching the Step that indicates YES, it is also required to complete Step F.

The Individuals with Disabilities Education Act (IDEA) requires that students with disabilities be educated in the least restrictive environment. Placement in a more restrictive setting should only occur if the nature or severity of the student's disability is such that placement in a less restrictive setting with the use of supplementary aids and services cannot be achieved satisfactorily. The lack of current availability of a student's required supports, services, accommodations and modifications is not the sole justification for placement in a more restrictive setting, unless there is a compelling reason why they cannot be provided. In selecting the LRE, consideration is given to any potential harmful effect on the child or on the quality of services that he or she needs.

Step A.	Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a general education classroom/setting?	
	<input checked="" type="radio"/> Yes No	If the answer is YES, then a general education classroom/setting is the appropriate placement. If the answer is NO, go to the question below.
	<input type="radio"/> Yes <input type="radio"/> No	If not currently available, can the required supports, services, accommodations and/or modifications be made available in a general education classroom/setting? If YES, all required supports, services, accommodations and/or modifications must be provided within a reasonable timeline. If the answer is NO, please articulate why in the box below. Then go to Step B.

Step B.	Can the supports, services, accommodations and/or modifications in the student's IEP be made available on a general education site in a special day program?	
	<input type="radio"/> Yes <input type="radio"/> No	If the answer is YES, then a special day program on a general education site is the appropriate placement. If the answer is NO, go to the question below.
	<input type="radio"/> Yes <input type="radio"/> No	If not currently available, can the required supports, services, accommodations and/or modifications be made available in a special day program on a general education site? If YES, all required supports, services, accommodations and/or modifications must be provided within a reasonable timeline. If the answer is NO, please articulate why in the box below. Then go to Step C.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

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ANNUAL LEAST RESTRICTIVE ENVIRONMENT ANALYSIS (Continued)

To Be Completed By the IEP Team at the IEP Team Meeting

Step C.	Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a special school setting?	
	<input type="radio"/> Yes <input type="radio"/> No	If the answer is YES, then a special school setting is the appropriate placement. If the answer is NO, go to the question below.
	<input type="radio"/> Yes <input type="radio"/> No	If not currently available, can the required supports, services, accommodations and/or modifications be made available in a special school setting? If YES, all required supports, services, accommodations and/or modifications must be provided within a reasonable timeline. If the answer is NO, please articulate why in the box below. Then go to Step D.
<div style="border: 1px solid black; height: 80px; width: 100%;"></div>		

Step D.	Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a home/hospital setting?	
	<input type="radio"/> Yes <input type="radio"/> No	If the answer is YES, then a home/hospital setting is the appropriate placement. If the answer is NO, go to the question below.
	<input type="radio"/> Yes <input type="radio"/> No	If not currently available, can the required supports, services, accommodations and/or modifications be made available in a home/hospital setting? If YES, all required supports, services, accommodations and/or modifications must be provided within a reasonable timeline. If the answer is NO, please articulate why in the box below. Then go to Step E.
<div style="border: 1px solid black; height: 80px; width: 100%;"></div>		

Step E.	Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a residential care facility?	
	<input type="radio"/> Yes <input type="radio"/> No	If not currently available, articulate in the IEP what supports, accommodations and/or modifications are required for the student in this setting.
	<div style="border: 1px solid black; height: 80px; width: 100%;"></div>	

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

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ANNUAL LEAST RESTRICTIVE ENVIRONMENT ANALYSIS (Continued)

To Be Completed By the IEP Team at the IEP Team Meeting

Step F.	The student's needs as reflected in the contents of this IEP, and the placement being considered by the IEP team, outweigh any potential harmful effects at this time, including (check all that apply):	
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Diminished access to the full range of the curriculum Missed general education instruction taught by highly qualified staff Rate at which student may earn credits for graduation Lack of opportunity for social interaction Lack of opportunities for age-appropriate peer role models Amount of socialization opportunities with typical peers Limited access to peers in student's home community Lack of exposure to appropriate behavioral models from peers Other: <input type="text"/>

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

IEP FAPE Part 1 - Eligibility, Placements and Supports

Student PAHIMA

LIELLE

Date of Birth 14-OCT-2012

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MI

		Effective With this IEP	Future Changes Related to this IEP
	As of Date:		
Eligibility: (from Page 4)		Eligible (SLD)	
	Final IEP Reason Final IEP Effective Date:		
Curriculum		General Education	
Placement	Type of School	Affiliated Charter	
	Name of School	WOODLAKE ECC	
Instructional Setting	Setting	General Education	
	Program	GE	
	Special Day Minutes/Wk		
	Addresses Goals	1(Reading),2(Written Language),3(Math #1),4(Math #2)	
Additional Factors	Low Incident Support	None	
	Assistive Technology Support	No	
	Transportation	None	
	Extended School Year/Intersession	<input checked="" type="radio"/> Yes <input type="radio"/> No	
	Parent Counseling and Training (PCT)	<input checked="" type="radio"/> Yes <input type="radio"/> No	
	ESY Transportation	No	
Accommodation, Modifications, Supports	Instructional Accommodations	Small group support, extended time on classwork, reports and tests as needed, word problems read aloud, shortened homework, untimed and small group setting on assessments, test questions read aloud, prompt student to check work for accuracy before submitting, repeat/rephrase/clarify directions/instructions, offer story starters to promote writing, allow student to dictate/type sentences for essay, provide a sample of what the finished paper/project should look like.	
	Instructional Modifications		
	Other Supports, including Non-Academic and Extra-curricular Activities	The Resource Specialist Teacher and/or Resource Aide will assist the general education teacher in the use of supplementary instructional materials and strategies. Psychologist check ins as needed to facilitate social skills.	
Preparation for Three Year Review IEP (At the second Annual Review IEP Meeting, the team must discuss and document the decision to conduct or not conduct a three-	Do the Parent and the District (local educational agency) agree that a reassessment is unnecessary?	<input type="radio"/> Yes <input type="radio"/> No	

year comprehensive reassessment.)	If the Parent does not agree, specify the area(s) to be reassessed.		
Comments, as appropriate			
Low Incidence Equipment			
Assistive Technology Equipment			
Participation in General Education			

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

IEP FAPE Part 2 - Summary of Services

Student PAHIMA

LIELLE

Date of Birth 14-OCT-2012

Meeting

16-DEC-2021

Last

First

MI

Date

		Effective With This IEP	Future Changes Related To This IEP
Service 1	Start Date:	Effective on Signature Date	
RSP	End Date:		
RSP	Service applies to:	Regular	
	Frequency:	1-5	
This service addresses the following goals :	Interval:	Weekly	
3(Math #1)	Minutes/Interval:	90	
	Minutes/Interval (Pullout from Gen Ed):	60	
	Service Delivery Model:	RSP: Collaborative Teaching and Planning*	
	RSP Area:	Math	
	Responsible Personnel:	Resource Specialist Teacher	
		General Education Teacher	
*			
Service 2	Start Date:	Effective on Signature Date	
RSP	End Date:		
RSP	Service applies to:	Regular	
	Frequency:	1-5	
This service addresses the following goals :	Interval:	Weekly	
1(Reading)	Minutes/Interval:	120	
	Minutes/Interval (Pullout from Gen Ed):	120	
	Service Delivery Model:	RSP: Collaborative Teaching and Planning*	
	RSP Area:	Literacy/ELA/ELD	
2(Written Language)			

	Responsible Personnel:	Resource Specialist Teacher	
		General Education Teacher	
*			

Notes:
 Parents of students who are Medi-Cal eligible authorize LAUSD to submit claims for reimbursement by Medi-Cal funded services unless parent(s) signs a Parent Medi-Cal Non-Authorization to Bill form. Please see Parent's Guide to Special Education Services (including Procedural Rights and Safeguards).

Part 3 - Percentage of Time Outside of General Education

Effective With this IEP		Future Changes Related to this IEP
% of Time per Week outside of General Education	<div>11</div>	

Part 4 - Additional Discussion (This section is optional)

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

(SLD, pg. 1 of 1)

Student PAHIMA

LIELLE

Date of Birth 14-OCT-2012

Meeting Date 16-DEC-2021

Last

First

MI

SPECIFIC LEARNING DISABILITIES CERTIFICATION

Use this form at Initial, Three Year Reviews and comprehensive assessments for students eligible as having a Specific Learning Disability, including but not limited to students with characteristics of dyslexia. This form is not required at Annual Review meetings.

It is the consensus of the IEP Team that the student meets the eligibility criteria for Specific Learning Disability based upon the information which follows. This form serves as the written report of the IEP Team consensus.

1. Are there educationally relevant medical conditions which should be considered by the IEP Team? ☐ Yes ☒ No

If Yes, describe

2. During the observation of the student in the general education setting, was behavior noted that relates to the student's general academic functioning? ☐ Yes ☒ No

If Yes, describe

3. A severe discrepancy exists in one or more of the following academic areas: (Check all that apply)

- | | | | |
|---|--|--|---|
| <input checked="" type="checkbox"/> Listening Comprehension | <input checked="" type="checkbox"/> Basic Reading Skills | <input type="checkbox"/> Oral Expression | <input checked="" type="checkbox"/> Reading Comprehension |
| <input type="checkbox"/> Written Expression | <input type="checkbox"/> Math Calculation | <input type="checkbox"/> Math Reasoning | <input checked="" type="checkbox"/> Reading Fluency |

4. The discrepancy is the result of a disorder in one or more of the following psychological processes: (Check all that apply)

- | | | | |
|--|--|---|---|
| <input type="checkbox"/> Attention | <input type="checkbox"/> Visual Processing | <input checked="" type="checkbox"/> Auditory Processing | <input type="checkbox"/> Sensory Motor Skills |
| <input type="checkbox"/> Cognitive abilities including association, conceptualization and expression | | <input type="checkbox"/> Phonological Processing | |

5. The Team agrees that the discrepancy is not primarily the result of:

- | | | |
|---|---|--|
| <input checked="" type="checkbox"/> Limited school experience | <input checked="" type="checkbox"/> Poor school attendance | <input checked="" type="checkbox"/> Environmental, economic or cultural disadvantage |
| <input checked="" type="checkbox"/> Social maladjustment | <input checked="" type="checkbox"/> Intellectually Disabled | <input checked="" type="checkbox"/> Visual, hearing or motor impairment |
| <input checked="" type="checkbox"/> Unfamiliarity with the English language | | |

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

IEP FAPE Part 2 - Summary of Services

Student PAHIMA

LIELLE

Date of Birth 14-OCT-2012

Meeting Date 16-DEC-2021

Last

First

MI

FAPE Summary Grid

Program:	GE	Setting:	General Education
Eligibility:	Eligible (SLD)	Curriculum:	General Education
Transportation:	None	Low Incident Support:	None
Date District Received Parent Signature:			

Service Code	Service Desc	Start Date	Service Applies To	Interval	Frequency	Area	Total Minutes	Addresses Goal(s)	No Consent
RSP	RSP	Effective on Signature Date	Regular	Weekly	1-5	RSP-Math	90	Math #1	--
RSP	RSP	Effective on Signature Date	Regular	Weekly	1-5	RSP-Literacy/ELA/ELD	120	Reading, Written Language	--

Alternative Remote/Distance Learning Services During Emergency Conditions

If instruction or services, or both, cannot be provided to the pupil either at the school or in person for more than 10 school days due to emergency conditions caused by fire, flood, impassable roads, epidemic, earthquake, imminent major safety hazard as determined by local law enforcement, a transportation services strike by nonschool entity, or other official order issued to meet a state of emergency or war, the IEP will be provided by one or more of the means stated below, to the greatest extent possible in light of the emergency circumstances and District policy.

Means of Delivery, to greatest extent possible ("x" all that could apply for student, depending on emergency circumstances):

	Teacher-posted lessons, asynchronous (online or other media)	Virtual class meetings, synchronous	Personalized learning tools (virtual or paper packets, as available)	Scheduled teacher appointments (virtual or in-person, as available)	Scheduled email check-ins (parent or student)	Virtual office hours (drop-in; parent or student)
Specialized Academic Instruction and Related Services	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Extended School Year Services	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Supplementary Aids and Services (provided in general education classes and other general ed environments)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

As soon as practicable following the determination that instruction or services, or both, cannot be provided either at the school or in person for more than 10 days due to a qualifying state of emergency, the parent will be notified as to the specific means by which the student's IEP will be provided, in light of the emergency circumstances present at that time. The IEP will be provided by alternative means as necessitated during the period of emergency conditions, only.

Comments above do not constitute a change to the District's offer of FAPE or IEP. Because the nature of any future emergency cannot be known in advance, the specific means by which the IEP shall be provided in a future emergency will be determined at the time, in light of the circumstances.

For IEP Team Information



By clicking this box the IEP team has reviewed the FAPE Summary Page to ensure that it reflects the IEP Team decisions.