

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student Identification Number 200025X370 SSID 4531747544

Eligible (SLD)

Student CHEN ELI DAVID Date of Birth: 13-JUN-2012  
 Last First MI

Section A: Meeting Information

Pertinent Dates	Type of Meeting
Date of Initial IEP Team Meeting: 14-SEP-2022	<input checked="" type="radio"/> Initial <input type="radio"/> Amendment of IEP dated
Date of Present Meeting: 14-SEP-2022	<input type="radio"/> Annual Review <input type="radio"/> Early Start Transition
Annual Review to be conducted by: 14-SEP-2023	<input type="radio"/> Three Year Review <input type="radio"/> Expulsion Analysis
Next Three Year Review will be conducted by: 13-SEP-2025	<input type="radio"/> Other <input type="radio"/> Individual Transition Plan
Three Year Review or Evaluation was conducted on: 14-SEP-2022	
Transition to Kindergarten to be conducted by:	

Location of Meeting: WOODLAKE ECC District Name: Los Angeles Unified School Dis

Section B: Student Information

Date of Birth: 13-JUN-2012 Age: 10 Grade: 2  
 Gender:  Male  Female Ethnic Code: White  
 Location of the Psych Folder: SUPPORT UNIT NOF Student has no Psych Folder:   
 Location of the Cum Folder: Student has no Cum Folder:   
 Home Language: Hebrew Student Language: Hebrew Alternate Mode of Communication:  
 Home Address of Student: 22960 CALVERT  
 City: WOODLAND HIL CA ZIP Code: 91367  
 Home Telephone: 818-477-7621 Daytime Telephone: Emergency Telephone:  
 School of Attendance: Private School Office Location Code: 1536  
 School of Residence: WOODLAKE ECC Location Code: 7877  
 Name of Parent/Guardian: Yahel Ran Telephone:  
 Address: Same as above  
 City: CA ZIP Code:  
 Surogate Parent: Telephone:

Attends **CURRENT SCHOOL** as a result of one of the following: Private School Enrollment  
 Private School: Kadima Day School

Is the student living in a Family Foster Home (FFH)?  No  Yes FFH#:  
 Is FFH Provider related to student?  No  Yes Relationship:  
 Licensed Children's Institution  No  Yes LCI Name:  
 LCI#:  
 Out of the home placement made by:  Regional Center  Department of Mental Health  Department of Children's Services  
 Superior Court  Other:  
 Child's family living within LAUSD's boundaries?  No  Yes  
 If the student is 18 years old or older or is an emancipated minor, does he/she have educational decision-making rights?  No  Yes

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Section C: Language Acquisition

Language Classification:  Start Date:   
 Withdrawal by Parent Request:  Yes  No Reclassification Date:   
 ELPAC Performance Level and Performance Descriptor:  Test Date:   
 Alternate ELPAC Performance Level and Performance Descriptor:  Test Date:

Section D: Goal Achievement from Current IEP

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

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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 Eli is functioning within the Average range of cognitive ability based upon alternative assessment procedures.

Eli demonstrated Superior abilities on Successive Processing tasks, which required him to process information presented orally and in a specific order. He also demonstrated High Average abilities on Phonological Memory tasks when asked to remember and repeat sequences of numbers, as well as nonwords. Eli earned Average scores on Planning tasks which required him to create, use, and modify a plan as needed under timed conditions. He demonstrated Average Simultaneous Processing skills when required to relate pieces of information to a whole and recognize patterns. His Visual Perceptual skills were in the Average range as well when completing tasks related to spatial relationships, visual discrimination, visual closure, and visual memory.

Performance Area:

General Ability (cont.)

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):

Needs: Eli demonstrated Below Average skills on Attention Processing tasks when asked to sustain attention while ignoring distractions; however, this overall estimate should be interpreted with caution due to variability in performance across activities. Specifically, Eli demonstrated Average ability on tasks that required attending to tasks while speaking (Expressive Attention), and Below Average ability focusing attention while resisting distractions (Number Detection). Eli earned a Below score when asked to underline pairs of letters that were the same under timed conditions (Receptive Attention). Further, he demonstrated challenges with Visual Motor Integration tasks and earned a Below Average score when asked to copy visual figures at near point.

Impact of Disability: Eli's disability of Specific Learning Disability, specifically in the processing areas of Attention and Visual Motor Integration, impacts his written expression abilities which adversely impacts his involvement and progress in the educational curriculum.



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## Section E: Present Level of Performance

Performance Area:

Language Function

Category:

Language Function

Assessment/Monitoring Process  
Used:

Standardized Assessment, Observations, Parent/Teacher Input

State/District Assessment Results:

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

Strengths: Eli speaks English and Hebrew. Results of the current assessment indicate Eli exhibits High Average Listening abilities, as well as Average Speaking abilities. Parent and teacher rating scales do not indicate any concerns in the area of Functional Communication.

Needs: There are no needs identified in this area at this time.

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

Performance Area:

Motor Abilities

Category:

Motor Abilities

Assessment/Monitoring Process  
Used:

Standardized Assessment, Observations, Interviews

State/District Assessment Results:

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

Strengths: Eli is able to run, jump, throw and walk based on informal observations, teacher reports and school nurse's informal assessment. He is able to navigate the educational environment without difficulty. Records reflect that Eli has received passing grades in Physical Education.

Needs: At this time, evaluation of writing samples indicate that Eli's writing is difficult to read both for others and for Eli himself. During classroom observation, Eli struggled to read what he had written when sharing a graphic organizer with his teacher, and according to teacher interview, this situation is typical. Teacher comments indicate that Eli has historically had significant challenges with handwriting in the classroom, often leading to frustration. Results of the standardized visual-motor integration tasks indicate Below Average sensory motor skills.

Impact of Disability: Eli's disability of Specific Learning Disability, specifically in the processing areas of Attention and Visual Motor Integration, impacts his written expression abilities which adversely impacts his involvement and progress in the educational curriculum.



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## Section E: Present Level of Performance

Performance Area:

Social Emotional

Category:

Social Emotional

Assessment/Monitoring Process Used:

Records, Interviews, Observations, Rating Scales

State/District Assessment Results:

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

Strengths: Some of Eli's strengths are that he is social, responsible, and has generally good relationships with peers and family. He is well-liked by classmates and knowledgeable about history and geography.

\*According to Eli's mother at his IEP meeting on 9/14/22, Eli is now accessing private therapy to address challenges with anxiety and his relationship with his father, following his parents' divorce. He has attended therapy for approximately 6 months, and he attends sessions weekly. She noted that he seems to have improved significantly and has a better understanding of his feelings and their source. Eli is now seeing his father only once a week for an hour and no longer goes to his house per Eli's decision.

Needs: Eli's mother noted that Eli struggles with oversensitivity, and Eli's teacher shared that Eli cries frequently at school but struggles to articulate way. Eli's teacher also noted concerns with organizational habits, motivation to complete assignments, and challenges in receiving feedback from others. When completing a broad social emotional rating scale (BASC-3), Eli's mother and teacher had inconsistent ratings, reflecting that Eli exhibits more significant and/or frequent social emotional challenges at school when compared to the home environment. Eli's mother and teacher both indicated Clinically Significant concerns with Anxiety, and Eli reported At-Risk concerns in this area. Eli's teacher also reported Clinically Significant challenges with Depression, Adaptability, and Study Skills, as well as At-Risk challenges with Hyperactivity, Attention Problems, Learning Problems, Aggression, Somatization, Social Skills, and Leadership at school. Eli also reported At-Risk challenges with Social Stress, Interpersonal Relations, and Self-Reliance.

Performance Area:

Social Emotional (cont.)

Category:

Social Emotional

Assessment/Monitoring Process Used:

Records, Interviews, Observations, Rating Scales

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), raters were inconsistent in their responses reflecting that Eli demonstrates characteristics of ADHD within the school environment; however these challenges are not pervasive across settings. Eli's teacher reported Very Elevated challenges with Inattention, as well as Elevated Learning Problems and Executive Functioning challenges. In contrast, Elis' mother reported that he is similar to same-age peers in all areas of functioning. On a depression-specific rating scale (CDI-2), raters were also inconsistent in their responses, reflecting that Eli does not exhibit behaviors consistent with depression (e.g. sadness, loneliness, irritability, withdrawal, etc.) that are observable to adults in the home and school environments. In contrast, when completing the self-report, Eli indicated that he experiences an elevated number of depressive symptoms, specifically in the areas of negative mood, physical symptoms, ineffectiveness, and interpersonal problems. On an anxiety-specific rating scale (MASC-2), raters were inconsistent in their responses, reflecting that Eli does not display behaviors consistent with anxiety (e.g. worry, nervousness, etc.) that are observable within the home setting. While Eli reported Very Elevated challenges with Social Anxiety and Slightly Elevated challenges with anxiety overall, Eli's mother reported that he is similar to same-age peers in all areas.

Impact of Disability: Eli's disability of Specific Learning Disability and challenges in coping with frustration and anxiety adversely impacts his involvement and progress in the educational curriculum.





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Section E: Present Level of Performance

Performance Area:

Health

Category:

Health



Assessment/Monitoring Process Used:

Interview with parent

State/District Assessment Results:

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

HEALTH SUMMARY: Eli a 10 year and 3 month old 5th grade male student is a product of uncomplicated pregnancy and delivery. His developmental milestone were within normal limit. Mother reports Eli had undergone surgery for removal of tonsil on October 2017 with good recovery.

STRENGTHS: He is generally in good health. Passed LAUSD audio screening on 06/03/2022 and vision screening on 05/26/2022. No reported is history of chronic/serious illness, allergy, accident or injury.

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

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

ACCOMMODATION/MODIFICATION: None in health.

Victoria U. Lien, RN, BSN, CSN  
09/13/2022

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:

Fine motor skills

Category:

Fine Motor

Assessment/Monitoring Process  
Used:

Observation, interview, standardized assessment, report review

State/District Assessment Results:

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

Eli's areas of strengths:

Eli is a friendly and talkative 10-year-old 5th grade students. He enjoys a variety of interests including watching history videos, studying geography, playing video games, and collecting things. His strengths include his overall willingness to attempt tasks and wanting to do well. He presents with appropriate postural stability and range of motion in order to access the general education classroom including shelving and tabletop surfaces and to transition throughout a standard school campus. He presents with functional visual processing skills allowing him to recognize and differentiate between a variety of shapes, letters, numbers. He is also able to track items in his environment and demonstrates appropriate saccades and pursuits. he reports and demonstrates the sensory motor skills to participate in PE or schoolyard games and is able to follow multiple step tasks. He does not present with any sensory processing deficits that impacts his social skills, motor skills or selfcare skills.

Eli's areas of needs:

Eli presents with fine motor deficits that impact the accuracy and legibility of his writing. He scored in the well below average range on the Fine Manual Control composite of the BOT-2 with a standard score of 36 (8th percentile). during the assessment his writing was viewed to be difficult to read with him having poor spacing in between words. He was able however to use a keyboard with age-appropriate dexterity and typing position to form sentences with appropriate spacing and punctuation when copying. Based on the analysis of student's previous occupational therapy treatment it is suggested that it would be best at this time to pursue accommodations for his writing rather than pursue Remediation or treatment by an occupational therapist. he is able to use standard available computer typing software to complete the fine motor portion of longer written assignments. For shorter assignments he is able to complete drawing lines or short phrases to complete them without assistance but may need extra time.

(Impact statement on next page)

Performance Area:

Fine motor skills

Category:

Fine Motor

Assessment/Monitoring Process  
Used:

Observation, interview, standardized assessment, report review

State/District Assessment Results:

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

Impact of disability on academic and overall performance:

IEP team to determine if student meets the eligibility of a student with the disability and requires school services to meet his needs. Per this report student presents deficits in the area of fine motors skills but can be accommodated within the standard general education classroom environment with standard accommodations.

Richard Moore MA OTR/L



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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

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

WJ IV Reading Scores Cluster/Test

Standard Score (SS) Standard Score Classification

BROAD READING 112 (109-116) High Average

Letter-Word Identification 120 (116-124) High Average

Passage Comprehension 105 (100-111) Average

Sentence Reading Fluency 107 (101-112) Average

Eli was administered a set of tests from the Woodcock-Johnson IV Test of Achievement Form A and extended. His performance in each area is shown below. Based on a comparison of others of his age, Eli's BROAD ACHIEVEMENT national percentile rank of 68 means that he scored higher than about 68 percent of nine-year-old children nationally.

Broad Reading is a comprehensive measure of Eli's reading achievement, including letter identification, passage comprehension, and reading fluency. Overall, Eli's Broad Reading is in the high average range with a SS of 112.

Strengths: Eli can read multisyllabic words such as 'heuristic', 'millinery', 'thoroughfare', 'accustomed', 'cologne', 'ferocious', and 'aggrandizement.' Eli had a good attitude and was very pleasant during the test. Eli identified words rapidly and accurately. His standard score (SS) was 120, which is in the high average range.

When asked to read short sentences quickly and decide if the statement was true, and then circle Yes or No on the Sentence Reading Fluency Test. He read 54 sentences correctly with 2 mistakes in 3 minutes. His SS was 107, which is in the average range.

Eli has good comprehension and analytical abilities. He reads with fluency and demonstrates automaticity and accuracy. His SS was 105, which is in the average range on the Passage Comprehension subtest.

Needs: None

IMPACT OF DISABILITY: None

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 114 (111-117) High Average

Applied Problems 113 (108-118) High Average

Calculation 115 (110-120) High Average

Math Facts Fluency 107 (103-112) Average

Broad Mathematics is a comprehensive measure of Eli's math achievement, including math calculation skills, problem solving, and the ability to solve simple addition, subtraction, multiplication, and division problems quickly. Overall, Eli's Broad Math is in the high average range with a SS of 114.

Strengths: He solved problems quickly and confidently. Eli was able to solve multi digit-addition and subtraction with regrouping, two digits by one digit multiplication and division, add, subtract, and reduce fraction problems. Eli solved  $3x+4=16$  by an inverted algorithm and was able to find the correct answer. Eli answered 23 out of 29 attempted problems correctly and his SS was 115, which is in the high average range on the Calculation subtest.

On the Math Fluency subtest, Eli also solved problems with accuracy and quickly. Eli solved 85 problems and got 0 incorrect. His SS was 107, which is in the average range.

Eli can solve problems involving multiplication, division, and two step word problems. He was able to scan through extraneous information. Eli understood key vocabulary. Eli can name coins, state their value, and figure out change. His SS was 113, which is in the high average range on the Applied Problems subtests.

Need: None at this time

IMPACT OF DISABILITY: None at this time.

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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):

Written Language Scores Cluster/Test  
Standard Score (SS) Standard Score Classification  
BROAD WRITTEN LANGUAGE 89 (87-92) Low Average  
Spelling 107 (103-111) Average  
Writing Samples 80 (76-85) Low Average  
Sentence Writing Fluency 83 (77-90) Low Average

Broad Written Language is a broad-based measure of Eli's written language achievement, including spelling, the quality of written sentences, and speed of writing. Eli can print fluently. His penmanship is undecodable. Eli can verbally or in typing produce both simple and detailed sentences that are sensible. Overall, Eli's Broad Written Language was 89, which is in the low average range.

Strengths: He can spell multisyllabic words easily and accurately. He spelled words such as 'calorie', 'league', 'skiing', 'cocoa', and 'clothes.' When he is unfamiliar with a word, he uses phonetic skills to spell out words, (already/already, important/important, subscription/subscription, enthusiastic/enthusiastic, calendar/calendar). His standard score (SS) was 107, which is in the average range. Eli can formulate and write simple sentences quickly.

Needs: He was able to write 16 sentences quickly, however only 8 were written legibly to be scored. Eli wrote sentences with remarkable ease; however, they were difficult to decode by the reader and himself. His SS was 83, which is in the low average range on the Sentence Writing Fluency Subtest.

The sentences Eli produced on The Writing Samples subtest were inadequate. It was difficult to decode Eli's penmanship. Eli can verbally provide the answers for each writing prompt however unable to provide the answers on print. He attained a SS of 80, which is in the low average range.

IMPACT OF DISABILITY: Eli's eligibility of Specific Learning Disability (SLD) may impact him to write multi paragraph which impacts his ability to be involved and progress in the general education written 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 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, rule out Emotional Disturbance (ED) due to elevated concerns with Anxiety and Depression

For Initial IEP, interventions attempted prior to determining eligibility:

private OT works with a learning specialist independently to scribe math tests, takes spelling tests one-on-one with teacher as a scribe, and works with a tutor afterschool to address challenges with grammar, spelling, and handwriting. Eli has the option to stand up while working, and he is given movement breaks often, as he frequently asks to get water or go to the bathroom. Eli often explains his answers verbally instead of in writing.

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:  Category:  Annual Goal #:

5.W.1 Multiparagraph Opinion Grouping Related Ideas  
 Eli will type a multi-paragraph composition stating an opinion about a topic or text, logically grouping related reasons, facts, and/or details in an organizational structure to support the writer's purpose independently as measured by student work samples and teacher observations 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
- Observation
- Other
- Norm Referenced
- Portfolio
- 
- Criterion Referenced
- Work Samples
- Curriculum Based
- Informal

Incremental objective #1 related to the goal:

With graphic organizer, Eli will type a multi-paragraph composition stating an opinion about a topic or text, logically grouping related reasons, facts, and/or details in an organizational structure to support the writer's purpose with moderate prompts as measured by student work samples and teacher observations in 3 out 5 trials with 60% accuracy.

Incremental objective #2 related to the goal:

With graphic organizer, Eli will type a multi-paragraph composition stating an opinion about a topic or text, logically grouping related reasons, facts, and/or details in an organizational structure to support the writer's purpose with minimal prompts as measured by student work samples and teacher observations in 3 out 5 trials with 70% accuracy.

Date to be achieved:   MO/YR Date to be achieved:   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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**Date of Birth** 13-JUN-2012

**Meeting Date** 14-SEP-2022

**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><b>Student will participate in Regular State and District Assessments.</b> <i>(Designated Supports and/or Accommodations identified below are applicable)</i></p>	<p><b>CAASPP Subject</b> ELA and Math</p>
<p>Designated Supports:</p> <ul style="list-style-type: none"> <li>- Text-to-speech software enabled (for math items and ELA items except for reading passages)</li> <li>- Simplified or paraphrased test directions (non-embedded designated support)</li> <li>- Noise Buffers</li> </ul>	
<p>Accommodations:</p> <ul style="list-style-type: none"> <li>- Speech-to-Text voice recognition software enabled for ELA performance writing tasks only (non-embedded accommodation)...Can be used for note-taking-preparation for the assessment task and/or for the writing assessment task.</li> </ul>	
<p><b>Student will participate in Regular State and District Assessments.</b> <i>(Designated Supports and/or Accommodations identified below are applicable)</i></p>	<p><b>ELPAC Subject</b> Speaking</p>
<p>Accommodations:</p> <ul style="list-style-type: none"> <li>- Speech-to-text voice recognition allows students to use their voice as an input device to dictate responses or give commands (non-embedded accommodations)</li> </ul>	
<p><b>Student will participate in Regular State and District Assessments.</b> <i>(Designated Supports and/or Accommodations identified below are applicable)</i></p>	<p><b>ELPAC Subject</b> Writing</p>
<p>Accommodations:</p> <ul style="list-style-type: none"> <li>- Speech-to-text voice recognition allows students to use their voice as an input device to dictate responses or give commands (non-embedded accommodations)</li> </ul>	
<p><b>Student will participate in Regular State and District Assessments.</b> <i>(Designated Supports and/or Accommodations identified below are applicable)</i></p>	<p><b>ELPAC Subject</b> Reading</p>
<p>Accommodations:</p> <ul style="list-style-type: none"> <li>- Speech-to-text voice recognition allows students to use their voice as an input device to dictate responses or give commands (non-embedded accommodations)</li> </ul>	
<p><b>Student will participate in Regular State and District Assessments.</b> <i>(Designated Supports and/or Accommodations identified below are applicable)</i></p>	<p><b>ELPAC Subject</b> Listening</p>
<p>Accommodations:</p> <ul style="list-style-type: none"> <li>- Speech-to-text voice recognition allows students to use their voice as an input device to dictate responses or give commands (non-embedded accommodations)</li> </ul>	



INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student       
 Last First MI Date of Birth Meeting Date

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:

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.

Pandemic Learning Loss Consideration of Compensatory and/or Recoupment Services

**Compensatory Education Consideration:**

The IEP team has reviewed and discussed whether compensatory education is required due to the COVID-19 pandemic. The IEP team has determined:

- Student received all of their special education and related aids and services required by their IEP. Compensatory education is not required.
- Student did not receive all of their special education and related aids and services required by their IEP. Compensatory education offer details are documented in FAPE 2- Summary of Services.
- Student did not receive all of the special education and related aids and services required by their IEP. However, no compensatory education was warranted for the reasons documented by the IEP team in FAPE Part 2 Part 4.
- Compensatory education consideration was documented on IEP dated

**Recoupment Services 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 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 services are recommended.
- Student experienced learning loss as a result of the school facility closures caused by the COVID-19 pandemic and recoupment services are necessary. The IEP team discussed recoupment services to address past learning loss. Recoupment services offer details are included in FAPE Part 2, Part 4 of the IEP (including completion of a service grid, as necessary).
- Recoupment services 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 CHEN ELI DAVID  
Last First MI

Date of Birth 13-JUN-2012

Meeting Date 14-SEP-2022

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	Whom	When
Email	Julie Ljubicic	23-AUG-2022

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 14-SEP-2022

- 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 14-SEP-2022

## 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>B. Regarding your child's previous IEP (if relevant):</b>			
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.

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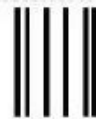
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Please fold along dotted lines with the address showing. Seal and mail. Postage is pre-paid.  
Again, Thank you!

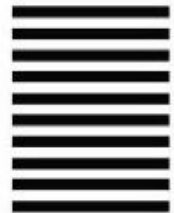


NO POSTAGE  
NECESSARY  
IF MAILED  
IN THE  
UNITED STATES

**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 Date

Student     
Last First MI

Date of Birth

Meeting Date

Section R: Names and Signatures (Signatures on File)

Team Member	Print Name	Signature
Parent/Guardian	<input type="text" value="Yahel Ran (Mother)"/>	<input type="text" value="Yahel Ran"/>
Parent/Guardian	<input type="text"/>	<input type="text"/>
Student Age 18 - 21 years	<input type="text"/>	<input type="text"/>
Student Under Age 18 years	<input type="text"/>	<input type="text"/>
Surrogate Parent	<input type="text"/>	<input type="text"/>
Foster Parent	<input type="text"/>	<input type="text"/>
Family Foster Home Provider	<input type="text"/>	<input type="text"/>
Administrator	<input type="text" value="Julie Ljubicic, APEIS"/>	<input type="text" value="Julie Ljubicic"/>
Administrative Designee	<input type="text"/>	<input type="text"/>
Special Education Teacher	<input type="text" value="Kelle Husk, Resource Specialist"/>	<input type="text" value="Kelle Husk"/>
General Education Teacher	<input type="text" value="Dani O'Campo"/>	<input type="text" value="Dani O'Campo"/>
School Psychologist	<input type="text" value="Rachel Boyd"/>	<input type="text" value="Rachel Boyd"/>
School Nurse	<input type="text"/>	<input type="text"/>
Related Service Staff <input type="text"/>	<input type="text"/>	<input type="text"/>
Related Service Staff <input type="text" value="OT"/>	<input type="text" value="Richard Moore"/>	<input type="text" value="Richard Moore"/>
Related Service Staff <input type="text"/>	<input type="text"/>	<input type="text"/>
Interpreter	<input type="text"/>	<input type="text"/>
Sign Language Interpreter	<input type="text"/>	<input type="text"/>
Agency Representative	<input type="text"/>	<input type="text"/>
Agency Representative	<input type="text"/>	<input type="text"/>
Agency Representative	<input type="text"/>	<input type="text"/>
Other <input type="text" value="Private School Representative"/>	<input type="text" value="Cherie Friedman"/>	<input type="text" value="Cherie Friedman"/>
Other <input type="text"/>	<input type="text"/>	<input type="text"/>
Other <input type="text"/>	<input type="text"/>	<input type="text"/>
Other <input type="text"/>	<input type="text"/>	<input type="text"/>



INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student CHEN  
Last

ELI  
First

DAVID  
MI

Date of Birth 13-JUN-2012

Meeting Date 14-SEP-2022

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.

<b>Step A.</b>	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 <input type="radio"/> 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.
<div style="border: 1px solid black; height: 80px;"></div>		

<b>Step B.</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.
<div style="border: 1px solid black; height: 80px;"></div>		

**INDIVIDUALIZED EDUCATION PROGRAM (IEP)**

Los Angeles Unified School District

Student    
Last First

MI

Date of Birth

Meeting Date

**ANNUAL LEAST RESTRICTIVE ENVIRONMENT ANALYSIS (Continued)**

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

<b>Step C.</b>	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.

<b>Step D.</b>	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.

<b>Step E.</b>	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.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student   
Last

First

MI

Date of   
Birth

Meeting   
Date

ANNUAL LEAST RESTRICTIVE ENVIRONMENT ANALYSIS (Continued)

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

<b>Step F.</b>	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"/>	Diminished access to the full range of the curriculum
	<input type="checkbox"/>	Missed general education instruction taught by highly qualified staff
	<input type="checkbox"/>	Rate at which student may earn credits for graduation
	<input type="checkbox"/>	Lack of opportunity for social interaction
	<input type="checkbox"/>	Lack of opportunities for age-appropriate peer role models
	<input type="checkbox"/>	Amount of socialization opportunities with typical peers
	<input type="checkbox"/>	Limited access to peers in student's home community
	<input type="checkbox"/>	Lack of exposure to appropriate behavioral models from peers
	<input checked="" type="checkbox"/>	Other: <input type="text" value="No harmful effects at this time"/>



INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

IEP FAPE Part 1 - Eligibility, Placements and Supports

Student     
 Last First MI

Date of Birth

Meeting Date

		Effective With this IEP	Future Changes Related to this IEP
	As of Date:	<input type="text" value="14-SEP-2022"/>	<input type="text"/>
Eligibility: (from Page 4)		<b>Eligible (SLD)</b>	
	Final IEP Reason Final IEP Effective Date:		
Curriculum		<input type="text" value="General Education"/>	<input type="text"/>
Placement	Type of School	<input type="text" value="Affiliated Charter"/>	<input type="text"/>
	Name of School	<input type="text" value="WOODLAKE ECC"/> <input type="text"/>	<input type="text"/> <input type="text"/>
Instructional Setting	Setting	<input type="text" value="General Education"/>	<input type="text"/>
	Program	<input type="text" value="GE"/>	<input type="text"/>
	Special Day Minutes/Wk	<input type="text"/>	<input type="text"/>
	Addresses Goals	<input type="text" value="1(Written Language)"/>	<input type="text"/>
Additional Factors	Low Incident Support	<input type="text" value="None"/>	<input type="text"/>
	Assistive Technology Support	<input type="text" value="No"/>	<input type="text"/>
	Transportation	<input type="text" value="None"/>	<input type="text"/>
	Extended School Year/Intersession	<input type="radio"/> Yes <input checked="" type="radio"/> No	
	Parent Counseling and Training (PCT)	<input checked="" type="radio"/> Yes <input type="radio"/> No	
	ESY Transportation	<input type="text"/>	
Accommodation, Modifications, Supports	Instructional Accommodations	<input type="text" value="Allow for use of standard available typing technology and software to complete written assignments, allow extra time or alternative (scribe or oral answer) when completing writing task where typing may not be an option i.e. worksheets, drawing maps or graphs, use different forms of modality to check understanding instead of printing, allow oral responses for testing, speech-to-text"/>	<input type="text"/>
	Instructional Modifications	<input type="text"/>	<input type="text"/>
	Other Supports, including Non-Academic and Extra-curricular Activities	<input type="text"/>	<input type="text"/>
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-year comprehensive reassessment.)	Do the Parent and the District (local educational agency) agree that a reassessment is unnecessary?	<input type="radio"/> Yes <input checked="" type="radio"/> No	
	If the Parent does not agree, specify the area(s) to be reassessed.	<input type="text" value="psychoeducational, academic, OT"/>	<input type="text"/>

Comments, as appropriate

<b>Low Incidence Equipment</b>	
<b>Assistive Technology Equipment</b>	
<b>Participation in General Education</b>	

**INDIVIDUALIZED EDUCATION PROGRAM (IEP)**

Los Angeles Unified School District

**IEP FAPE Part 2 - Summary of Services**

Student     
 Last First MI

Date of Birth  Meeting Date

		Effective With This IEP	Future Changes Related To This IEP
<b>Service 1</b>	Start Date:	Effective on Signature Date 14-SEP-2022	
<b>RSP</b>	End Date:		
<b>RSP</b>	Service applies to:	Regular	
	Frequency:	1-5	
This service addresses the following goals:  <input type="text" value="1(Written Language)"/>	Interval:	Weekly	
	Minutes/Interval:	60	
	Minutes/Interval (Pullout from Gen Ed):	0	
	Service Delivery Model:	RSP: Collaborative Teaching and Planning*	
	RSP Area:	Literacy/ELA/ELD	
	Responsible Personnel:	Special Education 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	<input type="text" value="0"/>	

**Part 4 - Compensatory Education/Recoupment Services Discussion**

--

**Part 4 - Additional Discussion (This section is optional)**

--

The purpose of this initial IEP was to discuss the results of Eli's assessments and determine if he is eligible for special education services.

The parent agrees that FAPE has been offered and will be implemented upon enrollment in a public school, but decline the offer of FAPE and choose to place their child in a private school.

LAUSD Private School Policy was reviewed with the parent and an Individual Services Plan (ISP) will be developed upon completion of the IEP meeting.

A student with the eligibility of SLD is eligible to receive 8 sessions of no more than 60 minutes of Consultative Services within a 12-month period, excluding holidays and vacations during work hours of the District provider. Consultative services may include: learning or teaching strategies, accommodations, student observations, teacher and/or parent conferences, review of the IEP with private school staff, professional development, planning/research, and IEP/ISP Meetings.

All students with special education eligibility, who attend private schools within LAUSD boundaries, will receive an annual Individual Services Plan (ISP). Additionally, the private school will be offer professional development opportunities to address student's needs. The District will provide notice of opportunities but will not be responsible for any costs incurred for the attendance of the private school staff.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

(SLD, pg. 1 of 1)

Student CHEN ELI DAVID
Last First MI

Date of Birth 13-JUN-2012

Meeting Date 14-SEP-2022

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? No

If Yes, describe

At this time, the team is unaware of any medical conditions that would impact Eli's educational performance.

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

If Yes, describe

[Empty box for describing behavior]

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

- Listening Comprehension, Basic Reading Skills, Oral Expression, Reading Comprehension, Written Expression, Math Calculation, Math Reasoning, Reading Fluency

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

- Attention, Visual Processing, Auditory Processing, Sensory Motor Skills, Cognitive abilities including association, conceptualization and expression, Phonological Processing

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

- Limited school experience, Poor school attendance, Environmental, economic or cultural disadvantage, Social maladjustment, Intellectually Disabled, Visual, hearing or motor impairment, Unfamiliarity with the English language



## INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

IEP FAPE Part 2 - Summary of Services

Student CHEN

ELI

DAVID

Date of Birth 13-JUN-2012

Meeting Date 14-SEP-2022

Last

First

MI

## FAPE Summary Grid

<b>Program:</b>	GE	<b>Setting:</b>	General Education					
<b>Eligibility:</b>	Eligible (SLD)	<b>Curriculum:</b>	General Education					
<b>Transportation:</b>	None	<b>Low Incident Support:</b>	None					
<b>Date District Received Parent Signature:</b>	14-Sep-2022							
<b>Service Code</b>	<b>Service Desc</b>	<b>Start Date</b>	<b>Service Applies To</b>	<b>Interval</b>	<b>Frequency</b>	<b>Area</b>	<b>Total Minutes</b>	<b>Addresses Goal(s)</b>
RSP	RSP	Effective on Signature Date	Regular	Weekly	1-5	RSP- Literacy/ELA/ELD	60	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"/>
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.