

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student Identification Number 051112F068 SSID 7661301614
 Student SAKOURY YAHLEE MI

Eligible (OHI)

Date of Birth: 11-MAY-2012

Section A: Meeting Information

Pertinent Dates	Type of Meeting
Date of Initial IEP Team Meeting: 28-SEP-2023	<input checked="" type="radio"/> Initial
Date of Present Meeting: 28-SEP-2023	<input type="radio"/> Amendment of IEP dated
Annual Review to be conducted by: 28-SEP-2024	<input type="radio"/> Annual Review
Next Three Year Review will be conducted by: 27-SEP-2026	<input type="radio"/> Early Start Transition
Three Year Review or Evaluation was conducted on: 28-SEP-2023	<input type="radio"/> Three Year Review
Transition to Kindergarten to be conducted by:	<input type="radio"/> Expulsion Analysis
	<input type="radio"/> Other
	<input type="radio"/> Individual Transition Plan
Location of Meeting: HESBY OAKS LEAD CHTR	District Name: Los Angeles Unified School Distri

Section B: Student Information

Date of Birth: 11-MAY-2012 Age: 11 Grade: 6
 Gender: Male Female Ethnic Code: White
 Location of the Psych Folder: REGION NORTH Student has no Psych Folder:
 Location of the Cum Folder: HESBY OAKS LEAD C Student has no Cum Folder:
 Home Language: Hebrew Student Language: Hebrew Alternate Mode of Communication:
 Home Address of Student: 5055 COLDWATER CANYON AVE APT 111
 City: SHERMAN OAKS CA ZIP Code: 91423
 Home Telephone: (818) 984-7821 Daytime Telephone: Emergency Telephone:
 School of Attendance: Hesby Oaks Lead Chtr Location Code: 4521
 School of Residence: Armstrong Ms Location Code: 8238
 Name of Parent/Guardian: Einav Sakoury Telephone:
 Address: City: CA ZIP Code:
 Surogate Parent: Telephone:
 Attends **CURRENT SCHOOL** as a result of one of the following: Charter School Enrollment

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

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student

Last

First

MI

Date of Birth

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="radio"/>	<input type="radio"/>	
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="radio"/>	<input type="radio"/>	
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="radio"/>	<input type="radio"/>	
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="radio"/>	<input type="radio"/>	
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="radio"/>	<input type="radio"/>	
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="radio"/>	<input type="radio"/>	
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="radio"/>	<input type="radio"/>	
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="radio"/>	<input type="radio"/>	
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="radio"/>	<input type="radio"/>	
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="radio"/>	<input type="radio"/>	
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"/>

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student SAKOURY

YAHLEE

Date of Birth 11-MAY-2012

Meeting Date 28-SEP-2023

Last

First

MI

Section E: Present Level of Performance

Performance Area: Health

Category: Health

Assessment/Monitoring Process Used: Review of health records and 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: Yahlee is a 10-year-old student currently enrolled in 5th grade at Dixie Canyon Community Charter. Student was born premature at 36 weeks. During birth student was stuck for 4 hours in vaginal canal but was able to be delivered without surgical intervention. Prenatally, mom experience hemorrhaging at 5 1/2 to 6 months pregnant, but no concerns were found. During the first 2 weeks of life student had feeding problems but was resolved with bottle feeding. Developmental milestones are within normal limits. Student is diagnosed with eczema, ADHD (attention-deficit/hyperactivity disorder), and emotional/mood disorders. Student takes as needed pain medication at home for all over body pain, especially back pain she has been experiencing for 6 months. At age 2 student would get colds frequently and had tubes places in ears. Mom has physical health concerns regarding student's picky eating and lack of hygiene. No history of any accident, injury, or hospitalization. Student has no known allergies. Last physical exam was April 2022 and was found to have vision problems but was addressed with prescription glasses.

STRENGTHS: Yahlee is in good physical health and able to sometimes communicate her needs and wants verbally. Student is independent with activities of daily living and ambulation. Passed LAUSD vision screening with correction on November 2, 2022, and hearing screening on August 24, 2022.

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

IMPACT OF DISABILITY: Health does not impact the student's participation, performance, and access to the educational program.

ACCOMMODATIONS/MODIFICATIONS: None in the area of health.

Anai Cardenas, BSN, RN, PHN
 Credentialed School Nurse
 April 3, 2023

Addendum: Yahlee is 11-year 4-month old 6th grade student at Hesby Oaks Leadership Charter. Mother reported during IEP meeting that Yahlee's complain of pain was all over the body including joints and headache. Complaints of pain has improved per mother. Pediatrician have checked her about the problem several times and parents were not given an exact cause of the problem.

Rosanna S. Alonzo CSN BSN RN
 09/28/2023

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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First

MI

Section E: Present Level of Performance

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):

Strengths: The Letter-Word identification assessment measures a student's word identification skills. The initial items require students to identify letters. The remaining items require students to read individual words that increase in complexity. Yahlee identified initial items rapidly and accurately, and she identified more difficult items through increased application of phoneme-grapheme relationships. She identified words rapidly and with little effort. Yahlee scored in the 'high average' range for this assessment, and she is reading words at or above her grade level. The passage comprehension assessment tests a student's ability to use syntactic and semantic cues to identify a missing word in a text. Yahlee was required to read short passages and identify a missing key word that makes sense in the context of the passage. The test required that Yahlee apply a variety of vocabulary and comprehension skills. She needed to supply the missing word for simple sentences like 'I went to the dentist. He pulled out my' Yahlee appeared to read initial passages easily, but appeared to struggle as the reading increased in difficulty. She scored in the 'low average' range for this assessment. The Word Attack assessment measured Yahlee's ability to apply phonic and structural analysis skills to the pronunciation of unfamiliar printed words (nonsense words.) Nonsense words are used to assess word-reading skills because they are, by definition, unfamiliar. To accurately decode nonsense words, readers must apply an understanding of phonics patterns for letters or letter clusters. That means the reader cannot use meaning or visual memory to read nonsense words; therefore, reading a nonsense word correctly by guessing is unlikely. Therefore, reading nonsense words may uncover decoding deficits that are not evident when students read grade-level word lists or other real words, whether in lists or in context. Yahlee scored in the 'average' range for this subtest.

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):

The Oral Reading Assessment measured Yahlee's story reading accuracy and prosody. It measured her mispronunciation rate, word omission rate, and if she ignored or paid attention to punctuation. As Yahlee was reading, she read aloud at an appropriate pace, and she even self-corrected some reading errors which shows she was paying attention to what she was reading. Yahlee scored in the 'average' range for this test. The Basic Reading Skills cluster is an aggregate measure of phonics and structural analysis. It is a combination on the Letter and Word Identification subtest and the Word Attack subtest. Yahlee's aggregate score is in the 'average' range. These reading assessments show that Yahlee has the foundational skills necessary to become a proficient reader. The Sentence Reading Fluency subtest measured Yahlee's reading rate. She needed to read simple sentences silently and quickly and decide if the statement was true or false. She scored 'average' for this subtest. On the most recent DiBELS reading assessment given in May 2023, Yahlee scored 'above benchmark.' Her fluency was 198 words per minute, which is above the benchmark of 137 words per minute. She read the fifth grade passage with 99% accuracy. Her MAZE was also above the benchmark. The MAZE assessment is a timed assessment which measures reading comprehension. On the 23-24 beginning of the year iReady diagnostic assessment, Yahlee tested out in the areas of phonological awareness, phonics and high frequency words.

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First

MI

Section E: Present Level of Performance

Performance Area:

Writing

Category:

Writing

Assessment/Monitoring Process Used:

Woodcock-Johnson, observation

State/District Assessment Results:

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

Strengths: The Writing Samples subtest measured Yahlee's sentence structure and grammar. Examinees are not penalized for errors in spelling or punctuation. She wrote simple sentences with proper grammar and syntax. Some of her sentences were complex and detailed. She wrote with proper directionality and was able to remain on the writing line. There was proper spacing between words. Yahlee scored in the 'average' range for this subtest. Yahlee scored 'average' for the Sentence Writing Fluency assessment. This assessment measured Yahlee's skill in formulating and writing simple sentences quickly. This subtest measured lower-level writing fluency skills. (This subtest simply measured production rather than spelling or errors in capitalization.) Yahlee was required to write short sentences describing what was happening in pictures, and to complete the test in a limited amount of time. This subtest was designed to measure the speed Yahlee could transcribe what she wanted to say without spending time thinking about what to write. Research has established the importance of handwriting speed to compositional fluency and writing quality. If this fluency is not sufficient, it can consume considerable attentional and working memory resources. The Written Expression cluster is an aggregate measured of written expression and fluency and cognitive processing speed. It is a combination of the Sentence Writing Fluency test and the Writing Samples test. Yahlee scored in the 'average' range for this cluster. The spelling assessment requires students to write words that are presented orally. She scored in the 'average' range for this. She is spelling at or near grade level.

Performance Area:

Writing Continued

Category:

Writing

Assessment/Monitoring Process Used:

Woodcock-Johnson, observation

State/District Assessment Results:

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

Needs: Yahlee scored in the average range for all of the writing assessments; however, her classroom performance reflects a different picture. According to the classroom teacher, Yahlee can be a creative writer but she doesn't always correlate to the topic. She needs guidance at times to assist in staying on topic. She has difficulty writing independently.

Impact of Disability: Yahlee's eligibility of other health impairment affects her ability to organize her writing which negatively impacts her progress and partici

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YAHLEE

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Last

First

MI

Section E: Present Level of Performance

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):

Areas of Strength: Yahlee's overall cognitive ability (ability to learn, apply knowledge, generalize, evaluate and utilize abstract concepts) can be estimated within the average range. Yahlee's attention skills (ability to focus on and pay attention when performing cognitive tasks independently) fell within the average range. Yahlee's overall auditory processing (ability to understand and process information that is heard) fell within the average range. Her overall phonological processing (ability to identify and manipulate the sounds of language) fell within the average range. Yahlee's overall visual perception (ability to understand and process information that is seen) fell within the average range. Her overall visual-motor integration skills (hand-eye coordination) fell within the average range. In addition, Yahlee showed awareness in expression (the process of ordering thought in a form that can be understood by others including the ability to effectively communicate ideas through language), conceptualization (the ability to see basic similarities and differences, draw conclusions, generalize information, classify, categorize, and summarize), and association (the ability to see similarities, memorize and learn by rote).

Areas of Need: None

Impact of Disability: Yahlee's eligibility of Other Health Impairment (OHI) due to characteristics of ADHD and challenges with attention and impacts her ability to sustain attention, follow through on instructions, planning, giving close attention to details and starting and finishing assignments without assistance, which adversely impacts her involvement and progress and in the general education 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):

Areas of Strength: Yahlee is generally respectful towards adults and usually gets along well with peers. Yahlee is able to transition well from one activity to the next. With adult support and redirection, Yahlee is able to follow multi-step directions. Yahlee is getting better at completing tasks independently and organizing tasks. When Yahlee is focused, she shows good behavior in the classroom. On the playground aside from a few social issues with peers, she has not shown any significant concerns.

Areas of Need: Yahlee has a short attention span when compared to peers. Yahlee has a hard time completing assignments independently and needs prompting/redirection. Based on various rating forms completed by parent, Yahlee's fifth grade teacher, and self, all raters consistently endorsed concerns with difficulty in the area of attention. This information indicates that Yahlee exhibits significant difficulties focusing, sustaining attention to tasks, and concentrating across various settings. Based on parent reports, Yahlee has significant challenges with following rules and expectations, obeying adults and authority figures, understanding boundaries, has no filter, displays aggressive behaviors, is argumentative, gets upset and angry easily, worries often, has difficulty focusing, cannot take ownership of her actions, is impulsive, and always wants to be in control.

Impact of Disability: Yahlee's eligibility of Other Health Impairment (OHI) due to characteristics of ADHD and challenges with attention and impacts her ability to sustain attention, follow through on instructions, planning, giving close attention to details and starting and finishing assignments without assistance, which adversely impacts her involvement and progress and in the general education curriculum.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

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Meeting Date 28-SEP-2023

Last

First

MI

Section E: Present Level of Performance

Performance Area: Reading Continued 2

Category: Reading

Assessment/Monitoring Process Used:

State/District Assessment Results:

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

Needs: Yahlee scored in the average range for all of the reading assessments; however, the Passage Comprehension assessment's score was bordering in the low range. Yahlee's performance, in the classroom, doesn't reflect her assessment scores on the Woodcock-Johnson assessment. According to the classroom teacher, Yahlee needs improvement with identifying details and examples to support written responses. She has difficulties with both literal and inferential comprehension. On the 23-24 beginning of the year iReady diagnostic assessment, in the area of vocabulary, Yahlee scored at the third grade level. She scored at fourth grade in the areas of literature comprehension and overall comprehension and she scored fifth grade in comprehension of informational text.
Impact of Disability: Yahlee's eligibility of other health impairment affects her ability to provide text evidence which negatively impacts his progress and participation in the general ed reading curriculum

Performance Area: Math

Category: Math

Assessment/Monitoring Process Used: Woodcock Johnson IV, Observation, iReady

State/District Assessment Results:

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

Strengths: Yahlee scored in the 'average' range for the math calculations assessment. She knows the basic addition and subtraction facts. She can add and subtract multi-digit problems that involve regrouping. She can solve number sentences with three addends. She knows many basic multiplication and basic division facts. She can multiply a multi-digit number by a single digit. She can add and subtract fractions with like denominators. Yahlee scored in the 'average range' for the math facts fluency subtest. This is a timed assessment that measures how quickly and accurately students can solve the basic math facts. The Math Calculations Skills Cluster is an aggregate measure of mathematical knowledge and reasoning. It is an aggregate measure of problem solving, analysis, and reasoning. She scored in the 'average' range.
Needs: Yahlee scored in the 'low' range for the applied problems assessment. To solve these problems, students must listen to a problem, recognize the procedure to be followed and then perform calculations. Yahlee showed difficulty understanding the value and denominations of coins. She had difficulty solving problems with money. She had difficulty understanding single-step word problems, and difficulty understanding which operation was necessary to solve a problem. Regarding calculations, Yahlee showed difficulty adding and subtracting fractions with unlike denominators. She had difficulty simplifying fractions. According to the classroom teacher, Yahlee has difficulty with math reasoning and solving word problems. On the 23-24 beginning of the year iReady diagnostic, Yahlee scored fourth grade in the areas of number and operations, algebra and algebraic thinking and geometry. She scored fifth grade in the area of measurement and data.
Impact of Disability: Yahlee's eligibility of other health impairment affects her ability to solve numerical expressions involving whole-numbers which negatively impacts her progress and participation in the general ed math curriculum.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

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Student SAKOURY

YAHLEE

Date of Birth 11-MAY-2012

Meeting Date 28-SEP-2023

Last

First

MI

Section E: Present Level of Performance

Performance Area: Language Functioning

Category: Language Function

Assessment/Monitoring Process Used: WMLS-3, Parent and teacher ratings input, observations

State/District Assessment Results:

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

Strengths: Yahlee is classified an LEP-3 (Moderately Developed English language skills) student. Results of the current assessment indicate Yahlee exhibits strengths in her ability to express herself, communicate her wants and needs, and interact and converse with peers and adults. Based on standardized language assessment measures, Yahlee demonstrates average broad oral language skills. Her receptive language skills are in the higher end of the low average range and her expressive language skills are in the average range.

Areas of need: She demonstrates areas of need in receptive language and may benefit from some reminders and repetition to follow directions. However, these reminders do not appear to be due to lack of comprehension understanding the English language, rather difficulties with attention.

Impact of Disability: Yahlee's eligibility of Other Health Impairment (OHI) due to characteristics of ADHD and language functioning does not appear to impact her progress and involvement in the general education curriculum.

Performance Area: Motor Ability

Category: Motor Abilities

Assessment/Monitoring Process Used: VMI-6, Parent and teacher ratings

State/District Assessment Results:

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

Strengths: The results of the VMI-6 indicate that Yahlee's visual-motor integration skills are in the Average range. In addition, teacher has not reported that Yahlee shows any difficulties with cutting, pasting, gluing, or copying from the board. Overall, Yahlee does not display difficulty with her ability to integrate visual and fine motor skills, when compared to same-aged peers. Yahlee's gross motor skills appear to be age appropriate per observation. Yahlee can walk, run, jump and engage in physical activity appropriately for her age. Yahlee appears to have age-appropriate motor skills to maneuver around a general education campus without difficulties. Neither Yahlee's parents nor teacher have reported any gross motor concerns.

Areas of need: Based on current assessment data, Yahlee does not evidence challenges with fine or gross motor abilities at this time

Impact of Disability: Yahlee's eligibility of Other Health Impairment (OHI) due to characteristics of ADHD and motor abilities does not appear to impact her progress and involvement in the general education curriculum.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

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Section F: Eligibility

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

SLD, OHI, ED

For Initial IEP, interventions attempted prior to determining eligibility:

SSPT

Eligible as a student with the disability of:

Code: OHI Other Health Impairment
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:

- Checkmarks for: Social Maladjustment, Lack of instruction in math, Temporary Physical Disability, Limited English Proficiency, Lack of instruction in reading, Environmental, Cultural or Economic Factors

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student
 Last First MI

Date of Birth

Meeting Date

Section G: Annual Goals and Objectives

Performance Area: Category: Annual Goal #:

SAKOURY YAHLEE will cite at least 3 pieces of textual evidence to support analysis of what the text says explicitly with minimal (1-2 prompts) as measured by work samples in 4 out of 5 trials with 75% 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:

SAKOURY YAHLEE will cite at least 2 pieces of textual evidence to support analysis of what the text says explicitly with maximum support (3-4 prompts) as measured by work samples in 2 out of 5 trials with 65% accuracy

Incremental objective #2 related to the goal:

SAKOURY YAHLEE will cite at least 2 pieces of textual evidence to support analysis of what the text says explicitly with moderate support (2-3 prompts) as measured by work samples in 3 out of 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

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"/> Is progress sufficient to meet annual goal? <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"/>	Progress Mark: <input type="text"/> Is progress sufficient to meet annual goal? <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"/>	Progress Mark: <input type="text"/> Is progress sufficient to meet annual goal? <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"/>	Progress Mark: <input type="text"/> Is progress sufficient to meet annual goal? <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"/>	Objective 1 Met: <input type="radio"/> Yes <input type="radio"/> No Objective 2 Met: <input type="radio"/> Yes <input type="radio"/> No If "No" please explain: <input type="text"/>	

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student
 Last First MI

Date of Birth

Meeting Date

Section G: Annual Goals and Objectives

Performance Area: Category: Annual Goal #:

SAKOURY YAHLEE will produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience with minimal support (1-2 prompts) as measured by work samples in 4 out of 5 trials with 75% 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:

SAKOURY YAHLEE will produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience with maximum support (3-4 prompts) as measured by work samples in 2 out of 5 trials with 65% accuracy.

Incremental objective #2 related to the goal:

SAKOURY YAHLEE will produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience with moderate support (2-3 prompts) as measured by work samples in 3 out of 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"/>							

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student
 Last First MI

Date of Birth

Meeting Date

Section G: Annual Goals and Objectives

Performance Area: Category: Annual Goal #:

SAKOURY YAHLEE will write and/or solve numerical expressions involving whole-number exponents with minimal support (1-2 prompts) as measured by work samples in 4 out of 5 trials with 75% 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:

SAKOURY YAHLEE will write and/or solve numerical expressions involving whole-number exponents with maximum supports (3-4 prompts) as measured by work samples in 4 out of 5 trials with 65% accuracy.

Incremental objective #2 related to the goal:

SAKOURY YAHLEE will write and/or solve numerical expressions involving whole-number exponents with moderate support (2-3 prompts) as measured by work samples in 3 out of 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

EXPLANATION OF MARKS				Goal Achievement
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 Date: <input type="text"/>	2nd Reporting Period Date: <input type="text"/>	3rd Reporting Period Date: <input type="text"/>	4th Reporting Period (Secondary Only) Date: <input type="text"/>	
Progress Mark: <input type="text"/> Is progress sufficient to meet annual goal? <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"/>	Progress Mark: <input type="text"/> Is progress sufficient to meet annual goal? <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"/>	Progress Mark: <input type="text"/> Is progress sufficient to meet annual goal? <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"/>	Progress Mark: <input type="text"/> Is progress sufficient to meet annual goal? <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"/>	Objective 1 Met: <input type="radio"/> Yes <input type="radio"/> No Objective 2 Met: <input type="radio"/> Yes <input type="radio"/> No If "No" please explain: <input type="text"/>

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student
 Last First MI

Date of Birth

Meeting Date

Section G: Annual Goals and Objectives

Performance Area: Category: Annual Goal #:

Yahlee will evaluate and apply strategies for coping with negative feelings and the effectiveness of those strategies in 4 out of 5 trials per session with moderate adult support as measured by provider

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:

Yahlee will evaluate and apply strategies for coping with negative feelings and the effectiveness of those strategies in 2 out of 5 trials per session with moderate adult support as measured by provider

Incremental objective #2 related to the goal:

Yahlee will evaluate and apply strategies for coping with negative feelings and the effectiveness of those strategies in 3 out of 5 trials per session with moderate adult support as measured by provider

Date to be achieved: MO/YR

Date to be achieved: MO/YR

IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP

EXPLANATION OF MARKS

EXPLANATION OF MARKS				
<i>4 GOAL MET OR EXCEEDED</i>	<i>3 SUBSTANTIAL PROGRESS (50-99% of goal met)</i>	<i>2 PARTIAL PROGRESS (1-49% of goal met)</i>	<i>1 NO PROGRESS</i>	
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"/> Is progress sufficient to meet annual goal? <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"/>	Progress Mark: <input type="text"/> Is progress sufficient to meet annual goal? <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"/>	Progress Mark: <input type="text"/> Is progress sufficient to meet annual goal? <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"/>	Progress Mark: <input type="text"/> Is progress sufficient to meet annual goal? <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"/>	Objective 1 Met: <input type="radio"/> Yes <input type="radio"/> No Objective 2 Met: <input type="radio"/> Yes <input type="radio"/> No If "No" please explain: <input type="text"/>

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student SAKOURY

YAHLEE

Date of Birth 11-MAY-2012

Meeting Date 28-SEP-2023

Last

First

MI

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.

Student will participate in Regular State and District Assessments. <i>(Designated Supports and/or Accommodations identified below are applicable)</i>	CAASPP Subject ELA and Math
Designated Supports: - Noise Buffers - Simplified or paraphrased test directions (non-embedded designated support)	
Accommodations: - Multiplication table for single digits 1-9 (paper-based; not allowed for Grade 3; non-embedded accommodation)	
Student will participate in Regular State and District Assessments. <i>(Designated Supports and/or Accommodations identified below are applicable)</i>	ELPAC Subject Listening
Designated Supports: - Simplified or paraphrased test directions (non-embedded designated support)	
Student will participate in Regular State and District Assessments. <i>(Designated Supports and/or Accommodations identified below are applicable)</i>	ELPAC Subject Writing
Designated Supports: - Simplified or paraphrased test directions (non-embedded designated support)	
Student will participate in Regular State and District Assessments. <i>(Designated Supports and/or Accommodations identified below are applicable)</i>	ELPAC Subject Speaking
Designated Supports: - Simplified or paraphrased test directions (non-embedded designated support)	
Student will participate in Regular State and District Assessments. <i>(Designated Supports and/or Accommodations identified below are applicable)</i>	ELPAC Subject Reading
Designated Supports: - Simplified or paraphrased test directions (non-embedded designated support)	

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student SAKOURY YAHLEE MI Last First MI

Date of Birth 11-MAY-2012

Meeting Date 28-SEP-2023

Section N: Procedural Safeguards and Follow-up Actions

- Checkboxes for: A Parent's Guide to Special Education Services... The IEP Team Meeting Introductory Statements... 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.

Pandemic Learning Loss Consideration of Compensatory and/or Recoupment Services

Compensatory Education Consideration:

- Checkboxes for: The IEP team has reviewed and discussed whether compensatory education is required due to the COVID-19 pandemic... Student received all of their special education and related aids... Student did not receive all of their special education... Student did not receive all of the special education... Compensatory education consideration was documented on IEP dated

28-SEP-2023 (Pending) Initial

Recoupment Services Consideration:

- Checkboxes for: 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... Student has made expected progress toward IEP goals... Student experienced learning loss as a result of the school facility closures... Recoupment services consideration was documented on IEP dated

28-SEP-2023 (Pending) Initial

- Radio buttons for: 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 SAKOURY YAHLEE MI Last First MI

Date of Birth 11-MAY-2012

Meeting Date 28-SEP-2023

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

Table with 3 columns: Method, Whom, When. Rows include Email notifications to Lynette Casas and M. Weller.

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

Large empty rectangular box for parent concerns and comments.

Signature(s) [] [] Date []

- Parent Guardian Student age 18-21 years age 18-21 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 28-SEP-2023



Parent IEP Experience Survey
Encuesta sobre la experiencia de los padres en el IEP.

Please take a moment to complete the survey below by scanning the QR code with your smart phone camera. You can also take the survey at this link:

Por favor tómese un momento para completar la siguiente encuesta escaneando el código QR con la cámara de su teléfono inteligente. También puede realizar la encuesta en este enlace:

<http://lausd.PARENT-IEP-EXPERIENCE.alchemer.com/s3/>

Please ask your school staff if in need of assistance.

En caso que necesite asistencia, por favor solicitesela al personal de la escuela.



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="Einav Sakoury"/>	<input type="text" value="Einav Sakoury"/>
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="Jose Castillo"/>	<input type="text" value="JC"/>
Administrative Designee	<input type="text"/>	<input type="text"/>
Special Education Teacher	<input type="text" value="Ericka Ventura"/>	<input type="text" value="E Ventura"/>
General Education Teacher	<input type="text" value="Michael Marcus"/>	<input type="text" value="Michael Marcus"/>
School Psychologist	<input type="text" value="Fahmimun Anok"/>	<input type="text" value="FA"/>
School Nurse	<input type="text" value="Rosanna Alonzo"/>	<input type="text" value="Rosanna Alonzo"/>
Related Service Staff <input type="text"/>	<input type="text"/>	<input type="text"/>
Related Service Staff <input type="text"/>	<input type="text"/>	<input type="text"/>
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"/>	<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"/>
Other <input type="text"/>	<input type="text"/>	<input type="text"/>

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student SAKOURY YAHLEE MI Last First MI

Date of Birth 11-MAY-2012

Meeting Date 28-SEP-2023

LEAST RESTRICTIVE ENVIRONMENT ANALYSIS

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

Student's Current Placement Type:

Form with radio buttons for placement types: General Education Class, Special Day Program, Home/Hospital, etc.

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.

Step A. Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a general education classroom/setting? Includes Yes/No options and explanatory text.

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? Includes Yes/No options and explanatory text.

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

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.
<input style="width: 100%; height: 80px;" type="text"/>		

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.
<input style="width: 100%; height: 80px;" type="text"/>		

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.
	<input style="width: 100%; height: 80px;" type="text"/>	

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

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 checked="" 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 type="checkbox"/>	Other: <input type="text"/>

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"/>	<input type="text"/>
Eligibility: (from Page 4)		Eligible (OHI)	
	<i>Final IEP Reason</i> <i>Final IEP Effective Date:</i>		
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="HESBY OAKS LEAD CHTR"/> <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="2(Writing),3(Math),1(Reeading)"/>	<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="Extra time and cues to respond. Longer assignments and projects can be turned in the Monday after they are due with prior knowledge given to the teacher, ask Yahlee to repeat back directions, simplify directions, provide sequential directions, use of a fidget when needed use of a multiplication chart for all assessments."/>	<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 checked="" type="radio"/> Yes <input type="radio"/> No	
	If the Parent does not agree, specify the area(s) to be reassessed.	<input type="text"/>	<input type="text"/>
Comments, as appropriate			
Low Incidence Equipment	<input type="text"/>		
Assistive Technology Equipment	<input type="text"/>		

**Participation in
General Education**

Yahlee will participate in all general ed activities

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

IEP FAPE Part 2 - Summary of Services

Student

Date of Birth

Meeting 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	
<input type="text" value="2(Writing)"/>	Minutes/Interval:	90	
<input type="text" value="1(Reeading)"/>	Minutes/Interval (Pullout from Gen Ed):	0	
	Service Delivery Model:	RSP: Collaborative Teaching and Planning*	
	RSP Area:	Literacy/ELA/ELD	
	Responsible Personnel:	Resource Specialist Teacher	
		General Education Teacher	
		District Assigned Qualified Provider	
*			
Service 2	Start Date:	Effective on Signature Date	
04	End Date:		
Counseling and Guidance	Service applies to:	Regular	
	Frequency:	1-5	
This service addresses the following goals :	Interval:	Monthly	

4(Social Emotional)	Minutes/Interval:	60	
	Minutes/Interval (Pullout from Gen Ed):	60	
	Service Delivery Model:	Direct Service (By a Single Provider)*	
	Responsible Personnel:	Licensed/Credentialed Provider	

*

Service 3	Start Date:	Effective on Signature Date	
RLC	End Date:		
RSP: Learning Center - Roster Carrying	Service applies to:	Regular	
	Frequency:	1-5	
This service addresses the following goals:	Interval:	Weekly	
2(Writing)	Minutes/Interval:	263	
3(Math)	Minutes/Interval (Pullout from Gen Ed):	263	
1(Reeading)	Service Delivery Model:	RSP: Direct Instruction Services*	
	Learning Center Area:	Math	
	Responsible Personnel:	Resource Specialist Teacher	

*

Service 4	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)	Minutes/Interval:	90		
	Minutes/Interval (Pullout from Gen Ed):	0		
	Service Delivery Model:	RSP: Collaborative Teaching and Planning*		
	RSP Area:	Math		
	Responsible Personnel:	Resource Specialist Teacher		
		General Education Teacher		
		District Assigned Qualified Provider		

*

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="17"/>	

Part 4 - Compensatory Education/Recoupment Services Discussion

9/28/23 - This is an initial IEP. Yahlee Sakoury did not have an active 504 plan or IEP during the Pandemic Period (March 17, 2020- until the end of 2021-2022 school year)

The IEP team has reviewed and discussed whether compensatory education is required due to the COVID-19 pandemic. The IEP team has determined: Compensatory education consideration was documented on IEP dated 28-SEP-2023 (In Process) Initial

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: Recoupment services consideration was documented on IEP dated 28-SEP-2023 (In Process) Initial

Part 4 - Additional Discussion (This section is optional)

9/28/23 - Held Yahlee Sakoury's Initial IEP. During our Initial IEP meeting, Yahlee's mother expressed her concerns regarding her experience with IEP timelines and the IEP process, which was initiated prior to enrolling Yahlee at Hesby. Mother was informed of the Parent Consent page (IEP. Sect. Q: Consent for Special Education - Pg.10 *) were she can memorialize her parental concerns and comments. Hesby's offer of FAPE is as follows: 90 weekly push-in minutes of RSP support for Reading and Writing, 90 weekly push-in minutes of RSP support for Math, 60 monthly minutes of Counseling and Guidance, and 263 weekly pull-out minutes of Learning Center

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

FAPE Summary Grid

Program:	GE		Setting:	General Education					
Eligibility:	Eligible (OHI)		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
04	Counseling and Guidance	Effective on Signature Date	Regular	Monthly	1-5	~	60	Social Emotional	--
RSP	RSP	Effective on Signature Date	Regular	Weekly	1-5	RSP-Literacy/ELA/ELD	90	Writing, Rereading	--
RSP	RSP	Effective on Signature Date	Regular	Weekly	1-5	RSP-Math	90	Math	--
RLC	RSP: Learning Center - Roster Carrying	Effective on Signature Date	Regular	Weekly	1-5	RLC-Math	263	Writing, Math, Rereading	--

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.