

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student Identification Number 051709M044 SSID 4431482504  
 Student SCHWARZKO ITAMAR C MI  
 Last First MI

**Eligible (SLD)**

Date of Birth: 17-MAY-2009

Section A: Meeting Information

Pertinent Dates	Type of Meeting
Date of Initial IEP Team Meeting: 02-NOV-2017	<input type="radio"/> Initial <input type="radio"/> Amendment of IEP dated <input type="radio"/> Annual Review <input checked="" type="radio"/> Three Year Review <input type="radio"/> Other <input type="radio"/> Early Start Transition <input type="radio"/> Expulsion Analysis <input type="radio"/> Individual Transition Plan
Date of Present Meeting: 03-OCT-2023	
Annual Review to be conducted by: 03-OCT-2024	
Next Three Year Review will be conducted by: 02-OCT-2026	
Three Year Review or Evaluation was conducted on: 03-OCT-2023	
Transition to Kindergarten to be conducted by:	
Location of Meeting: EL CAMINO REAL HS (CHARTI)	District Name: R

Section B: Student Information

Date of Birth: 17-MAY-2009	Age: 14	Grade: 9
Gender: <input checked="" type="radio"/> Male <input type="radio"/> Female	Ethnic Code: White	
Location of the Psych Folder: REGION NORTH	Student has no Psych Folder: <input type="checkbox"/>	
Location of the Cum Folder: EL CAMINO REAL HS	Student has no Cum Folder: <input type="checkbox"/>	
Home Language: English	Student Language: English	Alternate Mode of Communication:
Home Address of Student: 19529 FRIAR ST		
City: TARZANA CA	ZIP Code: 91335	
Home Telephone: (818) 798-8774	Daytime Telephone: (818) 798-8774	Emergency Telephone: (818) 822-6007
School of Attendance: El Camino Real Hs (Ch)	Location Code: 8617	
School of Residence: RESEDA CHS AME ML	Location Code: 7600	
Name of Parent/Guardian: Zohar Schwarzkopf	Telephone: (818) 798-8774	
Address: zoharSchwarzkopf@gmail.com		
City: CA	ZIP Code:	
Surogate Parent:	Telephone:	
Attends <b>CURRENT SCHOOL</b> as a result of one of the following: Charter School Enrollment		
Independent Charter HS		
Is the student living in a Family Foster Home (FFH)? <input checked="" type="radio"/> No <input type="radio"/> Yes	FFH#:	
Is FFH Provider related to student? <input type="radio"/> No <input type="radio"/> Yes	Relationship:	
Licensed Children's Institution: <input checked="" type="radio"/> No <input type="radio"/> Yes	LCI Name:	
	LCI#:	
Out of the home placement made by: <input type="radio"/> Regional Center <input type="radio"/> Superior Court	<input type="radio"/> Department of Mental Health <input type="radio"/> Department of Children's Services	
Child's family living within LAUSD's boundaries? <input type="radio"/> No <input checked="" type="radio"/> Yes	<input type="radio"/> Other:	
If the student is 18 years old or older or is an emancipated minor, does he/she have educational decision-making rights?	<input type="radio"/> No <input type="radio"/> Yes	

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student

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	
<b>1</b> <input type="text" value="Writing"/>	<input checked="" type="radio"/>	<input type="radio"/>	
<b>Category</b> <input type="text" value="Writing"/>			
Objective 1 met	<input checked="" type="radio"/>	<input type="radio"/>	<input type="text"/>
Objective 2 met	<input checked="" type="radio"/>	<input type="radio"/>	<input type="text"/>
<b>2</b> <input type="text" value="Reading"/>	<input type="radio"/>	<input checked="" type="radio"/>	Did not meet 80%. Needs more time to cite textual evidence to support analysis
<b>Category</b> <input type="text" value="Reading"/>			
Objective 1 met	<input checked="" type="radio"/>	<input type="radio"/>	<input type="text"/>
Objective 2 met	<input type="radio"/>	<input checked="" type="radio"/>	Did not meet 80%. Needs more time to cite textual
<b>3</b> <input type="text" value="Math"/>	<input checked="" type="radio"/>	<input type="radio"/>	
<b>Category</b> <input type="text" value="Math"/>			
Objective 1 met	<input checked="" type="radio"/>	<input type="radio"/>	<input type="text"/>
Objective 2 met	<input checked="" type="radio"/>	<input type="radio"/>	<input type="text"/>
<b>4</b> <input type="text" value="Vocational Education"/>	<input checked="" type="radio"/>	<input type="radio"/>	
<b>Category</b> <input type="text" value="Vocational Education"/>			
Objective 1 met	<input checked="" type="radio"/>	<input type="radio"/>	<input type="text"/>
Objective 2 met	<input checked="" type="radio"/>	<input type="radio"/>	<input type="text"/>
<b>5</b> <input type="text"/>	<input type="radio"/>	<input type="radio"/>	
<b>Category</b> <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"/>
<b>6</b> <input type="text"/>	<input type="radio"/>	<input type="radio"/>	
<b>Category</b> <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"/>
<b>7</b> <input type="text"/>	<input type="radio"/>	<input type="radio"/>	
<b>Category</b> <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"/>
<b>8</b> <input type="text"/>	<input type="radio"/>	<input type="radio"/>	
<b>Category</b> <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"/>
<b>9</b> <input type="text"/>	<input type="radio"/>	<input type="radio"/>	
<b>Category</b> <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"/>
<b>10</b> <input type="text"/>	<input type="radio"/>	<input type="radio"/>	
<b>Category</b> <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 SCHWARZKO

ITAMAR

C

Date of Birth 17-MAY-2009

Meeting Date 03-OCT-2023

Last

First

MI

Section E: Present Level of Performance

Performance Area: Health

Category: Health

Assessment/Monitoring Process Used: Health Assessment

State/District Assessment Results:

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

Health Assessment: Passed vision screening on 8/22/23 SPOT screening= OD -0.25 OS-0.25 normal screening without correction. Passed hearing screening on 8/22/23 with good hearing bilaterally. Height 5'0' Weight 88Lbs with a BMI of 17%  
Health History: No known medical issues. Not taking any daily medications.  
Concerns: Parent states doing well.  
Impact of Disability: Health does not impact the educational setting at the present time  
Submitted by:  
Annie Ghassemi RN, MSN  
School Nurse

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):

## INDIVIDUALIZED EDUCATION PROGRAM (IEP)

## Los Angeles Unified School District

Student SCHWARZKO

ITAMAR

C

Date of Birth 17-MAY-2009

Meeting Date 03-OCT-2023

Last

First

MI

## Section E: Present Level of Performance

Performance Area:

Reading

Category:

Reading

Assessment/Monitoring Process Used:

Teacher Reports, Student Work Samples, Informal Observations

State/District Assessment Results:

MAP Reading score (Fall '23) @ 206 (25th percentile). CAASPP 2023 ELA 2416 Not M

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

Strengths: On the Woodcock Johnson IV, Itamar scored in the average range on the Reading Cluster and the Letter-Word Identification subtest. He is able to read words one syllable, words with multiple syllables, words with silent letters, words with double consonants or vowels, and words that were unfamiliar to him. Itamar's teachers reported that he is able to comprehend materials used in his classes and he can summarize grade level literature and informational text. He is able to use context clues to determine the meaning of unfamiliar words, can identify the main idea and important information within the text and can recall information from his reading. Collectively, Itamar's teachers reported that he is reading at grade level.

Needs: On the Woodcock Johnson IV, Itamar scored in the low average range on the Reading Cluster, the Broad Reading Cluster, the Passage Comprehension subtest, and the Sentence Reading Fluency subtest. He is able to read some short passages and inferring the meaning of the passage from the context clues in the reading. He is able to read some short sentences, determine if the sentence is true or false, and circling the correct answer in a timed situation. Per teacher reports, Itamar demonstrates more difficulty at times with inferential comprehension and implied meaning in a text. Because of this, this may impact his ability to explain and articulate the author's purpose and how the author develops the point of view of the narrator or speaker in a text. Furthermore, his teachers believe that there is a need for Itamar to work on connotative and figurative meanings of words and phrases, and focus on improving his academic vocabulary. With support, Itamar can benefit from the use of graphic organizers to aid in his comprehension with writing prompts. He needs to reread passages to further his comprehension and understanding. Itamar may benefit from his accommodations offered to him in FAPE 1.

IMPACT STATEMENT: Itamar's Specific Learning Disability and challenges makes it difficult for his to comprehend grade level literature independently, which impacts his progress and involvement in the general education reading curriculum.

Performance Area:

Writing

Category:

Writing

Assessment/Monitoring Process Used:

Teacher Reports, Student Work Samples, Informal Observations

State/District Assessment Results:

MAP Language Usage score (Fall '23) - N/A CAASPP 2023 ELA 2416 Not M

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

Strengths: On the Woodcock Johnson IV, Itamar scored in the average range on the Written Language Cluster, the Broad Written Language Cluster, the Written Expression Cluster, the Writing Sample subtest, and the Sentence Writing Fluency subtest. Itamar is able to take the given writing prompts and write sentences that are in agreement with the writing prompt. He is able to write short sentences with specific information to use in a timed situation. Per teacher reports, Itamar demonstrates the ability to write simple and compound sentences using correct subject/verb agreements. Through work samples, his written responses to short answer comprehension questions are in complete sentences and offer some details to support the topic.

Needs: On the Woodcock Johnson IV, Itamar scored in the low average range on the Spelling subtest. He is able to spell some words that have more than one syllable, words with double consonants or vowels, words with silent letters, and words that are unfamiliar to him. Teachers reports indicate Itamar has difficulty writing complex sentences and struggles to follow the various steps to the writing process. As such, he needs to revise his work, so it reflects the specific purpose he is to be writing about, keeping in mind who his audience is. He also struggles with basic grammar conventions tied to writing which include proper usage of punctuation, capitalization, grammar, and in his spelling skills. He would likely benefit from written rubrics, clear directions, and graphic organizers when writing. He should continue to be encouraged to seek assistance and guidance with writing assignments. He needs to devote more time to brainstorming, planning, drafting, revising, and editing his work before submission. Itamar may benefit from his accommodations offered to him in FAPE 1.

IMPACT STATEMENT: Itamar's Specific Learning Disability and challenges with the ability to review, revise and edit his work affects his ability to apply grammar conventions which impacts his involvement and progress in the general education writing curriculum.

## INDIVIDUALIZED EDUCATION PROGRAM (IEP)

## Los Angeles Unified School District

Student SCHWARZKO

ITAMAR

C

Date of Birth 17-MAY-2009

Meeting Date 03-OCT-2023

Last

First

MI

## Section E: Present Level of Performance

Performance Area:

Math

Category:

Math

Assessment/Monitoring Process Used:

Teacher Reports, Student Work Samples, Informal Observations

State/District Assessment Results:

MAP Math score (Fall '23) @ 234 (60th percentile). CAASPP 2023 Math 2486 Not Met

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

Strengths: On the WJIV, Itamar scored in the average range on the Applied Problems subtest and the Math Facts Fluency subtest. He was able to solve word problems involving simple addition and subtraction. He was able to solve word problems when he had to choose the correct information to use, put that information into an equation, and solve the equation correctly. He was able to solve one step addition, subtraction, and multiplication in a timed situation. Reports indicate Itamar has a sound foundation in pre-algebra skills and demonstrates an understanding of Algebraic concepts. He exhibits proficiency in grade level basic math skills that involves commutative, associative, and distributive properties to add, subtract, multiply, and divide complex numbers

Needs: On the WJIV, Itamar scored in the low average range on the Mathematics Cluster, the Broad Mathematics Cluster, the Math Calculation Skills Cluster, and the Calculation subtest. He was able to solve some math computation problems involving division, proportions, reducing larger fractions, multiple step algebraic equations, and complex algebraic equations. He was able to solve some addition of fractions. He was able to solve someone and two step algebraic equations. He was able to solve some basic math word problems involving one calculation. Teacher reports indicate Itamar struggles in math computation with solving word problems and those involving more rigorous multi-steps word problems that require a greater ability to focus and sustain a task. These more rigorous series of multi-step linear problems and word problems at his independent reading level involve solving one variable and solving systems of equations both algebraically and graphically, and inequalities. Itamar will need to take notes during class, review them regularly, practice more on his newly learned math concepts, and ask for academic assistance with teacher modeling. Itamar may benefit from his accommodations offered to him in FAPE 1.

IMPACT STATEMENT: Itamar's Specific Learning Disability and challenges with grade level math problems impacts his involvement and progress in the general education math curriculum.

Performance Area:

Vocational Education

Category:

Vocational Education

Assessment/Monitoring Process Used:

Teacher Reports, Student Work Samples, Informal Observations

State/District Assessment Results:

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

Strengths: Teachers report Itamar is respectful to teachers and peers when in class. He appears to have friends and is social. Itamar maintains acceptable behavior, follows classroom rules, and appears motivated to do well per some of his teachers. His attendance and punctuality have also been outstanding thus far this freshman year. Overall, Itamar is a pleasure to have in class.

Needs: Despite being motivated to do well, some of Itamar teacher's report he can get easily distracted during structured time, especially if the subject matter is not interesting to him. It has been observed he does not take class notes and at times, does not focus on the task at hand. As such, he has not exhibited consistency with his executive functioning, more so his cognitive functioning (E.g., planning skills that are required to keep up with the demands of his educational classroom setting.) He has not demonstrated the ability to manage his classwork and complete all his assignments on time. Itamar can benefit from learning how to plan, be organized, and improve time management skills. Itamar can benefit from his accommodations offered to him in FAPE 1.

IMPACT STATEMENT: Itamar's Specific Learning Disability and challenges affects his ability to meet appropriate work habits in class, which impacts his progress and involvement in the general education curriculum.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student SCHWARZKO ITAMAR C Date of Birth 17-MAY-2009 Meeting Date 03-OCT-2023
Last First MI

Section F: Eligibility

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

[Empty text box for disability discussion]

For Initial IEP, interventions attempted prior to determining eligibility:

[Empty text box for interventions]

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:

- 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 SCHWARZKO ITAMAR C  
Last First MI

Date of Birth 17-MAY-2009

Meeting Date 03-OCT-2023

Section G: Annual Goals and Objectives

Performance Area: Reading Category: Reading Annual Goal #: 1

Given a grade-level literary text and a prompt (verbal or written), Itamar will write a response that states a claim based on an inference about the text, cites 3 pieces of supporting evidence, and interprets the evidence by explaining how it best supports the inference, showing proficiency in all three target areas (i.e., claim, evidence, and explanation) as measured by a teacher-created rubric for 3 out of 4 trials with 85% 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:

Given a grade-level literary text and a prompt (verbal or written), Dylan will write a response that states a claim based on an inference about the text, cites 3 pieces of supporting evidence, and interprets the evidence by explaining how it best supports the inference, showing proficiency in all three target areas (i.e., claim, evidence, and explanation) as measured by a teacher-created rubric for 1 out of 4 trials with 75% accuracy.

Incremental objective #2 related to the goal:

Given a grade-level literary text and a prompt (verbal or written), Dylan will write a response that states a claim based on an inference about the text, cites 3 pieces of supporting evidence, and interprets the evidence by explaining how it best supports the inference, showing proficiency in all three target areas (i.e., claim, evidence, and explanation) as measured by a teacher-created rubric for 2 out of 4 trials with 80% accuracy.

Date to be achieved: December 2023 MO/YR

Date to be achieved: March 2024 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		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		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		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		If "No" please explain: <input type="text"/>							

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student **SCHWARZKO** **ITAMAR** **C**  
 Last First MI

Date of Birth **17-MAY-2009**

Meeting Date **03-OCT-2023**

Section G: Annual Goals and Objectives

Performance Area: **Writing** Category: **Writing** Annual Goal #: **2**

When given a draft of his own work (e.g., from English, History, or Science), with minimal adult support, Itamar will correct at least 6 teacher-selected language convention skills (e.g., commas in compound and complex sentences, capitalization of proper nouns, vocabulary, punctuation, capitalization, and correct spelling using a reference) with 85% accuracy in 3 of 4 student drafts.

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:

When given a draft of his own work (e.g., from English, History, or Science), with minimal adult support, Itamar will correct at least 2 teacher-selected language convention skills (e.g., commas in compound and complex sentences, capitalization of proper nouns, vocabulary, punctuation, capitalization, and correct spelling using a reference) with 75% accuracy in 1 of 4 student drafts.

Incremental objective #2 related to the goal:

When given a draft of his own work (e.g., from English, History, or Science), with minimal adult support, Itamar will correct at least 4 teacher-selected language convention skills (e.g., commas in compound and complex sentences, capitalization of proper nouns, vocabulary, punctuation, capitalization, and correct spelling using a reference) with 80% accuracy in 2 of 4 student drafts.

Date to be achieved: **February** **2024** MO/YR

Date to be achieved: **May** **2024** 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		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		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		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		If "No" please explain: <input type="text"/>							



INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student **SCHWARZKO** **ITAMAR** **C**  
 Last First MI

Date of Birth **17-MAY-2009**

Meeting Date **03-OCT-2023**

Section G: Annual Goals and Objectives

Performance Area: **Math** Category: **Math** Annual Goal #: **3**

Through adult modeling, Itamar, at his independent reading level will solve quadratic equations by inspection, taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation, as measured by student work samples and informal observations with 85% accuracy in 3 out of 4 trials.

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:

Through adult modeling, Itamar, at his independent reading level will solve quadratic equations by inspection, taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation, as measured by student work samples and informal observations with 75% accuracy in 1 out of 4 trials.

Incremental objective #2 related to the goal:

Through adult modeling, Itamar, at his independent reading level will solve quadratic equations by inspection, taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation, as measured by student work samples and informal observations with 80% accuracy in 2 out of 4 trials.

Date to be achieved: **February** **2024** MO/YR

Date to be achieved: **May** **2024** 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:							
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:							
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 SCHWARZKO ITAMAR C  
Last First MI

Date of Birth 17-MAY-2009

Meeting Date 03-OCT-2023

Section G: Annual Goals and Objectives

Performance Area: Vocational Education Category: Vocational Education Annual Goal #: 4

Itamar will turn in all assignments for all classes on time, and improve time management skills by using his electronic/phone daily schedule calendar or school calendar to plan accordingly in order to maintain satisfactory grades 5 out 5 days a week with 90% 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:

Itamar will turn in all assignments for all classes on time, and improve time management skills by using his electronic/phone daily schedule calendar or school calendar to plan accordingly in order to maintain satisfactory grades 5 out 5 days a week with 80% accuracy.

Incremental objective #2 related to the goal:

Itamar will turn in all assignments for all classes on time, and improve time management skills by using his electronic/phone daily schedule calendar or school calendar to plan accordingly in order to maintain satisfactory grades 5 out 5 days a week with 85% accuracy.

Date to be achieved: February 2024 MO/YR

Date to be achieved: May 2024 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 Date:	2nd Reporting Period Date:	3rd Reporting Period Date:	4th Reporting Period (Secondary Only) Date:	Goal Achievement
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	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	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	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	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 SCHWARZKO  
Last

ITAMAR  
First

C  
MI

Date of Birth 17-MAY-2009

Meeting Date 03-OCT-2023

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.**  
*(Designated Supports and/or Accommodations identified below are applicable)*

**CAST Subject**  
Science

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student SCHWARZKO ITAMAR C Last First MI

Date of Birth 17-MAY-2009

Meeting Date 03-OCT-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: [dropdown]

Is the parent/guardian requesting official translation? Yes No Select Preferred Language: Hebrew [dropdown]

Specify the Individual Pages to be translated: [text box]

Special Requests: Parent requests translation of Assessment Report also [text box]

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... 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 24-MAY-2023 (Active) Review - Annual

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... Student experienced learning loss... Recoupment services consideration was documented on IEP dated 24-MAY-2023 (Active) Review - Annual

- 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 SCHWARZKO ITAMAR C MI  
Last First MI

Date of Birth 17-MAY-2009

Meeting Date 03-OCT-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

Method	Whom	When
Email	Sylvia Farris	21-SEP-2023

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

[Empty 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 3-OCT-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="Zohar Schwarzkopf"/>	<input type="text"/>
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" value="Itamar Sewartzkopt"/>	<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"/>	<input type="text"/>
Administrative Designee	<input type="text" value="Gaiane Galadjian"/>	<input type="text"/>
Special Education Teacher	<input type="text" value="Dan Williams"/>	<input type="text"/>
General Education Teacher	<input type="text" value="Joseph Hartley"/>	<input type="text"/>
School Psychologist	<input type="text"/>	<input type="text"/>
School Nurse	<input type="text" value="Annie Ghassemi"/>	<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"/>
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     
 Last First MI

Date of Birth

Meeting Date

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.

<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.



Student SCHWARZKO

ITAMAR

C

Date of Birth 17-MAY-2009

Meeting Date 03-OCT-2023

Last

First

MI

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

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

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

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student SCHWARZKO

ITAMAR

C

Date of Birth 17-MAY-2009

Meeting Date 03-OCT-2023

Last

First

MI

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):																		
	<table border="0"> <tr> <td data-bbox="305 422 337 451"><input type="checkbox"/></td> <td data-bbox="386 422 872 451">Diminished access to the full range of the curriculum</td> </tr> <tr> <td data-bbox="305 455 337 485"><input type="checkbox"/></td> <td data-bbox="386 455 1008 485">Missed general education instruction taught by highly qualified staff</td> </tr> <tr> <td data-bbox="305 489 337 518"><input type="checkbox"/></td> <td data-bbox="386 489 875 518">Rate at which student may earn credits for graduation</td> </tr> <tr> <td data-bbox="305 522 337 552"><input type="checkbox"/></td> <td data-bbox="386 522 764 552">Lack of opportunity for social interaction</td> </tr> <tr> <td data-bbox="305 556 337 585"><input type="checkbox"/></td> <td data-bbox="386 556 919 585">Lack of opportunities for age-appropriate peer role models</td> </tr> <tr> <td data-bbox="305 590 337 619"><input type="checkbox"/></td> <td data-bbox="386 590 899 619">Amount of socialization opportunities with typical peers</td> </tr> <tr> <td data-bbox="305 623 337 653"><input type="checkbox"/></td> <td data-bbox="386 623 872 653">Limited access to peers in student's home community</td> </tr> <tr> <td data-bbox="305 657 337 686"><input type="checkbox"/></td> <td data-bbox="386 657 951 686">Lack of exposure to appropriate behavioral models from peers</td> </tr> <tr> <td data-bbox="305 690 337 720"><input checked="" type="checkbox"/></td> <td data-bbox="386 690 1373 720">Other: Fully included in Gen Ed classes</td> </tr> </table>	<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: Fully included in Gen Ed classes
<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: Fully included in Gen Ed classes																		

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

IEP FAPE Part 1 - Eligibility, Placements and Supports

Student SCHWARZKO ITAMAR C  
 Last First MI

Date of Birth 17-MAY-2009

Meeting Date 03-OCT-2023

		Effective With this IEP	Future Changes Related to this IEP
	As of Date:	<input type="text"/>	<input type="text"/>
Eligibility: (from Page 4)		<b>Eligible (SLD)</b>	
	Final IEP Reason Final IEP Effective Date:		
Curriculum		General Education	
Placement	Type of School	Independent Charter School	
	Name of School	EL CAMINO REAL HS (CHARTER) (8617)	
Instructional Setting	Setting	General Education	
	Program	GE	
	Special Day Minutes/Wk	<input type="text"/>	<input type="text"/>
	Addresses Goals	1(Reading),3(Math),2(Writing),4(Vocational Education)	
Additional Factors	Low Incident Support	None	
	Assistive Technology Support	No	
	Transportation	None	
	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	1. Extended time on class and homework assignments (100%) and not including long-term projects, 2. Extended time on teacher made tests/quizzes (100%), 3. Copies of lecture notes/ peer notes (paper and/or digital) 4. Preferential seating near instruction and away from distraction 6. Taking tests in a testing center to reduce distractions 7. Clarified oral and written directions, 8. Check for understanding, 9. Prompts/cues to begin, sustain, and complete tasks, 10. Use of graphic organizers to organize ideas and to guide writing. 12. Verbal praise and positive feedback 13. Scaffolding or chunked assignments (breaking lengthy assignments down into smaller/manageable parts) 14. Use of a 4-function calculator for Math and Science. 15. Allow use of 3x5 flashcards to write down formulas, steps to use as a reference during class quiz or test to be turned in with the quiz or test. (Math and Science) State/District Testing-Designated Supports: See Section K	
	Instructional Modifications		
	Other Supports, including Non-Academic and Extra-curricular Activities		

<b>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.)</b>	<b>Do the Parent and the District (local educational agency) agree that a reassessment is unnecessary?</b>	<input checked="" type="radio"/> Yes <input type="radio"/> No	
	<b>If the Parent does not agree, specify the area(s) to be reassessed.</b>		
<b>Comments, as appropriate</b>			
<b>Low Incidence Equipment</b>			
<b>Assistive Technology Equipment</b>			
<b>Participation in General Education</b>	Itamar will be in the general education program with RSP support in English and Math.		



1(Reading)	Minutes/Interval:	250	
3(Math)	Minutes/Interval (Pullout from Gen Ed):	250	
2(Writing)	Service Delivery Model:	RSP: Direct Instruction Services*	
4(Vocational Education)	Learning Center Area:	ELA	
	Responsible Personnel:	Resource Specialist Teacher	

\*

<b>Service 3</b>	Start Date:	Effective on Signature Date	
<b>RSP</b>	End Date:		
<b>RSP</b>	Service applies to:	Regular	
	Frequency:	1-5	
This service addresses the following goals:	Interval:	Weekly	

3(Math)	Minutes/Interval:	100	
4(Vocational Education)	Minutes/Interval (Pullout from Gen Ed):	0	
	Service Delivery Model:	RSP: Collaborative Teaching and Planning*	
	RSP Area:	Math	
	Responsible Personnel:	General Education Teacher	
		Resource Specialist 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

12

## Part 4 - Compensatory Education/Recoupment Services Discussion

Learning loss and recoupment services were discussed at prior IEP.

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

The introductory statements were read, and participants were introduced. Itamar is a 9th-grade student who is enrolled in 30 credits out of 230 general credits required for graduation. This is a triennial IEP.

Itamar and mom participated in the IEP.

School nurse reviewed the health summary. Parent shared that Itamar is using patches for focus and attention. Student shared that at night he is taking melatonin to help him sleep. The school nurse encouraged mom if at any point Itamar starts re-taking the growth hormone let us know.

General education teacher, who teaches

Special education teachers reviewed the IEP goals from the previous years, present levels of performances, goals, accommodations. He summarized the academic assessment.

All of Itamar's teachers shared that he is a pleasure to teach and have in class.

Student shared that he is reading a book titled 'The child with an IEP'. The book is very interesting to him. His mom recommended it for him. While doesn't like reading that much, he is interested reading this particular book. In his English and History classes Itamar needs to take the time to read the materials then respond. In Math Itamar has some challenges using operations: addition and subtraction, multiplication and division with fractions. Itamar is learning self-advocacy skills.

Parent overall wanted to know how to support Itamar so that he will do better in school.

Learning loss and recoupment services were discussed at prior IEP. Parent counseling and training information have been provided.

In the event of an emergency school closure resulting in an inability to provide in-person instruction and/or services for more than ten (10) school days, the IEP Team agrees that during the time of closure or distance learning, the IEP shall be implemented as follows: The student will be provided access to the distance learning opportunities offered by the school to all students, and related services indicated on FAPE Part 2 will be provided remotely/virtually to the greatest extent possible. Supports indicated on FAPE Part 1 that are specific to remote instruction/distance learning will become active. Additional details regarding instruction, supplementary aids and services, and transition services in the event of a school closure are indicated in the FAPE Part 2 Summary of Services - Alternative Remote/Distance Learning section. In the event of a school closure where the School does not implement educational opportunities during the time of closure for any students, the Team agrees that all special education services will be suspended until educational opportunities resume. All days of such a full school closure (when exceeding 10 days) in which educational opportunities are not implemented shall be considered a period in between student's regular school sessions for purposes of special education timelines, including IEP meetings and assessments. When school resumes, the IEP team agrees that the changes outlined above will cease and the original IEP will be implemented.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

(SLD, pg. 1 of 1)

Student SCHWARZKO ITAMAR C
Last First MI

Date of Birth 17-MAY-2009

Meeting Date 03-OCT-2023

SPECIFIC LEARNING DISABILITIES CERTIFICATION

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

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

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

If Yes, describe

Large empty box for describing medical conditions.

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

If Yes, describe

Large empty box for describing behavior in general education setting.

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 SCHWARZKO ITAMAR C  
 Last First MI

Date of Birth 17-MAY-2009 Meeting Date 03-OCT-2023

**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</b>									
<b>Parent Signature:</b>									
Service Code	Service Desc	Start Date	Service Applies To	Interval	Frequency	Area	Total Minutes	Addresses Goal(s)	No Consent
RSP	RSP	Effective on Signature Date	Regular	Weekly	1-5	RSP-Literacy/ELA/ELD	100	Reading, Writing, Vocational Education	--
RSP	RSP	Effective on Signature Date	Regular	Weekly	1-5	RSP-Math	100	Math, Vocational Education	--
RLC	RSP: Learning Center - Roster Carrying	Effective on Signature Date	Regular	Weekly	1-5	RLC-ELA	250	Reading, Math, Writing, Vocational Education	--

**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"/>
Transition Services	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input 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.**

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

(ITP, pg. 1 of 3)

Student SCHWARZKO ITAMAR C  
 Last First MI

Date of Birth 17-MAY-2009

Meeting Date 03-OCT-2023

INDIVIDUAL TRANSITION PLAN (ITP)

- Student was invited to IEP meeting:  Yes
- Student received mentoring:<sup>info</sup>  Yes  No
- Student referred and placed in an outside agency:<sup>info</sup>  Yes  No
- If yes, name of agency:
- Student participated in Work Experience Education:<sup>info</sup>  Yes  No
- Student received college awareness preparation:<sup>info</sup>  Yes  No
- Student received career awareness:<sup>info</sup>  Yes  No

Achievement of Transition Activities from Current ITP (not if first ITP)

Area	Completed	If no, indicate reason
Education/Training Activity	<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> First ITP	<input type="text"/>
Employment Activity	<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> First ITP	<input type="text"/>
Independent Living Skills Activity (as needed)	<input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> N/A	<input type="text"/>

Section 1: Education/Training

Assessment (at least one assessment must be completed in this area).	Date	Assessment Name and Results: Indicate interests/abilities and area(s) of need (if applicable)
Transition Surveys, Checklists, or Informal Questionnaires <input type="text"/> If other? <input type="text"/>	22-SEP-2023	Student survey: Itamar would like to attend college and play sports at the collegiate level. An area of study has not been determined as of yet.
<input type="text"/> If other? <input type="text"/>	<input type="text"/>	<input type="text"/>

Education/Training Postsecondary Goal

Upon completion of high school, the student will:  If other?

enroll in and attend 2 or 4 year college

Education/Training Activity to Support Goal	Timeline	Person/Agency Responsible
develop a list of high school courses needed for college entrance and develop a schedule for completing them in the remaining years of high school	21-SEP-2024	<input type="text"/> Student <input type="text"/> <input type="text"/> Parent/Guardian/Family <input type="text"/> <input type="text"/> Other School Staff <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
If other? <input type="text"/>		

Student SCHWARZKO ITAMAR C  
Last First MI

Date of Birth 17-MAY-2009

Meeting Date 03-OCT-2023

INDIVIDUAL TRANSITION PLAN (ITP)

Section 2: Employment

Table with 3 columns: Assessment (at least one assessment must be completed in this area), Date, Assessment Name and Results: Indicate interests/abilities and area(s) of need (if applicable). Row 1: Transition Surveys, Checklists, or Informal Questionnaires, 22-SEP-2023, Student survey: Itamar would like to become a professional athlete and make a career as an NBA basketball player.

Employment Postsecondary Goal: Upon completion of high school, the student will: be competitively employed. If other?

Table with 3 columns: Employment Activity to Support Goal, Timeline, Person/Agency Responsible. Row 1: identify training requirements needed for various occupations of interest, 21-SEP-2024, Student, Parent/Guardian/Family, Other School Staff.

Section 3: Independent Living (as needed)

Table with 3 columns: Assessment (at least one assessment must be completed in this area), Date, Assessment Name and Results: Indicate interests/abilities and area(s) of need (if applicable). Two empty rows.

Independent Living Postsecondary Goal: Upon completion of high school, the student will: . If other?

Table with 3 columns: Independent Living Activity to Support Goal, Timeline, Person/Agency Responsible. One empty row.

Student SCHWARZKO

ITAMAR

C

Date of Birth 17-MAY-2009

Meeting Date 03-OCT-2023

Last

First

MI

Date

INDIVIDUAL TRANSITION PLAN (IEP)

**Course of study:** A multi-year description of student's coursework from current year to anticipated exit year, in order to enable the student to meet their postsecondary goal.

A course of study (or IGP) was reviewed with parent and student in relation to:

Courses completed:  Yes  No

Courses currently enrolled in:  Yes  No

Courses still needed:  Yes  No

IGP or course of study was provided to the parent or student over age 18 as required:  Yes

Student is working towards:  Certificate of Completion  Diploma

Additional courses/activities discussed that may support post secondary goals (e.g. SLC participation, electives or instruction related to postsecondary goals, community experiences, participation in other school clubs or organizations, etc.) NOTE: these are suggestions and contingent to availability:

Itamar is encouraged to tryout for the ECRCHS basketball program. In addition, Itamar should also explore the various clubs offered while attending ECRCHS.

**Future Agency Involvement:**

Are there agencies currently or prospectively providing or paying for transition services?  Yes  No

Do you give permission to the District to invite these agencies to the next IEP in which transition services will be reviewed?  Yes  No

Agency Name:

Agency Name:

Agency Name:

- |  |   |
|--|---|
| 1. Does the student's IEP include appropriate measurable postsecondary goals that cover education/training, employment and, as needed, independent living? <i>info</i>   | 1. <input checked="" type="checkbox"/> Yes                        |
| 2. Are the postsecondary goals updated annually? <i>info</i>   | 2. <input checked="" type="checkbox"/> Yes                        |
| 3. Is there evidence that the measurable postsecondary goals were based on age appropriate transition assessment? <i>info</i>  | 3. <input checked="" type="checkbox"/> Yes                        |
| 4. Are there transition services that will reasonably enable the student to meet their postsecondary goals? <i>info</i>  | 4. <input checked="" type="checkbox"/> Yes                        |
| 5. Do the transition services include a course of study that is a multi-year description of coursework from the student's current year to anticipated exit year and that is designed to help the student achieve the identified postsecondary goals? <i>info</i> | 5. <input checked="" type="checkbox"/> Yes                        |
| 6. Is (are) there annual IEP goal(s) related to the student's transition services needs? <i>info</i>   | 6. <input checked="" type="checkbox"/> Yes                        |
| 7. Is there evidence that the student was invited to the IEP team meeting where transition services were discussed? <i>info</i>  | 7. <input checked="" type="checkbox"/> Yes                        |
| 8. If appropriate, is there evidence that a representative of any participating agency was invited to the IEP team meeting with the prior consent of the parent or student who has reached the age of majority? <i>info</i>                                      | 8. <input type="radio"/> Yes <input checked="" type="radio"/> N/A |