Student Identificati	on	200127X256		SSID	8294685467		Elig	ible (SLD)
Number Student MIZRAH	I M	AV	М			Date of Birth:	15	-JUL-2016
Last		First	M			Date of Dirtin.	15	JOL 2010
				Section A	Meeting Information			
	Perti	nent Dates				Type of 1	Meeting	
ate of Initial IEP Team	Meeting	23-MAR-202	2		OInitial		Amendn	nent of IEP dated
ate of Present Meeting		15-FEB-2024						
nnual Review to be con	nducted by	15-FEB-2025			O Annual Review		Early St	art Transition
ext Three Year Review nducted by	will be	12-MAR-202	6		O Three Year Review	V	CExpulsio	on Analysis
nree Year Review or Ev as conducted on	valuation	13-MAR-202	3		Other		🔿 Individu	al Transition Plan
ransition to Kindergartonducted by	en to be)		
ocation of Meeting	[]	NESTLE AVE C	HARTER		District Name	Los Angel	es Unified S	chool Distri
				Section B	: Student Information			
ate of Birth	15-JUL-20	016	Age		7	Grade		2
ender	🔿 Male 🤇	Female	Ethnic	Code	White			
ocation of the Psych	SPED SVC	C CTR-NORT	Studer Folder	nt has no Psy	ch 🗌			
ocation of the Cum older	NESTLE A	AVE SPS	Folder					
ome Language	English		Studer	nt Language	English	Alternate M Communica		
ome Address of udent	5023 LINI	DLEY AVE						
ity	TARZANA	A CA	ZIP Co	ode	91356			
ome Telephone	(818) 697-	2227	Daytin	ne Telephone	2	Emergency	Telephone	
chool of Attendance	Nestle Ave	Charter	Locati	on Code	5452			
chool of Residence	Nestle Ave	Charter	Locati	on Code	5452			
ame of arent/Guardian			Teleph	ione				
ddress								
ty		CA	ZIP Co					
rogate Parent			Teleph					
ttends CURRENT SC the following	HOOL as a r	result of one	Attends	School of R	esidence 🗸	•		
the student living in a ome (FFH)?	Family Foste	r O _N	$O \bigcirc Yes$		FFH#			
FFH Provider related	to student?		Yes		Relationship			
censed Children's Inst	itution	\bigcirc N	$O \cap Yes$		LCI Name			
					LCI#			
ut of the home placeme	ent made by	-	egional Cen		O Department of Ment	al Health	O Departme	ent of Children's Services
			perior Cou	rt	O Other			
hild's family living wit oundaries?	hin LAUSD's	O_{N}	o 🔘 Yes					

.os Angeles	Unified School	l District	IN	DIVII	DUALIZ	ZED EDUC	CATION PROGRAM (IEP)	Page 2 of 2
0	MIZRAHI	MAY	M				Date of Birth 15-JUL	-2016	
	Last	First		MI	Sectio	n C• Lang	uage Acquisition		
anguage Cla	ssification.					sh Only	augenequisition	Start Date:	
						-		Reclassification Date:	
	y Parent Request:				⊖ Ye	s 🔿 No			
		l Performance Desc	-				►	Test Date:	
Alternate ELI Descriptor:	PAC Performance	Level and Performa	ance				♥	Test Date:	
				Sect	tion D: (Goal Achiev	vement from Current IEP		
					Achie	ved			
Goal for: (er	ample - Reading)		Ye	es	No	If No, explain the reason	the goal/objective was not achieved	
1	Articulation			C)	\bigcirc	Did not meet accuracy p	ercentage	
Category	Articulation/I	Phonological Proces	s 🗸					C	
	Objective 1 m	et		(0			
	Objective 2 m	et		(0			
2	Visual Motor			C		0	Not at frequency and req	uires more cues	
Category	Visual Motor		♥)		-				
	Objective 1 m	et		(\bigcirc			
	Objective 2 m			C		\bigcirc	Not at frequency, requir	es more cues	
3	Math			C		$\overline{\mathbf{O}}$	Did not meet % goal		
Category	Math		~				Bia not meet /o gour		
	Objective 1 m	et		(0			
	Objective 2 m			C		$\overline{\mathbf{O}}$	Did not meet % goal		
4	Writing			Ċ		$\overline{\mathbf{O}}$	Need to reevaluate		
Category	Writing		~				Treed to reconduce		
	Objective 1 m	et				0			
	Objective 2 m	et		C		0	Did not meet % goal		
5	Reading			Ċ		0	Need to reevaluate		
Category	Reading		~						
	Objective 1 m	et		C)	\bigcirc	Did not meet % goal		
	Objective 2 m	et		Ċ		0	Did not meet % goal		
6	Visual Motor			C		$\overline{\mathbf{O}}$	Requires more cues and	not at this frequency	
Category	Visual Motor		~				requires more cues and	not at and nequency.	
	Objective 1 m	et		(\bigcirc			
	Objective 2 m	et		C		\bigcirc	Requires additional cue	S	
7				Ċ		0			
Category			•		-	~			
	Objective 1 m	et		C)	0			
	Objective 2 m			Ċ		Õ			
8				Ċ		Õ			
Category			•		-	\sim			
	Objective 1 m	et		C)	0			
	Objective 2 m			Ċ		Õ			
9						0			
Category			~		-	\smile			
- /	Objective 1 m	et		C)	0			
	Objective 2 m			C		0			
10				C		0			
Category			~		/	\bigcirc			
	Objective 1 m	et		C)	\bigcirc			
	Objective 2 m			C		0			

Los Angeles	s Unified Schoo	d District		INDIVIDU	JALIZED ED	UCATION PROGR	AM (IEP)		Page 3
0	MIZRAHI	MAY		М		Date of Birth	15-JUL-2016	Meeting Dat	e 15-FEB-2024
	Last	Fir	st	MI	on E: Present	t Level of Perform	ance		
Performance	Area:		Reading	Section	on E. Tresen		ance		
Category:			Reading	ç		~			
Assessment/N	Monitoring Proces	ss Used:	work sam	nples, teacher s	survey, observa	tion			
State/District	Assessment Resu	ults:	Dibels						
Current Perfo	ormance/Assessm	ent Summar	y (include	student strengt	hs, student nee	ds and impact of disa	ability on student pe	erformance):	
will attempt		what, where	and how qu	uestions about				signment that is read alo in ideas of a simple text.	
May is unab throughout t a story. May speech. Late Impact of D	ble to make sound the year. May stru y is unable to iden est dibels assessm Disability: May's o	Is from all the aggles to create tify the beginent shows he eligibility of	e letters or ate and stat nning, mid er well belo	letter patterns te a series of rh ldle and end of ow benchmark	. She is unable syming words. f a story. May s . May struggle	to read common irre May has not yet show truggles to read aloud s to decode spelling-s	gular sight words the wn the ability to ide d with fluency in a sound corresponden	vowel team and conson- nat have been introduced intify plot, setting, or ch manner that sounds like aces for the common vo- non vowel teams which i	aracters in natural wel teams.
0	cation reading cu	rriculum.	Waitin a						
Performance	Area:		Writing			••			
Category:	Acuitanin a Ducca	an Handi	Writing	nples, teacher s		▼			
	Monitoring Proce		work san	npies, teacher s	survey, observe	uion			
	Assessment Resu		Caralia da	· · · 1· · · · · · · · · ·	1	ds and impact of disa	1.11.4)	
her sentence write brief of grade level a appropriate Impact of D	es or capitalize the lescriptions of ob- appropriate sight to the task and/ o	e first letter i jects, people words. May r purpose. eligibility of	n sentence , places or struggles t SLD affec	events. May has not events. May h to capitalize pro- ts her ability to	t shown an abil as not shown t oper nouns. Ma o write sentenc	ity to write short, cor hat she can consistent ay struggles to write s	nplete, coherent ser tly spell three and for sentences in which	will not use periods at the thences. May is currently our letter short vowel w the development/ organ on are appropriate to the	y unable to ords or ization are

Los Angele	a Unified Sabaa	Distriat		INDIVII	DUALIZEI	D EDUCA	TION PRO	OGRA	AM (IEP)			Pa
Los Angele Student	s Unified Schoo MIZRAHI	MAY		М			Date of B	Birth	15-JUL-2016	Meet	ng Date	15-FEB-2024
	Last	Fir	st	MI								(
erformance	A		Math	Sec	ction E: Pr	resent Lev	el of Pert	forma	ance			
	Area:		_									
Category:	Manife dina Davas	TI 1.	Math			V						
	Monitoring Proce		work sa	mples, teache	er survey, ot	bservation					\exists	
				, atradaut atua	nothe stude		. d :	f diant	hiliter og student nor	famman aa).		
Strengths: 1		int and read i	numbers u						bility on student per ets up to 10, when u		ard or co	unters.
Needs: Ma digit addition ability to un	y is unable to cou on/subtraction pro	int and read r blems indep evel math voo	numbers f endently. cabulary, s	May is unabl	le to find the	e sum of the	ree 1 digit :	numbe	ount by 2s, 5s and 10 ers (1+2+3). May ha struggles to orally co	is not yet demo	nstrated	the
Impact of l which impa	Disability: May's a acts her ability to p	eligibility of participate in	SLD affe a general	ects her ability l education m	y to orally control of the second sec	ount/read/v lum.	vrite and id	lentify	v place value of each	digit for whol	e number	rs to 1000
Performance	Area:											
Category:						~						
ssessment/	Monitoring Proce	ss Used:										
tate/Distric	t Assessment Rest	ults:										
Current Perf	ormance/Assessm	ent Summar	y (include	e student strer	ngths, stude	nt needs an	id impact o	of disal	bility on student per	formance):		

Los Angeles Unified School Dis	trict	INDIVIDUALIZ	ZED EDUCATION PROGRA	AM (IEP)		Page
	IAY	Μ	Date of Birth	15-JUL-2016	Meeting Date	15-FEB-2024
Last	First	MI			8	
erformance Area:	Articul		Present Level of Performa	ance		
ategory:		lation/Phonological Pr	rocesses 🗸			
ssessment/Monitoring Process Use		al, observation				
ate/District Assessment Results:	n/a					
urrent Performance/Assessment Su		le student strengths, stu	ident needs and impact of disa	hility on student perform	nance).	
BACKGROUND INFORMATION May is a 7 year 7 month old girl er nas been receiving 30 minutes per May will produce /r/ in all position AREAS OF STRENGTH: May has made excellent progress the herapy environment, but with pro- speech sounds correctly in sentence	nrolled in a 2nd week of group is of words in s towards her spe npting provide	speech therapy to addr sentences with adequate eech goal, and has met	ess her articulation needs. She e volume in 4/5 opportunities, most of her goal. May continu	has been working towar with 80% accuracy, give es to speak with low vol	rds her goal which st en minimal prompts/ ume when in a struc	ates, cues.' tured
Continued below						
erformance Area:	Articul	lation cont.				
ategory:	Articu	ulation/Phonological Pr	rocesses 🗸			
ssessment/Monitoring Process Use	ed: Inform	al, observation				
ate/District Assessment Results:	n/a					
May's eligibility of SLD and chall n her educational curriculum. Angeline Betts, MS, CCC-SLP Speech-Language Pathologist	enges whither		r nei uonity to communicate p	roporty which impacts i		progress

Los Ageles Unified School District Sudden UZARHI MA M Date of Birth [5:10]:001 Meeting Date [5:FEB-202] Sudden Viral No M Sociols E: Present Level of Performance Performance: Area: Visual Monr. Skills — — — — — — — — — — — — — — — — Main Morr — — — — — — — — — — — — — — — — — — — — — — — … … … … … … … … … … … … … … … … … … … … … … … … … … … … … … … … … … … … … … … … …	Student MZRAHI MAY M Date of Birth 15-JUL-2016 Meeting Date 15-FEB-2024 Last First MI Section E: Present Level of Performance Performance Area: Visual Motor Category: Visual Motor State/District Assessment/Monitoring Process Used: OT session observations; Staff interview; record and written work review State/District Assessment/Monitoring Process Used: OT session observations; Staff interview; record and written work review State/District Assessment/Monitoring Process Used: OT session observations; Staff interview; record and written work review Student's Areas of Strength: May demonstrates progress in visual motor skills. May achieved objective one of her current visual motor skill goal as she can complete a tabletop activity (writing, confins, etc.) with 80% accuracy for mechanics, 1-2 wethal moder and cut simple and more complex shapes keeping writhin 1/8 inch of the lines. May continues to utilize a functional right hand digital grasp and is able to identify all letters of the alphabet (both upper- and letters). May demonstrates progress as she is able to coory lance trace from both near and far point model with accuracy for sizing, spacing, and line regard. She benefits from and requires a visual modor for all writing tasks. Performance Area: Visual Motor Category: Visual Motor Skill imperitor write work examples, and occupational herary sysession observations, Ma		- 11	D'		INDIVIDUAI	LIZED EDUCATION PROGR	RAM (IEP)		Pag
Last First MI Section E: Present Level of Performance Performance Area: Visual Motor Skills Category: Visual Motor Skills Category: Visual Motor Visual Motor Skills Assessment/Monitoring Process Used: OT session observations; Staff interview; record and written work review State/District Assessment Results:	Last First MI Section E: Present Level of Performance Performance Area: Visual Motor Skills Category: Visual Motor Skills Category: Visual Motor Visual Motor Visual Motor Skills (OT session observations; Staff interview; record and writen work review State/District Assessment Results: OT session observations; Staff interview; record and writen work review Student's Areas of Strength: May demonstrates some progress in visual motor skills. May achieved objective one of her current visual motor skill goal as she can complete a tabletop activity (writing, ecity, outing, erafts, etc.) with 80% accuracy for mechanics, 1-2 verbal cues, 4 of 5 trials. May demonstrates great visual motor skills outper- and lower-case letters). May demonstrates progress as she is able to color within the designated boundary lines and cut simple and more complex shapes keeping within 1/Kinch of the lines. May continues to utilize a functional right hand digital grasp and is able to identify all letters of the alphabet (both upper- and lower-case letters). May demonstrates progress as she is able to copy 1 sentence from both near and far point model with accuracy for sizing, spacing, and line regard. She benefits from and requires a visual model for all writing tasks. Performance Area: Visual Motor vita vita model for all writing tasks. Current Performance/ Assessment Summary (include student strengths, student needs and impact of disability on student performance): Student's Areas of Need: Per interview with classroom teacher, written work examples, and occupational therapy session observations dup visual motor skills impacting her abilit	0				M	Data of Binth	15-IIII -2016	Monting Data	15_FFB_2024
Performance Area: Visual Motor Skills Category: Visual Motor Assessment/Monitoring Process Used: OT session observations; Staff interview; record and written work review State/District Assessment Results: Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Student's Areas of Strength: May demonstrates some progress in visual motor skills. May achieved objective one of her current visual motor skill goal as she can complete a tabletop activity (writing, calc, buy ths MyA accuracy for mechanics, 1-2 verbal cues, 4 of 5 trials. May demonstrates great visual motor skill progress with coloring and cutting (crafts), as she is able to color within the designated boundary lines and cut simple and more complex shapes keeping within I/Kinch of the lines. May continues to utilize a functional right hand digital grasp and is able to identify all letters of the alphabet (both upper- and lower-case letters). May demonstrates progress as she is able to copy I sentence from both near and far point model with accuracy for sizing, spacing, and line regard. She benefits from and requires a visual model for all writing tasks. Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Student's Areas of Need: Per interview with classroom teacher, written work examples, and occupational therapy session observations (May continues to demonstrate challenges in the area of visual motor skills impacting her ability to copy information from both near and far point models with functional legibility and accuracy for spacing and line adherence. Academic related challenges, such as great addifficulty with proper spacing difficulty with words and between words). May alo domonstrates, May ontinues to have difficulty with proper spacing (between letters within words and between words) with a just densor to visual motor skills impacting her ability to copy information from both near and far point	Performance Area: Visual Motor Skills Category: Visual Motor Visual Motor Visual Motor Visual Motor Skills Category: Visual Motor Visual Motor Visual Motor Visual Motor Skills (OT session observations; Staff interview; record and written work review State/District Assessment Results: Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Student's Areas of Strength: May demonstrates some progress in visual motor skills. May achieved objective one of her current visual motor skill goal as she can complete a tabletop activity (writing, coloring, crafts, cite, with 80% accuracy for mechanics, 1-2 verbal cues, 4 of 5 trials. May demonstrates great visual motor skill progress with coloring and cutting (crafts), as she is able to color within the designated boundary lines and cut simple and more complex shapes keeping within 1/8inch of the lines. May continues to ultize a functional right hand digital grasp and is able to identify all letters of the alphabet (both upper- and lower-case letters). May demonstrates progress as she is able to copy I sentence from both near and far point model with accuracy for sizing, spacing, and line regard. She benefits from and requires a visual model for all writing tasks. Performance Area: Visual Motor Skills impacting her ability to copy information from both near and far point models with functional legibility and accuracy for spacing and line advence. May continues to have difficulty with proper spacing loberate to maximum (3+) visual/verbal uedos). May also demonstrate challenges in the area of visual motor skills impacting her ability to copy information from both near and far point	Studelli			st	MI			Meeting Date	13-1 ED-2024
Category: Visual Motor State/District Assessment Xeasures: Visual Motor Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Student's Areas of Strength: May demonstrates some progress in visual motor skills. May achieved objective one of her current visual motor skill goal as she can complete a tabletop activity (writing, coloring, crafts, etc.) with 80% accuracy for mechanics, 1/2 verbal cues, 4 of 5 trials. May demonstrates great visual motor skills or color within the designated boundary lines and cut simple and more complex shapes keeping within 1/8inch of the lines. May continues to utilize a functional right hand digital graps and is able to identify all letters of the alphabet (both upper- and lower-case letters). May demonstrates great visual motor skills or color within the designated boundary lines and cut imple and more complex shapes keeping within 1/8inch of the lines. May continues to utilize a functional right hand digital graps and is able to identify all letters of the alphabet (both upper- and lower-case letters). May demonstrates progress as she is able to copy 1 sentence from both near and far point model with accuracy for sizing, spacing, and line regard. She benefits from and requires a visual model for all writing tasks. Performance Area: Visual Motor Continued Category: Visual Motor Staff interview; record & written work review State/District Assessment Summary (include student strengths, student needs and impact of disability on student performance): Student's Areas of Need: Per interview with classroom teacher, written work examples, and occupational therapy session observations, May continues to demonstrate some grang and line difference. May edificulty with progres spacing (between letters within work and between works). May also demonstrates some letter reversals when she is not referencing the visual model. May requires moderate to maximum (3-4) visual/verbal cue at this time for written work task t	Category: Visual Motor Assessment/Monitoring Process Used: OT session observations; Staff interview; record and written work review State/District Assessment Results: Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Student's Areas of Strength: May demonstrates some progress in visual motor skills. May achieved objective one of her current visual motor skill poorges with ocloring and cutting (crafts), sas he is able to color within the designated boundary lines and cut simple and more complex shapes keeping within 1/8inch of the lines. May continues to utilize a functional right hand digital graps and is able to identify all letters of the alphabet (both upper- and lower-case letters). May demonstrates grapers as she is able to color within the designated boundary lines and cut simple and more complex shapes keeping within 1/8inch of the lines. May continues to utilize a functional right hand digital graps and is able to identify all letters of the alphabet (both upper- and lower-case letters). May demonstrates progress as she is able to copy 1 sentence from both near and far point model with accuracy for sizing, spacing, and line regard. She benefits from and requires a visual model for all writing tasks. Performance Area: Visual Motor Continued Category: Visual Motor visual motor skills impacting her ability to copy information from both near and far point model with accuracy for sestom observations; Staff interview; record & written work review State/District Assessment Summary (include student strengths, student needs and impact of disability on student performance): Student's Areas of Nee						E: Present Level of Perform	ance		
Assessment/Monitoring Process Used: Image: Control of the session observations; Staff interview; record and written work review State/District Assessment Results: Image: Control of the session observations; Staff interview; record and written work review Student's Areas of Strength: May demonstrates some progress in visual motor skills. May achieved objective one of her current visual motor skill goal as she can complete a tabletop activity (writing, coloring, crafts, etc.) with 80% accuracy for mechanics, 1-2 verbal cues, 4 of 5 trials. May demonstrates great visual motor skill progress with coloring and cutting (crafts), as she is able to cool vitin the designated boundary lines and cut simple and more complex shapes keeping within 1/8inch of the lines. May continues to utilize a functional right hand digital grasp and is able to identify all letters of the alphabet (both upper - and lower-case letters). May demonstrates great visual motor skills on and requires a visual model for all writing tasks. Performance Area: Visual Motor Continued Category: Visual Motor State/District Assessment Results: OT session observations; Staff interview; record & written work review Student's Areas of Need: Per interview with classroom teacher, written work examples, and occupational therapy session observations, May continues to demonstrate sprease within words and between words). May also demonstrate some letter reversals when she is not referencing the visual moder. May requires moderate to maximum (3+) visual/verbal use at the fortful and she lacks the automaticity at this time. May also receives RSP support to assist with sude and anderence. May contine related halenges, such as great ifficulty with reading and recal	Assessment/Monitoring Process Used: () T session observations; Staff interview; record and written work review State/District Assessment Results: () Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Student's Areas of Strength: May demonstrates some progress in visual motor skills. May achieved objective one of her current visual motor skill goal as she can complete a tabletop activity (writing, coloring, crafts, etc.) with 80% accuracy for mechanics, 1-2 verbal cues, 4 of 5 trials. May demonstrates great visual motor skill progress with coloring and cutting (crafts), as she is able to color vitinn the designated boundary lines and more complex shapes kceping within 1/8inch of the lines. May continues to utilize a functional right hand digital graps and is able to identify all letters of the alphabet (both upper - and lower-case letters). May demonstrates progress as able is able to color vitinn the designated boundary lines and more complex sizing, spacing, and line regard. She benefits from and requires a visual model for all writing tasks. Performance Area: Visual Motor Continued Category: () Visual Motor () State/District Assessment Results: () Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Student's Areas of Need: Per interview with classroom teacher, written work examples, and occupational therapy session observations, May continues to demonstrate some letter or visual motor skills impacting her ability to copy information from both near and f	Performance	Area:		Visual N	Aotor Skills				
State/District Assessment Results: Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Student's Areas of Strength: May demonstrates some progress in visual motor skills. May achieved objective one of her current visual motor skill goal as she can complete a tabletop activity (writing, coloring, crafts, etc.) with 80% accuracy for mechanics, 1-2 verbal cues, 4 of 5 trials. May demonstrates great visual motor skill progress with coloring and cutting (crafts), as she is able to color within the designated boundary lines and nore complex shapes keeping within 1/8inch of the lines. May continues to utilize a functional right hand digital grass and is able to identify all letters of the alphabet (both upper- and lower-case letters). May demonstrates progress as she is able to color within the designated boundary lines and more complex sizing, spacing, and line regard. She benefits from and requires a visual model for all writing tasks. Performance Area: Visual Motor Continued Category: Visual Motor Continued Category: Visual Motor Continued Cutrent Performance/Assessment Results: Current Performance/Assessment Results: Current Performance/Assessment Results: Current Performance/Assessment Results: Current Assessment Results: Current Performance/Assessment Results: Current	State/District Assessment Results: Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Student's Areas of Strength: May demonstrates some progress in visual motor skills. May achieved objective one of her current visual motor skill goal as she can complete a tabletop activity (writing, coloring, crafts, etc.) with 80% accuracy for mechanics, 1-2 verbal cues, 4 of 5 trials. May demonstrates great visual motor skill progress with coloring and cutting (crafts), as she is able to color within the designated boundary lines and nore complex shapes keeping within 1/8inch of the lines. May continues to utilize a functional right hand digital grass and is able to identify all letters of the alphabet (both upper- and lower-case letters). May demonstrates progress as she is able to color within the designated boundary lines and more complex sizing, spacing, and line regard. She benefits from and requires a visual model for all writing tasks. Performance Area: Visual Motor Continued Category: Visual Motor Continued Category: Visual Motor Continued Cutrent Performance/Assessment Results: Current Performance/Assessment Results: Current Performance/Assessment Results: Current Performance/Assessment Results: Current Assessment Results: Current Performance/Assessment Results: Current	Category:			Visual N	Motor	►			
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Student		ol District		LIZED EDUCATION PROGR			
	MIZRAHI Last	MAY First	M	Date of Birth	15-JUL-2016	Meeting Date	15-FEB-2024
	Last	FIISt	1411	Section F: Eligibility			
applicable,	areas discussed 1	elated to disability	y or suspected disabili	ty:			
		1	1,				
or Initial IE	P, interventions a	ttempted prior to o	letermining eligibility	:			
ligible as a	student with the c	lisability of:					
ode:	SLD	Spe	cific Learning Disabil	ity			
	ONot Applicat	ole, OB	lind or	OPartially Sighted			
dditional Lo	ow Incidence Elig	gibility (only for V	/I, DBL, DEA, HOH,	or severe OI):			
Code:							
	ONot Applicat	ole, \bigcirc_{B}	lind or	OPartially Sighted			
Does not	meet eligibility c	riteria for Special	Education Services (I	nitial IEP).			
r			(
No Longe	r Eligible for Sp	ecial Education Se	ervices (Review IEP).				
No Longe	r Eligible (Effect						
Date):							
This is a l	Final IEP, the stud	lent remains eligit	ole for Special Educat	ion Services until the Effective D	ate below.		
				Final IEP Effe	ctive Date:		
	ason:						
inal IEP Rea		d and agrees that	t the educational nee	ds of the student are not prima	rily due to:		
Final IEP Rea		d and agrees that		ds of the student are not primation or any Physical Disability	_	Lack of instruction in read	ding
inal IEP Rea The IEP Tea	m has considere		🗹 Temj	porary Physical Disability	Z	Lack of instruction in read	e
inal IEP Rea The IEP Tea Social	m has considere Maladjustment		🗹 Temj		Z		e
inal IEP Rea he IEP Tea Social	m has considere Maladjustment		🗹 Temj	porary Physical Disability	Z		e
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inal IEP Rea The IEP Tea	m has considere Maladjustment		🗹 Temj	porary Physical Disability	Z		e

Student MIZRAHI	MAY	Μ	Date of Birth 15-JUL-2016	Meeting Date 15-FEB-2024
Last	First	MI Section C: Annual C	look and Objectives	
mance Area:	Articulation	Section G: Annual G Category: Art	iculation/Phonologic	Goal #: 1
		<u> </u>	rtunities, with 80% accuracy, given minima	
press on annual goals to	be reported to parents by a	ompleting the "IED Deport of B	Progress and Achievement from Current II	70" form(c) which will be
ovided at either Progress	Report or Report Card perio	ods. Methods of		ionn(s) which while
State Assessments			\square	
State Assessments Observation Other	Norn Portf	n Referenced Tolio	Criterion Referenced Work Samples	Curriculum Based
		of words in sentences, in 4/5 ompts/cues.	Incremental objective #2 related to t May will produce /r/ in the medial and opportunities, with 70% accuracy, give	final position of words in sentences, in 4/
ate to be achieved:	June V 202)	Date to be achieved: October	
ate to be achieved:		ORT OF PROGRESS AND A	CHIEVEMENT FROM CURRENT IF	
ate to be achieved: 4 GOAL MET OR EXCEEDED	IEP REP(ORT OF PROGRESS AND A		DP
4 GOAL MET OR EXCEEDED	IEP REPO	ORT OF PROGRESS AND A EXPLANATI	CHIEVEMENT FROM CURRENT IF	CP
4 GOAL MET OR EXCEEDED st Reporting Period	IEP REP(3 SUBSTANTIAL PRO met)	ORT OF PROGRESS AND A EXPLANATIOn State Control of goal	CHIEVEMENT FROM CURRENT IF ON OF MARKS 2 PARTIAL PROGRESS (1-49% of g 4th Reporting Period (Secondary Only)	cp oal met) <i>I NO PROGRESS</i>
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State Assessments		Referenced	Criterion Referenced	Curriculum Based
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Student MIZRAHI	MAY	M)	Date of Birth 15-JUL-2016	Meeting Date 15-FEB-2024
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		Section G: Annual G	oals and Objectives	
mance Area:	Writing	Category: Wri	ting Annual Ge	bal #: 3
• · · ·	in 2 out of 3 trials with 80% a		e development/ organization are appropriate	
	be reported to parents by con Report or Report Card period	ls.	rogress and Achievement from Current IE	P" form(s) which will be
		Methods of	Evaluation	
State Assessments		Referenced	Criterion Referenced	Curriculum Based
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te to be achieved:	June 🖌 2024	MO/YR	Date to be achieved: October	▼ 2024 ▼ MO/YR
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Student MIZRAHI	MAY	Μ	Date of Birth 15-JUL-2016	Meeting Date 15-FEB-2024
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		Section G: Annual G		1 //
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-	red by teacher-charted work		-	
ogress on annual goals to ovided at either Progress	be reported to parents by c Report or Report Card peri	ods.	rogress and Achievement from Current IEI	P" form(s) which will be
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State Assessments		n Referenced	Criterion Referenced	Curriculum Based
Observation Other	Port	tolio	Vork Samples	L Informal
ace value of each digit f	ction, May will orally coun or whole numbers to 100 w ured by teacher-charted wor	ith 90% accuracy on 3		Il orally count/read/write and identify pla 500 with 90% accuracy on 3 consecutivork samples.
te to be achieved:	June V 20		Date to be achieved: October	 ✓ 2024 ✓ MO/YR
	IEP REP	ORT OF PROGRESS AND A	CHIEVEMENT FROM CURRENT IEI	2
		EXPLANATI	ON OF MARKS	
4 GOAL MET OR Exceeded		OGRESS (50-99% of goal	2 PARTIAL PROGRESS (1-49% of go	al met) 1 NO PROGRESS
EXCEEDED	met)	, C	2 PARTIAL PROGRESS (1-49% of go	al met) <i>I NO PROGRESS</i> Goal Achievement
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	MIZRAHI	MAY	М	Date of Birth 15-JUL-2016	Meeting Date 15-FEB-2024
	Last	First			
	G		Section G: Annual G		
rmance Are	ea:	/isual Motor Skills	Category: Vis	ual Motor Annual	Goal #: 5
	n words and bet			ear or far point model, with ~80% accurac al/verbal cues, in 3/5 opportunities, with or	
		be reported to parents by Report or Report Card per	iods.	rogress and Achievement from Current I	EP" form(s) which will be
-			Methods of	\square	
	sessments		m Referenced	Criterion Referenced	Curriculum Based
Observa	tion		folio	Work Samples	Informal
Other		related to the goal:	/staff report		
from near or letters withi	far point mod n words and be	el, with ~70% accuracy fo tween words) and line reg	May will copy 4 sentences r proper spacing (between ard, requiring no more than 3 but adaptive writing strategies	from near or far point model, with ~75 within words and between words) and	al motor skills, May will copy 4 sentences % accuracy for proper spacing (between let line regard, requiring no more than 3 s, with or without adaptive writing strategies
ate to be ac	hieved:		24 V MO/YR	Date to be achieved: October	
			F. X PLA NATI		
4 GOAL I Exceed			OGRESS (50-99% of goal	ON OF MARKS <i>2 PARTIAL PROGRESS</i> (1-49% of g	goal met) 1 NO PROGRESS
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.os Angeles Unified School D	District	INDIVIDUALIZE	D EDUCATION PROGR	AM (IEP)		Page 13
Student MIZRAHI	MAY	Μ	Date of Rirth	15-JUL-2016	Meeting Data	15-FEB-2024
Last	First	MI	Date of Birth	13-30L-2010	Meeting Date	13-1 LD-2024
1			in State and District-w	vide Assessments		
ssessments administered will co					tion and/or the Los A	Angeles Unified Sch
Student will participate in R Designated Supports and/or 2						CAASPP Subject ELA and Math
esignated Supports:						
- Simplified or paraphrased		s (non-embedded designa	ited support)			
- Test in a separate/smaller						
- Text-to-speech software e	enabled (for ma	th items and ELA items	except for reading passag	ges)		
Accommodations:						
- Text-to-Speech software e	enabled for EL	A reading passages (emb	edded accommodation).			

	ION PROGRAM (IEP)				
	AD1 11 15 HH 2016				
Last First MI	Date of Birth 15-JUL-2016	Meeting 15-FEB-2024 Date			
		Date			
Section N: Procedural Safeguare	-				
A Parent's Guide to Special Education Services including Procedural Righ	ts & Safeguards was provided to	o the parent in his/her primary language.			
The IEP Team Meeting Introductory Statements were read aloud at the beginni	ng of the IEP Team meeting.				
The parent/guardian was informed of his/her right to a written translation of the	e IEP.				
Is the parent/guardian requesting computer generated translation?* \bigcirc Yes \bigcirc	No				
Select Preferred Language: *Computer generated translation provides access to an immediate written translation of the IEP but tra translation IEP documentation should not be considered an official IEP document. While this service is substitute for formal written translation services by a District translator. Parents/Guardians who elect a and/or a formal translation of the IEP at any time. Only formal translations will be considered official 1	s offered and available to assist parents/gu ccess to computer generated written IEP t	ardians to participate in IEP development, it is not a			
Is the parent/guardian requesting official translation? \bigcirc Yes \bigcirc No Selection Sele	t 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 be student at 18 years of age, unless the court has determined otherwise. 	been informed that the educationa	l decision-making rights will transfer to the			
Pandemic Learning Loss Consideration of Con	pensatory and/or Recoupment	Services			
Compensatory Education Consideration:	Recoupment Services Considera	ition:			
 The IEP team has reviewed and discussed whether compensatory education is required due to the COVID-19 pandemic. The IEP team has determined: Student received all of their special education and related aids and 	and considered factors that ma	d discussed student's progress/achievement y have impacted student's learning during a result of the COVID-19 pandemic. The			
 services required by their IEP. Compensatory education is not required. Student did not receive all of their special education and related aids 	progress is in alignment with	progress toward IEP goals and/or h expectations of progress/goal ht services are recommended.			
 and services required by their IEP. Compensatory education offer details are documented in FAPE 2- Summary of Services. Student did not receive all of the special education and related aids 	Student experienced learning closures caused by the COV	g loss as a result of the school facility ID-19 pandemic and recoupment IEP team discussed recoupment services			
and services required by their IEP. However, no compensatory education was warranted for the reasons documented by the IEP team in FAPE Part 2 Part 4.	to address past learning loss. Recoupment services offer deta included in FAPE Part 2, Part 4 of the IEP (including comple service grid, as necessary).				
Compensatory education consideration was documented on IEP dated	Recoupment services consid 13-MAR-2023 (Active) Revi	eration was documented on IEP dated ew - Re-evaluation 🗸			
13-MAR-2023 (Active) Review - Re-evaluation ➤					
O Preschool Only Consideration (Transition IEP)					
O 30-Day IEP Consideration (Out-of-District)					
Student attends private school within district boundaries and resides outside of	district houndaries (Fligibility D				

	INDIVIDUALIZED EDU	CATION PROCE	AM (IFP)		Page 1	5 of 20
Los Angeles Unified School District						
Student MIZRAHI MAY	M	Date of Birth	15-JUL-2016	Meeting Date	15-FEB-2024)
Last First	MI Section Q: Parent Par	tisination and C	lancont			
	Section Q: Farent Far					
Parent Participation		Method		Notification Whom	When	
 Parent/Student (18-21) has participated in the IEP n Parent/Student (18-21) indicated before the meeting to attend. Parent/Student (18-21) was notified 3 times of the meting was held without the Parent/Student (18-21) pro Parent/Student (18-21) did not attend and gave perm 	g that they would not be able neeting time and place. eting notifications and the esent	Student	A. /	Andonian	02-FEB-2024	
them if they did not attend.		I (PARENT) acknow request. meeting be resched	(Parent initials her	eeting was rescheduled re ONLY if the PAREN		
Parent/Stud	dent (18-21) Agreement	to Components	of the Proposed II	2P		
A Parent/Student (18-21) may agree to all or some implement those portions of the IEP to which the p				n and services.		
O Parent/Student (18-21) AGREES to all component						
O Parent/Student (18-21) AGREES to all component	ts of the proposed IEP WITH	THE SPECIFIC E	XCEPTION(S) stated	below:		
Assessment Specify						
Eligibility Specify						
Instructional Setting Specify Services Specify						
Services Specify The Parent/Student (18-21) DOES NOT AGREE v	·	.1 1 IEB				
A Parent/Student (18-21) boes NOT AGKEE a parent/Student (18-21) is not required to initiate a parent/student (18-21) does wish to initiate a forr dispute resolution processes in the District's public	any form of dispute resoluti n of dispute resolution as to	on as to components o	f the proposed IEP, t	he parent can find int	formation on	e. If
1 1 1	Parent Concerns	-	. –		,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	
Signature(s)				Date)
Parent O Guardian Studer years	nt age 18-21 years age 18-21	O Surrogate Pa	rent O Emano	cipated 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 Pare	ent Input Survey regarding th	he IEP process. I u	inderstand that my co	mpletion of the form	n is voluntary an	nd
can be done at anytime after the IEP meeting						
Signature(s)				Date 15-FEB-	2024	



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.



					Reconve Date	ened Meeting		
Student MIZR		MAY	M	Date of Birth 15-J		Meeting Date	15-FEB-2024	
L	ast	First	MI					
			Section R	Names and Signatures (Signatures on	ı File)			
	Те	am Member		Print Name		Signati	ure	
arent/Guardian				Shmuela Mizrahi		M		
arent/Guardian								
tudent Age 18 - 21	years							
tudent Under Age	18 years							
urrogate Parent								
oster Parent								
amily Foster Hom	e Provid	er						
dministrator				Aleen Andonian		Alen d-,		
dministrative Des	ignee							
pecial Education 7	eacher			Russell Wise				
General Education Teacher			Teresa Menjivar		Ana			
chool Psychologis	t							
chool Nurse								
elated Service Sta	ff LAS	8		Angeline Betts		Angeline Betts		
elated Service Sta	ff OT			Susanne Elkrief		Stonet		
elated Service Sta	ff 🦳							
nterpreter				Judy Maor				
ign Language Inte	rpreter							
gency Representa	tive							
gency Representa	tive							
gency Representa	tive							
Other	Aun	t		Ziva Zeharya		\wedge n~		
Other								
Other								
Other								

			INDIVIDUALIZED EDU	CATION PROGRAM (IEP)		Page 17 of			
Los Angeles Student	Unified So MIZRAHI Last	MAY		Date of Birth 15-JUL-2016	Meeting Date	15-FEB-2024			
			LEAST RESTRICTIVE EN	VIRONMENT ANALYSIS					
				Team at the IEP Team Meeting					
			Student's Curren	Placement Type:					
-			al Education Site	O Special Day Program/General I	Education Site				
	Day Progra	m/Special E	ducation Center	O Nonpublic School					
⊖ Home/H	Iospital or H	Residential C	are Facility						
DIRECTIO			nation below as part of the IEP team disc indicates YES. After reaching the Step th			A until the team reaches			
in a more re use of suppl accommoda	strictive set lementary a tions and m	ting should o ids and servi odifications	ducation Act (IDEA) requires that student only occur if the nature or severity of the ces cannot be achieved satisfactorily. The is not the sole justification for placement LRE, consideration is given to any poter	student's disability is such that placen lack of current availability of a stude in a more restrictive setting, unless th	nent in a less restrie ent's required suppo nere is a compellin	ctive setting with the orts, services, g reason why they			
Step A.		supports, ser m/setting?	vices, accommodations and/or modification	ons in the student's IEP be made avai	lable in a general e	ducation			
	O Yes	• Yes • No If the answer is YES, then a general education classroom/setting is the appropriate placement. If the answer is NO, the question below.							
	• Yes	() No	If not currently available, can the required supports, services, accommodations and/or modifications be made available in a general education classroom/setting? If YES, all required supports, services, accommodations and/or modifications must be provided within a reasonable timeline. If the answer is NO, please articulate why in the box below. Then go to Step B.						
Step B.		supports, ser lay program'	vices, accommodations and/or modificat	ons in the student's IEP be made avai	lable on a general o	education site in a			
	() Yes	🔿 No		y program on a general education site is the appropriate placement. If the answer					
	○ Yes	() No	 is NO, go to the question below. If not currently available, can the required supports, services, accommodations and/or modifications be made availab 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. 						

	Unified Se	chool Distrie	et		ED EDUCAT		(111)		
-	MIZRAHI Last	MAY		M MI	J	Date of Birth 15	-JUL-2016	Meeting Date	15-FEB-2024
		ANNUA		C RESTRICTI				Continued)	
Step C.	Can the	supports, set	rvices, accom	modations and/or	modifications	in the student's I	EP be made avail	able in a special s	chool setting?
	○ Yes	() No	If the answe below.	er is YES, then a s	pecial school s	setting is the appr	opriate placemen	t. If the answer is	NO, go to the quest
	() Yes	○ No	in a special	school setting? If	YES, all requi	red supports, ser	vices, accommod	ations and/or mod	tions be made availa lifications must be ow. Then go to Step
Step D.	Can the	supports, set	rvices, accom	modations and/or	modifications	in the student's I	EP be made avail	able in a home/ho	spital setting?
1	◯ Yes	🔿 No		er is YES, then a h er is NO, go to the			opriate placemen	t.	
	○ Yes	() No	If not current in a home/h	ntly available, can ospital setting? If	the required s YES, all requi	upports, services red supports, ser	vices, accommod	ations and/or mod	tions be made availa lifications must be ow. Then go to Step
Step E.	Can the	supports, se	rvices, accom	modations and/or			EP be made avail	able in a residenti	al care facility?
Step E.	Can the O Yes	supports, set		ntly available, artic	modifications	in the student's I			•
Step E.			If not current	ntly available, artic	modifications	in the student's I			•
Step E.			If not current	ntly available, artic	modifications	in the student's I			•
Step E.			If not current	ntly available, artic	modifications	in the student's I			•
Step E.			If not current	ntly available, artic	modifications	in the student's I			•
Step E.			If not current	ntly available, artic	modifications	in the student's I			•
Step E.			If not current	ntly available, artic	modifications	in the student's I			al care facility? tions are required fo

Student	MIZRAHI Last	MAY First	M	Date of Birth 15-JUL-2016	Meeting 15-FEB-202 Date	124			
	Al	NNUAL LEA	ST RESTRICTIV	E ENVIRONMENT ANALYS	SIS (Continued)				
			To Be Completed By	the IEP Team at the IEP Team Meeting					
Step F.	F. The student's needs as reflected in the contents of this IEP, and the placement being considered by the IEP team, outweigh any pote harmful effects at this time, including (check all that apply):								
		Missed genera Rate at which Lack of oppor Lack of oppor Amount of so	ccess to the full range of al education instruction student may earn credit rtunity for social interact rtunities for age-appropr cialization opportunities s to peers in student's ho	taught by highly qualified staff s for graduation tion iate peer role models s with typical peers					

Los Angeles Unified S		INDIVIDUALIZED EDUCATION PROGRAM (IEI IEP FAP	Page 18 P) PE Part 1 - Eligibility, Placements and Supports
Student MIZRAHI	MAY		
Last	First	MI	
		Effective With this IEP	Future Changes Related to this IEP
	As of Date:		
Eligibility: (from Page 4)		Eligible (SLD)	
(Final IEP Reason Final IEP Effective Date:		
Curriculum		General Education	
Placement	Type of School	District Resident School	
	Name of School	NESTLE AVE CHARTER	
Instructional Setting	Setting	General Education	
	Program	GE	
	Special Day Minutes/Wk		
	Addresses Goals		
	Aduresses Goals	1(Articulation),4(Math),2(Reading),3(Writing),5(Vi sual Motor Skills)	
Additional Factors	Low Incident Support	None	
	Assistive Technology Support	No	
	Transportation	None	
	Extended School Year/Intersession	🔿 Yes 💿 No	
	Parent Counseling and Training (PCT)	♥ Yes ○ No	
	ESY Transportation		
Accommodation, Modifications, Supports	Instructional Accommodations	Modeling. Repeated instruction, small instruction when available, check for understanding, post it for reference, accommodate homework work load, praise success	
	Instructional Modifications		
	Other Supports, including Non-Academic and Extra-curricular Activities		
Preparation for Three Year Review IEP (At the second Annual Review IEP Meeting, the team must discuss and locument the decision to	Do the Parent and the District (local educational agency) agree that a reassessment is unnecessary?	● Yes ○ No	
conduct or not conduct a hree-year comprehensive reassessment.)			
		Comments, as appropriate	
Low Incidence Equipment			
Assistive Technology Equipment			

os Angeles Unified School	District	INDIVIDUA	LIZED EDUC.	ATION PROGRAM (IEP) IEP FAPE Part 2 - Summary of S	Services	
	MAY	М		Date of Birth 15-JUL-2016	Meeting Date 15-FEB-2024	
Last	First	MI				
				Effective With This IEP	Future Changes Related To This IEP	
Service 1			Start Date:	Effective on Signature Date		
10			End Date:			
Language/Speech		Serv	vice applies to:	Regular		
			Frequency:	10-40		
This service addresses the following goals:	ie		Interval:	Yearly		
1(Articulation)		Mi	nutes/Interval:	900		
	Minu	utes/Interval (Pul	lout from Gen Ed):	900		
		Service De	elivery Model:	Direct Service (Collaborative)*		
		Area:		School-Based		
		Responsi	ble Personnel:	General Education Teacher		
				Licensed/Credentialed Provider		
Service 2			Start Date:	Effective on Signature Date		
RSP			End Date:			
RSP		Serv	vice applies to:	Regular		
			Frequency:	1-5		
This service addresses th following goals:	ie		Interval:	Weekly		

4(Math)	Minutes/Interval:	120	
	Minutes/Interval (Pullout from Gen Ed):	120	
	Service Delivery Model:	RSP: Direct Instruction Services*	
	RSP Area:	М	ath
	Responsible Personnel:	Resource Specialist Teacher	
		General Education Teacher	
Service 3	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	
2(Reading)	Minutes/Interval:	160	
3(Writing)	Minutes/Interval (Pullout from Gen Ed):	160	
	Service Delivery Model:	RSP: Direct Instruction Services*	
	RSP Area:	Literacy/	ELA/ELD
	Responsible Personnel:	Resource Specialist Teacher	
		General Education Teacher	
Service 4	Start Date:	Effective on Signature Date	
16	End Date:		
Occupational Therapy	Service applies to:	Regular	
	Frequency:	2	

This service addresses the following goals:	Interval:	Weekly	
5(Visual Motor Skills)	Minutes/Interval:	60	
	Minutes/Interval (Pullout from Gen Ed):	60	
	Service Delivery Model:	Direct Service (Collaborative)*	
	Responsible Personnel:	Licensed/Credentialed Provider	
		Other Provider(s)	
		General Education Teacher	
	*		

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	22							
Part 4 - Compensatory Education/Recoupment Services Discussion								
Compensatory Education/Recoupment Services Discussion was discussed at last IEP.								

Part 4 - Additional Discussion (This section is optional)

Meeting began with team member introductions and reading of the IEP team Meeting Introductory Statement. Translation in Hebrew was provided. OT participated via Zoom. Team members reviewed previous goal progress, presented present level of performance, and team established new goals. Service time and frequency were discussed. RSP and OT will increase services due to IEP team members concerns on amount of progress being made. Accommodations were documented on FAPE 1. LRE was discussed. Team agrees May will continue in the GEN ED setting with increased RSP and OT support. She will continue with LAS services. The team will meet again by the end of the 2023-24 school year to discuss possible placement in SLD SDC.

Los Ango	eles Unified School		DIVIDUAI	LIZED ED	UCATION P IEP FA		()	ry of Service	5	Page
Student	MIZRAHI	MAY	[Date of Birth 15		15-JUL-2016) M	Meeting Date	
	Last	First	MI							
				FAPE S	ummary Grio	ł				
Program:		GE	Setting:	Setting: G		General Educa	eneral Education			
Eligibility:		Eligible (SLD)	Curricul	Curriculum: Ge			eneral Education			
Transportation:		None	Low Incident Support: N		None	lone				
	strict Received Signature:									
Service Code	Service Desc	Start Date	Service Applies To	Interval	Frequency		Area	Total Minutes	Address Goal(s)	
10	Language/Speech	Effective on Signature Date	Regular	Yearly	10-40	S	chool-Based	900	Articulati	on
16	Occupational Therapy	Effective on Signature Date	Regular	Weekly	2		~	60	Visual Mo Skills	tor
RSP	RSP	Effective on Signature Date	Regular	Weekly	1-5	Lite	RSP- eracy/ELA/EL	160 D	Reading Writing	.,
RSP	RSP	Effective on Signature Date	Regular	Weekly	1-5		RSP-Math	120	Math	

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						
Supplementary Aids and Services (provided in general education classes and other general ed environments)						

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.