

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student Identification Number 200198X005 SSID 1623487083

Eligible (OHI)

Student MITRANI EMMA S MI Date of Birth: 27-JUL-2014

Section A: Meeting Information

Pertinent Dates	Type of Meeting
Date of Initial IEP Team Meeting: 18-JAN-2024	<input checked="" type="radio"/> Initial <input type="radio"/> Amendment of IEP dated
Date of Present Meeting: 18-JAN-2024	<input type="radio"/> Annual Review <input type="radio"/> Early Start Transition
Annual Review to be conducted by: 18-JAN-2025	<input type="radio"/> Three Year Review <input type="radio"/> Expulsion Analysis
Next Three Year Review will be conducted by: 17-JAN-2027	<input type="radio"/> Other <input type="radio"/> Individual Transition Plan
Three Year Review or Evaluation was conducted on: 18-JAN-2024	
Transition to Kindergarten to be conducted by:	
Location of Meeting: WOODLAKE ECC	District Name: Los Angeles Unified School Distri

Section B: Student Information

Date of Birth: 27-JUL-2014	Age: 9	Grade: 4
Gender: <input type="radio"/> Male <input checked="" type="radio"/> Female	Ethnic Code: White	
Location of the Psych Folder: SPED SVC CTR-NORT	Student has no Psych Folder: <input type="checkbox"/>	
Location of the Cum Folder: WOODLAKE ECC	Student has no Cum Folder: <input type="checkbox"/>	
Home Language: Hebrew	Student Language: Hebrew	Alternate Mode of Communication:
Home Address of Student: 23723 OXNARD ST		
City: WOODLAND HILI CA	ZIP Code: 91367	
Home Telephone: (818) 535-6055	Daytime Telephone:	Emergency Telephone:
School of Attendance: Woodlake Ecc	Location Code: 7877	
School of Residence: Lockhurst Dr Cel	Location Code: 4887	
Name of Parent/Guardian: Adva/Maor Mitrani	Telephone:	
Address: same as student		
City: CA	ZIP Code:	
Surogate Parent:	Telephone:	
Attends CURRENT SCHOOL as a result of one of the following: Charter School Enrollment		
Is the student living in a Family Foster Home (FFH)? <input checked="" type="radio"/> No <input type="radio"/> Yes		
Is FFH Provider related to student? <input type="radio"/> No <input type="radio"/> Yes	FFH#:	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 S Date of Birth

Last First MI

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

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

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student

MITRANI

EMMA

S

Date of Birth

27-JUL-2014

Meeting Date

18-JAN-2024

Last

First

MI

Section E: Present Level of Performance

Performance Area:

Health

Category:

Health

Assessment/Monitoring Process Used:

Review of School and Medical Health Record, Parent Interview, vision screen

State/District Assessment Results:

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

Summary: Emma is a 9-year 5-month aged student in the 4th grade. Emma was born full term after an unremarkable pregnancy. All developmental milestones were reported to be within the normal time frame. Emma has no medical diagnosis and does not take routine or as needed medication. In the last year, mom reports that Emma has had no accidents, injuries, overnight hospitalizations, or surgeries. No known allergies.

Strengths: Emma is in good general health and receives regular medical care. Emma is independent with activities of daily living (ADLs). Emma ambulates independently and communicates verbally to meet needs and wants. Emma passed LAUSD's vision screening without correction on 12/5/2023 and passed LAUSD's audio screening on 12/05/2023.

Area of Need: Health is not an area of need.

Impact of Disability: Health does not impact student's participation, performance and access to the educational program.

Accommodations/Modifications: None for health

Laura Duclos, BSN, RN

Credentialed School Nurse

January 17, 2024

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 MITRANI EMMA S Date of Birth 27-JUL-2014 Meeting Date 18-JAN-2024
Last First MI

Section E: Present Level of Performance

Performance Area: General Ability
Category: General Ability
Assessment/Monitoring Process Used: Standardized Assessment, Observations
State/District Assessment Results:

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

Strengths: Results of the current assessment indicate Emma is functioning within the Average range of cognitive ability based upon alternative assessment procedures. Emma demonstrated Average abilities on Planning tasks, which required her to create, use, and modify a plan as needed under timed conditions. She earned an Average score on Simultaneous Processing tasks, which measured her ability to relate pieces of information to a whole concept. She demonstrated Average Successive Processing when asked to remember and repeat orally presented information in a specific sequence. She earned an Average score on Visual Processing tasks which measured her ability to discriminate dominant features of objects, perceive position of objects in relation to others, recognize stimuli after a brief interval, find one design among others, remember visual symbols presented in sequence, identify a whole figure when given fragments, and identify an object from a complex background. Her Visual Motor Integration skills, which involved copying visually presented information at near point was in the Average range. Emma demonstrated Low Average Attention Processing skills when asked to sustain attention and ignore distracting information under timed conditions. She earned an Average Auditory Processing score overall, with Average Phonological Processing skills when asked to delete sounds from words, discriminate between similar sounding words, and blend sounds into words. She also demonstrated Average Auditory Memory skills when asked to remember and repeat orally presented sequences of numbers, words, and sentences.

Performance Area: General Ability (cont.)
Category: General Ability
Assessment/Monitoring Process Used: Standardized Assessment, Observations
State/District Assessment Results:

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

Needs: Within the area of Auditory Processing, Emma demonstrated challenges on Listening Comprehension tasks. She earned a Below Average score when asked to process orally presented directions, as well as respond to literal and inferential questions after listening to a short passage.

Impact of Disability: Emma's disability of Other Health Impairment (OHI) related to characteristics of ADHD impacts her ability to comprehend information that she hears. These challenges impact her involvement and progress in the general education curriculum.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student Date of Birth Meeting Date

Last First MI

Section E: Present Level of Performance

Performance Area:

Category: ▼

Assessment/Monitoring Process Used:

State/District Assessment Results:

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

Strengths: Emma is classified an LEP-2 (Somewhat Developed English language skills) student who speaks Hebrew and English. Based on observations, parent and teacher input, records, and bilingual consultation, English language acquisition is not the primary issue impacting Emma's ability to access grade level curriculum. Emma is able to express her ideas adequately and participate in class. Results of the current assessment indicate Emma exhibits Below Average Oral Language skills in English, with Below Average Listening skills and scores in the lower end of the Low Average range for speaking. Emma demonstrated personal strength on Oral Expression tasks, which required her to verbally create complete sentences using key words and picture prompts.

Needs: While Emma demonstrated Below Average Oral Language skills in English on standardized assessment, these challenges do not appear to impact her ability to express her thoughts and needs in the classroom and at home.

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

Performance Area:

Category: ▼

Assessment/Monitoring Process Used:

State/District Assessment Results:

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

Strengths: At this time, evaluation of writing samples indicate that Emma's writing is legible and she is able to complete fine motor tasks (writing, typing, cutting, etc.) without difficulty. Results of the standardized visual-motor integration tasks indicate Average sensory motor skills. Emma is able to run, jump, throw and walk based on informal observations, teacher reports and school nurse's informal assessment. She is able to navigate the educational environment without difficulty. Records reflect that Emma has received passing grades in Physical Education. Parent and teachers do not report concerns.

Needs: There are no needs identified at this time.

Impact of Disability: There is no impact of disability in the area of motor abilities identified at this time.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student MITRANI EMMA S Date of Birth 27-JUL-2014 Meeting Date 18-JAN-2024
Last First MI

Section E: Present Level of Performance

Performance Area: Social Emotional
Category: Social Emotional
Assessment/Monitoring Process Used: Observations, Records, Parent/Teacher/Self Rating Scales, Input
State/District Assessment Results:

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

Strengths: Some of Emma's strengths are that she is caring, helpful, and motivated to succeed. At home, Emma is respectful towards her parents and loving towards her brother. She thrives when she is given responsibility and can be in charge. Emma's teacher reported that she is respectful and polite at school, and she has a few close friends. She follows class and school rules, and she does her best to complete work. Emma shared that she enjoys school. She shared that she is funny and loves to laugh. When completing a broad social emotional rating scale (BASC-3), Emma reported that she has strong social emotional skills with no areas of concern.

Needs: Emma's mother reported that Emma struggles to focus in class and to understand what she has read. She can be shy and sensitive, so she does not always ask the teacher for help. Emma's mother reported concerns that Emma may feel bad about herself if she gets bad grades. Emma's teacher also noted that Emma struggles to ask for help, and it is difficult for her to stay organized. Her teacher has observed Emma to be sensitive as well, which makes it difficult for her to develop new friendships. When completing a broad social emotional rating scale (BASC-3), Emma's mother reported At-Risk Attention Problems, and her teacher reported Clinically Significant concerns in this area. Both Emma's mother and teacher noted At-Risk Leadership skills as well. At school, Emma's teacher also noted At-Risk Somatization, as well as overall At-Risk Adaptive skills. On a measure of characteristics of ADHD (Conners-3), raters were generally consistent in their responses reflecting that Emma exhibits many behavioral characteristics associated with ADHD. Specifically, Emma's mother and teacher noted Very Elevated challenges with Inattention and Learning Problems, as well as Elevated to Very Elevated Executive Functioning Problems. Further, her teacher noted Very Elevated challenges with Peer Relations at school.

Performance Area: Social Emotional (cont.)
Category: Social Emotional
Assessment/Monitoring Process Used: Observations, Records, Parent/Teacher/Self Rating Scales, Input
State/District Assessment Results:

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

Impact of Disability: Emma's disability of Other Health Impairment (OHI) related to characteristics of ADHD impacts her ability to sustain attention and stay organized in class and at home. These challenges impact her involvement and progress in the general education curriculum.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student Date of Birth Meeting Date
 Last First MI

Section E: Present Level of Performance

Performance Area:
 Category:
 Assessment/Monitoring Process Used:
 State/District Assessment Results:

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

Grade Beginning of the Year Middle of the Year End of Year
 2nd Below Benchmark Below Benchmark Below Benchmark
 3rd Benchmark Benchmark Below Benchmark

Emma's records indicate that she demonstrates below grade level progress in early literacy skills, as evidenced by Below Benchmark DIBELS scores. Emma has made progress in the overall composite scores; however, she continues to need practice in her phonemic awareness, letter sounds, decoding, word reading fluency and comprehension. Classroom based assessment results suggest she is not meeting grade level expectations for literacy development at that time.

Examinee's most recent iReady Fall assessment scores are the following:
 English Language Art Overall : Needs Improvement
 Phonological Awareness Tested Out
 Phonics Needs Improvement
 High Frequency Words Tested Out
 Vocabulary Needs Improvement
 Reading Comprehension Needs Improvement
 Literature Needs Improvement
 Informational Text Needs Improvement

Cluster/Test Standard Score (SS) Classification
 BROAD READING 88 (83-93) Low Average
 Basic Reading Skills 104 (97-111) Average
 Reading Fluency 89 (83-96) Low Average
 Letter-Word Identification 94 (89-100) Average
 Passage Comprehension 79 (71-87) Low
 Sentence Reading Fluency 88 (79-96) Low Average
 Word Attack 121 (109-133) Superior
 Oral Reading 96 (89-102) Average

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):

Overall, Emma's Broad Reading standard score of 88 indicates that her academic skills in reading are in the low average range for her age when compared to her peers of the same age. Emma's Basic Reading Skills standard score of 104 indicates that her skills in this area are in the average range for her age when compared to her age-level peers. Emma's Oral Reading Fluency standard score of 96 indicates that her skills in this area are in the average range for her age when compared to her peers of the same age.

Strengths: According to the WJ IV, Emma can decode multi-syllabic words. She has a SS of 94, which places her in the average range compared to peers of the same age on the Letter Word Identification.
 She can fluently read and identify 30 sentences for truthfulness out of 30 sentences he read with a standard score of 88, which places her in the average range compared to peers of the same age on the Sentence Reading Fluency test. She can produce the sounds for single letters. Emma can read aloud letter combinations that are phonically consistent or are regular patterns in English orthography but are nonsense or low-frequency words. She has a standard score of 121, which places her in the superior range compared to peers of the same age on the Work Attack test. Emma can read 15 simple sentences without errors such as mispronunciation, omission, hesitation, and ignored punctuation. She has a standard score of 96, which places her in the average range compared to peers of the same age on the Oral Reading Fluency test.

Needs: Emma struggled to show comprehension as the reading increased in difficulty. Emma correctly responded 24 out of 47 test items. She has a standard score of 79, which places her in the low range compared to peers of the same age on the Passage Comprehension test.

Impact of Disability: Emma's eligibility of Other Health Impairment (OHI) makes it difficult for her to comprehend what she reads which impacts involvement and progress in the general education reading curriculum.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student Date of Birth Meeting Date

Last First MI

Section E: Present Level of Performance

Performance Area:

Category:

Assessment/Monitoring Process Used:

State/District Assessment Results:

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

Cluster/Test Standard Score (SS) Classification
 BROAD WRITTEN LANGUAGE 98 (93-103) Average
 Spelling 92 (86-99) Average
 Writing Samples 108 (99-117) Average
 Sentence Writing Fluency 95 (84-106) Average

Broad Written Language is a broad-based measure of Emma's written language achievement, including spelling, the quality of written sentences, and speed of writing. She can print the upper and lower case letters of the alphabet. She can spell and print his first and last name. His penmanship is clear and tidy with correct use of spacing between each word. Overall, Emma's Broad Written Language standard score of 98 indicates her academic skills in writing are in the average range when compared to her peers of the same age.

Strengths: The WJIV test showed that Emma can spell basic high fluency words to multisyllabic words on request. She has a SS of 92, which places her in the average range compared to peers of the same age on the Spelling Test.

Emma was required to write sentences in response to a writing prompt that included a picture and a set of three words in a 5-minute time limit. She wrote ten (10) sentences correctly within the allotted time. Eight (8) of her sentences did not include capitalization and correct ending punctuation. She has a standard score of 95, which places her in the average range compared to peers of the same age on the Sentence Writing Fluency test.

Emma can produce meaningful written sentences that were then evaluated with respect to the quality of expression and the accuracy of responding to the prompt. Emma can provide simple sentences however lacks complex and details in her writing. She has a standard score of 108, which is in the average range compared to peers of the same age on the Writing Samples test.

Needs: No needs at this time.

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

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 Date of Birth Meeting Date
 Last First MI

Section E: Present Level of Performance

Performance Area:

Category:

Assessment/Monitoring Process Used:

State/District Assessment Results:

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

Cluster/Test Standard Score (SS) Standard Score Classification
 BROAD MATH 82 (76-88) Low Average
 Applied Problems 83 (73-92) Low Average
 Calculation 84 (76-92) Low Average
 Math Facts Fluency 82 (71-94) Low Average

Broad Mathematics is a comprehensive measure of Emma's math achievement, including math calculation skills, problem solving, and the ability to solve simple addition and subtraction quickly. Overall, Emma's Broad Math standard score of 82 indicates that her academic skills in math are in the low average range when compared to her peers of the same age.

Strengths: Emma has number sense. She can solve simple addition (2+2, 2+1, 5+2, 12+4, 9-2), subtraction (9-3, 6-2) facts quickly, multi-digit addition and subtraction (12+4, 42+21+13, 476+61+2611, 57-41, and simple and two-digit multiplication (4x5, 5x3, 0x4) correctly. She has a standard score of 84, which places her in the low average range compared to peers of the same age on the Calculation test. Emma solved simple addition and subtraction word problems read to her. Emma can tell time by the hour. She can identify basic geometric shapes as well as primary and secondary colors.

When asked to solve single-digit addition and subtraction facts quickly, and to distinguish between operation signs when adding and subtracting in a 3-minute time limit. Emma answered 62 out of 62 problems quickly and accurately in the allotted time. Her SS of 116, which places her in the high average range compared to peers of the same age.

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):

Needs: Emma showed difficulty with understanding the problems to set up an equation and solve the problem correctly. She earned a standard score of 83, which places her in the low average range compared to peers of the same age on the Applied Problems test. Emma requires additional time to process what is requested of her. She usually requests the assessor to repeat and rephrases the directions.

Impact of Disability: Emma's eligibility of Other Health Impairment (OHI) makes it difficult for her to break down word problems which impacts involvement and progress in the general education math curriculum.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student Date of Birth Meeting Date

Last First MI

Section E: Present Level of Performance

Performance Area:

Category:

Assessment/Monitoring Process Used:

State/District Assessment Results:

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

Strengths: According to the California English Language Development, Emma's ELPAC, 3rd grade Summative assessment overall score was 1485 which is in the 'Somewhat Developed' range on 04/19/2023. 2nd grade Summative assessment overall score was 1516 which is in the 'Moderate Developed' range on 03/29/2022. Hebrew continues to be the primary language of choice and is also spoken at home. Emma is kind, respectful and a good student. She is highly motivated to succeed and enjoys school. Emma can write 5-7 complete sentences. Emma is shy however ca express and communicate her needs. She listens to teacher feedback well.

Needs: Emma needs to increase his ability to self correct for her spelling errors. Emma continues to spell phonetically.

Impact of disability: Emma's eligibility of Other Health Impairment (OHI) makes it difficult for her to self correct which impacts involvement and progress in the general education-ELD curriculum.

Performance Area:

Category:

Assessment/Monitoring Process Used:

State/District Assessment Results:

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

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student MITRANI EMMA S Last First MI

Date of Birth 27-JUL-2014

Meeting Date 18-JAN-2024

Section F: Eligibility

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

Specific Learning Disability (SLD), Other Health Impairment (OHI)

For Initial IEP, interventions attempted prior to determining eligibility:

SSPT (3/24/23 and 6/8/23), summer school June-July 2022, Zearn, IXL math programs, small group work, use of visual organizers, opportunities to take tests in resource room to reduce distractions, use of Amplify program for reading comprehension skills, proximal seating, modified assignments, repetition of directions, additional practice, use of multi-modal instruction, extended time, additional prompting

Eligible as a student with the disability of:

Code: OHI Other Health Impairment
Not Applicable, Blind or Partially Sighted

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

Code: Not Applicable, Blind or Partially Sighted

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

or

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

No Longer Eligible (Effective Date):

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

Final IEP Reason: Final IEP Effective Date:

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

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

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student MITRANI EMMA S Last First MI

Date of Birth 27-JUL-2014

Meeting Date 18-JAN-2024

Section G: Annual Goals and Objectives

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

Determine One to Two Main Ideas After class discussion and passage read aloud, Emma will determine orally or in writing one or more main ideas of an informational text read aloud in class as measured by work samples, information assessments and teacher observations in 3 out 5 opportunities with 80% accuracy.

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

Methods of Evaluation

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

Incremental objective #1 related to the goal:

After class discussion and passage read aloud, Emma will determine orally or in writing one or more main ideas of an informational text read aloud in class with minimal support of 2 verbal prompts as measured by work samples, information assessments and teacher observations in 3 out 5 opportunities with 60% accuracy.

Incremental objective #2 related to the goal:

After class discussion and passage read aloud, Emma will determine orally or in writing one or more main ideas of an informational text read aloud in class with moderate support of 1 verbal prompt as measured by work samples, information assessments and teacher observations in 3 out 5 opportunities with 70% accuracy.

Date to be achieved: May 2024 MO/YR

Date to be achieved: September 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

Table with 5 columns: 1st Reporting Period, 2nd Reporting Period, 3rd Reporting Period, 4th Reporting Period (Secondary Only), Goal Achievement. Includes progress marks, goal achievement status, and reasons for 'No' progress.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student MITRANI EMMA S Last First MI

Date of Birth 27-JUL-2014

Meeting Date 18-JAN-2024

Section G: Annual Goals and Objectives

Performance Area: Math Category: Math Annual Goal #: 2

Breaking a problem into simpler parts
When given a mixture of 3-5 math problems requiring both single and multi-step solutions, Emma will determine how and when to break a problem into simpler parts to an adult with 80% accuracy 3 out 5 opportunities as measured by student work samples.

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 mixture of 1-2 math problems requiring both single and multi-step solutions, Emma will verbally read the problem aloud and determine how and when to break a problem into simpler parts verbally to an adult with 60% accuracy 2 out 5 opportunities as measured by student work samples.

Incremental objective #2 related to the goal:

When given a mixture of 2-3 math problems requiring both single and multi-step solutions, Emma will verbally read the problem aloud and determine how and when to break a problem into simpler parts verbally to an adult with 70% accuracy 3 out 5 opportunities as measured by student work samples.

Date to be achieved: May 2024 MO/YR

Date to be achieved: September 2024 MO/YR

IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP

EXPLANATION OF MARKS

Table with 5 columns: 4 GOAL MET OR EXCEEDED, 3 SUBSTANTIAL PROGRESS (50-99% of goal met), 2 PARTIAL PROGRESS (1-49% of goal met), 1 NO PROGRESS, Goal Achievement. Rows include reporting periods, progress marks, and achievement status.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student MITRANI EMMA S Last First MI

Date of Birth 27-JUL-2014

Meeting Date 18-JAN-2024

Section G: Annual Goals and Objectives

Performance Area: ELD Category: English Language Devel Annual Goal #: 3

Emma will successfully self corrects 80% of the highlighted spelling errors in her classroom papers when presented a highlighted paper for self-corrections independently as measured by work samples, information assessments and teacher observations in 3 out 5 opportunities with 80% accuracy.

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

Methods of Evaluation

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

Incremental objective #1 related to the goal:

Emma will successfully self corrects 60% of the highlighted spelling errors in her classroom papers when presented a highlighted paper for self-corrections independently as measured by work samples, information assessments and teacher observations in 3 out 5 opportunities with 80% accuracy.

Incremental objective #2 related to the goal:

Emma will successfully self corrects 70% of the highlighted spelling errors in her classroom papers when presented a highlighted paper for self-corrections independently as measured by work samples, information assessments and teacher observations in 3 out 5 opportunities with 80% accuracy.

Date to be achieved: May 2024 MO/YR

Date to be achieved: September 2024 MO/YR

IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP

EXPLANATION OF MARKS

Table with 5 columns: 4 GOAL MET OR EXCEEDED, 3 SUBSTANTIAL PROGRESS (50-99% of goal met), 2 PARTIAL PROGRESS (1-49% of goal met), 1 NO PROGRESS, Goal Achievement. Includes reporting periods, progress marks, and achievement status.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student
 Last First MI

Date of Birth

Meeting Date

Section K: Participation in State and District-wide Assessments

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

<p>Student will participate in Regular State and District Assessments. <i>(Designated Supports and/or Accommodations identified below are applicable)</i></p>	<p>CAASPP Subject ELA and Math</p>
<p>Designated Supports:</p> <ul style="list-style-type: none"> - Simplified or paraphrased test directions (non-embedded designated support) - Text-to-speech software enabled (for math items and ELA items except for reading passages) - Test in a separate/smaller setting - Noise Buffers 	
<p>Accommodations:</p> <ul style="list-style-type: none"> - Read aloud in English by an adult (non-embedded accommodation) for ELA reading passages. 	
<p>Student will participate in Regular State and District Assessments. <i>(Designated Supports and/or Accommodations identified below are applicable)</i></p>	<p>CAST Subject Science</p>
<p>Designated Supports:</p> <ul style="list-style-type: none"> - Text-to-Speech (embedded support) - Multiplication Table (non-embedded support) - Test in a separate/smaller setting (non-embedded support) - Simplified Test Directions (non-embedded support) - Noise Buffers (non-embedded support) 	
<p>Student will participate in Regular State and District Assessments. <i>(Designated Supports and/or Accommodations identified below are applicable)</i></p>	<p>ELPAC Subject Reading</p>
<p>Designated Supports:</p> <ul style="list-style-type: none"> - Noise buffers 	
<p>Accommodations:</p> <ul style="list-style-type: none"> - Supervised breaks within a section of the test 	
<p>Student will participate in Regular State and District Assessments. <i>(Designated Supports and/or Accommodations identified below are applicable)</i></p>	<p>ELPAC Subject Speaking</p>
<p>Designated Supports:</p> <ul style="list-style-type: none"> - Noise buffers - Pause or replay the audio during the administration of test questions (speaking domain only—summarize an academic presentation only) - Simplified or paraphrased test directions (non-embedded designated support) 	
<p>Accommodations:</p> <ul style="list-style-type: none"> - Supervised breaks within a section of the test 	
<p>Student will participate in Regular State and District Assessments. <i>(Designated Supports and/or Accommodations identified below are applicable)</i></p>	<p>ELPAC Subject Listening</p>
<p>Designated Supports:</p> <ul style="list-style-type: none"> - Noise buffers - Pause or replay the audio during the administration of test questions (listening domain only) - Simplified or paraphrased test directions (non-embedded designated support) 	
<p>Accommodations:</p> <ul style="list-style-type: none"> - Supervised breaks within a section of the test 	
<p>Student will participate in Regular State and District Assessments. <i>(Designated Supports and/or Accommodations identified below are applicable)</i></p>	<p>ELPAC Subject Writing</p>
<p>Designated Supports:</p> <ul style="list-style-type: none"> - Read aloud by an adult (writing domain only)(non-embedded) - Noise buffers 	

Accommodations:

- Supervised breaks within a section of the test

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student MITRANI EMMA S MI Last First MI

Date of Birth 27-JUL-2014

Meeting Date 18-JAN-2024

Section N: Procedural Safeguards and Follow-up Actions

- Checkboxes for procedural safeguards: 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 computer generated translation? Yes No

Select Preferred Language: [dropdown]

*Computer generated translation provides access to an immediate written translation of the IEP but translated content has not been fully vetted by a District translator. Any computer generated translation IEP documentation should not be considered an official IEP document.

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

Specify the Individual Pages to be translated:

entire IEP

Special Requests: assessment reports

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 compensatory education: 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

18-JAN-2024 (Active) Initial [dropdown]

Recoupment Services Consideration:

- Checkboxes for recoupment services: The IEP team has reviewed and discussed student's progress/achievement and considered factors that may have impacted student's learning during the school facility closures as a result of the COVID-19 pandemic. Student has made expected progress toward IEP goals... Student experienced learning loss as a result of the school facility closures... Recoupment services consideration was documented on IEP dated

18-JAN-2024 (Active) Initial [dropdown]

- 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 MITRANI EMMA S Last First MI

Date of Birth 27-JUL-2014

Meeting Date 18-JAN-2024

Section Q: Parent Participation and Consent

Parent Participation

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

Parent Notification

Table with 3 columns: Method, Whom, When. Row 1: Email, Julie Ljubicic, 13-DEC-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

Large empty text box for parent concerns and comments.

Signature(s)

Signature(s)

Date 26-JAN-2024

- 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)

Signature(s)

Date 18-JAN-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.



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="Adva Mitrani"/>	<input type="text" value="Adva Mitrani"/>
Parent/Guardian	<input type="text"/>	<input type="text"/>
Student Age 18 - 21 years	<input type="text"/>	<input type="text"/>
Student Under Age 18 years	<input type="text"/>	<input type="text"/>
Surrogate Parent	<input type="text"/>	<input type="text"/>
Foster Parent	<input type="text"/>	<input type="text"/>
Family Foster Home Provider	<input type="text"/>	<input type="text"/>
Administrator	<input type="text" value="Julie Ljubicic"/>	<input type="text" value="Julie Ljubicic"/>
Administrative Designee	<input type="text"/>	<input type="text"/>
Special Education Teacher	<input type="text" value="Kelle Husk"/>	<input type="text" value="Kelle Husk"/>
General Education Teacher	<input type="text" value="Kendra Barbula"/>	<input type="text" value="Kendra Barbula"/>
School Psychologist	<input type="text" value="Rachel Boyd"/>	<input type="text" value="Rachel Boyd"/>
School Nurse	<input type="text" value="Laura Duclos"/>	<input type="text" value="Laura Duclos"/>
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" value="USC Student Teacher"/>	<input type="text" value="Danielle Estana"/>	<input type="text" value="Danielle Estana"/>
Other <input type="text" value="grandmother"/>	<input type="text" value="Esti Mitrani"/>	<input type="text" value="Esti Mitrani"/>
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 MITRANI EMMA S Last First MI

Date of Birth 27-JUL-2014

Meeting Date 18-JAN-2024

LEAST RESTRICTIVE ENVIRONMENT ANALYSIS

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

Student's Current Placement Type:

Form with radio buttons for placement types: General Education Class/General Education Site, Special Day Program/General Education Site, Special Day Program/Special Education Center, Nonpublic School, Home/Hospital or Residential Care Facility.

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

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

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

Step B. Can the supports, services, accommodations and/or modifications in the student's IEP be made available on a general education site in a special day program? Includes Yes/No options and explanatory text.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student
 Last First MI

Date of Birth

Meeting
 Date

ANNUAL LEAST RESTRICTIVE ENVIRONMENT ANALYSIS (Continued)

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

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

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

Step E.	Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a residential care facility?	
	<input type="radio"/> Yes <input type="radio"/> No	If not currently available, articulate in the IEP what supports, accommodations and/or modifications are required for the student in this setting.
	<input type="text"/>	

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student
Last First MI

Date of Birth

Meeting
Date

ANNUAL LEAST RESTRICTIVE ENVIRONMENT ANALYSIS (Continued)

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

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

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

IEP FAPE Part 1 - Eligibility, Placements and Supports

Student
 Last First MI

Date of Birth

Meeting Date

	Effective With this IEP	Future Changes Related to this IEP
	As of Date: <input type="text" value="30-JAN-2024"/>	<input type="text"/>
Eligibility: (from Page 4)	Eligible (OHI)	
	<i>Final IEP Reason</i> <i>Final IEP Effective Date:</i>	
Curriculum	<input type="text" value="General Education"/>	<input type="text"/>
Placement	Type of School <input type="text" value="Affiliated Charter"/>	<input type="text"/>
	Name of School <input type="text" value="WOODLAKE ECC"/>	<input type="text"/>
Instructional Setting	Setting <input type="text" value="General Education"/>	<input type="text"/>
	Program <input type="text" value="GE"/>	<input type="text"/>
	Special Day Minutes/Wk <input type="text"/>	<input type="text"/>
	Addresses Goals <input type="text" value="2(Math),1(Reading),3(ELD)"/>	<input type="text"/>
Additional Factors	Low Incident Support <input type="text" value="None"/>	<input type="text"/>
	Assistive Technology Support <input type="text" value="No"/>	<input type="text"/>
	Transportation <input type="text" value="None"/>	<input type="text"/>
	Extended School Year/Intersession <input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="text"/>
	Parent Counseling and Training (PCT) <input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="text"/>
	ESY Transportation <input type="text"/>	<input type="text"/>
Accommodation, Modifications, Supports	Instructional Accommodations <input type="text" value="Small group support, chunk assignment, preferential seating, scaffolding instructions and tasks, provide extra time for planning, extended time on classwork, reports and tests as needed, buddy or partner system, shortened homework, graphic organizer, reduce the number of test questions, untimed and small group setting on assessments, test questions read aloud, prompts to stay on task, prompt student to check work for accuracy before submitting, repeat/rephrase/clarify directions/instructions, offer story starters to promote writing, allow student to dictate sentences for essay, provide a sample of what the finished paper/project should look like."/>	<input type="text"/>
	Instructional Modifications <input type="text"/>	<input type="text"/>
	Other Supports, including Non-Academic and Extra-curricular Activities <input type="text" value="The Resource Specialist Teacher and/or Resource Aide will assist the general education teacher in the use of supplementary instructional materials and strategies."/>	<input type="text"/>
Preparation for Three Year Review IEP (At the second Annual Review IEP Meeting, the team must discuss and document the decision to conduct or not conduct a three-year comprehensive reassessment.)	Do the Parent and the District (local educational agency) agree that a reassessment is unnecessary? <input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="text"/>
	If the Parent does not agree, specify the area(s) to be reassessed. <input type="text"/>	<input type="text"/>

Comments, as appropriate

**Low Incidence
Equipment**

--

**Assistive Technology
Equipment**

--

**Participation in
General Education**

Emma will participate in general education the entire school day.

--

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

IEP FAPE Part 2 - Summary of Services

Student
 Last First MI

Date of Birth Meeting Date

		Effective With This IEP	Future Changes Related To This IEP
Service 1	Start Date:	Effective on Signature Date 30-JAN-2024	
RSP	End Date:		
RSP	Service applies to:	Regular	
	Frequency:	1-5	
This service addresses the following goals :	Interval:	Weekly	
	1(Reading)	Minutes/Interval:	60
	3(ELD)	Minutes/Interval (Pullout from Gen Ed):	0
		Service Delivery Model:	RSP: Collaborative Teaching and Planning*
		RSP Area:	Literacy/ELA/ELD
		Responsible Personnel:	Resource Specialist Teacher
			General Education Teacher
*			
Service 2	Start Date:	Effective on Signature Date 30-JAN-2024	
RSP	End Date:		
RSP	Service applies to:	Regular	
	Frequency:	1-5	
This service addresses the following goals :	Interval:	Weekly	

2(Math)	Minutes/Interval:	30	
	Minutes/Interval (Pullout from Gen Ed):	30	
	Service Delivery Model:	RSP: Collaborative Teaching and Planning*	
	RSP Area:	Math	
	Responsible Personnel:	General Education Teacher	
		Resource Specialist Teacher	

*

Service 3	Start Date:	Effective on Signature Date 30-JAN-2024	
RSP	End Date:		
RSP	Service applies to:	Regular	
	Frequency:	1-5	
This service addresses the following goals:	Interval:	Weekly	

2(Math)	Minutes/Interval:	60	
	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	

*

Service 4	Start Date:	Effective on Signature Date 30-JAN-2024	
RSP	End Date:		
RSP	Service applies to:	Regular	

	Frequency:	1-5	
This service addresses the following goals :	Interval:	Weekly	
	Minutes/Interval:	30	
1(Reading)	Minutes/Interval (Pullout from Gen Ed):	30	
3(ELD)	Service Delivery Model:	RSP: Collaborative Teaching and Planning*	
	RSP Area:	Literacy/ELA/ELD	
	Responsible Personnel:	Resource Specialist Teacher	
		General Education Teacher	

*

Notes:

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

Part 3 - Percentage of Time Outside of General Education

	Effective With this IEP	Future Changes Related to this IEP
% of Time per Week outside of General Education	<input type="text" value="4"/>	

Part 4 - Compensatory Education/Recoupment Services Discussion

The IEP team discussed and considered Emma's receipt of FAPE during the Pandemic Period. The IEP team determined there was not a loss of FAPE. The IEP team believes that Compensatory Education is not warranted due to Emma not being enrolled in LAUSD during the Pandemic Period. The IEP team believes that Recoupment Services are not warranted due to Emma not being enrolled in LAUSD during the Pandemic Period.

Part 4 - Additional Discussion (This section is optional)

--

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

IEP FAPE Part 2 - Summary of Services

Student
 Last First MI

Date of Birth Meeting Date

FAPE Summary Grid

Program:	GE		Setting:	General Education					
Eligibility:	Eligible (OHI)		Curriculum:	General Education					
Transportation:	None		Low Incident Support:	None					
Date District Received	30-Jan-2024								
Parent Signature:									
Service Code	Service Desc	Start Date	Service Applies To	Interval	Frequency	Area	Total Minutes	Addresses Goal(s)	No Consent
RSP	RSP	Effective on Signature Date	Regular	Weekly	1-5	RSP-Literacy/ELA/ELD	60	Reading, ELD	--
RSP	RSP	Effective on Signature Date	Regular	Weekly	1-5	RSP-Literacy/ELA/ELD	30	Reading, ELD	--
RSP	RSP	Effective on Signature Date	Regular	Weekly	1-5	RSP-Math	60	Math	--
RSP	RSP	Effective on Signature Date	Regular	Weekly	1-5	RSP-Math	30	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	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Supplementary Aids and Services (provided in general education classes and other general ed environments)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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

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

For IEP Team Information

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