os Angeles Unified Student Identificati		200198X005		SSID	1623487083		Elio	ible (OHI)
Number							_	
Student MITRAN	I EM	IMA First	S MI			Date of Birth:	27	-JUL-2014
				Section A: N	Aeeting Information			
	Perti	nent Dates				Type of 1	Meeting	
ate of Initial IEP Team	Meeting	18-JAN-2024			Initial		Amendn	nent of IEP dated
ate of Present Meeting		18-JAN-2024						
nnual Review to be co	nducted by	18-JAN-2025			Annual Review		Early Sta	art Transition
ext Three Year Review nducted by	will be	17-JAN-2027			Three Year Revie	W	Expulsio	
neuered by nree Year Review or E as conducted on	valuation	18-JAN-2024			Other		◯ Individu	al Transition Plan
ansition to Kindergart nducted by	en to be							
ocation of Meeting	V	WOODLAKE E	CC		District Name	Los Angel	es Unified So	chool Distri
				Section B: S	Student Information			
ate of Birth	27-JUL-20		Age		9	Grade		4
ender	🔿 Male 🤇	Female	Ethnic (Code	White			
ocation of the Psych older	SPED SVC	CTR-NORT	Student Folder	has no Psych				
ocation of the Cum older	WOODLA	KE ECC	Student Folder	has no Cum				
ome Language	Hebrew		Student	Language	Hebrew	Alternate M Communica		
ome Address of udent	23723 OX	NARD ST						
ty	WOODLA	ND HILI CA	ZIP Coo	de	91367			
ome Telephone	(818) 535-6	5055	Daytim	e Telephone		Emergency	Telephone	
hool of Attendance	Woodlake I	Ecc	Locatio	n Code	7877			
hool of Residence	Lockhurst	Dr Cel	Locatio	n Code	4887			
ume of rent/Guardian	Adva/Maon	r Mitrani	Telepho	one				
ldress	same as stu	Ident						
ty		CA	ZIP Coo	de				
rogate Parent			Telepho	one				
ttends CURRENT SC the following	HOOL as a r	esult of one	Charter S	chool Enrolln	nent	✓		
G								
the student living in a ome (FFH)?	Family Foster		Yes		FFH#			
FFH Provider related	to student?		$O \cap Yes$		Relationship			
censed Children's Inst	itution	O No	$O \cap Yes$		LCI Name			
					LCI#			
at of the home placem	ent made by	-	gional Cent		O Department of Mer	tal Health	O Departme	ent of Children's Services
nild's family living wit	hin LAUSD's		perior Court	t	O Other			
oundaries?								

Unified School District MITRANI EMMA S Last First sification:	MI Secti		Date of Birth 27-JUL-2	2014	
Last First	MI Secti				
sification:		on C: Lang	uage Acquisition		
Sinearon.		ited English		Start Date:	23-AUG-2019
Parent Request:		íes O No)	Reclassification Date:	
*		res \bigcirc No			
mance Level and Performance Descriptor:			✓	Test Date:	
AC Performance Level and Performance			►	Test Date:	
			vement from Current IEP		
					-
ample - Reading)				the goal/objective was not achi	eved
	\bigcirc	\bigcirc	Initial IEP		
	~	~			
		-			
Objective 2 met					
	\bigcirc	0			
	~	-			
	-				
Objective 2 met					
	\bigcirc	\bigcirc			
(v)					
Objective 2 met	\bigcirc	0			
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(
Objective 1 met	\bigcirc	\bigcirc			
Objective 2 met	\bigcirc	\bigcirc			
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(v)					
Objective 1 met	0	0			
Objective 2 met	0	0			
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· · · · · · · · · · · · · · · · · · ·	-	~			
Objective 1 met	0	0			
Objective 2 met	-	-			
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• • • • • • • • • • • • • • • • • • •	~	~			
Objective 1 met	\bigcirc	\cap			
Objective 2 met					
✓	0	<u> </u>			
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4	AC Performance Level and Performance mple - Reading) Dejective 1 met Objective 2 met Objective 2 met Objective 2 met Objective 2 met Objective 2 met Objective 2 met Objective 2 met Objective 2 met Objective 1 met Objective 2 met Objective 1 met Objective 2 met Objective 1 met Objective 2 met Objective 1 met Objective 2 met Objective 1 met Objective 2 met Objective 1 met Objective 2 met Objective 1 met Objective 2 met	AC Performance Level and Performance Section D Ach mple - Reading) Yes Objective 1 met Objective 2 met Objective 1 met Objective 2 met Objective 2 met Objective 1 met Objective 1 met Objective 1 met Objective 2 met Objective 1 met Objective 2 met Objective 1 met Objecti	CPerformance Level and Performance Section D: Goal Achie Achieved mple - Reading) Yes No Objective 1 met Objective 2 met Objective 1 met Objective 2 met Objective 2 met Objective 1 met Objective 2 met Objective 1 met Objective 2 met Objective 2 met Objective 1 met Objective 1 met Objective 1 met Objective 2 met<!--</td--><td>XC Performance Section D: Goal Achievem Achieved If No, explain the reason I mple - Reading) Yes No If No, explain the reason I Initial IEP Objective 1 met O Initial IEP Objective 2 met O Initial IEP Objective 1 met O Initial IEP Objective 2 met O Initial IEP Objective 2 met O Initial IEP Objective 2 met O Initial IEP Objective 1 met O Initial IEP Objective 2 met O Initial IEP Objective 2 met O Initial IEP Objective 2 met O Initial IEP</td><td>Certonance Level and Performance Test Date: Section D: Coal Achieve Transmitter mple - Reading) Yes No If No, explain the reason the goal/objective was not achied in the initial IEP objective 1 met O Imite Performance Imite Performance Objective 2 met O Imite Performance Imite Performance Objective 1 met O Imite Performance Imite Performance Objective 2 met O Imite Performance Imite Performance Objective 1 met O Imite Performance Imite Performance Objective 2 met Imite Performance Imite Performance Imite Performance Objective 1 met Imite Perform</td>	XC Performance Section D: Goal Achievem Achieved If No, explain the reason I mple - Reading) Yes No If No, explain the reason I Initial IEP Objective 1 met O Initial IEP Objective 2 met O Initial IEP Objective 1 met O Initial IEP Objective 2 met O Initial IEP Objective 2 met O Initial IEP Objective 2 met O Initial IEP Objective 1 met O Initial IEP Objective 2 met O Initial IEP Objective 2 met O Initial IEP Objective 2 met O Initial IEP	Certonance Level and Performance Test Date: Section D: Coal Achieve Transmitter mple - Reading) Yes No If No, explain the reason the goal/objective was not achied in the initial IEP objective 1 met O Imite Performance Imite Performance Objective 2 met O Imite Performance Imite Performance Objective 1 met O Imite Performance Imite Performance Objective 2 met O Imite Performance Imite Performance Objective 1 met O Imite Performance Imite Performance Objective 2 met Imite Performance Imite Performance Imite Performance Objective 1 met Imite Perform

0	s Unified Schoo	al District		INDIVIDUA	LIZED EDUCATI	ON PROGRA	AM (IEP)		
Student	MITRANI	EMMA		S	D	ate of Birth	27-JUL-2014	Meeting Date	18-JAN-2024
	Last	Firs	st	MI	E: Present Level			0	
Performance	Area:		Health	Section	E: Present Level	of Performa	ance		
Category:			Health		~				
Assessment/	Monitoring Proce	ess Used:	Review of	of School and Me	dical Health Record	l, Parent Interv	view, vision screen		
State/Distric	t Assessment Res	ults:							
Current Perfe	ormance/Assessm	nent Summary	y (include	student strengths	, student needs and	impact of disa	bility on student perfor	mance):	
milestones	were reported to l	be within the	normal tin	ne frame. Emma	Emma was born full has no medical diag ht hospitalizations, c	nosis and doe	unremarkable pregnand s not take routine or as to known allergies.	ey. All developmental needed medication. I	n the last
ambulates i		d communicat	tes verbally	y to meet needs a			ith activities of daily liv s vision screening with		5/2023
Area of Ne	ed: Health is not	an area of ne	ed.						
Impact of I	Disability: Health	does not imp	pact studen	nt's participation,	performance and ac	cess to the edu	acational program.		
-	dations/Modificat	-							
	los, BSN, RN								
	ed School Nurse								
January 17	, 2027								
Performance	Area:)				
Category:					♥				
	Monitoring Proce								
	t Assessment Res			atu dan tatuan atha	atudant naada and .	increase of disc	hiliter og stordont norfor		
Current Perio	ormance/Assessm	ient Summary	y (include	student strengths	, student needs and	impact of disa	bility on student perfor	mance):	

	INDIVIDUALIZ	ED EDUCATION PROGRA	AM (IEP)		Page 4 of 2
Los Angeles Unified School District			27.11.11. 2014	Master - Date	19 14 11 2024
Student MITRANI EMMA Last Fir	S MI	Date of Birth	27-JUL-2014	Meeting Date	18-JAN-2024
	Section E:	Present Level of Performa	ance		
Performance Area:	eneral Ability				
Category:	eneral Ability	~			
Assessment/Monitoring Process Used:	andardized Assessment, Ob	servations			
State/District Assessment Results:					
Current Performance/Assessment Summar	clude student strengths, stu	dent needs and impact of disa	bility on student performation	nce):	
Strengths: Results of the current assessme procedures. Emma demonstrated Average She earned an Average score on Simultan demonstrated Average Successive Process Average score on Visual Processing tasks others, recognize stimuli after a brief inte given fragments, and identify an object fr information at near point was in the Avera ignore distracting information under time skills when asked to delete sounds from v Auditory Memory skills when asked to re	lities on Planning tasks, whis s Processing tasks, which m when asked to remember a ch measured her ability to o find one design among oth a complex background. Her arge. Emma demonstrated nditions. She earned an Avv s, discriminate between sin	ich required her to create, use, teasured her ability to relate pi nd repeat orally presented info discriminate dominant features ters, remember visual symbols Visual Motor Integration skil Low Average Attention Proce erage Auditory Processing sco nilar sounding words, and blem	, and modify a plan as need ieces of information to a w ormation in a specific sequ s of objects, perceive posit s presented in sequence, id ils, which involved copying sisting skills when asked to re overall, with Average P and sounds into words. She	ded under timed co hole concept. She lence. She earned a ion of objects in ro entify a whole figu g visually presente sustain attention a honological Proce	onditions. an elation to ure when ed and ssing
Performance Area:	eneral Ability (cont.)				
Category:	eneral Ability	<			
Assessment/Monitoring Process Used:	andardized Assessment, Ob	servations			
State/District Assessment Results:					
Current Performance/Assessment Summar	clude student strengths, stu	dent needs and impact of disa	bility on student performa	nce):	
Needs: Within the area of Auditory Proce when asked to process orally presented di Impact of Disability: Emma's disability of information that she hears. These challeng	ions, as well as respond to l her Health Impairment (OF	literal and inferential questions	s after listening to a short p f ADHD impacts her abilit	passage.	

Los Angeles Unified School District	Page 5 of 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 Fir	st MI
	Section E: Present Level of Performance
Performance Area:	Language Function
Category:	Language Function
Assessment/Monitoring Process Used:	Standardized Assessment, Observations, Parent/Teacher Input, Bilingual Consult
State/District Assessment Results:	
Current Performance/Assessment Summar	y (include student strengths, student needs and impact of disability on student performance):
parent and teacher input, records, and bili level curriculum. Emma is able to express Average Oral Language skills in English,	Somewhat Developed English language skills) student who speaks Hebrew and English. Based on observations, ngual consultation, English language acquisition is not the primary issue impacting Emma's ability to access grade her ideas adequately and participate in class. Results of the current assessment indicate Emma exhibits Below with Below Average Listening skills and scores in the lower end of the Low Average range for speaking. Emma xpression tasks, which required her to verbally create complete sentences using key words and picture prompts.
Needs: While Emma demonstrated Below her ability to express her thoughts and nee	v Average Oral Language skills in English on standardized assessment, these challenges do not appear to impact eds in the classroom and at home.
Impact of Disability: There is no impact	of disability identified at this time.
Performance Area:	Motor Abilities
Category:	Motor Abilities
Assessment/Monitoring Process Used:	Standardized Assessment, Observations, Records, Parent/Teacher Input
State/District Assessment Results:	
Current Performance/Assessment Summar	(include student strengths, student needs and impact of disability on student performance):
cutting, etc.) without difficulty. Results of throw and walk based on informal observ without difficulty. Records reflect that En Needs: There are no needs identified at th	ing samples indicate that Emma's writing is legible and she is able to complete fine motor tasks (writing, typing, the standardized visual-motor integration tasks indicate Average sensory motor skills. Emma is able to run, jump, ations, teacher reports and school nurse's informal assessment. She is able to navigate the educational environment ima has received passing grades in Physical Education. Parent and teachers do not report concerns. his time.

Los Angele	s Unified Scho	ol District		INDIVIDUA	LIZED EDUCA	TION PROGR	AM (IEP)		Page 6
0	MITRANI	EMMA		S		Date of Birth	27-JUL-2014	Meeting Da	te 18-JAN-2024
	Last	Fir	st	MI	E: Present Le	val of Parform	9000		
Performance	Area:		Social E	Imotional	E. I resent Le		ance		
Category:			Social I	Emotional	`	•			
Assessment/	Monitoring Proce	ess Used:	Observa	tions, Records, Pa	arent/Teacher/Sel	f Rating Scales,	Input		
State/District	t Assessment Res	ults:							
Current Perfe	ormance/Assessn	nent Summar	y (include	student strengths	, student needs a	nd impact of disa	bility on student per	rformance):	
towards her and she has shared that emotional s Needs: Em always ask that Emma	r brother. She thri a few close frier she is funny and skills with no area ama's mother repo the teacher for h struggles to ask f	ives when sho ads. She follo loves to laug as of concern orted that Em elp. Emma's n for help, and	e is given i ws class a h. When c ma strugg nother rep it is difficu	responsibility and nd school rules, ar completing a broad les to focus in classorted concerns the alt for her to stay of	can be in charge nd she does her b d social emotiona ss and to underst at Emma may fe organized. Her te	Emma's teacher best to complete v al rating scale (B. and what she has el bad about hers cacher has observ	reported that she is work. Emma shared ASC-3), Emma repo read. She can be sh elf if she gets bad gr red Emma to be sens	ul towards her parents s respectful and polite that she enjoys schoo orted that she has stron y and sensitive, so she rades. Emma's teacher sitive as well, which m other reported At-Risk	at school, I. She g social e does not also noted nakes it
Problems, a school, Em raters were Emma's mo	and her teacher re ma's teacher also generally consist other and teacher	ported Clinic noted At-Ris ent in their r noted Very E	cally Signi k Somatiz esponses r levated ch	ficant concerns in zation, as well as c eflecting that Emr	this area. Both I overall At-Risk A ma exhibits many ttention and Lear	Emma's mother a daptive skills. O / behavioral char ning Problems, a	nd teacher noted At- n a measure of chara acteristics associated s well as Elevated to	Risk Leadership skill: acteristics of ADHD (d with ADHD. Specifi o Very Elevated Exect	s as well. At Conners-3), ically,
Performance	Area:		Social E	Emotional (cont.)					
Category:			Social I	Emotional	\	•			
Assessment/	Monitoring Proce	ess Used:	Observa	tions, Records, Pa	arent/Teacher/Sel	f Rating Scales,	Input		
State/District	t Assessment Res	sults:							
Current Perfe	ormance/Assessn	nent Summar	y (include	student strengths	, student needs a	nd impact of disa	bility on student per	rformance):	
stay organiz	zed in class and a	t home. Thes	e challeng	ges impact her invo	olvement and pro	ogress in the gene	eral education curric	ability to sustain atter ulum.	

Los Angele	s Unified Scho	District							
Student		EMM		S		Date of Birth	27-JUL-2014	Meeting Date	18-JAN-202
	Last	Fi	rst	MI Se	ction E: Present	Level of Perform	ance		
Performance	Area:		Reading						
Category:			Reading	;		~			
Assessment/I	Monitoring Proce	ess Used:	Progress	report, Wor	k Samples, Teach	er Questionnaire, Ob	servation, Informal		
State/District	t Assessment Res	sults:	WJ IV, D	IBELS, iRe	eady				
Current Perfo	ormance/Assessn	nent Summa	ry (include	student stre	ngths, student nee	ds and impact of disa	ability on student perfor	mance):	
2nd Below 3rd Benchr Emma's rec	nning of the Year Benchmark Belo mark Benchmark cords indicate tha	w Benchma Below Ben at she demor	ark Below B chmark nstrates belo	enchmark	vel progress in ear	y literacy skills, as e	videnced by Below Ber her phonemic awarenes:	ichmark DIBELS sco	res.
word readin at that time.	ng fluency and co	omprehensio	n. Classroor	n based ass	essment results su	ggest she is not meet	ting grade level expecta	tions for literacy deve	elopment
English La Phonologia Phonics Ne High Frequ Vocabulary Reading Co Literature 1	s most recent iRe nguage Art Over cal Awareness Te: eeds Improvemer aency Words Test / Needs Improver omprehension Ne Needs Improvem nal Text Needs Ir	all : Needs I sted Out ht ted Out ment eeds Improv	mprovemen ement		iono milg.				
	st Standard Score EADING 88 (83	e (SS) Classi	fication						
BROAD R Basic Read Reading Fl Letter-Wor Passage Co Sentence R Word Attac Oral Readi	st Standard Score EADING 88 (83 ling Skills 104 (9 luency 89 (83-96) of Identification 79 comprehension 79 teading Fluency 8 sk 121 (109-133) ng 96 (89-102) A	(SS) Classi -93) Low Av (7-111) Aver Low Avera (4 (89-100) (71-87) Low 88 (79-96) L Superior	fication verage age ge Average w oow Average						
BROAD R Basic Read Reading Fl Letter-Wor Passage Cc Sentence R Word Attac Oral Readi	st Standard Score EADING 88 (83 ling Skills 104 (9 luency 89 (83-96) of Identification 79 comprehension 79 teading Fluency 8 sk 121 (109-133) ng 96 (89-102) A	(SS) Classi -93) Low Av (7-111) Aver Low Avera (4 (89-100) (71-87) Low 88 (79-96) L Superior	fication verage age ge Average v .ow Average Reading	Continues					
BROAD R Basic Read Reading Fl Letter-Wor Passage Cc Sentence R Word Attac Oral Readi	st Standard Score EADING 88 (83 ling Skills 104 (9 luency 89 (83-96) d Identification 9 comprehension 79 teading Fluency 8 ck 121 (109-133) ng 96 (89-102) A Area:	: (SS) Classi -93) Low A 7-111) Aver) Low Avera 4 (89-100) (71-87) Lov 88 (79-96) L Superior werage	fication verage age Average w cow Average Reading Reading	Continues		~			
BROAD R Basic Read Reading Fl Letter-Wor Passage Co Sentence R Word Attac Oral Readi Performance Category:	st Standard Score EADING 88 (83 ling Skills 104 (9 uency 89 (83-96) d Identification 5 omprehension 79 teading Fluency 8 ck 121 (109-133) ng 96 (89-102) A Area:	e (SS) Classi -93) Low Av 7-111) Aver) Low Avera 04 (89-100) (71-87) Low 88 (79-96) L Superior Average	fication verage age Average v. .ow Average Reading Reading Progress	Continues report, Wor	•	♥ er Questionnaire, Ob	servation, Informal		
BROAD R Basic Read Reading FI Letter-Wor Passage Cc Sentence R Word Attac Oral Readi Performance Category: Assessment/I State/District	st Standard Score EADING 88 (83 Jing Skills 104 (9 Juency 89 (83-96 ed Identification 9 Omprehension 79 Reading Fluency 8 sk 121 (109-133) ng 96 (89-102) A Area: Monitoring Procee t Assessment Res	(SS) Classi -93) Low Av 7-111) Aver) Low Avera 04 (89-100) (71-87) Lov (71-87) Lov 88 (79-96) L Superior werage	fication verage age Average v. ow Average Reading Progress WJ IV, D	Continues 5 report, Woi 9IBELS, iR6	eady	er Questionnaire, Ob			
BROAD R Basic Read Reading FI Letter-Wor Passage Cc Sentence R Word Attac Oral Readi Performance Category: Assessment/I State/District	st Standard Score EADING 88 (83 Jing Skills 104 (9 Juency 89 (83-96 ed Identification 9 Omprehension 79 Reading Fluency 8 sk 121 (109-133) ng 96 (89-102) A Area: Monitoring Procee t Assessment Res	(SS) Classi -93) Low Av 7-111) Aver) Low Avera 04 (89-100) (71-87) Lov (71-87) Lov 88 (79-96) L Superior werage	fication verage age Average v. ow Average Reading Progress WJ IV, D	Continues 5 report, Woi 9IBELS, iR6	eady	er Questionnaire, Ob	servation, Informal	 	
BROAD R Basic Read Reading FI Letter-Wor Passage Cc Sentence R Word Attac Oral Readi Performance Category: Assessment/I State/District Current Perfo Overall, En to her peers when comp her age who	st Standard Score EADING 88 (83 ling Skills 104 (9 uency 89 (83-96) d Identification 5 omprehension 79 teading Fluency 8 ck 121 (109-133) ng 96 (89-102) A Area: Monitoring Proce t Assessment Reso ormance/Assessment rma's Broad Read of the same age- ared to her age-lee en compared to her	e (SS) Classi -93) Low Avi 7-111) Aver) Low Avera 04 (89-100) (71-87) Low 88 (79-96) L Superior Average ess Used: sults: nent Summa's Ba evel peers. E er peers of t	fication verage age Average w .ow Average Reading Progress WJ IV, D ry (include d score of 8 ssic Reading Emma's Oral he same age	Continues report, Wor DIBELS, iRo student stre 8 indicates 5 Skills stan Reading F 2.	eady ngths, student nee that her academic dard score of 104 luency standard so	er Questionnaire, Ob ds and impact of disa skills in reading are indicates that her ski ore of 96 indicates th	ability on student perfor in the low average rang Ils in this area are in the hat her skills in this area	e for her age when co average range for he are in the average ra	r age nge for
BROAD R Basic Read Reading FI Letter-Wor Passage Cc Sentence R Word Attac Oral Readi Performance Category: Assessment/I State/District Current Perfo Overall, En to her peers when comp her age whe Strengths: . the same ag She can flu range comp combination score of 12 without error	st Standard Score EADING 88 (83 ling Skills 104 (9 uency 89 (83-96) d Identification 5 omprehension 79 teading Fluency 8 ck 121 (109-133) ng 96 (89-102) A Area: Monitoring Proce t Assessment Res ormance/Assessment rma's Broad Read of the same age. ared to her age-lee en compared to h According to the gen the Letter W uently read and id ared to peers of t ns that are phonic 1, which places h	e (SS) Classi -93) Low Av 7-111) Aver 9 (7-111) Aver 9 (89-100) (71-87) Low 88 (79-96) L Superior Average ess Used: sults: nent Summa ding standar Emma's Ba evel peers. F er peers of t WJ IV, Emi Vord Identifi lentify 30 se the same agg cally consist ier in the sup onunciation	fication verage age Average w .ow Average Reading Progress WJ IV, D ry (include d score of 8 sic Reading Emma's Oral he same age na can deco cation. ntences for e on the Sem ent or are re perior range , omission, 1	Continues report, Wor DIBELS, iRo student stre 8 indicates Skills stan Reading F 2. de multi-sy truthfulness tence Readi ggular patter compared t hesitation, a	eady ngths, student nee that her academic dard score of 104 luency standard sc llabic words. She s out of 30 sentence ing Fluency test. S ms in English orth o peers of the sam und ignored punctu	er Questionnaire, Ob ds and impact of disa skills in reading are indicates that her ski ore of 96 indicates th has a SS of 94, which es he read with a stat he can produce the s ography but are nons e age on the Work A	ability on student perfor in the low average rang lls in this area are in the	e for her age when co average range for he are in the average ra age range compared to h places her in the avo Emma can read aloue words. She has a stan ad 15 simple sentence	r age nge for o peers of erage d letter idard es
BROAD R Basic Read Reading FI Letter-Wor Passage Co Sentence R Word Attac Oral Readi Performance Category: Assessment/I State/District Current Perfor Overall, En to her peers when comp her age who Strengths: . the same age She can flu range comp combination score of 12 without error range comp Needs: Em	st Standard Score EADING 88 (83 ling Skills 104 (9 uency 89 (83-96) of Identification 9 omprehension 79 teading Fluency 8 ck 121 (109-133) ng 96 (89-102) A Area: Monitoring Proce t Assessment Res ormance/Assessm ma's Broad Read of the same age- ared to her age-le en compared to he According to the ge on the Letter W tently read and id vared to peers of t ns that are phonic l, which places h ors such as mispr ared to peers of t ma struggled to s	e (SS) Classi -93) Low Av -93) Low Av 7-111) Aver) Low Avera 04 (89-100) (71-87) Low 88 (79-96) L Superior Average ess Used: aults: ment Summa ding standar Emma's Ba evel peers. E er peers of t WJ IV, Emm WJ IV, Emm age cally consist er in the sup onunciation the same age show compr	fication verage age Average w ow Average Reading Progress WJ IV, D ry (include d score of 8 sisc Reading Emma's Oral he same age ma can deco cation. ntences for e on the Sen ent or are re perior range o on the Ora e on the Ora e on the Ora	Continues report, Wor DIBELS, iRd student stree 8 indicates 5 Skills stan I Reading F 2. de multi-sy truthfulness tence Readi compared the hesitation, a I Reading F the reading	eady ngths, student nee that her academic dard score of 104 luency standard sc llabic words. She s out of 30 sentence ing Fluency test. S ms in English orth o peers of the sam und ignored punct luency test.	er Questionnaire, Ob ds and impact of disa skills in reading are indicates that her ski ore of 96 indicates th has a SS of 94, which es he read with a star he can produce the s ography but are nons e age on the Work A hation. She has a star	ability on student perfor in the low average rang lls in this area are in the hat her skills in this area h places her in the avera ndard score of 88, whic ounds for single letters. sense or low-frequency ttack test. Emma can re	e for her age when co average range for he are in the average ra age range compared to h places her in the ave Emma can read aloue words. She has a stan ad 15 simple sentence places her in the ave 7 test items. She has a	r age nge for o peers of erage d letter dard es rrage

Los Angeles Haified School District	Pag INDIVIDUALIZED EDUCATION PROGRAM (IEP)
Los Angeles Unified School District Student MITRANI EMM	
	First MI
	Section E: Present Level of Performance
Performance Area:	Written Language
Category:	Writing
Assessment/Monitoring Process Used:	Progress report, Work Samples, Teacher Questionnaire, Observation, Informal
State/District Assessment Results:	WJ IV
	nary (include student strengths, student needs and impact of disability on student performance):
Cluster/Test Standard Score (SS) Class: BROAD WRITTEN LANGUAGE 98 Spelling 92 (86-99) Average Writing Samples 108 (99-117) Average Sentence Writing Fluency 95 (84-106)	3 (93-103) Average ge) Average
of writing. She can print the upper and	ased measure of Emma's written language achievement, including spelling, the quality of written sentences, and speed lower case letters of the alphabet. She can spell and print his first and last name. His penmanship is clear and tidy the word. Overall, Emma's Broad Written Language standard score of 98 indicates her academic skills in writing are to her peers of the same age.
Strengths: The WJIV test showed that the average range compared to peers of	Emma can spell basic high fluency words to multisyllabic words on request. She has a SS of 92, which places her in f the same age on the Spelling Test.
ten (10) sentences correctly within the a	s in response to a writing prompt that included a picture and a set of three words in a 5-minute time limit. She wrote allotted time. Eight (8) of her sentences did not include capitalization and correct ending punctuation. She has a in the average range compared to peers of the same age on the Sentence Writing Fluency test.
	n sentences that were then evaluated with respect to the quality of expression and the accuracy of responding to the tences however lacks complex and details in her writing. She has a standard score of 108, which is in the average ge on the Writing Samples test.
Needs: No needs at this time.	
Impact of Disability: There is no impact	ct of disability identified at this time.
Performance Area:	
Category:	
Assessment/Monitoring Process Used:	
State/District Assessment Results:	
	nary (include student strengths, student needs and impact of disability on student performance):

Last First MI Section E: Present Level of Performance Performance Area: Math Category: Math Assessment/Monitoring Process Used: Progress report, Work Samples, Teacher Questionnaire, Observation, Informal State/District Assessment Results: WJ IV Math Scores Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Cluster/Test Standard Score (SS) Standard Score Classification BROADD MATH 82 (76-88) Low Average Applied Problems 83 (71-92) Low Average Calculation 84 (76-92) Low Average Calculation 48 (76-92) 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 quickly. Advertion facts quickly, and to distinguish between operation signs when adding 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 distin	formal dent performance): -2) facts quickly, multi-digit addition and ctly. She has a standard score of 84, d simple addition and subtraction word and secondary colors. s when adding and subtracting in a 3- (6, which places her in the high average formal dent performance): rectly. She earned a standard score of 83,
Last First MI Section E: Present Level of Performance Performance Area: Math Category: Math Assessment/Monitoring Process Used: Progress report, Work Samples, Teacher Questionnaire, Observation, Informal State/District Assessment Results: W JI V Math Scores 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 Proberns 83 (73-92) 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 (12+4, 42+21+13, 476+61+261, 57-41, and simple and two-digit multiplication (4x5, 5x3, 0x4) correctly. She has a standard score of 82 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 quickly. Overall, Emma's Broad Math standard score of 82 indicates that her academic skills in math are in the low average range compared to peers of the same age on the Calculation (4x5, 5x3, 0x4) correctly. She has a standard score of 82 moleane as event and score of 82 of 82 of 07 core 19, 5 he has a standard score of 82 or 0162 or 0162 problems and a subtraction (12+4, 42+21+13, 476+61+261+15, 574, 12+4, 9-2), subtraction (9-3, 6-2) facts quickly, multi-digi	formal ident performance): -2) facts quickly, multi-digit addition and ctly. She has a standard score of 84, d simple addition and subtraction word and secondary colors. s when adding and subtracting in a 3- (6, which places her in the high average formal ident performance): rectly. She earned a standard score of 83,
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Assessment/Monitoring Process Used: Progress report, Work Samples, Teacher Questionnaire, Observation, Informal WJ IV Math Scores	Ident performance): rectly. She earned a standard score of 83,
State/District Assessment Results: WJ IV Math Scores	Ident performance): rectly. She earned a standard score of 83,
	rectly. She earned a standard score of 83,
	rectly. She earned a standard score of 83,
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.	

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Jos Angeles Unified School District: Subtent MTARM EMMA S Market	Student MITRANI EMMA S Date of Birth 27-JUL-2014 Meeting Date 18-JAN-2024 Bettin F: Eligibility Deterion for educe distactions, use of Amplify program for reading comprehension skills, proximal seating, modified assignments, repetition directions, additional practice, use of multi-modal instruction, extended time, additional prompting Sible as a student with the disability of: Deterion for Chartially Sighted Deterion for Orbity for VI, DBL, DEA, HOH, or severe OI: Deterion Comprehension Services (Initial IEP). No Longer Eligible for Special Education Services (Initial IEP). No Longer Eligible for Special Education Services (Review IEP). No Longer Eligible for Special Education Services until the Effective Date below. al Perason: Enal IEP, the student remains eligible for Special Education Services until the Effective Date: Eler Deam bas considered and agrees that the educational needs of the student are not primarily due to a large for special Education leeds of the			LD: / • • /		INDIVIDU	JALIZED EDUCATION PRO	OGRAM (IEI	')		Page
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Student MITRANI	EMMA S		Date of Birth 27-JUL-2014	Meeting Date 18-JAN-2024
Last	First	MI		
		Section G: Annual G		
mance Area:	Reading	Category: Rea	ding 🗸 Annu	al Goal #: 1
etermine One to Two Ma				
	e .	, ,	one or more main ideas of an informat	tional text read aloud in class as
easured by work samples	, information assessments and	teacher observations in 3 out 3	5 opportunities with 80% accuracy.	
ogress on annual goals to	be reported to parents by con	npleting the "IEP Report of P	rogress and Achievement from Currer	nt IEP" form(s) which will be
	Report or Report Card period		-	
		Methods of	Evaluation	
State Assessments	Norm I	Referenced	Criterion Referenced	Curriculum Based
Observation	Portfol	io	Vork Samples	✓ Informal
Other)		
				
cremental objective #1			Incremental objective #2 related	
	passage read aloud, Emma wi	•		read aloud, Emma will determine orally or in
vriting one or more main	ideas of an informational text	read aloud in class with	writing one or more main ideas of a	an informational text read aloud in class with
ninimal support of 2 verb	al prompts as measured by wo	ork samples, information	moderate support of 1 verbal promp	pt as measured by work samples, information
ssessments and teacher of	bservations in 3 out 5 opportu	nities with 60% accuracy.	assessments and teacher observatio	ns in 3 out 5 opportunities with 70% accurac
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Student MITRANI	EMMA		Date of Birth 27-JUL-2014	Meeting Date 18-JAN-2024
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		Section G: Annual G	-	1.1.
		Category: Mat	th 🗸 Annual Go	pal #: 2
reaking a problem into sir		d	E	have been and the second se
-		÷ .	ons, Emma will determine how and when to	break a problem into simpler
arts to an adult with 80% a	accuracy 3 out 5 opportunities	as measured by student work	samples.	
rogress on annual goals to	he reported to parents by cor	nuleting the "IEP Report of P	Progress and Achievement from Current IEI	P" form(s) which will be
	Report or Report Card period		Togress and Remevement from Current IER	for form(3) which will be
C		Mathada af	Fuelwation	
		Methods of	\square	
State Assessments	\Box	Referenced	Criterion Referenced	Curriculum Based
Observation	U Portfol	io	Work Samples	Informal
Other	[)		
cremental objective #1 1	related to the goal.		Incremental objective #2 related to th	ه مرما.
	-2 math problems requiring b	oth single and multi-sten		lems requiring both single and multi-step
	ally read the problem aloud a			problem aloud and determine how and wh
	• •			
	nto simpler parts verbally to a	•		rbally to an adult with 70% accuracy 3 ou
out 5 opportunities as me	easured by student work samp	bles.	opportunities as measured by student wo	ork samples.
Date to be achieved:	May 🖌 2024	✓ MO/YR	Date to be achieved: Septembe	er ✔ 2024 ✔ MO/YR
ate to be demeved.			Bate to be achieved.	
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Student MITRANI	EMMA		Date of Birth 27-JUL-2014	Meeting Date 18-JAN-2024
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		Section G: Annual G	-	
mance Area:	ELD	Category: Eng	lish Language Devel ➤ Annual G	ioal #: 3
			oom papers when presented a highlighted p rvations in 3 out 5 opportunities with 80%	-
	be reported to parents by con Report or Report Card period		rogress and Achievement from Current IE	P" form(s) which will be
		Methods of	Evaluation	
State Assessments		Referenced	Criterion Referenced	Curriculum Based
Observation	U Portfo	lio	✓ Work Samples	Informal
Other				
ndependently as measured	esented a highlighted paper for l by work samples, information portunities with 80% accuracy	on assessments and teacher	classroom papers when presented a hig independently as measured by work sar observations in 3 out 5 opportunities w	nples, information assessments and teach
te to be achieved:	May 🖌 2024)	Date to be achieved: Septemb	
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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 K: Participation in State and District-wide Assessments Assessments administered will conform to those assessments determined for each grade by the California Department of Education and/or the Los Angeles Unified School District. Student will participate in Regular State and District Assessments. (Designated Supports and/or Accommodations identified below are applicable) Designated Supports: - 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
Last First MI Section K: Participation in State and District-wide Assessments Assessments administered will conform to those assessments determined for each grade by the California Department of Education and/or the Los Angeles Unified Schor District. Student will participate in Regular State and District Assessments. (Designated Supports and/or Accommodations identified below are applicable) CAASPP Subject ELA and Math Designated Supports: - 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 - Test in a separate/smaller setting
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(Designated Supports and/or Accommodations identified below are applicable) ELA and Math Designated Supports: - - 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 -
 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
 Text-to-speech software enabled (for math items and ELA items except for reading passages) Test in a separate/smaller setting
- Test in a separate/smaller setting
- Noise Buffers
Accommodations:
- Read aloud in English by an adult (non-embedded accommodation) for ELA reading passages.
Student will participate in Regular State and District Assessments. CAST Subject
(Designated Supports and/or Accommodations identified below are applicable) Science
Designated Supports:
- 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)
Student will participate in Regular State and District Assessments.ELPAC Subject(Designated Supports and/or Accommodations identified below are applicable)Reading
Designated Supports:
- Noise buffers
Accommodations:
- Supervised breaks within a section of the test
Student will participate in Regular State and District Assessments.
(Designated Supports and/or Accommodations identified below are applicable) Speaking
Designated Supports:
- 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)
Accommodations:
- Supervised breaks within a section of the test
Standard - 'II
Student will participate in Regular State and District Assessments. ELPAC Subject (Designated Supports and/or Accommodations identified below are applicable) Listening
Designated Supports:
- 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)
Accommodations:
- Supervised breaks within a section of the test
Student will participate in Regular State and District Assessments. ELPAC Subject (Designated Supports and/or Accommodations identified below are applicable) Writing
(Designated Supports and/or Accommodations identified below are applicable) Writing Designated Supports:
(Designated Supports and/or Accommodations identified below are applicable) Writing

Accommodations:

- Supervised breaks within a section of the test

			IND	IVIDUAI	LIZED EDU	CATION PROGRAM (IEP)			Pag	ge 16 of 22
Los Angeles Unified					_					
Student MITRA		EMMA	S	MI	J	Date of Birth 27-JUL-2	2014	Meeting	18-JAN-2024	
La	sı	First		NI I				Date		
_			Section	N: Proce	edural Safeg	guards and Follow-up Act	ions			
🗹 A Parent's Guid	e to Spe	cial Education	Services in	cluding	Procedural	Rights & Safeguards was	provided to	the parent in his/l	her primary lang	guage.
✓ The IEP Team M	eeting Ir	ntroductory Stat	ements wer	e read alo	oud at the be	ginning of the IEP Team me	eeting.			
✓ The parent/guard	ian was	informed of his	her right to	a written	translation	of the IEP.				
Is the parent/guardia	n reques	ting computer g	generated tra	anslation?	?* O Yes	No				
translation IEP documenta	slation protection shout the state of the st	by ides access to an a ld not be considered tion services by a D	l an official IE istrict translate	P document or. Parents/C	t. While this ser Guardians who	but translated content has not been vice is offered and available to ass elect access to computer generated ficial IEP documentation.	sist parents/guar	dians to participate in	IEP development,	it is not a
Is the parent/guardia	n reques	ting official tra	nslation? 🤇	🔵 Yes (🔿 No	Select Preferred Language:	Hebrew		~	
Specify the Indivi	dual Pa	ges to be transla	ted:							
entire IEP										
Special Requests:	asses	sment reports								
	are 17					ave been informed that the	educational	decision-making	rights will trans	fer to the
		Pandemic L	<u>earning Lo</u>	oss Consi	deration of	Compensatory and/or Re	<u>coupment S</u>	ervices		
Compensatory Edu						Recoupment Services				
 The IEP team has education is required. Student received 	ired due		19 pandem	ic. The IE	EP team has	The IEP team has re and considered fact the school facility c IEP team has deterr	ors that may losures as a	have impacted st	udent's learning	, during
services requir required.	ed by th	eir IEP. Comper	satory educ	cation is r	not	Student has made progress is in alig	nment with	expectations of p	rogress/goal	
and services re	quired b	all of their spec y their IEP. Cor in FAPE 2- Sur	npensatory	educatior		achievement. No Student experience closures caused b	ced learning	loss as a result of	the school facil	lity
and services re	quired b warrant	all of the speci ty their IEP. How ed for the reason art 4.	wever, no co	ompensat	ory	services are neces to address past lea included in FAPE service grid, as no	arning loss. 1 2 Part 2, Part	Recoupment servi	ices offer details	s are
Compensatory	educatio	on consideratior	was docun	nented on	IEP dated	Recoupment serv 18-JAN-2024 (A			nented on IEP da	ated
18-JAN-2024	(Active)	Initial 🗸					,			
Preschool Only C	Consider	ation (Transitio	n IEP)							
○ 30-Day IEP Cons			· · · ·							
			,	aries and a	resides outsi	de of district boundaries (E	ligibility De	termination Only)	
0						X	5		, ,	
			THIS	SPACE	DELIBE	RATELY LEFT BLAN	NK.			

	INDIVIDUALIZED EDU	CATION PROCE	AM (IFD)		Page 17 of 22
Los Angeles Unified School District		CATION TROOK			
Student MITRANI EMMA	S	Date of Birth	27-JUL-2014	Meeting Date	18-JAN-2024
Last First	MI Section Q: Parent Par	tigination and (Consont		
Deres (Deretising time	Section Q. 1 arent 1 ar			- 4:6 4:	
Parent Participation		Method		otification hom	When
 Parent/Student (18-21) has participated in the IEP Parent/Student (18-21) indicated before the meeting to attend. Parent/Student (18-21) was notified 3 times of the Parent/Student (18-21) did not respond to any of the meeting was held without the Parent/Student (18-21) p Parent/Student (18-21) did not attend and gave pe 	ng that they would not be able emeeting time and place. meeting notifications and the present	Email	Julie I	jubicic	13-DEC-2023
them if they did not attend.		I (PARENT) ackno request. meeting be resched			ed to this date at my NT requested that the IEP
Parent/St	udent (18-21) Agreement	to Components	of the Proposed IEP	•	
A Parent/Student (18-21) may agree to all or som implement those portions of the IEP to which the				and services.	
Parent/Student (18-21) AGREES to all component	nts of the IEP.				
O Parent/Student (18-21) AGREES to all compone	nts of the proposed IEP WITH	THE SPECIFIC E	EXCEPTION(S) stated be	elow:	
Assessment Specify					
Eligibility Specify					
Instructional Setting Specify					
Services Specify					
O The Parent/Student (18-21) DOES NOT AGREE A Parent/Student (18-21) is not required to initiat a parent/student (18-21) does wish to initiate a for dispute resolution processes in the District's publ	e any form of dispute resoluti rm of dispute resolution as to	ion as to compone the components c	of the proposed IEP, the	parent can find i	nformation on
	Parent Concern	s and Comment	ts		
Signature(s)				Date 26-JAN	-2024
Parent O Guardian Studyears	ent age 18-21 years age 18-21	O Surrogate Pa	arent O Emancip	ated Minor	Foster Parent
Did the school district facilitate parent involvement as I certify that I have received a copy of the Pa can be done at anytime after the IEP meeting					m is voluntary and
Signature(s)				Date 18-JAN	J-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.



				Date	ened Meeting		
Student MITRAN		S	Date of Birth 2		Meeting Date	18-JAN-2024	
Las	t First	MI					
		Section R:	Names and Signatures (Signatures	s on File)			
	Team Member		Print Name		Signatu	re	
Parent/Guardian			Adva Mitrani		Å		
Parent/Guardian							
tudent Age 18 - 21 y	ears						
Student Under Age 18	years						
Surrogate Parent							
Foster Parent							
Family Foster Home I	Provider						
Administrator			Julie Ljubicic		Julie Ljubicic		
Administrative Design	nee						
Special Education Tea	cher		Kelle Husk		XQ		
General Education Teacher			Kendra Barbula		KBurhia		
School Psychologist			Rachel Boyd		Rachel Boyd		
School Nurse			Laura Duclos		Laura Duclos		
Related Service Staff							
Related Service Staff							
Related Service Staff							
Interpreter							
Sign Language Interp	reter						
Agency Representativ	e						
Agency Representativ	e						
Agency Representativ	e						
Other	USC Student Teacher		Danielle Estana		Daniello		
Other	grandmother		Esti Mitrani		5		
Other							
Other							

				INDIVIDUALIZ	ED EDUCAT	TION PROGRAM (IEP)		Page 19 of 2
0	S Unified S MITRANI Last	chool Distric		S MI		Date of Birth 27-JUL-2014	Meeting Date	18-JAN-2024
			LEAS7	T RESTRICTI	IVE ENV	IRONMENT ANALYSI	[S	
			То			m at the IEP Team Meeting		
_				Student	t's Current Pl	acement Type:		
-			al Education S			Special Day Program/Genera	l Education Site	
	, ,	1	ducation Cente	er	(O Nonpublic School		
	-	Residential C	-					
DIRECTIO						ion regarding placement from the ndicates YES, it is also required		A until the team reaches
in a more r use of supp accommod	estrictive se plementary a ations and n	tting should ids and servi nodifications	only occur if the sole of the	he nature or severi achieved satisfactory justification for p	ity of the stud torily. The lac placement in	ith disabilities be educated in the dent's disability is such that place ck of current availability of a stu a more restrictive setting, unless harmful effect on the child or o	ement in a less restri dent's required supp there is a compellin	ctive setting with the orts, services, g reason why they
Step A.		supports, sem/setting?	rvices, accomm	nodations and/or n	modifications	s in the student's IEP be made av	ailable in a general o	education
	O Yes	O No	If the answer the question		eneral educat	ion classroom/setting is the appr	copriate placement. I	f the answer is NO, go to
	⊖ Yes	○ No	If not curren in a general	tly available, can t education classroo	om/setting? I	supports, services, accommodati f YES, all required supports, ser line. If the answer is NO, please	vices, accommodation	ons and/or modifications
Step B.		supports, see day program		nodations and/or n	modifications	s in the student's IEP be made av	ailable on a general	education site in a
	() Yes	() No				ogram on a general education sit	e is the appropriate j	placement. If the answer
	⊖ Yes	○ No	If not curren in a special of modification	day program on a g	the required general educ	supports, services, accommodati ation site? If YES, all required s asonable timeline. If the answer	upports, services, ac	commodations and/or

-		hool Distri	ct	INDIVIDUALIZE	D EDUCATION PROGRAM (IEP)		
	MITRANI Last	EMI		S MI	Date of Birth 27-JUL-2014	Meeting Date	18-JAN-2024
		ANNUA			E ENVIRONMENT ANALYS	SIS (Continued)	I
Step C.	Can the	supports, se	rvices, accomi	modations and/or mo	odifications in the student's IEP be made	available in a specia	l school setting?
	○ Yes	○ No	If the answe below.	er is YES, then a spe	cial school setting is the appropriate place	ement. If the answer	is NO, go to the quest
	() Yes	○ No	in a special	school setting? If YI	e required supports, services, accommod ES, all required supports, services, accom neline. If the answer is NO, please articul	nmodations and/or m	nodifications must be
Step D.	Can the	supports, se	rvices, accom	modations and/or me	odifications in the student's IEP be made	available in a home/	hospital setting?
	○ Yes	\bigcirc No		er is YES, then a hor er is NO, go to the qu	ne/hospital setting is the appropriate plac uestion below.	ement.	
	○ Yes	() No	If not curren in a home/h	ntly available, can th ospital setting? If Y	e required supports, services, accommod ES, all required supports, services, accom neline. If the answer is NO, please articul	nmodations and/or m	nodifications must be
Step E.	Can the	supports, se	rvices, accom	modations and/or mo	odifications in the student's IEP be made	available in a resider	ntial care facility?
Step E.	Can the O Yes	supports, se		ntly available, articu	odifications in the student's IEP be made late in the IEP what supports, accommod		•
Step E.			If not curren	ntly available, articu			-
Step E.			If not curren	ntly available, articu			•
Step E.			If not curren	ntly available, articu			-
Step E.			If not curren	ntly available, articu			-
Step E.			If not curren	ntly available, articu			-
Step E.			If not curren	ntly available, articu			-

Student	MITRANI Last	EMMA First	S MI	Date of Birth 27-JUL-2014	Meeting 18-JAN-2024 Date
	A	NNUAL LEA		E ENVIRONMENT ANALYSIS	G (Continued)
	The student'	a maada aa maflaata		the IEP Team at the IEP Team Meeting IEP, and the placement being considered by	the IED team outwaich any notantial
Step F.			cluding (check all that a	, 1 8 9	the fibr team, outweigh any potential
		Missed genera Rate at which Lack of oppor Lack of oppor Amount of soc	ecess to the full range of al education instruction student may earn credit tunity for social interac tunities for age-appropri- cialization opportunities s to peers in student's ho	taught by highly qualified staff ts for graduation tion riate peer role models s with typical peers	
		Lack of exposOther:n/a	11 1	vioral models from peers	

Los Angeles Unified S Student MITRANI	EMMA		PE Part 1 - Eligibility, Placements and Supports -2014 Meeting Date 18-JAN-2024
Last	First	MI	Meeting Date 18-JAN-2024
Last	FIISt	IVII	
		Effective With this IEP	Future Changes Related to this IEP
	As of Date:	30-JAN-2024	
Eligibility:		Eligible (OHI)	
from Page 4)	Final IEP Reason		
	Final IEP Effective Date:		
Curriculum		General Education	
Placement	Type of School	Affiliated Charter	
	Name of School	WOODLAKE ECC	
Instructional Setting	S		
actional Setting	Setting	General Education	
	Program	GE	
	Special Day Minutes/Wk		
	Addresses Goals	2(Math),1(Reading),3(ELD)	
Additional Factors	Low Incident Support	None	
	Assistive Technology	No	
	Assistive lechnology Support		
	Transportation	None	
	Extended School Year/Intersession	Yes No	
	Parent Counseling and Training (PCT)	O Yes 💿 No	
	ESY Transportation		
Accommodation, Modifications, Supports	Instructional Accommodations	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.	
	Instructional Modifications		
	Other Supports, including Non-Academic and Extra-curricular Activities	The Resource Specialist Teacher and/or Resource Aide will assist the general education teacher in the use of supplementary instructional materials and strategies.	
second Annual Review IEP Meeting, the team must discuss and	Do the Parent and the District (local educational agency) agree that a reassessment is unnecessary?	• Yes O No	
document the decision to conduct or not conduct a three-year comprehensive reassessment.)			

	Comments, as appropriate	
Low Incidence Equipment		
Assistive Technology Equipment		
Participation in General Education	Emma will participate in general education the entire school day.	

Los Angeles Unified School Dist		IEP FAPE Part 2 - Summary of S	Services
Student MITRANI EMM		Date of Birth 27-JUL-2014	Meeting Date 18-JAN-2024
Last F	irst MI		
		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/I	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:	М	ath
	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 Data	Effective on Signature Date	
	Start Date:	30-JAN-2024	
RSP	End Date:		

	Frequency:	1-5		
	Frequency:	1-3		
This service addresses the following goals:	Interval:	Weekly		
1(Reading)	Minutes/Interval:	30		
3(ELD)	Minutes/Interval (Pullout from Gen Ed):	30		
	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	4	·
Part 4 - Compensatory Education/Rec	oupment Services Discu	ssion

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)

Los Ange	eles Unifie	d Schoo		INDIVIDU	ALIZED E		PROGRAM (IEP) FAPE Part 2 - Sum		s	Page	
Student MITRANI			EMMA	S Date of Birth 27-JUL-2014				14 N	leeting Date	18-JAN-2024	
	Last		First	MI							
					FAPE	Summary G	rid				
Program: GE			GE			Setting:			General Education		
Eligibili	ligibility: Eligible (OHI)					Curriculum:			General Education		
Transpo	ortation:	n: None Low Incident Support: None				None	one				
	strict Rece Signature:			30-Jan-2024	1						
Service Code	Service Desc		Start Date	Service Applies To	Interval	Frequency	Area	Total Minutes	Addresse Goal(s)	s No Consent	
RSP	RSP	Effective on Signature Date		Regular	Weekly	1-5	RSP- Literacy/ELA/EI	60 LD	Reading, ELD		
RSP	RSP	Effective on Signature Date		Regular	Weekly	1-5	RSP- Literacy/ELA/EI	30 LD	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			<			
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.