Student Identificati Number	on	103112F048	SSID	7025887800		Elig	jible (OHI)	
Student TWITO	SAI	RAH	Y		Date of Birth:	31	-OCT-2012	
Last		First	MI Section A: M	<b>Ieeting Information</b>				
	Pertin	ent Dates		<b>g</b>	Type of I	Meeting		
Date of Initial IEP Team	Meeting	26-APR-2023	3	0				
Date of Present Meeting	C	08-APR-2024		O Initial		Amendment of IEP dated		
Annual Review to be co		08-APR-202						
Next Three Year Review will be conducted by  Three Year Review or Evaluation  25-A  26-A		25-APR-2020		<ul><li>Annual Review</li><li>Three Year Review</li></ul>		Expulsion	art Transition	
		26-APR-2023	3	Other		_	al Transition Plan	
was conducted on Transition to Kindergart conducted by	en to be							
Location of Meeting				District Name	Los Angel	es Unified S	chool Distri	
			Section B: S	tudent Information				
Date of Birth	31-OCT-20	12	Age	11	Grade		5	
Gender	O Male	Female	Ethnic Code	White				
Location of the Psych Folder	SPED SVC	CTR-NORT	Student has no Psych Folder					
Location of the Cum Folder	COLFAX EL(CHARTE		Student has no Cum Folder					
Home Language	English		Student Language	English	Alternate M Communica			
Home Address of	5151 BELL	INGHAM AVE	APT 4					
City	VALLEY V	TLLAGICA	ZIP Code	91607				
Home Telephone	(818) 292-0	573	Daytime Telephone		Emergency	Telephone		
School of Attendance	Colfax El(C	Charter)	Location Code	3164	)			
School of Residence	Colfax El(C	Charter)	Location Code	3164	)			
Name of Parent/Guardian			Telephone					
Address								
City		CA	ZIP Code					
Surogate Parent			Telephone					
Attends CURRENT SO of the following	CHOOL as a re	esult of one	Attends School of Resid	dence 💙				
s the student living in a	Family Foster	On	o O Yes	FFH#				
Home (FFH)?				111111				
s FFH Provider related	to student?		o O Yes	Relationship				
Licensed Children's Inst	itution	$\bigcirc$ N	o O Yes	LCI Name				
				LCI#		)		
Out of the home placem	ent made by	_	egional Center	O Department of Mental	l Health (	O Departm	ent of Children's Servic	
Child's family living wit	hin LAUSD's		uperior Court o O Yes	Other				
	old or older o	r ic an emanoin	ated minor does he/she has	ve educational decision-makin	o rights?		○ No ○ Yes	

	Unified School						CATION PROGRAM (IEP)		
Student TWITO SARAH		Y	1.47			Date of Birth 31-OCT-	2012		
	Last	First		MI		_	uage Acquisition		
anguage Cla	ssification:				Engli	sh Only		Start Date:	15-AUG-2017
Vithdrawal by	y Parent Request	t:			O Ye	es O No		Reclassification Date:	
LPAC Perfor	rmance Level an	d Performance Descr	riptor:				~	Test Date:	
		e Level and Performa	_				~	Test Date:	
escriptor:		- 20 / 01 min 1 01101111						1650 2400	
				Secti	ion D:	Goal Achie	vement from Current IEP		
					Achie	eved			
Goal for: (ex	ample - Reading	g)		Ye	s	No	If No, explain the reason t	he goal/objective was not achi	eved
1	Writing			<b>(</b>	)	0			
Category	Writing		~						
	Objective 1 n	net		<u> </u>	)	0			
	Objective 2 n			<u> </u>		Ö			
2	Math			<u> </u>		0			
Category	Math		<b>v</b>		•				
0 1	Objective 1 n	net		0	)	0			
	Objective 2 n					0			
3				C		0			
Category			~		/	O			
Januagory	Objective 1 n	net	-	С	)	0			
	Objective 2 n			C		0			
4	Objective 2 II								
Category				С	)	0			
Category	Ohiosti 1	aat	<b>v</b>		\				
	Objective 1 n			C		0			
-	Objective 2 n	net				0			
5				С	)	0			
Category	011		<b>v</b> ]						
	Objective 1 n			C		0			
	Objective 2 n	net		C		0			
6				С	)	0			
Category			<b>v</b> )						
	Objective 1 n	net		С	)	0			
	Objective 2 n	net		C		$\circ$			
7				С	)	0			
Category			<b>v</b> )						
	Objective 1 n	net		С	)	$\circ$			
	Objective 2 n	net		С	)	0			
8				С		0			
Category			<b>v</b> )						
	Objective 1 n	net		С	)	0			
	Objective 2 n			Č		Ö			
9				C		0			
Category			~		•				
- ·	Objective 1 n	net		С	)	0			
	Objective 2 n			C		0			
10	S S JOCA VO Z II			C		0			
Category			~		/	O			
cgoi y	Objective 1 n	net	<u> </u>		)				
	Objective 1 ii			C		0			
	Objective 2 n	ict		С	)	0			

I as Amealas	. II.: End Cabanl	District		INDIVIDU	ALIZED EDU	CATION PROGR	AM (IEP)		Page 3 of 16
Student	TWITO	SARAH		Y		Date of Birth	31-OCT-2012	Meeting Date 08-APR-2	2024
Student	Last	Firs		MI				Meeting Date 00 711 12 2	3021
Df	A		D 1!	Section	n E: Present	Level of Perform	ance		
Performance	Area:		Reading			•			
Category:		T. 1	Reading	1		<u> </u>			
	Monitoring Process			observation					
	Assessment Result	,	iready					,	
Strengths: S literal and se	arah is able to deco	ode grade le estions abou	evel text flu	nently and acco	rately at grade	level. When Sarah i		e or story she is able to answer y. She scored at 5th grade level	
	·		Č	•		•			
Impact of I		Other Health	n Impairme	ent (OHI) and	challenges with	attention/focus affe	n the story or text, or v	when she is rushing.	
Performance	Area:		Writing						
Category:			Writing			~			
Assessment/N	Monitoring Process	Used:	informal,	observational,	work samples				
State/District	Assessment Resul	ts:							
Current Perfo	ormance/Assessmen	nt Summary	(include s	tudent strengt	ns, student need	ls and impact of disa	bility on student perfo	ormance):	
topic senten paragraphs i expectations Needs: Sara Impact of I	ce and supporting in which the organis for writing.  The sometimes need Disability: Sarah's Constitutions of the sometimes of the sometimes need Disability: Sarah's Constitutions of the sometimes of the sometim	sentence indization is apsented is support for their Health	dependentl propriate t or expandir n Impairme	y. She met her to the task, pur g on her writin ent (OHI) and	goal of being a pose, and/or au ing and editing he challenges with	ble to Sarah will prodience with minimal	oduce clear and coherent support. She is current curre	write a solid paragraph with nt writing of 4 or more ntly meeting grade level size her thoughts and complete	

Student TWITO S.	ARAH	Y		Date of Birth	31-OCT-2012	Meeting Date 08-APR-202
Last	First	MI				•
ormance Area:	Math	Section	E: Present Le	vel of Perform	ance	
egory:	Math			•		
essment/Monitoring Process Use		l, observation, wo				
te/District Assessment Results:	iready	i, observation, wo	rk sumpres			
ent Performance/Assessment Su		student strengths	. student needs a	nd impact of disa	ability on student perfo	rmance):
engths: Sarah met her math goal ependently. She is able to add ar ble to add and subtract fractions nensional structures when given is currently meeting grade leve eds: Sarah sometimes needs suppact of Disability: Sarah's Other ich impacts her involvement and	nd subtract mult with like and u the length, wide l expectations in port with solving Health Impairs	i-digit numbers winlike denominator hand height. She nath. She is help multiple step we ment (OHI) and ch	ith and without rest. She is also able is also able to fir oful in her small ord problems.	egrouping. She is e to multiply and the missing lea math group and t	s able to mulitply and of d divide fractions. She ngth, width or height w tries to help students w	livide multi-digit numbers. She is able to find the volume of 3 then given the total volume. ho are struggling.
rformance Area:						
itegory:			<b>\</b>	•		
sessment/Monitoring Process Use	d:					
te/District Assessment Results:						
rent Performance/Assessment Su	mmary (include	student strengths	, student needs a	nd impact of disa	ability on student perfo	rmance):

				INDIVIDUAL	LIZED EDUCATION	ON PROGR	AM (IEP)			Page 5 of 10
	s Unified School TWITO	District SARAH	ı	Y	D.	ata of Rivth	31-OCT-2012	Mostin	n Doto OS	3-APR-2024
Student	Last	Fir		MI			31-001-2012	. Wieeting	g Date 00	5-AFK-2024
IC 11 1-1 -	1 1 1		-1.1114		Section F: Eligi	ibility				
п аррпсавіе	, areas discussed rel	ated to dis	ability or su	spected disabilit	y:					
For Initial IE	P, interventions atte	empted prior	or to determ	ining eligibility:						
Eligible as a	student with the dis	sability of:								
Code:	OHI		Other Hea	lth Impairment						
	ONot Applicable		OBlind or		OPartially Sighte	d				
	ow Incidence Eligib	oility (only	for VI, DB	L, DEA, HOH, o	or severe OI):					
Code:					$\cap$					
	Not Applicable		OBlind or		OPartially Sighte	d				
	meet eligibility crit	eria for Sp	ecial Educa	tion Services (In	itial IEP).					
ON Long	er Eligible for Speci	ial Educati	on Services	(Review IED)						
_	er Eligible (Effectiv		on services	(Review IEI).						
	E' LIED 4 . L		1: 11 6	o itel «	0 :	Ecc .: D	. 1 1			
Final IEP Re		nt remains	eligible for	Special Education	on Services until the	nal IEP Effe				
The IEP Tea	ım has considered	and agree	s that the e	ducational need	s of the student are					
	l Maladjustment	and agree			orary Physical Disab	_	any and to	✓ Lack of instructio	n in readin	g
	of instruction in ma	th		_	ed English Proficien	-		✓ Environmental, C		_
					-					

Student TWITO	chool District SARAH	Y	Date of Birth 31-OCT	2012	Meeting Date 08-AF	P-2024
Last	First	MI	Date of Birth 31-OC	-2012	Meeting Date 08-AF	R-2024
Last	rnst		Goals and Objectives			
ormance Area:	Reading		ading 🗸	Annual Go	oal #: 1	
	pieces of textual evidence to si					$\dashv$
rials with 75% accuracy.						
	o be reported to parents by cos s Report or Report Card period	ds.		rom Current IEF	" form(s) which will be	
<b>7</b>			Evaluation			
State Assessments Observation Other	Norm Portfo	Referenced	Criterion Reference Work Samples	ed .	<ul><li>✓ Curriculum Base</li><li>✓ Informal</li></ul>	d
	3 pieces of textual evidence to text with moderate support as			-3 pieces of textu	e goar:  Ial evidence to support anal  erate support as measured ir	
ate to be achieved:	August • 2024	MO/YR  RT OF PROGRESS AND A	Date to be achieved:	December		MO/YR
Date to be achieved:		PRT OF PROGRESS AND A	ACHIEVEMENT FROM (			MO/YR
ate to be achieved:  4 GOAL MET OR EXCEEDED		RT OF PROGRESS AND A		CURRENT IEP		MO/YR
4 GOAL MET OR EXCEEDED	IEP REPO	RT OF PROGRESS AND A	ACHIEVEMENT FROM (	CURRENT IEP		)
4 GOAL MET OR EXCEEDED 1st Reporting Period	3 SUBSTANTIAL PROC	RT OF PROGRESS AND A  EXPLANATION  GRESS (50-99% of goal	ACHIEVEMENT FROM O ION OF MARKS 2 PARTIAL PROGRES	CURRENT IEP	al met) 1 NO P	)
4 GOAL MET OR EXCEEDED 1st Reporting Period	3 SUBSTANTIAL PROC met)  2nd Reporting Period	EXPLANATE GRESS (50-99% of goal  3rd Reporting Period	ACHIEVEMENT FROM O ION OF MARKS 2 PARTIAL PROGRES 4th Reporting Period (8	CURRENT IEP	al met) 1 NO P	)
4 GOAL MET OR EXCEEDED  1st Reporting Period Date:	3 SUBSTANTIAL PROCEED THE SUBS	EXPLANATION OF PROGRESS AND A EXPLANATION OF GRESS (50-99% of goal and a great	ACHIEVEMENT FROM O ION OF MARKS  2 PARTIAL PROGRES  4th Reporting Period (SOnly) Date:	CURRENT IEP	al met) I NO F  Goal Achievement	)
4 GOAL MET OR EXCEEDED  1st Reporting Period Date:	3 SUBSTANTIAL PROC met)  2nd Reporting Period	EXPLANATE GRESS (50-99% of goal  3rd Reporting Period	ACHIEVEMENT FROM O ION OF MARKS 2 PARTIAL PROGRES 4th Reporting Period (SONIY)	CURRENT IEP	Goal Achievement  Objective 1 Met:	)
4 GOAL MET OR EXCEEDED  Ist Reporting Period  Date:	3 SUBSTANTIAL PROCEED THE SUBS	EXPLANATION OF PROGRESS AND A EXPLANATION OF GRESS (50-99% of goal and a great	ACHIEVEMENT FROM O ION OF MARKS  2 PARTIAL PROGRES  4th Reporting Period (SOnly) Date:	CURRENT IEP	al met) I NO F  Goal Achievement	)
4 GOAL MET OR EXCEEDED  1st Reporting Period  Date:  Progress Mark:	3 SUBSTANTIAL PROCEED THE SUBS	EXPLANATION OF PROGRESS AND A EXPLANATION OF GRESS (50-99% of goal and a great	ACHIEVEMENT FROM O ION OF MARKS  2 PARTIAL PROGRES  4th Reporting Period (SOnly) Date:	CURRENT IEP  S (1-49% of goal	Goal Achievement  Objective 1 Met:	)
4 GOAL MET OR EXCEEDED  Ist Reporting Period Date:  Progress Mark:  Is progress sufficient to meet annual goal?	3 SUBSTANTIAL PROCESSION OF THE PROPERTY OF TH	EXPLANATION OF PROGRESS AND A EXPLANATION OF GRESS (50-99% of goal and a strength of goal and	ACHIEVEMENT FROM O  ION OF MARKS  2 PARTIAL PROGRES  4th Reporting Period (SOnly) Date:  Progress Mark:  Is progress sufficient to a	CURRENT IEP  S (1-49% of goal	Goal Achievement  Objective 1 Met:  Yes No Objective 2 Met:  Yes No	ROGRESS
4 GOAL MET OR EXCEEDED  1st Reporting Period  Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No	JEP REPO  3 SUBSTANTIAL PROCE met)  2nd Reporting Period  Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No	EXPLANATE  GRESS (50-99% of goal  3rd Reporting Period Date:  Progress Mark:  Is progress sufficient to meet annual goal?	ACHIEVEMENT FROM O  ION OF MARKS  2 PARTIAL PROGRES  4th Reporting Period (S Only) Date:  Progress Mark:  Is progress sufficient to 1 goal?	CURRENT IEP  S (1-49% of goal	Goal Achievement  Objective 1 Met:  Yes No Objective 2 Met:	ROGRESS
4 GOAL MET OR EXCEEDED  1st Reporting Period  Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No	JEP REPO  3 SUBSTANTIAL PROCE met)  2nd Reporting Period  Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No	EXPLANATE  GRESS (50-99% of goal  3rd Reporting Period Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No	ACHIEVEMENT FROM O  ION OF MARKS  2 PARTIAL PROGRES  4th Reporting Period (SOnly) Date:  Progress Mark:  Is progress sufficient to a goal?  Yes No	CURRENT IEP  S (1-49% of goal	Goal Achievement  Objective 1 Met:  Yes No Objective 2 Met:  Yes No	ROGRESS
4 GOAL MET OR EXCEEDED  1st Reporting Period  Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No  If "No" please comment:  Needs More Time Excess	IEP REPO  3 SUBSTANTIAL PROCE met)  2nd Reporting Period Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No If "No" please comment:  Needs More Time Excess	EXPLANATE  GRESS (50-99% of goal  3rd Reporting Period Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No If "No" please comment:  Needs More Time Excess	ACHIEVEMENT FROM O  ION OF MARKS  2 PARTIAL PROGRES  4th Reporting Period (SO) Only) Date:  Progress Mark:  Is progress sufficient to 1 goal?  Yes No If "No" please comment:	S (1-49% of goal secondary	Goal Achievement  Objective 1 Met:  Yes No Objective 2 Met:  Yes No	ROGRESS
4 GOAL MET OR EXCEEDED  1st Reporting Period  Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No  If "No" please comment:  Needs More Time Excess  Absence/Tardy	IEP REPO  3 SUBSTANTIAL PROCE met)  2nd Reporting Period Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No If "No" please comment:  Needs More Time Excess Absence/Tardy	EXPLANATION EXPLANATION OF PROGRESS AND A EXPLANATION OF GRESS (50-99% of goal and a street and a street annual goal?  O Yes O No If "No" please comment:  Needs More Time Excess Absence/Tardy	ACHIEVEMENT FROM O  ION OF MARKS  2 PARTIAL PROGRES  4th Reporting Period (SONIY) Date:  Progress Mark:  Is progress sufficient to rigoal?  Yes No If "No" please comment:  Needs More Time	CURRENT IEP S (1-49% of goal Secondary	Goal Achievement  Objective 1 Met:  Yes No Objective 2 Met:  Yes No	ROGRESS
4 GOAL MET OR EXCEEDED  1st Reporting Period  Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No  If "No" please comment:  Needs More Time Excess Absence/Tardy Assignments Not	IEP REPO  3 SUBSTANTIAL PROCE met)  2nd Reporting Period Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No If "No" please comment:  Needs More Time Excess Absence/Tardy Assignments Not	EXPLANATION EXPLANATION OF PROGRESS AND A EXPLANATION OF PROGRESS AND A EXPLANATION OF THE PROGRESS (50-99% of goal and a goal of the progress of goal and a goal of the progress of the progress of goal of goal of the progress of goal of goal of the progress of goal of g	ACHIEVEMENT FROM O  ION OF MARKS  2 PARTIAL PROGRES  4th Reporting Period (SONIY) Date:  Progress Mark:  Is progress sufficient to rigoal?  Yes No If "No" please comment:  Needs More Time Excess Absence/Tar	CURRENT IEP S (1-49% of goal Secondary  neet annual	Goal Achievement  Objective 1 Met:  Yes No Objective 2 Met:  Yes No	ROGRESS
4 GOAL MET OR EXCEEDED  1st Reporting Period  Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No  If "No" please comment:  Needs More Time Excess Absence/Tardy Assignments Not Completed	IEP REPO  3 SUBSTANTIAL PROCE met)  2nd Reporting Period Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No If "No" please comment:  Needs More Time Excess Absence/Tardy Assignments Not Completed	EXPLANATE  GRESS (50-99% of goal  3rd Reporting Period Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No If "No" please comment:  Needs More Time Excess Absence/Tardy Assignments Not Completed	ACHIEVEMENT FROM O  ION OF MARKS  2 PARTIAL PROGRES  4th Reporting Period (SONIY) Date:  Progress Mark:  Is progress sufficient to rigoal?  Yes No If "No" please comment:  Needs More Time Excess Absence/Tan Assignments Not Co	CURRENT IEP S (1-49% of goal Secondary  neet annual	Goal Achievement  Objective 1 Met:  Yes No Objective 2 Met:  Yes No	ROGRESS
EXCEEDED  1st Reporting Period  Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No  If "No" please comment:  Needs More Time Excess Absence/Tardy Assignments Not Completed Need to	IEP REPO  3 SUBSTANTIAL PROCEMENT  2nd Reporting Period Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No If "No" please comment:  Needs More Time Excess Absence/Tardy Assignments Not Completed Need to	EXPLANATION EXPLANATION OF PROGRESS AND A EXPLANATION OF PROGRESS AND A EXPLANATION OF GRESS (50-99% of goal and a street	ACHIEVEMENT FROM O  ION OF MARKS  2 PARTIAL PROGRES  4th Reporting Period (SONIY) Date:  Progress Mark:  Is progress sufficient to rigoal?  Yes No If "No" please comment:  Needs More Time Excess Absence/Tar Assignments Not Connected to review/revision.	CURRENT IEP S (1-49% of goal Secondary  neet annual	Goal Achievement  Objective 1 Met:  Yes No Objective 2 Met:  Yes No	ROGRESS
4 GOAL MET OR EXCEEDED  1st Reporting Period  Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No  If "No" please comment:  Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal	IEP REPO  3 SUBSTANTIAL PROCEMENT  2nd Reporting Period Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No If "No" please comment:  Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal	EXPLANATION EXPLANATION OF PROGRESS AND A EXPLANATION OF PROGRESS AND A EXPLANATION OF GRESS (50-99% of goal and a strength of goal of	ACHIEVEMENT FROM O  ION OF MARKS  2 PARTIAL PROGRES  4th Reporting Period (SONIY) Date:  Progress Mark:  Is progress sufficient to rigoal?  Yes No If "No" please comment:  Needs More Time Excess Absence/Tar Assignments Not Connected to review/revision.	CURRENT IEP S (1-49% of goal Secondary  neet annual	Goal Achievement  Objective 1 Met:  Yes No Objective 2 Met:  Yes No	ROGRESS
4 GOAL MET OR EXCEEDED  1st Reporting Period  Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No  If "No" please comment:  Needs More Time Excess Absence/Tardy Assignments Not Completed Need to	IEP REPO  3 SUBSTANTIAL PROCEMENT  2nd Reporting Period Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No If "No" please comment:  Needs More Time Excess Absence/Tardy Assignments Not Completed Need to	EXPLANATION EXPLANATION OF PROGRESS AND A EXPLANATION OF PROGRESS AND A EXPLANATION OF GRESS (50-99% of goal and a street	ACHIEVEMENT FROM O  ION OF MARKS  2 PARTIAL PROGRES  4th Reporting Period (SONIY) Date:  Progress Mark:  Is progress sufficient to rigoal?  Yes No If "No" please comment:  Needs More Time Excess Absence/Tar Assignments Not Connected to review/revision.	CURRENT IEP S (1-49% of goal Secondary  neet annual	Goal Achievement  Objective 1 Met:  Yes No Objective 2 Met:  Yes No	ROGRESS

Secondary   Contact   Co			
With minimal guidance and support from peers and adults, Sarah will develop and strengthen writing as needed by planning, revising, editing, rewriting, or ta new approach as measured in 3 out of 4 trials with 70% accuracy.    Methods of Evaluation			
With minimal guidance and support from peers and adults, Sarah will develop and strengthen writing as needed by planning, revising, editing, rewriting, or tan new approach as measured in 3 out of 4 trials with 70% accuracy.    Methods of Evaluation			
Trogress 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 rovided at either Progress Report or Report Card periods.    Methods of Evaluation			
Methods of Evaluation    State Assessments	rying		
State Assessments Observation Other    Criterion Referenced   Work Samples   Variety   Variety	:		
Observation Other  Incremental objective #1 related to the goal:  With moderate guidance and support from peers and adults, Sarah will develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach as measured in 3 out of 4 trials with 65% accuracy.  Incremental objective #2 related to the goal:  With moderate guidance and support from peers and adults, Sarah will develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a proach as measured in 3 out of 4 trials with 65% accuracy.  Incremental objective #2 related to the goal:  With moderate guidance and support from peers and adults, Sarah strengthen writing as needed by planning, revising, editing, rewriting, or trying a proach as measured in 3 out of 4 trials with 70% accuracy.  Incremental objective #2 related to the goal:  With moderate guidance and support from peers and adults, Sarah strengthen writing as needed by planning, revising, editing, rewriting, or trying a proach as measured in 3 out of 4 trials with 70% accuracy.  Incremental objective #2 related to the goal:  With moderate guidance and support from peers and adults, Sarah strengthen writing as needed by planning, revising, editing, rewriting, or trying a proach as measured in 3 out of 4 trials with 70% accuracy.  Incremental objective #2 related to the goal:  With moderate guidance and support from peers and adults, Sarah will develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a proach as measured in 3 out of 4 trials with 70% accuracy.  Incremental objective #2 related to the goal:  With moderate guidance and support from peers and adults, Sarah strengthen writing as needed by planning, revising, editing, rewriting as relations, strengthen writing as needed by planning, revising, editing, rewriting as relations, strengthen writing as needed by planning, revising, editing, rewriting as relations, strengthen writing as needed by planning, revising, editing, rewriting as	,		
With moderate guidance and support from peers and adults, Sarah will develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach as measured in 3 out of 4 trials with 65% accuracy.  With moderate guidance and support from peers and adults, Sarah strengthen writing as needed by planning, revising, editing, rewriting, or trying a strengthen writing as needed by planning, revising, editing, rewriting as trengthen writing as needed by planning, revising, editing, rewriting as needed by planning, revising, editing, rewriting as needed by planning, revising, editing, rewriting, or trying as trengthen writing as needed by planning, revising, editing, rewriting, or trying as needed by planning, revising, editing, rewriting, or trying as needed by	ased		
IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP  EXPLANATION OF MARKS  4 GOAL MET OR EXCEEDED  1st Reporting Period Date:  2nd Reporting Period Date:  2nd Reporting Period Date:  Progress Mark:	_		
EXPLANATION OF MARKS  4 GOAL MET OR EXCEEDED  and Substantial Progress (50-99% of goal met)  2 PARTIAL PROGRESS (1-49% of goal met)  1 NO  1 St Reporting Period Date:  Date:  Progress Mark:  No	<b>✓</b> MO/YR		
4 GOAL MET OR EXCEEDED  1st Reporting Period Date:  Progress Mark:  No			
Date: Date: Only) Date: Progress Mark: Progress Mark: Progress Mark: Objective 1 Met: Yes No	O PROGRESS		
Progress Mark:  Progress Mark:  Progress Mark:  Progress Mark:  Progress Mark:  Objective 1 Met:  Yes O No	Goal Achievement		
Progress Mark:  Progress Mark:  Progress Mark:  Progress Mark:  Objective 1 Met:  Yes O No			
Trogress Ivialk. Trogress Ivialk. Trogress Ivialk. O Yes O No			
O Yes O No			
Is progress sufficient to meet annual goal?  Objective 2 Met:  Objective 2 Met:  Objective 2 Met:  Objective 2 Met:			
○ Yes ○ No ○ Yes ○ No ○ Yes ○ No ○ If "No" please expl	lain:		
If "No" please comment: If "No" please comment: If "No" please comment: If "No" please comment:			
Needs More Time Needs More Time Needs More Time Needs More Time			
☐ Excess ☐ Excess ☐ Excess ☐ Excess Absence/Tardy			
Absence/Tardy Absence/Tardy Absence/Tardy Assignments Not Completed			
Assignments Not Assignments Not Need to review/revise Goal			
Completed Completed Completed Other			
review/revise Goal review/revise Goal review/revise Goal			
Other Other Other			

Los Angeles Unified S Student TWITO	SARAH	Y	Date of Birth 31-OCT	-2012	Meeting Date 08-AI	PR-2024	
Last	First	MI	Date of Diffil 31-OC	2012	victing Date 00-Af	11-2024	
2400	11150		Goals and Objectives				
ormance Area:	Math	Category: M	ath 🗸	Annual Goa	al #: 3		
	math problems requiring be accuracy as measured by st	oth single and multi-step solution audent work samples.	is, Sarah will determine how a	ind when to break	a problem into simpler pa	irts	
	to be reported to parents by s Report or Report Card pe			rom Current IEP	' form(s) which will be		
<b>7</b>			f Evaluation				
State Assessments Observation Other		orm Referenced ortfolio	☐ Criterion Reference ✓ Work Samples	ed	☐ Curriculum Base ☐ Informal	ed	
olutions, Sarah will det	T math problems requiring rmine how and when to brort in 3 of 4 trials with 65%	eak a problem into simpler	solutions, Sarah will det	ermine how and	requiring both single and a when to break a problem in 70% accuracy as measure	nto simpler pa	
ate to be achieved:		MO/YR  PORT OF PROGRESS AND	Date to be achieved:	December CURRENT IEP	<b>2</b> 024 <b>•</b>	MO/YR	
	IEI KE			CORRECT TET			
4 GOAL MET OR EXCEEDED	3 SUBSTANTIAL Pi	ROGRESS (50-99% of goal	TION OF MARKS 2 PARTIAL PROGRES	S (1-49% of goa	1 met) 1 NO F	PROGRESS	
1st Reporting Period	2nd Reporting Period	d 3rd Reporting Period	4th Reporting Period (S	Secondary	Goal Achievement		
Date:	Date:	Date:	Only)				
			Date:				
Progress Mark:	Progress Mark:	Progress Mark:	Progress Mark:		Objective 1 Met:		
					O Yes O No		
s progress sufficient to neet annual goal?	Is progress sufficient t meet annual goal?	o Is progress sufficient to meet annual goal?			Objective 2 Met:  Yes No		
	O Yes O No	O Yes O No	O Yes O No		If "No" please explair	1:	
○ Yes ○ No		nt: If "No" please comment:	If "No" please comment:				
	: If "No" please comme						
f "No" please comment	,	Needs More Time	Needs More Time				
If "No" please comment  Needs More Time Excess Absence/Tardy	Needs More Time Excess Absence/Tardy	Excess Absence/Tardy	Needs More Time Excess Absence/Tare Assignments Not Co				
If "No" please comment  Needs More Time Excess Absence/Tardy Assignments Not Completed	Needs More Time Excess Absence/Tardy Assignments Not Completed	Excess Absence/Tardy Assignments Not Completed	Excess Absence/Tare	mpleted			
Excess Absence/Tardy	Needs More Time Excess Absence/Tardy Assignments Not	Excess Absence/Tardy Assignments Not	Excess Absence/Tare Assignments Not Co Need to review/revis	mpleted			

		181.11	INDIVIDUALIZE	D EDUCATION PROGR	AM (IEP)	Page 9 of
	Angeles Unified School udent TWITO Last	SARAH First	Y MI	Date of Birth in State and District-w	31-OCT-2012	Meeting Date 08-APR-2024
sses	sments administered wil					ation and/or the Los Angeles Unified School
			Dis	strict Assessments		
Hov	wwill the student partic	cipate in District As	sessments?			
<b>~</b>	Full Participation					
	Partial Exemption from	om specific assessm	ent(s). Indicate the exer	mpt assessment and an a	ppropriate replaceme	ent assessment below:
	Exempt A	assessment		Repl	acement Assessmen	ıt
		•	<b>~</b>			
<b>~</b>	Accommodations:					
	multiple assessment of	pportunity, shortened	assessments, extra time o	on assessments		
			d District Assessments identified below are a			CAASPP Subject ELA and Math
	gnated Supports:	or Accommodations	i identified below are a	ρριικάσιε)		ELA and Maur
	=			except for reading passag	ges)	
	Simplified or paraphra Test in a separate/smal		non-embedded designa	ited support)		
	ommodations:	ner setting				
		=	more sequential forma			
-	Text-to-Speech softwa	re enabled for ELA	reading passages (emb	edded accommodation).		
			d District Assessments			CAST Subject Science
	gnated Supports:	or Accommodations	tuenitied below are a	ρριιτάδιε)		Science
	Text-to-Speech (embe					
	Simplified Test Direct: Test in a separate/smal		:			
	ommodations:	ner setting (non em	очини зирроге)			
-	Streamlined version of	f text presented in a	more sequential forma	t		

	INDIVIDUALIZED EDUC	ATION PROGRAM (IEP)		Page 10 of 16
Los Angeles Unified School District Student TWITO SARAH	Y	Data of Divide 21 OCT 2012	Mastina	08-APR-2024
Last First	MI	Date of Birth 31-OCT-2012	Meeting Date	08-APR-2024
			2	
		uards and Follow-up Actions		
✓ A Parent's Guide to Special Education Ser	_		the parent in his/	her primary language.
The IEP Team Meeting Introductory Stateme				
✓ The parent/guardian was informed of his/her				
Is the parent/guardian requesting computer gene	erated translation?* Yes	O No		
*Computer generated translation provides access to an immutranslation IEP documentation should not be considered an esubstitute for formal written translation services by a District and/or a formal translation of the IEP at any time. Only form	official IEP document. While this servet translator. Parents/Guardians who el	ice is offered and available to assist parents/gu ect access to computer generated written IEP to	ardians to participate in	IEP development, it is not a
Is the parent/guardian requesting official translation	tion? O Yes No S	elect Preferred Language: Hebrew		~
Specify the Individual Pages to be translated:	:			
Special Requests:				
For students who are 17 years old, the studen student at 18 years of age, unless the court h		ve been informed that the educationa	l decision-making	rights will transfer to the
Pandemic Lear	ning Loss Consideration of C	Compensatory and/or Recoupment	Services	
<b>Compensatory Education Consideration:</b>		Recoupment Services Considera	tion:	
<ul> <li>The IEP team has reviewed and discussed we education is required due to the COVID-19 produced determined:</li> <li>Student received all of their special educated</li> </ul>	pandemic. The IEP team has	✓ The IEP team has reviewed an and considered factors that ma the school facility closures as a IEP team has determined:	y have impacted so a result of the COV	tudent's learning during /ID-19 pandemic. The
services required by their IEP. Compensate required.		<ul> <li>Student has made expected progress is in alignment with achievement. No recoupment</li> </ul>	n expectations of p	rogress/goal
Student did not receive all of their special and services required by their IEP. Compe details are documented in FAPE 2- Summi	nsatory education offer	Student experienced learning closures caused by the COV	g loss as a result of	the school facility
Student did not receive all of the special ed and services required by their IEP. However education was warranted for the reasons de team in FAPE Part 2 Part 4.	er, no compensatory	services are necessary. The I to address past learning loss. included in FAPE Part 2, Par service grid, as necessary).	. Recoupment serv	ices offer details are
Compensatory education consideration wa	as documented on IEP dated	Recoupment services consider	leration was docum	nented on IEP dated
			~	
~				
Preschool Only Consideration (Transition IE 30-Day IEP Consideration (Out-of-District)  Student attends private school within district		e of district boundaries (Eligibility D	etermination Only	)
,	THIS SPACE DELIBER	ATELY LEFT BLANK.		

Los Angeles Unified Cakeal District	INDIVIDUALIZED EDU	CATION PROGRAM (IEP)		Page 11 of 16
Los Angeles Unified School District Student TWITO SARAH	Y	Date of Birth 31-OCT-2	2012 Meet	ing Date 08-APR-2024
Last First	MI			(**************************************
	Section Q: Parent Par	ticipation and Consent		
Parent Participation			Parent Notificatio	n
Parent/Student (18-21) has participated in the IEP Parent/Student (18-21) indicated before the meetir 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 per them if they did not attend.	ng that they would not be able to meeting time and place. The meeting notifications and the present			
Parent/Stu	udent (18-21) Agreement 1	meeting be rescheduled.) to Components of the Pr	onosed IEP	
A Parent/Student (18-21) may agree to all or some	` , ,	*	oposcu 1E1	
implement those portions of the IEP to which the  Parent/Student (18-21) AGREES to all componer	parent/student (18-21) agrees		g instruction and servi	ices.
Parent/Student (18-21) AGREES to all componer		THE SPECIFIC EXCEPTION	N(S) stated below:	
Assessment Specify	nts of the proposed IET WITH	THE STECHT CEACET TO	or ((b) stated below.	
Eligibility Specify				
Instructional Setting Specify				
Services Specify				
The Parent/Student (18-21) <b>DOES NOT AGREE</b>	with any of the components of	the proposed IEP		
A Parent/Student (18-21) is not required to initiate			proposed IEP to which	h the parent does not agree. If
a parent/student (18-21) does wish to initiate a for				
dispute resolution processes in the District's publi	ication, A Parent's Guide to S	Special Education Services (	Including Procedural	Rights and Safeguards).
	Parent Concern	s and Comments		
Signature(s)			Date	12-APR-2024
	lent age 18-21 years age 18-21	O Surrogate Parent	C Emancipated Mine	or Foster Parent
years  Did the school district facilitate parent involvement as	a means of improving services	and results for your child?	Yes O No O No Re	esponse
✓ I certify that I have received a copy of the Par can be done at anytime after the IEP meeting		•		•
Signature(s)			Data	8-APR-2024
3			Date	0 /H R 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.



s Angele	s Unified Scho	or District		Reconvened Meeting Date					
Student	TWITO	SARAH	Y	Date of Birth 31-OCT-2012	Meeting Date 08-APR-2024				
	Last	First	MI						
			Section R	: Names and Signatures (Signatures on File)					
	To	eam Member		Print Name	Signature				
Parent/Guar	dian			Avraham Twito - See Attached					
arent/Guai	dian			Teresa Monge Juarez					
tudent Age	e 18 - 21 years								
Student Un	der Age 18 years								
burrogate P	arent								
Foster Paren	nt								
Family Fost	ter Home Provid	er							
Administrat	or			Sandra Riggs - See Attached					
Administrat	tive Designee								
Special Education Teacher				Ashley Shapiro - See Attached					
General Ed	ucation Teacher			Sara Zaldivar - See Attached					
School Psyc	chologist								
School Nur	se			Samantha Stratman - See Attached					
Related Ser	vice Staff								
Related Ser	vice Staff								
Related Ser	vice Staff								
nterpreter									
Sign Langu	age Interpreter								
Agency Rep	presentative								
Agency Rep	presentative								
Agency Rep	presentative								
Other									
Other									
Other									
Other									

				INDIVIDU	UALIZED ED	UCATI	ON PROG	GRAM (IEI	P)					Page 13	of 10
Los Angeles Student		SAR		Y MI		I	Date of Bir	<b>th</b> 31-OC	Г-2012	)	Meeting Date		08-API	R-2024	
			LEAS	ST RESTR	RICTIVE E	ENVI	RONMI	ENT AN	JALYS	SIS					
			J		eted By the IE				eeting						
~					Student's Curre										
_		Class/Genera					Special I		ım/Gener	ral Educa	ation Site				
		am/Special E		nter			Nonpubl	ic School							
	_	Residential C													
IRECTION					ne IEP team dis ching the Step								ntil the	team reac	nes
n a more resuse of supple	strictive set ementary a cions and n ovided. In	etting should of hids and servi modifications selecting the	only occur if ices cannot b is not the so E LRE, consider	f the nature or be achieved sa ble justificatio deration is giv	uires that stude r severity of the atisfactorily. To on for placeme ven to any pot	he stude The lack ent in a tential l	ent's disabi c of current more restr harmful eff	lity is such t availabili ictive setti fect on the	n that place ity of a string, unles child or o	cement i audent's r ss there i on the qu	n a less restr required supp s a compellinuality of serv	rictive ports ing revices	ve settings, service eason was that he	ng with the ces, why they	
ovep 11.		om/setting?													
	O Yes	O No		If the answer is YES, then a general education classroom/setting is the appropriate placement. If the answer is NO, go to the question below.											
	O Yes	○ No	If not currently available, can the required supports, services, accommodations and/or modifications be made available in a general education classroom/setting? If YES, all required supports, services, accommodations and/or modifications must be provided within a reasonable timeline. If the answer is NO, please articulate why in the box below. Then go to Step B.												
Step B.		supports, ser day program'		nmodations a	und/or modific	eations	in the stude	ent's IEP b	e made a	ıvailable	on a general	ıl edı	ucation	site in a	
	O Yes	○ No				lay prog	y program on a general education site is the appropriate placement. If the answer								
	O Yes	O No	is NO, go to the question below.  If not currently available, can the required supports, services, accommodations and/or modifications be made available in a special day program on a general education site? If YES, all required supports, services, accommodations and/or modifications must be provided within a reasonable timeline. If the answer is NO, please articulate why in the box below. Then go to Step C.												

### INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles	os Angeles Unified School District										
Student	TWITO	SARAH	Y	Date of Birth 31-OCT-2012	Meeting	08-APR-2024					
	Last	First	MI		Date						

		ANNU	AL LEAST RESTRICTIVE ENVIRONMENT ANALYSIS (Continued)							
			To Be Completed By the IEP Team at the IEP Team Meeting							
Step C.										
	O Yes	○ 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.							
	O Yes	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.								
	Con the		ervices, accommodations and/or modifications in the student's IEP be made available in a home/hospital setting?							
Step D.	Can the									
	O Yes	O 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.							
	O Yes O No  If not currently available, can the required supports, services, accommodations and/or modifications be made avail 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									
	Conth									
Step E.			ervices, accommodations and/or modifications in the student's IEP be made available in a residential care facility?							
	O Yes	O No	If not currently available, articulate in the IEP what supports, accommodations and/or modifications are required for the student in this setting.							

ns Angeles	Unified School	l District	INDIVIDUALIZE	D EDUCATION PROGRAM (IEP)		
Student (		SARAH First	Y MI	Date of Birth 31-OCT-2012	Meeting Date	08-APR-2024
	AN	NNUAL LEA		TE ENVIRONMENT ANALYSIS the IEP Team at the IEP Team Meeting	(Continued)	
Step F.			l in the contents of this cluding (check all that a	IEP, and the placement being considered by pply):	the IEP team, outw	eigh any potential
		Missed genera Rate at which s Lack of opport Lack of opport Amount of soc Limited access	student may earn credit unity for social interact unities for age-appropr ialization opportunities to peers in student's ho	taught by highly qualified staff s for graduation tion tiate peer role models with typical peers		

Los Angeles Unified S		IEP FAP	T 2012		
Student TWITO	SARAH Y	Date of Birth 31-OC	T-2012 <b>Meeting Date</b> 08-APR-2024		
Last	rirst	MI			
		Effective With this IEP	Future Changes Related to this IEP		
	As of Date:	12-APR-2024	01-JUL-2024		
Eligibility:		Eligible (OHI)			
(from Page 4)	Final IEP Reason Final IEP Effective Date:				
Curriculum		General Education	General Education		
Placement	Type of School	District Resident School	District Resident School		
	Name of School	COLFAX EL(CHARTER)	REED MS		
		COLIAA EE(CHARTER)	KLED MIS		
Instructional Setting	Setting	General Education	General Education		
	Program	GE	GE		
	Special Day Minutes/Wk				
	-				
	Addresses Goals	1(Reading),2(Writing),3(Math)	1(Reading),2(Writing),3(Math)		
Additional Factors	Low Incident Support	None	None		
	Assistive Technology	No	No		
	Support				
	Transportation	None	None		
	Extended School Year/Intersession	Yes No			
	Parent Counseling and Training (PCT)	○ Yes ● No			
	ESY Transportation				
Accommodation, Modifications, Supports	Instructional Accommodations	shortened assignments and assessments, extra time on assignments and assessments, assignments broken down into parts, graphic organizer for writing, self editing checklist for writing, multiple assessment opportunities, study corral, preferential seating, small group as needed, daily check ins	shortened assignments and assessments, extra time on assignments and assessments, assignments broken down into parts, graphic organizer for writing, self editing checklist for writing, multiple assessment opportunities, study corral, preferentia seating, small group as needed, daily check ins		
	Instructional Modifications				
	Other Supports, including Non-Academic and Extra-curricular Activities				
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			
document the decision to conduct or not conduct a three-year comprehensive reassessment.)		Comprehensive assessment required at next triennial			
7		Comments, as appropriate			
Low Incidence Equipment					
Assistive Technology Equipment					

4/18/24, 12:03 PM

Participation in General Education

Sarah participates in the general education program with push in resource support.

Los Angeles Unified School Dist		IEP FAPE Part 2 - Summary of	
Student TWITO SARA  Last F	AH Y MI	Date of Birth 31-OCT-2012	Meeting Date 08-APR-2024
Last r	ITSU MII	Effective With This IEP	Future Changes Related To This IEP
Service 1	Start Date:	Effective on Signature Date 12-APR-2024	01-JUL-2024
RSP	End Date:	30-JUN-2024	
RSP	Service applies to:	Regular	Regular
	Frequency:	1-5	1-5
This service addresses the following <b>goals:</b>	Interval:	Weekly	Weekly
3(Math)	Minutes/Interval:	60	100
	Minutes/Interval (Pullout from Gen Ed):	0	0
	Service Delivery Model:	RSP: Direct Instruction Services*	RSP: Collaborative Teaching and Planning**
	RSP Area:	M	ath
	Responsible Personnel:	Resource Specialist Teacher	General Education Teacher
		General Education Teacher	Resource Specialist Teacher
*			
Service 2	Start Date:	Effective on Signature Date 12-APR-2024	01-JUL-2024
RSP	End Date:	30-JUN-2024	
RSP	Service applies to:	Regular	Regular
	Frequency:	1-5	1-5
This service addresses the following <b>goals:</b>	Interval:	Weekly	Weekly

1(Reading)	Minutes/Interval:	60	100		
2(Writing)	Minutes/Interval (Pullout from Gen Ed):	0	0		
	Service Delivery Model:	RSP: Direct Instruction Services*	RSP: Collaborative Teaching and Planning**		
	RSP Area:	: Literacy/ELA/ELD			
	Responsible Personnel:	Resource Specialist Teacher	General Education Teacher		
		General Education Teacher	Resource Specialist Teacher		
*					
**					

#### Notes

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

# Part 3 - Percentage of Time Outside of General Education

	Effective With this IEP	Future Changes Related to this IEP
% of Time per Week outside of General Education	0	•

## Part 4 - Compensatory Education/Recoupment Services Discussion

A discussion regarding compensatory education and recoupment services occurred during the IEP team meeting. The team has determined that compensatory services are not required to remedy any education or other deficits that may have resulted from Sarah not receiving evaluations or services.

The team considered factors that may have impacted student learning due to the COVID-19 pandemic and determined expected progress has been made and is in alignment with expectations of progress and/or goal achievement and no recoupment services are recommended.

## Part 4 - Additional IEP Team Considerations & Parental Input

This is an annual IEP for Sara Twito. IEP was held in person. IEP introductory statements were read.

Health report was read by the school nurse. Parent confirmed the report. Father reported concern with student attendance. Team will continue to follow district protocols on attendance and update accommodations to support student.

Special education teacher and general education teacher shared current levels of performance. Parent participated in the discussion.

Team worked collaboratively on goals. Parent is in agreement with the proposed goals.

Section K (Testing Accommodations) and classroom accommodations were reviewed.

The IEP team discussed placement options based on Sarah's needs. At this time the IEP team is recommending the general education program with Resource Support as the most appropriate placement in the Least Restrictive Environment.

Parent participated in the discussion. When asked for further input, the parent stated they do not have any additional concerns at this time. Parent received a copy of the 'A Parent's Guide to Special Education Services'.

Page 16 of 16

#### INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District **IEP FAPE Part 2 - Summary of Services** 

	ores e mineu ser	1001 2 1511111		121 1.11 2.1		01 501 11005	
tudent	TWITO	SARAH	Y	Date of Birth	31-OCT-2012	Meeting Date	08-APR-2024
	Lest	Finet	MI				

FAPE	Summary	Grid
------	---------	------

					1111	E Summ	uar y v	JII.				
Program:GESetting:General Education					cation							
Eligibili	ity:		Eligible (O		Curriculum:			General Edu	General Education			
Transpo	ortation:		None			]	Low Incident Support:			None		
	strict Rece Signature:			12-Apr-202	24							
Service Code	Service Service		Start Date	Service Applies To	Interval	Freque	ency Area		Total Minutes	Addresses Goal(s)	No Consent	

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, Writing				
RSP	RSP	Future Changes 01-Jul-2024	Regular	Weekly	1-5	RSP- Literacy/ELA/ELD	100	Reading, Writing				
RSP	RSP	Effective on Signature Date	Regular	Weekly	1-5	RSP-Math	60	Math				
RSP	RSP	Future Changes 01-Jul-2024	Regular	Weekly	1-5	RSP-Math	100	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	<b>✓</b>	<b>✓</b>	<b>✓</b>	<b>~</b>	<b>~</b>	<b>~</b>
Supplementary Aids and Services (provided in general education classes and other general ed environments)	<b>✓</b>				<b>~</b>	<b>✓</b>

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.