

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student Identification Number 200318X694 SSID

Eligible (OHI)

Student GORDON LEIA MI
Last First MI

Date of Birth: 15-MAY-2017

Section A: Meeting Information

Pertinent Dates	Type of Meeting
Date of Initial IEP Team Meeting: 23-MAY-2024	<input checked="" type="radio"/> Initial
Date of Present Meeting: 23-MAY-2024	<input type="radio"/> Amendment of IEP dated
Annual Review to be conducted by: 23-MAY-2025	<input type="radio"/> Annual Review
Next Three Year Review will be conducted by: 23-MAY-2027	<input type="radio"/> Early Start Transition
Three Year Review or Evaluation was conducted on: 23-MAY-2024	<input type="radio"/> Three Year Review
Transition to Kindergarten to be conducted by:	<input type="radio"/> Expulsion Analysis
	<input type="radio"/> Individual Transition Plan
	<input type="radio"/> Other
Location of Meeting: GAULT ST EL	District Name: Los Angeles Unified School Distri

Section B: Student Information

Date of Birth: 15-MAY-2017 Age: 7 Grade: 1

Gender: Male Female Ethnic Code:

Location of the Psych Folder: REGION NORTH Student has no Psych Folder:

Location of the Cum Folder: GAULT ST EL Student has no Cum Folder:

Home Language: English Student Language: English Alternate Mode of Communication:

Home Address of Student: 6930 Decelis Pl.

City: Van Nuys CA ZIP Code: 91406

Home Telephone: (215) 932-6800 Daytime Telephone: Emergency Telephone:

School of Attendance: Private School Office (1) Location Code: 1536

School of Residence: Gault St El Location Code: 4110

Name of Parent/Guardian: Josh Gordon Telephone: same as above

Address: same as above

City: CA ZIP Code:

Surogate Parent: Telephone:

Attends **CURRENT SCHOOL** as a result of one of the following: Private School Enrollment

Private School: Emek Hebrew Academy/Teichman Family Torah Center

Is the student living in a Family Foster Home (FFH)? No Yes FFH#:

Is FFH Provider related to student? No Yes Relationship:

Licensed Children's Institution No Yes LCI Name:

LCI#:

Out of the home placement made by: Regional Center Department of Mental Health Department of Children's Services

Superior Court Other

Child's family living within LAUSD's boundaries? No Yes

If the student is 18 years old or older or is an emancipated minor, does he/she have educational decision-making rights? No Yes

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

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Student Date of Birth

Last First MI

Section C: Language Acquisition

Language Classification: Start Date:

Withdrawal by Parent Request: Yes No Reclassification Date:

ELPAC Performance Level and Performance Descriptor: Test Date:

Alternate ELPAC Performance Level and Performance Descriptor: Test Date:

Section D: Goal Achievement from Current IEP

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

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student

GORDON

LEIA

Date of Birth

15-MAY-2017

Meeting Date

23-MAY-2024

Last

First

MI

Section E: Present Level of Performance

Performance Area:

Health

Category:

Health

Assessment/Monitoring Process Used:

Health Assessment, Parent Interview

State/District Assessment Results:

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

Health Summary: Leia is a 7-year-old student with a diagnosis of ADHD, per the school psychologist. Leia was born full term with no prenatal, birth or newborn complications. Developmental milestones are within normal limits. Student is not on any routine medications at home or school. No history of any serious or chronic illness, accident, injury, surgery or hospitalization. Student has no known allergies.

Strengths: Leia is able to ambulate without assistance and is independent with all activities of daily living. Student is able to communicate verbally. Passed LAUSD vision screening and hearing screening on 04/05/2024.

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

Impact of disability: Leia's physical health does not impact their involvement and progress in their educational program.

Accommodations/ modifications: None in the area of health.

Completed by:
Maira Huerta BSN, RN
04/05/24

Performance Area:

Reading

Category:

Reading

Assessment/Monitoring Process Used:

WJIV, Records

State/District Assessment Results:

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

Areas of Strength:

According to the Woodcock Johnson IV, her most recent cumulative records, teacher observations and grades, Leia's areas of strength include Reading, Basic Reading Skills, Letter-Word Identification, Passage Comprehension, Word Attack and Oral Reading. She enjoys reading at grade level and demonstrates strategies to pronounce unfamiliar words. Leia participates when asked to read aloud and answers questions about what she read with grade level accuracy.

According to the Woodcock Johnson IV, Leia's Broad Reading standard score of 91 indicates that her academic skills in reading are in the AVERAGE range for her age when compared to her peers of the same age. Leia's Basic Reading Skills standard score of 99 indicates that her skills in the AVERAGE range for her age when compared to her age-level peers. Leia's Oral Reading Fluency standard score of 99 indicates that her skills are in the AVERAGE range for her age when compared to her peers of the same age.

Areas of Need: A relative area of need, according to data, is SENTENCE READING FLUENCY, and Leia's testing results are within the LOW AVERAGE range in tested areas of when compared to peers. According to teacher reports, Leia NEEDS SUPPORT with reading fluency and comprehension.

Impact of Disability:

Leia's disability of Other Health Impairment and challenges with attention affects her ability to read with fluency and comprehend on grade level which impacts her involvement and progress in the general education curriculum.

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LEIA

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Meeting Date

23-MAY-2024

Section E: Present Level of Performance

Performance Area:

Writing

Category:

Writing

Assessment/Monitoring Process Used:

WJIV, records

State/District Assessment Results:

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

Areas of Strength:

According to the most recent cumulative records, teacher observations and grades, Leia's areas of strength include WRITTEN LANGUAGE, WRITTEN EXPRESSION, SPELLING and SENTENCE WRITING FLUENCY.

The Woodcock Johnson IV data indicates that Leia is working in the Average range in the areas of BROAD WRITTEN LANGUAGE and scored 105.

Areas of Need:

According to the Woodcock Johnson IV, the most recent cumulative records, teacher observations and grades, Leia's has no notable areas of need at this time in the area of writing.

Impact of Disability: Leia's disability of Other Health Impairment and challenges with attention appear to not affect her ability to write with fluency which does not impact her involvement and progress in the general education curriculum.

Performance Area:

Mathematics

Category:

Math

Assessment/Monitoring Process Used:

WJIV, cumulative records

State/District Assessment Results:

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

Areas of Strength:

According to the most recent cumulative records, teacher observations and grades, Leia's areas of strength include Mathematics, Broad Mathematics and Math Calculation Skills. She can read and write double-digit numbers to 40, recognize place value to the tens, understand greater than/lesser than, add and subtract single-digit numbers and illustrate concepts using manipulatives.

Areas of Need:

According to the Woodcock Johnson IV, the most recent cumulative records, teacher observations and grades, Leia's relative areas of need are math facts fluency and applied problems. The data indicate that Leia's ability to apply her knowledge of math concepts to problems involving word math problems is in the LOW range for her age.

Impact of Disability:

Leia's disability of Other Health Impairment and challenges with attention affects her ability to use grade level mathematics problem solving strategies which impacts her involvement and progress in general education.

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Student Date of Birth Meeting Date

Last First MI

Section E: Present Level of Performance

Performance Area:

Category: ▼

Assessment/Monitoring Process Used:

State/District Assessment Results:

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

Strengths: Based on results of a psychoeducational evaluation utilizing alternative procedures, Leia demonstrates estimated cognitive ability within the Average-to-High Average range. She demonstrates Average simultaneous processing ability, in tasks that involve spatial skills including perception of things as a whole and seeing patterns. Her attention processing, or ability to selectively focus on things heard or seen and resist being distracted by irrelevant sights and sounds is within the High Average range. Leia's overall visual perceptual skills are within the High Average range. Her short term visual sequential skills are Average and her non-sequential memory skills are High Average. Leia demonstrates Average visual motor processing skills. In the area of phonological processing, Leia demonstrates Average ability to blend sounds. She scored in the High Average range in her ability to target individual sounds and match sounds. Leia demonstrates High average Rapid Symbolic Naming skills and Superior Non Symbolic Naming skills, indicating strengths in retrieving phonological information from long-term or permanent memory. Leia's Executive Function ability is within the Average range, on tasks that measure inhibition and shifting attention. She demonstrates Average Working Memory abilities, on tests that required evaluating information that had to be remembered for a short period of time.

Needs: Leia demonstrates challenges with concentration/attention per teacher and parent reports and ratings. Per teacher and parent, Leia is often easily distracted.

Impact of Disability: Leia's disability of Other Health Impairment due to characteristics associated with ADHD impairs her ability to focus and sustain attention, complete tasks, control impulses, self-regulate, cope in age appropriate ways, and relate to peers appropriately, and impacts her involvement and progress in the general education curriculum.

Performance Area:

Category: ▼

Assessment/Monitoring Process Used:

State/District Assessment Results:

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

Strengths: Based on parent input and interview, Leia is able to communicate adequately expressing her thoughts and needs. Mother reports that Leia speaks both Hebrew and English well. Within the educational setting (as reported by teacher), Leia is able to use age appropriate vocabulary and adequately express ideas verbally. She does contribute, participate and engage in classroom discussions and activities. She does follow multiple step directions and will sometimes need information repeated. Leia's performance on the Woodcock-Johnson IV Tests of Oral Language in English indicates that Leia demonstrates age appropriate receptive and expressive language skills. The Oral Language cluster is composed of the Picture Vocabulary and Oral Comprehension subtests, and Leia's skills fall within the Average range. The Oral Expression cluster is composed of the Picture Vocabulary and Sentence Repetition subtests and her skills fall within the Average range.

Needs: None at this time.

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Section E: Present Level of Performance

Performance Area:

Category: ▼

Assessment/Monitoring Process Used:

State/District Assessment Results:

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

Strengths: During the current evaluation, Leia was cooperative, polite, and hard working. She enjoyed sharing about her favorite activities and interests. Per Father, Leia is a happy and loving child. Per both parents, Leia gets along well with her family members. Both parents describe Leia as a creative child who enjoys art, riding her bike, gym, dance, and coloring cooking. Per teachers, Leia is a sweet girl who loves to participate in class. The teacher reports that Leia demonstrates strengths including her enthusiasm, and effort in trying to do her best in class.

Needs: Leia demonstrate areas of need in self-control, coping with frustration, and appropriate peer interactions. Per teachers, Leia demonstrates challenges using her words to express her feelings and using kind words with her peers. At times, she has been physically aggressive with peers. Mother reports also seeing this behavior at home with Leia having difficulty playing appropriately with other children at home and when visiting family friends. Both Mother's and Father's ratings to the Conners 3 reflect Elevated and Very Elevated scores respectively on the Inattention Scale. Father's and Teacher's ratings indicate elevated concerns on the Hyperactivity scale of the BASC-3. Leia's kindergarten teacher reported that Leia demonstrated challenges with self-control, focusing on her work, and completing assignments on time. Her current 1st grade teacher also reports that Leia displays poor self-control and often is easily distracted. Mother shared that Leia's challenges impact her self confidence. Leia does evidence social, emotional and/or behavioral needs which adversely impact educational access and performance at this time. Per phone interview with private therapist, Leia has a diagnosis of ADHD with primarily impulsive behaviors.

Impact of Disability: Leia's disability of Other Health Impairment due to characteristics associated with ADHD impairs her ability to focus and sustain attention, complete tasks, control impulses, self-regulate, cope in age appropriate ways, and relate to peers appropriately, and impacts her involvement and progress in the general education curriculum.

Performance Area:

Category: ▼

Assessment/Monitoring Process Used:

State/District Assessment Results:

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

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

Needs: None at this time.

Impact: Leia does not evidence a disability that impacts her involvement and progress in the general education curriculum in this area.

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Section F: Eligibility

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

Specific Learning Disability, Other Health Impairment

For Initial IEP, interventions attempted prior to determining eligibility:

Pull out Learning Lab daily for Language Arts and Math, individual therapy

Eligible as a student with the disability of:

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

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

Code:
 Not Applicable, Blind or Partially Sighted

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

or

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

No Longer Eligible (Effective Date):

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

Final IEP Reason: Final IEP Effective Date:

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

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

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

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 Last First MI

Date of Birth

Meeting Date

Section G: Annual Goals and Objectives

Performance Area: Category: Annual Goal #:

When given 10 word problems with addition or subtraction, Leia will use manipulatives or scratch paper to solve the problems with 80% accuracy and verbally explain her answer in 3 out of 4 trials as measured by teacher observation.

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

Methods of Evaluation

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

Incremental objective #1 related to the goal:

When given 10 word problems with addition or subtraction, Leia will use manipulatives or scratch paper to solve the problems with 60% accuracy and verbally explain her answer in 3 out of 4 trials as measured by teacher observation.

Incremental objective #2 related to the goal:

When given 10 word problems with addition or subtraction, Leia will use manipulatives or scratch paper to solve the problems with 70% accuracy and verbally explain her answer in 3 out of 4 trials as measured by teacher observation.

Date to be achieved: MO/YR

Date to be achieved: MO/YR

IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP

EXPLANATION OF MARKS

4 GOAL MET OR EXCEEDED				3 SUBSTANTIAL PROGRESS (50-99% of goal met)				2 PARTIAL PROGRESS (1-49% of goal met)				1 NO PROGRESS			
1st Reporting Period		2nd Reporting Period		3rd Reporting Period		4th Reporting Period (Secondary Only)		Goal Achievement							
Date: <input type="text"/>		Date: <input type="text"/>		Date: <input type="text"/>		Date: <input type="text"/>									
Progress Mark: <input type="text"/>		Progress Mark: <input type="text"/>		Progress Mark: <input type="text"/>		Progress Mark: <input type="text"/>		Objective 1 Met: <input type="radio"/> Yes <input type="radio"/> No							
Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No		Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No		Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No		Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No		Objective 2 Met: <input type="radio"/> Yes <input type="radio"/> No							
If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other		If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other		If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other		If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other		If "No" please explain: <input type="text"/>							

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

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Student
 Last First MI

Date of Birth

Meeting Date

Section G: Annual Goals and Objectives

Performance Area: Category: Annual Goal #:

Leia will identify and role model using self calming techniques (e.g., deep breathing, positive self-talk, visualization, mindfulness) for managing negative feelings in 4 out of 5 trials per session with minimal adult support as measured by counselor observation.

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

Methods of Evaluation

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

Incremental objective #1 related to the goal:

Leia will identify and role model using self calming techniques (e.g., deep breathing, positive self-talk, visualization, mindfulness) for managing negative feelings in 2 out of 5 trials per session with maximum adult support as measured by counselor observation.

Incremental objective #2 related to the goal:

Leia will identify and role model using self calming techniques (e.g., deep breathing, positive self-talk, visualization, mindfulness) for managing negative feelings in 3 out of 5 trials per session with moderate adult support as measured by counselor observation.

Date to be achieved: MO/YR

Date to be achieved: MO/YR

IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP

EXPLANATION OF MARKS

4 GOAL MET OR EXCEEDED

3 SUBSTANTIAL PROGRESS (50-99% of goal met)

2 PARTIAL PROGRESS (1-49% of goal met)

1 NO PROGRESS

1st Reporting Period Date: <input type="text"/>	2nd Reporting Period Date: <input type="text"/>	3rd Reporting Period Date: <input type="text"/>	4th Reporting Period (Secondary Only) Date: <input type="text"/>	Goal Achievement
Progress Mark: <input type="text"/> Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other <input type="text"/>	Progress Mark: <input type="text"/> Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other <input type="text"/>	Progress Mark: <input type="text"/> Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other <input type="text"/>	Progress Mark: <input type="text"/> Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other <input type="text"/>	Objective 1 Met: <input type="radio"/> Yes <input type="radio"/> No Objective 2 Met: <input type="radio"/> Yes <input type="radio"/> No If "No" please explain: <input type="text"/>

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Meeting Date 23-MAY-2024

Section G: Annual Goals and Objectives

Performance Area: Reading Category: Reading Annual Goal #: 3

Leia will orally read grade level texts with accuracy, appropriate rate and expression on successive readings and identify the main idea of the text as measured by teacher observation in 4 out of 5 trials with 80% accuracy.

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

Methods of Evaluation

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

Incremental objective #1 related to the goal:

Leia will orally read grade level texts with accuracy, appropriate rate and expression on successive readings and identify the main idea of the text as measured by teacher observation in 4 out of 5 trials with 70% accuracy.

Incremental objective #2 related to the goal:

Leia will orally read grade level texts with accuracy, appropriate rate and expression on successive readings and identify the main idea of the text as measured by teacher observation in 4 out of 5 trials with 75% accuracy.

Date to be achieved: September 2024 MO/YR

Date to be achieved: January 2025 MO/YR

IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP

EXPLANATION OF MARKS

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

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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.

District Assessments

How will the student participate in District Assessments?

Full Participation

Partial Exemption from specific assessment(s). Indicate the exempt assessment **and** an appropriate replacement assessment below:

Exempt Assessment

Replacement Assessment

[Dropdown menu]

[Text input field]

Accommodations:

[Large empty text area for accommodations]

No assessment tests found.

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Section N: Procedural Safeguards and Follow-up Actions

- Checkboxes for procedural safeguards: A Parent's Guide to Special Education Services... The IEP Team Meeting Introductory Statements... The parent/guardian was informed of his/her right to a written translation of the IEP.

Is the parent/guardian requesting computer generated translation?* Yes No

Select Preferred Language: [dropdown]

*Computer generated translation provides access to an immediate written translation of the IEP but translated content has not been fully vetted by a District translator.

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

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

Special Requests: [text box]

For students who are 17 years old, the student and parent(s)/guardian(s) have been informed that the educational decision-making rights will transfer to the student at 18 years of age, unless the court has determined otherwise.

Pandemic Learning Loss Consideration of Compensatory and/or Recoupment Services

Compensatory Education Consideration:

- Checkboxes for compensatory education: The IEP team has reviewed and discussed whether compensatory education is required due to the COVID-19 pandemic. Student received all of their special education... Student did not receive all of their special education... Student did not receive all of the special education... Compensatory education consideration was documented on IEP dated

23-MAY-2024 (Pending) Initial [dropdown]

Recoupment Services Consideration:

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

23-MAY-2024 (Pending) Initial [dropdown]

- Preschool Only Consideration (Transition IEP)
30-Day IEP Consideration (Out-of-District)
Student attends private school within district boundaries and resides outside of district boundaries (Eligibility Determination Only)

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Los Angeles Unified School District

Student GORDON LEIA MI Last First MI

Date of Birth 15-MAY-2017

Meeting Date 23-MAY-2024

Section Q: Parent Participation and Consent

Parent Participation

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

Parent Notification

Table with 3 columns: Method, Whom, When. Row 1: Other, Walker, 18-MAR-2024

I (PARENT) acknowledge that the IEP meeting was rescheduled to this date at my request. (Parent initials here ONLY if the PARENT requested that the IEP meeting be rescheduled.)

Parent/Student (18-21) Agreement to Components of the Proposed IEP

A Parent/Student (18-21) may agree to all or some of the components of a proposed IEP. The District will implement those portions of the IEP to which the parent/student (18-21) agrees so as to not delay providing instruction and services.

- Parent/Student (18-21) AGREES to all components of the IEP.
Parent/Student (18-21) AGREES to all components of the proposed IEP WITH THE SPECIFIC EXCEPTION(S) stated below:
Assessment Specify
Eligibility Specify
Instructional Setting Specify
Services Specify

- The Parent/Student (18-21) DOES NOT AGREE with any of the components of the proposed IEP.

A Parent/Student (18-21) is not required to initiate any form of dispute resolution as to components of the proposed IEP to which the parent does not agree. If a parent/student (18-21) does wish to initiate a form of dispute resolution as to the components of the proposed IEP, the parent can find information on dispute resolution processes in the District's publication, A Parent's Guide to Special Education Services (Including Procedural Rights and Safeguards).

Parent Concerns and Comments

Large empty box for parent concerns and comments.

Signature(s) Date

- Parent Guardian Student age 18-21 years age 18-21 Surrogate Parent Emancipated Minor Foster Parent

Did the school district facilitate parent involvement as a means of improving services and results for your child? Yes No No Response

I certify that I have received a copy of the Parent Input Survey regarding the IEP process. I understand that my completion of the form is voluntary and can be done at anytime after the IEP meeting

Signature(s) Date 23-MAY-2024



Parent IEP Experience Survey
Encuesta sobre la experiencia de los padres en el IEP.

Please take a moment to complete the survey below by scanning the QR code with your smart phone camera. You can also take the survey at this link:

Por favor tómese un momento para completar la siguiente encuesta escaneando el código QR con la cámara de su teléfono inteligente. También puede realizar la encuesta en este enlace:

<http://lausd.PARENT-IEP-EXPERIENCE.alchemer.com/s3/>

Please ask your school staff if in need of assistance.

En caso que necesite asistencia, por favor solicitesela al personal de la escuela.



INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Reconvened Meeting Date

Student
 Last First MI

Date of Birth

Meeting Date

Section R: Names and Signatures (Signatures on File)

Team Member	Print Name	Signature
Parent/Guardian	<input type="text" value="Josh Gordon"/>	<input type="text" value="Josh Gordon"/>
Parent/Guardian	<input type="text" value="Hila Hadad *attend on iphone"/>	<input type="text"/>
Student Age 18 - 21 years	<input type="text"/>	<input type="text"/>
Student Under Age 18 years	<input type="text"/>	<input type="text"/>
Surrogate Parent	<input type="text"/>	<input type="text"/>
Foster Parent	<input type="text"/>	<input type="text"/>
Family Foster Home Provider	<input type="text"/>	<input type="text"/>
Administrator	<input type="text" value="Jennifer I. Walker"/>	<input type="text" value="Jennifer I. Walker"/>
Administrative Designee	<input type="text"/>	<input type="text"/>
Special Education Teacher	<input type="text" value="Christine Rich"/>	<input type="text" value="Christine Rich"/>
General Education Teacher	<input type="text" value="Susan Beauchamp"/>	<input type="text" value="Susan Beauchamp"/>
School Psychologist	<input type="text" value="Victoria Cannon"/>	<input type="text" value="Victoria Cannon"/>
School Nurse	<input type="text"/>	<input type="text"/>
Related Service Staff <input type="text"/>	<input type="text"/>	<input type="text"/>
Related Service Staff <input type="text"/>	<input type="text"/>	<input type="text"/>
Related Service Staff <input type="text"/>	<input type="text"/>	<input type="text"/>
Interpreter	<input type="text"/>	<input type="text"/>
Sign Language Interpreter	<input type="text"/>	<input type="text"/>
Agency Representative	<input type="text"/>	<input type="text"/>
Agency Representative	<input type="text"/>	<input type="text"/>
Agency Representative	<input type="text"/>	<input type="text"/>
Other <input type="text" value="educational resource coor @ Emek Hebrew /"/>	<input type="text" value="Stephie Bregman"/>	<input type="text" value="Stephie Bregman"/>
Other <input type="text"/>	<input type="text"/>	<input type="text"/>
Other <input type="text"/>	<input type="text"/>	<input type="text"/>
Other <input type="text"/>	<input type="text"/>	<input type="text"/>

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student GORDON LEIA MI
Last First MI

Date of Birth 15-MAY-2017

Meeting Date 23-MAY-2024

LEAST RESTRICTIVE ENVIRONMENT ANALYSIS

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

Student's Current Placement Type:

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

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

The Individuals with Disabilities Education Act (IDEA) requires that students with disabilities be educated in the least restrictive environment. Placement in a more restrictive setting should only occur if the nature or severity of the student's disability is such that placement in a less restrictive setting with the use of supplementary aids and services cannot be achieved satisfactorily.

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

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

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student

Date of Birth

Meeting

Last

First

MI

Date

ANNUAL LEAST RESTRICTIVE ENVIRONMENT ANALYSIS (Continued)

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

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

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

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

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student Last GORDON

First LEIA

MI

Date of Birth 15-MAY-2017

Meeting Date 23-MAY-2024

Last

First

MI

ANNUAL LEAST RESTRICTIVE ENVIRONMENT ANALYSIS (Continued)

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

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

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

IEP FAPE Part 1 - Eligibility, Placements and Supports

Student
 Last First MI

Date of Birth

Meeting Date

	Effective With this IEP	Future Changes Related to this IEP
	As of Date: <input type="text"/>	<input type="text"/>
Eligibility: (from Page 4)	Eligible (OHI)	
	<i>Final IEP Reason</i> <i>Final IEP Effective Date:</i>	
Curriculum	<input type="text" value="General Education"/>	<input type="text"/>
Placement	Type of School <input type="text" value="District Resident School"/>	<input type="text"/>
	Name of School <input type="text" value="GAULT ST EL"/> <input type="text"/>	<input type="text"/> <input type="text"/>
Instructional Setting	Setting <input type="text" value="General Education"/>	<input type="text"/>
	Program <input type="text" value="GE"/>	<input type="text"/>
	Special Day Minutes/Wk <input type="text"/>	<input type="text"/>
	Addresses Goals <input type="text" value="1(Mathematics),3(Reading),2(Social Emotional)"/>	<input type="text"/>
Additional Factors	Low Incident Support <input type="text" value="None"/>	<input type="text"/>
	Assistive Technology Support <input type="text" value="No"/>	<input type="text"/>
	Transportation <input type="text" value="None"/>	<input type="text"/>
	Extended School Year/Intersession <input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="text"/>
	Parent Counseling and Training (PCT) <input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="text"/>
	ESY Transportation <input type="text"/>	<input type="text"/>
Accommodation, Modifications, Supports	Instructional Accommodations <input type="text" value="Can include the following : preferential seating with proximity considered, small group instruction, positive behavior support (as an example: a reinforcement chart with stickers), manipulatives (such as counters, charts), classroom rules and expectations clearly posted, reduced homework load as needed but still to mastery, repeated instructions and broken down into smaller steps as needed, movement breaks, pre-arranged sensory option, check in's to ensure comprehension"/>	<input type="text"/>
	Instructional Modifications <input type="text"/>	<input type="text"/>
	Other Supports, including Non-Academic and Extra-curricular Activities <input type="text"/>	<input type="text"/>
Preparation for Three Year Review IEP (At the second Annual Review IEP Meeting, the team must discuss and document the decision to conduct or not conduct a three-year comprehensive reassessment.)	Do the Parent and the District (local educational agency) agree that a reassessment is unnecessary? <input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="text"/>
	If the Parent does not agree, specify the area(s) to be reassessed. <input type="text"/>	<input type="text"/>
Comments, as appropriate		
Low Incidence Equipment	<input type="text"/>	

Assistive Technology Equipment	
Participation in General Education	Full participation setting in the general education setting

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

IEP FAPE Part 2 - Summary of Services

Student
 Last First MI

Date of Birth Meeting Date

		Effective With This IEP	Future Changes Related To This IEP
Service 1	Start Date:	Effective on Signature Date	
04	End Date:		
Counseling and Guidance	Service applies to:	Regular	
	Frequency:	1-5	
This service addresses the following goals:	Interval:	Monthly	
<input type="text" value="2(Social Emotional)"/>	Minutes/Interval:	120	
	Minutes/Interval (Pullout from Gen Ed):	120	
	Service Delivery Model:	Direct Service (By a Single Provider)*	
	Responsible Personnel:	Licensed/Credentialed Provider	
*			
Service 2	Start Date:	Effective on Signature Date	
RSP	End Date:		
RSP	Service applies to:	Regular	
	Frequency:	1-10	
This service addresses the following goals:	Interval:	Monthly	

1(Mathematics)	Minutes/Interval:	240	
	Minutes/Interval (Pullout from Gen Ed):	0	
	Service Delivery Model:	RSP: Collaborative Teaching and Planning*	
	RSP Area:	Math	
	Responsible Personnel:	Resource Specialist Teacher	
		District Assigned Qualified Provider	
		General Education Teacher	

*

Service 3	Start Date:	Effective on Signature Date	
RSP	End Date:		
RSP	Service applies to:	Regular	
	Frequency:	1-10	
This service addresses the following goals :	Interval:	Monthly	

3(Reading) 2(Social Emotional)	Minutes/Interval:	240	
	Minutes/Interval (Pullout from Gen Ed):	0	
	Service Delivery Model:	RSP: Collaborative Teaching and Planning*	
	RSP Area:	Literacy/ELA/ELD	
	Responsible Personnel:	Resource Specialist Teacher	
		District Assigned Qualified Provider	
		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

2

Part 4 - Compensatory Education/Recoupment Services Discussion

Leia does not require any compensatory or recoupment services.

Part 4 - Additional IEP Team Considerations & Parental Input

Mom and dad participated fully in the IEP meeting and process. They understand the offer of FAPE is contingent upon enrollment in an LAUSD school. They intend to keep Leia enrolled at her current private school.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

IEP FAPE Part 2 - Summary of Services

Student
 Last First MI

Date of Birth Meeting Date

FAPE Summary Grid

Program:	GE		Setting:	General Education				
Eligibility:	Eligible (OHI)		Curriculum:	General Education				
Transportation:	None		Low Incident Support:	None				
Date District Received								
Parent Signature:								
Service Code	Service Desc	Start Date	Service Applies To	Interval	Frequency	Area	Total Minutes	Addresses Goal(s)
04	Counseling and Guidance	Effective on Signature Date	Regular	Monthly	1-5	~	120	Social Emotional
RSP	RSP	Effective on Signature Date	Regular	Monthly	1-10	RSP-Literacy/ELA/ELD	240	Reading, Social Emotional
RSP	RSP	Effective on Signature Date	Regular	Monthly	1-10	RSP-Math	240	Mathematics

Alternative Remote/Distance Learning Services During Emergency Conditions

If instruction or services, or both, cannot be provided to the pupil either at the school or in person for more than 10 school days due to emergency conditions caused by fire, flood, impassable roads, epidemic, earthquake, imminent major safety hazard as determined by local law enforcement, a transportation services strike by nonschool entity, or other official order issued to meet a state of emergency or war, the IEP will be provided by one or more of the means stated below, to the greatest extent possible in light of the emergency circumstances and District policy.

Means of Delivery, to greatest extent possible ("x" all that could apply for student, depending on emergency circumstances):

	Teacher-posted lessons, asynchronous (online or other media)	Virtual class meetings, synchronous	Personalized learning tools (virtual or paper packets, as available)	Scheduled teacher appointments (virtual or in-person, as available)	Scheduled email check-ins (parent or student)	Virtual office hours (drop-in; parent or student)
Specialized Academic Instruction and Related Services	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Supplementary Aids and Services (provided in general education classes and other general ed environments)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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

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

For IEP Team Information

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