

Los Angeles Unified School District

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student ANCONINA

NADAV

Date of Birth 29-OCT-2007

Meeting Date 07-MAR-2019

Last

First

MI

Section C: Language Acquisition

Language Classification:

Initially Identified Fluent En

Start Date:

06-SEP-2012

Parent Waiver:

☐ Yes ☐ No

Reclassification Date:

Elementary English Language
Development Level:

Start Date:

Secondary English Language
Development Level:

Start Date:

Communication Observation Matrix
Level:

Start Date:

Section D: Goal Achievement from Current IEP

		Achieved		If No, explain the reason the goal/objective was not achieved
Goal for: (example - Reading)		Yes	No	
1	Reading	<input type="radio"/>	<input checked="" type="radio"/>	Had until Dec.. 2019
	Objective 1 met	<input checked="" type="radio"/>	<input type="radio"/>	
	Objective 2 met	<input type="radio"/>	<input checked="" type="radio"/>	Had until June 2019
2	Written Language	<input type="radio"/>	<input checked="" type="radio"/>	Had until Dec.. 2019
	Objective 1 met	<input checked="" type="radio"/>	<input type="radio"/>	
	Objective 2 met	<input type="radio"/>	<input checked="" type="radio"/>	Had until June 2019
3	Mathematics	<input type="radio"/>	<input checked="" type="radio"/>	Had until Dec.. 2019
	Objective 1 met	<input checked="" type="radio"/>	<input type="radio"/>	
	Objective 2 met	<input type="radio"/>	<input checked="" type="radio"/>	Had until June 2019
4	Pre. Voc. ed.	<input type="radio"/>	<input checked="" type="radio"/>	Had until Dec.. 2019
	Objective 1 met	<input checked="" type="radio"/>	<input type="radio"/>	
	Objective 2 met	<input type="radio"/>	<input checked="" type="radio"/>	Had until June 2019
5		<input type="radio"/>	<input type="radio"/>	
	Objective 1 met	<input type="radio"/>	<input type="radio"/>	
	Objective 2 met	<input type="radio"/>	<input type="radio"/>	
6		<input type="radio"/>	<input type="radio"/>	
	Objective 1 met	<input type="radio"/>	<input type="radio"/>	
	Objective 2 met	<input type="radio"/>	<input type="radio"/>	
7		<input type="radio"/>	<input type="radio"/>	
	Objective 1 met	<input type="radio"/>	<input type="radio"/>	
	Objective 2 met	<input type="radio"/>	<input type="radio"/>	
8		<input type="radio"/>	<input type="radio"/>	
	Objective 1 met	<input type="radio"/>	<input type="radio"/>	
	Objective 2 met	<input type="radio"/>	<input type="radio"/>	
9		<input type="radio"/>	<input type="radio"/>	
	Objective 1 met	<input type="radio"/>	<input type="radio"/>	
	Objective 2 met	<input type="radio"/>	<input type="radio"/>	
10		<input type="radio"/>	<input type="radio"/>	
	Objective 1 met	<input type="radio"/>	<input type="radio"/>	
	Objective 2 met	<input type="radio"/>	<input type="radio"/>	

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Section E: Present Level of Performance

Performance Area:

Reading

Assessment/Monitoring Process
Used:

DIBELS, informal assessments, work samples, and observations

State/District Assessment Results:

SBAC ELA 4th grade = NOT MET (2345)

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

DIBELS Beginning of the Year (BOY) Fluency Accuracy Retell Comprehension

72/111 92/98 36/33 5/18

81/120 96/98 40/36 10/20

Comp. Quiz:= 53% Comp. Quiz:= 44% Comp. Quiz:= 80% Comp. Quiz:= 82% Comp. Quiz:= 26% Comp. Quiz:= 70% Comp. Quiz:= 47%

Average = 67%

Strengths: Nadav is independently decoding and comprehending text on a beginning third grade level. Since the beginning of the year, he has improved in his fluency and accuracy rate on grade level text. His fluency rate went from 72 to 89 and his accuracy rate went from 92 to 98 on a recent progress monitoring. He can answer basic who, what, where, and when comp. questions about a grade level text and is learning how to make inferences.

Challenges/Needs: Nadav is independently decoding and comprehending on an end of 3rd grade level. This continues to make reading grade level material, across all subject areas, very difficult for him. He needs to continue to work on increasing his fluency and accuracy rate. He participates in small group reading instruction several times a week. The programs have helped Nadav improve his read abilities, especially his accuracy rate. Nadav has a difficult time pulling out and remembering key facts and details from a grade level text. Sometimes when he is answering cop. questions he comes up with an answers that are not talked about in the text. He needs to learn how to show evidence of his comprehension answers. Though comprehension is still difficult he improved his average on comp. quizzes from a 40% to a 67%.

Impact of Disability: Nadav's Specific Learning Disability makes it difficult for him to decode and comprehend grade level text which impedes his ability to meet grade level standards.

Performance Area:

Written Language

Assessment/Monitoring Process
Used:

Informal assessments, work samples, and observations

State/District Assessment Results:

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

Spelling test: 60% Spelling test: 73% Spelling test: 40% Spelling test: 27% Spelling test: 20% Spelling test: 47%

Strengths: When Thinking Maps are created in class, Nadav is able to follow the lesson and create a Thinking Map. He can write a basic paragraph, especially if it is a topic he likes or chose to write about. When he is writing on a topic of his choosing, he can add some details. He tries hard to complete grade level writing tasks in class.

Challenges/Needs: Nadav has a difficult time completing grade level writing tasks. He has a difficult time organizing his ideas into a logical sequence to write a multi-paragraph narrative. He struggles with spelling and grammar as well as adding details during the revising stage of the writing process. He needs a lot of adult guidance through the writing process. When he has to complete a task on his own, his writing piece is often hard to understand what he was trying to convey. He needs to learn how to edit and revise his writing piece so he can turn in an edited/revised final draft.

Impact of Disability: Nadav's Specific Learning Disability makes it difficult for him to write using grade level skills which impedes his ability to meet grade level standards.

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Section E: Present Level of Performance

Performance Area:

Mathematics

Assessment/Monitoring Process
Used:

Informal assessments, work samples, and observations

State/District Assessment Results:

SBAC Math 4th grade = NEARLY MET (2448)

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

Mid-Module 1: 50% Mid-Module 2: 46% Mid-Module 3: 88% Mid-Module 4: 67%
 End of Module 1: 56% End of Module 2: 67% End of Module 3: 85%

Strengths: Based on informal assessments, math is a relative strength for Nadav. He has good number sense and is able to solve multi-digit addition and subtraction problems with regrouping. Nadav knows many multiplication facts and can apply that knowledge to solve multiplication and division problems. He has basic problem solving skills. He is good at drawing models and finding different strategies to help him solve math problems. As his scores have improved so has his self esteem in his math abilities.

Challenges/Needs: Nadav continues to struggles with more complex word problems and finding the correct strategy to solve them correctly. Although he understands basic multiplication and division he does not have automaticity. Because Nadav struggles in reading, he has difficulty reading math problems and solving them correctly. He makes simple mistakes when calculating and makes simple errors. Nadav needs to learn how to break a multi-step problem up into smaller steps before attempting to compute the problem.

Impact of Disability: Nadav's Specific Learning Disability makes it difficult for him to solve grade level math problems which impedes his ability to meet grade level standards.

Performance Area:

Pre. Voc. Ed.

Assessment/Monitoring Process
Used:

Informal assessments, work samples, and observations

State/District Assessment Results:

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

Strengths: Nadav wants to do well in school and tries hard when he is given an assignment. He completes his homework on a consistent basis and turns it in when it is due. He is able to participate in class discussions and often volunteers to share his ideas. During recess and lunch he plays on the yard with his friends.

Challenges/Needs: When Nadav needs help or clarification he does not always raise his hand to ask for help or clarification. He needs to ask for clarification and/or help if he doesn't understand what he is suppose to do. He has improved in this area and is starting to ask for help. He does it more often in a small setting than in the gen. ed. setting.

Impact of Disability: Nadav's Specific Learning Disability makes it difficult for him to complete grade level tasks independently which impedes his ability to meet grade level standards.

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Section F: Eligibility

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

For Initial IEP, interventions attempted prior to determining eligibility:

Eligible as a student with the disability of:

Code:

SLD

Specific Learning Disability



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



Temporary Physical Disability



Lack of instruction in reading



Lack of instruction in math



Limited English Proficiency



Environmental, Cultural or Economic Factors

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Section G: Annual Goals and Objectives

Performance Area:

Reading

Annual Goal #:

1

Nadav will quote accurately from a 6th grade level text when explaining what it says explicitly and when drawing inferences from a literary text with minimum adult guidance as measured by student work samples in 2 out of 3 trials with 75% 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
 ☐ Norm Referenced
 ☐ Criterion Referenced
 ☐ Curriculum Based
☒ Observation
 ☐ Portfolio
 ☒ Work Samples
 ☒ Informal
☐ Other

Incremental objective #1 related to the goal:

With adult support, Nadav will quote accurately from a 5th grade level text when explaining what it says explicitly and when drawing inferences from a literary text with minimum adult guidance as measured by student work samples in 2 out of 3 trials with 75% accuracy.

Incremental objective #2 related to the goal:

Nadav will quote accurately from a 6th grade level text when explaining what it says explicitly and when drawing inferences from a literary text with minimum adult guidance as measured by student work samples in 2 out of 3 trials with 70% accuracy.

Date to be achieved: June 2019 MO/YR

Date to be achieved: November 2019 MO/YR

IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP

EXPLANATION OF MARKS

4 GOAL MET OR
EXCEEDED3 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"/>	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 <input type="text"/>	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"/>	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"/>	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"/>	If "No" please explain: <input type="text"/>

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Section G: Annual Goals and Objectives

Performance Area:

Written Language

Annual Goal #:

2

After Nadav completes a rough draft of an expository composition, with adult support, he will edit and revise to produce an organized version of a writing piece. He will do this with 80% accuracy on 2 out of 3 opportunities.

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
 ☐ Norm Referenced
 ☐ Criterion Referenced
 ☐ Curriculum Based
☒ Observation
 ☐ Portfolio
 ☒ Work Samples
 ☒ Informal
☐ Other

Incremental objective #1 related to the goal:

After Nadav completes a rough draft of an expository composition, with adult support, he will edit and revise to produce an organized version of a writing piece. He will do this with 70% accuracy on 2 out of 3 opportunities.

Incremental objective #2 related to the goal:

After Nadav completes a rough draft of an expository composition, with adult support, he will edit and revise to produce an organized version of a writing piece. He will do this with 75% accuracy on 2 out of 3 opportunities.

Date to be achieved: June 2019 MO/YR

Date to be achieved: November 2019 MO/YR

IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP

EXPLANATION OF MARKS

4 GOAL MET OR
EXCEEDED3 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"/>	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 <input type="text"/>	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"/>	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"/>	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"/>	If "No" please explain: <input type="text"/>

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Section G: Annual Goals and Objectives

Performance Area:

Mathematics

Annual Goal #:

3

With adult support, Nadav will break a 6th grade problem up into smaller chunks before attempting to solve the problem. He will do this with 75% accuracy in 4 out of 5 opportunities.

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
 ☐ Norm Referenced
 ☐ Criterion Referenced
 ☐ Curriculum Based
☒ Observation
 ☐ Portfolio
 ☒ Work Samples
 ☒ Informal
☐ Other

Incremental objective #1 related to the goal:

With adult support, Nadav will break a 5th grade problem up into smaller chunks before attempting to solve the problem. He will do this with 75% accuracy in 4 out of 5 opportunities.

Incremental objective #2 related to the goal:

With adult support, Nadav will break a 6th grade problem up into smaller chunks before attempting to solve the problem. He will do this with 70% accuracy in 4 out of 5 opportunities.

Date to be achieved: June 2019 MO/YR

Date to be achieved: November 2019 MO/YR

IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP

EXPLANATION OF MARKS

4 GOAL MET OR
EXCEEDED3 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"/>	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 <input type="text"/>	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"/>	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"/>	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"/>	If "No" please explain: <input type="text"/>

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Section G: Annual Goals and Objectives

Performance Area:

Pre. Voc. Ed.

Annual Goal #:

4

When the need arises, Nadav will raise his hand and ask for help or clarification with no more than 1 teacher prompt. He will do this with 70% accuracy in 4 out of 5 opportunities.

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
 ☐ Norm Referenced
 ☐ Criterion Referenced
 ☐ Curriculum Based
- ☒ Observation
 ☐ Portfolio
 ☒ Work Samples
 ☒ Informal
- ☐ Other

Incremental objective #1 related to the goal:

When the need arises, Nadav will raise his hand and ask for help or clarification with no more than 2 teacher prompts. He will do this with 70% accuracy in 4 out of 5 opportunities.

Incremental objective #2 related to the goal:

When the need arises, Nadav will raise his hand and ask for help or clarification with no more than 2 teacher prompts. He will do this with 75% accuracy in 4 out of 5 opportunities.

Date to be achieved:

June ▼

2019 ▼

MO/YR

Date to be achieved:

November ▼

2019 ▼

MO/YR

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EXPLANATION OF MARKS

4 GOAL MET OR
EXCEEDED3 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 <input type="text"/>	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"/>	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"/>	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"/>	If "No" please explain: <input type="text"/>

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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.

Student will participate in Regular State and District Assessments. <i>(Designated Supports and/or Accommodations identified below are applicable)</i>	CAASPP Subject ELA and Math
Designated Supports: <ul style="list-style-type: none"> - Test in a separate/smaller setting - Simplified or paraphrased test directions (non-embedded designated support) - Text-to-speech software enabled (for math items and ELA items except for reading passages) 	
Accommodations: <ul style="list-style-type: none"> - Streamlined version of text presented in a more sequential format - Text-to-Speech software enabled for ELA reading passages (embedded accommodation). 	

Student will participate in Regular State and District Assessments. <i>(Designated Supports and/or Accommodations identified below are applicable)</i>	CAST Subject Science
Designated Supports: <ul style="list-style-type: none"> - Simplified Test Directions (non-embedded support) - Text-to-Speech (embedded support) - Test in a separate/smaller setting (non-embedded support) 	
Accommodations: <ul style="list-style-type: none"> - Streamlined version of text presented in a more sequential format 	

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Section N: Procedural Safeguards and Follow-up Actions

- ☒ A Parent's Guide to Special Education Services including Procedural Rights & Safeguards was provided to the parent in his/her primary language.
- ☒ The IEP Team Meeting Introductory Statements were read aloud at the beginning of the IEP Team meeting.
- ☒ The parent/guardian was informed of his/her right to a written translation of the IEP.

Is the parent/guardian requesting translation services? ☒ Yes ☐ No

If yes, the parent/guardian has requested a written translation of the IEP in Hebrew

Specify the Individual Pages to be translated:

All pages

Special Requests:

- ☐ 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.

THIS SPACE DELIBERATELY LEFT BLANK.

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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

Method	Whom	When
Student	PATRICIA	07-FEB-2019

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** o all components of the proposed IEP **WITH THE SPECIFIC EXCEPTION(S)** stated below:
- ☐ Assessment Specify
- ☐ Eligibility Specify
- ☐ Instructional SettingSpecify
- ☐ 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

Signature(s)

Date

- ☒ Parent ☐ Guardian ☐ Student age 18-21 years age 18-21 years ☐ 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

7-MAR-2019

PARENT INPUT SURVEY

Would you please take a moment to complete the survey below.
The information you provide will help us improve the Individualized Education Program (IEP) process. Thank you in advance for your time and interest.

ALL INFORMATION IS CONFIDENTIAL

DIRECTIONS: After each statement, please place an X on the line that describes your experience with your child's IEP.

A. Regarding your child's current IEP:	Yes	No	Does Not Apply
1. I am satisfied with the IEP meeting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I feel that the IEP accurately reflects the decisions made at the IEP meeting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I received notice of the IEP meeting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I received "The IEP and You" handbook with the notice of the IEP meeting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. During the IEP process I received "A Parent's Guide to Special Education Services (Including Procedural Rights and Safeguards)" explaining my rights as a parent.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The IEP meeting was held in an appropriate setting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I feel I was treated as an equal and important part of the IEP team.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. The participants at the IEP meeting were prepared and informed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Placements for my child, including the general education setting, were discussed and decided upon.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Related services were discussed and decided upon, if relevant.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. If my child is 14 years old or older, an Individualized Transition Plan (ITP) was developed with my child's and my concerns in mind.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. At the end of the IEP meeting the decisions were summarized.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. If I needed an oral interpretation of the IEP team meeting an interpreter was provided.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. The interpretation of the IEP team meeting enabled me to participate and make an informed decision regarding my child's IEP during the IEP meeting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. The interpreter stayed for the duration of the IEP team meeting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. If the interpreter left the IEP meeting before it was over, another staff member served as the interpreter and the interpretation was adequate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. I am aware that, if I am dissatisfied with the adequacy of the oral interpretation at the IEP team meeting, I can file a complaint with the Educational Equity Compliance Office at (213) 241-7682.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. If I needed a written translation of the IEP, translation services were offered.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. I am aware that, if I do not receive a copy of the translated IEP, I can contact the site administrator or call the Division of Special Education at (213) 241-6701.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If any of the answers to items 13-16 or 18-19 was No, please discuss your concern(s) with the site administrator or call the Division of Special Education at (213) 241-6701.			
B. Regarding your child's previous IEP (if relevant):			
20. I am satisfied that my child received the services described on the previous IEP. (If your answer to this question is "No", please write concerns below.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Additional Comments			

Is there anything more you would like to ask us or tell us?
Please write below or call the Parent Resource Network at 1-800-933-8133.

Please fold along dotted lines with the address showing. Seal and mail. Postage is pre-paid.
Again, Thank you!



NO POSTAGE
NECESSARY
IF MAILED
IN THE
UNITED STATES

BUSINESS REPLY MAIL
FIRST-CLASS MAIL PERMIT NO. 33798 LOS ANGELES CA 90051
POSTAGE WILL BE PAID BY ADDRESSEE

ATTN PARENT RESOURCE NETWORK
LOS ANGELES UNIFIED SCHOOL DISTRICT
PO BOX 613307
LOS ANGELES CA 90099-4093



PARENT INPUT SURVEY
English

Los Angeles Unified School District

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Reconvened
Meeting Date

Student ANCONINA

NADAV

Date of Birth 29-OCT-2007

Meeting Date 07-MAR-2019

Last

First

MI

Section R: Names and Signatures (Signatures on File)

Team Member	Print Name	Signature
Parent/Guardian	Esther Anconina	
Parent/Guardian		
Student Age 18 - 21 years		
Student Under Age 18 years		
Surrogate Parent		
Foster Parent		
Family Foster Home Provider		
Administrator	Brandon Binder	
Administrative Designee		
Special Education Teacher	Jennifer Garcia	
General Education Teacher	Erin Alexander	
School Psychologist		
School Nurse		
Related Service Staff		
Related Service Staff		
Related Service Staff		
Interpreter		
Sign Language Interpreter		
Agency Representative		
Agency Representative		
Agency Representative		
Other		
Other		
Other		
Other		

Los Angeles Unified School District

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student **ANCONINA**
Last**NADAV**
First

MI

Date of Birth **29-OCT-2007**Meeting Date **07-MAR-2019**

LEAST RESTRICTIVE ENVIRONMENT ANALYSIS

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

Student's Current Placement Type:

<input checked="" type="radio"/> General Education Class/General Education Site	<input type="radio"/> Special Day Program/General Education Site
<input type="radio"/> Special Day Program/Special Education Center	<input type="radio"/> Nonpublic School
<input type="radio"/> 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.

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

Step A.	Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a general education classroom/setting?	
	<input checked="" type="radio"/> Yes <input type="radio"/> 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.
	<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 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.
<div style="border: 1px solid black; height: 80px; width: 100%;"></div>		

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?	
	<input type="radio"/> Yes <input type="radio"/> No	If the answer is YES, then a special day program on a general education site 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 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.
<div style="border: 1px solid black; height: 80px; width: 100%;"></div>		

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student ANCONINA

NADAV

Last

First

MI

Date of
Birth

29-OCT-2007

Meeting
Date

07-MAR-2019

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.

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.

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.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

IEP FAPE Part 1 - Eligibility, Placements and Supports

Student ANCONINA
LastNADAV
First

MI

Date of Birth 29-OCT-2007

Meeting Date 07-MAR-2019

		Effective With this IEP	Future Changes Related to this IEP
	As of Date:	07-MAR-2019	01-AUG-2019
Eligibility: (from Page 4)		Eligible (SLD)	
	Final IEP Reason Final IEP Effective Date:		
Curriculum		General Education	General Education
Placement	Type of School	Affiliated Charter	District Resident School
	Name of School	COLFAX EL(CHARTER)	REED MS
Instructional Setting	Setting	General Education	General Education
	Program	GE	GE
	Special Day Minutes/Wk	0	
	Addresses Goals	3(Mathematics),2(Written Language),1(Reading),4(Pre. Voc. Ed.)	3(Mathematics),2(Written Language),1(Reading),4(Pre. Voc. Ed.)
Additional Factors	Low Incident Support	None	None
	Assistive Technology Support	No	No
	Transportation	None	None
	Extended School Year/Intersession	<input type="radio"/> Yes <input checked="" type="radio"/> No	
	Parent Counseling and Training (PCT)	<input type="radio"/> Yes <input checked="" type="radio"/> No	
	ESY Transportation		
Accommodation, Modifications, Supports	Instructional Accommodations	1. Frequent break opportunities 3. Task broken down in smaller chunks for success 4. Shortened assignments, 5. Preferential seating 6. Note taking assistance 7. Tests read aloud 8. Check agenda book for accuracy	1. Frequent break opportunities 3. Task broken down in smaller chunks for success 4. Shortened assignments, 5. Preferential seating 6. Note taking assistance 7. Tests read aloud 8. Check agenda book for accuracy
	Instructional Modifications		
	Other Supports, including Non-Academic and Extra-curricular Activities		
Preparation for Three Year Review IEP (At the second Annual Review IEP Meeting, the team must discuss and 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 type="radio"/> Yes <input type="radio"/> No	
	If the Parent does not agree, specify the area(s) to be reassessed.		
Comments, as appropriate			
Low Incidence			

Equipment	
Assistive Technology Equipment	
Participation in General Education	Nadav will fully participate in the general education setting.

IEP FAPE Part 2 - Summary of Services

07-MAR-2019

MI

https://welligent.lausd.net/pls/iepweb/LAUSD_IEP_DOCUMENTS_CUSTOM_PKG.PRINT_ALL_DOCUMENT_DETAILS?SID=1813195&IEPID=240&... 20/23

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).

	Effective With this IEP	Future Changes Related to this IEP
% of Time per Week outside of General Education	13	

[//welligent.lausd.net/pls/iepweb/LAUSD_IEP_DOCUMENTS_CUSTOM_PKG.PRINT_ALL_DOCUMENT_DETAILS?SID=1813195&IEPID=240&...](http://welligent.lausd.net/pls/iepweb/LAUSD_IEP_DOCUMENTS_CUSTOM_PKG.PRINT_ALL_DOCUMENT_DETAILS?SID=1813195&IEPID=240&...) 21/23

3/7/19: The IEP team met to hold Nadav's transition to Middle School IEP meeting. The team reviewed his present levels and discussed concerns with homework completion and updated his Voc-Ed goal. The team reviewed his goals and services. Nadav will remain at his SOR Colfax Charter Elementary School and will attend his SOR Walter Reed Middle School for the 2019-2020 school year.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

IEP FAPE Part 2 - Summary of Services

Student ANCONINA

NADAV

Date of Birth 29-OCT-2007

Meeting Date 07-MAR-2019

Last

First

MI

FAPE Summary Grid

Program:	GE		Setting:	General Education	
Eligibility:			Curriculum:	General Education	
Transportation:	None		Low Incident Support:	None	
Date District Received Parent Signature:	07-Mar-2019				

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	100	Reading, Written Language, Pre. Voc. Ed.	--
RSP	RSP	Future Changes 21-Aug-2019	Regular	Weekly	1-5	RSP-Literacy/ELA/ELD	100	Reading, Written Language, Pre. Voc. Ed.	--
RSP	RSP	Effective with Future Changes 21-Aug-2019	Regular	Weekly	1-5	RSP-Multiple Academic Areas	260	Reading, Written Language, Mathematics, Pre. Voc. Ed.	--
RSP	RSP	Effective on Signature Date	Regular	Weekly	1-5	RSP-Math	100	Mathematics, Pre. Voc. Ed.	--
RSP	RSP	Future Changes 21-Aug-2019	Regular	Weekly	1-5	RSP-Math	100	Mathematics, Pre. Voc. Ed.	--

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.