Los Angeles Unified		(		SSID	011(05020			
Student Identifica Number	tion	110809M009			011605938		Eligib	ole (SLD)
Student ESHEL		JY (				Date of Birth:	: 08	8-NOV-2009
Last		First	MI Se	ection A: M	eeting Information			
	Perti	nent Dates				Type of I	Meeting	
ate of Initial IEP Tea	m Meeting	11-MAR-201	4		Initial		∩ A mond	ment of IEP dated
ate of Present Meetin	-	10-DEC-2020	)		Omitiai		Amend	ment of IEF dated
nnual Review to be c	conducted	10-DEC-202	l		O Annual Review		· ·	tart Transition
ext Three Year Revie nducted by	ew will be	04-MAR-202	3		OThree Year Review	7	-	on Analysis 1al Transition Plan
nree Year Review or as conducted on	Evaluation	04-MAR-202	0				<u> </u>	
ransition to Kinderga onducted by	rten to be							
ocation of Meeting	[]	Hancock Park Zo	oom		District Name	Los Ange	les Unified	School Dis
			S	ection B: St	udent Information			
ate of Birth	08-NOV-2		Age		11	Grade		5
ender	🔘 Male (	⊂ Female	Limited Proficie	English nt Student	♥ Yes ♥ No	Ethnic Cod	le	White
ocation of the sych Folder	SUPPORT	T UNIT CEN	Student Psych F					
ocation of the Cum Ider	HANCOC	CK PARK EL	Student Folder	has no Cum				
ome Language	Hebrew		Student	Language	Hebrew	Alternate M Communic		
ome Address of udent	8408 W 4	TH ST						
ty	LOS ANC	GELES CA	ZIP Coo	le	90048			
ome Telephone	(323) 651-	-2927	Daytime	e Telephone		Emergency Telephone	T	
hool of tendance	Hancock I	Park El	Location	n Code	4397	Telephone		
hool of Residence	Hancock I	Park El	Location	n Code	4397			
ame of rent/Guardian			Telepho	ne				
ldress								
ty		CA	ZIP Coo	le				
rogate Parent			Telepho	ne				
tends CURRENT S e of the following	CHOOL as	a result of	Attends S	chool of Resi	dence 🗸			
the student living in ome (FFH)?	a Family Fo		Yes		FFH#			
FFH Provider relate	d to student?		O Yes		Relationship			
censed Children's In	stitution	$\bigcirc$ No	$\bigcirc$ Yes		LCI Name			
					LCI#			
ut of the home placer	ment made b		gional Cent perior Cour		O Department of Menta	al Health (	O Departm	ent of Children's Servio
hild's family living w oundaries?	vithin LAUSI		Yes	-				
		er or is an emanc				1 1. 0		$\bigcirc$ No $\bigcirc$ Yes

los Angeles	Unified School District	DUALI	SED EDUC	CATION PROGRAM (IEI	,	
Student	ESHEL GUY			Date of Birth 08-NOV	-2009	
	Last First	MI Section	n C: Lang	uage Acquisition		
anguage Cla	ssification:		ited English		Start Date:	09-OCT-2014
	y Parent Request:	$\bigcirc$ y	res O No		Reclassification Date:	
	rmance Level and Performance Descript		05 0 110	~	Test Date:	
	PAC Performance Level and Performance			~	Test Date:	
Descriptor (V					Test Dute.	
		Section D:	Goal Achiev	vement from Current IEP		
		Achi				
Goal for: (ex 1	cample - Reading)	Yes	No		the goal/objective was not a	chieved
	Reading	0	$\bigcirc$	Needs more support		
Category	Objective 1 met		$\bigcirc$			
	Objective 1 met	$\bigcirc$	0			
2	Objective 2 met	0		NT d		
	Writing	0	$\bigcirc$	Needs more practice		
Category	Objective 1 met		$\frown$			
	Objective 1 met		0	NT d		
2	Objective 2 met	0		Needs more practice		
3 Cotogomy	Math	0	$\bigcirc$	Needs more time and p	ractice	
Category		$\sim$	0			
	Objective 1 met	0				
	Objective 2 met	0	0			
4	ELD		$\bigcirc$			
Category						
	Objective 1 met		0			
_	Objective 2 met		0			
5		0	$\bigcirc$			
Category	✓	0				
	Objective 1 met	0	0			
	Objective 2 met	0	0			
6		$\bigcirc$	$\bigcirc$			
Category		$\sim$	~			
	Objective 1 met	0	0			
_	Objective 2 met	0	0			
7		0	$\bigcirc$			
Category		$\sim$	~			
	Objective 1 met	0	0			
0	Objective 2 met	0	0			
8		0	$\bigcirc$			
Category		~	~			
	Objective 1 met	0	0			
-	Objective 2 met	0	0			
9		0	$\bigcirc$			
Category		~	~			
	Objective 1 met	0	0			
	Objective 2 met	0	0			
10		0	$\bigcirc$			
Category	• • • • • • • • • • • • • • • • • • •	-	-			
	Objective 1 met	0	0			
	Objective 2 met	$\bigcirc$	$\bigcirc$			

	INDIVIDUALIZED EDUCATION PROGRAM (IEP)	Page 3 d
Los Angeles Unified School Distric		
Student ESHEL GUY Last First		eting Date 10-DEC-2020
	Section E: Present Level of Performance	
erformance Area:	Reading/ELD	
Category:	✓	
ssessment/Monitoring Process Jsed:	Teacher observation, student work	
ate/District Assessment Results:	DIBELS	
urrent Performance/Assessment Summ	ary (include student strengths, student needs and impact of disability on student performation	ance):
his goal of reading 55 words per minut details and examples, Met with adult su passages for him. DIBELS: 4th grade N Reading Fluency 22 words per minute, reporting is based upon Welligent docu distance learning. This data may not be Student Needs: Guy experiences difficulty with readin support with reading comprehension. C Impact of Disability:	2020, of reading fluency. In the middle of 4th grade year guy reading fluency was 63 wpn e. In 5th grade, Guy's reading fluency has decrease to 22 words per minute. ELD goal of apport and guidance. He is able to provide details of a grade level reading material when MOY- Reading Fluency 63, Well below with 94% accuracy. MAZE 10/16/5, Well Below. Well below with 88% accuracy. Reading comprehension Maze 6.5/13.5 Well Below. Date imentation prior to the March 16, 2020 COVID-19 school facility closures as well as doct ereflective of student's present level as of the date of today's IEP and does not imply regre- ng grade level material with fluency. He experiences difficulty reading mutlisyballic word Guy needs guidance and support in identifying main idea and themes of grade level reading Disability (SLD) impedes his reading comprehension, which impacts his access to and im-	providing 3-4 an adult reads the 5th Grade MOY ta and progress umentation during ession. ds. He needs ng passages.
erformance Area:	Writing	$\overline{}$
ategory:		
ssessment/Monitoring Process sed:	Teacher observation, work sample	
tate/District Assessment Results:		
urrent Performance/Assessment Summ	ary (include student strengths, student needs and impact of disability on student performation	ance):
able to write simple sentences. He is at Data and progress reporting is based u documentation during distance learning regression. Student Needs: Guy experiences difficulty in writing of and conclusion. He needs support in sp Impact of Disability:	020, Not met. Guy needs support in producing clear and coherent writing of 3 or more pa ole to write a paragraph of 4-5 sentences. He is able to write CVC and CVCV words. pon Welligent documentation prior to the March 16, 2020 COVID-19 school facility clos g. This data may not be reflective of student's present level as of the date of today's IEP at clear and coherent paragraphs. He needs support in writing an essay with introduction, the elling multi-syballic words.	sures as well as nd does not imply ree main points
education writing curriculum.	Jisaointy (3LD) impedes ins writing skins, when impacts ins access to and involvement	

Los Angeles Unified School Distri	INDIVIDUALIZED EDUCATION PROGRAM (IEP)	Page
Student ESHEL GUY	Date of Birth 08-NOV-2009	Meeting Date 10-DEC-2020
Last Fi	irst MI	
	Section E: Present Level of Performance	
Performance Area:	Math	
Category:	✓	
Assessment/Monitoring Process Used:	Teacher observation, work sample	
State/District Assessment Results:		
Current Performance/Assessment Sum	mary (include student strengths, student needs and impact of disability on studen	nt performance):
Data and progress reporting is based documentation during distance learning regression. Student Needs: Guy needs support in solving multi-so operation to use when solving word p thee-digit by two-digit. Impact of Disability:	y place value of ones, tens, hundreds, thousands and ten thousands. upon Welligent documentation prior to the March 16, 2020 COVID-19 school fa ng. This data may not be reflective of student's present level as of the date of tod step math problems. He needs support in solving word problems. Guy needs supp roblems. He needs support in solving multiplication and division problems. He r	ay's IEP and does not imply port in identifying what needs support in multiplying
Performance Area:		
Catalana	✓	
Category:		
Assessment/Monitoring Process		
Category: Assessment/Monitoring Process Used: State/District Assessment Results:		

Not Applicable, OBlind or OPartially Sighted          additional Low Incidence Eligibility (only for VI, DBL, DEA, HOH, or severe OI):         ode:         on the eligibility on the eligibility of the eligibility of the eligibility of the eligibility criteria for Special Education Services (Initial IEP).         obses not meet eligibility criteria for Special Education Services (Initial IEP).         r         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.         inal IEP Reason:         Final IEP Reason:         Final IEP Team has considered and agrees that the educational needs of the student are not primarily due to:         Image: Social Maladjustment	T		al Distaist	INDIVIDUALI	ZED EDUCATION PROC	GRAM (IEP)	Pag
Section F: Eligibility 'applicable, areas discussed related to disability or suspected disability:  applicable, areas discussed related to disability or suspected disability:  or Initial IEP, interventions attempted prior to determining eligibility:  applicable, interventions attempted prior to determining bisability  bility interventions attempted prior to determining eligibility sighted  applicable, interventions attempted prior (Partially Sighted  bility interventions attempted, interventions ervices (Initial IEP).  applicable, intervention  bility intervention intervention intervention intervention  ci and the provision intervention intervention intervention intervention  ci and the provision intervention interventint interventint intervention intervention inte					Date of Bir	th 08-NOV-2009	Meeting Date 10-DEC-2020
*applicable, areas discussed related to disability or suspected disability:         or Initial IEP, interventions attempted prior to determining eligibility:         ligible as a student with the disability of:         iode:       Store         Store       Blind or         Partially Sighted         dditional Low Incidence Eligibility (only for V1, DBL, DEA, HOH, or severe O1):         ode:       One of the student eligibility criteria for Special Education Services (Initial IEP).         r       Not Applicable,       Blind or         No Longer Eligible for Special Education Services (Review IEP).       No Longer Eligible (Effective Date         No Longer Eligible (Effective Date):       Final IEP, the student remains eligible for Special Education Services until the Effective Date:         This is a Final IEP, the student remains eligible for Special Education Services until the Effective Date       Emporary Physical Disability         C Exporary Physical Disability       C Lack of instruction in reading         Social Maladjustment       C Inmporary Physical Disability       C Lack of instruction in reading		Last	First	MI	Section F. Fligibility		
ligible as a student with the disability of:         ode:       Specific Learning Disability	f applicable	, areas discussed	related to disabil	ity or suspected disal			
ligible as a student with the disability of:         ode:       SLD         Specific Learning Disability            • Not Applicable,       Blind or         OPartially Sighted         dditional Low Incidence Eligibility (only for VI, DBL, DEA, HOH, or severe OI):         ode:              • Not Applicable,          Blind or         OPartially Sighted         Does not meet eligibility criteria for Special Education Services (Initial IEP).         r          No Longer Eligible for Special Education Services (Review IEP).         No Longer Eligible (Effective							
ligible as a student with the disability of:         iode:       SLD         Specific Learning Disability         Image: SLD       Specific Learning Disability         Image: SLD       Specific Learning Disability         Image: SLD       Specific Learning Disability         Image: SLD       Specific Learning Disability         Image: SLD       Specific Learning Disability         Image: SLD       Specific Learning Disability         Image: State S							
ligible as a student with the disability of:         iode:       SLD         Specific Learning Disability         Image: SLD       Specific Learning Disability         Image: SLD       Specific Learning Disability         Image: SLD       Specific Learning Disability         Image: SLD       Specific Learning Disability         Image: SLD       Specific Learning Disability         Image: SLD       Specific Learning Disability         Image: State S							
ligible as a student with the disability of:         iode:       SLD         Specific Learning Disability         Image: SLD       Specific Learning Disability         Image: SLD       Specific Learning Disability         Image: SLD       Specific Learning Disability         Image: SLD       Specific Learning Disability         Image: SLD       Specific Learning Disability         Image: SLD       Specific Learning Disability         Image: State S							
iode: SLD Specific Learning Disability <ul> <li>Not Applicable,</li> <li>Blind or</li> <li>Partially Sighted</li> </ul> idditional Low Incidence Eligibility (only for VI, DBL, DEA, HOH, or severe OI): <li>idde:</li> <li>imal IEP, in the student remains eligible for Special Education Services (Initial IEP).</li> <li>No Longer Eligible (Effective Date):</li> <li>This is a Final IEP, the student remains eligible for Special Education Services until the Effective Date below.</li> <li>inal IEP Reason:</li> <li>inal IEP Reason:</li> <li>inal IEP Team has considered and agrees that the educational needs of the student are not primarily due to:</li> <li>imal IEP Team has considered and agrees that the educational needs of the student are not primarily due to:</li> <li>imal IEP Team has considered and agrees that the educational needs of the student are not primarily due to:</li> <li>imal IEP Team has considered and agrees that the educational needs of the student are not primarily due to:</li> <li>imal IEP Team has considered and agrees that the educational needs of the student are not primarily due to:</li> <li>imal IEP Team has considered and agrees that the educational needs of the student are not primarily due to:</li> <li>imal IEP Team has considered and agrees that the educational needs of the student are not primarily due to:</li> <li>imal IEP Team has considered and agrees that the educational needs of the student are not primarily due to:</li> <li>imal IEP Team has considered and agrees that the educational needs of the student are not primarily due to:</li> <li>imal IEP Team has considered and agrees that the educational needs of the student are not primarily due to:</li>	or Initial II	EP, interventions a	attempted prior to	determining eligibil	ity:		
iode: SLD Specific Learning Disability <ul> <li>Not Applicable,</li> <li>Blind or</li> <li>Partially Sighted</li> </ul> idditional Low Incidence Eligibility (only for VI, DBL, DEA, HOH, or severe OI): <li>idde:</li> <li>imal IEP, in the student remains eligible for Special Education Services (Initial IEP).</li> <li>No Longer Eligible (Effective Date):</li> <li>This is a Final IEP, the student remains eligible for Special Education Services until the Effective Date below.</li> <li>inal IEP Reason:</li> <li>inal IEP Reason:</li> <li>inal IEP Team has considered and agrees that the educational needs of the student are not primarily due to:</li> <li>imal IEP Team has considered and agrees that the educational needs of the student are not primarily due to:</li> <li>imal IEP Team has considered and agrees that the educational needs of the student are not primarily due to:</li> <li>imal IEP Team has considered and agrees that the educational needs of the student are not primarily due to:</li> <li>imal IEP Team has considered and agrees that the educational needs of the student are not primarily due to:</li> <li>imal IEP Team has considered and agrees that the educational needs of the student are not primarily due to:</li> <li>imal IEP Team has considered and agrees that the educational needs of the student are not primarily due to:</li> <li>imal IEP Team has considered and agrees that the educational needs of the student are not primarily due to:</li> <li>imal IEP Team has considered and agrees that the educational needs of the student are not primarily due to:</li> <li>imal IEP Team has considered and agrees that the educational needs of the student are not primarily due to:</li>							
iode: SLD Specific Learning Disability <ul> <li>Not Applicable,</li> <li>Blind or</li> <li>Partially Sighted</li> </ul> idditional Low Incidence Eligibility (only for VI, DBL, DEA, HOH, or severe OI): <li>idde:</li> <li>imal IEP, in the student remains eligible for Special Education Services (Initial IEP).</li> <li>No Longer Eligible (Effective Date):</li> <li>This is a Final IEP, the student remains eligible for Special Education Services until the Effective Date below.</li> <li>inal IEP Reason:</li> <li>inal IEP Reason:</li> <li>inal IEP Team has considered and agrees that the educational needs of the student are not primarily due to:</li> <li>imal IEP Team has considered and agrees that the educational needs of the student are not primarily due to:</li> <li>imal IEP Team has considered and agrees that the educational needs of the student are not primarily due to:</li> <li>imal IEP Team has considered and agrees that the educational needs of the student are not primarily due to:</li> <li>imal IEP Team has considered and agrees that the educational needs of the student are not primarily due to:</li> <li>imal IEP Team has considered and agrees that the educational needs of the student are not primarily due to:</li> <li>imal IEP Team has considered and agrees that the educational needs of the student are not primarily due to:</li> <li>imal IEP Team has considered and agrees that the educational needs of the student are not primarily due to:</li> <li>imal IEP Team has considered and agrees that the educational needs of the student are not primarily due to:</li> <li>imal IEP Team has considered and agrees that the educational needs of the student are not primarily due to:</li>							
iode: SLD Specific Learning Disability <ul> <li>Not Applicable,</li> <li>Blind or</li> <li>Partially Sighted</li> </ul> idditional Low Incidence Eligibility (only for VI, DBL, DEA, HOH, or severe OI): <li>idde:</li> <li>imal IEP, in the student remains eligible for Special Education Services (Initial IEP).</li> <li>No Longer Eligible (Effective Date):</li> <li>This is a Final IEP, the student remains eligible for Special Education Services until the Effective Date below.</li> <li>inal IEP Reason:</li> <li>inal IEP Reason:</li> <li>inal IEP Team has considered and agrees that the educational needs of the student are not primarily due to:</li> <li>imal IEP Team has considered and agrees that the educational needs of the student are not primarily due to:</li> <li>imal IEP Team has considered and agrees that the educational needs of the student are not primarily due to:</li> <li>imal IEP Team has considered and agrees that the educational needs of the student are not primarily due to:</li> <li>imal IEP Team has considered and agrees that the educational needs of the student are not primarily due to:</li> <li>imal IEP Team has considered and agrees that the educational needs of the student are not primarily due to:</li> <li>imal IEP Team has considered and agrees that the educational needs of the student are not primarily due to:</li> <li>imal IEP Team has considered and agrees that the educational needs of the student are not primarily due to:</li> <li>imal IEP Team has considered and agrees that the educational needs of the student are not primarily due to:</li> <li>imal IEP Team has considered and agrees that the educational needs of the student are not primarily due to:</li>							
<ul> <li>Not Applicable,</li> <li>Blind or</li> <li>Partially Sighted</li> <li>dditional Low Incidence Eligibility (only for VI, DBL, DEA, HOH, or severe OI):</li> <li>ode:</li> <li>Not Applicable,</li> <li>Blind or</li> <li>Partially Sighted</li> </ul> Does not meet eligibility criteria for Special Education Services (Initial IEP). r 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. inal IEP Reason: Final IEP Effective Date: Cocial Maladjustment N	ligible as a	student with the	disability of:				
dditional Low Incidence Eligibility (only for VI, DBL, DEA, HOH, or severe OI):   One and the eligibility criteria for Special Education Services (Initial IEP). No Longer Eligible for Special Education Services (Review IEP). No Longer Eligible (Effective	ode:	SLD	Spec	ific Learning Disabil	ity		
Inde: Image: Social Maladjustment     Image: Social		ONot Applicat	ole, OBli	nd or	OPartially Sighted		
<ul> <li>Not Applicable, Blind or Partially Sighted</li> <li>Does not meet eligibility criteria for Special Education Services (Initial IEP).</li> <li>No Longer Eligible for Special Education Services (Review IEP).</li> <li>No Longer Eligible (Effective Date)</li> <li>This is a Final IEP, the student remains eligible for Special Education Services until the Effective Date below.</li> <li>Inal IEP Reason: Final IEP Effective Date:</li> <li>The IEP Team has considered and agrees that the educational needs of the student are not primarily due to:</li> <li>Social Maladjustment Temporary Physical Disability Lack of instruction in reading</li> <li>Lack of instruction in math</li> </ul>		ow Incidence Eli	igibility (only for	VI, DBL, DEA, HO	H, or severe OI):		
<ul> <li>Does not meet eligibility criteria for Special Education Services (Initial IEP).</li> <li>No Longer Eligible for Special Education Services (Review IEP).</li> <li>No Longer Eligible (Effective</li></ul>	Code:						
r No Longer Eligible for Special Education Services (Review IEP). No Longer Eligible (Effective		ONot Applicat	ole, OBli	nd or	OPartially Sighted		
No Longer Eligible for Special Education Services (Review IEP).   No Longer Eligible (Effective Date)   Date):   This is a Final IEP, the student remains eligible for Special Education Services until the Effective Date below. inal IEP Reason: Final IEP Effective Date: <b>The IEP Team has considered and agrees that the educational needs of the student are not primarily due to: Social Maladjustment Y</b> Temporary Physical Disability <b>Y</b> Lack of instruction in reading <b>Y</b> Limited English Proficiency	Does not	meet eligibility o	criteria for Specia	l Education Services	(Initial IEP).		
No Longer Eligible (Effective Date): This is a Final IEP, the student remains eligible for Special Education Services until the Effective Date below. inal 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 Cack of instruction in math Limited English Proficiency The Date Date Date Date Date Date Date Dat	r						
Date):         This is a Final IEP, the student remains eligible for Special Education Services until the Effective Date below.         inal IEP Reason:       Final IEP Effective Date: <b>'' he IEP Team has considered and agrees that the educational needs of the student are not primarily due to: ''</b> Social Maladjustment <b>''</b> Temporary Physical Disability <b>''</b> Lack of instruction in math <b>''</b> Limited English Proficiency	⊃No Long	er Eligible for Sp	ecial Education S	Services (Review IEF	P).		
This is a Final IEP, the student remains eligible for Special Education Services until the Effective Date below.         inal 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 math       Limited English Proficiency	No Long Date):	er Eligible (Effec	tive				
inal 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 math Limited English Proficiency	Bute).						
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 math       Limited English Proficiency			ident remains elig	tible for Special Educ		(	
Social Maladjustment       Temporary Physical Disability       Lack of instruction in reading         Lack of instruction in math       Limited English Proficiency       Image: Construction in reading	inal IEP Re	eason:			Final IEP Ef	fective Date:	
✓ Lack of instruction in math ✓ Limited English Proficiency ✓			-	_			
	_						ack of instruction in reading
Environmental, Cultural of Economic Fact	🗹 Lack	of instruction in 1	math	🗹 Limite	ed English Proficiency		conmental Cultural or Economic Facto
						Envi	oninental, Cultural of Economic Facto

Student ESHEL	GUY		Date of Birth 08-NOV-2009	Meeting Date 10-DEC-2020
Last	First	MI Section G: Annual G	oals and Objectives	
rmance Area:	ELD C		lish Language Dev 🗸 Annual Go	pal #: 1
When given a grade level	passage, Guy will state the r	nain idea of the text and ider	ntify at least 2-3 statements (evidence) wit	thin the text that support
hat main idea with at leas	t 80% accuracy in at least 4	of 5 trials as measured by st	udent work samples/teacher charted record	ds.
rogress on annual goals t ill be provided at either [	to be reported to parents by Progress Report or Report C	completing the "IEP Report Card periods.	t of Progress and Achievement from Cur	rent IEP" form(s) which
2		Methods of 1	Evaluation	
State Assessments	$\Box$	Referenced	Criterion Referenced	Curriculum Based
Observation Other	L Portfo	lio	Work Samples	Informal
cremental objective #1	related to the goal:		Incremental objective #2 related to t	the goal:
	l passage, Guy will state the	main idea of the text	When given a grade level passage, Gu	
	tatements (evidence) within		identify at least 2-3 statements (eviden	
nain idea with at least 40 student work samples/tea	% accuracy in at least 2 of	5 trials as measured by	idea with at least 60% accuracy in at least	
student work samples/tea	cher charted records.		work samples/teacher charted records.	
ate to be achieved:	April V 2021	✓ MO/YR	Date to be achieved: August	<ul> <li>✓ 2021</li> <li>✓ MO/YR</li> </ul>
	IEP REPORT		CHIEVEMENT FROM CURRENT I	EP
4 GOAL MET OR	3 SURSTANTIAL PRO	EXPLANATIC GRESS (50-99% of goal	DN OF MARKS 2 PARTIAL PROGRESS (1-49% of g	goal met) <i>1 NO PROGRESS</i>
EXCEEDED	met)	GRE55 (50-9976 of goal	2 TAKITAL I KOOKESS (1-4976 01 g	
1st Reporting Period	2nd Reporting Period	3rd Reporting Period	<b>4th Reporting Period</b> (Secondary Only)	Goal Achievement
Date:	Date:	Date:	Date:	
				Objective 1 Met:
Progress Mark:	Progress Mark:	Progress Mark:	Progress Mark:	
				○ Yes ○ No
Is progress sufficient to	Is progress sufficient to	Is progress sufficient to	Is progress sufficient to meet annual	Objective 2 Met:
meet annual goal?	meet annual goal?	meet annual goal?	goal?	$\bigcirc$ Yes $\bigcirc$ No
	○ Yes ○ No	○ Yes ○ No	○ Yes ○ No	If "No" please explain:
○ Yes ○ No	If "No" please	If "No" please comment:	If "No" please comment:	
✓ Yes ○ No If "No" please comment:	comment:		Needs More Time	
If "No" please comment:	comment:	Nord-M. T		
If "No" please comment:	comment:	Needs More Time Excess	Excess Absence/Tardy	
If "No" please comment: Needs More Time Excess	comment:		Assignments Not Completed	
If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not	comment: Needs More Time Excess Absence/Tardy Assignments Not	<ul> <li>Excess</li> <li>Absence/Tardy</li> <li>Assignments Not</li> </ul>		
If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed	comment: Needs More Time Excess Absence/Tardy Assignments Not Completed	Excess Absence/Tardy Assignments Not Completed	Assignments Not Completed Need to review/revise Goal	
If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not	comment: Needs More Time Excess Absence/Tardy Assignments Not	<ul> <li>Excess</li> <li>Absence/Tardy</li> <li>Assignments Not</li> </ul>	Assignments Not Completed Need to review/revise Goal	

Student ESHEL	GUY		Date of Birth 08-NOV-2009	Meeting Date 10-DEC-2020
Last	First	MI Section G: Annual G	oals and Objectives	
rmance Area:	Reading	ategory:	✓ Annual Go	oal #: 2
iuy will use context to eit		vord recognition and unders	tanding, rereading as necessary independe	ntly as measured by teacher
ogress on annual goals t ill be provided at either I	o be reported to parents by Progress Report or Report C	completing the "IEP Repor ard periods.	t of Progress and Achievement from Cur	rent IEP" form(s) which
2		Methods of 1	Evaluation	
State Assessments	U Norm	Referenced	Criterion Referenced	Curriculum Based
Observation	U Portfo	lio	U Work Samples	Informal
	unlated to the seals		Incremental objective #2 related to t	4
Guy will use context to ei understanding, rereading	ther confirm or self-correct as necessary with moderate 5 trials with 40% accuracy.	support as measured by	Guy will use context to either confirm understanding, rereading as necessary teacher record in 3 out of 5 trials with	or self-correct word recognition and with minimal support as measured by
ate to be achieved:	April V 2021	• MO/YR	Date to be achieved: August CHIEVEMENT FROM CURRENT II	<ul> <li>✓ 2021</li> <li>✓ MO/YF</li> <li>EP</li> </ul>
4 GOAL MET OR EXCEEDED	<i>3 SUBSTANTIAL PRO</i> met)	EXPLANATIO GRESS (50-99% of goal	ON OF MARKS 2 PARTIAL PROGRESS (1-49% of g	goal met) <i>1 NO PROGRESS</i>
1st Reporting Period	2nd Reporting Period	3rd Reporting Period	4th Reporting Period (Secondary	Goal Achievement
Date:	Date:	Date:	Only) Date:	
Progress Mark:	Progress Mark:	Progress Mark:	Progress Mark:	Objective 1 Met: O Yes O No
Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time	Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time	Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time	Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time	Objective 2 Met: Yes No If "No" please explain:
Excess     Absence/Tardy     Assignments Not     Completed     Need to     review/revise Goal	Excess     Absence/Tardy     Assignments Not     Completed     Need to     review/revise Goal	Excess     Absence/Tardy     Assignments Not     Completed     Need to     review/revise Goal	<ul> <li>Excess Absence/Tardy</li> <li>Assignments Not Completed</li> <li>Need to review/revise Goal</li> <li>Other</li> </ul>	

Student ESHEL	GUY		Date of Birth 08-NOV-2009	Meeting Date 10-DEC-2020
Last	First	MI Section G: Annual G	aals and Objectives	
rmance Area:	Vriting	ategory:	Annual Go	bal #: 3
			ext, logically grouping related reasons, fac	
			s measured teacher record in 4 out of 5 tria	
ogress on annual goals to Il be provided at either F	o be reported to parents by Progress Report or Report C	completing the "IEP Repor Card periods.	t of Progress and Achievement from Cur	rent IEP" form(s) which
		Methods of	Evaluation	
State Assessments	Norm	Referenced	Criterion Referenced	Curriculum Based
Observation	Portfo	lio	U Work Samples	✓ Informal
Other				
cremental objective #1			Incremental objective #2 related to t	
opic or text, logically gro rganizational structure to	ragraph composition stating ouping related reasons, facts a support the writer's purpo- iccher record in 3 out of 5 tri	s, and/or details in an se using a graphic	Guy will write a multi-paragraph comp or text, logically grouping related rease organizational structure to support the as measured teacher record in 3 out of	ons, facts, and/or details in an writer's purpose using a graphic organ
ate to be achieved:	April V 2021	✓ MO/YR	Date to be achieved: August	▼ 2021 ▼ MO/YR
	IEP REPORT		CHIEVEMENT FROM CURRENT II	EP
4 GOAL MET OR EXCEEDED	<i>3 SUBSTANTIAL PRO</i> met)	GRESS (50-99% of goal	ON OF MARKS <i>2 PARTIAL PROGRESS</i> (1-49% of g	goal met) 1 NO PROGRESS
st Reporting Period	2nd Reporting Period	<b>3rd Reporting Period</b>	4th Reporting Period (Secondary	Goal Achievement
Date:	Date:	Date:	Only) Date:	
	1	1		
Progress Mark:	Progress Mark:	Progress Mark:	Progress Mark:	Objective 1 Met:
				$\bigcirc$ Yes $\bigcirc$ No
s progress sufficient to neet annual goal?	Is progress sufficient to meet annual goal?	Is progress sufficient to meet annual goal?	Is progress sufficient to meet annual goal?	Objective 2 Met:
Yes O No	○ Yes ○ No	O Yes O No	○ Yes ○ No	If "No" please explain:
f "No" please omment:	If "No" please comment:	If "No" please comment:	If "No" please comment:	
Needs More Time Excess kbsence/Tardy Assignments Not Montpleted Need to	<ul> <li>Needs More Time</li> <li>Excess</li> <li>Absence/Tardy</li> <li>Assignments Not</li> <li>Completed</li> <li>Need to</li> <li>review/revise Goal</li> </ul>	<ul> <li>Needs More Time</li> <li>Excess</li> <li>Absence/Tardy</li> <li>Assignments Not</li> <li>Completed</li> <li>Need to</li> <li>review/revise Goal</li> </ul>	<ul> <li>Needs More Time</li> <li>Excess Absence/Tardy</li> <li>Assignments Not Completed</li> <li>Need to review/revise Goal</li> <li>Other</li> </ul>	

Student ESHEL	GUY		Date of Birth 08-NOV-2009	Meeting Date 10-DEC-2020
Last	First	MI Section G: Annual G	oals and Objectives	
rmance Area:	Math C	Category:	Annual Ge	oal #: 4
		both single and multistep so asured by student work samp	lutions, Guy will determine how and wher oles.	n to break a problem into
	o be reported to parents by Progress Report or Report (		t of Progress and Achievement from Cur	rent IEP" form(s) which
2	_	Methods of	Evaluation	_
State Assessments	Norm	Referenced	Criterion Referenced	Curriculum Based
Observation	Dertfo	lio	Work Samples	✓ Informal
J Other				( <b>1 1</b>
nultistep solutions, Guy	15 math problems requirin will determine how and wh 1% accuracy in 2 of 5 trials	en to break a problem	Incremental objective #2 related to t When given a mixture of 15 math prob solutions, Guy will determine how and parts with 60% accuracy in 3 of 5 trial	blems requiring both single and multis I when to break a problem into simple
ate to be achieved:	April V 2021		Date to be achieved: August CHIEVEMENT FROM CURRENT I	<ul> <li>✓ 2021</li> <li>✓ MO/YR</li> <li>EP</li> </ul>
4 GOAL MET OR		EXPLANATIO OGRESS (50-99% of goal	DN OF MARKS 2 PARTIAL PROGRESS (1-49% of g	goal met) 1 NO PROGRESS
EXCEEDED	met) 2nd Reporting Period	<b>3rd Reporting Period</b>	4th Reporting Period (Secondary	Goal Achievement
Date:	Date:	Date:	Only) Date:	
Progress Mark:	Progress Mark:	Progress Mark:	Progress Mark:	Objective 1 Met:
As progress sufficient to neet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not	Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed	Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed	Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal Other	Objective 2 Met: Yes No If "No" please explain:

Student       ESHEL       GUY       MI         Section K: Participation in State and District-wide Assessments         Section K: Participation in State and District-wide Assessments         Section K: Participation in State and District-wide Assessments         Section K: Participation in State and District Assessments         Student will participate in Regular State and District Assessments.         (CAASPP Su (Designated Supports:         - Read aloud by an adult in English (for math items and ELA items except for reading passages)       ELA and M         - Masking       -         - Test in a separate/smaller setting       ELPAC Sut (Designated Supports and/or Accommodations identified below are applicable)       Read aloud by an adult (writing domain only)(non-embedded)         Student will participate in Regular State and District Assessments. (Designated Supports and/or Accommodations identified below are applicable)       ELPAC Sut Reading         Designated Supports:       -       -         - Read aloud by an adult (writing domain only)(non-embedded)       Student will participate in Regular State and District Assessments. (Designated Supports and/or Accommodations identified below are applicable)       Staking         -       -       -       -         -       Pause or replay the audio during the administration of test questions (speaking domain only—summarize an academic presentation on Student will pa	Los Angeles Unified Sch	ool District	INDIVIDUALI	ZED EDUCATION PROGRAM (IEP)	
Section K: Participation in State and District-wide Assessments         seasments administered will conform to those assessments determined for each grade by the California Department of Education and/or the Los Angele School District.         Student will participate in Regular State and District Assessments.       CAASPP Su         (Designated Supports and/or Accommodations identified below are applicable)       ELA and M         Designated Supports       - Read aloud by an adult in English (for math items and ELA items except for reading passages)       - Masking         - Test in a separate/smaller setting       ELPAC Sul       Reading         Student will participate in Regular State and District Assessments.       ELPAC Sul         (Designated Supports and/or Accommodations identified below are applicable)       Reading         Designated Supports and/or Accommodations identified below are applicable)       Reading         Designated Supports and/or Accommodations identified below are applicable)       Reading         Designated Supports and/or Accommodations identified below are applicable)       ELPAC Sul         Designated Supports:       - Read aloud by an adult (writing domain only)(non-embedded)         Student will participate in Regular State and District Assessments.       ELPAC Sul Speaking Designated Supports:         - Pause or replay the audio during the administration of test questions (speaking domain only—summarize an academic presentation on         Student will part				Date of Birth 08-NOV-2009	Meeting Date 10-DEC-2020
sessments administered will conform to those assessments determined for each grade by the California Department of Education and/or the Los Angels School District.  CAASPP Su ELA and M Designated Supports and/or Accommodations identified below are applicable)  Pesignated Supports: Peed aloud by an adult in English (for math items and ELA items except for reading passages) Masking Test in a separate/smaller setting  Student will participate in Regular State and District Assessments. Designated Supports and/or Accommodations identified below are applicable)  Pesignated Supports and/or Accommodatio	Last				
Designated Supports and/or Accommodations identified below are applicable)       ELA and M         Designated Supports:       -         - Read aloud by an adult in English (for math items and ELA items except for reading passages)       -         - Masking       -         - Test in a separate/smaller setting       ELPAC Sut         Read aloud by an adult in English (for math items and ELA items except for reading passages)       -         - Masking       -         - Test in a separate/smaller setting       Reading         Designated Supports and/or Accommodations identified below are applicable)       Reading         Designated Supports:       -         - Read aloud by an adult (writing domain only)(non-embedded)       ELPAC Sut         Resignated Supports:       -         - Pause or replay the audio during the administration of test questions (speaking domain only—summarize an academic presentation on trudent will participate in Regular State and District Assessments.       ELPAC Sut         Designated Supports:       -         - Pause or replay the audio during the administration of test questions (speaking domain only—summarize an academic presentation on trudent will participate in Regular State and District Assessments.       ELPAC Sut         Designated Supports:       -       -       -         - Signated Supports:       -       -       -         - Signate	essments administered wil		-	ned for each grade by the California Department of	Education and/or the Los Angeles Un
<ul> <li>Read aloud by an adult in English (for math items and ELA items except for reading passages)</li> <li>Masking</li> <li>Test in a separate/smaller setting</li> <li>Student will participate in Regular State and District Assessments.</li> <li>Read aloud by an adult (writing domain only)(non-embedded)</li> <li>Student will participate in Regular State and District Assessments.</li> <li>Read aloud by an adult (writing domain only)(non-embedded)</li> <li>Student will participate in Regular State and District Assessments.</li> <li>Read aloud by an adult (writing domain only)(non-embedded)</li> <li>Student will participate in Regular State and District Assessments.</li> <li>Pause or replay the audio during the administration of test questions (speaking domain only—summarize an academic presentation on Student will participate in Regular State and District Assessments.</li> <li>Pause or replay the audio during the administration of test questions (speaking domain only—summarize an academic presentation on Student will participate in Regular State and District Assessments.</li> <li>Designated Supports:         <ul> <li>Simplified or paraphrased test directions (non-embedded designated support)</li> <li>Simplified or paraphrased test directions (non-embedded designated support)</li> <li>Simplified or paraphrased test directions (dentified below are applicable)</li> <li>ELPAC Sub Designated Supports and/or Accommodations identified below are applicable)</li> <li>Simplified or paraphrased test directions (non-embedded designated support)</li> <li>Simplified or paraphrased test directions (dentified below are applicable)</li> <li>ELPAC Sub Designated Supports and/or Accommodations identified below are applicable)</li> <li>Simplified or paraphrased test directions (dentified below are applicable)</li> <li>Simplified or paraphrased test directions (dentified be</li></ul></li></ul>					CAASPP Subject ELA and Math
Masking     Test in a separate/smaller setting     ELPAC Sub     Designated Supports and/or Accommodations identified below are applicable)     Read aloud by an adult (writing domain only)(non-embedded)     ELPAC Sub     Designated Supports and/or Accommodations identified below are applicable)     Student will participate in Regular State and District Assessments.     ELPAC Sub     Designated Supports and/or Accommodations identified below are applicable)     Search and out (writing domain only)(non-embedded)     ELPAC Sub     Designated Supports and/or Accommodations identified below are applicable)     Search and the administration of test questions (speaking domain only—summarize an academic presentation on     Student will participate in Regular State and District Assessments.     Designated Supports and/or Accommodations identified below are applicable)     Search and the administration of test questions (speaking domain only—summarize an academic presentation on     Student will participate in Regular State and District Assessments.     Designated Supports and/or Accommodations identified below are applicable)     Search and the administration of test questions (speaking domain only—summarize an academic presentation on     Student will participate in Regular State and District Assessments.     Designated Supports:     Simplified or paraphrased test directions (non-embedded designated support)     Student will participate in Regular State and District Assessments.     Designated Supports and/or Accommodations identified below are applicable)     Designated Supports:     Simplified or paraphrased test directions (non-embedded designated support)     Student will participate in Regular State and District Assessments.     Designated Supports and/or Accommodations identified below are applicable)     Designated Supports and/or Accommodations identified below are applicable)     Designated Supports and/or Accommodations identified below are applicable)     Designated Supports and/or Accommodations identi	Designated Supports:				L
Test in a separate/smaller setting     ELPAC Sut     Designated Supports and/or Accommodations identified below are applicable)     ELPAC Sut     Read aloud by an adult (writing domain only)(non-embedded)     ELPAC Sut     Student will participate in Regular State and District Assessments.     ELPAC Sut     Student will participate in Regular State and District Assessments.     ELPAC Sut     Student will participate in Regular State and District Assessments.     ELPAC Sut     Student will participate in Regular State and District Assessments.     ELPAC Sut     Student will participate in Regular State and District Assessments.     ELPAC Sut     Supports:         - Pause or replay the audio during the administration of test questions (speaking domain only—summarize an academic presentation on     Student will participate in Regular State and District Assessments.     Designated Supports:         - Simplified or paraphrased test directions (non-embedded designated support)     Student will participate in Regular State and District Assessments.     Designated Supports:         - Simplified or paraphrased test directions (non-embedded designated support)     Student will participate in Regular State and District Assessments.     Designated Supports:         - Simplified or paraphrased test directions (non-embedded designated support)     Student will participate in Regular State and District Assessments.     Designated Supports and/or Accommodations identified below are applicable)     Designated Supports:         - Simplified or paraphrased test directions (non-embedded designated support)     Student will participate in Regular State and District Assessments.     Designated Supports and/or Accommodations identified below are applicable)	- Read aloud by an adu	ult in English (for :	math items and EI	A items except for reading passages)	
Student will participate in Regular State and District Assessments.       ELPAC Sut (Designated Supports and/or Accommodations identified below are applicable)         Designated Supports:       - Read aloud by an adult (writing domain only)(non-embedded)         Student will participate in Regular State and District Assessments.       ELPAC Sut (Designated Supports and/or Accommodations identified below are applicable)         Designated Supports:       - Pause or replay the audio during the administration of test questions (speaking domain only—summarize an academic presentation on Student will participate in Regular State and District Assessments. (Designated Supports and/or Accommodations identified below are applicable)       ELPAC Sut Writing         Designated Supports:       - Pause or replay the audio during the administration of test questions (speaking domain only—summarize an academic presentation on Student will participate in Regular State and District Assessments. (Designated Supports and/or Accommodations identified below are applicable)       Writing         Designated Supports:       - Simplified or paraphrased test directions (non-embedded designated support)       ELPAC Sut Usitening         Student will participate in Regular State and District Assessments. (Designated Supports and/or Accommodations identified below are applicable)       ELPAC Sut Usitening         Student will participate in Regular State and District Assessments. (Designated Supports and/or Accommodations identified below are applicable)       ELPAC Sut Usitening         Designated Supports:       - Simplified or paraphrased test directions (identified below are applicable)	- Masking				
Designated Supports and/or Accommodations identified below are applicable)       Reading         Designated Supports:       - Read aloud by an adult (writing domain only)(non-embedded)         Student will participate in Regular State and District Assessments.       ELPAC Sub         Designated Supports:       - Pause or replay the audio during the administration of test questions (speaking domain only—summarize an academic presentation on test questions (speaking domain only—summarize an academic presentation on test guestions (speaking domain only—summarize an academic presentation on test guestions (speaking domain only—summarize an academic presentation on test guestions (speaking domain only—summarize an academic presentation on test guestions (speaking domain only—summarize an academic presentation on test guestions (speaking domain only—summarize an academic presentation on test guestions (speaking domain only—summarize an academic presentation on test guestions (speaking domain only—summarize an academic presentation on test guestions (speaking domain only—summarize an academic presentation on test guestions (speaking domain only—summarize an academic presentation on test guestions (speaking domain only—summarize an academic presentation on test guestions (speaking domain only—summarize an academic presentation on test guestions (speaking domain only—summarize an academic presentation on test guestions (speaking domain only—summarize an academic presentation on test guestions (speaking domain only—summarize an academic presentation on test guestions (speaking domain only—summarize an academic presentation on test guestions (speaking domain only—summarize an academic presentation on test guestions (speaking domain only—summarize an academic presentation on test guestions (speaking domain only—summarize an academic presentation on test guestions (domain only—summ	- Test in a separate/sm	aller setting			
Designated Supports:       - Read aloud by an adult (writing domain only)(non-embedded)         Student will participate in Regular State and District Assessments.       ELPAC Subsection         Designated Supports:       - Pause or replay the audio during the administration of test questions (speaking domain only—summarize an academic presentation on student will participate in Regular State and District Assessments.         Designated Supports:       - Pause or replay the audio during the administration of test questions (speaking domain only—summarize an academic presentation on student will participate in Regular State and District Assessments.         Designated Supports:       - Simplified or paraphrased test directions (non-embedded designated support)         Student will participate in Regular State and District Assessments.       ELPAC Subsections         Designated Supports:       - Simplified or paraphrased test directions (non-embedded designated support)         Student will participate in Regular State and District Assessments.       ELPAC Subsections         Designated Supports:       - Simplified or paraphrased test directions (non-embedded designated support)         Student will participate in Regular State and District Assessments.       ELPAC Subsections         Designated Supports and/or Accommodations identified below are applicable)       Listening         Designated Supports:       Designated Supports and/or Accommodations identified below are applicable)	Student will participate	in Regular State	and District Asse	essments.	ELPAC Subject
- Read aloud by an adult (writing domain only)(non-embedded)         Student will participate in Regular State and District Assessments.         Designated Supports and/or Accommodations identified below are applicable)         Designated Supports:         - Pause or replay the audio during the administration of test questions (speaking domain only—summarize an academic presentation on restant or replay the audio during the administration of test questions (speaking domain only—summarize an academic presentation or replay the audio during the administration of test questions (speaking domain only—summarize an academic presentation or restant or replay the audio during the administration of test questions (speaking domain only—summarize an academic presentation or replay the audio during the administration of test questions (speaking domain only—summarize an academic presentation or restant or replay the audio during the administration of test questions (speaking domain only—summarize an academic presentation or restant or replay the audio during the administration of test questions (speaking domain only—summarize an academic presentation or restant or replay the audio during the administration of test questions (speaking domain only—summarize an academic presentation or restant or replay the audio during the administration of test questions (speaking domain only—summarize an academic presentation or restant or replay the audio during the administration of test questions (speaking domain only—summarize an academic presentation or replay the audio during the administration of test questions (speaking domain only—summarize an academic presentation or replay the audio during the administration of test questions (speaking domain only—summarize an academic presentation or replay the audio during the administration of test questions (speaking domain only—summarize an academic presentat	Designated Supports and	d/or Accommodatie	ons identified belo	w are applicable)	Reading
Student will participate in Regular State and District Assessments.       ELPAC Sut         (Designated Supports and/or Accommodations identified below are applicable)       Speaking         Designated Supports:       - Pause or replay the audio during the administration of test questions (speaking domain only—summarize an academic presentation on student will participate in Regular State and District Assessments.       ELPAC Sut         Student will participate in Regular State and District Assessments.       ELPAC Sut         Designated Supports:       - Simplified or paraphrased test directions (non-embedded designated support)         Student will participate in Regular State and District Assessments.       ELPAC Sut         Designated Supports:       - Simplified or paraphrased test directions (non-embedded designated support)         Student will participate in Regular State and District Assessments.       ELPAC Sut         Designated Supports:       - Simplified or paraphrased test directions (non-embedded designated support)         Designated Supports and/or Accommodations identified below are applicable)       Listening         Designated Supports and/or Accommodations identified below are applicable)       Listening         Designated Supports       Designated Supports and/or Accommodations identified below are applicable)         Designated Supports:					
Designated Supports and/or Accommodations identified below are applicable)       Speaking         Designated Supports:       - Pause or replay the audio during the administration of test questions (speaking domain only—summarize an academic presentation on summarize an academic presentation on summarize an academic presentation on test questions (speaking domain only—summarize an academic presentation on test questions (speaking domain only—summarize an academic presentation on test questions (speaking domain only—summarize an academic presentation on test questions (speaking domain only—summarize an academic presentation on test questions (speaking domain only—summarize an academic presentation on test questions (speaking domain only—summarize an academic presentation on test questions and/or Accommodations identified below are applicable)         Designated Supports:       -         - Simplified or paraphrased test directions (non-embedded designated support)       -         Student will participate in Regular State and District Assessments.       ELPAC Supports and/or Accommodations identified below are applicable)         Designated Supports and/or Accommodations identified below are applicable)       Listening         Designated Supports and/or Accommodations identified below are applicable)       Designated Supports	- Read aloud by an adu	ult (writing domain	n only)(non-embed	dded)	
Designated Supports and/or Accommodations identified below are applicable)       Speaking         Designated Supports:       - Pause or replay the audio during the administration of test questions (speaking domain only—summarize an academic presentation on summarize an academic presentation on summarize an academic presentation on test questions (speaking domain only—summarize an academic presentation on test questions (speaking domain only—summarize an academic presentation on test questions (speaking domain only—summarize an academic presentation on test questions (speaking domain only—summarize an academic presentation on test questions (speaking domain only—summarize an academic presentation on test questions (speaking domain only—summarize an academic presentation on test questions and/or Accommodations identified below are applicable)         Designated Supports:       -         - Simplified or paraphrased test directions (non-embedded designated support)       -         Student will participate in Regular State and District Assessments.       ELPAC Supports and/or Accommodations identified below are applicable)         Designated Supports and/or Accommodations identified below are applicable)       Listening         Designated Supports and/or Accommodations identified below are applicable)       Designated Supports	Student will participate	in Regular State	and District Asse	essments.	ELPAC Subject
Pause or replay the audio during the administration of test questions (speaking domain only—summarize an academic presentation on state and District Assessments.  Designated Supports and/or Accommodations identified below are applicable)  Designated Supports:  Student will participate in Regular State and District Assessments.  Designated Supports and/or Accommodations identified below are applicable)  ELPAC Supports and/or Accommodations identified below are applicable)  ELPAC Supports and/or Accommodations identified below are applicable)  ELPAC Supports and/or Accommodations identified below are applicable)  Designated Supports and/or Accommodations identified below are applicable)  Designated Supports and/or Accommodations identified below are applicable)  Designated Supports and/or Accommodations identified below are applicable)					Speaking
Student will participate in Regular State and District Assessments.       ELPAC Sub- Writing         Designated Supports and/or Accommodations identified below are applicable)       Writing         Designated Supports:       -         - Simplified or paraphrased test directions (non-embedded designated support)       ELPAC Sub- Besignated Supports and/or Accommodations identified below are applicable)         Student will participate in Regular State and District Assessments.       ELPAC Sub- Listening         Designated Supports and/or Accommodations identified below are applicable)       Listening         Designated Supports:       -	Designated Supports:				
Designated Supports and/or Accommodations identified below are applicable)       Writing         Designated Supports:       - Simplified or paraphrased test directions (non-embedded designated support)         Student will participate in Regular State and District Assessments.       ELPAC Sub Listening         Designated Supports and/or Accommodations identified below are applicable)       Listening         Designated Supports:	- Pause or replay the a	udio during the ad	ministration of tes	t questions (speaking domain only-summariz	e an academic presentation only)
Designated Supports:       -         - Simplified or paraphrased test directions (non-embedded designated support)         Student will participate in Regular State and District Assessments.         (Designated Supports and/or Accommodations identified below are applicable)         Designated Supports:					ELPAC Subject
- Simplified or paraphrased test directions (non-embedded designated support)  Student will participate in Regular State and District Assessments. (Designated Supports and/or Accommodations identified below are applicable)  Designated Supports:	÷	1/or Accommodatio	ons identified belo	w are applicable)	Writing
Student will participate in Regular State and District Assessments.       ELPAC Sub-         (Designated Supports and/or Accommodations identified below are applicable)       Listening         Designated Supports:       ELPAC Sub-	e 11	read test direction	a (non omboddad	decignated support)	
(Designated Supports and/or Accommodations identified below are applicable) Listening Designated Supports:	- Simplified of paraphi		is (iioii-eiiibedded	designated support)	
Designated Supports:					ELPAC Subject
		1/or Accommodatio	ons laentijtea belo	w are applicable)	Listening
	e 11	udio during the ad	ministration of tes	t questions (listening domain only)	
	- Tause of Teplay the a		ministration of tes	a questions (insterning domain only)	

Los Angol	es Unified Sch	ool District	INDIVIDUALIZED ED	UCATION PROGRAM (IEP)	Page 1
Student		GUY		Date of Birth 08-NOV-2009	Meeting Date 10-DEC-2020
Student	Last	First	MI		intering Dute 10 DBC 2020
_				feguards and Follow-up Actions	
				I Rights & Safeguards was provided to t	he parent in his/her primary language.
The IEP	Team Meeting I	ntroductory Statem	ents were read aloud at the be	eginning of the IEP Team meeting.	
✓ The pare	nt/guardian was	informed of his/he	r right to a written translation	of the IEP.	
Is the parent	/guardian reque	sting translation ser	vices? 🔘 Yes	O No	
If yes, th	e parent/guardia	n has requested a v	vritten translation of the IEP in	n Hebrew	
Specify t	he Individual Pa	ages to be translated	1:		
Special F		11.1 . 1			
For stud	ents who are 17 at 18 years of ap	years old, the stude	ent and parent(s)/guardian(s) has determined otherwise.	have been informed that the educational d	ecision-making rights will transfer to
student	it to yours of ug	e, uniess the court			
			THIS SPACE DELIE	BERATELY LEFT BLANK.	

		INDIVIDUALIZED EI	DUCATION PROGRAM (IE	EP)	Page 12 of 17
Los Angeles Unified Scho			Data of Diath	Maat	in a Data
Student ESHEL	GUY First	MI	Date of Birth 08-NO	V-2009	ing Date 10-DEC-2020
Last	FIrst			- 4	
		Section Q: Parent F	articipation and Conser		
Pa	rent Participation			Parent Notificatio	
Parent/Student (18-21) has Parent/Student (18-21) ind able to attend.	icated before the me	eting that they would not		Whom Clyde	When 18-NOV-2020
<ul> <li>Parent/Student (18-21) was</li> <li>Parent/Student (18-21) did not</li> <li>the meeting was held without the</li> <li>Parent/Student (18-21) did</li> </ul>	respond to any of th ne Parent/Student (1 not attend and gave	e meeting notifications and 8-21) present	1	that the IED meeting wa	s rescheduled to this date at my
without them if they did not att	end.			arent initials here ONLY	if the PARENT requested that
	Parent/Stud	lent (18-21) Agreeme	nt to Components of the	<b>Proposed IEP</b>	
A Parent/Student (18-21) m implement those portions of					nd services.
Parent/Student (18-21) AC	REES to all compo	ments of the IEP.			
O Parent/Student (18-21) A	GREES o all compo	nents of the proposed IEP	WITH THE SPECIFIC EX	CEPTION(S) stated belo	ow:
Assessment	Specify				
Eligibility	Specify				
Instructional	SettingSpecify				
Services	Specify				
O The Parent/Student (18-21	) DOES NOT AGR	<b>EE</b> with any of the compo	onents of the proposed IEP.		
A Parent/Student (18-21) is not agree. If a parent/studen information on dispute resol <i>Rights and Safeguards</i> ).	t (18-21) does wis	h to initiate a form of di	spute resolution as to the co	mponents of the propo	sed IEP, the parent can find
Rights una sajeguaras).		Parent Conce	rns and Comments		
Signature(s)				Date	
O Guardian	O Stud 21 years	lent age 18-21 years age 1	8- O Surrogate Parent	C Emancipated Minor	O Foster Parent
Did the school district facilitate		t as a means of improving	services and results for your c		) No Response
✓ I certify that I have rece voluntary and can be done a			arding the IEP process. I un	derstand that my comp	oletion of the form is
Signature(s, ch				Date	10-DEC-2020

# 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.

А.	Regarding your child's current IEP:	Yes	No	Does Not Apply
1.	I am satisfied with the IEP meeting.			
2.	I feel that the IEP accurately reflects the decisions made at the IEP meeting.			
3.	I received notice of the IEP meeting.			
4.	I received "The IEP and You" handbook with the notice of the IEP meeting.			
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.			
6.	The IEP meeting was held in an appropriate setting.			
7.	I feel I was treated as an equal and important part of the IEP team.			
8.	The participants at the IEP meeting were prepared and informed.			
9.	Placements for my child, including the general education setting, were discussed and decided upon.			
10.	Related services were discussed and decided upon, if relevant.			
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.			
12.	At the end of the IEP meeting the decisions were summarized.			
13.	If I needed an oral interpretation of the IEP team meeting an interpreter was provided.			
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.			
15.	The interpreter stayed for the duration of the IEP team meeting.			
16.	If the interpreter left the IEP meeting before it was over, another staff member served as the interpreter and the interpretation was adequate.			
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.			
18.	If I needed a written translation of the IEP, translation services were offered.			
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.			
	any of the answers to items 13–16 or 18–19 was No, please discuss your concern(s) with the te administrator or call the Division of Special Education at (213) 241-6701.			
Sec.	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.)			
		2	Addition	al Comments

Please fold alor	ng dotted lines with	the address showing Again, Thank you!	. Seal and mail. Postage i	s pre-paid.
	BUSINES	S REPLY		NO POSTAGE NECESSARY IF MAILED IN THE UNITED STATE
	T-CLASS MAIL PERM	T NO. 33798 LOS ANG BE PAID BY ADDRES	ELES CA 90051	
	LOS ANGELE PO BOX 5133	T RESOURCE NE S UNIFIED SCHO 307 S CA 90099-409	OL DISTRICT	
		II.dadh	ռԱահետեսՍահետվեն	ull
2				
PARENT INPUT SURVEY English				
UTS				
dNI				
PARENT English				
Jo D				

		Reconvened Meeting Date
Student ESHEL GUY	Date of Birth 08-NOV-20	009 Meeting Date 10-DEC-2020
	MI	
Sect	tion R: Names and Signatures (Signatures on File)	)
Team Member	Print Name	Signature
Parent/Guardian	Orly Porat	duir
Parent/Guardian		
Student Age 18 - 21 years		
Student Under Age 18 years		
Surrogate Parent		
Foster Parent		
Family Foster Home Provider		
Administrator	Kristina Clyde	Hlundo
Administrative Designee		
Special Education Teacher	Veronica Ferrufino	Auguo
General Education Teacher	Alice Ramos	also B know
School Psychologist		
School Nurse		
Related Service Staff ELD	Esther Lim	En in
Related Service Staff		
Related Service Staff		
Interpreter		
Sign Language Interpreter		
Agency Representative		
Agency Representative		
Agency Representative		
Other		

			INDIVIDUALIZED	EDUCATION PROC	GRAM (IEP)		Page 14 of 17			
Los Angeles Student	s Unified School D ESHEL G Last	istrict UY First	MI	Date of Birth	08-NOV-2009	Meeting Date	10-DEC-2020			
		LEAS	T RESTRICTIV	E ENVIRONM	ENT ANALYSIS	5				
		To	Be Completed By the		-					
			Student's C	Current Placement Ty	<u>pe:</u>					
O General	Education Class/G	eneral Educa	tion Site		Day Program/General	Education Site				
○ Special	Day Program/Spec	al Education	Center	○ Nonpub	lic School					
O Home/H	Hospital or Resident	ial Care Faci	lity							
			below as part of the II tes YES. After reachin							
Placement i restrictive s required sup there is a co	n a more restrictive etting with the use oports, services, acc ompelling reason wh the quality of servic	setting shoul of supplemen ommodations by they cannot set that he or		ture or severity of the cannot be achieved s not the sole justifica cting the LRE, consid	e student's disability is atisfactorily. The lack tion for placement in a leration is given to any	such that placer of current availa more restrictive potential harm	nent in a less ability of a student's e setting, unless ful effect on the			
Step A.	Can the supports classroom/setting		commodations and/or	modifications in the	student's IEP be made	available in a g	eneral education			
	● Yes ○ No	NO, go te	If the answer is YES, then a general education classroom/setting is the appropriate placement. If the answer NO, go to the question below.							
	○ Yes ○ No	available and/or m	If not currently available, can the required supports, services, accommodations and/or modifications be made available in a general education classroom/setting? If YES, all required supports, services, accommodations and/or modifications must be provided within a reasonable timeline. If the answer is NO, please articulate why in the box below. Then go to Step B.							
Step B.			commodations and/or	modifications in the	student's IEP be made	available on a g	eneral education site			
	in a special day p	If the ans			day program on a general education site is the appropriate placement. If the					
	○ Yes ○ No	If not cur available accommo	answer is NO, go to the question below. If not currently available, can the required supports, services, accommodations and/or modifications be made available in a special day program on a general education site? If YES, all required supports, services, accommodations and/or modifications must be provided within a reasonable timeline. If the answer is NO, please articulate why in the box below. Then go to Step C.							

s Unified S	chool Dist	rict	INDIVIDUA	ALIZED EDU	UCATION PRO	GRAM (IEP)			
	GUY	Y	MI		Date of Birth	08-NOV-2009	Meeting Date	10-DEC-2020	
Al	NNUAL						S (Continued)	)	
Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a special school setting									
○ Yes	○ No			hen a special	school setting i	s the appropriate place	ement. If the answ	ver is NO, go to the	
○ Yes	() No	available modificat	in a special s tions must be	chool setting provided wit	? If YES, all rec	uired supports, servic	es, accommodation	ons and/or	
Can the	supports, s	ervices, acc	commodation	s and/or mod	ifications in the	student's IEP be made	e available in a ho	ome/hospital setting	
○ Yes	🔿 No					s the appropriate place	ement.		
○ Yes	() No	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							
Can the facility?		ervices, acc	commodation	s and/or mod	ifications in the	student's IEP be made	e available in a re	sidential care	
○ Yes	🔿 No		•		in the IEP what	supports, accommod	ations and/or mod	lifications are requi	
	ESHEL Last Al Can the O Yes Ves Can the O Yes O Yes	ESHEL GUY Last I ANNUAL Can the supports, set Yes No Yes No Can the supports, set Yes No Yes No Yes No Can the supports, set Can the supports, set Can the supports, set	Last       First         ANNUAL LEAST         To         Can the supports, services, accord         Yes       No         If the ansquestion         Yes       No         f not curravailable modifica box below         Can the supports, services, accord         Yes       No         If the ansIf th	s Unified School District ESHEL GUY Last First MI ANNUAL LEAST RESTRIC To Be Complet Can the supports, services, accommodation Yes No If the answer is YES, t question below. Yes No for currently available available in a special s modifications must be box below. Then go to Can the supports, services, accommodation Yes No If the answer is YES, t If the answer is NO, g Yes No If the answer is YES, t If the answer is NO, g Yes No If not currently available available in a home/ho modifications must be box below. Then go to Can the supports, services, accommodation Can the supports, services, accommodation Mathematical Structure S	s Unified School District ESHEL GUY Last First MI ANNUAL LEAST RESTRICTIVE EN To Be Completed By the IEI Can the supports, services, accommodations and/or mod Yes No If the answer is YES, then a special question below. Yes No for currently available, can the re- available in a special school setting modifications must be provided with box below. Then go to Step D. Can the supports, services, accommodations and/or mod Yes No If the answer is YES, then a home/I If the answer is YES, then a home/I If the answer is NO, go to the quest Yes No If the answer is NO, go to the quest Yes No If not currently available, can the re- available in a home/hospital setting modifications must be provided with box below. Then go to Step E. Can the supports, services, accommodations and/or mod facility?	s Unified School District ESHEL GUY Last First MI Date of Birth ANNUAL LEAST RESTRICTIVE ENVIRONMH To Be Completed By the IEP Team at the IE Can the supports, services, accommodations and/or modifications in the Yes No If the answer is YES, then a special school setting i question below. Yes No for currently available, can the required supports, available in a special school setting? If YES, all rec modifications must be provided within a reasonable box below. Then go to Step D. Can the supports, services, accommodations and/or modifications in the Yes No If the answer is YES, then a home/hospital setting i If the answer is NO, go to the question below. If not currently available, can the required supports available in a home/hospital setting? If YES, all rec modifications must be provided within a reasonable box below. Then go to Step E. Can the supports, services, accommodations and/or modifications in the Set No If not currently available, can the required supports available in a home/hospital setting? If YES, all rec modifications must be provided within a reasonable box below. Then go to Step E. Can the supports, services, accommodations and/or modifications in the facility? No If not currently available, articulate in the IEP what	s Unified School District ESHEL GUY MI Birth Date of 08-NOV-2009 Last First MI Birth ANNUAL LEAST RESTRICTIVE ENVIRONMENT ANALYSIS To Be Completed By the IEP Team at the IEP Team Meeting Can the supports, services, accommodations and/or modifications in the student's IEP be made vess No If the answer is YES, then a special school setting is the appropriate plac question below. vess No frot currently available, can the required supports, services, accommoda available in a special school setting? If YES, all required supports, services, accommoda voifications must be provided within a reasonable timeline. If the answ box below. Then go to Step D. Vess No If the answer is YES, then a home/hospital setting is the appropriate plac vess No If the answer is YES, then a home/hospital setting is the appropriate plac if the answer is NO, go to the question below. Vess No If not currently available, can the required supports, services, accommoda available in a home/hospital setting? If YES, all required supports, services, accommoda available in a bome/hospital setting? If YES, all required supports, services, accommoda available in a home/hospital setting? If YES, all required supports, services, accommodations and/or modifications in the student's IEP be made vess No If not currently available, can the required supports, services, accommod available in a home/hospital setting? If YES, all required supports, services, accommod available in a home/hospital setting? If YES, all required supports, services, accommod available in a home/hospital setting? If YES, all required supports, services, accommodations and/or modifications in the student's IEP be made facility? No If not currently available, articulate in the IEP what supports, accommod	s Unified School District ESHEL GUY MI Date of 08-NOV-2009 Meeting Last First MI Birth Date of 08-NOV-2009 Meeting Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a sep     Yes No If the answer is YES, then a special school setting? If YES, all required supports, services, accommodations and/or modifications in the student's IEP be made available in a set is school setting? If YES, all required supports, services, accommodations and/or modifications in the student's IEP be made available in a set is school setting? If YES, all required supports, services, accommodations and/or modifications in the student's IEP be made available in a set is 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 a box below. Then go to Step D.  Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a here of the answer is NO, go to the question below.  Yes 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.  Yes No If not currently available, can the required supports, services, accommodations and/or mod available in a home/hospital setting? If YES, all required supports, services, accommodation the student's IEP be made available in a here hospital setting is the appropriate placement. If the answer is NO, go to the question below.  Yes No If not currently available, can the required supports, services, accommodations and/or modifications in the student's IEP be made available in a home/hospital setting? If YES, all required supports, services, accommodations the provided within a reasonable timeline. If the answer is NO, please a box below. Then go to Step E.  Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a reasonable timeline. If the available, and the provided within a	

os Angeles	Unified Scho	ol District	INDIVIDUALIZED	EDUCATION PROC	GRAM (IEP)		
Student		GUY		Date of	08-NOV-2009	Meeting	10-DEC-2020
	Last	First	MI	Birth		Date	
	ANN		T RESTRICTIVE			(Continued)	)
Step F.		s needs as refle	cted in the contents of the this time, including (che	is IEP, and the place		d by the IEP team	n, outweigh any
		Missed gene Rate at whic Lack of opp Lack of opp Amount of s Limited acco Lack of exp	access to the full range of ral education instruction h student may earn cred ortunity for social intera ortunities for age-approp ocialization opportunities to peers in student's l osure to appropriate beh	n taught by highly qu its for graduation ction priate peer role mode es with typical peers home community	ls		

Student ESHEL	d School District	IEP FAPE Part 1 - Eligibility, Placements and Supports           Date of Birth 08-NOV-2009         Meeting Date 10-DEC-2020					
Last	First	MI					
		Effective With this IEP	Future Changes Related to this IEP				
	As of Date:	10-DEC-2020	02-AUG-2021				
Eligibility:		Eligible (SLD)					
(from Page 4)	Final IEP Reason Final IEP Effective Date:						
Curriculum		General Education	General Education				
Placement	Type of School	District Resident School	District Resident School				
	Name of School	HANCOCK PARK EL	BURROUGHS MS				
Instructional Setting	Setting	General Education	General Education				
	Program	GE	GE				
	Special Day						
	Minutes/Wk						
	Addresses Goals	1(ELD),2(Reading),3(Writing),4(Math)	1(ELD),2(Reading),3(Writing),4(Math)				
Additional Factors	Low Incident Support	None	None				
	Assistive Technology Support	No	No				
	Transportation	None	None				
	Extended School Year/Intersession	🔿 Yes 💿 No					
	Parent Counseling and Training (PCT)	● Yes ○ No					
	ESY Transportation						
Accommodation, Modifications, Supports	Instructional Accommodations	Check for understanding, preferential seating, small group instruction, shorten assignments, visuals, graphic organizer, repeat instructions, multiplication chart, breaks as needed. Extended time on assignments, homework, and test. When overwhelmed, Guy will be able to go to a preferred adult	Check for understanding, preferential seating, small group instruction, shorten assignments, visuals, graphic organizer, repeat instructions, multiplication chart, breaks as needed. Extende time on assignments, homework, and test. Whe overwhelmed, Guy will be able to go to a preferred adult				
	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	Do the Parent and the District (local educational agency) agree that a reassessment is unnecessary?	🔿 Yes 🌘 No					
not conduct a three- year comprehensive reassessment.)	If the Parent does not agree, specify the area(s) to be reassessed.						

Assistive Technology Equipment	
Participation in General Education	

os Angeles Unified School Dis	INDIVIDUALIZED EDUC	IEP FAPE Part 2 - Summary (	of Services
udent ESHEL GUY		Date of Birth 08-NOV-2009	Meeting 10-DEC-2020
Last Fir	st MI		Date
		Effective With This IEP	Future Changes Related To This IEP
Service 1	Start Date:	Effective on Signature Date 10-DEC-2020	16-AUG-2021
RSP	End Date:	10-JUN-2021	
RSP	Service applies to:	Regular	Regular
	Frequency:	1-5	1-5
This service addresses the following <b>goals:</b>	Interval:	Weekly	Weekly
1(ELD)	Minutes/Interval:	120	150
2(Reading)	Minutes/Interval (Pullout from Gen Ed):	0	0
3(Writing)	Service Delivery Model:	RSP: Collaborative Teaching and Planning*	RSP: Collaborative Teaching and Planning
	RSP Area:	Literacy/	ELA/ELD
	Responsible Personnel:	General Education Teacher	General Education Teacher
		Resource Specialist Teacher	Resource Specialist Teacher
Service 2	Start Date:	Effective with Future Changes	16-AUG-2021
		10-DEC-2020	
RSP	End Date:		
RSP	Service applies to:		Regular
	Frequency:		1-5
This service addresses the following <b>goals:</b>	Interval:		Weekly
1(ELD)	Minutes/Interval:		200
2(Reading)	Minutes/Interval (Pullout from Gen Ed):		200
3(Writing) 4(Math)	Service Delivery Model:		RSP: Direct Instruction Services**

	RSP Area:	Multiple Academic Areas			
	Responsible Personnel:		Resource Specialist Teacher		
Service 3	Start Date:	Effective on Signature Date 10-DEC-2020	16-AUG-2021		
RSP	End Date:	10-JUN-2021			
RSP	Service applies to:	Regular	Regular		
	Frequency:	1-5	1-5		
This service addresses the following <b>goals:</b>	Interval:	Weekly	Weekly		
4(Math)	Minutes/Interval:	60	150		
	Minutes/Interval (Pullout from Gen Ed):	0	0		
	Service Delivery Model:	RSP: Collaborative Teaching and Planning*	RSP: Collaborative Teaching and Planning		
	RSP Area:	М	ath		
	Responsible Personnel:	General Education Teacher	General Education Teacher		
		Resource Specialist Teacher	Resource Specialist Teacher		

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

# Part 3 - Percentage of Time Outside of General Education

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

LAUSD schools are closed at this time due to the COVID 19 national pandemic. Guy will continue to receive educational services using the At Home Continuity of Learning Plan until schools re-open

0	eles Unified	$\neg$	ol District	Page 17 INDIVIDUALIZED EDUCATION PROGRAM (IEP) IEP FAPE Part 2 - Summary of Services							
Student	ESHEL Last		GUY First	MI			Date	of Birth 08-NOV-200	)9	Meeting Date 10-	-DEC-2020
	Lust		I II St		FAPI	E Sum	mary (	Grid			
Program	n:		GE				Settin		General Ed	ucation	
Eligibili	ty:		Eligible (SL	D)			Curri	culum:	General Ed	ucation	
Transpo	ortation:		None				Low I	ncident Support:	None		
	strict Rece Signature:	ived		10-Dec-20	)20						
Service Code	Service Desc		Start Date	Service Applies To	Interval	Frequency		Area	Total Minutes	Addresses Goal(s)	No Consent
RSP	RSP		fective on nature Date	Regular	Weekly	1	-5	RSP- Literacy/ELA/ELD	120	ELD, Reading, Writing	
RSP	RSP		re Changes Aug-2021	Regular	Weekly	1	-5	RSP- Literacy/ELA/ELD	150	ELD, Reading, Writing	
RSP	SP RSP Effective with Future Changes 16-Aug-2021		Regular	Weekly	y 1-5		RSP-Multiple Academic Areas	200	ELD, Reading, Writing, Math		
RSP	RSP		fective on nature Date	Regular	Weekly	1	-5	RSP-Math	60	Math	
RSP	RSP		re Changes Aug-2021	Regular	Weekly	1	-5	RSP-Math	150	Math	

## Alternative Remote/Distance Learning Services During Emergency Conditions

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

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

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

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

## **For IEP Team Information**

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