			INDIVIDUALIZED ED	UCATION PROGRAM (II	EP)		Page 1 of 2
Los Angeles Unified S Student Identificatio		ict 200388X843	SSID			Elia	ible (SLD)
Number						_	ible (SLD)
Student GOV Last		EM	MI		Date of Birth:	10	-SEP-2014
Last		First		eeting Information			
	Perti	nent Dates			Type of 1	Meeting	
Date of Initial IEP Team	Meeting	31-MAY-202	4	Initial		Amendn	nent of IEP dated
Date of Present Meeting		31-MAY-202	4	Ŭ			
Annual Review to be con	ducted by	31-MAY-202	5	Annual Review		Early St	art Transition
Next Three Year Review conducted by	will be	31-MAY-202	7	O Three Year Review		Expulsio	on Analysis
Three Year Review or Ev was conducted on	aluation	31-MAY-202	4	Other		◯ Individu	al Transition Plan
Transition to Kindergarte conducted by	n to be						
Location of Meeting	N	MONLUX EL		District Name	Los Angel	es Unified S	chool Distri
			Section B: St	udent Information	<u>_</u>		
Date of Birth	10-SEP-20)	Age	9	Grade		3
Gender	• Male C) Female	Ethnic Code		J		
Location of the Psych Folder	SP ED SVC	C CTR - NE	Student has no Psych Folder				
Location of the Cum Folder			Student has no Cum Folder				
Home Language	Spanish		Student Language	Spanish	Alternate M Communica		
Home Address of Student	6100 TEES	DALE AVE)		
City	North Holl	ywood CA	ZIP Code	91606)		
Home Telephone	(818) 262-1	1100	Daytime Telephone		Emergency	Telephone	
School of Attendance	Private Sch	ool Office (1	Location Code	1536)		
School of Residence	Monlux El		Location Code	5342)		
Name of Parent/Guardian	Lior Gov		Telephone)		
Address)		
City		CA	ZIP Code)		
Surogate Parent			Telephone)		
Attends CURRENT SCI of the following	HOOL as a re	esult of one	Private School Enrollme	nt 🗸)		
Private School: Emek Hebrew Academy7	eichman Fan	nilv Torah Cente	er				
Is the student living in a Home (FFH)?		-	o O Yes	FFH#			
Is FFH Provider related t	o student?	\bigcirc N	o O Yes	Relationship			
Licensed Children's Instit			o 🔿 Yes	LCI Name			
				LCI#			
Out of the home placeme	nt made by	-	egional Center aperior Court	O Department of Menta	l Health	O Departme	ent of Children's Services
Child's family living with boundaries?	nin LAUSD's		o 🔍 Yes				
	old or older c	or is an emancip	ated minor, does he/she have	e educational decision-makir	ng rights?		\bigcirc No \bigcirc Yes

			IZED EDUC	ATION BROCHAM (IFB)		Page 2 of 2
Los Angeles	Unified School District	NDIVIDUAL	IZED EDUC	ATION PROGRAM (IEP)		
Student				Date of Birth 10-SEP-	2014	
	Last First	MI Secti	ion C: Lang	uage Acquisition		
Language Clas	ssification:		0		Start Date:	
	Parent Request:	0	Yes O No		Reclassification Date:	
	mance Level and Performance Descriptor:			~	Test Date:	
	AC Performance Level and Performance			~	Test Date:	
Descriptor:))
		Section D	: Goal Achiev	ement from Current IEP		
		Ach	ieved			
Goal for: (ex	ample - Reading)	Yes	No	If No, explain the reason	the goal/objective was not achieved	
1		\bigcirc	\bigcirc			
Category	•					
	Objective 1 met	\bigcirc	\bigcirc			
	Objective 2 met	\bigcirc	\bigcirc			
2		\bigcirc	\bigcirc			
Category	(v)					
	Objective 1 met	\bigcirc	\bigcirc			
	Objective 2 met	\bigcirc	\bigcirc			
3		\bigcirc	\bigcirc			
Category	(v)					
	Objective 1 met	0	0]
	Objective 2 met	\bigcirc	\bigcirc			
4		\bigcirc	\bigcirc			
Category	<pre></pre>	-	-			
	Objective 1 met	0	0]
-	Objective 2 met	0	0			
5		\bigcirc	\bigcirc			
Category		\sim	\sim)
	Objective 1 met	0	0			
6	Objective 2 met	0	0			
Category	✓	\bigcirc	0			
Category	Objective 1 met	0	\bigcirc			
	Objective 2 met	0	0			
7		0	0			
Category	✓	U	0			
	Objective 1 met	\bigcirc	0)
	Objective 2 met	0	0			
8		0	0			
Category	✓	\smile	\smile			
	Objective 1 met	0	0			
	Objective 2 met	Õ	Õ)
9		Õ	Õ			
Category	(v)					
	Objective 1 met	\bigcirc	\bigcirc			
	Objective 2 met	0	0			
10		\bigcirc	0			
Category	(v)					
	Objective 1 met	\bigcirc	\bigcirc			
	Objective 2 met	\bigcirc	\bigcirc			

Loc Angolo	os Angeles Unified School District			INDIVIDUALIZ	INDIVIDUALIZED EDUCATION PROGRAM (IEP)					
Los Angele Student		LIEM				Date of Birth	10-SEP-2014	Meeting Da	te 31-MAY-2024	
Student	Last	Fir	st	MI				intering 24		
Performance	Area		Reading	Section E:	Present Leve	el of Perform	ance			
Category:	Alca.		Reading		~					
	Monitoring Proces	a Ucad		x Johnson IV Tests		•				
	t Assessment Resu		woodcoch		of Achievemen					
			v (include s	tudent strengths st	udent needs and	l impact of disa	bility on student per	formance):		
Letter-Word Passage Co Sentence R Strengths: to read all c able to read	d Identification SS omprehension SS Reading Fluency S Liem was able to of the CV, CVC, C simple sentences	S 81 81 S 70 recognize ar CVC, and C and verball	nd name all EVCC words y fill in the r	of the letters on the s as well as some ty	• Letter-Word Ic vo and even thr vas also able to	lentification sul	btest and he knew al ds. On the Passage (l of the letter sounds. Comprehension subtes s or no correctly, to d	st he was	
ability to re grade level. it was diffic Impact: Lie	ad words can be v . It is estimated the cult to understand	very inconsis at his indepe him due to h ning disabilit	tent due to ndent readin is quiet voi y impairs hi	this and he often st ng level is probable ce and what appear	ruggled with sir e early 2nd grad red to be notices	npler words bu e. He was very able articulatior	t later on was able to soft spoken on all th difficulties.	e of a sight word reade o read words well bey- nree reading subtests a npacts his participatio	ond his and at times	
erformance	Area:		Written La	anguage						
ategory:			Writing		~					
ssessment/	Monitoring Proces	ss Used:	Woodcock	x Johnson IV Tests	of Achievemen	t				
tate/Distric	t Assessment Resu	ilts:								
urrent Perfe	ormance/Assessm	ent Summar	y (include s	tudent strengths, st	udent needs and	l impact of disa	bility on student per	formance):		
Sentence V Strengths: correctly sp filling in a t Writing Flu Areas of N also made r often had tr	mples SS 85 Vriting Fluency SS bell a few two sylle missing word. He ency Subtest he w feed: Liem had a d numerous spelling ouble with word of em's specific learn	spell most o able words v was also abl /as able to w ifficult time errors when order, but it i	which he see e to look at rite 5 senter with spellin writing sen nay have be	emed to now by rote a picture prompt an nees accurately with ng overall. He did n tences, but it was f een because he was	e memory. On t nd write simple hin 5 minutes g tot capitalize the airly easy to un trying to rush k	he Writing Sam sentences with iven picture pro- e first word of h derstand what h knowing it was	ples subtest he was fairly good syntax a ompts and three word his sentences nor did he wrote. On the Ser a timed test.	ng subtest. He was als able to complete sentu and semantics. On the ds. he use any end punct tence Writing Fluenc and progress in the ge	ences by Sentence ruation. He y Subtest he	

0		l District			
	GOV	LIEM		Date of Birth 10-SEP-2014 Meeting Date 31-MAY-20	024
	Last	Fir	st	MI	
Performance A	Area:		Mathemat	Section E: Present Level of Performance atics	
Category:			Math	~	
Assessment/N	Monitoring Proces	ss Used:	Woodcock	ck Johnson IV Tests of Achievement	
State/District	Assessment Resu	ılts:			
Current Perfo	ormance/Assessme	ent Summar	y (include s	student strengths, student needs and impact of disability on student performance):	
	SS 81 oblems SS 92 Fluency SS 94				
low average able to subtr digit multipl hundreds wi the Applied	range in Calculat ract two digit num lication problems ith regrouping. Or Problems subtest	tion. On the abers without with regrout the Math F he was able	Calculation at regrouping ping. He dic Facts Fluence to solve we	in math. He scored within the average range in Applied Problems and Math Facts Fluency and in the n subtest he was able to add two digit numbers, including three addends, without regrouping. He was ng and he was able to solve most of the single digit multiplication problems as well as two digit by one id attempt to solve some addition problems to the thousands and some subtraction problems to the cy subtest he attempted to solve 60 single digit addition and subtraction problems in three minutes. On word problems, when read to him, involving counting and single operations of addition, subtraction, and att least the hour, and he demonstrated fairly good knowledge of coin value.	
Fluency sub- for example.	test where he did	make twelv	e errors. He	tely when adding or subtracting. He frequently used the wrong operation, especially on the Math Facts te was also unable to solve multiplication problems involving zeros correctly and typically wrote 4x0=4 both his calculation and math applications, which impacts his participation and progress in the general	
education cu					
Performance	Area:				
Category:				✓	
Assessment/N	Monitoring Proces	ss Used:			
State/District	Assessment Resu	ılts:			
Current Perfo	ormance/Assessme	ent Summar	y (include st	student strengths, student needs and impact of disability on student performance):	

Los Angeles Unified School District			INDIVIDUALIZ	ZED EDUCATION PROGR	AM (IEP)		Page	
8	GOV GOV	LIEM			Date of Birth	10-SEP-2014	Meeting Date	31-MAY-2024
Student	Last	Firs	it	MI			Meeting Date	51 10111-2024
Performance	A		Health	Section E:	Present Level of Perform	ance]	
	Area:		Health		~			
Category:	Monitoring Process	Had		erview and nurse as				
	Assessment Resul		Farent Int	erview and nurse as	ssessment			
			(include c	tudent strengths st	udent needs and impact of disa	bility on student perfo	rmance):	
school nurse complicatio serious illne STRENGT student's he personal gro AREA OF IMPACT C ACCOMM	e. Liem is 9 years a ns. All developmer ess, injury, accident 'HS: Liem is in goo aring. Student can boming. Student ca NEED: Health is no OF DISABILITY: S ODATIONS/MOD ama, BSN, RN	nd 8 month htal milestor is, or hospit: od general h ambulate w n verbalize ot an area o tudent's phy	s old, curre nes if not e alization re ealth. Stud ith steady g needs and f need at th ysical healt	ently attending 3rd arly were within ag ported. No known f ent passed LAUSD gait and balance and wants effectively. his time.	 15/23/2024 with information of grade. Father reported that more expectancy range. Student d food and medication allergy. 's vision screening without co d is independent with activities heir involvement and progress. 	ther had a full-term pro oes not take any medic rrection on 5/23/2024. I s of daily living such as	egnancy without any ation at home or at sc Father has no concern s feeding, toileting, an	hool. No 15 with
5/23/2024 Performance								
Category:	Alca.				~			
•••	Monitoring Process	Used:						
	Assessment Resul							
			(include s	tudent strengths st	udent needs and impact of dis	bility on student perfo	rmance):	

tegory: General Ability	Section E: Present Level of Performance rformance Area: Cognitive/Processing tegory: Ceneral Ability sessment/Monitoring Process Used: Alternative Psycho-educational ate/District Assessment Results: V/A crent Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Current Level/Strengths: Based on alternative measures of assessment cognitive ability is estimated to be in the average range. Liem demonstrates increass tens instaination, ability is of stainative runger leade and apatial elations. He demonstrates average range ability to complete nonverbal patterns and well below verage range ability on student performance): Current Level/Strengths: Based on alternative measures of assessment cognitive ability in visual process used for relate sparate pieces of information into a group or see how parts are related to a whole. Liem demonstrates average range ability to complete nonverbal patterns and well below verage range ability on student process used for relate sparate pieces of information into a group or see how parts are related to a whole. Liem demonstrates average range ability on student processing oral literative processing in stains student with visual choices. He demonstrates average range phonological discrimination, average range segmentation/deletion skills and blending skills. Within the area of ability runemory. Liem scored within the average range ability with visual bending skills. Attention allows the student to selectively focus on things heard or seen and resist being iteracted by irrelevant sights and source and resist being ability in thearea of ability runemory. Liem Scored within the ave		GOV	LIEM				Date of Birth	10-SEP-2014	Meetin	g Date 31-MAY-2	2024
ategory:: General Ability General Ability Gen	ategory: General Ability General Ability General Abili		Last	Firs	t		E: Present Le	vel of Perform	ance			
Alternative Psycho-educational Alternative Assessment/Monitoring Process Used: Alternative Psycho-educational Alternative Massessment Summary (include student strengths, student needs and impact of disability on student performance): Current Level/Strengths: Based on alternative measures of assessment cognitive ability is estimated to be in the average range. Liem demonstrates including visual memory, discrimination, ability to visualize visual closure, identify item figure ground and spatial relations. He demonstrates including visual memory, discrimination, ability to visualize visual closure, identify item figure ground and spatial relations. He demonstrates involving verbal comprehensions fulls in sequence with visual choices. He demonstrates average range ephonological discrimination, average range segmentation/deletion skills and blending skills. Within the area of short-term auditory memory, Liem scored within the average range. He scored inconsistent simultance up processing or al directions with skills ranging from well below average to average. Challenges: Liem exhibits inconsistent attention processing skills. Attention allows the student to selectively focus on things heard or seen and resist being distracted by irrelevant sights and sounds. Continued below erformance Area: Cognitive/Processing (continued) ategory: General Ability General A	Alternative Psycho-educational sessment/Monitoring Process Used: N/A urrent Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Current Level/Strengths: Based on alternative measures of assessment cognitive ability is estimated to be in the average range. Liem demonstrates high average range visual perceptual skills including visual memory, discrimination, ability to visualize visual closure, identify item figure ground and spatial relations. If deemonstrates including visual memory, discrimination, ability to visualize visual closure, identify item figure ground and spatial relations. If deemonstrates average trange ability processing average range skills on tasks including visual comprehension skills in sequence with visual choices. Ite demonstrates average auditory processing or set how parts are related to a whole. Liem demonstrates average range auditory processing or short-term auditory memory, Liem scored within the average range segmentation/deletion skills and blending skills. Within the area of short-term auditory memory, Liem scored within the average range. He scored inconsistently in the area of auditory comprehension and processing oral directions with skills ranging from well below average to average. Colnitued below	erformance	e Area:	(Cognitive/l	Processing						
ate/District Assessment Results: N/A urrent Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Current Level/Strengths: Based on alternative measures of assessment cognitive ability is estimated to be in the average range. Liem demonstrates high average range visual perceptual skills including visual memory, discrimination, ability to visualize visual closure, identify item figure ground and spatial relations. He demonstrate inconsistent simultaneous processing tasks. Simulaneous processing involves the mental process used to relate sparate pieces of information into a group or see how parts are related to a whole. Liem demonstrates average range ability to complete nonverbal patterns and well below average range skills on tasks involving verbal comprehension skills in adjunce with visual choices. He demonstrates average range appenological discrimination, average range segmentation/deletion skills and blending skills. Within the average range, liem exhibits inconsistent attention processing skills. Attention allows the student to selectively focus on things heard or seen and resist being distrated by irrelevant sights and sounds. Continued below erformance Area: Cognitive/Processing (continued) ategory: General Ability General Abilit	ate/District Assessment Results: N/A urrent Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Current Level/Strengths: Based on alternative measures of assessment cognitive ability is estimated to be in the average range. Liem demonstrates inpact and studing visual memory, discrimination, ability to visualize visual closure, identify item figure ground and spatial relations. He demonstrates involving werb parts are related to a whole. Liem demonstrates average range visual operceptual skills including visual comprehensions skills in acquence with visual choices. He demonstrates average range adverted to a whole. Liem demonstrates average range adverted to a whole. Liem demonstrates average range range adverted to a whole. Liem demonstrates average range range adverted to a whole. Liem demonstrates average range range adverted to a whole. Liem demonstrates average range range adverted to a whole. Liem demonstrates average range range and comprehension skills in acquence with visual choices. He demonstrates average range of adverted to a werage range verge range. Liem schedultory memory, Liem scored within the average range. He scored inconsistent jin the area of aduitory comprehension and processing oral directions with skills ranging from well below average to average. Challenges: Liem exhibits inconsistent attention processing (continued) attegory: General Ability erformance Area: Cognitive/Processing (continued) attegory: General Ability urrent Performance/Assessment Results: N/A urrent Performance/Assessment Results: N/A urrent Performance/Assessment Results: N/A Impact: Liem's eligibility of Specific Learning Disability and processing challenges impacts his ability to be involved and progress in the general autiverus without frequent of or short period of time. Supports: Continue to provide Liem with structure for academic activities whenever possible (e.g.: specific directions, formal routine for tasks, time units). Liem should co	ategory:		(General A	bility	•	•				
urrent Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Current Level/Strengths: Based on alternative measures of assessment cognitive ability is estimated to be in the average range. Liem demonstrates high average range visual perceptual skills including visual memory, discrimination, ability to visual zevisual closure, identify item figure ground and spatial relations. He demonstrates inconsistent simultaneous processing tasks. Simultaneous processing involves the mental process used to relate separate pieces of information into a group or see how parts are related to a whole. Liem demonstrates average range ability to complete nonverbal patterns and well below average range skills on tasks involving verbal comprehension skills in sequence with visual choices. He demonstrates average range auditory processing skills. Liem demonstrates average range phonological discrimination, average range segmentation/deletion skills and belonding skills. Within the area of short-term auditory memory, Liem scored within the average range. He scored inconsistently in the area of auditory comprehension and processing oral directions with skills ranging from well below average to average. Challenges: Liem exhibits inconsistent attention processing skills. Attention allows the student to selectively focus on things heard or seen and resist being distracted by irrelevant sights and sounds. Continued below erformance Area: Cognitive/Processing (continued) ategory: General Ability wrent Performance/Assessment Results: N/A urrent Performance/Assessment Results: N/A Impact: Liem's eligibility of specific Learning Disability and processing challenges impact of disability on student performance): Executive functioning skills fell in the well below average range on tasks that required control of thinking and attention with significant inconsistency. His working memory score fell in the well below average range indicating well below average r	urrent Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Current Level/Strengths: Based on alternative measures of assessment cognitive ability is estimated to be in the average range. Liem demonstrates high average range visual perceptual skills including visual memory, discrimination, ability to visualize visual cloaure, identify item figure ground and spatial relations. He demonstrates inconsistent simultaneous processing tasks. Simultaneous processing involves the mental process used to relate separate pieces of information into a group or see how parts are related to a whole. Liem demonstrates average range ability to complete nonverbal patterns and well below average range skills on tasks involving verbal comprehension skills in sequence with visual choices. He demonstrates average range auditory processing skills. Liem demonstrates average range phonological discrimination, average range generation/deletion skills and belinding skills. Within the area of short-term auditory memory. Liem scored within the average range. He scored inconsistently in the area of auditory comprehension and processing oral directions with skills ranging from well below average to average. Continued below erformance Area: Cognitive/Processing (continued) ategory: General Ability urrent Performance/Assessment Results: N/A urrent Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Executive functioning skills fell in the well below average range on tasks that required control of thinking and attention with significant inconsistency. His working memory score fell in the well below average range on tasks that required control of thinking and attention with significant inconsistency. His working memory score fell in the well below average range indicating well below average range scores on tasks involving evaluating and working with information rememerbered for a short pe	.ssessment/	Monitoring Proces	ss Used:	Alternative	Psycho-educati	onal					
Current Level/Strengths: Based on alternative measures of assessment cognitive ability is estimated to be in the average range. Liem demonstrates high average range visual perceptual skills including visual memory, discrimination, ability to visualize visual closure, identify item figure ground and spatial relations. He demonstrates inconsistent simultaneous processing tasks: Simultaneous processing involves the mental process used to relate separate pieces of information into a group or see how parts are related to a whole. Liem demonstrates average range perceptual skills in velue processing tasks: Simultaneous processing to visual memory, discrimination, average range expension skills and blending skills. Within the area of short-term auditory memory, Liem scored within the average range. He scored inconsistent situation/deltoin skills and blending skills. Within the area of short-term auditory memory, Liem scored within the average range. He scored inconsistent to selectively focus on things heard or seen and resist being distracted by irrelevant sights and sounds. Continued below erformance Area: Cognitive/Processing (continued) ategory: General Ability N/A urrent Performance/Assessment Results: N/A urrent Performance/Assessment Results: N/A Liem skills fiel in the well below average range on tasks that required control of thinking and attention with significant inconsistency. His working memory score fell in the well below average range on tasks that required control of thinking and attention with significant inconsistency. His working memory score fell in the well below average range hadicing well below average range scores on tasks involving evaluating and working with information remembered for a short period of time. Supports: Continue to provide Liem with structure for academic activities whenever possible (e.g.: specific directions, formal routine for tasks, time units). Liem should continue to be scated close to instruction to access visual supports and reduce distrations. Verbal information incomi	Current Level/Strengths: Based on alternative measures of assessment cognitive ability is estimated to be in the average range. Liem demonstrates high average range visual perceptual skills including visual memory, discrimination, ability to visualize visual closure, identify item figure ground and spatial relations. He demonstrates inconsistent simultaneous processing tasks. Simultaneous process used to relate separate pieces so finformation into a group or see how parts are related to a whole. Liem demonstrates average range patients and well below average range setills on tasks involving verbal comprehension skills in sequence with visual choices. He demonstrates average range guidiory processing asks. Simultaneous processing tasks. Simultaneous processing asks. Within the area of short-term auditory memory, Liem scored within the average range, He scored inconsistently in the area of auditory comprehension and processing oral directions with skills ranging from well below average to average. Challenges: Liem exhibits inconsistent attention processing skills. Attention allows the student to selectively focus on things heard or seen and resist being distracted by irrelevant sights and sounds. Continued below erformance Area: Cognitive/Processing (continued) ategory: General Ability N/A Internative Psycho-educational N/A Internative Psycho-educational N/A Internative Psycho-educational N/A Internative Psycho-educational Internative Psycho-educational Internative Psycho-educational Internative Psycho-educational Internative Psycho-educational Internative Psycho-educational Internative Psycho-educationg excess on tasks involving evaluating and working with information remembered for a short period of time. Internative Psycho-educationg excess and impact of disability on student performance): Executive functioning skills fell in the well below average range on tasks that required control of thinking and attention with significant inconsistency. His working memory score fell in the well below average range indicat	tate/Distric	et Assessment Resu	ilts:	N/A							
average range visual perceptual skills including visual memory, discrimination, ability to visual ze visual closure, identify item figure ground and spatial relations. He demonstrates inconsistent simultaneous processing tasks. Simultaneous processing involves the mental process used to relate separate pieces of information into a group or see how parts are related to a whole. Liem demonstrates average ange ability to complete nonverbal patterns and well below average range skills on tasks involving verbal comprehension skills in sequence with visual choices. He demonstrates average range adultory processing skills. The demonstrates average range ability to complete nonverbal patterns and well below average range skills on tasks involving verbal comprehension skills in sequence with visual choices. He demonstrates average range adultory processing short-term auditory memory. Liem scored within the average range. He scored inconsistently in the area of adultory comprehension and processing oral directions with skills ranging from well below average to average. Challenges: Liem exhibits inconsistent attention processing skills. Attention allows the student to selectively focus on things heard or scen and resist being distracted by irrelevant sights and sounds. Continued below erformance Area: Cognitive/Processing (continued) ategory: General Ability v Intern Performance/Assessment Results: N/A urrent Performance/Assessment Results: N/A urrent Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Executive functioning skills fell in the well below average range on tasks that required control of thinking and attention with significant inconsistency. His working membry score fell in the well below average range indicating well below average range scores on tasks involving evaluating and working with information remembered for a short period of time. Supports: Continue to provide Liem with structure for academic activities whenever possible (e.g.: s	average range visual perceptual skills including visual memory, discrimination, ability to visual closure, identify item figure ground and spatial relations. He demonstrates average tange phonological discrimination, average range ability to complete nonverbal patterns and well below average range skills on tasks involving verbal comprehension skills in sequence with visual choices. He demonstrates average range auditory processing skills. Liem demonstrates average range phonological discrimination, average range segmentation/deletion skills and blending skills. Within the area of short-tern auditory memory, Liem scored within the average range. He scored inconsistently in the area of auditory comprehension and processing oral directions with skills ranging from well below average to average. Challenges: Liem exhibits inconsistent attention processing skills. Attention allows the student to selectively focus on things heard or seen and resist being distracted by irrelevant sights and sounds. Continued below erformance Area:	urrent Perf	formance/Assessme	ent Summary	(include stu	ident strengths,	student needs a	nd impact of disa	ability on student per	formance):		
ategory: General Ability .ssessment/Monitoring Process Used: Alternative Psycho-educational .tate/District Assessment Results: N/A 'urrent Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Executive functioning skills fell in the well below average range on tasks that required control of thinking and attention with significant inconsistency. His working memory score fell in the well below average range indicating well below average range scores on tasks involving evaluating and working with information remembered for a short period of time. Impact: Liem's eligibility of Specific Learning Disability and processing challenges impacts his ability to be involved and progress in the general curriculum without the support of special education services. Supports: Continue to provide Liem with structure for academic activities whenever possible (e.g.: specific directions, formal routine for tasks, time units). Liem should continue to be seated close to instruction to access visual supports and reduce distractions. Verbal information should be supported with visual supports whenever appropriate. Tasks may be broken down into smaller components, which after individual success, might then be recombined with the	ategory: General Ability .ssessment/Monitoring Process Used: Alternative Psycho-educational .tate/District Assessment Results: N/A urrent Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Executive functioning skills fell in the well below average range on tasks that required control of thinking and attention with significant inconsistency. His working memory score fell in the well below average range indicating well below average range scores on tasks involving evaluating and working with information remembered for a short period of time. Impact: Liem's eligibility of Specific Learning Disability and processing challenges impacts his ability to be involved and progress in the general curriculum without the support of special education services. Supports: Continue to provide Liem with structure for academic activities whenever possible (e.g.: specific directions, formal routine for tasks, time units). Liem should continue to be seated close to instruction to access visual supports and reduce distractions. Verbal information should be supported with visual supports whenever appropriate. Tasks may be broken down into smaller components, which after individual success, might then be recombined with the	average rar relations. H of informat average rar skills. Lien short-term directions v Challenges distracted b	nge visual perceptu He demonstrates ind tion into a group on nge skills on tasks n demonstrates ave auditory memory, with skills ranging s: Liem exhibits in by irrelevant sights	al skills inclu consistent sin r see how par involving ver erage range pl Liem scored from well be consistent att	uding visual nultaneous p ts are relate bal compre- honological within the a low average	memory, discrim processing tasks. d to a whole. Lich hension skills in discrimination, verage range. He to average.	nination, ability Simultaneous em demonstrate sequence with average range s e scored incons	y to visualize vis processing invol s average range visual choices. F egmentation/del istently in the ar	and closure, identify in ves the mental process ability to complete no te demonstrates aver- etion skills and blend ea of auditory compr	item figure groun ss used to relate s onverbal patterns age range audito ling skills. Withi ehension and pro	nd and spatial separate pieces s and well below ry processing n the area of occessing oral	
Category: General Ability ussessment/Monitoring Process Used: Alternative Psycho-educational tate/District Assessment Results: N/A Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Executive functioning skills fell in the well below average range on tasks that required control of thinking and attention with significant inconsistency. His working memory score fell in the well below average range indicating well below average range scores on tasks involving evaluating and working with information remembered for a short period of time. Impact: Liem's eligibility of Specific Learning Disability and processing challenges impacts his ability to be involved and progress in the general curriculum without the support of special education services. Supports: Continue to provide Liem with structure for academic activities whenever possible (e.g.: specific directions, formal routine for tasks, time units). Liem should continue to be seated close to instruction to access visual supports and reduce distractions. Verbal information should be supported with visual supports whenever appropriate. Tasks may be broken down into smaller components, which after individual success, might then be recombined with the	Category: General Ability ussessment/Monitoring Process Used: Alternative Psycho-educational tate/District Assessment Results: N/A Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Executive functioning skills fell in the well below average range on tasks that required control of thinking and attention with significant inconsistency. His working memory score fell in the well below average range indicating well below average range scores on tasks involving evaluating and working with information remembered for a short period of time. Impact: Liem's eligibility of Specific Learning Disability and processing challenges impacts his ability to be involved and progress in the general curriculum without the support of special education services. Supports: Continue to provide Liem with structure for academic activities whenever possible (e.g.: specific directions, formal routine for tasks, time units). Liem should continue to be seated close to instruction to access visual supports and reduce distractions. Verbal information should be supported with visual supports whenever appropriate. Tasks may be broken down into smaller components, which after individual success, might then be recombined with the	erformance	- Area	(Cognitive/	Processing (con	tinued)					
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original task.	original task.	Executive working m	functioning skills emory score fell in	fell in the we	ll below ave	erage range on ta	sks that require	ed control of thin	king and attention w	ith significant in		
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Los Angeles Unified School District	INDIVIDUALI	ZED EDUCATION PROGRA	AM (IEP)		Page
Student GOV LIEM		Date of Birth	10-SEP-2014	Meeting Date	31-MAY-2024
Last Fin				0	
Performance Area:	Language	: Present Level of Performa	ance]	
Category:	Language	~			
Assessment/Monitoring Process Used:	Observations, Questionnaire)			
State/District Assessment Results:	N/A	-,			
Current Performance/Assessment Summar		tudent needs and impact of disa	bility on student perform	mance):	
Current Level/Strengths: Liem lives in a understood. Liem demonstrates appropria reasoning tasks such as a bird flies A fi performed in the average range. On tasks average range. Parent responses on the B Challenges: On oral language expressive were found to range from below average indicated Clinically Significant scored in Impact: Liem's eligibility of Specific Lea general curriculum without the support o Supports: It may be helpful to encourage should be supported with visual cues.	ate topic maintenance and exhi ish Liem scored in the low a susing listening comprehensio ASC indicated Adequate score e tasks requiring use of directe to low average. Expressive sk the area of Functional Comm arning Disability and attention f special education services.	ibits overall appropriate social la average range. With regard to pi n and ability to complete senten es in the area of Functional Com d words and picture cues, Liem ills ranged from below average unication. /comprehension challenges imp	anguage pragmatic skill cture vocabulary at the cces provided using one munication. scored in the below ave to low average. Teacher act his ability to be invo	s. On verbal analogy one-word level, Lier word, Liem scored i grage range. Listenin r responses on the B, olved and progress ir	n n the low g skills ASC n the
Performance Area: Category:	Motor Motor Abilities	~			
Assessment/Monitoring Process Used: State/District Assessment Results:	VMI, Observations, Questio	onnaire			
Current Performance/Assessment Summar		tudent needs and impact of disa	hility on student perform	mance):	
Current Level/Strengths: Liem exhibits a as soccer and basketball. He runs quickly team outside of school. Teacher describes	ige-appropriate gross motor sk / turning as desired and is able s Liem as very artistic and enjo	ills. He is observed to exhibit ge to kick a ball kicked in his dire oys participating in art activities	ood coordination and co ction. Liem participates	ntrol in sport activiti successfully on a so	ccer
Challenges: Teacher reports that Liem ex also noted to reverse letters consistently. average range. (sensory motor skills). Th	On visual motor integration ta	sks, involving combining visual			
Impact: Liem's eligibility of Specific Lea curriculum without the support of special		otor challenges impact his abilit	y to be involved and pro	ogress in the general	
		1	6		
Supports: Liem may benefit from extra t	time on writing tasks as well as	s limited need to copy from near	r or far point range.		

Los Angeles Unified School District			INDIVIDUA	LIZED EDUCA	TION PROGR	AM (IEP)		Page	
-						D			
Student	Last	LIEM	·st	MI		Date of Birth	10-SEP-2014	Meeting Dat	ae 31-MAY-2024
					E: Present Le	vel of Perform	ance		
Performance	Area:		Social-Em	otional					
Category:			Social Em	notional	~	•			
Assessment/1	Monitoring Proce	ss Used:	Observatio	ons, Interviews,	Rating Scales, R	ecord Review			
State/District	t Assessment Rest	ults:	N/A						
Current Perfo	ormance/Assessm	ent Summar	y (include st	tudent strengths,	, student needs a	nd impact of disa	bility on student perf	ormance):	
exhibits lea presents as described a: interested in as well beha behaved, fo happy child challenges.	dership qualities. a kind, friendly, p s motivated and e n the ideas of othe aved. Liem is a g illows classroom a l. However, as obs	Liem gets al polite, interact xcited to lear rrs. Liem is n reat friend, sh and school ru served in his potional skills	long very we stive and talk rn new thing notivated to hows empath ales, adapts v academic en are age appr	ell with family n kative student. L gs when he is int learn and a posi hy and cooperati well to changes nvironment, Lies ropriate, and he	nembers of all ag iem plays well v erested. Liem en itive attitude tow ion and has stron and exhibits stro m struggles with does not exhibit	es. He exhibits a vith others and er joys age-appropr ards challenges. g peer relationsh ng social skills ir direct and sustai a deficit in this a		are skills. Across sett ts of school. He is als his interests with oth a ss school rules and propriate activity leve cills. He presents as a	ings he to ers and is is described el, is well generally
Performance	Area:)	
Category:					~	•			
.ssessment/l	Monitoring Proce	ss Used:							
tate/District	t Assessment Rest	ults:							
Current Perfe	ormance/Assessm	ent Summar	v (include st	tudent strengths.	student needs a	nd impact of disa	bility on student perf	ormance):	

Los Angele	u Unified Schoo	l Distuist		INDIVIDUA	LIZED EDUCATION PR	OGR	AM (IEP)			Page 9 of 2
Student	es Unified Schoo	LIEM			Data of 1	Dinth	10-SEP-2014	4	Meeting Date	21 MAY 2024
Student	Last	Fir	st	MI	Date of	DIFUI	10-SEP-2014	+	Meeting Date	31-MAY-2024
	1100				Section F: Eligibility					
If applicable	, areas discussed r	elated to dis	ability or su	spected disabilit	y:					
	Processing, Langua									
For Initial IE	EP, interventions at	ttempted prio	or to determ	ining eligibility:						
					tionally, he joined the Eme					
			he also rece	ived this reading	g lab pull out intervention l	ast scł	hool year. He a	lso receives	title 4 math interv	ention
twice a wee	k during the sprin	g semester.								
•	student with the d	lisability of:								
Code:	SLD		Specific L	earning Disabili	ty	J				
	Not Applicab	ole,	OBlind or		OPartially Sighted					
Additional L	ow Incidence Elig		for VI, DB	L, DEA, HOH, o						
Code:					,)				
					<u> </u>					
	ONot Applicab	ole,	OBlind or	•	OPartially Sighted					
O Does not	meet eligibility cr	riteria for Sp	ecial Educa	tion Services (In	itial IEP).					
or	0 9	1		× ×	,					
-	er Eligible for Spe	cial Educati	on Services	(Review IEP)						
	er Eligible (Effecti			(Review IEI).						
Date):	er Eligible (Eliecti	Ive								
□ This is a	Final IEP, the stud	lent remains	eligible for	Special Education	on Services until the Effect	tive D	ate below.			
Final IEP Re	ason:				Final IEI	P Effe	ctive Date:			
The IED Tee		d and aguas	a that the a	ducational need	ls of the student are not p		uiler davo to c			
_		u and agree	s that the e	_		rimar	rny due to:			
	l Maladjustment			-	orary Physical Disability				instruction in rea	e
🗹 Lack	of instruction in m	nath		🗹 Limite	ed English Proficiency			Environ	mental, Cultural o	or Economic Factors

Student GOV	LIEM		Date of Birth 10-SEP-2014	Meeting Date 31-MAY-2024
Last	First	MI Section Ct Annual C	oals and Objectives	
rmance Area:	Reading	Section G: Annual G	ding V Annual G	pal #: 1
			n a small group setting as measured by work	
ith 70% accuracy.				
	be reported to parents by con Report or Report Card period	ls.	rogress and Achievement from Current IE	P" form(s) which will be
		Methods of	Evaluation	\Box
State Assessments		Referenced	Criterion Referenced	Curriculum Based
Observation	U Portfo	lio	Work Samples	
└ Other				
	er questions to show understa g as measured by work samp	•	1	o show understanding of an informationa d by work samples in 1 out of 2 trials wit
ate to be achieved:	September V 2024		Date to be achieved: January CHIEVEMENT FROM CURRENT IEI	✓ 2025 ✓ MO/YR
		EXPLANATI	ON OF MARKS	
4 GOAL MET OR EXCEEDED	<i>3 SUBSTANTIAL PROC</i> met)		ON OF MARKS 2 PARTIAL PROGRESS (1-49% of go	al met) <i>1 NO PROGRESS</i>
EXCEEDED			<i>2 PARTIAL PROGRESS</i> (1-49% of go 4th Reporting Period (Secondary	al met) <i>I NO PROGRESS</i> Goal Achievement
EXCEEDED	met)	GRESS (50-99% of goal	<i>2 PARTIAL PROGRESS</i> (1-49% of go 4th Reporting Period (Secondary Only)	,
EXCEEDED Ist Reporting Period	met) 2nd Reporting Period	GRESS (50-99% of goal 3rd Reporting Period	<i>2 PARTIAL PROGRESS</i> (1-49% of go 4th Reporting Period (Secondary	,
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EXCEEDED Ist Reporting Period Date:	met) 2nd Reporting Period	GRESS (50-99% of goal 3rd Reporting Period	<i>2 PARTIAL PROGRESS</i> (1-49% of go 4th Reporting Period (Secondary Only)	Goal Achievement Objective 1 Met:
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Student GOV	LIEM		Date of Birth 10-SEP-2014	Meeting Date 31-MAY-2024
Last	First	MI Section C: Annual C	asls and Objectives	
mance Area:	Written Language C	Section G: Annual G	-	pal #: 2
	d by work samples in 2 out of		the development/ organization are appropria	te to the task and/ or purpose
a sman group as measure	u by work samples in 2 out of	5 thats with 70% accuracy.		
			rogress and Achievement from Current IEI	?" form(s) which will be
	Report or Report Card period		0	
		Madhadaac	Freeland Com	
		Methods of	Evaluation	
State Assessments		Referenced	Criterion Referenced	Curriculum Based
Observation	Portfol	io	Work Samples	Informal
Other			•	
cremental objective #1 r	0		Incremental objective #2 related to th	8
ith guidance and support	from adults, Liem will write	1 or more paragraphs in	With guidance and support from adults,	
hich the development/ or	ganization are appropriate to	the task and/ or purpose in	which the development/ organization are	
small group as measured	by work samples in 1out of 2	trials with 60% accuracy.	small group as measured by work sampl	es in 1 out of 2 trials with 65% accuracy.
		-		
ate to be achieved:	September 🗙 2024	✓ MO/YR	Date to be achieved: January	✓ 2025 ✓ MO/YR
ale to be demoved.			Bute to be define red.	
		TOEBBOODEGGANDA		
	IEP REPOI	XI OF PROGRESS AND A	CHIEVEMENT FROM CURRENT IEF	·
		EXPLANATI	ON OF MARKS	
4 GOAL MET OR	3 SUBSTANTIAL PROG	RESS (50-99% of goal	2 PARTIAL PROGRESS (1-49% of go	al met) <i>1 NO PROGRESS</i>
EXCEEDED	met)	11255 (50-9970 01 goul	2 1/1/11/12 1 1/0 0/12/05 (1-49/10 01 gol	
st Reporting Period	2nd Reporting Period	3rd Reporting Period	4th Reporting Period (Secondary	Goal Achievement
			Only)	Goal Achievement
Date:	Date:	Date:		
			Date:	
				Objective 1 Met
rogress Mark:	Progress Mark:	Progress Mark:	Progress Mark:	Objective 1 Met:
				\bigcirc Yes \bigcirc No
				\bigcirc res \bigcirc No
				Objective 2 Met:
s progress sufficient to	Is progress sufficient to	Is progress sufficient to	Is progress sufficient to meet annual	
neet annual goal?	meet annual goal?	meet annual goal?	goal?	\bigcirc Yes \bigcirc No
		\bigcirc	\bigcirc \bigcirc	
⊃Yes ○No	\bigcirc Yes \bigcirc No	\bigcirc Yes \bigcirc No	\bigcirc Yes \bigcirc No	If "No" please explain:
	If "No" please comment:	If "No" please comment:	If "No" please comment:	
f "No" please comment:	ii ito picase comment.	ii ivo picase comment.	n no please comment.	
f "No" please comment:	Needs More Time	Needs More Time	Needs More Time	
Needs More Time			Excess Absence/Tardy	
 Needs More Time Excess 	Excess	L Excess		
Needs More Time Excess	Excess Absence/Tardy	Absence/Tardy	Assignments Not Completed	
Excess Absence/Tardy Assignments Not	 Excess Absence/Tardy Assignments Not 	Absence/Tardy Assignments Not	Assignments Not Completed Need to review/revise Goal	
Needs More Time Excess Absence/Tardy Assignments Not Completed	Excess Absence/Tardy Assignments Not Completed	Absence/Tardy Assignments Not Completed		
Needs More Time Excess Absence/Tardy Assignments Not Completed Need to	Excess Absence/Tardy Assignments Not Completed Need to	Absence/Tardy Assignments Not Completed Need to	Need to review/revise Goal	
Needs More Time Excess Absence/Tardy Assignments Not Completed Need to	Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal	Absence/Tardy Assignments Not Completed	Need to review/revise Goal	
Needs More Time Excess Absence/Tardy Assignments Not Completed Need to	Excess Absence/Tardy Assignments Not Completed Need to	Absence/Tardy Assignments Not Completed Need to	Need to review/revise Goal	
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Student GOV	LIEM		Date of Birth 10-SEP-2014	Meeting Date 31-MAY-2024
Last	First	MI Section G: Annual G	oals and Objectives	
rmance Area:	Mathematics	Category: Ma		oal #: 3
	otal number no greater than 10 in 2 out of 3 trials with 70% a		thms based on place value and properties of	operations in a small group as
ogress on annual goals to ovided at either Progress	be reported to parents by cor Report or Report Card period	s.	Progress and Achievement from Current IE	P" form(s) which will be
7		Methods of	Evaluation	
State Assessments Observation Other	Norm Portfol	Referenced io	Criterion Referenced Work Samples	Curriculum Based
	value and properties of opera s in 1 out of 2 trials with 60%		algorithms based on place value and pro- measured by work samples in 1 out of 2 Date to be achieved:	poperties of operations in a small group as trials with 65% accuracy. ▼ 2025 ▼ MO/YR
	IEP REPO	RT OF PROGRESS AND A	CHIEVEMENT FROM CURRENT IEI	P
4 GOAL MET OR	3 SUBSTANTIAL PROG		ON OF MARKS 2 PARTIAL PROGRESS (1-49% of go	al met) <i>I NO PROGRESS</i>
EXCEEDED	met)	2nd Depenting Devied	4th Demonstring Devied (Secondary	Goal Achievement
Ist Reporting Period Date:	2nd Reporting Period Date:	3rd Reporting Period Date:	4th Reporting Period (Secondary Only) Date:	Goal Achievement
Progress Mark:	Progress Mark:	Progress Mark:	Progress Mark:	Objective 1 Met:
				\bigcirc Yes \bigcirc No
Is progress sufficient to meet 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 ⊖ No	\bigcirc Yes \bigcirc No	\bigcirc Yes \bigcirc No	\bigcirc Yes \bigcirc No	If "No" please explain:
If "No" please comment:	If "No" please comment:	If "No" please comment:	If "No" please comment:	
Needs More Time Excess	Needs More Time Excess Absence/Tardy Assignments Not Constitute	Needs More Time Excess Absence/Tardy Assignments Not Completed	 Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal Other 	
Absence/Tardy Assignments Not Completed Need to review/revise Goal	Completed Need to review/revise Goal	Need to review/revise Goal		

s Angeles Unified School District Student OV LEBA First MI Destor Birth [0-SEP-201] Meeting Date (31:MAY-2024 Last First MI Section K: Participation in State and District-wide Assessments sements administered will conform to three assessments determined for each gade by the California Department of Education and/or the Los Angeles Unified Sc District. District Assessments Meeting Date (1) Indicate the exempt assessment add an appropriate replacement assessment below: Frempt Assessment (1) Indicate the exempt assessment add an appropriate replacement assessment below: Frempt Assessment (2) Indicate the exempt assessment add an appropriate replacement assessment below: Frempt Assessment (2) Indicate the exempt assessment add an appropriate replacement assessment below: Frempt Assessment (2) Indicate the exempt assessment (2) Indicate the exem	r. •						INDIVIDUAL	IZED EDUCA	ATION PROGR	AM (IEP)		Page 13	
Last First MI Section K: Participation in State and District-wide Assessments sessments administered will conform to those assessments determined for each grade by the California Department of Education and/or the Los Angeles Unified Set District. District Assessments District Assessments District Assessments Partial Exemption from specific assessment(s). Indicate the exempt assessment <u>and</u> an appropriate replacement assessment below: Exempt Assessment Replacement Assessment Accommodations: CAASPP Subject CAASPP Subject District Assessments. CAASPP Subject Designated Supports and/or Accommodations identified below are applicable) ELA and District Assessments. CAASPP Subject Designated Supports and/or Accommodations identified below are applicable) ELA and District Assessments. Designated Supports: - - Text-to-speech software enabled (for math items and ELA items except for reading passages) Simplified or paraphrased test directions (non-embedded designated support) <td c<="" th=""><th></th><th>0</th><th></th><th></th><th></th><th></th><th></th><th></th><th>Date of Birth</th><th>10-SEP-2014</th><th>Meeting Date</th><th>31-MAY-2024</th></td>	<th></th> <th>0</th> <th></th> <th></th> <th></th> <th></th> <th></th> <th></th> <th>Date of Birth</th> <th>10-SEP-2014</th> <th>Meeting Date</th> <th>31-MAY-2024</th>		0							Date of Birth	10-SEP-2014	Meeting Date	31-MAY-2024
	50						MI		2 are of Birth		income Date	21 1.111 2027	
Iow will the student participate in District Assessments? I Full Participation Partial Exemption from specific assessment(s). Indicate the exempt assessment and an appropriate replacement assessment below: Exempt Assessment Replacement Assessment Image: Accommodations: Image: Accommodation at the trans and ELA items except for reading passages) Image: Speceh: Accommodations: Image: Accommodation at the for single digits 1-9 (paper-based; not allowed for Grade 3; non-embedded accommodation) Speceh: Accommodation at the assessment task.	sess	sments	administered w	vill conf	form to the			l for each grad	e by the Californ		ducation and/or the Los 2	Angeles Unified Scho	
Full Participation Partial Exemption from specific assessment(s). Indicate the exempt assessment and an appropriate replacement assessment below: Exempt Assessment Replacement Assessment Accommodations: Accommodations: Exempt Assessment methods and participate in Regular State and District Assessments. CAASPP Subject Designated Supports: Test in a separate/smaller setting Text-to-speech software enabled (for math items and ELA items except for reading passages) Signified or paraphrased test directions (non-embedded designated support) ccommodations: • Multiplication table for single digits 1-9 (paper-based; not allowed for Grade 3; non-embedded accommodation). Speech-to-Text voice recognition software enabled for ELA performance writing tasks only (non-embedded accommodation)Can be used for note taking-preparation for the assessment task.								District Ass	sessments				
Partial Exemption from specific assessment(s). Indicate the exempt assessment and an appropriate replacement assessment below: Exempt Assessment Replacement Assessment Accommodations: Image: Commodation in the image is a set of the image is a se	How	v will t	he student par	rticipate	e in Distri	ict Asses	sments?						
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Accommodations: tudent will participate in Regular State and District Assessments. Designated Supports and/or Accommodations identified below are applicable) ELA and Math resignated Supports: - Test in a separate/smaller setting - Text-to-speech software enabled (for math items and ELA items except for reading passages) - Simplified or paraphrased test directions (non-embedded designated support) ccommodations: - Multiplication table for single digits 1-9 (paper-based; not allowed for Grade 3; non-embedded accommodation) - Speech-to-Text voice recognition software enabled for ELA performance writing tasks only (non-embedded accommodation)Can be used for note taking-preparation for the assessment task and/or for the writing assessment task.	_		Exempt	Assess	sment				Rep	lacement Assessm	nent		
Image: Construct the system of the system	_					~							
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taking-preparation for the assessment task and/or for the writing assessment task.		-									· · · · · · · · · · · · · · · · · · ·		
										nly (non-embedded	l accommodation)Ca	n be used for note-	
		-						-					

	INDIVIDUALIZED EDUC	ATION PROGRAM (IEP)		Page 14 of 2
Los Angeles Unified School District				
Student GOV LIEM Last First	MI	Date of Birth 10-SEP-2014	Meeting Date	31-MAY-2024
			Date	
_	Section N: Procedural Safeg	-		
✓ A Parent's Guide to Special Education Se	ervices including Procedural I	Rights & Safeguards was provided to	o the parent in his/l	her primary language.
✓ The IEP Team Meeting Introductory Statem	ents were read aloud at the beg	inning of the IEP Team meeting.		
✓ The parent/guardian was informed of his/he	r right to a written translation o	f the IEP.		
Is the parent/guardian requesting computer gen	erated translation?* () Yes	No		
Select Preferred Language: *Computer generated translation provides access to an imm translation IEP documentation should not be considered an substitute for formal written translation services by a Distri and/or a formal translation of the IEP at any time. Only for	official IEP document. While this serv ict translator. Parents/Guardians who el	ice is offered and available to assist parents/gu ect access to computer generated written IEP t	ardians to participate in	n IEP development, it is not a
Is the parent/guardian requesting official transla	ation? 🔘 Yes 🔾 No 🛛 S	elect Preferred Language: Hebrew		~
Specify the Individual Pages to be translated	1:			
Special Requests:				
For students who are 17 years old, the stude student at 18 years of age, unless the court		ve been informed that the educationa	l decision-making	rights will transfer to th
Pandemic Lea	rning Loss Consideration of (<u>Compensatory and/or Recoupment</u>	Services	
<u>Compensatory Education Consideration:</u>		Recoupment Services Considera		
 The IEP team has reviewed and discussed v education is required due to the COVID-19 determined: Student received all of their special education 	pandemic. The IEP team has ation and related aids and	The IEP team has reviewed an and considered factors that ma the school facility closures as IEP team has determined:	y have impacted st a result of the COV	tudent's learning during /ID-19 pandemic. The
services required by their IEP. Compensa required.	-	 Student has made expected progress is in alignment with achievement. No recoupmer 	h expectations of p	rogress/goal
Student did not receive all of their special and services required by their IEP. Comp details are documented in FAPE 2- Sumn	ensatory education offer nary of Services.	Student experienced learning closures caused by the COV	g loss as a result of ID-19 pandemic a	the school facility frequency for the school facility
Student did not receive all of the special of and services required by their IEP. Howe education was warranted for the reasons of team in FAPE Part 2 Part 4.	ver, no compensatory	services are necessary. The l to address past learning loss included in FAPE Part 2, Pa service grid, as necessary).	. Recoupment serv	ices offer details are
Compensatory education consideration w	as documented on IEP dated	 Recoupment services consid 31-MAY-2024 (Pending) Init 		nented on IEP dated
31-MAY-2024 (Pending) Initial ➤				
 Preschool Only Consideration (Transition I 30-Day IEP Consideration (Out-of-District) Student attends private school within district)	e of district boundaries (Eligibility D	etermination Only)
	THIS SPACE DELIBER	ATELY LEFT BLANK.		

	INDIVIDUALIZED EDU	CATION PROGRA	AM (IEP)		Page 15 of 21
Los Angeles Unified School District Student GOV LIEM		Date of Birth	10-SEP-2014	Meeting Date	31-MAY-2024
Last First	MI				
	Section Q: Parent Par	ticipation and C			
Parent Participation			Parent No		33.71
 Parent/Student (18-21) has participated in the IEP r Parent/Student (18-21) indicated before the meeting to attend. Parent/Student (18-21) was notified 3 times of the reparent/Student (18-21) did not respond to any of the meeting was held without the Parent/Student (18-21) pr 	g that they would not be able meeting time and place. reting notifications and the esent.	Method	Who SARA LOP		When 15-MAY-2024
 Parent/Student (18-21) did not attend and gave per them if they did not attend. 	nission to proceed without	I (PARENT) acknow request. meeting be resched			d to this date at my IT requested that the IEP
Parent/Stu	dent (18-21) Agreement	0	/		
A Parent/Student (18-21) may agree to all or some implement those portions of the IEP to which the p	1 1			nd services.	
O Parent/Student (18-21) AGREES to all component	· · · ·	y	······		
O Parent/Student (18-21) AGREES to all componen		THE SPECIFIC E	XCEPTION(S) stated be	low:	
Assessment Specify					
Eligibility Specify					
Instructional Setting Specify					
Services Specify					
O The Parent/Student (18-21) DOES NOT AGREE A Parent/Student (18-21) is not required to initiate a parent/student (18-21) does wish to initiate a forr dispute resolution processes in the District's public	any form of dispute resoluti n of dispute resolution as to	ion as to component the components of <i>pecial Education</i>	f the proposed IEP, the provided Services (Including Prod	parent can find in	nformation on
Signature(s)				Date	
Parent O Guardian O Studer years	nt age 18-21 years age 18-21	O Surrogate Pa	rent O Emancipa	ated 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 Pare can be done at anytime after the IEP meeting					m is voluntary and
Signature(s)				Date 31-MAY	V 2024
Signume(s)				Date 31-MAY	1-2024



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

Please take a moment to complete the survey below by scanning the QR code with your smart phone camera. You can also take the survey at this link: Por favor tómese un momento para completar la siguiente encuesta escaneando el código QR con la cámara de su teléfono inteligente. También puede realizar la encuesta en este enlace:

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

Please ask your school staff if in need of assistance. En caso que necesite asistencia, por favor solicitesela al personal de la escuela.



s Angeles Unific					Reco Date	onvened Meeting		
Student GOV		IEM		Date of Birth			31-MAY-2024	
L	ast	First	MI					
			Section R: N	ames and Signatures (Signatur	res on File)			
	Team M	lember		Print Name		Signatu	ire	
arent/Guardian				Lior Gov (zoom)				
arent/Guardian				Sharon Nagar (zoom)				
tudent Age 18 - 21	years							
tudent Under Age	18 years							
urrogate Parent								
oster Parent								
amily Foster Hom	e Provider							
dministrator				Arpineh Kourounian		Arpineh Kourounia	n	
dministrative Des	ignee							
pecial Education 7	Feacher			David Visner		David Visner		
eneral Education	Teacher							
chool Psychologis	t			Jennifer Rose		Jennifer Rose		
chool Nurse				Helen Ueyama		Helen Ueyama		
elated Service Sta	ff							
elated Service Sta	ff							
elated Service Sta	ff							
nterpreter								
ign Language Inte	rpreter							
gency Representa	tive							
gency Representa	tive							
gency Representa	tive							
ther	Emek Resp	resentative		Stephie Bergman (zoom)				
ther								
ther								
ther								

				INDIVIDUALIZI	ED EDUCATION PROGRAM (IEP)		Page 17 c		
Los Angeles Student		hool Distrie			Date of Birth 10-SEP-2014	Meeting	31-MAY-2024		
	Last		First	MI		Date			
			LEAS	ST RESTRICTI	VE ENVIRONMENT ANALYSIS				
			1	Го Be Completed By	the IEP Team at the IEP Team Meeting				
				Student'	's Current Placement Type:				
🔵 General	Education	Class/Gener	al Education	Site	O Special Day Program/General Ed	ucation Site			
⊂ Special I	Day Progra	m/Special E	ducation Cer	nter	O Nonpublic School				
⊖ Home/H	ospital or F	Residential C	Care Facility						
IRECTION					eam discussion regarding placement from the be- ne Step that indicates YES, it is also required to c		A until the team reache		
ise of suppl ccommoda	ementary a tions and m rovided. In	ids and servi nodifications selecting the	ices cannot b is not the so LRE, consid	be achieved satisfactor ole justification for p deration is given to a	ty of the student's disability is such that placeme orily. The lack of current availability of a student lacement in a more restrictive setting, unless the any potential harmful effect on the child or on the	's required support re is a compellin e quality of servi	orts, services, g reason why they ces that he or she		
Step A.		supports, se m/setting?	ble in a general e	ducation					
	O Yes	🔘 No	If the answer is YES, then a general education classroom/setting is the appropriate placement. If the answer is NO, go the question below.						
	• Yes	● Yes ○ No If not currently available, can the required supports, services, accommodations and/or modifications be made available in a general education classroom/setting? If YES, all required supports, services, accommodations and/or modification must be provided within a reasonable timeline. If the answer is NO, please articulate why in the box below. Then go the Step B.							
Step B.		supports, se		nmodations and/or n	nodifications in the student's IEP be made availa	ble on a general	education site in a		
	O Yes	○ No	If the answ	ver is YES, then a sp to the question belov	ecial day program on a general education site is	the appropriate p	lacement. If the answ		
	○ Yes	○ No							

s Angeles	Unified So	chool Distri	ict	INDIVIDUALIZE	D EDUCATION PROGRAM (IEP)					
Student (GOV		EM		Date of Birth 10-SEP-2014		31-MAY-2024			
	Last		First	MI		Date				
		ANNU	AL LEAS	T RESTRICTIV	E ENVIRONMENT ANALY	SIS (Continued)	1			
]	To Be Completed By t	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?									
	○ Yes	() No	If the answer is YES, then a special school setting is the appropriate placement. If the answer is NO, go to the question below.							
	O Yes 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, se	ervices, accor	mmodations and/or mo	odifications in the student's IEP be made	le available in a home/	hospital setting?			
	() Yes	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 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, se	ervices, accor	mmodations and/or mo	odifications in the student's IEP be made	le available in a reside	ntial care facility?			
	○ Yes	○ No		ently available, articul this setting.	late in the IEP what supports, accommo	odations and/or modifi	cations are required fo			

Student		LIEM		Date of Birth 10-SEP-2014	Meeting	31-MAY-2024			
	Last First MI Date								
	A	NNUAL LEAS	T RESTRICTIV	'E ENVIRONMENT ANALYSIS	(Continued)				
			Го Be Completed By	the IEP Team at the IEP Team Meeting					
Step F.			n the contents of this iding (check all that a	IEP, and the placement being considered by t pply):	the IEP team, outw	eigh any potential			
		Missed general e Rate at which stu Lack of opportun Lack of opportun Amount of socia	Ident may earn credit nity for social interac nities for age-appropr lization opportunities o peers in student's ho	taught by highly qualified staff s for graduation tion iate peer role models s with typical peers					

Los Angeles Unified S	School District		PE Part 1 - Eligibility, Placements and Supports
Student GOV	LIEM	Date of Birth 10-SEI	P-2014 Meeting Date 31-MAY-2024
Last	First	MI	
		Effective With this IEP	Future Changes Related to this IEP
	As of Date:		
Eligibility:		Eligible (SLD)	
from Page 4)	Final IEP Reason	5	
	Final IEP Effective Date:		
Curriculum		General Education	
Placement	Type of School	District Resident School	
	Name of School		
	Ivanie of School	MONLUX EL	
instructional Setting	Setting	General Education	
	Program	GE	
	Special Day Minutes/Wk		
	Addresses Goals	2(Written Language),3(Mathematics),1(Reading)	
		2(written Language),5(wrathematics),1(Keading)	
Additional Factors	Low Insident Connect	Neg	
indicional l'actors	Low Incident Support	None	
	Assistive Technology Support	No	
	Transportation	None	
	Extended School		
	Year/Intersession	() Yes () No	
	Parent Counseling and	Yes No	
	Training (PCT)		
	ESY Transportation		
Accommodation,	Instructional	Writing Templates, Small group, Check for	
Modifications, Supports	Accommodations	understanding, Visual Instruction	
	Instructional		
	Modifications		
	Other Supports,		
	including Non-Academic and Extra-curricular		
	Activities		
Preparation for Three	Do the Parent and the		
Year Review IEP (At the	District (local educational	• Yes O No	
second Annual Review IEP Meeting, the team	agency) agree that a reassessment is		
nust discuss and locument the decision to	unnecessary?		
conduct or not conduct a	If the Parent does not		
three-year comprehensive	agree, specify the area(s) to be reassessed.		
eassessment.)			
		Comments, as appropriate	
Low Incidence Equipment			
equipment			
Assistive Technology Equipment			
equipment			

	INDIVIDUALIZED EDUC		Page 19
Los Angeles Unified School Dist tudent GOV LIEM Last F		IEP FAPE Part 2 - Summary of 3 Date of Birth 10-SEP-2014	Services Meeting Date 31-MAY-2024
Last r		Effective With This IEP	Future Changes Related To This IEP
Service 1	Start Date:	Effective on Signature Date	
RSP	End Date:		
RSP	Service applies to:	Regular	
	Frequency:	1-5	
This service addresses the following goals:	Interval:	Weekly	
3(Mathematics)	Minutes/Interval:	150	
	Minutes/Interval (Pullout from Gen Ed):	150	
	Service Delivery Model:	RSP: Direct Instruction Services*	
	RSP Area:	М	ath
	Responsible Personnel:	Resource Specialist Teacher	
			1
Service 2	Start Date:	Effective on Signature Date	
RSP	End Date:		
RSP	Service applies to:	Regular	
	Frequency:	1-5	
This service addresses the following goals:	Interval:	Weekly	

2(Written Language)	Minutes/Interval:	150	
1(Reading)	Minutes/Interval (Pullout from Gen Ed):	150	
	Service Delivery Model:	RSP: Direct Instruction Services*	
	RSP Area:	Literacy/I	ELA/ELD
	Responsible Personnel:	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	19	
Part 4 - Compensatory Education/Rec	oupment Services Discu	ssion

Since this is a private School compensatory and recoupment discussion was not necessary.

Part 4 - Additional IEP Team Considerations & Parental Input

This is an initial IEP for Liem. Mom and dad were present via zoom during this meeting. Emek representative was present. Introductions were made. IEP statement was read, and booklets were offered. Nurse read the health report. Parents did not have any questions for the nurse. Psychologist went over the psycho- educational assessment for Liem. Psychologist discussed his strengths and areas of need. Psychologist discussed Liem's eligibility of specific learning disability (SLD). Resource teacher went over his academic strengths and areas of need based on the age normed standardized assessments. Teacher went over his strengths and areas of need. RSP provider also went over his goals for reading, writing, and math. The offer of FAPE for Liem is to receive RSP services at his home school. The administrator informed the parent that the district where the private school is located, LAUSD, is responsible for the re-evaluation of a child with a suspected disability, determining eligibility for special education services, and the development and implementation of Services Plan for eligible private school students. Parents agree that a Free Appropriate Public Education (FAPE) has been offered and will be implemented upon enrollment in a public school but decline public school services and choose to continue having Liem parentally placed at his current private school, which is Emek Hebrew Academy.

Parent would like to think about speech and occupational therapy assessments.

			INDIVIDUALIZE	ED EDUCATION	N PROGRAM (IEP	')	Page 20 of
		geles Unified Sch	ool District				(SLD, pg. 1 of 1)
Student	GOV Last	LIEM First	MI	Date	e of Birth 10-SEP-20	014	Meeting Date 31-MAY-2024
	Last	First	SPECIFIC LEARN	NING DISABILI	TIFS CERTIFICA	TION	
tudents wi t is the con erves as th	th characteristics sensus of the IEF e written report o e educationally re	of dyslexia. This for P Team that the stude of the IEP Team conse	comprehensive assessme m is not required at Ann nt meets the eligibility or	ents for students eli ual Review meetin riteria for Specific	igible as having a Spec gs. Learning Disability ba	rific Learning I used upon the in	Disability, including but not limited to nformation which follows. This form
Yes, desc	ribe	the student in the ge		was behavior noted	I that relates to the stud	lent's general a	cademic functioning? Yes No
Lis	discrepancy exis tening Comprehe tten Expression		he following academic a Basic Reading Skills Math Calculation		at apply) Oral Expression Math Reasoning		 Reading Comprehension Reading Fluency
🗹 Atte	ention gnitive abilities in		ne or more of the followi Visual Processing conceptualization and		processes: (Check all the Auditory Processing Phonological		Sensory Motor Skills
	n agrees that the onited school expe	discrepancy is not pri rience		ool attendance			nental, economic or cultural
	ial maladjustmen familiarity with th	nt ne English language	Intellectus	ally Disabled		disadvantage Visual, he	earing or motor impairment

			Γ	NDIVIDUA	LIZED ED	UCATION P		· · ·			Page	
	eles Unifie	1 School	District					rt 2 - Sumn	-			
Student	GOV		LIEM							Meeting 1	eting Date 31-MAY-2024	
	Last		First	MI								
					FAPE S	ummary Gri	id					
Program: GE			GE		Setting:				General Education			
Eligibility: Eligi			Eligible (SLD)	LD)			Curriculum:			General Education		
Transportation: None					Low Inc	Low Incident Support: N		None	None			
	strict Rece Signature:											
Service Code	Service Desc		Start Date	Service Applies To	Interval	Frequency		Area		Total Minutes	Addresses Goal(s)	
RSP	RSP	Effect	ive on Signature Date	Regular	Weekly	1-5	Lite	RSP- iteracy/ELA/ELD		150 V	Written Language, Reading	
RSP	RSP	Effective on Signature Date		Regular	Weekly	1-5	RSP-Math			150	Mathematics	

Alternative Remote/Distance Learning Services During Emergency Conditions

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

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

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

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