	INDIVIDUALIZED EDU	CATION PROGRAM (I	Page 1 of 20
Los Angeles Unified School District			
Student Identification Number 122308M062			Eligible (OHI)
Student BARON ORI]		Date of Birth 23-DEC-2008
Last	First	MI	Date of Birth 23-DEC-2006
	Section A: Mee	ting Information	
Pertinent Dates			Type of Meeting
Date of Initial IEP Team Meeting	02-MAY-2018	Initial	Amendment of IEP dated
Date of Present Meeting	02-MAY-2018	Initial	
Annual Review to be conducted by	02-MAY-2019	Annual Review	Early Start Transition
Next Three Year Review will be conducted by	02-MAY-2021	Three Year Review	Expulsion Analysis
Three Year Review or Evaluation was conducted on	02-MAY-2018	Other	Individual Transition Plan
Transition to Kindergarten to be conducted by			
Location of Meeting: Woodlake ECC		District Name:	Los Angeles Unified School District
	Section B: Stud	lent Information	
Date of Birth 23-DEC-2008 Age 9	Grade 3 Gender	Male Female Lin	nited English Proficient Student Ves No
Ethnic Code White			
Location of the Psych Folder: SUPPORT UNIT NOR	RTH	Student has no Psy	ch Folder:
Location of the Cum Folder: WOODLAKE ECC		Student has no Cum	Folder:
Home Language English Stu	udent Language English		
Alternate Mode of Communication			
Harris Address of Stadent 20055, HATTED AC ST			
Home Address of Student 22955 HATTERAS ST			
City WOODLAND HILLS			CA ZIP Code 91367
Home Telephone (818) 932-0093 Daytime	Telephone (310) 383-8642	Emergency Telep	hone
School of Attendance Woodlake Ecc		Location Cod	le 7877
School of Residence Woodlake Ecc		Location Code	
Name of Parent/Guardian Golan & Lilach Baron	Talanhon	e (818) 932-0093	
	Тегерноп	(818) 932-0093	
Address 22955 HATTERAS ST			
City WOODLAND HILLS CA ZIP Code	91367		
Surrogate Parent	Telephone		
Attends CURRENT SCHOOL as a result of one of	the following:		
Attends School of Residence	▼]		
Is the student living in a Family Foster Home (FFH)?	? ● No ○ Yes FFH#	Is FFH	I Provider related to student? No Yes
Relationship			
Licensed Children's Institution No Yes LO	CI Name		LCI#
Out of home placement made by: Opepartment of	f Mental Health Depart	ment of Children's Service	ces Regional Center Superior Court
Other	Child's family livi	ng within LAUSD's bour	ndaries? No Ves

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

		INDIVIDU	ALIZI	ED EDUCATION PROGRAM (IEP)	Page 2 of
Los Angeles Unified School I Student BARON	District ORI			Date of Birth 23-DEC-2008	Meeting Date 02-MAY-2018
	l l		Section	C: Language Acquisition	<u> </u>
Language Classification:	English Only			Start Date: 12-AUG-2014	Reclassification Date:
Parent Waiver: Yes O					
Elementary English Langua				t Date:	
Secondary English Langua				Date:	
Communication Observation	on Matrix Level:		Date:		
			ieved	l Achievement from Current IEP	
Goal for: (example - Readin	ng)			If No, explain the reason the goal/objecti	ive was not achieved
1. N/A		0	0	Initial IEP	
Objective 1 met		0	0		
Objective 2 met		0	0		
2.		0	0		
Objective 1 met		0	0		
Objective 2 met					
3.		0			
Objective 1 met		0	0		
Objective 2 met					
4.					
Objective 1 met		0	0		
Objective 2 met		0	0		
5.		0	0		
Objective 1 met			0		
Objective 2 met		0			
6.					
Objective 1 met					
Objective 2 met					
7.		0	0		
Objective 1 met		0	0		
Objective 2 met		0	0		
8.		0	0		
Objective 1 met		0	0		
Objective 2 met		0	0		
9.		0	0		
Objective 1 met		0	0		
Objective 2 met		0	0		
10.		0	0		
Objective 1 met		0	0		
Objective 2 met					

	INDIVIDUALIZE	D EDUCATION PROGRAM (IEP)	Page 3 of 20
Los Angeles Unified School District		, ,	
	ORI	Date of Birth 23-DEC-2008	Meeting Date 02-MAY-2018
	Section E: F	Present Level of Performance	
Performance Area:	Health		
Assessment/Monitoring Process Used:	LAUSD Health Assessment		
State/District Assessment Results:			
Current Performance/Assessment Summ	nary (include student strengths, s	tudent needs and impact of disability on	student performance):
Health Summary: Ori is a 9 ye developmental milestones were	ear old male student. Mo within normal limits. carries a diagnosis of	other reports of uneventful pr There were no prenatal, birth Attention Deficit Disorder'.	regnancy and his or newborn complications.
		velopment; milestones within n 018 and audio screening on 04/	
Areas of Need: Physical healt	:h is not an area of need	d.	
Impact of Disability: Health program.	does not impact Ori's pa	articipation, performance, and	access to the educational
Accommodations/Modifications:	IEP team to determine.		
Submitted by Helen Cho, RN, C	Credentialed School Nurs	e.	
Performance Area:			
Assessment/Monitoring Process Used:			
State/District Assessment Results:			
Current Performance/Assessment Summ	nary (include student strengths, s	tudent needs and impact of disability on	student performance): 🕡

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	INDIV	IDUALIZEI	D EDUCATION PROGRAM (IE	P)	
Los Angeles Unified School District					
Student BARON	ORI		Date of Birth 23-DEC-2008	Meeting Date 02-MAY-2018	
		Section E: P	resent Level of Performance		
Performance Area:	General Ability				
Assessment/Monitoring Process Used:	alternative assessn	ment			
State/District Assessment Results:	n/a				
Current Performance/Assessment Sumr	mary (include student	t strengths, st	tudent needs and impact of disabilit	on student performance):	
Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Ori's cognitive abilities appear to fall within the high average to average range, based upon alternative procedures for measuring intellectual ability. Strengths were demonstrated on tasks which required him to recall numbers in sequential or linear order, on tasks which required him to recall a series of words in sequential order, on tasks which required him to blend phonemes into words, on tasks that required him to connect numbers in sequential order, as well as connect numbers and letters in a sequential order in an alternating manner. Ori also demonstrated strengths in his visual perceptual skills which measured his ability to: discriminate position, shape, form and color, immediately recall visual stimuli, perceive the positions of objects in relation to oneself and/or other objects, identify part-to-whole relationships and identify the constancy of shapes and objects. Weaknesses were demonstrated in Ori's ability to use inferences, deductions and abstractions in order to understand the meaning of a passage and on tasks that required his ability to connect parts to a whole. However, it is important to note that Ori's testing results should be interpreted with caution as his attention difficulties may have impacted his performance. Ori's Other Health Impairment (OHI) due to ADHD-like behaviors may impact his progress and involvement in the general education curriculum.					
Performance Area:					
Assessment/Monitoring Process Used:					
State/District Assessment Results:					
Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance):					

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INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student	BARON	ORI	Date of Birth	23-DEC-2008	Meeting Date	02-MAY-2018

Section E: Present Level of Performance					
Performance Area:	Social Emotional				
Assessment/Monitoring Process Used:	teacher/parent reports, observations, review of records, behavior rating scales				
State/District Assessment Results:	n/a				

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



Per teacher, some of Ori's behavioral strengths are that he makes friends easily, because he is outgoing and fun. He is respectful towards adults. Ori has good organizational skills for knowing where his materials are and for knowing what he needs to do. Ori completes most of his homework.

Ori's behavioral weaknesses are that he sometimes gets into arguments with his friends to get the upper hand in sports. In the classroom, he talks incessantly and disrupts the work of other kids. Ori has a short attention span, especially if he does not have one-on-one help. He talks and moves around during transitions, does not consistently follow directions and does not always finish his writing assignments. Ori lacks confidence to do work on his own, and will often not do his work unless it is completed correctly.

Per parent, some of Ori's behavioral strengths are that he gets along with his family members. Ori enjoys participating in various sports.

Some of Ori's behavioral weaknesses are that he lacks confidence when completing schoolwork that has to do with reading or writing. Ori takes a long time to complete his homework. When needed, his parent or tutor help him complete it. In parent?s opinion, Ori has difficulty at school in the areas of reading, spelling

According to the BASC-3 behavior rating scale, completed by Ori's teacher and used to evaluate his social and emotional functioning in the school setting, clinically significant concerns were reported in hyperactivity and learning problems, and at-risk range concerns were reported in aggression, conduct problems, anxiety, attention problems and adaptability. All other areas fell within the average range, when compared to other peers at his same age.

According to the BASC-3 behavior rating scale, completed by Ori's parent and used to evaluate his social and emotional functioning in the home setting, at-risk concerns were reported in hyperactivity, aggression, anxiety, depression, attention problems, leadership and functional communication. All other areas fell within the average range, when compared to other peers at his same age.

Performance Area:	Social Emotional (cont'd)
Assessment/Monitoring Process Used:	
State/District Assessment Results:	

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



Ori also completed the BASC-3 Self-Report of Personality, to evaluate his own social and emotional functioning. Based on results, the areas that fell within the at-risk range were attitude to school, attitude to teachers and self-reliance. All other areas fell within the average range, when compared to other peers at his same age.

A disruptive rating scale was given to teacher, to evaluate Ori's attention, activity level and compliance in the school setting. Based on results, attention and activity level fell within the borderline clinically significant range. Compliance fell within the average range, when compared to other students at his same age.

A disruptive rating scale was given to parent, to evaluate Ori's attention, activity level and compliance in the home setting. Based on results, inattention fell within the clinically significant range, and activity level fell within the borderline clinically significant range. Compliance fell within the average range, when compared to other peers at his same age.

Ori's Other Health Impairment (OHI) due to ADHD-like behaviors may impact his on-task behavior, his independent work habits, and his progress and involvement in the general education curriculum.

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	INDIVI	IDUALIZE	D EDUCATION PROGRAM (IEP)					
Los Angeles Unified School District								
Student BARON	ORI		Date of Birth 23-DEC-2008	Meeting Date 02-MAY-2018				
		Section E · P	resent Level of Performance					
Performance Area:	Language Skill	ection E. I	resent Level of Ferror mance					
Assessment/Monitoring Process Used:		cher reports, review of records, observations						
State/District Assessment Results:	n/a							
Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance):								
maintain reciprocal conversa	tions, and is ab	ole to get	by using simple and complete his needs/wants met. Ori's oral discussions in the class	teacher reports that he				
Ori's weaknesses are that he following multi-step direction			ating on what is taught in cla ed attention span.	ass. He also has trouble				
Per teacher reports, review of skills.	of records and o	bservatio	ons, there is no significant i	impact on Ori's language				
Performance Area:	Motor Skills							
Assessment/Monitoring Process Used:	teacher reports, rev	view of reco	ords, observations, assessments					
State/District Assessment Results:	n/a							
Current Performance/Assessment Sumr	mary (include student	strengths, st	tudent needs and impact of disability on	student performance):				
Ori is right-handed. Per the	Developmental T lls lie within t	est of Vi the averag	isual-Motor Integration-Sixth ge range, when compared to oth	Edition (VMI-6), his				
However, per teacher, Ori's	printing can be	a bit mes	ssy, and he needs to work on h	nis handwriting.				
In regards to his gross motor skills, Ori can walk, run, skip, jump and climb up and down stairs without difficulty. His teacher reports that he has 'excellent' gross motor skills, for all sports activities. Per Ori's third grade progress report card, second grading period, he earned a '3' (Meets Grade Level Standards) in Physical Education. Weaknesses are not noted in the area of gross motor skills.								
Per teacher reports, review of records, observations and assessments, there is no significant impact on Ori's motor skills.								

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INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student BARON ORI Date of Birth 23-DEC-2008 Meeting Date 02-MAY-2018

Section E: Present Level of Performance

Performance Area: Reading

Assessment/Monitoring Process Used: Progress report, Work Samples, Teacher Questionnaire, Observation, Informal

WJ- IV, 2017-2018 DIBELS Composite Scores: BOY: Benchmark and previous scores State/District Assessment Results:

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

Cluster/Test Classification Standard Score

BROAD READING Average 97 Letter-Word ID Low Average Passage Comprehension Low Average 87 Sentence Reading Fluency Average 109

Broad Reading is a comprehensive measure of Ori's reading achievement, including oral sight-word reading skill, silent reading comprehension speed, and the ability to comprehend a passage while reading silently. Overall, Ori scored on reading tasks with a SS of 99, which falls within the average range.

Based on the DIBELS, Ori scored at Well Below Benchmark range compared to his peers. This is a true reflection of his performance level in the classroom. Ori was administered the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment in third grade. The scores for Ori's DIBELS are discussed in the following image.

DIBELS NEXT Measures: Progress Monitoring

2017-2018; Grade 5, BOY & MOY

Performance Area: Reading (Continued)

Assessment/Monitoring Process Used: Progress report, Work Samples, Teacher Questionnaire, Observation, Informal

State/District Assessment Results: WJ- IV, 2017-2018 DIBELS Composite Scores: BOY: Benchmark and previous scores

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

Beginning of Year (BOY) Middle of Year (MOY) Assessment COREDIBELS Next Composite Well Below Benchmark Well Below Benchmark DORF-Fluency Well Below Benchmark Well Below Benchmark DORF-Accuracy Well Below Benchmark Well Below Benchmark DORF-Retell Benchmark Below Benchmark DORF-Retell Quality of Response Benchmark Benchmark

DAZE Well Below Benchmark Below Benchmark

Strengths: Ori can slowly sound out unfamiliar grade level multi-syllabic and sight words. He can retell the main idea and key details after the reader read. Ori can read grade level text with little assistance. He can answer who, what, where, when and why questions. He can read with proper intonation such as pausing fro commas ad periods.

Ori was able to decipher the meaning of basic words when a picture accompanied the sentence. Ori used context clues found in the sentence to supply the missing word. He appeared to read passages with no observed difficulties. He makes good use of syntactic and semantic cues.

Challenges: Ori needs support filling out graphic organizers and supporting answers with evidence from the text. Ori has trouble understanding the text; especially higher level thinking skills. He has trouble with making inferences. It is difficult for him to write answers to questions independently. Ori needs to be able to give details and examples from a literary text when drawing inferences from the text.

Impact of Disability: Ori's other health impairment impedes his ability to read passages independently and support answers with evidence, which impacts his involvement and progress in the general education reading curriculum.

Individualized Education Program (IEP) Page 8 of 20 INDIVIDUALIZED EDUCATION PROGRAM (IEP) Los Angeles Unified School District Student BARON ORI Date of Birth 23-DEC-2008 Meeting Date 02-MAY-2018 Section E: Present Level of Performance Performance Area: Written Language Assessment/Monitoring Process Used: Progress report, Work Samples, Teacher Questionnaire, Observation, Sm group WJ-IV State/District Assessment Results: Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Cluster/Test Classification Standard Score BROAD WRITTEN LANGUAGE Average 103 Spelling Average 99 Writing Samples 106 Average Sentence Writing Fluency Average 90 Strengths: Ori was able to use correct letter formation of individual letters, but was unable to spell grade level words. Ori was able to spell very basic words such camp, saw, got, and fun. He is able to orally spell simple CVC, CVCC, and high frequency words. Ori can formulate and write simple sentences slowly. In the area of written language, Ori can use correct punctuation at the end of the sentence. He can complete a graphic organizer after one to one explanation. He can capitalize the first word in a sentence. Challenges: Ori continues to have a difficult time with how to plan and organize a writing assignment. It is challenging for Ori to understand the prompt for a writing assignment. He struggles to write a fourparagraph essay without assistance. With the use of a graphic organizer, Ori needs to be able to write multiple paragraphs on a given topic with correct mechanics. Impact of Disability: Ori's other health impairment impedes his ability to generate details sentences and paragraphs, which impacts his involvement and progress in the general education written language curriculum. Performance Area: Math Assessment/Monitoring Process Used: Progress report, Work Samples, Teacher Questionnaire, Observation, Sm group State/District Assessment Results: WJ-IV Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): 🕡 Standard Score Cluster/Test Classification BROAD MATH Average Applied Problems 93 Average 93 Calculation Average Math Facts Fluency 92 Average Strengths: Ori has a strong number sense. He understands the concepts of multiplication. He knows most of the multiplication tables. He can add and subtract 3 digit numbers without regrouping. He can figure out the area of a simple geometric shape. Ori continues to have a difficult time with solving multi-step problems. Challenges: Ori continues to have a difficult time with solving multi-step problems. Ori needs to be able to solve multistep word problems posed with whole numbers using operations of multiplication and division, including problems in which remainders must be interpreted. Impact of Disability: Ori's other health impairment impedes his ability to solve multi-step word problems which impacts his involvement and progress in the general education math curriculum.

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INDIVIDUALIZED EDUCATION PROGRAM (IEP)							
Los Angeles Unified School District							
Student BARON	ORI	Date of Birth	23-DEC-2008	Meeting Date 02-MAY-2018			
70 11 11 11 11 11 11		Section F: Eligibilit	y				
If applicable, areas discussed related to							
Specific Learning Disability	(SLD), Other Health Im	ipairment (OHI)					
For Initial IEP, interventions attempted	prior to determining eligibility	<u> </u>		<u>//</u>			
SSPT meetings, Parent contac			learning center	r. classroom accommodations			
g.,		0	0				
Eligible as a student with the disability	of:						
	ealth Impairment						
Not Applicable, Blind o	or Partially Sighted						
Additional Low Incidence Eligibility (o	only for VI, DBL, DEA, HOH,	or severe OI):					
Code:							
Not Applicable, Blind o	r Partially Sighted						
Opes not meet eligibility criteria f	or Special Education Services (Initial IFP)					
or							
No Longer Eligible for Special Ed							
No Longer Eligible (Effective Date):						
This is a Final IEP, the student ren	nains eligible for Special Educe	ation Services until t	ne Effective Date belo	w.			
Final IEP Reason:							
Final IEP Effective Date:							
The IEP Team has considered and ag	grees that the educational need	ds of the student ar	e not primarily due t	to:			
Social Maladjustment	Temporary Physical I		Lack of instruction	ction in reading			
Lack of instruction in math	✓ Limited English Prof	iciency	Environmental	, Cultural or Economic Factors			

	INDIV	IDUALIZED EDU	CATION PROGRAM (IEP)		Page 10 of 20	
Los Angeles Unified School Di			, ,			
Student BARON	ORI	Dat	e of Birth 23-DEC-2008	Meeting Date 02-MA	Y-2018	
Section C. Annual Cook on	d Objectives					
Section G: Annual Goals and Performance Area: Reading	a Objectives					
Annual Goal #	GB					
4.RL.1 Drawing Inference						
Ori will give 5 details measured teacher observa			rawing inferences from the dacy.	text independently as		
Progress on annual goals to be provided at either Progress Re		leting the "IEP Repo	ort of Progress and Achievement	from Current IEP" form(s) which w	ill be	
Methods of Evaluation:						
State Assessments		Criterion Reference	d Curriculum Based	✓ Observation		
Portfolio •	Work Samples	Informal	Other:			
Incremental objective #1 re	lated to the goal:		Incremental objective #2 relat	ted to the goal:		
text when drawing infere moderate verbal prompts	Ori will give 3 details and examples from a literary text when drawing inferences from the text with moderate verbal prompts as measured teacher observation in 3 out of 5 trials with 60% accuracy. Ori will give 4 details and examples from a literary text when drawing inferences from the text independently as measured teacher observation in 3 out of 5 trials with 70% accuracy.					
Date to be achieved Septer	mber ▼ 2018 ▼ MO/YR		Date to be achieved January	▼ 2019 ▼ MO/YR		
	IEP REPORT OF P		CHIEVEMENT FROM CURI	RENT IEP		
4 GOAL MET OR EXCEEDE	D 3 SUBSTANTIAL PRO		ON OF MARKS goal met) 2 PARTIAL PROG	RESS (1-49% of goal met) 1 NO	PROGRESS	
	2nd Reporting Period	3rd Reporting P			TROORESS	
	Date:	Date:	(Secondary Only)			
	Progress Mark:	Progress Mark:	Progress Mark:	Objective 1 Met:		
	Is progress sufficient to mannual goal?	eet Is progress suff annual goal?	icient to meet Is progress suffi annual goal?	cient to meet Yes No Objective 2 Met:		
Yes No	Yes No	O Yes O N		○ Yes ○ No		
	If "No" please comment:	If "No" please co		If "No" please explai	n:	
Needs More Time	Needs More Time Excess Absence/Tardy	Needs More		I		
Excess Absence/Tardy Assignments Not	Assignments Not	Excess Abso	s Not Assignments	·		
Completed Need to review/revise Goal	Completed Need to review/revise Goal	Completed Need to revi	ew/revise Completed Need to revie Goal	ew/revise	//	
Other	Other	Other	Other			

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INDIVIDUALIZED EDUCATION PROGRAM (IEP)							
Los Angeles Unified School Di	strict						
Student BARON	ORI	Date	of Birth 23-DEC-2008	M	Ieeting Date 02-MAY-2018		
Section G: Annual Goals and Objectives Performance Area: Writing Annual Goal # 2 GB With the use of a graphic organizer, Ori will write 3 paragraphs on a given topic with correct mechanics with 80% accuracy, as measured by student work samples.							
Progress on annual goals to be provided at either Progress Re Methods of Evaluation:	e reported to parents by complet eport or Report Card periods.	ting the "IEP Repor	t of Progress and Achievemen	nt from Current II	EP" form(s) which will be		
State Assessments		riterion Referenced			✓ Observation		
Portfolio	Work Samples In	ıformal	Other:				
With the use of a graphic paragraphs on a given to	Detects by a bigged demonstrate and a second						
	IEP REPORT OF PR	OGRESS AND AG	CHIEVEMENT FROM CUI	RRENT IEP			
	ILI KLI OKI OI IK	EXPLANATIO		CHEST TEST			
4 GOAL MET OR EXCEEDE	D 3 SUBSTANTIAL PROGR			OGRESS (1-49% c	of goal met) 1 NO PROGRESS		
1st Reporting Period Date:	2nd Reporting Period Date:	3rd Reporting Po	4th Reporting (Secondary On		Goal Achievement		
Progress Mark:	Progress Mark:	Progress Mark:	Progress Mark:		Objective 1 Met:		
Is progress sufficient to meet annual goal? Yes No If "No" please comment:	Is progress sufficient to mee annual goal? Yes No If "No" please comment: Needs More Time	Is progress sufficient annual goal? Yes No If "No" please con Needs More	annual goal? Yes If "No" please of	No comment:	Yes No Objective 2 Met: Yes No If "No" please explain:		
Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal Other	Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal Other	Excess Abser Assignments Completed Need to revie Goal Other	Not Excess Ab Assignment Completed	sence/Tardy			

	INDIVI	DUALIZED EDU	UCATION PROGRAM (IEP)	Page 12 of 20	
Los Angeles Unified School Dis	strict				
Student BARON	ORI	Da	ate of Birth 23-DEC-2008	Meeting Date 02-MAY-2018	
	GB ord Problems 10 word problems posed which remainders must be in		ers using operations of multi pendently as measured student		
methods of Evaluation: State Assessments	Norm Referenced	eting the "IEP Rep Criterion Referenc Informal		from Current IEP" form(s) which will be Observation	
Incremental objective #1 related to the goal: Ori will solve multistep 5 word problems posed with whole numbers using operations of multiplication and division, including problems in which remainders must be interpreted independently as measured student work samples in 3 out of 5 trials with 50% accuracy. Date to be achieved September ▼ 2018 ▼ MO/YR Incremental objective #2 related to the goal: Ori will solve multistep 8 word problems posed with whole numbers using operations of multiplication and division, including problems in which remainders must be interpreted independently as measured student work samples in 3 out of 5 trials with 60% accuracy. Date to be achieved January ▼ 2019 ▼ MO/YR					
	IEP REPORT OF P	ROGRESS AND	ACHIEVEMENT FROM CURF	RENT IEP	
A COAL MET OF EVCEEDED	O 3 SUBSTANTIAL PROC		ON OF MARKS	DESS (1.40% of goal mat) 1.NO DDOCDESS	
4 GOAL MET OR EXCEEDED 1st Reporting Period	2nd Reporting Period	3rd Reporting	<u> </u>	RESS (1-49% of goal met) 1 NO PROGRESS eriod Goal Achievement	
	Date:	Date:	(Secondary Only)		
	Progress Mark:	Progress Mark:	Progress Mark:	Objective 1 Met:	
annual goal? Yes No	Is progress sufficient to me annual goal? Yes No If "No" please comment:	et Is progress suf annual goal? Yes If "No" please c		Objective 2 Met: Yes No	
☐ Need to review/revise	Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal Other	Needs Mor Excess Abs Assignmen Completed Need to rev Goal Other	sence/Tardy Excess Abse Assignments Completed	nce/Tardy Not	

Page 13 of 20 INDIVIDUALIZED EDUCATION PROGRAM (IEP) Los Angeles Unified School District Student BARON ORI Date of Birth 23-DEC-2008 Meeting Date 02-MAY-2018 Section K: Participation in State and District-wide Assessments Assessments administered will conform to those assessments determined for each grade by the California Department of Education and/or the Los Angeles Unified School District. **CAASPP Subject** Student will participate in Regular State and District Assessments. ELA and Math (Designated Supports and/or Accommodations identified below are applicable) Designated Supports: - Noise Buffers - Simplified or paraphrased test directions (non-embedded designated support) - Test in a separate/smaller setting - Text-to-speech software enabled (for math items and ELA items except for reading passages) Accommodations: - Text-to-Speech software enabled for ELA reading passages (embedded accommodation).

	:	INDIVIDUAL	IZED EDUCATION PROGRAM (IEP)	Page 14 of 2
os Angeles Unified School				
tudent BARON	ORI		Date of Birth 23-DEC-2008	Meeting Date 02-MAY-2018
	Se	ection N: Proc	edural Safeguards and Follow-up Actions	
A Parent's Guide to S	pecial Education Servic	es including P	Procedural Rights & Safeguards was provide	d to the parent in his/her primary language.
✓ The IEP Team Meeting	Introductory Statements	were read alou	ad at the beginning of the IEP Team meeting.	
The parent/guardian wa	as informed of his/her rig	ht to a written	translation of the IEP.	
	requesting translation ser			
			on of the IEP in Hebrew	
Specify the Individual Special Requests:	dual Pages to be translated	d:		
Special requests.				
For students who are 17 student at 18 years of age, u	7 years old, the student as nless the court has deterr	nd parent(s)/gu mined otherwise	ardian(s) have been informed that the education	onal decision-making rights will transfer to the
		THIS SPA	CE DELIBERATELY LEFT BLANK.	

		INDIVIDUALIZED 1	EDUCATION PROG	RAМ (ТЕР	<u> </u>	Page 15 of 20
Los Angeles Unified School I	District	INDIVIDOREIZED I	LD C C III O I V I ROO	KAM (ILI	,	
Student BARON	ORI		Pate of Birth 23-DEC-	-2008		Meeting Date 02-MAY-2018
			nt Participation and C			
	Parent Participation	Section Q. Faren		onsene	Parent Notific	ation
Parent/Student (18-21) has a second control of the second con		neeting.	Method		Whom	When
Parent/Student (18-21) in	ndicated before the meeting	-	sable		C. Gomez	19-APR-2018
to attend.						
Parent/Student (18-21) w Parent/Student (18-21) did no	vas notified 3 times of the respond to any of the mes		he I (PARENT) ack	nowladga th	at the IFP meeting	was rescheduled to this date at my
meeting was held without the			request.			LY if the PARENT requested that the
Parent/Student (18-21) d	id not attend and gave pern	nission to proceed with	out IEP meeting be	rescheduled	<i>!.)</i>	
them if they did not attend.						
	Parent/S	Student (18-21) Agree	ment to Components	of the Prop	osed IEP	
A Parent/Student (18-21) m parent/student (18-21) agree				et will imple	ement those portions	s of the IEP to which the
Parent/Student (18-21) A	GREES to all components	of the IEP.				
Parent/Student (18-21) A	GREES to all components Specify	of the proposed IEP W	ITH THE SPECIFIC	CEXCEPT	ION(S) stated below	v:
Assessment	Specify					
	Specify					
Eligibility	•					
Instructional	Specify					
Setting						
	Specify					
Services						
A Parent/Student (18-21) is r		form of dispute resoluti	on as to components o	f the propos		parent does not agree. If a
processes in the District's pul		to Special Education S	Services (Including Pro	cedural Rig		
		Parent Co	ncerns and Comment	s		
Signature(s)	/			Date		
Parent Guardian	Student age 18-2	l years O	Surrogate Parent	O I	Emancipated Minor	O Foster Parent
Did the school district facilita	ate parent involvement as a	means of improving se	ervices and results for y	our child?	• Yes O No	No Response
	ve received a copy of the P ne after the IEP meeting	arent Input Survey rega	arding the IEP process.	I understan	d that my completion	on of the form is voluntary and can
Signature(s)				Date 0	02-MAY-2018	

PARENT INPUT SURVEY

Would you please take a moment to complete the survey below.

The information you provide will help us improve the Individualized Education Program (IEP) process. Thank you in advance for your time and interest.

ALL INFORMATION IS CONFIDENTIAL

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

A.	Regarding your child's current IEP:	Yes	No	Does Not Apply
1.	I am satisfied with the IEP meeting.			
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 eadministrator or call the Division of Special Education at (213) 241-6701.			
	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

c wine octow	or call the Parent Resource Network a	W 1 000 733 0133.	
Plea		ne address showing. Seal and mail. Postage i Again, Thank you!	s pre-paid.
		REPLY MAIL	NO POSTAGE NECESSARY IF MAILED IN THE UNITED STATES
	ATTN PARENT LOS ANGELES PO BOX 61330	NO. 33798 LOS ANGELES CA 90051 BE PAID BY ADDRESSEE RESOURCE NETWORK S UNIFIED SCHOOL DISTRICT D7 S CA 90099-4093	
		Haladhar Hankala laka da Marabbardhal	ull
English			

	INDI	VIDUALIZED EDUCATION	PROGRAM (IEP)	Page 16 of 20
Los Angeles Unified School District				Reconvened Meeting Date
Student BARON	ORI	Date of Birth	23-DEC-2008	Meeting Date 02-MAY-2018
	Secti	on R: Names and Signatures (S	Signatures on File)	
Team Member		Print Name	Signa	ature
Parent/Guardian		Golan Baron		
Parent/Guardian		Lilach Baron		
Student Age 18 - 21 years				
Student Under Age 18 years				
Surrogate Parent				
Foster Parent				
Family Foster Home Provider				
Administrator		Claudio Gomez		
Administrative Designee				
Special Education Teacher		Kelle Husk		
General Education Teacher		Marla Axelrode		
School Psychologist		Ninva Simon		
School Nurse		Helen Cho		
Related Service Staff				
Related Service Staff				
Related Service Staff				
Interpreter				
Sign Language Interpreter				
Agency Representative				
Agency Representative				
Agency Representative				
Other				

I oo Ame						Page 17 of 20
T a a A m			IN	NDIVIDUALIZED	EDUCATION PROGRAM (IEP)	·
Los Ang	geles Unifie	d School Di	strict			
Student	BARON		ORI		Date of Birth 23-DEC-2008	Meeting Date 02-MAY-2018
					IVE ENVIRONMENT ANALYSIS the IEP Team at the IEP Team Meeting	
				Student's C	Current Placement Type:	
● Ge	eneral Educa	tion Class/C	General Education Site		Special Day Program/General E	Education Site
O sp	ecial Day Pr	rogram/Spec	cial Education Center		O Nonpublic School	
Оно	ome/Hospita	l or Residen	ntial Care Facility			
DIRE	CTIONS: Co	omplete the	information below as po	•	discussion regarding placement from the beg that indicates YES.	ginning at Step A until the team reaches the
more re	estrictive sett nentary aids	ting should and service	only occur if the nature s cannot be achieved sa	or severity of the straightful tisfactorily. The lack	ents with disabilities be educated in the least udent's disability is such that placement in a k of current availability of a student's require we setting, unless there is a compelling reason	less restrictive setting with the use of d supports, services, accommodations and
Step	Can the sup	pports, servi	ces, accommodations ar	nd/or modifications	in the student's IEP be made available in a gr	eneral education classroom/setting?
A.	• YES	○ _{NO}	If the answer is YES, question below.	then a general educa	ation classroom/setting is the appropriate pla	cement. If the answer is NO, go to the
	O YES	\bigcirc_{NO}	general education class	ssroom/setting? If Y	d supports, services, accommodations and/or ES, all required supports, services, accommodations is NO, please articulate why in the	odations and/or modifications must be
						//
Step B.	Can the sup program?	oports, servi			in the student's IEP be made available on a g	
	O YES	○ NO	If the answer is YES, to the question below.		program on a general education site is the app	propriate placement. If the answer is NO, go
	O YES	○ _{NO}	special day program o	on a general education	d supports, services, accommodations and/or on site? If YES, all required supports, service eline. If the answer is NO, please articulate v	es, accommodations and/or modifications
						10

NO NO NO NO NO	ORI ANNUAL LE. To lees, accommodations as If the answer is YES, If not currently availa special school setting reasonable timeline. If the answer is YES, If the answer is YES, If the answer is NO, go If not currently availa	Be Completed and/or modificate, then a special able, can the reg? If YES, all reg. If the answer is and/or modificate, then a home/h go to the questiable, can the reg.	ICTIVE ENVIRONM I By the IEP Team at the ations in the student's II school setting is the apequired supports, service equired supports, services NO, please articulate ations in the student's II thospital setting is the apption below.	EP be made available in propriate placement. It is es, accommodations at es, accommodations at why in the box below.	n a special school setting? If the answer is NO, go to the question belo ad/or modifications be made available in a and/or modifications must be provided with Then go to Step D. In a home/hospital setting?
NO NO NO NO NO	ANNUAL LE. To lees, accommodations as If the answer is YES, If not currently availa special school setting reasonable timeline. I	Be Completed and/or modificate, then a special able, can the reg? If YES, all reg. If the answer is and/or modificate, then a home/h go to the questiable, can the reg.	ICTIVE ENVIRONM I By the IEP Team at the ations in the student's II school setting is the apequired supports, service equired supports, services NO, please articulate ations in the student's II thospital setting is the apption below.	ENT ANALYSIS (Co e IEP Team Meeting EP be made available in propriate placement. In es, accommodations an ese, accommodations a why in the box below.	n a special school setting? f the answer is NO, go to the question belo ad/or modifications be made available in a and/or modifications must be provided with Then go to Step D. n a home/hospital setting?
NO NO NO NO NO	rees, accommodations as If the answer is YES, If not currently availa special school setting reasonable timeline. If the answer is YES, If the answer is YES, If the answer is NO, go If not currently availa	Be Completed and/or modificate, then a special able, can the reg? If YES, all reg. If the answer is and/or modificate, then a home/h go to the questiable, can the reg.	By the IEP Team at the ations in the student's II school setting is the appequired supports, service equired supports, services NO, please articulate ations in the student's II hospital setting is the appendix of the appen	EP be made available in propriate placement. It is es, accommodations at es, accommodations at why in the box below.	n a special school setting? If the answer is NO, go to the question belo ad/or modifications be made available in a and/or modifications must be provided with Then go to Step D. In a home/hospital setting?
NO NO NO NO NO	If the answer is YES, If not currently availa special school setting reasonable timeline. I ees, accommodations at If the answer is YES, If the answer is NO, go If not currently availa	and/or modifica , then a home/h go to the questi	school setting is the apequired supports, service equired supports, services NO, please articulate attions in the student's II hospital setting is the aption below.	es, accommodations ares, accommodations awhy in the box below.	f the answer is NO, go to the question belo nd/or modifications be made available in a und/or modifications must be provided with Then go to Step D. n a home/hospital setting?
oports, service	If not currently availa special school setting reasonable timeline. I reasonable timeline in the set of the se	able, can the re g? If YES, all re If the answer is and/or modificate, then a home/h go to the questi	equired supports, service equired supports, services NO, please articulate attions in the student's II hospital setting is the aption below.	es, accommodations ares, accommodations awhy in the box below. EP be made available in propriate placement.	nd/or modifications be made available in a and/or modifications must be provided with Then go to Step D. n a home/hospital setting?
oports, servic	special school setting reasonable timeline. I reasonable timeline. I reasonable timeline. I fittees, accommodations at If the answer is YES, If the answer is NO, g If not currently availa	g? If YES, all re If the answer is	equired supports, services NO, please articulate attions in the student's II hospital setting is the aption below.	es, accommodations a why in the box below. EP be made available in propriate placement.	nd/or modifications must be provided with Then go to Step D. n a home/hospital setting?
○ NO	If the answer is YES, If the answer is NO, g If not currently availa	, then a home/h go to the questi able, can the re	nospital setting is the aption below.	propriate placement.	
○ NO	If the answer is YES, If the answer is NO, g If not currently availa	, then a home/h go to the questi able, can the re	nospital setting is the aption below.	propriate placement.	
	If the answer is NO, g If not currently availa	go to the quest able, can the re	tion below.		
0			equired supports, service	1 ::	
∪ NO	1 1		equired supports, service	ces, accommodations a	<u> </u>
onorts, servic	ces, accommodations a	and/or modifice	ations in the student's II	EP he made available i	n a residential care facility?
ONO	1				<u> </u>
	ports, servic	ports, services, accommodations a	ports, services, accommodations and/or modific	ports, services, accommodations and/or modifications in the student's IE If not currently available, articulate in the IEP what supports.	ports, services, accommodations and/or modifications in the student's IEP be made available in the IEP what supports, accommodations and satisfactions in the student's IEP be made available.

		INDIVIDUALIZED EDUCATION PROGRAM (IE	Page 18 of 20
Los Angeles Unified Sch	nool District		IEP FAPE Part 1 - Eligibility, Placements and Supports
Student BARON	ORI	Date of Birth 23-DEC-2008	Meeting Date 02-MAY-2018
		Effective With this IEP	Future Changes Related to this IEP
	As of Date:		
		Eligible (OHI)	
Eligibility: (from Page 4)	Final IEP Reason Final IEP Effective Date:	l I	//
Curriculum		General Education	
	Type of School	Affiliated Charter	
Placement	Name of School	WOODLAKE ECC	
Instructional Setting	Setting	General Education	
	Program		
	Special Day		
	Minutes/Wk		
	Addresses Goals	2(Writing),3(Math),1(Reading)	
Additional Factors	Low Incident Support	None	
	Assistive Technology Support		
	Transportation	None	
	Extended School Year/Intersession	Yes O No	
	Parent Counseling and Training (PCT)	Yes ○ ● No	
	ESY Transportation		
Accommodation, Modifications, Supports		Small group support as needed, extended time on classwork and tests as needed, visual/verbal prompts and cues, check for understanding, breaks as needed, repeat/rephrase/clarify directions, breakdown tasks into smaller parts, reminders to stay on task	
	Instructional Modifications		
	Other Supports,	The Resource Specialist Teacher and/or Resource Aide will assist the general education teacher in the use of supplementary instructional materials and strategies.	11
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 O No	
not conduct a three- year comprehensive reassessment.)	If the Parent does not agree, specify the area(s) to be reassessed.		

15/2018	Individualized Education Program (IEP)
	Comments, as appropriate
Low Incidence Equipment	
Assistive Technology Equipment	
Participation in General Education	

Page 19 of 20 INDIVIDUALIZED EDUCATION PROGRAM (IEP) Los Angeles Unified School District IEP FAPE Part 2 - Summary of Services Student BARON ORI Date of Birth 23-DEC-2008 Meeting Date 02-MAY-2018 **Future Changes Effective With This IEP** Related To This IEP Start Date: Service 1 Effective on Signature Date **RSP** End Date: **RSP** Service applies to: Regular Frequency: 1-5 This service addresses the following Interval: Weekly goals: Minutes/Interval: 90 3(Math) Minutes/Interval (Pullout from Gen 90 Direct Service (Collaborative)* Service Delivery Model: RSP Area: Math Responsible Personnel: Resource Specialist Teacher General Education Teacher Service 2 Start Date: Effective on Signature Date RSP End Date: **RSP** Service applies to: Regular Frequency: 1-5 This service addresses the following Interval: Weekly goals: Minutes/Interval: 120 1(Reading) 2(Writing) Minutes/Interval (Pullout from Gen 120 Ed): Service Delivery Model: Direct Service (Collaborative)* RSP Area: Literacy/ELA/ELD Responsible Personnel: Resource Specialist Teacher General Education Teacher Notes: Parents of students who are Medi-Cal eligible authorize LAUSD to submit claims for reimbursement by Medi-Cal funded services unless parent(s) signs a Parent Medi-Cal Non-Authorization to Bill form. Please see Parent's Guide to Special Education Services (including Procedural Rights and Safeguards). ducation Effective With this IEP **Future Changes Related to this IEP** % of Time per Week outside of General Education 13 %

Part 4 - Additional Discussion (This section is optional)	
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		IND	DIVIDUALIZE	ED EDUCA	ATION PROC	GRAM (IEP)		
Los Angeles Unifi	ed School District							
Student BARON		ORI		Da	te of Birth 23	-DEC-2008 Me	eeting Date	02-MAY-2018
			F	APE Sumr	mary Grid	,		
Program:	GE				Setting:	General Edu	cation	
Eligibility:	Eligible ((OHI)		•	Curriculum:	General Educ	cation	
Transportation:	None]	Low Incident	Support: None		
Service Service Code Desc	Start Date		Service Applies To	Interval	Frequency	Area	Total Minutes	Addresses Goal(s)
RSP RSP	Effective on Sign		Regular	Weekly	1-5	RSP-Math	90	Math
RSP RSP	Effective on Sign	ature Date	Regular	Weekly	1-5	RSP-Literacy/ELA/ELD	120	Reading, Writing