Los Angeles Unified	School Di		NDIVIDU		DUCATION PROGRAM (	ier)	
Student Identifica Number	tion	062814M013		SSID	7937619107		Eligible (SLI)
Student LEVI		ANIEL				Date of Birth:	28-JUN-2014
Last		First	MI	ection A: N	leeting Information		
	Perti	nent Dates	5			Type of Meet	ing
ate of Initial IEP Tea	m Meeting	08-JUN-2017			Initial		Amendment of IEP dated
ate of Present Meetin	g	10-MAY-2019	)		U mitiai		
.nnual Review to be c y	onducted	10-MAY-2020	)		Annual Review		Early Start Transition
ext Three Year Revie onducted by	w will be	08-JUN-2020			<ul> <li>Three Year Review</li> <li>Other</li> </ul>		Expulsion Analysis ndividual Transition Plan
hree Year Review or as conducted on	Evaluation	08-JUN-2017					
ransition to Kinderga onducted by	rten to be	31-MAY-2019	•				
ocation of Meeting		Canoga Park EE	С		District Name	Los Angeles U	nified School Dis
			S	ection B: S	tudent Information		
ate of Birth	28-JUN-2		Age		4	Grade	-1
ender	• Male	Female		l English ent Student	O Yes O No	Ethnic Code	White
ocation of the sych Folder			Studen Psych I	t has no Folder			
ocation of the Cum older			Studen Folder	t has no Cum			
ome Language	Hebrew		Studen	t Language	Hebrew	Alternate Mode Communication	
ome Address of tudent	4790 EXC	CELENTE DRIV	Е			)	
ity	WOODL	AND HII CA	ZIP Co	de	91364	)	
ome Telephone	818-290-1	1096	Daytim	e Telephone		Emergency Telephone	
chool of ttendance	CANOGA	A PARK EEC	Locatio	on Code	9592	)	
chool of Residence	CALABA	SH CA	Locatio	on Code	2704	)	
ame of arent/Guardian	Meital Ge	ershoni/Yakel	Telepho	one		)	
ddress	Same as s	tudent				)	
ity		CA	ZIP Co	de		)	
urogate Parent			Telepho	one		)	
ttends CURRENT S ne of the following	CHOOL as	a result of	Preschoo	ol Program	▼		
the student living in tome (FFH)?	a Family Fo		O Yes		FFH#		
FFH Provider related	d to student?		O Yes		Relationship		
censed Children's In	stitution	No	O Yes		LCI Name		
ut of the home place	nent made b	y O Re	gional Cen	ter	LCI# <ul> <li>Department of Men</li> </ul>	tal Health D	epartment of Children's Service
'hild's family living w	ithin LAUS		perior Cou	rt	Other		
oundaries?	Initia LAUSI	₩ N0	- 105				

Student					Date of Birth 28-JUN-2014	Meeting Date 10-MAY-2019
	Last First		MI Sectio	n C: Lano	uage Acquisition	
nguage C	Classification:		Sectio		Start Date:	
rent Waiv		Ve	s O <sub>No</sub>		Reclassification Date:	
ementary	English Language		5 - 110		Start Date:	
evelopme						
econdary l evelopme	English Language nt Level:				Start Date:	
	ation Observation Matrix				Start Date:	
evel:			Section D:	Coal Achia	wement from Current IEP	
				ieved		
	(example - Reading)		Yes	No	If No, explain the reason the goal/o	bjective was not achieved
1	language/communic		۲	$\bigcirc$		
	Objective 1 met		۲	$\bigcirc$		
	Objective 2 met		۲	$\bigcirc$		
2	Phonology		$\bigcirc$	۲	additional time needed; steady pro	gress noted
	Objective 1 met		۲	$\bigcirc$		
	Objective 2 met		۲	$\bigcirc$		
3			$\bigcirc$	$\bigcirc$		
	Objective 1 met		$\bigcirc$	$\bigcirc$		
	Objective 2 met		$\bigcirc$	$\bigcirc$		
4			$\bigcirc$	$\bigcirc$		
	Objective 1 met		$\bigcirc$	$\bigcirc$		
	Objective 2 met		$\bigcirc$	$\bigcirc$		
5			$\bigcirc$	$\bigcirc$		
	Objective 1 met		$\bigcirc$	$\bigcirc$		
	Objective 2 met		$\bigcirc$	$\bigcirc$		
6			$\bigcirc$	$\bigcirc$		
	Objective 1 met		$\bigcirc$	$\bigcirc$		
_	Objective 2 met		$\bigcirc$	$\bigcirc$		
7			0	$\bigcirc$		
	Objective 1 met		0	$\bigcirc$		
0	Objective 2 met	)	0	0		
8			0	$\bigcirc$		
	Objective 1 met		0	0		
0	Objective 2 met		0	0		
9			0	0		
	Objective 1 met		0	0		
10	Objective 2 met	)	0	0		
10			0	0		
	Objective 1 met		0	$\bigcirc$		
	Objective 2 met		$\bigcirc$	$\bigcirc$		

Student LEVI	ol District				Data of Dial	28-JUN-2014	Mosting Date	10-MAY-2019
Last	First		MI		Date of Birth	28-JUN-2014	Meeting Date	10-MAY-2019
	_		Section E:	Present Le	vel of Perforn	nance		
Performance Area:	He	ealth						
.ssessment/Monitoring Proce /sed:	ess Re	eview of	Health Questio	nnaire for Sch	ool Enrollment			
tate/District Assessment Res	ults:							
Current Performance/Assessm	nent Summary	(include	student strengt	hs, student ne	eds and impact	of disability on stude	nt performance):	
This health assessment is a r obtained by Nancy Joaquin v HEALTH SUMMARY: It w currently he drinks milk and STRENGTHS: Parent repor seizure/convulsions and imm No history of surgery or hosp reports no hearing problems. AREAS OF NEED: There a IMPACT OF DISABILITY: ACCOMMODATIONS: No Christine Odom, RN Early Childhood Education 5/6/19	via interview w ras reported he eats peanut bu ts no current h nunizations are pitalizations in No assistance re no areas of Health does r	with Meit had an a atter with health con- e up to da the last e needed health to not impad	al Gershoni, pa illergy to milk a out any reactio ndition or past 1 ite. Parent repo 2-3 years. Pare for ambulation, be addressed.	arent on 4/29/2 and peanut bu n. major medical rts no current nt reports no feeding or to	9 and follow-up tter in the past. diagnosis such use of prescript vision problem a ileting.	p phone call on 5/6/19 Parent reports he no l as diabetes, asthma, ion medication or me und does not require o	). onger has the allergic chronic ear infection: dical treatments/proc corrective lenses. Par	es and s, redures.
erformance Area:								
Assessment/Monitoring Proce Jsed:	ess							
tate/District Assessment Res	ults:							

Student LEVI	DANIEL						]	Date o	of Birt	th 28	3-JUN	-2014		N	leetir	ng I	Date	10-M	1AY-2	2019
Last	First			MI Sectior	. F. P.	MOCOT	+ I	lofn	onfo-											
erformance Area:	ſ	Languag		Section		resen	ı Leve	1 01 P	erior	man	ice									
ssessment/Monitoring Proce		0.0	,	guage S		5 Artic	ulation	Scree	ener. la	angua	ige sa	mple, t	eacher			ĥ				
sed:				5	-		uluilo li		,	angua										
tate/District Assessment Res	ults:	consulta	tion, r	eview o	f record	ds, ob	servatio	ons												
urrent Performance/Assessn	ent Summa	ry (inclu	ide stu	dent stre	engths,	, stude	nt need	ls and	impac	ct of d	lisabil	ity on s	student	perfo	mano	ce):				
Summary: Daniel has been a Class (PCC). Daniel also rec rticulation skills. Daniel is	eives DIS L	AS serv	ices w	ith the e	ligibili	ity of a	a Speec	ch or L	Langua									ative		
Strengths: Based on assessn alkative with adults and pee speech to familiar listeners i ohrases, and sentences have urea of vocabulary. Daniel h	rs. Daniel is s deemed 70 improved in	social a -80%, a accurac	nd get nd unf y and	s along àmiliar frequen	well wi listener cy. Dar	rith peors rs 60-7 niel's l	ers. Da 70% wł English	niel ha hen co 1 langu	as part ntext age sl	tially is kno	met h own. l	is artic Daniel's	ulation s imitat	goal. ion sk	His o ills of	vera f wo	all cla ords,	arity	of	
Needs: Based on assessmen with longer utterances, or att speech; initial sound omissic gliding (w/r). These multiple speech when he is speaking	empts to exp ons (ello/yell phonologic	olain hin ow), con al proce	nself v nsonar	vhen con nt cluster	ntext is	s unkn tions (	own. T	he fol				vely in						neaks		
						e still v			nkey),	sylla	ble re	ical pro ductior	ocesses ns, fron	are ev ting, (	papila	ah/c	aterp	taneo villar)	us	
erformance Area:		continue	d						nkey),	sylla	ble re	ical pro ductior	ocesses ns, fron	are ev ting, (	papila	ah/c	aterp	taneo villar)	us	
			d			e still v			nkey),	sylla	ble re	ical pro ductior	ocesses ns, fron	are ev ting, (	papila	ah/c	aterp	taneo villar)	us	
ssessment/Monitoring Proce	ss		d						nkey),	sylla	ble re	ical pro ductior	ocesses ns, fron	are ev ting, (	papila	ah/c	aterp	taneo villar)	us	
ssessment/Monitoring Proce sed: ate/District Assessment Res urrent Performance/Assessn impact: Daniel's mild speecl	ss () ults: () nent Summar	continue ry (inclu	ıde stu		engths,	, stude	within a	accept:	nkey), able d impac	sylla levelo	ble re opmen	ical production tal limi	ocesses ns, fron its, redu	are ev ting, ( uce Da	papila niel's	ah/c s cla	aterp rity o	taneo pillar) of	us ,	
erformance Area: Assessment/Monitoring Proce Jsed: tate/District Assessment Res Furrent Performance/Assessn Impact: Daniel's mild speech to adults and peers in the cla Aldona Butkys, MA CCC-S Speech or Language Impair	ss ( ults: ( uent Summan delays, rela ssroom. LP	continue ry (inclu	ıde stu		engths,	, stude	within a	accept:	nkey), able d impac	sylla levelo	ble re opmen	ical production tal limi	ocesses ns, fron its, redu	are ev ting, ( uce Da	papila niel's	ah/c s cla	aterp rity o	taneo pillar) of	us ,	
ssessment/Monitoring Proce sed: ate/District Assessment Res urrent Performance/Assessn impact: Daniel's mild speech o adults and peers in the cla Aldona Butkys, MA CCC-S	ss ( ults: ( uent Summan delays, rela ssroom. LP	continue ry (inclu	ıde stu		engths,	, stude	within a	accept:	nkey), able d impac	sylla levelo	ble re opmen	ical production tal limi	ocesses ns, fron its, redu	are ev ting, ( uce Da	papila niel's	ah/c s cla	aterp rity o	taneo pillar) of	us ,	
ssessment/Monitoring Proce (sed: tate/District Assessment Res furrent Performance/Assessn Impact: Daniel's mild speech to adults and peers in the cla Aldona Butkys, MA CCC-S	ss ( ults: ( uent Summan delays, rela ssroom. LP	continue ry (inclu	ıde stu		engths,	, stude	within a	accept:	nkey), able d impac	sylla levelo	ble re opmen	ical production tal limi	ocesses ns, fron its, redu	are ev ting, ( uce Da	papila niel's	ah/c s cla	aterp rity o	taneo pillar) of	us ,	
ssessment/Monitoring Proce sed: ate/District Assessment Res urrent Performance/Assessn mpact: Daniel's mild speech o adults and peers in the cla Aldona Butkys, MA CCC-S	ss ( ults: ( uent Summan delays, rela ssroom. LP	continue ry (inclu	ıde stu		engths,	, stude	within a	accept:	nkey), able d impac	sylla levelo	ble re opmen	ical production tal limi	ocesses ns, fron its, redu	are ev ting, ( uce Da	papila niel's	ah/c s cla	aterp rity o	taneo pillar) of	us ,	
ssessment/Monitoring Proce sed: tate/District Assessment Res urrent Performance/Assessn Impact: Daniel's mild speech to adults and peers in the cla Aldona Butkys, MA CCC-S	ss ( ults: ( uent Summan delays, rela ssroom. LP	continue ry (inclu	ıde stu		engths,	, stude	within a	accept:	nkey), able d impac	sylla levelo	ble re opmen	ical production tal limi	ocesses ns, fron its, redu	are ev ting, ( uce Da	papila niel's	ah/c s cla	aterp rity o	taneo pillar) of	us ,	
ssessment/Monitoring Proce sed: ate/District Assessment Res urrent Performance/Assessn impact: Daniel's mild speech o adults and peers in the cla Aldona Butkys, MA CCC-S	ss ( ults: ( uent Summan delays, rela ssroom. LP	continue ry (inclu	ıde stu		engths,	, stude	within a	accept:	nkey), able d impac	sylla levelo	ble re opmen	ical production tal limi	ocesses ns, fron its, redu	are ev ting, ( ace Da	papila niel's	ah/c s cla	aterp rity o	taneo pillar) of	us ,	
ssessment/Monitoring Proce ised: tate/District Assessment Res urrent Performance/Assessn Impact: Daniel's mild speech to adults and peers in the cla Aldona Butkys, MA CCC-S	ss ( ults: ( uent Summan delays, rela ssroom. LP	continue ry (inclu	ıde stu		engths,	, stude	within a	accept:	nkey), able d impac	sylla levelo	ble re opmen	ical production tal limi	ocesses ns, fron its, redu	are ev ting, ( ace Da	papila niel's	ah/c s cla	aterp rity o	taneo pillar) of	us ,	
ssessment/Monitoring Proce (sed: tate/District Assessment Res furrent Performance/Assessn Impact: Daniel's mild speech to adults and peers in the cla Aldona Butkys, MA CCC-S	ss ( ults: ( uent Summan delays, rela ssroom. LP	continue ry (inclu	ıde stu		engths,	, stude	within a	accept:	nkey), able d impac	sylla levelo	ble re opmen	ical production tal limi	ocesses ns, fron its, redu	are ev ting, ( ace Da	papila niel's	ah/c s cla	aterp rity o	taneo pillar) of	us ,	
ssessment/Monitoring Proce ised: tate/District Assessment Res urrent Performance/Assessn Impact: Daniel's mild speech to adults and peers in the cla Aldona Butkys, MA CCC-S	ss ( ults: ( uent Summan delays, rela ssroom. LP	continue ry (inclu	ıde stu		engths,	, stude	within a	accept:	nkey), able d impac	sylla levelo	ble re opmen	ical production tal limi	ocesses ns, fron its, redu	are ev ting, ( ace Da	papila niel's	ah/c s cla	aterp rity o	taneo pillar) of	us ,	
ssessment/Monitoring Proce ised: tate/District Assessment Res urrent Performance/Assessn Impact: Daniel's mild speech to adults and peers in the cla Aldona Butkys, MA CCC-S	ss ( ults: ( uent Summan delays, rela ssroom. LP	continue ry (inclu	ıde stu		engths,	, stude	within a	accept:	nkey), able d impac	sylla levelo	ble re opmen	ical production tal limi	ocesses ns, fron its, redu	are ev ting, ( ace Da	papila niel's	ah/c s cla	aterp rity o	taneo pillar) of	us ,	

Student       LEVI       DANIEL       Date of Birth       28-JUN-2014       Meeting Date       10-MAY         Last       First       MI       Section E: Present Level of Performance         Performance Area:       Social Emotional Development       Assessment/Monitoring Process       Informal Assessment         State/District Assessment Results:       DRDP 2015       DRDP 2015         Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance):       Strengths:         Date of Pariation participates in social interactions with multiple peers and enjoys sharing about his interest of animals/insects. He participates in dramatic play and cooperative play with his peers. He is able to share materials and take-turns with occasional reminders. Bet follows basis safety practices with occasional reminders abut busy sinesets or not picking up insects that could injure him (bees, spiders). He is able to follow personal care routines with minimal reminders (hand-washing, wiping his nose).         Areas of need: None at this time.       Impact of disability:         Daniel's eligibility of speech and language impairment (SLI) does not impair his ability in the area of social emotional development. This does not impact this involvement and progress in the general education curriculum.         Performance Area:       Physical Development         Assessment/Monitoring Process       Informal Assessment         Used:       DRDP 2015         Current Performance/ Assessment Summary	Last       First       MI         Section E: Present Level of Performance         Performance Area:       Social Emotional Development         Assessment/Monitoring Process       Informal Assessment         Jaed:       Informal Assessment         State/District Assessment Results:       DDP 2015         Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance):         Strengths:       Daniel participates in social interactions with multiple peers and enjoys sharing about his interest of animals/insects. He participates in dramatic play and cooperative play with his peers. He is able to share materials and take-turns with occasional reminders, which is developmentally appropriate for his age. He is able to share materials and take turns with occasional reminders, but his follows basic safety practices with occasional reminders multiple peers on an adult for help when needed. He follows classroom expectations with occasional reminders for not picking up insects or not picking up insects or not picking up insects that could injure him (bees, spiders). He is able to follow personal care routines with minimal reminders (hand-washing, wiping his nose).         Areas of need: None at this time.       Impact of disability:         Damiel's edipibility of speech and language impairment (SLI) does not impair his ability in the area of social emotional development. This does not impact his involvement and progress in the general education curriculum.         State/District Assessment Results:       DRDP 2015         Current Performance/Asessment Results:	Last       First       MI         Section E: Present Level of Performance         Performance Area:       Social Emotional Development         Assessment/Monitoring Process       Informal Assessment         Jaed:       Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance):         Strengths:       Daniel participates in social interactions with multiple peers and enjoys sharing about his interest of animals/insects. He participates in dramatic play and cooperative play with bis peers. He is able to share materials and take-turns with occasional reminders, which is developmentally appropriate for his age. He is able to sprease his feelings and will seek out an adult for help when needed. He follows classroom expectations with orceasional reminders about using gentle hands with bugs/insects or not picking up insects that could injure him (bees, spiders). He is able to follow personal care routines with minimal reminders (hand-washing, wiping his nose).         Areas of need: None at this time.         Impact of disability:         Daniels eligibility of speech and language impairment (SLI) does not impair his ability in the area of social emotional development. This does not impact his involvement and progress in the general education curriculum.         Performance Area:       Physical Development         Assessment/Monitoring Process       Informal Assessment         Sate/District Assessment Summary (include student strengths, student needs and impact of disability on student performance):         Strengths:       Gross	Los Angeles Unified School Dis			UCATION PROGRAM (IEP)	
Section E: Present Level of Performance         Performance Area:       Social Emotional Development         Assessment/Monitoring Process       Informal Assessment         Used:       DRDP 2015         Current Performance/Assessment Results:       DRDP 2015         Strengths:       Damel participates in social interactions with multiple peers and enjoys sharing about his interest of animals/insects. He participates in dramatic area with occasional reminders, which is developmentally appropriate for his age. He is able to share materials and take-turns with occasional reminders, which is developmentally appropriate for his age. He is able to share materials and take turns with multimaters (hand-washing, wiping his nose).         Areas of need: None at this time.       Impact of disability:         Daniel's eligibility of speech and language impairment (SLI) does not impair his ability in the area of social emotional development. This does not impair his ability in the area of social emotional development. This does not impact his involvement and progress in the general education curriculum.         Performance Area:       Physical Development         Assessment/Monitoring Process       Informal Assessment         Used:       Strengths:         Strengths:       DRDP 2015         Current Performance/Assessment Results:       DRDP 2015         Current Performance Area:       Physical Development         Assessment/Monitoring Process       Informal Assessment         Used: <th>Section E: Present Level of Performance           Performance Area:         Social Emotional Development           Assessment/Monitoring Process         Informal Assessment           Section         DRDP 2015           Current Performance/Assessment Results:         DRDP 2015           Current Performance/Assessment Surmmury (include student strengths, student needs and impact of disability on student performance):           Strength:         Danicl participates in social interactions with multiple peers and enjoys sharing about his interest of animals/insects. He participates in dramatic play and cooperative play with his peers. He is able to share materials and take-turns with occasional reminders, which is developmentally appropriate for his age. He is able to shares with site feelings and ull for help when needed. He follows classroom expectations with geopropriate for his age. He is able to shares with site feelings and ull for help when needed. He follows classroom expectations with geopropriate for his age. He is able to shares with occasional reminders, shudent strengths, student needs and turg genthe hands with bugs/insects or not picking up insects that could injure him (bees, spiders). He is able to follow personal care routines with minimal reminders (hand-washing, wiping his nose).           Areas of need: None at this time.         Informal Assessment           Daniel's cligibility of speech and language impairment (SLI) does not impair his ability in the area of social emotional development. This does not impair his ability in the area of social emotional development and rooperative playsical play during outdoor activities. He is able to actach and throw a medium sized ball. He is able to forts folls. Daniel begrins</th> <th>Section E: Present Level of Performance         Performance Area:       Social Emotional Development         Assessment/Monitoring Process       Informal Assessment         Joed:       Informal Assessment         State/District Assessment Results:       DDP 2015         Current Performance/Assessment Results:       DDP 2015         Daniel participates in social interactions with multiple pers and enjoys sharing about his interest of animals/insects. He participates in dramatic play and cooperative play with his peers. He is able to share materials and take-turns with occasional reminders, which is developmentally appropriate for his age. He is able to share materials and take-turns with one needed. He follows classroom expectations with ungroperative play with his peers and enjoys sharing about his interest of animals/insects. He participates in dramatic play and cooperative play with his peers. He is able to follow personal care routines with multimers, which is developmentally appropriate for his age. He is able to share materials and take-turns with occasional reminders, which is development. This does not impart his involvement and progress in the general education curriculum.         Parformance Area:       Physical Development         Assessment/Monitoring Process       Informal Assessment         Social:       DDP 2015         Current Performance/Assessment Results:       DDP 2015         Current Performance/Assessment Results:       DDP 2015         Cores Motor Skills: Daniel participates in active physical play during outdoor activitits. He is able to actach and throw a medium</th> <th></th> <th></th> <th>MI</th> <th>Date of Birth 28-JUN-2014</th> <th>Meeting Date 10-MAY-2019</th>	Section E: Present Level of Performance           Performance Area:         Social Emotional Development           Assessment/Monitoring Process         Informal Assessment           Section         DRDP 2015           Current Performance/Assessment Results:         DRDP 2015           Current Performance/Assessment Surmmury (include student strengths, student needs and impact of disability on student performance):           Strength:         Danicl participates in social interactions with multiple peers and enjoys sharing about his interest of animals/insects. He participates in dramatic play and cooperative play with his peers. He is able to share materials and take-turns with occasional reminders, which is developmentally appropriate for his age. He is able to shares with site feelings and ull for help when needed. He follows classroom expectations with geopropriate for his age. He is able to shares with site feelings and ull for help when needed. He follows classroom expectations with geopropriate for his age. He is able to shares with occasional reminders, shudent strengths, student needs and turg genthe hands with bugs/insects or not picking up insects that could injure him (bees, spiders). He is able to follow personal care routines with minimal reminders (hand-washing, wiping his nose).           Areas of need: None at this time.         Informal Assessment           Daniel's cligibility of speech and language impairment (SLI) does not impair his ability in the area of social emotional development. This does not impair his ability in the area of social emotional development and rooperative playsical play during outdoor activities. He is able to actach and throw a medium sized ball. He is able to forts folls. Daniel begrins	Section E: Present Level of Performance         Performance Area:       Social Emotional Development         Assessment/Monitoring Process       Informal Assessment         Joed:       Informal Assessment         State/District Assessment Results:       DDP 2015         Current Performance/Assessment Results:       DDP 2015         Daniel participates in social interactions with multiple pers and enjoys sharing about his interest of animals/insects. He participates in dramatic play and cooperative play with his peers. He is able to share materials and take-turns with occasional reminders, which is developmentally appropriate for his age. He is able to share materials and take-turns with one needed. He follows classroom expectations with ungroperative play with his peers and enjoys sharing about his interest of animals/insects. He participates in dramatic play and cooperative play with his peers. He is able to follow personal care routines with multimers, which is developmentally appropriate for his age. He is able to share materials and take-turns with occasional reminders, which is development. This does not impart his involvement and progress in the general education curriculum.         Parformance Area:       Physical Development         Assessment/Monitoring Process       Informal Assessment         Social:       DDP 2015         Current Performance/Assessment Results:       DDP 2015         Current Performance/Assessment Results:       DDP 2015         Cores Motor Skills: Daniel participates in active physical play during outdoor activitits. He is able to actach and throw a medium			MI	Date of Birth 28-JUN-2014	Meeting Date 10-MAY-2019
Assessment/Monitoring Process Informal Assessment Used: State/District Assessment Results: DRDP 2015 Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Strengths: Daniel participates in social interactions with multiple peers and enjoys sharing about his interest of animals/insects. He participates in dramatic play and cooperative play with his peers. He is able to share materials and take-turns with occasional reminders, which is developmentally appropriate for his age. He is able to express his feelings and will seek out an adult for help when needed. He follows classroom expectations with occasional reminders. He follows basic safety practices with occasional reminders about using gentle hands with bugs/insects on rob picking up insects that could injure him (bees, spiders). He is able to follow personal care routines with minimal reminders (hand-washing, wiping his nose). Areas of need: None at this time. Impact of disability: Daniel's eligibility of speech and language impairment (SLI) does not impair his ability in the area of social emotional development. This does not impact his involvement and progress in the general education curriculum. Performance Area: Physical Development Assessment/Monitoring Process Informal Assessment Used: Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Strengths: Gross Motor Skills: Daniel participates in active physical play during outdoor activities. He is able to and throw a medium sized ball. He is able to run, jump, crawl under obstacles, climb over objects, and use a tricycle. He is able to walk across the balance beam independently. He is able to run, jump, crawl under obstacles, climb over objects, and use a tricycle. He is able to walk across the balance beam independently. He is able to run, jump, crawl under obstacles, he of were objects, and use a tricycle. He is able to mala suistance. He participates i	Assessment/Monitoring Process Informal Assessment Jed: Jed: Jed: Jed: DRDP 2015 Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Strengths: Date of disability: Daniel participates in active physical play during outdoor activities. He is able to statement strengths, student needs and impact of disability on student performance): Areas of need: Assessment Results: DRDP 2015 Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Transfer: Daniel participates in social interactions with multiple peers and enjoys sharing about his interest of animale/insects. He participates in dramatic play and cooperative play with his peers his feelings and will seek out an adult for help when needed. He follows classroom expectations with occasional reminders about using genite hands with bugs/insects or not picking up insects that could injure him (bees, spiders). He is able to follow personal care routines with minimal reminders (hand-washing, wiping his nose). Areas of need: None at this time. Impact of disability: Daniel's eligibility of speech and language impairment (SLI) does not impair his ability in the area of social emotional development. This does not impart his involvement and progress in the general education curriculum. Performance Area: Physical Development Assessment/Monitoring Process Informal Assessment Student strengths, student needs and impact of disability on student performance): Strengths: Gross Motor Skills: Daniel participates in active physical play during outdoor activities. He is able to each and throw a medium sized ball. He is able to twice shimself in the dramatic area with clothes/props provided with minimal assistance. 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Daniel's eligibility of speech and language impairment (SLI) does not impair his ability in the area of social emotional development. This does not impact his involvement and progress in the general education curriculum. Performance Area: Physical Development Assessment/Monitoring Process Informal Assessment Used: State/District Assessment Results: DRDP 2015 Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Strengths: Gross Motor Skills: Daniel participates in active physical play during outdoor activities. He is able to catch and throw a medium sized ball. He is able to run, jump, crawl under obstacles, climb over objects, and use a tricycle. He is able to walk across the balance beam independently. He is able to run, jump, crawl under obstacles, climb over objects, and use a tricycle. He is able to walk across the balance beam independently. He is in music and movement in response to music, rhythm, or adult cues. Fine Motor Skills: Daniel begins to use various writing utensils (markers, crayons, pencils) to trace his name, make scribbles, and drawings using a tripod grasp, with occasionally switching to a palmer grasp. He is able compete a 6-9 piece puzzle, string beads, and manipulate small toys (Legos, Lincoln logs). During mealtimes he opens containers, plastic packages, and his milk carton. On occasion, he may need assistance and will	Daniel's eligibility of speech and language impairment (SLI) does not impair his ability in the area of social emotional development. This does not impact his involvement and progress in the general education curriculum. Performance Area: Physical Development Assessment/Monitoring Process Informal Assessment Jsed: State/District Assessment Results: DRDP 2015 Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Strength: Gross Motor Skills: Daniel participates in active physical play during outdoor activities. He is able to catch and throw a medium sized ball. He is able to kick a stationary ball. He is able to dress himself in the dramatic area with clothes/props provided with minimal assistance. He participates in music and movement in response to music, rhythm, or adult cues. Fine Motor Skills: Daniel begins to use various writing utensils (markers, crayons, pencils) to trace his name, make scribbles, and drawings using a tripod grasp, with occasionally switching to a palmer grasp. He is able to cut along simple shapes, straight and curved lines, with minimal assistance. Areas of needs: None at this time. Impact of disability: Daniel's eligibility of speech and language impairment (SLI) does not impair his ability in the area of physical development. This does not impact	Daniel's eligibility of speech and language impairment (SLI) does not impair his ability in the area of social emotional development. This does not impact his involvement and progress in the general education curriculum. Performance Area: Physical Development Assessment/Monitoring Process Informal Assessment Sed: State/District Assessment Results: DRDP 2015 Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Strengths: Gross Motor Skills: Daniel participates in active physical play during outdoor activities. He is able to catch and throw a medium sized ball. He is able to kick a stationary ball. He is able to dress himself in the dramatic area with clothes/props provided with minimal assistance. He participates in music and movement in response to music, rhythm, or adult cues. Fine Motor Skills: Daniel begins to use various writing utensils (markers, crayons, pencils) to trace his name, make scribbles, and drawings using a tripod grasp, with occasionally switching to a palmer grasp. He is able to cut along simple shapes, straight and curved lines, with minimal assistance and will as for help. He continues to develop his scissor skills and is able to cut along simple shapes, straight and curved lines, with minimal assistance. Areas of needs: None at this time. Impact of disability: Daniel's eligibility of speech and language impairment (SLI) does not impair his ability in the area of physical development. This does not impact	Areas of need: None at this time.				
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	Impact of disability: Daniel's eligibility of speech and language impairment (SLI) does not impair his ability in the area of physical development. This does not impact	Impact of disability: Daniel's eligibility of speech and language impairment (SLI) does not impair his ability in the area of physical development. This does not impact	Fine Motor Skills: Daniel begins t a tripod grasp, with occasionally sv (Legos, Lincoln logs). During mea	to use various witching to a j ltimes he ope	writing utensils (markers, c almer grasp. He is able con as containers, plastic packa	mpete a 6-9 piece puzzle, string beads, and ges, and his milk carton. On occasion, he	d manipulate small toys may need assistance and will
Areas of needs: None at this time.	Daniel's eligibility of speech and language impairment (SLI) does not impair his ability in the area of physical development. This does not impact	Daniel's eligibility of speech and language impairment (SLI) does not impair his ability in the area of physical development. This does not impact	Areas of needs: None at this time.				
Daniel's eligibility of speech and language impairment (SLI) does not impair his ability in the area of physical development. This does not impact			Daniel's eligibility of speech and l	anguage impa e general edu	irment (SLI) does not impa ation curriculum.	ir his ability in the area of physical develo	opment. This does not impact

Student LEVI DA	NIEL	Date of Birth 28-JUN-2014	Meeting Date 10-MAY-201
Last	First	MI Section E: Present Level of Performance	
Performance Area:	Language	e Development	
Assessment/Monitoring Process Used:	Informal	Assessment	
State/District Assessment Results:	DRDP 20	015	
Current Performance/Assessment Su	mmary (includ	de student strengths, student needs and impact of disability on stud	lent performance):
increased his conversational skills a	and vocabulary He is able to c	r vocabulary, phrases, used in conversations, stories or learning ac y. He participates in back-and-forth conversations with familiar ad carry out a three step request to a new or an unfamiliar activity or s water. The beach.'	ults and peers with on a shared
he shares about his favorite food its When he is unsure about the name	em but it is unc of an object he ation he may co	nay be unclear what he is trying to convey due to pronunciation. F clear at first. After asking him to repeat his answer, he says 'Icken e points to the item. For example, he says 'Help, me. Help with this ombine two ideas that may need further clarification in order to ur Chuck E. Cheese.'	(Chicken) that's my favorite.' s.' (Points to the tray). When
Impact of disability: Daniel's eligibility of speech and la to understand what he is trying to c	anguage impain onvey. This im	rment (SLI) impairs his ability to clearly communicate information pacts his involvement and progress in the general education curri-	n in order for adults and peers culum.
Performance Area:	Cognitive	e Development	
Assessment/Monitoring Process Used:	Informal	Assessment	
State/District Assessment Results:	DRDP 20	015	
Current Performance/Assessment Su	mmary (includ	de student strengths, student needs and impact of disability on stud	lent performance):
outdoor play, he enjoys looking for smooth, rough). He explores living magnifiers and nets to catch insects activities that he prefers for an extern	rocks and con things in his e . He will frequ	earth materials, or events in the environment based on how they fe nmunicates similarities and differences in the characteristics of his nvironment, especially animals. He engages in sustained explorati ently request binoculars to observe birds or squirrels. He is able to f time. He is curious and takes initiative in learning about preferred	s rock collection (shiny, ions of bugs/insects using o maintain his attention on
Areas of need: None at this time. Impact of disability: Daniel's eligit	oility of speech	and language impairment (SLI) does not impair his ability in the	area of cognitive
development. This does not impact	his involveme	ent and progress in the general education curriculum.	

And the set of the set o	Section E: Present Level of Performance         Performance Area:       Literacy Development         Sasessment/Monitoring Process       Informal Assessment         Section E: Present Level of Performance       Development         Sasessment/Monitoring Process       Informal Assessment         Section E: Present Level of Performance       Development         Section E: Present Level of Section Secti	Section E: Present Level of Performance         Performance Area:       Literacy Development         Sessesment/Monitoring Process Josd:       Informal Assessment         Sol:       DRDP 2015         Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance):         Strength:       Daniel attends to literacy activities and makes comments or asks questions about the story. He enjoys adults reading informational books about inits andre and can select this name tag from a group of other names. He begins to make schlbe marks to represent his name. But level is to make schlbe marks to represent his name. But level is on make schlbe marks to represent his name. But level is on make schlbe marks to represent his name. But level is on the school year for progress.         Areas of needs: None at this time:       Impact of disability: Daniel's eligibility of speech and language impairment (SLD) does not impair his ability in the area of literacy development. This does not impact his involvement and progress in the general education curriculum.         Verformance Area:       Mathematics         Seessment/Monitoring Process       Informal Assessment	Section E: Present Level of Performance         Performance Area:       Literacy Development         Sessesment/Monitoring Process Josd:       Informal Assessment         Sessesment/Monitoring Process Josd:       DRDP 2015         Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance):         Strength: Daniel attends to literacy activities and makes comments or asks questions about the pictures in the story. He demonstrates awareness on how books are handled and turns pages from front to back. He sings simple songs and repeats nursery thymes. He is able to recognize the first letter in his name and can select this name. Jamied is nonsistent in letter recognition at this time. However, based on the DRDP he is within the developmental progress for the alphabet and is inconsistent in letter recognition at this time. However, based on the DRDP he is within the developmental progress for the alphabet and progress in the general education curriculum.         Performance Area:       Mathematics         Sessesment/Monitoring Process Josd:       Informal Assessment         Sessesment/Monitoring Process       Informal Assessment         Sessesment/	Section E: Present Level of Performance         Performance Area:       Literacy Development         Sessesment/Monitoring Process Josd:       Informal Assessment         Sol:       DRDP 2015         Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance):         Strength:       Daniel attends to literacy activities and makes comments or asks questions about the story. He enjoys adults reading informational books about inits andre and can select this name tag from a group of other names. He begins to make schlbe marks to represent his name. But level is to make schlbe marks to represent his name. But level is on make schlbe marks to represent his name. But level is on make schlbe marks to represent his name. But level is on the school year for progress.         Areas of needs: None at this time:       Impact of disability: Daniel's eligibility of speech and language impairment (SLD) does not impair his ability in the area of literacy development. This does not impact his involvement and progress in the general education curriculum.         Verformance Area:       Mathematics         Seessment/Monitoring Process       Informal Assessment	Student LEVI	DANIEI	L (			Date of B	irth 28-JUN-2014	4 Me	eting Date 10-MAY-2019
Performance Area:       Literacy Development         Assessment/Monitoring Process       Informal Assessment         Jsed:       DRDP 2015         Current Performance/Assessment Results:       DRDP 2015         Daniel attends to literacy activities and makes comments or asks questions about the story. He enjoys adults reading informational books about animals. He self-selects books based on his interest and 'reads' to himself pointing to the pictures in the story. He demonstrates awareness on how books are handled and turns pages from front to back. He sings simple songs and repeats nursery rhymes. He is able to recognize the first letter in his name and can select his name tag from a group of other names. He begins to make scribble marks to represent his name. Daniel is able to recognize the first letter in evelopmental progress for the alphabet and is inconsistent in letter recognition at this time. However, based on the DRDP he is within the developmental progress for the alphabet and is inconsistent on the school year for progress.         Areas of needs: None at this time.       Impact of disability: Daniel's eligibility of speech and language impairment (SLI) does not impair his ability in the area of literacy development. This does not impact his involvement and progress in the general education curriculum.         Verformance Area:       Mathematics         Vaster/District Assessment Results:       DRDP 2015         Current Performance/Assessment Results:       DRDP 2015         Current Performance/Assessment Results:       DRDP 2015         Current Performance/Assessment Results:       DRDP 2015 <td< th=""><th>verformance Area:       Literacy Development         Assessment/Monitoring Process       Informal Assessment         Jacd:       DRDP 2015         Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance):         Strengths:       Daniel attends to literacy activities and makes comments or asks questions about the story. He enjoys adults reading informational books about animals. He self-selects books based on his interest and 'reads' to himself pointing to the pictures in the sloty. He demonstrates awareness on how books are handled and turns pages from from to back. He sings simple song and repeats nursery rhymes. 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os Angeles Unified So	chool District			
Student LEVI	DANIEL		Date of Birth 28-JUN-2014	Meeting Date 10-MAY-2019
Last	First	MI Section G: Annual G	oals and Objectives	
erformance Area:	Langu	age-Articulatio	Annual Goal #:	
Daniel will reduce phonol	ogical processes (initial sour	nd omissions (ello/yellow), c	consonant cluster reductions (muhkey/mor	nkey), syllable reductions,
rontıng, (papılah/caterpıll	ar), gliding (w/r) in utteran	ces ranging up to five words	s in length, with minimal verbal cueing, at	t 70% intelligibility.
	o be reported to parents by Progress Report or Report C		t of Progress and Achievement from Cu	rrent IEP" form(s) which
_		Methods of 1	Evaluation	
State Assessments		Referenced	Criterion Referenced	Curriculum Based
Observation Other	Portfo	lio	Work Samples	Informal
<b>Accemental objective #1</b> Daniel will reduce phono ello/yellow), consonant of eductions, fronting, (pap	related to the goal: logical processes (initial so cluster reductions (muhkey/ ilah/caterpillar), gliding (w n, with models and maximu	monkey), syllable		esses (initial sound omissions
ate to be achieved:	Septemł V 2019	▼ MO/YR	Date to be achieved: January	▼ 2020 ▼ MO/YR
ate to be achieved: 4 GOAL MET OR	IEP REPORT	C OF PROGRESS AND A	Date to be achieved: January CHIEVEMENT FROM CURRENT I DN OF MARKS 2 PARTIAL PROGRESS (1-49% of a	EP
4 GOAL MET OR EXCEEDED	IEP REPORT 3 SUBSTANTIAL PRO met)	C OF PROGRESS AND A EXPLANATIO GRESS (50-99% of goal	CHIEVEMENT FROM CURRENT I DN OF MARKS 2 PARTIAL PROGRESS (1-49% of g	EP goal met) I NO PROGRESS
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4 GOAL MET OR EXCEEDED st Reporting Period Date: Progress Mark: s progress sufficient to neet annual goal?	IEP REPORT 3 SUBSTANTIAL PRO met) 2nd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal?	F OF PROGRESS AND A EXPLANATIO GRESS (50-99% of goal 3rd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal?	CHIEVEMENT FROM CURRENT I ON OF MARKS 2 PARTIAL PROGRESS (1-49% of g 4th Reporting Period (Secondary Only) Date: Progress Mark: Is progress sufficient to meet annual goal?	EP goal met) I NO PROGRESS Goal Achievement Objective 1 Met: Yes No Objective 2 Met: Yes No
4 GOAL MET OR EXCEEDED         st Reporting Period         Date:         Progress Mark:         s progress sufficient to neet annual goal?         Yes       No         f "No" please	IEP REPORT <i>3 SUBSTANTIAL PRO</i> met) 2nd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please	F OF PROGRESS AND A EXPLANATIO GRESS (50-99% of goal 3rd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please	CHIEVEMENT FROM CURRENT I ON OF MARKS 2 PARTIAL PROGRESS (1-49% of g 4th Reporting Period (Secondary Only) Date: Progress Mark: Is progress sufficient to meet annual	EP goal met) <i>1 NO PROGRESS</i> Goal Achievement Objective 1 Met: Yes No Objective 2 Met:
4 GOAL MET OR EXCEEDED         Ist Reporting Period         Date:         Progress Mark:         is progress sufficient to meet annual goal?         Yes       No         if "No" please	IEP REPORT  3 SUBSTANTIAL PRO met)  2nd Reporting Period Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No	F OF PROGRESS AND A EXPLANATIO GRESS (50-99% of goal 3rd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No	CHIEVEMENT FROM CURRENT I ON OF MARKS 2 PARTIAL PROGRESS (1-49% of g 4th Reporting Period (Secondary Only) Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment:	EP goal met) I NO PROGRESS Goal Achievement Objective 1 Met: Yes No Objective 2 Met: Yes No
4 GOAL MET OR EXCEEDED         Ast Reporting Period         Date:         Progress Mark:         Second Structure         No         f "No" please         comment:         Needs More Time	IEP REPORT 3 SUBSTANTIAL PRO met) 2nd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time	F OF PROGRESS AND A EXPLANATIO GRESS (50-99% of goal 3rd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time	CHIEVEMENT FROM CURRENT I ON OF MARKS 2 PARTIAL PROGRESS (1-49% of g 4th Reporting Period (Secondary Only) Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy	EP goal met) I NO PROGRESS Goal Achievement Objective 1 Met: Yes No Objective 2 Met: Yes No
4 GOAL MET OR EXCEEDED Ist Reporting Period Date: Progress Mark: s progress sufficient to neet annual goal? Yes No f "No" please comment: Needs More Time Excess	IEP REPORT  3 SUBSTANTIAL PRO met)  2nd Reporting Period Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No If "No" please comment:	F OF PROGRESS AND A EXPLANATIO GRESS (50-99% of goal 3rd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment:	CHIEVEMENT FROM CURRENT I ON OF MARKS 2 PARTIAL PROGRESS (1-49% of g 4th Reporting Period (Secondary Only) Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed	EP goal met) I NO PROGRESS Goal Achievement Objective 1 Met: Yes No Objective 2 Met: Yes No
4 GOAL MET OR EXCEEDED <b>Ist Reporting Period</b> Date: Progress Mark: s progress sufficient to neet annual goal? Yes No f "No" please somment: Needs More Time Excess Absence/Tardy Assignments Not	IEP REPORT 3 SUBSTANTIAL PRO met) 2nd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not	COF PROGRESS AND A EXPLANATIO GRESS (50-99% of goal GRESS (50-99%	CHIEVEMENT FROM CURRENT I ON OF MARKS 2 PARTIAL PROGRESS (1-49% of g 4th Reporting Period (Secondary Only) Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy	EP goal met) I NO PROGRESS Goal Achievement Objective 1 Met: Yes No Objective 2 Met: Yes No
EXCEEDED         1st Reporting Period         Date:         Progress Mark:         Is progress Mark:         Is progress sufficient to meet annual goal?         Yes       No         If "No" please comment:         Needs More Time         Excess         Absence/Tardy	IEP REPORT 3 SUBSTANTIAL PRO met) 2nd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy	F OF PROGRESS AND A EXPLANATION GRESS (50-99% of goal 3rd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy	CHIEVEMENT FROM CURRENT I ON OF MARKS 2 PARTIAL PROGRESS (1-49% of g 4th Reporting Period (Secondary Only) Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal	EP goal met) I NO PROGRESS Goal Achievement Objective 1 Met: Yes No Objective 2 Met: Yes No

			EDUCATION DDOCDAM (IED)	Page 10 of 18
Los Angeles Unified Sc	hool District	INDIVIDUALIZED	EDUCATION PROGRAM (IEP)	
Student LEVI	DANIEL		Date of Birth 28-JUN-2014	Meeting Date 10-MAY-2019
Last	First	MI		
			n State and District-wide Assessments	
Assessments administered w	ill conform to those	assessments determined for S	or each grade by the California Department o chool District.	f Education and/or the Los Angeles Unified
		_		

a	ol District			
Student LEVI Last	DANIEL First	MI	Date of Birth 28-JUN-2014	Meeting Date 10-MAY-2019
Last			Safeguards and Follow-up Actions	
A Parent's Guide to Spe	cial Education Se	ervices including Procedu	ural Rights & Safeguards was provided to	o the parent in his/her primary language.
			e beginning of the IEP Team meeting.	
		er right to a written translat		
he parent/guardian request	ting translation ser	rvices? 💿 Yes	O No	
If yes, the parent/guardiar	has requested a w	vritten translation of the IE	EP in Hebrew	
Specify the Individual Pag				
PLPS and Goals	2			
Special Requests:				
For students who are 17	years old, the stude	ent and parent(s)/guardian	(s) have been informed that the educationa	l decision-making rights will transfer to the
student at 18 years of age	, unless the court l	has determined otherwise.		
		THIS SPACE DEI	LIBERATELY LEFT BLANK.	

Page 12 of 18 **INDIVIDUALIZED EDUCATION PROGRAM (IEP)** Los Angeles Unified School District Date of Birth 28-JUN-2014 Meeting Date 10-MAY-2019 Student LEVI DANIEL Last First MI Section Q: Parent Participation and Consent **Parent Participation Parent Notification** Whom Method When Parent/Student (18-21) has participated in the IEP meeting. Student Nancy Joaquin 29-APR-2019 Parent/Student (18-21) indicated before the meeting that they would not be Unknown Sandy able to attend. Parent/Student (18-21) was notified 3 times of the meeting time and place. Parent/Student (18-21) did not respond to any of the meeting notifications and the meeting was held without the Parent/Student (18-21) present.. Parent/Student (18-21) did not attend and gave permission to proceed I (PARENT) acknowledge that the IEP meeting was rescheduled to this date at my without them if they did not attend. request. (Parent initials here ONLY if the PARENT requested that the IEP meeting be rescheduled.) Parent/Student (18-21) Agreement to Components of the Proposed IEP A Parent/Student (18-21) may agree to all or some of the components of a proposed IEP. The District will implement those portions of the IEP to which the parent/student (18-21) agrees so as to not delay providing instruction and services. Parent/Student (18-21) AGREES to all components of the IEP.  $\bigcirc$ Parent/Student (18-21) AGREES o all components of the proposed IEP WITH THE SPECIFIC EXCEPTION(S) stated below: Assessment Specify Eligibility Specify Instructional SettingSpecify Services Specify The Parent/Student (18-21) DOES NOT AGREE with any of the components of the proposed IEP. A Parent/Student (18-21) is not required to initiate any form of dispute resolution as to components of the proposed IEP to which the parent does not agree. If a parent/student (18-21) does wish to initiate a form of dispute resolution as to the components of the proposed IEP, the parent can find information on dispute resolution processes in the District's publication, A Parent's Guide to Special Education Services (Including Procedural Rights and Safeguards). **Parent Concerns and Comments** Signature(s 10-MAY-2019 Date ۲ Guardian  $\bigcirc$ Surrogate Parent Student age 18-21 years age 18-Emancipated Foster Parent Parent Minor 21 years Did the school district facilitate parent involvement as a means of improving services and results for your child? • Yes No No Response 🗹 I certify that I have received a copy of the Parent Input Survey regarding the IEP process. I understand that my completion of the form is voluntary and can be done at anytime after the IEP meeting Signature(s) 10-MAY-2019 Date

Individualized Education Program (IEP)

## 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 te administrator or call the Division of Special Education at (213) 241-6701.			
Β.	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.)		61-112	
		2	Addition	al Comments

Is there anything more you would like to ask us or tell us? Please write below or call the Parent Resource Network at 1-800-933-8133. Please fold along dotted lines with the address showing. Seal and mail. Postage is pre-paid. Again, Thank you! NO POSTAGE NECESSARY IF MAILED IN THE UNITED STATES BUSINESS REPLY MAIL FIRST-CLASS MAIL PERMIT NO. 33798 LOS ANGELES CA 90051 POSTAGE WILL BE PAID BY ADDRESSEE ATTN PARENT RESOURCE NETWORK LOS ANGELES UNIFIED SCHOOL DISTRICT PO BOX 613307 LOS ANGELES CA 90099-4093 Ավովիովիանիներիներինուներովինովի \_\_\_\_\_ PARENT INPUT SURVEY English -

os Angeles Unified School District		Reconvened Meeting Date					
Student LEVI DANIEL DANIEL First	Date of Birth 28						
Section R: Names and Signatures (Signatures on File)							
Team Member	Print Name	Signature					
arent/Guardian	Meital Gershoni						
arent/Guardian							
tudent Age 18 - 21 years							
tudent Under Age 18 years							
urrogate Parent							
oster Parent							
amily Foster Home Provider							
Administrator	Sara Vasquez						
Administrative Designee							
Special Education Teacher	Nancy Joaquin						
General Education Teacher	Sandy Chen						
school Psychologist							
School Nurse							
Related Service Staff LAS	Aldona Butkys MA CCC						
Related Service Staff							
elated Service Staff							
nterpreter							
ign Language Interpreter							
Igency Representative							
agency Representative							
agency Representative							
ther							
i							
ther							
Other							

			INDIVIDUALIZEI	DEDUCATION PROC	FRAM (IEP)		Page 14 of 18
Los Angele Student	s Unified Schoo LEVI Last	DANIEL First	MI	Date of Birth	28-JUN-2014	Meeting Date	10-MAY-2019
		LEAS	T RESTRICTIV	E ENVIRONM	ENT ANALYSIS		
		T	o Be Completed By th	ne IEP Team at the IEI	P Team Meeting		
			Student's	Current Placement Ty	<u>pe:</u>		
• Genera	l Education Clas	s/General Educa	tion Site	O Special 1	Day Program/General I	Education Site	
Special	Day Program/S	pecial Education	ı Center		ic School		
O Home/I	Hospital or Resid	lential Care Faci	lity				
					egarding placement fro ttes YES, it is also requ		
restrictive s required su there is a co	etting with the upports, services, ompelling reason	se of supplement	ntary aids and services as and modifications is ot be provided. In sele	s cannot be achieved s s not the sole justificat	student's disability is a student's disability is a student's disability. The lack of the formed of the student in a student in a student is given to any	of current availa more restrictive	ability of a student's e setting, unless
Step A.	Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a general education classroom/setting?						
<ul> <li>Yes No</li> <li>If the answer is YES, then a general education classroom/setting is the appropriate placement. If the a NO, go to the question below.</li> </ul>							
	• Yes • No If not currently available, can the required supports, services, accommodations and/or modifications be mavailable in a general education classroom/setting? If YES, all required supports, services, accommodation and/or modifications must be provided within a reasonable timeline. If the answer is NO, please articulate the box below. Then go to Step B.						, accommodations
Step B.	Can the suppoint a special data		commodations and/or	• modifications in the	student's IEP be made a	available on a g	eneral education site
	○ Yes ○				a general education si	te is the approp	riate placement. If the
answer is NO, go to the question below. Yes No Yes No No Yes No No No No No No No No No No						rts, services,	

Student			NIEL		Date of	28-JUN-2014	Meeting	10-MAY-2019	
	Last	]	First	MI	Birth		Date		
	A	NNUAL			E ENVIRONMI		S (Continued)	)	
	Con the	anne esta a			he IEP Team at the IE r modifications in the		a availabla in a ar	anial askasl asttin	
Step C.	• Yes	O No		wer is YES, then a s	pecial school setting i		-		
	O Yes	O No	f not curr available modificat	ently available, can in a special school s	the required supports, etting? If YES, all rec ed within a reasonable ).	uired supports, servic	es, accommodati	ons and/or	
Step D.	Can the	supports, s	ervices, acc	commodations and/o	r modifications in the	student's IEP be mad	e available in a h	ome/hospital settin	
	<ul> <li>Yes</li> <li>No</li> <li>If the answer is YES, then a home/hospital setting is the appropriate placement. If the answer is NO, go to the question below.</li> <li>Ves</li> <li>No</li> <li>If not currently available, can the required supports, services, accommodations and/or modifications be made</li> </ul>								
	O Yes	O No	available modifica	in a home/hospital s	etting? If YES, all rec ed within a reasonable	uired supports, servic	es, accommodati	ons and/or	
Step E.	Can the facility?	· · ·	ervices, acc	commodations and/o	r modifications in the	student's IEP be mad	e available in a re	esidential care	
	• Yes	O No		rently available, arti udent in this setting.	culate in the IEP what	supports, accommod	ations and/or mo	difications are requ	

/2019			In	dividualized Educatio	n Program (IEP)		
[ os Angolo	s Unified Sch	ool District	INDIVIDUALIZE	D EDUCATION PRO	GRAM (IEP)		
Student		DANIEL		Date of	28-JUN-2014	Meeting	10-MAY-2019
	Last	First	MI	Birth		Date	
		MIAL LEAST	RESTRICTIV	F ENVIRONMI	ENT ANALYSIS	(Continued)	)
	AINI					Continued	)
		To	Be Completed By t	he IEP Team at the IE	P Team Meeting		
64 F	The studen	t's needs as reflecte	d in the contents of t	his IFP and the place	ment being considered	l by the IFP team	outweigh any
Step F.			s time, including (ch	-	ment being considered	T by the TET team	i, outweigh any
			cess to the full range				
			-	on taught by highly qu	alified staff		
		-	student may earn cre				
			unity for social inter	-			
		Lack of opport	unities for age-appro	opriate peer role mode	els		
		Amount of soc	ialization opportunit	ies with typical peers			
			to peers in student's	-			
		Lack of exposu	are to appropriate be	havioral models from	peers		
		Other:					

0	School District		art 1 - Eligibility, Placements and Supports
Student LEVI	DANIEL	Date of Birth 28-JUN	-2014 Meeting Date 10-MAY-2019
Last	First	MI	
		Effective With this IEP	Future Changes Related to this IEP
	As of Date:	10-MAY-2019	20-AUG-2019
Eligibility:		Eligible (SLI)	
(from Page 4)	Final IEP Reason Final IEP Effective Date:	-	
Curriculum		General Education	General Education
Placement	Type of School	District Early Education Center	District Resident School
	Name of School	CANOGA PARK EEC	CALABASH CA
Instructional Setting	Setting	General Education	General Education
	Program	PCC	GE
	Special Day	0	
	Minutes/Wk		
	Addresses Goals	(Language-Articulatio)	(Language-Articulatio)
Additional Factors	Low Incident Support	None	None
	Assistive Technology	No	No
	Support		
	Transportation	Home to School	None
	Extended School Year/Intersession	• Yes O No	
	Parent Counseling and Training (PCT)	• Yes O No	
	ESY Transportation	Home to School	
Accommodation, Modifications, Supports	Instructional Accommodations	Repetition, modeling, rephrasing with additional time for verbal processing and responding to questions, adult facilitated peer interactions, repetitive verbal routines, daily visual routine of activities, review classroom rules regularly, breaking up tasks into workable and obtainable steps, signal transitions provide redirection	Repetition, modeling, rephrasing with additiona time for verbal processing and responding to questions, adult facilitated peer interactions, repetitive verbal routines, daily visual routine or activities, review classroom rules regularly, breaking up tasks into workable and obtainable steps, signal transitions provide redirection
	Instructional Modifications		
	Other Supports, including Non- Academic and Extra- curricular Activities		
Preparation for Three Year Review IEP (At the second Annual Review IEP Meeting, the team must discuss and document the decision to conduct or	Do the Parent and the District (local educational agency) agree that a reassessment is unnecessary?	Ves No	
decision to conduct or not conduct a three-	If the Parent does not agree, specify the area(s) to be reassessed.		

Equipment	
Assistive Technology Equipment	
Participation in General Education	

tudent LEVI	DANIEL			Date of Birth 28-JUN-	2014	Meeting	10-MAY-2019
Last	First	MI	/			Date	
				Effective With This	s IEP		nges Related To is IEP
Service 1			Start Date:	Effective on Signatur 10-MAY-2019			
10			End Date:				
Language/Speech		Service	e applies to:	Regular			
			Frequency:	10-40			
This service addresses following <b>goals:</b>	the		Interval:	Yearly			
(Language-Articulati	0)	Minut	es/Interval:	1200			
		Minutes/Interval (P	ullout from Gen Ed):	1200			
		Service Deliv	very Model:	Direct Service (Collabo	orative)*		
				School-	Based		
				Licensed/Credentialed Provider			
				General Education T	eacher		
				ms for reimbursement by M Special Education Services			
rt 3 - Percentag	ge of Ti	me Outside	of Gen	eral Education			
			Effective	With this IEP	Future (	Changes Related	to this IEP
of Time per Week outside	of General l	Education	1				
rt 4 - Addition	al Disc	ussion (This	s sectior	n is optional)			
Counseling and Training (	PCT) worksł	op was discussed. In	formation pac	ket for participation was pr	ovided.		

os Ange	les Unified Schoo		UALIZED E	JUCI		)N PROGRA P FAPE Part		mary of Servi	ces	
tudent [	LEVI D Last	ANIEL First M	[		Da	te of Birth 28	-JUN-201	4 N	leeting Date 10	-MAY-2019
			FAPE	Sumr	nary	Grid				
Program	1:	PCC		Setti	ing:		General Educ	ation		
Eligibili	ty:	Eligible (SLI)			Curriculum: G		General Education			
Transpo	rtation:	Home to School			Low Incident Support: None					
	trict Received Signature:	10-May-	2019							
Service Code	Service Desc	Start Date	Service Applies To	Inter	rval	Frequency	Area	Total Minutes	Addresses Goal(s)	No Consent
10	Language/Speec	h Effective on Signature Date	Regular	Yea	rly	10-40	School Based		Language- Articulatio	

For IEP Team Information

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

	Page	18	of	18
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INDIV	Page 1 VIDUALIZED EDUCATION PROGRAM
SPEECH LANGUAGE I	MPAIRMENT (SLI) ELIGIBILITY CERTIFICATION
Los Angeles Unified School District	ATTACHMENT A
Student DANIEL LEV	Date of Birth 28-JUN-2014 Meeting Date 10-MAY-2019
	or when a comprehensive speech-language evaluation has been conducted to determine whether SI
omplete Step 1a <i>or</i> 1b	
tep 1a. General Education Interventions - Ch	-
development regarding language standards in the curriculum a	anguage Instruction or Rtl2 prevention support (including but not limited to school staff and referral for Special Education, consultation between the classroom teacher and school speech tion with the SSPT that includes an EL expert if student is identified as an English Learner).
Intervention support monitored over several weeks, and r	nodified interventions as necessary based on student response.
Interventions were not successful, student referred for spe	ecial education assessment.
Screening by a speech therapist or a student success team appropriate screening for non-LAUSD enrolled preschoolers.	n meeting (including a speech therapist) with the focus being speech and language concerns OR an
tep 1b. Interventions Not Applicable	
Interventions not applicable for non-LAUSD enrolled pre	eschoolers or when determined unnecessary by the speech therapist.
tep 2. Review of Pre-referral Information - C	Theck items as applicable
The speech or language delay does not appear to be due t	o unfamiliarity with English.
	on in English, dialectical factors or limited language experience.
The delay does not appear to be due to environmental fac	
The delay does not appear to be due to economic factors.	
The delay does not appear to be due to social or cultural f	
tep 3. Assessment - Check either A or B, and	
	• •
impairment is suspected) <b>OR</b>	sychologist that gives an indication of where the student's general ability lies. (if a language
• D. A psychological assessment is not required if the	suspected area of disability is voice, fluency or articulation.
	out whether an inability to communicate effectively is a result of a health or sensory condition.
consists of multiple measures of assessment, including b	ducted a comprehensive evaluation, including assessment in the student's primary language, that but not limited to standardized test instruments (or alternate forms of assessment if necessary), cklist, teacher interview or checklist, and observation in various communication settings.
omplete Step 4	
	Language Impairment (as the only identified special education
A. Student meets one or more of the following criter	ria (check each disorder that applies):
areas of language development: morphology, syntax, sen the 7th percentile for the student's chronological age or c student displays inappropriate or inadequate usage of rec	n assessment that includes use of two or more standardized tests in one or more of the following nantics, or pragmatics where the resulting scores are at least 1.5 S.D. below the mean or below developmental level and a 50-utterance representative spontaneous language sample where the ceptive and/or expressive language. Note: When standardized tests are considered to be invalid nce level shall be determined by alternative means as specified on the assessment plan [5 CCR
An articulation disorder (e.g., Pronunciation), which an assessment that includes a conversational speech sam speech sound errors that are below the student's chronology	h draws adverse attention, significantly interferes with communication and has been identified in ple which reveals significant interference with communication and identifies single or multiple ogical age or developmental level.
affects communication between the student and the lister	n identified in an assessment that demonstrates that the flow of verbal expression adversely ner in multiple communication settings and the dysfluency has persisted over time.
A voice disorder (e.g., Chronic Hoarseness, Pitch V been cleared by a Medical Doctor, in writing.	ariations), which has been identified in an assessment by a speech therapist after the etiology has
	n the student's condensis nonfermance
	*
C. The presenting Speech Language Impairment is r economic, or social disadvantage, lack of instruction or the un	not due to: social maladjustment, health factors, poor school attendance, environmental, nfamiliarity with the English language.
omplete Step 5	
tep 5. Consideration for additional special ed	lucation service(s): Complete A or B.
<b>A.</b> In the event a student with eligibility of Speech La an updated District psychoeducational evaluation has been con	inguage Impairment is being considered for special education academic services and/or support,
<ul> <li>B. Student is not being considered for additional spec</li> </ul>	
lacement in the least restrictive environment. Addition	service delivery models based on the student's identified needs and appropriate onally, the IEP team should also include teacher and parent participation in the ations to ensure achievement of goals and objectives in a time-efficient manner an