Student CFIR	IN	DIVIDUALIZED EDUC	CATION PROGRAM (IE	Page 1 of 1
Student CFIR YUVAL Section A: Meeting Information Pertinent Dates Type of Meeting Date of Prince IDate Date of Present Meeting Date o	Los Angeles Unified School District			
Section A: Verting Information Section A: Verting Information	Student Identification Number 090907M070			Eligible (OHI)
Section A: Meeting Information Pertinent Dates Present Meeting Date of Present Meeting One of Present Meeting Neadlake FCC District Name: Section B: Student Information Date of Birth (09-SEP-2007) Age 10 Grade 5 Gender ® Male Fernale Limited English Proficient Student ® Yes No Ethnic Code White Location of the Psych Folder: SUPPORT UNIT NORTH Student Language Hebrew Alternate Mode of Communication Home Address of Student 23300 DOLOROSA ST. City WOODLAND HILLS Cry Woodland Cry Review Pertinent Gundrian Service on the following: Attended Culterent Sensition on the following: Attended Culterent Sensition on the following: Attended Culterent Sensition on the following: Attended Children's Institution ® No © Yes LCI Name Department of Children's Services © Regional Center © Superior Court	Student CFIR YUVAI	L		Date of Birth 00 SED 2007
Dute of Initial IEP Team Meeting Dute of Freemt Meeting Dute of Present Meeting Dute of Present Meeting Annual Review to be conducted by Annual Review or Evaluation was conducted on 12-OCT-2015 Three Year Review or Evaluation was conducted on 12-OCT-2018 Three Year Review or Evaluation was conducted on 12-OCT-2018 Three Year Review or Evaluation was conducted on 12-OCT-2018 Three Year Review or Evaluation was conducted by Location of Meeting: Woodlake ECC Dutrict Name: Los Angeles Unified School District Section B: Student Information Date of Birth (99-SEP-2007) Age 10 Grade 5 Gender ® Male Female Limited English Proficient Student ® Yes No Ethnic Code White Location of the Curn Folder: WOODLAKE ECC Student has no Psych Folder: Location of the Curn Folder: Woodlake Ecc Student Language Hebrew Alternate Mode of Communication Home Address of Student 23300 DOLOROSA ST. City WOODLAND HILLS Car ZIP Code 91367 Telephone Emergency Telephone Emergency Telephone Emergency Telephone Emergency Telephone Emergency Telephone School of Residence Woodlake Ecc Location Code 7877 Location of Code 7877 Telephone (818) 224-8495 Name of Parent Guardian Sarit Cfir, Niso Cfir Telephone Stronget Parent Telephone Stronget Parent Telephone Telephone (1818) 224-8495 Surrogate Parent Telephone (1818) 224-8495 Surrogate Parent Telephone Te	Last			Date of Birtii 07-3E1-2007
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Date of Present Meeting Annual Review to be conducted by Annual Review to be conducted by O4-OCT-2018 Annual Review to be conducted by O4-OCT-2018 O4-				Type of Meeting
Date of Precent Meching Next Three Year Review to be conducted by Next Three Year Review will be conducted by Next Three Year Review will be conducted by Next Three Year Review or Early Start Transition Transition to Kindergarten to be conducted by Location of Meeting: Woodlake ECC District Name: Los Angeles Unified School District Section B: Student Information Date of Birth (9-SEP-2007 Age 10 Grade 5 Gender ® Male © Female Limited English Proficient Student ® Yes © No Ethnic Code White Location of the Psych Folder; SUPPORT UNIT NORTH Location of the Psych Folder; SUPPORT UNIT NORTH Location of the Cum Folder; WOODLAKE ECC Student has no Psych Folder: Student has no Cum Folder: WOODLAND HILLS CA ZIP Code 91367 Home Telephone (818) 224-8495 Daytime Telephone (818) 224-8495 Daytime Telephone (818) 224-8495 School of Attendance Woodlake Ecc Location Code 7877 Location Code 7877 Name of Parent-Guardian Sarit Cfif, Niso Cfir Telephone Attends CURRENT SCHOOL, as a result of one of the following: Attends School of Residence V Is the student living in a Family Foster Home (FFH)? ® No @ Yes FFH# Is FFH Provider related to student? @ No @ Yes Relationship Licensed Children's Institution ® No @ Yes LCI Name Out of home placement made by: @ Department of Mental Health @ Department of Children's Services @ Regional Center @ Superior Court	e e e e e e e e e e e e e e e e e e e	12-OCT-2015	Initial	Amendment of IEP dated
Next Three Year Review will be conducted by Three Year Review or Evaluation was conducted on Transition to Kindergarten to be conducted by Location of Meeting: Woodlake ECC	-	04-OCT-2017	Illidai	
Three Year Review or Evaluation was conducted on Transition to Kindergarten to be conducted by Location of Meeting: Woodlake ECC District Name: Los Angeles Unified School District Section B: Student Information Date of Birth: 09-SEP-2007 Age 10 Grade 5 Gender Male Female Limited English Proficient Student ® Yes No Ethnic Code White Location of the Cusp Folder; SUPPORT UNIT NORTH Location of the Cusp Folder; WOODLAKE ECC Student Language Hebrew Alternate Mode of Communication Home Address of Student 23300 DOLOROSA ST. City WOODLAND HILLS CA ZIP Code 91367 Home Telephone (818) 224-8495 Daytime Telephone School of Attendance Woodlake Ecc Location Code [7877 Location Code [7877 Address 23300 DOLOROSA ST. City WOODLAND HILLS CA ZIP Code 91367 Telephone (818) 224-8495 Surrogate Parent Address 23300 DOLOROSA ST. City WOODLAND HILLS CA ZIP Code 91367 Telephone Attends CURRENT SCHOOL as a result of one of the following: Attends CURRENT SCHOOL as a result of one of the following: Attends CURRENT SCHOOL as a result of one of the following: Attends Current Institution ® No ® Yes LCI Name Licensed Children's Institution ® No ® Yes LCI Name Licensed Children's Institution ® No ® Yes LCI Name Department of Children's Services ® Regional Center ® Superior Court				
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School of Attendance Woodlake Ecc Location Code 7877 School of Residence Woodlake Ecc Location Code 7877 Name of Parent/Guardian Sarit Cfir, Niso Cfir Telephone (818) 224-8495 Address 23300 DOLOROSA ST. City WOODLAND HILLS CA ZIP Code 91367 Surrogate Parent Attends CURRENT SCHOOL as a result of one of the following: Attends School of Residence Attends School of Residence V Is the student living in a Family Foster Home (FFH)? No Yes FFH# Is FFH Provider related to student? No Yes Relationship Licensed Children's Institution No Yes Department of Mental Health Department of Children's Services Regional Center Superior Court	City WOODLAND HILLS			CA ZIP Code 91367
School of Residence Woodlake Ecc Location Code 7877 Name of Parent/Guardian Sarit Cfir, Niso Cfir Telephone (818) 224-8495 Address 23300 DOLOROSA 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 Provider related to student? No Yes Relationship Licensed Children's Institution No Yes LCI Name Out of home placement made by: Department of Mental Health Department of Children's Services Regional Center Superior Court	Home Telephone (818) 224-8495 Daytime Tele	ephone	Emergency Telepho	one
Name of Parent/Guardian Sarit Cfir, Niso Cfir Telephone (818) 224-8495 Address 23300 DOLOROSA 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 Provider related to student? No Yes Relationship Licensed Children's Institution No Yes LCI Name LCI# Out of home placement made by: Department of Mental Health Department of Children's Services Regional Center Superior Court	School of Attendance Woodlake Ecc		Location Code	7877
Address 23300 DOLOROSA 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 Provider related to student? No Yes Relationship Licensed Children's Institution No Yes LCI Name LUI# Out of home placement made by: Department of Mental Health Department of Children's Services Regional Center Superior Court	School of Residence Woodlake Ecc		Location Code	7877
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 No Yes Relationship Licensed Children's Institution No Yes LCI# Out of home placement made by: Department of Mental Health Department of Children's Services Regional Center Superior Court	Name of Parent/Guardian Sarit Cfir, Niso Cfir	Telephone	(818) 224-8495	
Surrogate Parent 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 No Yes Yes Relationship Licensed Children's Institution No Yes LCI Out of home placement made by: Department of Mental Health Department of Children's Services Regional Center Superior Court	Address 23300 DOLOROSA ST.			
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 Relationship Licensed Children's Institution No Yes LCI Name Out of home placement made by: Department of Mental Health Department of Children's Services Regional Center Superior Court	City WOODLAND HILLS CA ZIP Code 913	67		
Attends School of Residence Is the student living in a Family Foster Home (FFH)? No Yes FFH# Is FFH Provider related to student? No Yes Relationship Licensed Children's Institution No Yes LCI Name LCI# Out of home placement made by: Department of Mental Health Department of Children's Services Regional Center Superior Court	Surrogate Parent	Telephone		
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Relationship Licensed Children's Institution No Yes LCI Name LCI# Out of home placement made by: Department of Mental Health Department of Children's Services Regional Center Superior Court	Attends School of Residence	▼		
Licensed Children's Institution No Yes LCI Name LCI# Out of home placement made by: Department of Mental Health Department of Children's Services Regional Center Superior Court	Is the student living in a Family Foster Home (FFH)?	No Yes FFH#	Is FFH F	Provider related to student? No Yes
Out of home placement made by: Department of Mental Health Department of Children's Services Regional Center Superior Court	Relationship			
	Licensed Children's Institution No Yes LCI N	Vame		LCI#
Other Child's family living within LAUSD's boundaries? No Ves	Out of home placement made by: Opepartment of M	ental Health Departr	ment of Children's Services	s Regional Center Superior Court
cando many aving want 2.1002 5 outlines. — 100 — 105	Other	Child's family living	ng within LAUSD's bound	aries? No Ves
		1311111111111111111111111111111	2 TO DD B COUNTY	

If the student is 18 years old or older or is an emancipated minor, does he/she have educational decision-making rights?

	IN	NDIVIDU.	ALIZI	ED EDUCATION PROGRAM (IEP)	Page 2 of 1
Los Angeles Unified School I Student CFIR	District YUVAL			Date of Birth 09-SEP-2007	Meeting Date 04-OCT-2017
Student of It	TO VIE	S	Section	C: Language Acquisition	Meeting Bate 01 Gel 2017
Language Classification: I	Limited English Proficient			Start Date: 01-DEC-2012	Reclassification Date:
Parent Waiver: Yes					
Elementary English Langua		4		et Date: 31-MAR-2017	
Secondary English Langua				Date:	
Communication Observation	on Matrix Level:		Date:	l Achievement from Current IEP	
			ieved	Achievement from Current IEI	
Goal for: (example - Readin	ıg)			If No, explain the reason the goal/objec	ctive was not achieved
1. ELD		•			
Objective 1 met		•	0		
Objective 2 met		•	0		
2. Reading		•	0		
Objective 1 met		•	0		
Objective 2 met		•			
3. Written Language		•			
Objective 1 met		•			
Objective 2 met		•			
4. Math		•			
Objective 1 met		•			
Objective 2 met		•	0		
5.		0			
Objective 1 met		0			
Objective 2 met		0			
6.		0			
Objective 1 met		0			
Objective 2 met		0			
7.		0	0		
Objective 1 met		0	0		
Objective 2 met		0	0		
8.		0	0		
Objective 1 met		0	0		
Objective 2 met	1	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		0			

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INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Performance Area:

tudent	CFIR	YUVAL	Date of Birth 09-SEP-2007	Meeting Date 04-OCT-2017

Section E: Present Level of Performance

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

Reading

State/District Assessment Results: 2017-2018 DIBELS Composite Scores: EOY Benchmark & BOY Benchmark

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



Strengths: Yuval can decode unfamiliar multisyllabic words in context and out of context by using knowledge of roots and affixes. He can read orally on grade level text at 109 WPM with intonation and fluency. Yuval is able to orally determine the main idea and retell key details of an informational text. Yuval can read with proper intonation and reads carefully. Yuval pauses at appropriate places when reading passages out loud. He can sound out and decode words he does not know. Yuval can make inferences, find the main idea, and support with evidence from text. With assistance, Yuval is able to refer to details and examples in a literary text when explaining what the text says explicitly and when drawing inferences from the text.

The scores for Yuval's DIBELS are discussed in the following image. Yuval has attained a 'Core' composite for his EOY (End of the Year) test and BOY (Beginning of the Year). He is reading at benchmark with 92 WPM (Benchmark is 111 WPM). His accuracy is on benchmark with 97 percentile (Benchmark is 98 percentile). His retell is on benchmark at 94 WPM (Benchmark is 33 WPM). His DAZE is on strategic level at 14 WPM (Benchmark is 18 WPM). A more detailed account of Yuval's DIBELS scores is available in the image below.

ı	DIBELS		EOY- 2016			BOY- 2017	
ı	Fluency	113 WPM	(Benchmark	111)	92 WPM	(Benchmark	111)
ı	Accuracy	99%	(Benchmark	98)	97%	(Benchmark	98)
ı	Retell	84	(Benchmark	30)	94	(Benchmark	33)
ı	DAZE	15	(Benchmark	18)	14	(Benchmark	18)

Performance Area: Reading

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

State/District Assessment Results: 2017-2018 DIBELS Composite Scores: EOY Benchmark & BOY Benchmark

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

Challenges: Yuval has trouble reading grade-level texts without assistance, or without them being broken down into smaller parts. Yuval reads fluently, but slowly, and has trouble reading at a pace for 5th grade. He has trouble staying focused if the reading is lengthy. Yuval needs help making and understanding compound and complex sentences. Yuval needs to be able to orally compare and contrast two or more of the following in a story or drama: two characters, settings, or events, by drawing on specific details in the text (e.g., how characters interact).

Impact of Disability: Yuval's Other Health Impairment makes it difficult for him to sustain attention, to decode fluently, and to comprehend materials read, which impacts his involvement and progress in the general education language arts curriculum.

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Las Amarlas Unified School District	INDIVIDU	JALIZED EDUCATION PROGRAM (IEP)	
Los Angeles Unified School District	NAME AND ADDRESS OF THE PARTY O	D 4 CP: 41 00 CFD 2007	M (* D (04 OCT 2017
Student CFIR	YUVAL	Date of Birth 09-SEP-2007	Meeting Date 04-OCT-2017
	Sect	ion E: Present Level of Performance	
Performance Area:	Written Language		
Assessment/Monitoring Process Used:	Student work samples	s, small group support, teacher observations	s/reports
State/District Assessment Results:	n/a		-
Current Performance/Assessment Sumr	nary (include student str	engths, student needs and impact of disability or	a student performance):
stating an opinion about a to Yuval continues to use his plus the is able to generate simple assist him in writing a mult: Yuval can complete the brain capitalization at the beginn: Yuval is able to format his writing. The sentence include	opic or text of che honics skills to sp e sentences to addu i-paragraph essay. storm part of essay ing of a sentence. thoughts and composes at least one ming an opinion about	nings (synonyms). Yuval can write to dice and provide reasons to support pell unfamiliar words phonetically. The same of the property of the provided and the	aragraph breakdown to rite a structured essay. He is able to use correct simple sentences quickly. punctate correctly in his 1 is able to write up to 3
Performance Area:	Written Language		
Assessment/Monitoring Process Used:		s, small group support, teacher observations	s/reports
	n/a	, , , , , , , , , , , , , , , , , , , ,	1
Challenges: Yuval needs assing help him with multi-paragraph Yuval needs to use complex or just has trouble putting the information in an organization clear and coherent writing in Impact of Disability: Yuval	stance with writing hessays. Yuval new rompound sentence modown in sentence onal structure to something the organizes of ther Health Impa	engths, student needs and impact of disability or g multiple paragraph essays. Yuval eds sentence starters to help him wes to build out his sentences. Yuval form at times. It is difficult for support his writing purpose. Yuval zation is appropriate to the task, airment makes it difficult for him impacts his involvement and progres	needs sentence starters to ith multi-paragraph essays. I has wonderful ideas, and him to group his ideas and needs to be able to produce purpose, and/or audience. to create complex sentences

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	INDIVID	UALIZED EDU	CATION PROGRAM	(IEP)			
Los Angeles Unified School District							
Student CFIR	YUVAL	Dat	te of Birth 09-SEP-2007	7 Meeting Date 04-OCT-	-2017		
	Sec	ction E: Present	Level of Performance				
Performance Area:	Math						
Assessment/Monitoring Process Used:	Student work sample	s, small group	support, teacher observ	vations/reports			
State/District Assessment Results:	State/District Assessment Results: n/a						
Current Performance/Assessment Summ	mary (include student str	rengths, student r	needs and impact of disab	pility on student performance):			
solve multi-digit subtraction multiplication. General Educe estimation well and can round with regrouping. Challenges: Yuval continues the steps and needs extra time underline what he knows and steacher reports that Yuval start. He needs support gett problems and solving them the problems with decimals. Yuval describe concepts of volume in the step of	Strengths: Yuval is able to accurately solve problems using the addition, subtraction, multiplication and division facts fluently. He was able to demonstrate the ability to solve fraction problems with ease. He can solve multi-digit subtraction and addition with regrouping. He can perform 3-digit by 2-digit multiplication. General Education teacher reported Yuval is strong on basic number sense. He understands estimation well and can round up to the millions very well. Yuval is able to add and subtract multi digits with regrouping. Challenges: Yuval continues to need assistance with solving long division problems. Yuval has not memorized the steps and needs extra time and verbal prompts to complete the problem such as the RDW strategies. He can underline what he knows and circle what he needs to solve for in a word problem. The General Education teacher reports that Yuval struggles with solving multi-step word problems, often not knowing where to start. He needs support getting started in math. He continues to need assistance with setting up word problems and solving them thoroughly. Yuval needs support using standard algorithm to solve long division problems with decimals. Yuval needs to be able to recognize volume as an attribute of solid figures and describe concepts of volume measurement (a solid figure which can be packed without gaps or overlaps using unit cubes is said to have a volume of n cubic units).						
Performance Area:	Math						
Assessment/Monitoring Process Used:	Student work sample	s, small group	support, teacher observ	vations/reports			
State/District Assessment Results:	n/a						
Current Performance/Assessment Sumr	mary (include student str	rengths, student r	needs and impact of disab	pility on student performance):			
worker. He respects authorit hand to ask questions, and co begins assignments independe Yuval needs encouragement to	y and follow direc ompletes assignmer ntly, and always o get started.	ctions well. nts in class. come to schoo	Yuval always is ex Yuval asks for cl l; he is a pleasur	re to have in class. Sometimes,			
Impact of Disability: Yuval' problems and getting started education mathematics curric	on assignments, w			him to solve multiple step word and progress in the general			

		THE ENVIOLENCE AND THE RESERVE OF THE PROPERTY	Page 6 of 19		
I A 1 II 'C 1G1 1D' . ' .	INDIVIDUALI	ZED EDUCATION PROGRAM (IEP)			
Los Angeles Unified School District	YUVAL	Date of Birth 09-SEP-2007	Meeting Date 04-OCT-2017		
Student CFIR	YUVAL	Date of Birth 09-SEP-2007	Meeting Date 04-OC1-2017		
	Section I	E: Present Level of Performance			
Performance Area:	English Language Develop	pment (ELD)			
Assessment/Monitoring Process Used:	CELDTs, student work sar	mples, observation, teacher interviews			
State/District Assessment Results:	CELDT SCORE (31-OCT	T-2016) - 4			
Current Performance/Assessment Sumn	nary (include student strength	ns, student needs and impact of disability on stu	ident performance):		
Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Strengths: Yuval can decode unfamiliar multisyllabic words in context and out of context by using knowledge of roots and affixes. He can read orally on grade level text at 92 WPM. Yuval is able to orally determine the main idea and retell key details of an informational text. Yuval pauses at appropriate places when reading passages out loud. He can sound out and decode words he does not know. Yuval can make inferences, find the main idea, and support with evidence from text. Challenges: It is difficult for Yuval to generate the correct words to express his thoughts. Yuval has trouble reading grade-level texts without assistance, or without them being broken down into smaller parts. Yuval reads fluently, but slowly, and has trouble reading at a pace for 5th grade. He has trouble staying focused if the reading is lengthy. Yuval needs help making and understanding compound and complex sentences. Yuval needs to be able to demonstrate an understanding of linking words by generating sentences words (e.g., because, and, also). Impact of Disability: Yuval's other health impairment impedes his ability to follow teacher directed lessons and recall orally presented material, which impacts his involvement and progress in the general education ELD curriculum.					
Performance Area:					
Assessment/Monitoring Process Used:					
State/District Assessment Results:					
Current Performance/Assessment Sumn	nary (include student strength	ns, student needs and impact of disability on stu	ident performance):		

			Page 7 of 19
	INDIVIDUALIZED EDUCA	ATION PROGRAM (IEP)	
Los Angeles Unified School District			
Student CFIR	YUVAL Date o	of Birth 09-SEP-2007	Meeting Date 04-OCT-2017
	Section F: E	Cligibility	
If applicable, areas discussed related	to disability or suspected disability:		
			//
For Initial IEP, interventions attempte	ed prior to determining eligibility:		
Eligible as a student with the disabilit	ty of:		
	Health Impairment		
Not Applicable, Blind	or Partially Sighted		
Additional Low Incidence Eligibility	(only for VI, DBL, DEA, HOH, or severe OI)):	
Code:			
Not Applicable, Blind	or Partially Sighted		
0 -			
Opes not meet eligibility criteria	for Special Education Services (Initial IEP).		
No Longer Eligible for Special I	Education Services (Review IEP).		
No Longer Eligible (Effective Da	te):		
This is a Final IEP the student i	remains eligible for Special Education Services	s until the Effective Date helow	
Final IEP Reason:	emains engine for special Education Services	s unu me lijjeeuve Bute betow.	
Final IEP Effective Date:			
The IEP Team has considered and	agrees that the educational needs of the stud	dent are not primarily due to:	
Social Maladjustment	Temporary Physical Disability	✓ Lack of instruction in	n reading
	✓ Limited English Proficiency		ural or Economic Factors

	INDIVID	DUALIZED EDUC	ATION PROGRAM (IEP)		Page 8 of 19
Los Angeles Unified School Di		. 6.121222 22 6 6	(121)		
		. .	6 Pt. 41 00 GED 2007	1 .	5 D 0.4 O.CT 2017
Student CFIR	YUVAL	Date	of Birth 09-SEP-2007	N	Meeting Date 04-OCT-2017
Section G: Annual Goals and	d Objectives				
Performance Area: ELD					
Annual Goal #	GB				
5.W.1 Use linking Words	to Connect Opinion and Rea	asons			
	n understanding of linking model and assistance as me				
Progress on annual goals to be provided at either Progress Re	reported to parents by comple port or Report Card periods.	ting the "IEP Repor	t of Progress and Achievemen	t from Current II	EP" form(s) which will be
Methods of Evaluation:					
State Assessments		riterion Referenced			✓ Observation
Portfolio	Work Samples Ir	nformal	Other:		
Incremental objective #1 rel	lated to the goal:		Incremental objective #2 rela	ated to the goal	:
words by generating 6 or because, and, also) with	Yuval will demonstrate an understanding of linking words by generating 6 or more sentences words (e.g., because, and, also) with teacher model and assistance as measured student work sample in 3 out 5 trials with 60% accuracy. Yuval will demonstrate an understanding of linking words by generating 8 or more sentences words (e.g., because, and, also) with teacher model and assistance as measured student work sample in 3 out 5 trials with 70% accuracy.				
Date to be achieved Februa	ary ▼ 2018 ▼ MO/YR		Date to be achieved June	▼ 2018	▼ MO/YR
	IEP REPORT OF PR	OGRESS AND A	CHIEVEMENT FROM CUR	RENT IEP	
		EXPLANATIO			
4 GOAL MET OR EXCEEDE.					
	2nd Reporting Period Date:	3rd Reporting Po	4th Reporting (Secondary Only		Goal Achievement
Progress Mark:	Progress Mark:	Progress Mark:	Progress Mark:		Objective 1 Met:
Is progress sufficient to meet	Is progress sufficient to mee	et Is progress suffic	cient to meet Is progress suf	ficient to meet	O Yes O No
	annual goal?	annual goal?	annual goal?		Objective 2 Met:
○ Yes ○ No ○ Yes ○ No ○ Yes ○ N		o Yes O No		Yes No	
If "No" please comment:	If "No" please comment:	If "No" please con	mment: If "No" please c	omment:	If "No" please explain:
Needs More Time	Needs More Time	Needs More	Time Needs Mor	e Time	
Excess Absence/Tardy	Excess Absence/Tardy	Excess Abser	nce/Tardy Excess Abs	sence/Tardy	
Assignments Not	Assignments Not	Assignments		ts Not	
Completed Need to review/revise	Completed Need to review/revise	Completed Need to revie	Completed ew/revise Need to rev	,i.o.v./mov.i	
Goal	Goal	Goal	Goal Goal	icw/ievise	//
Other	Other	Other	Other		

				Page 9 of 19			
	INDIVID	UALIZED EDUCATION PRO	OGRAM (IEP)				
Los Angeles Unified School Di	strict						
Student CFIR	YUVAL	Date of Birth 09-	-SEP-2007	Meeting Date 04-OCT-2017			
Section G: Annual Goals and Objectives Performance Area: Reading Annual Goal # 2 GB 5.RL.3 Compare Characters or Events Yuval will orally compare and contrast two or more of the following in a story or drama: two characters, settings, or events, by drawing on specific details in the text (e.g., how characters interact) with teacher assistance and model as measured teacher observations in 3 out 5 trials with 70% accuracy. Progress on annual goals to be reported to parents by completing the "IEP Report of Progress and Achievement from Current IEP" form(s) which will be provided at either Progress Report or Report Card periods.							
Methods of Evaluation: State Assessments Portfolio		riterion Referenced	rriculum Based	Observation			
Incremental objective #1 related to the goal: Yuval will orally compare and contrast two characters by drawing on specific details in the text (e.g., how characters interact) with teacher assistance and model as measured teacher observations in 3 out 5 trials with 60% accuracy. Date to be achieved February ▼ 2018 ▼ MO/YR Incremental objective #2 related to the goal: Yuval will orally compare and contrast 2 settings by drawing on specific details in the text (e.g., how characters interact) with teacher assistance and model as measured teacher observations in 3 out 5 trials with 70% accuracy. Date to be achieved June ▼ 2018 ▼ MO/YR							
	IEP REPORT OF PRO	OGRESS AND ACHIEVEME	NT FROM CURR	ENT IEP			
		EXPLANATION OF MAR					
4 GOAL MET OR EXCEEDE 1st Reporting Period	2nd Reporting Period	RESS (50-99% of goal met) 3rd Reporting Period	4th Reporting Per	PESS (1-49% of goal met) 1 NO PROGRESS riod Goal Achievement			
Date:	Date:	Date:	(Secondary Only)				
Progress Mark: Is progress sufficient to meet annual goal?	Progress Mark: Is progress sufficient to meet annual goal?	Progress Mark: Is progress sufficient to mee annual goal?	Progress Mark: Is progress suffic annual goal?	Objective 1 Met: ient to meet Yes No Objective 2 Met:			
Yes No If "No" please comment:	Yes No If "No" please comment:	Yes No If "No" please comment:	Yes No If "No" please com	○ Yes ○ No			
Excess Absence/Tardy Assignments Not Completed Excess Absence/Tardy Assignments Not Completed Excess Absence/Tardy Assignments Not Completed		Need to review/revise Goal	Needs More T Excess Absen Assignments Completed Need to revieur Goal Other	ce/Tardy Not			

	INDIVID	HALLZED EDUCATION DDO	ACD AM (JED)	Page 10 of 19			
		UALIZED EDUCATION PRO	GKANI (IE <i>r)</i>				
Los Angeles Unified School Dis	strict						
Student CFIR	YUVAL	Date of Birth 09-	SEP-2007	Meeting Date 04-OCT-2017			
Section G: Annual Goals and	d Objectives						
Performance Area: Written La	anguage						
Annual Goal # 3	GB						
5.W.4 Sentences Appropria	ate to Task/Purpose						
application in which the		te to the task, purpose, ar	ragraph in a word processin nd/or audience with adult a				
Progress on annual goals to be provided at either Progress Re		ing the "IEP Report of Progress a	and Achievement from Current I	EP" form(s) which will be			
Methods of Evaluation:							
State Assessments			riculum Based	✓ Observation			
☐ Portfolio ☐	Work Samples In	formal Othe	er:				
Incremental objective #1 rel	ated to the goal:	Incremental	objective #2 related to the goal	:			
more sentences in a para application in which the to the task, purpose, an	and coherent writing of 2 graph in a word processing organization is appropriately or audience with adult tudent work samples in 3 couracy.	more senter application to the task assistance	produce clear and coherent nees in a paragraph in a wo n in which the organization a, purpose, and/or audience as measured student work s n up to 60% accuracy.	rd processing is appropriate with adult			
Date to be achieved Februa	ary ▼ 2018 ▼ MO/YR	Date to be ac	hieved June ▼ 2018	▼ MO/YR			
	IEP REPORT OF PRO	OGRESS AND ACHIEVEMEN					
4 GOAL MET OR EXCEEDED	D 3 SUBSTANTIAL PROGR	EXPLANATION OF MARK RESS (50-99% of goal met)	KS 2 PARTIAL PROGRESS (1-49%	of goal met) 1 NO PROGRESS			
		3rd Reporting Period	4th Reporting Period	Goal Achievement			
	Date:	Date:	(Secondary Only) Date:				
Progress Mark:	Progress Mark:	Progress Mark:	Progress Mark:	Objective 1 Met:			
'	annual goal?	annual goal?	annual goal?	Yes No Objective 2 Met:			
O Yes O No	O Yes O No	O Yes O No	○ Yes ○ No	O Yes O No			
If "No" please comment:	If "No" please comment:	If "No" please comment:	If "No" please comment:	If "No" please explain:			
Needs More Time	Needs More Time	Needs More Time	Needs More Time				
Excess Absence/Tardy	Excess Absence/Tardy	Excess Absence/Tardy	Excess Absence/Tardy				
Assignments Not Assignments Not Assignments Not Completed Complete							
Completed Need to review/revise	Need to review/revise	Need to review/revise	Need to review/revise				
	Goal	Goal	Goal	~~			
Other	Other	Other	Other				

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INDIVIDUALIZED EDUCATION PROGRAM (IEP)							
Los Angeles Unified School Di	istrict						
Student CFIR	YUVAL	Date of Birth 09-	SEP-2007	Meeting	Date 04-OCT-2017		
Section G: Annual Goals and Objectives Performance Area: Math Annual Goal # 4 GB 5.MD.3 Recognize Volume Yuval will recognize volume as an attribute of solid figures and describe concepts of volume measurement (a solid figure which can be packed without gaps or overlaps using unit cubes is said to have a volume of n cubic units) with teacher model and assistance as measured student work sample in 3 out 5 trials with 80% accuracy. Progress on annual goals to be reported to parents by completing the "IEP Report of Progress and Achievement from Current IEP" form(s) which will be provided at either Progress Report or Report Card periods. Methods of Evaluation: State Assessments Norm Referenced Criterion Referenced Curriculum Based Observation							
Portfolio	Work Samples In	oformal Oth	er:				
Incremental objective #1 related to the goal: Yuval will recognize volume as an attribute of solid figures and describe concepts of volume measurement (a solid figure which can be packed without gaps or overlaps using unit cubes is said to have a volume of n cubic units) with teacher model and assistance as measured student work sample in 3 out 5 trials with 60% accuracy. Date to be achieved February ▼ 2018 ▼ MO/YR							
	IEP REPORT OF PR	OGRESS AND ACHIEVEME		RENT IEP			
4 GOAL MET OR EXCEEDE	SD 3 SURSTANTIAI PROGI	EXPLANATION OF MARI RESS (50-99% of goal met)		GRESS (1-49% of goal m	net) 1 NO PROGRESS		
1st Reporting Period Date:	2nd Reporting Period Date:	3rd Reporting Period Date:	4th Reporting P (Secondary Only	Period Goal Ac	hievement		
Progress Mark: Is progress sufficient to meet annual goal?	Progress Mark: Is progress sufficient to mee annual goal?	Progress Mark: Is progress sufficient to mee annual goal?	Progress Mark: t Is progress suff annual goal?	Objectiv	No No		
Yes No If "No" please comment: Needs More Time	Yes No If "No" please comment: Needs More Time	Yes No If "No" please comment: Needs More Time	Yes Neds More	omment: If "No" 1	No 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 Absence/Tardy Assignments Not Completed Need to review/revise Goal Other	Excess Absometed Assignment Completed Need to revel Goal Other	s Not	le		

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Los Angeles Unified School District Student CFIR YUVAL Date of Birth 09-SEP-2007 Meeting Date 04-OCT-2017 Section K: Participation in State and District-wide Assessments Assessments administered will conform to those assessments determined for each grade by the California Department of Education and/or the Los Angeles Unified School District.

Student will participate in Regular State and District Assessments.

CAASPP Subject

(Designated Supports and/or Accommodations identified below are applicable)

ELA and Math

Designated Supports:

- Noise Buffers
- Text-to-speech software enabled (for math items and ELA items except for reading passages)
- Simplified or paraphrased test directions (non-embedded designated support)
- Test in a separate/smaller setting

Accommodations:

- Multiplication table for single digits 1-9 (paper-based; not allowed for Grade 3; non-embedded accommodation)

Student will participate in Regular State and District Assessments.

CST Subject

Science

(Variations, Accommodations or Modifications identified below are applicable)

Variations:

- Test administration directions that are simplified or clarified (does not apply to test questions)
- Extra time on a test within a testing day

CELDT - (Variations, Accommodations or Modifications identified below are applicable)

CELDT Subject

ELD

Variations

- Test administration directions that are simplified or clarified (does not apply to test questions)
- Test students in a small group setting
- Extra time on a test within a testing day

	IN	NDIVIDUALIZ	ZED EDUCATION PROGRAM (IEP)	Page 13 of 19
Los Angeles Unified School			,	
Student CFIR	YUVAL		Date of Birth 09-SEP-2007	Meeting Date 04-OCT-2017
	Sec	tion N: Proced	lural Safeguards and Follow-up Actions	
✓ A Parent's Guide to	Special Education Services	s including Pro	ocedural Rights & Safeguards was provide	ed to the parent in his/her primary language.
✓ The IEP Team Meetin	g Introductory Statements v	vere read aloud	at the beginning of the IEP Team meeting.	
✓ The parent/guardian v	vas informed of his/her right	t to a written tra	anslation of the IEP.	
Is the parent/guardian	n requesting translation serv	ices? Yes	No O	
	guardian has requested a wr		n of the IEP in Hebrew	
Specify the Indiv Special Requests	idual Pages to be translated:			
Special Requests	•			
For students who are student at 18 years of age,	17 years old, the student and unless the court has determine	l parent(s)/guar ned otherwise.	dian(s) have been informed that the education	onal decision-making rights will transfer to the
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)/11/2017		Ind	ividualized	l Education Progr	ram (IEP)	
		INDIVIDUALIZ	ZED EDUC	CATION PROGRA	AM (IEP)	Page 14 of
Los Angeles Unified School Di					()	
Student CFIR	YUVAL		Date of	f Birth 09-SEP-20	07	Meeting Date 04-OCT-2017
		Section Q: I	Parent Par	ticipation and Co	ısent	
	Parent Participation				Parent No	
Parent/Student (18-21) has Parent/Student (18-21) indicatend.	licated before the meeting	that they would r		Method Student	Whom C. Gomez	When 22-SEP-2017
Parent/Student (18-21) was Parent/Student (18-21) did not a meeting was held without the Parent/Student (18-21) did them if they did not attend.	respond to any of the mee Parent/Student (18-21) pre-	ting notifications sent	and the	I (PARENT) ackno request. IEP meeting be res	(Parent initials here	ting was rescheduled to this date at my ONLY if the PARENT requested that the
	Parent/S	Student (18-21) A	greement	to Components of	the Proposed IEP	
A Parent/Student (18-21) may parent/student (18-21) agrees				IEP. The District v	will implement those por	tions of the IEP to which the
Parent/Student (18-21) AG	GREES to all components	of the IEP.				
Parent/Student (18-21) AG Assessment	Specify	of the proposed II	EP WITH	THE SPECIFIC I	EXCEPTION(S) stated 1	below:
Assessment						
Eligibility	Specify					
Instructional Setting	Specify					
Services	Specify					
The Parent/Student (18-21) DOES NOT AGREE v	with any of the con	mponents o	f the proposed IEP.		
	ish to initiate a form of dis	spute resolution as	s to the con	ponents of the pro	posed IEP, the parent car	h the parent does not agree. If a n find information on dispute resolution ards).
		Paren	t Concern	s and Comments		
Signature(s)					Date	
Parent Guardian	Student age 18-21	years	Surr	ogate Parent	Emancipated M	inor Foster Parent
Did the school district facilitate	e parent involvement as a	means of improvi	ing services	and results for you	ur child? Yes N	Io No Response
	e received a copy of the Pe e after the IEP meeting	arent Input Survey	y regarding	the IEP process. I	understand that my comp	pletion of the form is voluntary and can
Signature(s)					Date 04-OCT-2017	

Signature(s) _

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.

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 "The IEP and You" handbook with the 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 Braent'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 the 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. 18. Regarding your child's previous IEP (if relevant): 20. I am satisfied that my child received the services described on the	A.	Regarding your child's current IEP:	Yes	No	Does Not Apply
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 interpretation of the IEP meeting before it was over, another staff member served as the interpretar and the interpretation was adequate. 16. If 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. 18. Regarding your child's previous IEP (if relevanu): 20. I am satisfied that my child received the services described on the previous IEP.	1.	I am satisfied with the IEP meeting.			
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S. 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 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. 18. Regarding your child's previous IEP (if relevant): 20. I am satisfied that my child received the services described on the previous IEP.	3.	I received notice of the IEP meeting.			
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	20.				
Additional C					

ise write below	nore you would like to ask us or tell us? or call the Parent Resource Network at 1-800-933-8133.
Ple	ase 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 PERI/IT 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
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	INDIV	VIDUALIZED EDUCATION	PROGRAM (IEP)	Page 15 of 19
Los Angeles Unified School District			Re	convened Meeting Date
Student CFIR	YUVAL	Date of Birth	09-SEP-2007	Meeting Date 04-OCT-2017
	Sectio	n R: Names and Signatures (S	Signatures on File)	
Team Member		Print Name	Signature	
Parent/Guardian		Sarit Cfir		
Parent/Guardian		Niso Cfir		
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		Alexandra Williams		
School Psychologist				
School Nurse				
Related Service Staff				
Related Service Staff				
Related Service Staff				
Interpreter				
Sign Language Interpreter				
Agency Representative				
Agency Representative				
Agency Representative				
Other				

						Page 16 of 19
			INDI	(VIDUALIZED	EDUCATION PROGRAM (IEP)	2.18.20.20.20
Los An	geles Unified	l School Dis	trict			
Student	CFIR		YUVAL		Date of Birth 09-SEP-2007	Meeting Date 04-OCT-2017
				Completed By th	IVE ENVIRONMENT ANALYSIS the IEP Team at the IEP Team Meeting	
				Student's C	Current Placement Type:	
● Ge	eneral Educa	tion Class/G	eneral Education Site		Special Day Program/General I	Education Site
O sp	ecial Day Pr	ogram/Spec	ial Education Center		Nonpublic School	
Он	ome/Hospital	l or Resident	tial Care Facility			
				Step i	discussion regarding placement from the beg that indicates YES.	
more re suppler	estrictive sett nentary aids	ing should o and services	only occur if the nature or scannot be achieved satisf	severity of the str factorily. 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 ed supports, services, accommodations and
Step	Can the sup	ports, servic	es, accommodations and/o	or modifications	in the student's IEP be made available in a g	general education classroom/setting?
A.	• YES	○ _{NO}	If the answer is YES, the question below.	n a general educa	ation classroom/setting is the appropriate pla	acement. If the answer is NO, go to the
	• YES	○ _{NO}	general education classro	oom/setting? If Y	d supports, services, accommodations and/or ES, all required supports, services, accomm the answer is NO, please articulate why in the	odations and/or modifications must be
Step	Can the sup	ports, servic	ees, accommodations and/	or modifications	in the student's IEP be made available on a	general education site in a special day
В.	program? O YES	○ _{NO}		n a special day p	program on a general education site is the app	propriate placement. If the answer is NO, go
	O YES	O NO	special day program on a	general education	d supports, services, accommodations and/or on site? If YES, all required supports, servic eline. If the answer is NO, please articulate	es, accommodations and/or modifications
						<i>[i</i>]

				Individualized Education Program (IEP)			
os Ang	geles Unifie	d School D	istrict				
udent	CFIR		YUVAL	Date of Birth 09-SEP-2007	Meeting Date 04-OCT-2017		
				RESTRICTIVE ENVIRONMENT ANALYSIS (Contine Completed By the IEP Team at the IEP Team Meeting	ued)		
Step	Can the su	pports, serv	rices, accommodations and/or	r modifications in the student's IEP be made available in a sp	pecial school setting?		
C.	YES NO If the answer is YES, then a special school setting is the appropriate placement. If the answer is NO, go to the question be						
	O YES	○ _{NO}	special school setting? If Y	can the required supports, services, accommodations and/or YES, all required supports, services, accommodations and/or answer is NO, please articulate why in the box below. Then	modifications must be provided within		
tep	Can the su	pports, serv	rices, accommodations and/or	r modifications in the student's IEP be made available in a ho	ome/hospital setting?		
D.	O YES	\bigcirc_{NO}	If the answer is YES, then If the answer is NO, go to	a home/hospital setting is the appropriate placement. the question below.			
			1.0 4 14.4		41.00 1 4 4 14.4.4.1		
	O YES	○ NO	home/hospital setting? If Y	can the required supports, services, accommodations and/or YES, all required supports, services, accommodations and/or answer is NO, please articulate why in the box below. Then	modifications must be provided within		
			home/hospital setting? If Y	YES, all required supports, services, accommodations and/or answer is NO, please articulate why in the box below. Then	modifications must be provided within go to Step E.		
			home/hospital setting? If Y reasonable timeline. If the	YES, all required supports, services, accommodations and/or answer is NO, please articulate why in the box below. Then	modifications must be provided within go to Step E.		
Step E.			home/hospital setting? If Y reasonable timeline. If the	YES, all required supports, services, accommodations and/or answer is NO, please articulate why in the box below. Then	modifications must be provided within go to Step E.		

		INDIVIDUALIZED EDUCATION PROGRAM (IE	Page 17 of 19			
Los Angeles Unified Sch	nool District		IEP FAPE Part 1 - Eligibility, Placements and Supports			
Student CFIR	YUVAL	Date of Birth 09-SEP-2007	Meeting Date 04-OCT-2017			
		Effective With this IEP	Future Changes Related to this IEP			
	As of Date:	04-OCT-2017				
		Eligible (OHI)				
Eligibility: (from Page 4)	Final IEP Reason Final IEP Effective Date:		//			
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	4(Math),1(ELD),2(Reading),3(Written Language)				
Additional Factors	Low Incident Support	None				
	Assistive Technology Support	No				
	Transportation	None				
	Extended School Year/Intersession	Yes O No				
	Parent Counseling and Training (PCT)	Yes O No				
	ESY Transportation					
Accommodation, Modifications, Supports	Instructional Accommodations	Preferential seating, preview and review, shorter work/homework/project as needed, extended time and small group on tests as needed, written directions read aloud on tests, highlight important information, breakdown tasks into smaller parts, reteach and repetition, use of graphic organizers, repeat/rephrase/clarify directions/instructions, check for understanding, provide handout of lesson prior to the lesson when possible, use of visual cues, remove irrelevant information, line marker, extended wait time for response.				
	Instructional	~				
	Modifications	11	//			
	Other Supports, including Non- Academic and Extra- curricular Activities	The Resource Specialist Teacher and/or Resource Aide will assist the general education teacher in the use of supplementary instructional materials and strategies.				
Preparation for Three	Do the Parent and the	Yes O No				
Year Review IEP (At	District (local	165 = 110				

the second Annual	educational agency)		
Review IEP Meeting, the team must discuss and document the	agree that a reassessment is unnecessary?		
decision to conduct or not conduct a three-	If the Parent does not agree,	Full Psycho-educational assessment	
year comprehensive reassessment.)	specify the area(s) to be reassessed.	//	
		Comments, as appropriate	
Low Incidence Equipment			//
Assistive Technology Equipment			//
Participation in General Education			//

Page 18 of 19 INDIVIDUALIZED EDUCATION PROGRAM (IEP) Los Angeles Unified School District IEP FAPE Part 2 - Summary of Services Student CFIR YUVAL Date of Birth 09-SEP-2007 Meeting Date 04-OCT-2017 **Future Changes Effective With This IEP** Related To This IEP Effective on Signature Date Start Date: Service 1 04-Oct-2017 **RSP** End Date: RSP Service applies to: Regular Frequency: 1-5 This service addresses the following Interval: Weekly goals: Minutes/Interval: 60 4(Math) Minutes/Interval (Pullout from Gen 30 Service Delivery Model: Direct Service (Collaborative)* RSP Area: Math Responsible Personnel: Resource Specialist Teacher General Education Teacher Effective on Signature Date Start Date: Service 2 04-Oct-2017 **RSP** End Date: **RSP** Service applies to: Regular Frequency: 1-5 This service addresses the following Interval: Weekly goals: 1(ELD) Minutes/Interval: 100 2(Reading) Minutes/Interval (Pullout from Gen 50 3(Written Language) 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). Education Effective With this IEP **Future Changes Related to this IEP** % of Time per Week outside of General Education % 5

Part 4 - Additional Discussion (This section is optional)

INDIVIDUALIZED EDUCATION PROGRAM (IEP) Student CFIR VUVAL Date of Birth (99-SEP-2007 Meeting Date 04-OCT-2017 Frogram: GE Setting: General Education Eligibility: Fligible (OHI) Transportion: None Low Incident Support: None Service Start Service Date Applies To Date Negular Weekly 1-5 RSP-Math 60 Math RSP RSP Effective on Signature Date Regular Weekly 1-5 RSP-Literacy/ELA/ELD 100 ELD, Reading, Written Language				INDIVID	TAT TOPT) EDUCATI	ON DDOCD AM (JED)		Page 19 of 1
Student CFIR YUVAL Date of Birth 09-SEP-2007 Meeting Date 04-OCT-2017				INDIVID	JALIZEI	D EDUCATI	ON PROGRAM (IEP)		
FAPE Summary Grid FAPE Summary Grid	Los Angeles	s Unif	ied School District					_	
Program: GE Setting: General Education	Student CF	FIR	YUVA	L		Date o	f Birth 09-SEP-2007		Meeting Date 04-OCT-2017
Cligibility: Eligible (OHI)					FA	PE Summar	y Grid		
Transportation: None Low Incident Support: None Service Service Desc Date Start Applies To RSP RSP Effective on Signature Date Regular Weekly 1-5 RSP-Math 60 Math	Program:		GE			Sett	ing:	General I	Education
Service Code Desc Date Start Applies To Date Regular Weekly 1-5 RSP-Math 60 Math	Eligibility:		Eligible (OHI)			Cur	riculum:	General I	Education
Code Desc Date Applies To Interval Preductive Area Minutes Goal(s) RSP RSP Effective on Signature Date Regular Weekly 1-5 RSP-Math 60 Math			None			Lov	v Incident Support:	None	
RSP RSP Effective on Signature Date Regular Weekly 1-5 RSP-Math 60 Math					Interval	Frequency	Area		
						1.5	DSD Moth		
									1
For IEP Team Information					For II	EP Team Inf	ormation		