

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student Identification Number 090907M070

Eligible (OHI)

Student CFIR YUVAL MI

Date of Birth 09-SEP-2007

Section A: Meeting Information

Table with columns: Pertinent Dates, Type of Meeting. Includes fields for meeting dates, location (Woodlake ECC), and district name (Los Angeles Unified School District).

Section B: Student Information

Date of Birth 09-SEP-2007 Age 10 Grade 5 Gender Male Limited English Proficient Student Yes No

Ethnic Code White

Location of the Psych Folder: SUPPORT UNIT NORTH Student has no Psych Folder:

Location of the Cum Folder: WOODLAKE ECC Student has no Cum Folder:

Home Language Hebrew 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 Emergency Telephone

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 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

Other Child's family living within LAUSD's boundaries? No Yes

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

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student Date of Birth Meeting Date

Section C: Language Acquisition

Language Classification: Start Date: Reclassification Date:

Parent Waiver: Yes No

Elementary English Language Development Level: Start Date:

Secondary English Language Development Level: Start Date:

Communication Observation Matrix Level: Start Date:

Section D: Goal Achievement from Current IEP

Goal for: (example - Reading)	Achieved		If No, explain the reason the goal/objective was not achieved
	Yes	No	
1. ELD	<input checked="" type="radio"/>	<input type="radio"/>	
Objective 1 met	<input checked="" type="radio"/>	<input type="radio"/>	
Objective 2 met	<input checked="" type="radio"/>	<input type="radio"/>	
2. Reading	<input checked="" type="radio"/>	<input type="radio"/>	
Objective 1 met	<input checked="" type="radio"/>	<input type="radio"/>	
Objective 2 met	<input checked="" type="radio"/>	<input type="radio"/>	
3. Written Language	<input checked="" type="radio"/>	<input type="radio"/>	
Objective 1 met	<input checked="" type="radio"/>	<input type="radio"/>	
Objective 2 met	<input checked="" type="radio"/>	<input type="radio"/>	
4. Math	<input checked="" type="radio"/>	<input type="radio"/>	
Objective 1 met	<input checked="" type="radio"/>	<input type="radio"/>	
Objective 2 met	<input checked="" type="radio"/>	<input type="radio"/>	
5.	<input type="radio"/>	<input type="radio"/>	
Objective 1 met	<input type="radio"/>	<input type="radio"/>	
Objective 2 met	<input type="radio"/>	<input type="radio"/>	
6.	<input type="radio"/>	<input type="radio"/>	
Objective 1 met	<input type="radio"/>	<input type="radio"/>	
Objective 2 met	<input type="radio"/>	<input type="radio"/>	
7.	<input type="radio"/>	<input type="radio"/>	
Objective 1 met	<input type="radio"/>	<input type="radio"/>	
Objective 2 met	<input type="radio"/>	<input type="radio"/>	
8.	<input type="radio"/>	<input type="radio"/>	
Objective 1 met	<input type="radio"/>	<input type="radio"/>	
Objective 2 met	<input type="radio"/>	<input type="radio"/>	
9.	<input type="radio"/>	<input type="radio"/>	
Objective 1 met	<input type="radio"/>	<input type="radio"/>	
Objective 2 met	<input type="radio"/>	<input type="radio"/>	
10.	<input type="radio"/>	<input type="radio"/>	
Objective 1 met	<input type="radio"/>	<input type="radio"/>	
Objective 2 met	<input type="radio"/>	<input type="radio"/>	

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District


Student Date of Birth Meeting Date

Section E: Present Level of Performance

Performance Area:

Assessment/Monitoring Process Used:

State/District Assessment Results:

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

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.

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

Performance Area:

Assessment/Monitoring Process Used:

State/District Assessment Results:

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

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.


INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

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

Section E: Present Level of Performance


Performance Area: Written Language
 Assessment/Monitoring Process Used: Student work samples, small group support, teacher observations/reports
 State/District Assessment Results: n/a

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

Strengths: Yuval has demonstrated an understanding of words by relating them to their opposites (antonyms) and to words with similar but to identical meanings (synonyms). Yuval can write two or more paragraphs stating an opinion about a topic or text of choice and provide reasons to support his opinion independently. Yuval continues to use his phonics skills to spell unfamiliar words phonetically.

He is able to generate simple sentences to address a prompt. Yuval can follow a paragraph breakdown to assist him in writing a multi-paragraph essay. Yuval can indent paragraphs, and write a structured essay. Yuval can complete the brainstorm part of essay writing without much assistance. He is able to use correct capitalization at the beginning of a sentence. He is able to formulate and write simple sentences quickly. Yuval is able to format his thoughts and compose the sentences. Yuval is able to punctate correctly in his writing. The sentence includes at least one minimal detail. With assistance, Yuval is able to write up to 3 paragraphs composition stating an opinion about a topic or text, creating an organizational structure that lists 3 or more reasons and provide a concluding statement.

Performance Area: Written Language
 Assessment/Monitoring Process Used: Student work samples, small group support, teacher observations/reports
 State/District Assessment Results: n/a

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

Challenges: Yuval needs assistance with writing multiple paragraph essays. Yuval needs sentence starters to help him with multi-paragraph essays. Yuval needs sentence starters to help him with multi-paragraph essays. Yuval needs to use complex or compound sentences to build out his sentences. Yuval has wonderful ideas, and just has trouble putting them down in sentence form at times. It is difficult for him to group his ideas and information in an organizational structure to support his writing purpose. Yuval needs to be able to produce clear and coherent writing in which the organization is appropriate to the task, purpose, and/or audience.

Impact of Disability: Yuval's Other Health Impairment makes it difficult for him to create complex sentences and to transfer his ideas into writing, which impacts his involvement and progress in the general education language arts curriculum.


INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

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

Section E: Present Level of Performance


Performance Area:	Math
Assessment/Monitoring Process Used:	Student work samples, small group support, teacher observations/reports
State/District Assessment Results:	n/a

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

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 samples, small group support, teacher observations/reports
State/District Assessment Results:	n/a

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

Yuval is able to begin assignments independently. He completes and takes pride in his work. He is a hard worker. He respects authority and follow directions well. Yuval always is extremely polite. He raises his hand to ask questions, and completes assignments in class. Yuval asks for clarification when needed. He begins assignments independently, and always come to school; he is a pleasure to have in class. Sometimes, Yuval needs encouragement to get started.

Impact of Disability: Yuval's Other Health Impairment makes it difficult for him to solve multiple step word problems and getting started on assignments, which impacts his involvement and progress in the general education mathematics curriculum.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

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

Section E: Present Level of Performance

Performance Area: English Language Development (ELD)
Assessment/Monitoring Process Used: CELDTs, student work samples, observation, teacher interviews
State/District Assessment Results: CELDT SCORE (31-OCT-2016) - 4

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 Summary (include student strengths, student needs and impact of disability on student performance):

Empty text area for current performance/assessment summary.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student

Date of Birth

Meeting Date

Section F: Eligibility

If applicable, areas discussed related to disability or suspected disability:

For Initial IEP, interventions attempted prior to determining eligibility:

Eligible as a student with the disability of:

Code:

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

Does not meet eligibility criteria for Special Education Services (Initial IEP).
or

No Longer Eligible for Special Education Services (Review IEP).
No Longer Eligible (Effective Date):

This is a Final IEP, the student remains eligible for Special Education Services until the Effective Date below.

Final IEP Reason:

Final IEP Effective Date:

The IEP Team has considered and agrees that the educational needs of the student are not primarily due to:

- Social Maladjustment
- Temporary Physical Disability
- Lack of instruction in reading
- Lack of instruction in math
- Limited English Proficiency
- Environmental, Cultural or Economic Factors

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student Date of Birth Meeting Date

Section G: Annual Goals and Objectives

Performance Area:

Annual Goal #

5.W.1 Use linking Words to Connect Opinion and Reasons

Yuval will demonstrate an understanding of linking words by generating 10 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 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
 Informal
 Other:

Incremental objective #1 related to the goal:

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.

Date to be achieved MO/YR

Incremental objective #2 related to the goal:

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 MO/YR

IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP

EXPLANATION OF MARKS

4 GOAL MET OR EXCEEDED 3 SUBSTANTIAL PROGRESS (50-99% of goal met) 2 PARTIAL PROGRESS (1-49% of goal met) 1 NO PROGRESS

1st Reporting Period	2nd Reporting Period	3rd Reporting Period	4th Reporting Period	Goal Achievement
Date: <input type="text"/>	Date: <input type="text"/>	Date: <input type="text"/>	(Secondary Only) Date: <input type="text"/>	
Progress Mark: <input type="text"/>	Progress Mark: <input type="text"/>	Progress Mark: <input type="text"/>	Progress Mark: <input type="text"/>	Objective 1 Met: <input type="radio"/> Yes <input type="radio"/> No
Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No	Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No	Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No	Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No	Objective 2 Met: <input type="radio"/> Yes <input type="radio"/> No
If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other <input type="text"/>	If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other <input type="text"/>	If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other <input type="text"/>	If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other <input type="text"/>	If "No" please explain: <input type="text"/>

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student Date of Birth Meeting Date

Section G: Annual Goals and Objectives

Performance Area:

Annual Goal #

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
 Norm Referenced
 Criterion Referenced
 Curriculum Based
 Observation
 Portfolio
 Work Samples
 Informal
 Other:

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 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 MO/YR

IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP

EXPLANATION OF MARKS

4 GOAL MET OR EXCEEDED 3 SUBSTANTIAL PROGRESS (50-99% of goal met) 2 PARTIAL PROGRESS (1-49% of goal met) 1 NO PROGRESS

1st Reporting Period	2nd Reporting Period	3rd Reporting Period	4th Reporting Period	Goal Achievement
Date: <input type="text"/>	Date: <input type="text"/>	Date: <input type="text"/>	(Secondary Only) Date: <input type="text"/>	
Progress Mark: <input type="text"/>	Progress Mark: <input type="text"/>	Progress Mark: <input type="text"/>	Progress Mark: <input type="text"/>	Objective 1 Met: <input type="radio"/> Yes <input type="radio"/> No
Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No	Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No	Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No	Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No	Objective 2 Met: <input type="radio"/> Yes <input type="radio"/> No
If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other <input type="text"/>	If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other <input type="text"/>	If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other <input type="text"/>	If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other <input type="text"/>	If "No" please explain: <input type="text"/>

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student Date of Birth Meeting Date

Section G: Annual Goals and Objectives

Performance Area:

Annual Goal #

5.W.4 Sentences Appropriate to Task/Purpose

Yuval will produce clear and coherent writing of 4 or more sentences in a paragraph in a word processing application in which the organization is appropriate to the task, purpose, and/or audience with adult assistance as measured student work samples in 3 out 5 trials with up to 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
 Norm Referenced
 Criterion Referenced
 Curriculum Based
 Observation
 Portfolio
 Work Samples
 Informal
 Other:

Incremental objective #1 related to the goal:

Yuval will produce clear and coherent writing of 2 or more sentences in a paragraph in a word processing application in which the organization is appropriate to the task, purpose, and/or audience with adult assistance as measured student work samples in 3 out 5 trials with up to 50% accuracy.

Date to be achieved MO/YR

Incremental objective #2 related to the goal:

Yuval will produce clear and coherent writing of 3 or more sentences in a paragraph in a word processing application in which the organization is appropriate to the task, purpose, and/or audience with adult assistance as measured student work samples in 3 out 5 trials with up to 60% accuracy.

Date to be achieved MO/YR

IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP

EXPLANATION OF MARKS

4 GOAL MET OR EXCEEDED 3 SUBSTANTIAL PROGRESS (50-99% of goal met) 2 PARTIAL PROGRESS (1-49% of goal met) 1 NO PROGRESS

1st Reporting Period	2nd Reporting Period	3rd Reporting Period	4th Reporting Period	Goal Achievement
Date: <input type="text"/>	Date: <input type="text"/>	Date: <input type="text"/>	(Secondary Only) Date: <input type="text"/>	
Progress Mark: <input type="text"/>	Progress Mark: <input type="text"/>	Progress Mark: <input type="text"/>	Progress Mark: <input type="text"/>	Objective 1 Met: <input type="radio"/> Yes <input type="radio"/> No
Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No	Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No	Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No	Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No	Objective 2 Met: <input type="radio"/> Yes <input type="radio"/> No
If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other <input type="text"/>	If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other <input type="text"/>	If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other <input type="text"/>	If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other <input type="text"/>	If "No" please explain: <input type="text"/>

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student Date of Birth Meeting Date

Section G: Annual Goals and Objectives

Performance Area:

Annual Goal #

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
 Informal
 Other:

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 MO/YR

Incremental objective #2 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 70% accuracy.

Date to be achieved MO/YR

IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP

EXPLANATION OF MARKS

4 GOAL MET OR EXCEEDED 3 SUBSTANTIAL PROGRESS (50-99% of goal met) 2 PARTIAL PROGRESS (1-49% of goal met) 1 NO PROGRESS

1st Reporting Period	2nd Reporting Period	3rd Reporting Period	4th Reporting Period	Goal Achievement
Date: <input type="text"/>	Date: <input type="text"/>	Date: <input type="text"/>	(Secondary Only) Date: <input type="text"/>	
Progress Mark: <input type="text"/>	Progress Mark: <input type="text"/>	Progress Mark: <input type="text"/>	Progress Mark: <input type="text"/>	Objective 1 Met: <input type="radio"/> Yes <input type="radio"/> No
Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No	Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No	Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No	Is progress sufficient to meet annual goal? <input type="radio"/> Yes <input type="radio"/> No	Objective 2 Met: <input type="radio"/> Yes <input type="radio"/> No
If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other <input type="text"/>	If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other <input type="text"/>	If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other <input type="text"/>	If "No" please comment: <input type="checkbox"/> Needs More Time <input type="checkbox"/> Excess Absence/Tardy <input type="checkbox"/> Assignments Not Completed <input type="checkbox"/> Need to review/revise Goal <input type="checkbox"/> Other <input type="text"/>	If "No" please explain: <input type="text"/>

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

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.

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

CAASPP Subject

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.

(Variations, Accommodations or Modifications identified below are applicable)

CST Subject

Science

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

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student	CFIR	YUVAL		Date of Birth	09-SEP-2007	Meeting Date	04-OCT-2017
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Section N: Procedural Safeguards and Follow-up Actions

- A Parent's Guide to Special Education Services including Procedural Rights & Safeguards** was provided to the parent in his/her primary language.
- The IEP Team Meeting Introductory Statements were read aloud at the beginning of the IEP Team meeting.
- The parent/guardian was informed of his/her right to a written translation of the IEP.

Is the parent/guardian requesting translation services? Yes No

If yes, the parent/guardian has requested a written translation of the IEP in

Specify the Individual Pages to be translated:

Special Requests:

For students who are 17 years old, the student and parent(s)/guardian(s) have been informed that the educational decision-making rights will transfer to the student at 18 years of age, unless the court has determined otherwise.

THIS SPACE DELIBERATELY LEFT BLANK.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

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

Section Q: Parent Participation and Consent

Parent Participation	Parent Notification		
<input checked="" type="radio"/> Parent/Student (18-21) has participated in the IEP meeting. <input type="radio"/> Parent/Student (18-21) indicated before the meeting that they would not be able to attend. <input type="radio"/> 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.. <input type="radio"/> Parent/Student (18-21) did not attend and gave permission to proceed without them if they did not attend.	Method	Whom	When
	Student	C. Gomez	22-SEP-2017
<i>I (PARENT) acknowledge that the IEP meeting was rescheduled to this date at my request. _____ (Parent initials here ONLY if the PARENT requested that the IEP meeting be rescheduled.)</i>			

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.
- Parent/Student (18-21) **AGREES** to all components of the proposed IEP **WITH THE SPECIFIC EXCEPTION(S)** stated below:
 - Assessment Specify
 - Eligibility Specify
 - Instructional Setting Specify
 - 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) _____ / _____ **Date**

Parent
 Guardian
 Student age 18-21 years
 Surrogate Parent
 Emancipated Minor
 Foster Parent

Did the school district facilitate parent involvement as a means of improving services and results for your child? Yes No No Response

I certify that I have received a copy of the 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) _____ / _____ **Date** 04-OCT-2017

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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I feel that the IEP accurately reflects the decisions made at the IEP meeting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I received notice of the IEP meeting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I received "The IEP and You" handbook with the notice of the IEP meeting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The IEP meeting was held in an appropriate setting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I feel I was treated as an equal and important part of the IEP team.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. The participants at the IEP meeting were prepared and informed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Placements for my child, including the general education setting, were discussed and decided upon.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Related services were discussed and decided upon, if relevant.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. At the end of the IEP meeting the decisions were summarized.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. If I needed an oral interpretation of the IEP team meeting an interpreter was provided.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. The interpreter stayed for the duration of the IEP team meeting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. If the interpreter left the IEP meeting before it was over, another staff member served as the interpreter and the interpretation was adequate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. If I needed a written translation of the IEP, translation services were offered.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If any of the answers to items 13-16 or 18-19 was No, please discuss your concern(s) with the site administrator or call the Division of Special Education at (213) 241-6701.

B. Regarding your child's previous IEP (if relevant):	Yes	No	Does Not Apply
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.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Additional 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.

Handwriting lines for providing feedback.

Please fold along dotted lines with the address showing. Seal and mail. Postage is pre-paid.
Again, Thank you!

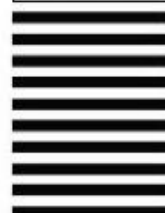


NO POSTAGE
NECESSARY
IF MAILED
IN THE
UNITED STATES

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 513307
LOS ANGELES CA 90099-4093



PARENT INPUT SURVEY
English

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Reconvened Meeting Date

Student

Date of Birth

Meeting Date

Section R: Names and Signatures (Signatures on File)

Team Member	Print Name	Signature
Parent/Guardian	<input type="text" value="Sarit Cfir"/>	
Parent/Guardian	<input type="text" value="Niso Cfir"/>	
Student Age 18 - 21 years	<input type="text"/>	
Student Under Age 18 years	<input type="text"/>	
Surrogate Parent	<input type="text"/>	
Foster Parent	<input type="text"/>	
Family Foster Home Provider	<input type="text"/>	
Administrator	<input type="text" value="Claudio Gomez"/>	
Administrative Designee	<input type="text"/>	
Special Education Teacher	<input type="text" value="Kelle Husk"/>	
General Education Teacher	<input type="text" value="Alexandra Williams"/>	
School Psychologist	<input type="text"/>	
School Nurse	<input type="text"/>	
Related Service Staff <input type="text"/>	<input type="text"/>	
Related Service Staff <input type="text"/>	<input type="text"/>	
Related Service Staff <input type="text"/>	<input type="text"/>	
Interpreter	<input type="text"/>	
Sign Language Interpreter	<input type="text"/>	
Agency Representative	<input type="text"/>	
Agency Representative	<input type="text"/>	
Agency Representative	<input type="text"/>	
Other <input type="text"/>	<input type="text"/>	
Other <input type="text"/>	<input type="text"/>	
Other <input type="text"/>	<input type="text"/>	
Other <input type="text"/>	<input type="text"/>	

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student

Date of Birth

Meeting Date

LEAST RESTRICTIVE ENVIRONMENT ANALYSIS
To Be Completed By the IEP Team at the IEP Team Meeting

Student's Current Placement Type:

<input checked="" type="radio"/> General Education Class/General Education Site	<input type="radio"/> Special Day Program/General Education Site
<input type="radio"/> Special Day Program/Special Education Center	<input type="radio"/> Nonpublic School
<input type="radio"/> Home/Hospital or Residential Care Facility	

DIRECTIONS: Complete the information below as part of the IEP team discussion regarding placement from the beginning at Step A until the team reaches the Step that indicates YES.

The Individuals with Disabilities Education Act (IDEA) requires that students with disabilities be educated in the least restrictive environment. Placement in a more restrictive setting should only occur if the nature or severity of the student's disability is such that placement in a less restrictive setting with the use of supplementary aids and services cannot be achieved satisfactorily. The lack of current availability of a student's required supports, services, accommodations and modifications is not the sole justification for placement in a more restrictive setting, unless there is a compelling reason why they cannot be provided.

Step A.	Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a general education classroom/setting?	
	<input checked="" type="radio"/> YES <input type="radio"/> NO	If the answer is YES, then a general education classroom/setting is the appropriate placement. If the answer is NO, go to the question below.
	<input checked="" type="radio"/> YES <input type="radio"/> NO	If not currently available, can the required supports, services, accommodations and/or modifications be made available in a general education classroom/setting? If YES, all required supports, services, accommodations and/or modifications must be provided within a reasonable timeline. If the answer is NO, please articulate why in the box below. Then go to Step B.

Step B.	Can the supports, services, accommodations and/or modifications in the student's IEP be made available on a general education site in a special day program?	
	<input type="radio"/> YES <input type="radio"/> NO	If the answer is YES, then a special day program on a general education site is the appropriate placement. If the answer is NO, go to the question below.
	<input type="radio"/> YES <input type="radio"/> NO	If not currently available, can the required supports, services, accommodations and/or modifications be made available in a special day program on a general education site? If YES, all required supports, services, accommodations and/or modifications must be provided within a reasonable timeline. If the answer is NO, please articulate why in the box below. Then go to Step C.

Los Angeles Unified School District

Student CFIR

YUVAL

Date of Birth 09-SEP-2007

Meeting Date 04-OCT-2017

ANNUAL LEAST RESTRICTIVE ENVIRONMENT ANALYSIS (Continued)
To Be Completed By the IEP Team at the IEP Team Meeting

Step C.	Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a special school setting?	
	<input type="radio"/> YES <input type="radio"/> NO	If the answer is YES, then a special school setting is the appropriate placement. If the answer is NO, go to the question below.
	<input type="radio"/> YES <input type="radio"/> NO	If not currently available, can the required supports, services, accommodations and/or modifications be made available in a special school setting? If YES, all required supports, services, accommodations and/or modifications must be provided within a reasonable timeline. If the answer is NO, please articulate why in the box below. Then go to Step D.

Step D.	Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a home/hospital setting?	
	<input type="radio"/> YES <input type="radio"/> NO	If the answer is YES, then a home/hospital setting is the appropriate placement. If the answer is NO, go to the question below.
	<input type="radio"/> YES <input type="radio"/> NO	If not currently available, can the required supports, services, accommodations and/or modifications be made available in a home/hospital setting? If YES, all required supports, services, accommodations and/or modifications must be provided within a reasonable timeline. If the answer is NO, please articulate why in the box below. Then go to Step E.

Step E.	Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a residential care facility?	
	<input type="radio"/> YES <input type="radio"/> NO	If not currently available, articulate in the IEP what supports, accommodations and/or modifications are required for the student in this setting.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

IEP FAPE Part 1 - Eligibility, Placements and Supports

Student Date of Birth Meeting Date

		Effective With this IEP	Future Changes Related to this IEP
	As of Date:	04-OCT-2017	
Eligibility: (from Page 4)	Eligible (OHI)		
	<i>Final IEP Reason</i> <i>Final IEP Effective Date:</i>		//
Curriculum		General Education	
Placement	Type of School	Affiliated Charter	
	Name of School	WOODLAKE ECC	
Instructional Setting	Setting	General Education	
	Program	GE	
	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 <input type="radio"/> No <input checked="" type="radio"/>	
	Parent Counseling and Training (PCT)	Yes <input type="radio"/> No <input checked="" type="radio"/>	
	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		//
	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 Year Review IEP (At	Do the Parent and the District (local	Yes <input type="radio"/> No <input checked="" type="radio"/>	

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

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

Effective With This IEP

**Future Changes
Related To This IEP**

Service 1

Start Date: Effective on Signature Date
04-Oct-2017

RSP

End Date:

RSP

Service applies to: Regular

Frequency: 1-5

This service addresses the following **goals:**

Interval: Weekly

4(Math)

Minutes/Interval: 60

Minutes/Interval (Pullout from Gen Ed): 30

Service Delivery Model: Direct Service (Collaborative)*

RSP Area: Math

Responsible Personnel: Resource Specialist Teacher
General Education Teacher

*

Service 2

Start Date: Effective on Signature Date
04-Oct-2017

RSP

End Date:

RSP

Service applies to: Regular

Frequency: 1-5

This service addresses the following **goals:**

Interval: Weekly

1(ELD)

Minutes/Interval: 100

2(Reading)

Minutes/Interval (Pullout from Gen Ed): 50

3(Written Language)

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).

Part 3 - Percentage of Time Outside of General Education		
	Effective With this IEP	Future Changes Related to this IEP
% of Time per Week outside of General Education	5 %	

Part 4 - Additional Discussion (This section is optional)

Empty text box for additional discussion.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student Date of Birth Meeting Date

FAPE Summary Grid

Program: GE **Setting:** General Education
Eligibility: Eligible (OHI) **Curriculum:** General Education
Transportation: None **Low Incident Support:** None

Service Code	Service Desc	Start Date	Service Applies To	Interval	Frequency	Area	Total Minutes	Addresses Goal(s)
RSP	RSP	Effective on Signature Date	Regular	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

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.