Student Identificat Number	ion	070307M10	5 SSID	5921319958	E	ligible (SLD)
Student ZILBERE	BERC AM	пт			Date of Birth:	03-JUL-2007
Last		First	MI Section A: N	leeting Information		
	Pertir	nent Dates	Section 74. N.	recting information	Type of Meeting	Ţ.
Date of Initial IEP Tean	• Maatina	02-MAY-20	116			
Date of Present Meeting	Č	24-AUG-20		(Initial	<u> </u>	endment of IEP dated
Annual Review to be co		18-APR-20				PR-2018
Vext Three Year Review	,	02-MAY-20		Annual Review Three Year Review		ly Start Transition
onducted by				Other		oulsion Analysis ividual Transition Plan
Three Year Review or E was conducted on	Evaluation	02-MAY-20	016			
Transition to Kindergar conducted by	ten to be					
Location of Meeting				District Name	Los Angeles Unit	ied School Dist
			Section B: S	tudent Information		
Date of Birth	03-JUL-20	07	Age	11	Grade	6
Gender	Male	Female	Limited English Proficient Student	• Yes No	Ethnic Code	White
Location of the Psych Folder		UNIT NOR	Student has no Psych Folder			
Location of the Cum Folder	HALE CA		Student has no Cum Folder			
Home Language	Hebrew		Student Language	Hebrew	Alternate Mode of Communication	
Home Address of Student	6252 GLII	DE AV				
City	WOODLA	ND HIL CA	ZIP Code	91367		
Home Telephone	(818) 331-8	8029	Daytime Telephone		Emergency Telephone	
School of Attendance	Hale Ca		Location Code	8169		
School of Residence	Hale Ca		Location Code	8169		
Name of Parent/Gaurdian	Hanit Zilbe	erberg	Telephone			
Address						
City		CA	ZIP Code			
Surogate Parent			Telephone			
Attends CURRENT SO f the following	CHOOL as a		Attends School of Resi	idence ▼		
s the student living in a Home (FFH)?	Family Foste		No Yes	FFH#		
s FFH Provider related	to student?		No Yes	Relationship		
icensed Children's Ins	titution		No Yes	LCI Name		
				LCI#		
Out of the home placem	ent made by		Regional Center	Department of Menta	l Health Dep	artment of Children's Serv
Child's family living wi	thin LAUSD's		Superior Court No Yes	Other		
ooundaries?				nave educational decision-mal		○ No ○ Yes

	s Unified School District)	CATION PROGR			
Student	ZILBERBERC AMIT Last First		MI	J	Date of Birth	03-JUL-2007	Meeting Date	24-AUG-2018
	Last First			ion C: Lang	uage Acquisition	1		
nguage Cla	assification:	Limite	d English Pro	oficient	Start Date:		07-SEP-2012	
rent Waive	er:	O Yes	No No		Reclassifica	ation Date:		
ementary E evelopment	English Language t Level:		4		Start Date:		31-MAR-2017	
condary Er evelopment	nglish Language t Level:				Start Date:			
ommunicati vel:	ion Observation Matrix				Start Date:			
					vement from Cur	rent IEP		
Goal for: (e	xample - Reading)		Yes	hieved No	If No. explain t	he reason the goa	al/objective was not achiev	/ed
1	English Language Developm	nent	•			8		
	Objective 1 met		•					
	Objective 2 met		•	0				
2	Reading		0	•	Needs more ti	me.		
	Objective 1 met		•					
	Objective 2 met		•					
3	Writing		•					
	Objective 1 met		•					
	Objective 2 met		•					
4			0	0				
	Objective 1 met		0	0				
	Objective 2 met		0	0				
5			0	0				
	Objective 1 met		0	0				
	Objective 2 met		0	0				
6			0	0				
	Objective 1 met		0	0				
	Objective 2 met		0	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		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	0				

Student ZILBERBERC AMIT Bate of Birth (03-JUL-2007) Meeting Date (24-AUG-2018) Last First MI Section E: Present Level of Performance rformance Area: English Language Development (ELD) sessment/Monitoring Process Used: California English Language Development Test (CELDT); Informal ate/District Assessment Results: CELDT (2017)—Early Advanced: Reading EA; Writing A; Listening EA; Speaking A urrent Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): On the California English Language Development Test (CELDT), Amit's overall score was 560, which places him at the Early Advanced (EA) English anguage Development (ELD) level on this assessment. Reading and Listening were also at the EA level, and Writing and Speaking were Advanced (A). Overall, when multiple assessment measures are considered, Amit's English Learner (EL) level is 4 (Early Advanced). The California ELD standards adicate three proficiency levels for students who are learning English: Emerging (requires substantial linguistic support), Expanding (requires light linguistic support), and Bridging (requires light linguistic support). Strengths: Per teacher, Amit is Bridging in his ability to collaborate and engage in dialogue with others. With light support, he is able to exchange information and ideas through oral discussions, interact with others in written English, and adapt language choices to various contexts. With minimal rompting and light support, he demonstrates active listening of read-alouds and oral presentations by asking and answering detailed questions. Amit is los oble to plan and deliver oral presentations, interactive with others in written English, and adapt language choices to various contexts. With minimal rompting and light support, he demonstrates active listening of read-alouds and oral presentations by asking and answering detailed questions. Amit is los oble to plan and deliver oral presentations, interact with others in written English, and adapt languag		P	age
Student ZILBERBERC AMIT MI Section E: Present Level of Performance Formance Area: English Language Development (ELD) Sessment/Monitoring Process Used: California English Language Development Test (CELDT); Informal MEDistrict Assessment Results: CELDT (2017)—Early Advanced: Reading EA; Writing A; Listening EA; Speaking A Merent Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): In the California English Language Development Test (CELDT), Amit's overall score was 560, which places him at the Early Advanced (EA) English anguage Development (ELD) level on this assessment. Reading and Listening were also at the EA level, and Writing and Speaking were Advanced (AA). Overall, when multiple assessment measures are considered, Amit's English Learner (EL) level is 4 (Early Advanced). The California ELD standards didactate three proficiency levels for students who are learning English: Emerging (requires substantial linguistic support), Expanding (requires indicate three proficiency levels for students who are learning English: Emerging (requires substantial linguistic support), Expanding (requires light linguistic support), and Bridging (requires light linguistic support), and Bridging (requires light linguistic support), and Bridging (requires light linguistic support), he demonstrates active listening of read-alouds and oral presentations by asking and answering detailed questions. Amit is los able to plan and deliver oral presentations. He applies an increasing understanding of how different texts are organized to express ideas, as well as to emperhending texts and writing texts that arriac cohesive. Amit can use appropriate verbs and verb phrases to various contexts. With minimal rompting and light support, he demonstrates active listening of read-alouds and oral presentations by asking and answering detailed questions. Amit is so able to plan and deliver oral presentations. He applies an increasing understanding of how different texts are	os Angolos Unified School District	INDIVIDUALIZED EDUCATION PROGRAM (IEP)	Ü
Last First Section E: Present Level of Performance English Language Development (ELD) Sessessment/Monitoring Process Used: California English Language Development Test (CELDT); Informal ate/District Assessment Results: CELDT (2017)—Early Advanced: Reading EA; Writing A; Listening EA; Speaking A surrent Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): On the California English Language Development Test (CELDT), Amit's overall score was 560, which places him at the Early Advanced (EA) English anguage Development (ELD) level on this assessment. Reading and Listening were also at the EA level, and Writing and Speaking were Advanced (A). Overall, when multiple assessment measures are considered, Amit's English Learner (EL) level is 4 (Early Advanced). The California ELD standards andicate three proficiency levels for students who are learning English: Emerging (requires substantial linguistic support), Expanding (requires moderate linguistic support), and Bridging (requires light linguistic support). Strengths: Per teacher, Amit is Bridging in his ability to collaborate and engage in dialogue with others. With light support, he is able to exchange information and ideas through oral discussions, interact with others in written English, and adapt language choices to various contexts. With minimal rompting and light support, he demonstrates active listening of read-alouds and oral presentations by asking and maswering detailed questions. Amit is slos able to plan and deliver oral presentations. He applies an increasing understanding of how different texts are organized to express ideas, as well as o comprehending texts and writing texts that are cohesive. Amit can use appropriate verbs and verb phrases to create clarity in text, and he is also able to combine and condense clauses in a variety of ways in order to connect ideas and create precision in his sentences. Needs: Per teacher, Amit is Expanding in his ability to interpret and compr			18
English Language Development (ELD) ssessment/Monitoring Process Used: California English Language Development Test (CELDT); Informal ate/District Assessment Results: CELDT (2017)—Early Advanced: Reading EA; Writing A; Listening EA; Speaking A urrent Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): On the California English Language Development Test (CELDT), Amit's overall score was 560, which places him at the Early Advanced (EA) English Language Development (ELD) level on this assessment. Reading and Listening were also at the EA level, and Writing and Speaking were Advanced (A). Overall, when multiple assessment measures are considered, Amit's English Learner (EL) level is 4 (Early Advanced). The California ELD standards indicate three proficiency levels for students who are learning English: Emerging (requires substantial linguistic support), Expanding (requires moderate linguistic support), and Bridging (requires light linguistic support). Strengths: Per teacher, Amit is Bridging in his ability to collaborate and engage in dialogue with others. With light support, he is able to exchange information and ideas through oral discussions, interact with others in written English, and adapt language choices to various contexts. With minimal rompting and light support, he demonstrates active listening of read-alouds and oral presentations. Amit is subsolute to plan and deliver oral presentations. He applies an increasing understanding of how different texts are organized to express ideas, as well as o comprehending texts and writing texts that are cohesive. Amit can use appropriate verbs and verb phrases to create learity in text, and he is also able o combine and condense clauses in a variety of ways in order to connect ideas and create precision in his sentences. Needs: Per teacher, Amit is Expanding in his ability to interpret and comprehend written and spoken text. He needs moderate support to read closely iterary and information		rst MI	-
California English Language Development Test (CELDT); Informal ate/District Assessment Results: CELDT (2017)-Early Advanced: Reading EA; Writing A; Listening EA; Speaking A urrent Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): On the California English Language Development Test (CELDT), Amit's overall score was 560, which places him at the Early Advanced (EA) English Language Development (ELD) level on this assessment. Reading and Listening were also at the EA level, and Writing and Speaking were Advanced A). Overall, when multiple assessment measures are considered, Amit's English Learner (EL) level is 4 (Early Advanced). The California ELD standards ndicate three proficiency levels for students who are learning English: Emerging (requires substantial linguistic support), Expanding (requires noderate linguistic support), and Bridging (requires light linguistic support). Strengths: Per teacher, Amit is Bridging in his ability to collaborate and engage in dialogue with others. With light support, he is able to exchange information and ideas through oral discussions, interact with others in written English, and adapt language choices to various contexts. With minimal prompting and light support, he demonstrates active listening of read-alouds and oral presentations by asking and answering detailed questions. Amit is also able to plan and deliver oral presentations. He applies an increasing understanding of how different texts are organized to express ideas, as well as o comprehending texts and writing texts that are cohesive. Amit can be appropriate verbs and verb press to create clarity in text, and he is also able to combine and condense clauses in a variety of ways in order to connect ideas and create precision in his sentences. Needs: Per teacher, Amit is Expanding in his ability to interpret and comprehend written and spoken text. He needs moderate support to read closely iterary and informational texts in order to determine how			
ate/District Assessment Results: CELDT (2017)—Early Advanced: Reading EA; Writing A; Listening EA; Speaking A arrent Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): On the California English Language Development Test (CELDT), Amif's overall score was 560, which places him at the Early Advanced (EA) English Language Development (ELD) level on this assessment. Reading and Listening were also at the EA level, and Writing and Speaking were Advanced A). Overall, when multiple assessment measures are considered, Amit's English Learner (EL) level is 4 (Early Advanced). The California ELD standards indicate three proficiency levels for students who are learning English: Emerging (requires substantial linguistic support), Expanding (requires noderate linguistic support), and Bridging (requires light linguistic support). Strengths: Per teacher, Amit is Bridging in his ability to collaborate and engage in dialogue with others. With light support, he is able to exchange information and ideas through oral discussions, interact with others in written English, and adapt language choices to various contexts. With minimal prompting and light support, he demonstrates active listening of read-alouds and oral presentations by asking and answering detailed questions. Amit is los able to plan and deliver oral presentations. He applies an increasing understanding of how different texts are organized to express ideas, as well as o comprehending texts and writing texts that are cohesive. Amit can use appropriate verbs and verb phrases to create clarity in text, and he is also able to opinion and condense clauses in a variety of ways in order to connect ideas and create precision in his sentences. Needs: Per teacher, Amit is Expanding in his ability to interpret and comprehend written and spoken text. He needs moderate support to read closely interary and informational texts in order to determine how meaning is conveyed, both explicitly and implicitly, thro	erformance Area:	English Language Development (ELD)	
arrent Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): On the California English Language Development Test (CELDT), Amit's overall score was 560, which places him at the Early Advanced (EA) English Language Development (ELD) level on this assessment. Reading and Listening were also at the EA level, and Writing and Speaking were Advanced A). Overall, when multiple assessment measures are considered, Amit's English Learner (EL) level is 4 (Early Advanced). The California ELD standards ndicate three proficiency levels for students who are learning English: Emerging (requires substantial linguistic support), Expanding (requires noderate linguistic support), and Bridging (requires light linguistic support). Strengths: Per teacher, Amit is Bridging in his ability to collaborate and engage in dialogue with others. With light support, he is able to exchange information and ideas through oral discussions, interact with others in written English, and adapt language choices to various contexts. With minimal orompting and light support, he demonstrates active listening of read-alouds and oral presentations by asking and answering detailed questions. Amit is use able to plan and deliver oral presentations. He applies an increasing understanding of how different texts are organized to express ideas, as well as a comprehending texts and writing texts that are cohesive. Amit can use appropriate verbs and verb phrases to create clarity in text, and he is also able to combine and condense clauses in a variety of ways in order to connect ideas and create precision in his sentences. Needs: Per teacher, Amit is Expanding in his ability to interpret and comprehend written and spoken text. He needs moderate support to read closely iterary and informational texts in order to determine how meaning is conveyed, both explicitly and implicitly, through language. Specifically, Amit as difficulty explaining ideas and text relationships based on close reading of a	ssessment/Monitoring Process Used:	California English Language Development Test (CELDT); Informal	
On the California English Language Development Test (CELDT), Amit's overall score was 560, which places him at the Early Advanced (EA) English Language Development (ELD) level on this assessment. Reading and Listening were also at the EA level, and Writing and Speaking were Advanced A). Overall, when multiple assessment measures are considered, Amit's English Learner (EL) level is 4 (Early Advanced). The California ELD standards ndicate three proficiency levels for students who are learning English: Emerging (requires substantial linguistic support), Expanding (requires moderate linguistic support), and Bridging (requires light linguistic support). Strengths: Per teacher, Amit is Bridging in his ability to collaborate and engage in dialogue with others. With light support, he is able to exchange information and ideas through oral discussions, interact with others in written English, and adapt language choices to various contexts. With minimal orompting and light support, he demonstrates active listening of read-alouds and oral presentations by asking and answering detailed questions. Amit is also able to plan and deliver oral presentations. He applies an increasing understanding of how different texts are organized to express ideas, as well as o comprehending texts and writing texts that are cohesive. Amit can use appropriate verbs and verb phrases to create clarity in text, and he is also able to combine and condense clauses in a variety of ways in order to connect ideas and create precision in his sentences. Needs: Per teacher, Amit is Expanding in his ability to interpret and comprehend written and spoken text. He needs moderate support to read closely iterary and informational texts in order to determine how meaning is conveyed, both explicitly and implicitly, through language. Specifically, Amit has difficulty explaining ideas and text relationships based on close reading of a variety of grade-level texts, and using knowledge of morphology and inguistic context to determine the meaning of unknown words.	ate/District Assessment Results:	CELDT (2017)Early Advanced: Reading EA; Writing A; Listening EA; Speaking A	
Coverall, when multiple assessment measures are considered, Amit's English Learner (EL) level is 4 (Early Advanced). The California ELD standards ndicate three proficiency levels for students who are learning English: Emerging (requires substantial linguistic support), Expanding (requires noderate linguistic support), and Bridging (requires light linguistic support). Strengths: Per teacher, Amit is Bridging in his ability to collaborate and engage in dialogue with others. With light support, he is able to exchange information and ideas through oral discussions, interact with others in written English, and adapt language choices to various contexts. With minimal prompting and light support, he demonstrates active listening of read-alouds and oral presentations by asking and answering detailed questions. Amit is also able to plan and deliver oral presentations. He applies an increasing understanding of how different texts are organized to express ideas, as well as a comprehending texts and writing texts that are cohesive. Amit can use appropriate verbs and verb phrases to create clarity in text, and he is also able to combine and condense clauses in a variety of ways in order to connect ideas and create precision in his sentences. Needs: Per teacher, Amit is Expanding in his ability to interpret and comprehend written and spoken text. He needs moderate support to read closely interary and informational texts in order to determine how meaning is conveyed, both explicitly and implicitly, through language. Specifically, Amit has difficulty explaining ideas and text relationships based on close reading of a variety of grade-level texts, and using knowledge of morphology and inguistic context to determine the meaning of unknown words. ELD Cont'd. sessessment/Monitoring Process Used: ate/District Assessment Summary (include student strengths, student needs and impact of disability on student performance): Informal assessment indicated continued difficulty determining the meaning of words (e.g. homographs such as	urrent Performance/Assessment Summa	ary (include student strengths, student needs and impact of disability on student performance):	
information and ideas through oral discussions, interact with others in written English, and adapt language choices to various contexts. With minimal prompting and light support, he demonstrates active listening of read-alouds and oral presentations by asking and answering detailed questions. Amit is also able to plan and deliver oral presentations. He applies an increasing understanding of how different texts are organized to express ideas, as well as to comprehending texts and writing texts that are cohesive. Amit can use appropriate verbs and verb phrases to create clarity in text, and he is also able to combine and condense clauses in a variety of ways in order to connect ideas and create precision in his sentences. Needs: Per teacher, Amit is Expanding in his ability to interpret and comprehend written and spoken text. He needs moderate support to read closely literary and informational texts in order to determine how meaning is conveyed, both explicitly and implicitly, through language. Specifically, Amit has difficulty explaining ideas and text relationships based on close reading of a variety of grade-level texts, and using knowledge of morphology and inguistic context to determine the meaning of unknown words. ELD Cont'd. Sessement/Monitoring Process Used: Late/District Assessment Results: Later/District Assessment Summary (include student strengths, student needs and impact of disability on student performance): Informal assessment indicated continued difficulty determining the meaning of words (e.g. homographs such as 'proceeds') as they are used in a text. Impact of disability: Amit's SLD eligibility (due to deficits in association, conceptualization, expression, and attention) impairs his ability to interpret	On the California English Language De Language Development (ELD) level on (A).	evelopment Test (CELDT), Amit's overall score was 560, which places him at the Early Advanced (EA) English this assessment. Reading and Listening were also at the EA level, and Writing and Speaking were Advanced	
tate/District Assessment Results: furrent Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Informal assessment indicated continued difficulty determining the meaning of words (e.g. homographs such as 'proceeds') as they are used in a text. Impact of disability: Amit's SLD eligibility (due to deficits in association, conceptualization, expression, and attention) impairs his ability to interpret	indicate three proficiency levels for stud	dents who are learning English: Emerging (requires substantial linguistic support), Expanding (requires	
literary and informational texts in order to determine how meaning is conveyed, both explicitly and implicitly, through language. Specifically, Amit has difficulty explaining ideas and text relationships based on close reading of a variety of grade-level texts, and using knowledge of morphology and linguistic context to determine the meaning of unknown words. ELD Cont'd. Assessment/Monitoring Process Used: Informal assessment summary (include student strengths, student needs and impact of disability on student performance): Informal assessment indicated continued difficulty determining the meaning of words (e.g. homographs such as 'proceeds') as they are used in a text. Impact of disability: Amit's SLD eligibility (due to deficits in association, conceptualization, expression, and attention) impairs his ability to interpret	information and ideas through oral discuprompting and light support, he demons also able to plan and deliver oral present to comprehending texts and writing texts.	ussions, interact with others in written English, and adapt language choices to various contexts. With minimal strates active listening of read-alouds and oral presentations by asking and answering detailed questions. Amit is stations. He applies an increasing understanding of how different texts are organized to express ideas, as well as ts that are cohesive. Amit can use appropriate verbs and verb phrases to create clarity in text, and he is also able	
ssessment/Monitoring Process Used: tate/District Assessment Results: urrent Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Informal assessment indicated continued difficulty determining the meaning of words (e.g. homographs such as 'proceeds') as they are used in a text. Impact of disability: Amit's SLD eligibility (due to deficits in association, conceptualization, expression, and attention) impairs his ability to interpret	literary and informational texts in order has difficulty explaining ideas and text r	to determine how meaning is conveyed, both explicitly and implicitly, through language. Specifically, Amit relationships based on close reading of a variety of grade-level texts, and using knowledge of morphology and	
ssessment/Monitoring Process Used: tate/District Assessment Results: urrent Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Informal assessment indicated continued difficulty determining the meaning of words (e.g. homographs such as 'proceeds') as they are used in a text. Impact of disability: Amit's SLD eligibility (due to deficits in association, conceptualization, expression, and attention) impairs his ability to interpret	erformance Area:	ELD Cont'd.	
ate/District Assessment Results: urrent Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Informal assessment indicated continued difficulty determining the meaning of words (e.g. homographs such as 'proceeds') as they are used in a text. Impact of disability: Amit's SLD eligibility (due to deficits in association, conceptualization, expression, and attention) impairs his ability to interpret		LED CONT.	
furrent Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Informal assessment indicated continued difficulty determining the meaning of words (e.g. homographs such as 'proceeds') as they are used in a text. Impact of disability: Amit's SLD eligibility (due to deficits in association, conceptualization, expression, and attention) impairs his ability to interpret	•		
Eurrent Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Informal assessment indicated continued difficulty determining the meaning of words (e.g. homographs such as 'proceeds') as they are used in a text. Impact of disability: Amit's SLD eligibility (due to deficits in association, conceptualization, expression, and attention) impairs his ability to interpret language and comprehend and analyze written and spoken text, which impacts his progress and involvement in the general education ELD curriculum.			
Impact of disability: Amit's SLD eligibility (due to deficits in association, conceptualization, expression, and attention) impairs his ability to interpret	urrent Performance/Assessment Summa	ary (include student strengths, student needs and impact of disability on student performance):	
	Impact of disability: Amit's SLD eligibi	bility (due to deficits in association, conceptualization, expression, and attention) impairs his ability to interpret	

	INDIVIDUALIZED EDUCATION PROGRAM (IEP)	Page 4 o
os Angeles Unified School District		
Student ZILBERBERC AMIT Last Firs	Date of Birth 03-JUL-2007 Meeting Date 24-AUG-2	2018
Last	Section E: Present Level of Performance	
erformance Area:	Reading	
ssessment/Monitoring Process Used:	Informal	
ate/District Assessment Results:	DIBELS MOY: Fluency 112 (120); Accuracy 97 (98); Retell 30 (36); DAZE 15 (20)	
arrent Performance/Assessment Summar	ary (include student strengths, student needs and impact of disability on student performance):	
12 WPM on the Middle-of-Year (MOY assessment indicates that Amit is able to time. He is learning to use context to contramiliar vocabulary. When given a sho	mproved in reading fluency, from 79 words per minute (WPM) on the Beginning-of-Year (BOY) assessment to 7) assessment. Accuracy has increased from 96% to 97%, one percentage point below Benchmark. Informal or read with appropriate phrasing and intonation, adherence to syntax, and attention to punctuation most of the infirm or self-correct word recognition and understanding, re-reading as necessary and asking questions about ort narrative or informational text, Amit is able to ask and answer questions to demonstrate understanding, details and examples in the text as the basis for the answers.	
	quotes accurately from a text when explaining what the text says explicitly or when drawing inferences from Amit's grades in Foundational Reading Skills and Making Meaning from Text were 2s (Progressing Toward	
	ility (due to deficits in the areas of association, conceptualization, expression, and attention) impact his ability mpacts his progress and involvement in the general education reading curriculum.	
erformance Area:	Written Language	
ssessment/Monitoring Process Used:	Informal	
ate/District Assessment Results:	SBAC/ELA (2017): 2457 Standard Nearly Met	
urrent Performance/Assessment Summa	ary (include student strengths, student needs and impact of disability on student performance):	
planning, revising, editing, rewriting, or Needs: Per teacher, Amit has difficulty porganization are appropriate to task, purp	With guidance and support from peers and adults, he is able to develop and strengthen his writing as needed by trying a new approach. producing clear and coherent writing (including multi-paragraph texts) in which the development and pose, and audience. He inconsistently develops an informational topic with facts, definitions, concrete details, imples related to the topic, and he does not link ideas using words, phrases, or clauses.	
	ility (due to deficits in the areas of association, conceptualization, expression, and attention) impact his ability which impacts his progress and involvement in the general education writing curriculum.	

			INDIVIDUALIZ	ZED EDUCATION PROGI	RAM (IEP)		Page 5 of 17
	eles Unified Schoo t ZILBERBERC	AMIT		Date of Rirth	03-JUL-2007	Meeting Date 24	-AUG-2018
Studen	Last	First	MI		03-JOL-2007	Wieeting Date 24	-A0G-2018
TC 1: 1-	1 4: 4	-1-4- d 4- di1:114		Section F: Eligibility			
паррисав	ie, areas discussed re	elated to disability or	suspected disabilit	y:			
For Initial	IEP, interventions at	tempted prior to dete	rmining eligibility:				
Eligible as	a student with the d	isability of					
Code:	SLD		Learning Disability	,			
	Not Applicabl	le, OBlind	or (Partially Sighted			
Additional		ibility (only for VI, l					
Code:							
	Not Applicabl	e, OBlind	or (Partially Sighted			
O Does n	ot meet eligibility cr	iteria for Special Edu	acation Services (In	itial IEP).			
or							
		cial Education Servi	ces (Review IEP).				
No Lon Date):	nger Eligible (Effecti	ve					
		ent remains eligible	for Special Education	on Services until the Effectiv			
Final IEP I				Final IEP Eff			
		l and agrees that th		s of the student are not pri	_	P	
	ial Maladjustment	d	_	ary Physical Disability		Lack of instruction in readir	-
Lac	k of instruction in m	ath	Limited	English Proficiency	•	Environmental, Cultural or	Economic Factors

os Angeles Unified Scl Student ZILBERBER			Date of Birth 03-JUL-2007	Meeting Date 24-AUG-2018
Last	First	MI	Dute of Birth (03 TOE 2007)	Meeting Date 217100 2010
		Section G: Annual G	oals and Objectives	
rformance Area:	Englis	h Language Developm	Annual Goal #:	
ompare/contrast, cause/eff		on close reading of text or vi-	ic organizers, Amit will explain ideas or te ewing of multimedia with 70% accuracy in	
	be reported to parents by co Report or Report Card perio		f Progress and Achievement from Current Evaluation	IEP" form(s) which will be
State Assessments	Norm !	Referenced	Criterion Referenced	Curriculum Based
Observation	Portfol	io	Work Samples	✓ Informal
Other				
raphic organizers, Amit v ompare/contrast, cause/ef r viewing of multimedia	ng minimal adult prompting, will explain ideas or text rela fect, problem/solution) base with 50% accuracy in 2/3 triainformal and/or curriculum-	tionships (e.g. d on close reading of text als, as measured by	graphic organizers, Amit will explain ic compare/contrast, cause/effect, problem viewing of multimedia with 60% accura work samples and informal and/or curri	a/solution) based on close reading of teacy in 2/3 trials, as measured by studen
te to be achieved:	August ▼ 2018 IEP REPOR	▼ MO/YR T OF PROGRESS AND A	Date to be achieved: December CHIEVEMENT FROM CURRENT IE	
			ON OF MARKS	
4 GOAL MET OR EXCEEDED	3 SUBSTANTIAL PROC met)		2 PARTIAL PROGRESS (1-49% of go	pal met) 1 NO PROGRESS
st Reporting Period	2nd Reporting Period	3rd Reporting Period	4th Reporting Period (Secondary	Goal Achievement
Oate: 07	Date:	Date:	Only)	
			Date:	
rogress Mark:	Progress Mark:	Progress Mark:	Progress Mark:	Objective 1 Met:
			-	O yes O No
2				Objection 2 Met
s progress sufficient to	Is progress sufficient to meet annual goal?	Is progress sufficient to meet annual goal?	Is progress sufficient to meet annual goal?	Objective 2 Met: Yes No
progress sufficient to neet annual goal?				
s progress sufficient to neet annual goal? Yes No	meet annual goal?	meet annual goal?	goal?	O Yes O No
s progress sufficient to neet annual goal? Yes No "No" please comment: Needs More Time	meet annual goal? Yes No If "No" please comment: Needs More Time	meet annual goal? Yes No If "No" please comment: Needs More Time	goal? Yes No If "No" please comment: Needs More Time	O Yes O No
s progress sufficient to neet annual goal? Yes No I'No" please comment: Needs More Time Excess	meet annual goal? Yes No If "No" please comment: Needs More Time Excess	meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absenc	goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy	O Yes O No
s progress sufficient to neet annual goal? Yes No f "No" please comment: Needs More Time Excess bsence/Tardy	meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy	meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy	goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed	O Yes O No
s progress sufficient to neet annual goal? Yes No f "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not	meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not	meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not	goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal	O Yes O No
s progress sufficient to neet annual goal? Yes No f "No" please comment: Needs More Time Excess absence/Tardy Assignments Not Completed	meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed	meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absenc e/Tardy Assignments Not Completed	goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed	O Yes O No
s progress sufficient to neet annual goal? Yes No f "No" please comment: Needs More Time Excess absence/Tardy Assignments Not completed Need to	meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not	meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not	goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal	O Yes O No
Excess Absence/Tardy Assignments Not Completed	meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to	meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absenc e/Tardy Assignments Not Completed Need to	goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal	O Yes O No
s progress sufficient to neet annual goal? Yes No f "No" please comment: Needs More Time Excess absence/Tardy Assignments Not completed Need to eview/revise Goal	meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal	meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absenc e/Tardy Assignments Not Completed Need to review/revise Goal	goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal	O Yes O No

Last	C AMIT First	MI Section G: Annual G	Date of Birth 03-JUL-2007 oals and Objectives	Meeting Date 24-AUG-2018
erformance Area:	Readin	ng	Annual Goal #:	
	_	_	port analysis of what the text says explicitl aformal and/or curriculum-based assessmen	-
	be reported to parents by co Report or Report Card perio	ods.	f Progress and Achievement from Current	t IEP" form(s) which will be
)		Methods of		
State Assessments Observation Other	Norm Portfol	Referenced lio	☑ Criterion Referenced☑ Work Samples	Curriculum Based Informal
xplaining what the text say	t, Amit will quote accuratel ys explicitly, and when drav 2/3 trials, as measured by s a-based assessment.	wing inferences from the	With minimal adult support, Amit will support analysis of what the text says ewith 75% accuracy in 2/3 trials, as mea informal and/or curriculum-based asses	xplicitly, as well as inferences from the sured by student work samples and
ate to be achieved:	August ▼ 2018		Date to be achieved:	
	IEP REPOR	T OF PROGRESS AND A	CHIEVEMENT FROM CURRENT IE	CP
4 GOAL MET OR EXCEEDED	3 SUBSTANTIAL PROC	EXPLANATION EXPLAN	ON OF MARKS 2 PARTIAL PROGRESS (1-49% of go	oal met) 1 NO PROGRESS
st Reporting Period Date: 07	2nd Reporting Period Date:	3rd Reporting Period Date:	4th Reporting Period (Secondary Only) Date:	Goal Achievement
Progress Mark:	Progress Mark:	Progress Mark:	Progress Mark:	Objective 1 Met:
2				O Yes O No
s progress sufficient to neet annual goal?	Is progress sufficient to meet annual goal?	Is progress sufficient to meet annual goal?	Is progress sufficient to meet annual goal?	Objective 2 Met: Yes No
Yes No	Yes No	○ Yes ○ No	Yes No	If "No" please explain:
f "No" please comment: Needs More Time	If "No" please comment: Needs More Time	If "No" please comment: Needs More Time	If "No" please comment: Needs More Time	
	Excess Absence/Tardy	Excess Absenc e/Tardy Assignments Not	Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal	
Excess Absence/Tardy Assignments Not	Assignments Not	Completed	Other	

IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP EXPLANATION OF MARKS	Student ZILBERBER	AMIT		Date of Birth 03-JUL-2007	Meeting Date 24-AUG-2018
annual Goal #: 3 allowing a teacher or peer model, Amit will write a multi-paragraph composition stating claims in support of an argument, supported by two or more clear seasons or pieces of relevant evidence to demonstrate an understanding of the topic or text, including using linking words, phrases, or clauses with 75% cearacy in 23 trials, as measured by student work samples and informal and/or curriculum-based assessment. Methods of Evaluation Met	Last	First			-
orgress 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 owided at either Progress Report or Report Carlo parents by completing the "IEP Report of Progress and Achievement from Current IEP" form(s) which will be owided at either Progress Report or Report Carlo parents by completing the "IEP Report of Progress and Achievement from Current IEP" form(s) which will be owided at either Progress Report or Report Carlo parents by completing the "IEP Report of Progress and Achievement from Current IEP" form(s) which will be owided at either Progress Report or Report Carlo parents by completing the "IEP Report of Progress and Achievement from Current IEP" form(s) which will be owided at either Progress Report or Report Carlo parents by completing the "IEP Report of Progress and Achievement from Current IEP" form(s) which will be owided at either Progress Report or Report Carlo parents by completing the "IEP Report of Progress and Achievement from Current IEP" form(s) which will be owided at either Progress Report or Report Carlo parents by completing the "IEP Report of Progress and Achievement from Current IEP" form(s) which will be owided at either Progress Report or Report Carlo parents and Informal Infor				_	
asons or pieces of relevant evidence to demonstrate an understanding of the topic or text, including using linking words, phrases, or clauses with 75% curriery in 23 trials, as measured by student work samples and informal and/or curriculum-based assessment. **Methods of Evaluation** **State Assessments** Norm Referenced** Description** D					
coursey in 2/3 trials, as measured by student work samples and informal and/or curriculum-based assessment. Methods of Evaluation					- '
Methods of Evaluation State Assessments Observation Other Termental objective #1 related to the goal: Curriculum Based C	-				es, or clauses with 75%
State Assessments Observation			ods.	-	IEP" form(s) which will be
Observation Other Termental objective #1 related to the goal: Silvation at the goal: Silvation stating claims in support of an argument that is supported by two or or reasons or pieces of evidence to demonstrate understanding, paraphrasing quoting from a text with 70% accuracy in 2/3 trials, as measured by student ork samples and informal and/or curriculum-based assessment. Incremental objective #2 related to the goal: Following a teacher or peer model, Amit will write a multi-paragraph composition stating claims in support of an argument that uses linking words, phrases, or or reasons or picks, phrases, or or erasons or picks, phrases, or or erasons or picks accuracy in 2/3 trials, as measured by student ork samples and informal and/or curriculum-based assessment. Incremental objective #2 related to the goal: Following a teacher or peer model, Amit will write a multi-paragraph composition stating claims in support of an argument that uses linking words, phrases, or clauses with 70% accuracy in 2/3 trials, as measured by student ork samples and informal and/or curriculum-based assessment. IF PROPRITOR PROGRESS AND ACHIEVEMENT FROM CURRENT IEP EXPLANATION OF MARKS 4 GOAL MET OR EXCEEDED IN CORPORESS (50-99% of goal part) 1 NO PROGRESS (1-49% of goal met) 1 NO PROGRESS AND ACHIEVEMENT FROM CURRENT IEP EXPLANATION OF MARKS 4 GOAL MET OR EXPLANATION OF MARKS 4 GOAL MET OR EXCEEDED IN CORPORESS (1-49% of goal met) 1 NO PROGRESS (1-49% of goal met					
ollowing a teacher or peer model, Amit will write a multi-paragraph composition stating claims in support of an argument that is supported by two or lore reasons or pieces of evidence to demonstrate understanding, paraphrasing rquoting from a text with 70% accuracy in 23 trials, as measured by student rork samples and informal and/or curriculum-based assessment. Part Progress And Progress And Progress And Progress And Progress And Progress Mark: Progress sufficient to meet annual goal? Progress Mark: Progress M	Observation				
IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP EXPLANATION OF MARKS 4 GOAL MET OR EXCEEDED at Reporting Period Date: O7 Date:	omposition stating claims ore reasons or pieces of or quoting from a text with	s in support of an argument t evidence to demonstrate und a 70% accuracy in 2/3 trials,	hat is supported by two or lerstanding, paraphrasing as measured by student	stating claims in support of an argumen clauses with 70% accuracy in 2/3 trials,	at that uses linking words, phrases, or , as measured by student work samples
## ## ## ## ## ## ## ## ## ## ## ## ##	te to be achieved:				
## ## ## ## ## ## ## ## ## ## ## ## ##					
St Reporting Period Date: Date:					oal met) 1 NO PROGRESS
Date: Date: Dat		met)			
rogress Mark: Progress Mark: Progress Mark: Progress Mark: Progress Mark: Progress Mark: Progress Mark: Yes No Objective 1 Met: Yes No Objective 2 Met: Is progress sufficient to meet annual goal? Yes No Yes No Yes No Yes No Yes No If "No" please comment: Needs More Time Excess Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal Need to review/revise Goal	EXCEEDED		3rd Reporting Period	4th Reporting Period (Secondary	Goal Achievement
Togress Mark. Togres Mark. T	EXCEEDED st Reporting Period	2nd Reporting Period		Only)	Goal Achievement
progress sufficient to eet annual goal? Yes No Yes No Yes No Yes No Yes No If "No" please comment: Needs More Time Excess beence/Tardy Assignments Not completed Need to wiew/revise Goal Need to view/revise Goal Sprogress sufficient to meet annual goal? Is progress sufficient to meet annual goal? Yes No Yes No Yes No Yes No If "No" please comment: Needs More Time Excess beence/Tardy Assignments Not Completed Need to review/revise Goal Objective 2 Met: Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal Objective 2 Met: Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal Other	et Reporting Period ate: 07	2nd Reporting Period Date:	Date:	Only) Date:	
progress sufficient to eet annual goal? Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal Other Need to review/revise Goal	et Reporting Period ate: 07	2nd Reporting Period Date:	Date:	Only) Date:	Objective 1 Met:
The please comment: If "No" please comment: If "No" please comment: Needs More Time Excess Besence/Tardy Assignments Not completed Need to review/revise Goal If "No" please comment: Needs More Time Excess Absence Excess Absence Fardy Assignments Not Completed Need to review/revise Goal If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal Other The please comment: If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal Other	st Reporting Period Pate: 07 Progress Mark:	2nd Reporting Period Date:	Date:	Only) Date:	Objective 1 Met:
Needs More Time Excess beence/Tardy Assignments Not ompleted Need to view/revise Goal If "No" please comment: If "No" please comment: If "No" please comment: If "No" please comment: Needs More Time Excess Absence Excess Absence Excess Absence C/Tardy Assignments Not Completed Need to review/revise Goal If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal Other Other	exceeded st Reporting Period eate: 07 rogress Mark:	2nd Reporting Period Date: Progress Mark: Is progress sufficient to	Date: Progress Mark: Is progress sufficient to	Only) Date: Progress Mark: Is progress sufficient to meet annual	Objective 1 Met: Yes No Objective 2 Met:
Excess beence/Tardy Absence/Tardy Assignments Not ompleted Need to view/revise Goal Excess Absence Excess Absence Excess Absence Excess Absence e/Tardy Assignments Not Completed Need to review/revise Goal Excess Absence Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal Other Other	st Reporting Period ate: 07	2nd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal?	Date: Progress Mark: Is progress sufficient to meet annual goal?	Only) Date: Progress Mark: Is progress sufficient to meet annual goal?	Objective 1 Met: Yes No Objective 2 Met: Yes No
Excess Excess Absence Excess Absence	exceeded st Reporting Period late: 07	2nd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No	Progress Mark: Is progress sufficient to meet annual goal? Yes No	Only) Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No	Objective 1 Met: Yes No Objective 2 Met: Yes No
Assignments Not Completed Completed Need to Need to review/revise Goal review/revise Goal review/revise Goal	exceeded st Reporting Period cate: 07 rogress Mark: s progress sufficient to neet annual goal? Yes No S''No" please comment:	2nd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time	Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time	Only) Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time	Objective 1 Met: Yes No Objective 2 Met: Yes No
Completed Completed Completed Other Need to Need to review/revise Goal review/revise Goal Other	exceeded st Reporting Period oate: 07 rogress Mark: s progress sufficient to neet annual goal? Yes No s "No" please comment: Needs More Time Excess	2nd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess	Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absenc	Only) Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy	Objective 1 Met: Yes No Objective 2 Met: Yes No
Need to view/revise Goal Need to review/revise Goal Need to review/revise Goal	exceeded st Reporting Period oate: 07	Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy	Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy	Only) Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed	Objective 1 Met: Yes No Objective 2 Met: Yes No
eview/revise Goal review/revise Goal review/revise Goal	exceeded st Reporting Period cate: 07	Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not	Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not	Only) Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal	Objective 1 Met: Yes No Objective 2 Met: Yes No
	exceeded st Reporting Period cate: 07 rogress Mark: 2 s progress sufficient to meet annual goal? Yes No f "No" please comment: Needs More Time Excess absence/Tardy Assignments Not Completed	Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed	Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed	Only) Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal	Objective 1 Met: Yes No Objective 2 Met: Yes No
	exceeded st Reporting Period cate: 07	Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to	Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to	Only) Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal	Objective 1 Met: Yes No Objective 2 Met: Yes No
	st Reporting Period Date: 07 rogress Mark: 2 s progress sufficient to neet annual goal? Yes No f "No" please comment: Needs More Time Excess absence/Tardy Assignments Not completed Need to eview/revise Goal	Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal	Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal	Only) Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal	Objective 1 Met: Yes No Objective 2 Met: Yes No

C44 ZII DEDDER	ol District		D-4- (CD: 4) 02 NN 2007	Martina D. (24 ATTG 2012
Student ZILBERBERC Last	AMIT First	MI	Date of Birth 03-JUL-2007	Meeting Date 24-AUG-2018
			in State and District-wide Assessments	
sments administered will co			each grade by the California Department of Educ	ation and/or the Los Angeles Unified Sch
			District.	
tudent will participate in Designated Supports and/o				CAASPP Subject ELA and Math
esignated Supports:	'r Accommodalion	is taentified below are	applicable)	ELA and Iviatii
 Simplified or paraphras 	sed test directions	(non-embedded desig	(nated support)	
- Test in a separate/small				
	_	th items and ELA item	ns except for reading passages)	
	D 1 6/ /	ID: () (C. CT. C. I.
tudent will participate in Designated Supports and/o				CAST Subject Science
esignated Supports:			••	
- Text-to-Speech (embed	lded support)			
- Science Charts (state ap	pproved charts on	ly) (non-embedded su	pport)	
tudent will participate in	Ragular State a	nd District Assessmen	nts	ELPAC
Designated Supports and/o				ELFAC
Designated Supports:				
- Testing in a separate ro	om			
- Testing in a separate to				
- resting in a separate to			_	

		Page 10 of 17 INDIVIDUALIZED EDUCATION PROGRAM (IEP)
Los Angeles Unified School	District	
Student ZILBERBERC	AMIT	Date of Birth 03-JUL-2007 Meeting Date 24-AUG-2018
Last	First S	MI ection N: Procedural Safeguards and Follow-up Actions
▼ A Parent's Guide to Speci		tes including Procedural Rights & Safeguards was provided to the parent in his/her primary language.
		were read aloud at the beginning of the IEP Team meeting.
_		the to a written translation of the IEP.
1 0		
Is the parent/guardian requesting	ig translation servic	ss? • Yes
If yes, the parent/guardian h	=	en translation of the IEP in Hebrew
Specify the Individual Page All	s to be translated:	
Special Requests:		
	are ald 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 th	ne court has determi	and parent(s)/guardian(s) have been informed that the educational decision-making rights will transfer to the student ned otherwise.
		THIS SPACE DELIBERATELY LEFT BLANK.

	INDIVIDUA	LIZED EDU	CATION PROGRAM (IEP)		Page 11 of 17
Los Angeles Unified School Distric			, ,		
Student ZILBERBERC AMIT Last Fi	Γ MI		Date of Birth 03-JUL-2007	Mee	ting Date 24-AUG-2018
Last		Parent Par	ticipation and Consent		
Parent Par		T ut cite T ut	_	Parent Notification	on
	•		Method	Whom	When
Parent/Student (18-21) has participate Parent/Student (18-21) indicated before able to attend. Parent/Student (18-21) was notified 3 Parent/Student (18-21) did not respond to meeting was held without the Parent/Student (18-21) did not attend them if they did not attend.	ore the meeting that they wo is times of the meeting time as any of the meeting notification (18-21) present	and place. tions and the	I (PARENT) acknowledge that the	e IEP meeting was	
Ps	arent/Student (18-21)	Agreement	IEP meeting be rescheduled.) to Components of the Prope	osed IEP	
A Parent/Student (18-21) may agree t	. ,	0	• •	oscu ILI	
implement those portions of the IEP to				instruction and	services.
Parent/Student (18-21) AGREES to	all components of the IEP.				
Parent/Student (18-21) AGREES o	all components of the propo	sed IEP WITI	H THE SPECIFIC EXCEPTION	N(S) stated below:	
Assessment Spe	pecify				
Eligibility Spo	pecify				
Instructional Setting Spe	ecify				
Services Spe	pecify				
agree. If a parent/student (18-21) does information on dispute resolution produced and Safeguards).	cesses in the District's pul	blication, A P			
Signature(s)				Date	
Guardian	Student age 18-21 ye 21 years	ears age 18-	O Surrogate Parent	Emancipated Min	nor Foster Parent
Did the school district facilitate parent inv					
I certify that I have received a cop		vey regarding	g the IEP process. I understand	that my complete	on of the form is voluntary
and can be done at anytime after the I	er meeting				
Signature(s)				Date	27-AUG-2018

PARENT INPUT SURVEY

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

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

ALL INFORMATION IS CONFIDENTIAL

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

A.	Regarding your child's current IEP:	Yes	No	Does Not Apply
1.	I am satisfied with the IEP meeting.			
2.	I feel that the IEP accurately reflects the decisions made at the IEP meeting.			
3.	I received notice of the IEP meeting.			
4.	I received "The IEP and You" handbook with the notice of the IEP meeting.			
5.	During the IEP process I received "A Parent's Guide to Special Education Services (Including Procedural Rights and Safeguards)" explaining my rights as a parent.			
6.	The IEP meeting was held in an appropriate setting.			
7.	I feel I was treated as an equal and important part of the IEP team.			
8.	The participants at the IEP meeting were prepared and informed.			
9.	Placements for my child, including the general education setting, were discussed and decided upon.			
10.	Related services were discussed and decided upon, if relevant.			
11.	If my child is 14 years old or older, an Individualized Transition Plan (ITP) was developed with my child's and my concerns in mind.			
12.	At the end of the IEP meeting the decisions were summarized.			
13.	If I needed an oral interpretation of the IEP team meeting an interpreter was provided.			
14.	The interpretation of the IEP team meeting enabled me to participate and make an informed decision regarding my child's IEP during the IEP meeting.			
15.	The interpreter stayed for the duration of the IEP team meeting.			
16.	If the interpreter left the IEP meeting before it was over, another staff member served as the interpreter and the interpretation was adequate.			
17.	I am aware that, if I am dissatisfied with the adequacy of the oral interpretation at the IEP team meeting, I can file a complaint with the Educational Equity Compliance Office at (213) 241-7682.			
18.	If I needed a written translation of the IEP, translation services were offered.			
19.	I am aware that, if I do not receive a copy of the translated IEP, I can contact the site administrator or call the Division of Special Education at (213) 241-6701.			
si	any of the answers to items 13–16 or 18–19 was No, please discuss your concern(s) with the te administrator or call the Division of Special Education at (213) 241-6701.			
	Regarding your child's previous IEP (if relevant):			
20.	I am satisfied that my child received the services described on the previous IEP. (If your answer to this question is "No", please write concerns below.)			
			Addition	al Comments

e write below or	call the Parent Resource Network a	11-800-933-8133.		
Please	e fold along dotted lines with th	e address showing. Seal and i	mail. Postage is p	re-paid.
				NO POSTAGE NECESSARY IF MAILED IN THE
	FIRST-CLASS MAIL PERMIT	REPLY MAIL NO. 33798 LOS ANGELES CA 90 BE PAID BY ADDRESSEE	051	UNITED STATES
	LOS ANGELES PO BOX 61330	RESOURCE NETWORK UNIFIED SCHOOL DISTR 7 CA 90099-4093	RICT	
		Աժոհահաներ		
English				
English				

		Reconvened Meeting Date
Student ZILBERBERC AMIT Last First M	Date of Birth 03-JUL	
	ion R: Names and Signatures (Signatures on Fi	ile)
Team Member	Print Name	Signature
	Hanit Zilberberg	Signature
arent/Guardian		
arent/Guardian	Rahamin Zilberberg	
tudent Age 18 - 21 years		
tudent Under Age 18 years		
urrogate Parent		
oster Parent		
amily Foster Home Provider		
Administrator	Anna Valenzuela	
Administrative Designee		
Special Education Teacher	Dana Dwyer	
General Education Teacher	Jessica Booth	
chool Psychologist		
chool Nurse		
Related Service Staff		
telated Service Staff		
elated Service Staff		
nterpreter		
ign Language Interpreter		
gency Representative		
agency Representative		
gency Representative		
Other		
Other		
Other		
Other		

Los Angeles Unified School District INDIVIDUALI	ZED EDUCATION PROGRAM (IEP)	Page 13 of 17
Student ZILBERBERC AMIT Last First MI	Date of Birth 03-JUL-200	Reconvened Meeting Date 7 Meeting Date 24-AUG-2018
	nmes and Signatures (Signatures on File)	
	MUUU	Signature
Team Member	Print Name Hanit Zilberberg	Signature
Parent/Guardian	Hamit Zinerberg	
Parent/Guardian		
Student Age 18 - 21 years		
Student Under Age 18 years		
Surrogate Parent		
Foster Parent		
Family Foster Home Provider		
Administrator		
Administrative Designee	Cecilia Walsh	
Special Education Teacher	Stacy Dickinson	
General Education Teacher	Betty Chung	
School Psychologist		
School Nurse		
Related Service Staff		
Related Service Staff		
Related Service Staff		
Interpreter		
Sign Language Interpreter		
Agency Representative		
Agency Representative		
Agency Representative		
Other		

Date of Birth Date Dat					INDIVIDUALIZ	ZED EDUCATION PRO	OGRAM (IEP)		Page 14 o
To Be Completed By the IEP Team at the IEP Team Meeting Student's Current Placement Type: © General Education Class/General Education Site © Special Day Program/Special Education Site © Special Day Program/Special Education Site © Nonpublic School 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 tear 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? If YES, all required supports, services, accommodations be made variable in a general education classroom/setting? If YES, all required supports, services, accommodations and/or modifications be made available in a general education site is pecial day program? © Yes © 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. The 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 be made available in a special day program on a general education site? If YES, all required s	-	ZILBERBEF	RC AM	ΤIN	MI		03-JUL-2007	0	24-AUG-2018
Student's Current Placement Type: General Education Class/General Education Site Special Day Program/Special Education Center Nonpublic School 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 tear 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. lacement 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 restricting with the use of supplementary aids and services cannot be achieved satisfactorily. The lack of current availability of a student's required upports, services, accommodations and modifications is not the sole justification for placement in a more restrictive setting, unless there is a ompelling 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? If the answer is YES, then a general education classroom/setting is the appropriate placement. If the answer is not the supports, services, accommodations and/or modifications must be provided within a reasonable timeline. If the answer is NO, please articulate why in the lebelow. Then go to Step B. Can the supports, services, accommodations and/or modifications in the student's IEP be made available on a general education site is the appropriate placement. If the answer is NO, go to the question below. 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 is the appropriate placement. If the answer is NO, go to the question below. If not currently available, can the required supports, services, accommodations and/or modifications made provided within a r				LEAS	Γ RESTRICT	IVE ENVIRON	MENT ANALYSIS		
General Education Class/General Education Site Special Day Program/Special Education Center Nonpublic School Nonpublic School Nonpublic School RECTIONS: Complete the information below as part of the IEP team discussion regarding placement from the beginning at Step A until the tear 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. Ilacement 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 titing with the use of supplementary aids and services cannot be achieved satisfactorily. The lack of current availability of a student's required upports, services, accommodations and modifications is not the sole justification for placement in a more restrictive setting, unless there is a ompelling 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? If YES, all required supports, services, accommodations be made available in a general education classroom/setting? If YES, all required supports, services, accommodations modifications must be provided within a reasonable timeline. If the answer is NO, please articulate why in the I 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 is special day program? Yes 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. 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 made modifications made provided				To	Be Completed B	y the IEP Team at the	IEP Team Meeting		
Special Day Program/Special Education Center Home/Hospital or Residential Care Facility Home/Home/Home/Home/Home/Home/Home/Home/					Studen	t's Current Placement	<u>Гуре:</u>		
Heme/Hospital or Residential Care Facility IRECTIONS: Complete the information below as part of the IEP team discussion regarding placement from the beginning at Step A until the tear reaches the Step that indicates YES. Individuals with Disabilities Education Act (IDEA) requires that students with disabilities be educated in the least restrictive environment. It is 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 titing with the use of supplementary aids and services cannot be achieved satisfactorily. The lack of current availability of a student's required upports, services, accommodations and modifications is not the sole justification for placement in a more restrictive setting, unless there is a sympelling 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? If the answer is YES, then a general education classroom/setting is the appropriate placement. If the answer is 1 go to the question below. 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 1 below. Then go to Step B. Can the supports, services, accommodations and/or modifications in the student's IEP be made available on a general education site is special day program? Yes No 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. If not currently available, can the required supports, services, accommodations and/or modifications be made available timeline. If the answer is NO, go to the question below.	General	Education (Class/Gen	eral Educatio	n Site	O Specia	al Day Program/General E	Education Site	
IRECTIONS: Complete the information below as part of the IEP team discussion regarding placement from the beginning at Step A until the tear 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. The lack of current availability of a student's required the student's disability is such that placement in a less restrictive titing with the use of supplementary aids and services cannot be achieved satisfactorily. The lack of current availability of a student's required proports, services, accommodations and modifications is not the sole justification for placement in a more restrictive setting, unless there is a sumpelling 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? Yes No If the answer is YES, then a general education classroom/setting is the appropriate placement. If the answer is to the question below. Then go to Step B. Can the supports, services, accommodations and/or modifications in the student's IEP be made available on a general education same modifications must be provided within a reasonable timeline. If the answer is NO, please articulate why in the below. Then go to Step B. Can the supports, services, accommodations and/or modifications in the student's IEP be made available on a general education site is special day program? Yes 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. Yes 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 be made available in a special day program on a general education site? If YES, all requ	Special	Day Prograr	n/Special	Education Co	enter	Nonpi	ablic School		
reaches the Step that indicates YES. he Individuals with Disabilities Education Act (IDEA) requires that students with disabilities be educated in the least restrictive environment. I accement 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 titing with the use of supplementary aids and services cannot be achieved satisfactorily. The lack of current availability of a student's required upports, services, accommodations and modifications is not the sole justification for placement in a more restrictive setting, unless there is a ompelling 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? Yes No If not currently available, can the required supports, services, accommodations and/or modifications be made available in a general education classroom/setting? If YES, all required supports, services, accommodations and/or modifications must be provided within a reasonable timeline. If the answer is NO, please articulate why in the 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 is special day program? Yes 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. Yes 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. 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 express, services, accommodations and/or modifications be made available time line. If the answer is NO, please articulate supports, services, acco	Home/F	Hospital or R	esidential	Care Facility	7				
lacement 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 approts, services, accommodations and modifications is not the sole justification for placement in a more restrictive setting, unless there is a simple ling 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? If the answer is YES, then a general education classroom/setting is the appropriate placement. If the answer is 1 go to the question below. Then go to Step B. Can the supports, services, accommodations and/or modifications in the student's IEP be made available on a general education shall below. Then go to Step B. Can the supports, services, accommodations and/or modifications in the student's IEP be made available on a general education site is special day program? Yes 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. 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. 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 be made available in a special day program on a general education site? If YES, all 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 be made available in a special day program on a gen	OIRECTION (1971)	ONS: Compl	ete the in	formation bel				he beginning at	Step A until the team
classroom/setting? Yes Solution If the answer is YES, then a general education classroom/setting is the appropriate placement. If the answer is No. Yes No Solution 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 modifications must be provided within a reasonable timeline. If the answer is NO, please articulate why in the labelow. 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 is special day program? Yes 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. Yes 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 labelow.	lacement in the string with apports, see the purports in the string the string in the	n a more res the use of survices, accor reason why	trictive se upplemen mmodatio they cann	etting should of ntary aids and ons and modif not be provide	only occur if the n services cannot be fications is not the id.	ature or severity of the e achieved satisfactoril sole justification for p	student's disability is suc y. The lack of current ava lacement in a more restric	th that placemen ilability of a stu- ctive setting, unl	t in a less restrictive dent's required ess there is a
No Step B. Can the supports, services, accommodations and/or modifications and/or modification site is special day program? Yes No Can the supports, services, accommodations and/or modifications in the student's IEP be made available on a general education site is special day program? Yes 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. If not currently available, can the required supports, services, accommodations and/or modifications in the student's IEP be made available on a general education site is special day program? Yes 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. 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 II below.	Step A.							_	
available in a general education classroom/setting? If YES, all required supports, services, accommodations and modifications must be provided within a reasonable timeline. If the answer is NO, please articulate why in the 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 is special day program? Yes 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. 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 local services accommodation and/or modifications 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 local supports in the student's IEP be made available on a general education site is the appropriate placement. If the answer is NO, go to the question below.			0	go to the q	uestion below.				
special day program? Yes 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. Yes 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.		O Yes	O No	available i modificati	n a general educat ons must be provi	ion classroom/setting?	If YES, all required supp	orts, services, a	ecommodations and/o
special day program? Yes 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. Yes 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, plea	C. D	Can the s	umports s	services acco	mmodations and/	or modifications in the	student's IEP be made av	ailable on a gene	eral education site in
answer is NO, go to the question below. Yes No If not currently available, can the required supports, services, accommodations and/or modifications be made available in a 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, plea	Step B.				mmodations and/C	in modifications in the	student's IET be made ave	andoic on a gene	rai education site in
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, plea		O Yes	O No				n a general education site	is the appropria	te placement. If the
		O Yes	O No	available is accommod	n a special day pro lations and/or mo	ogram on a general edu difications must be pro	ncation site? If YES, all revided within a reasonable	quired supports.	services,

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student	ZILBERBE Last		IT First	MI	Date of Birth	03-JUL-2007	Meeting Date	24-AUG-2018
	I	ANNUA			E ENVIRONMI the IEP Team at the IE	ENT ANALYSIS P Team Meeting	(Continued)	
Step C.	Can the	supports, se	ervices, accon	nmodations and/or	modifications in the st	udent's IEP be made av	ailable in a speci	al school setting?
	O Yes	O No	If the answer	-	pecial school setting is	the appropriate placem	ent. If the answer	is NO, go to the
	O Yes	O No	available in	a special school se	etting? If YES, all requ	ervices, accommodatio pired supports, services, answer is NO, please a	accommodations	and/or modification
tep D.						udent's IEP be made av		/hospital setting?
	O Yes	O No	If the answ	er is NO, go to the	question below.	the appropriate placem		
	O Yes	O No	available in	a home/hospital se	etting? If YES, all requ	services, accommodation in the supports, services, answer is NO, please a	, accommodations	and/or modification
tep E.	Can the	supports, se	ervices, accon	nmodations and/or	modifications in the st	udent's IEP be made av	ailable in a reside	ential care facility?
	O Yes	O No		ntly available, artic in this setting.	ulate in the IEP what s	supports, accommodation	ons and/or modifi	cations are require

Student ZILBERBER	AMIT	Date of Birth 03-JUL-2	Meeting Date 24-AUG-2018
Last	First	MI OS-3OL-2	Miceting Date 24-A0G-2018
		Effective With this IEP	Future Changes Related to this IEP
	As of Date:	29-AUG-2018	14-AUG-2018
Eligibility:		Eligible (SLD)	14-AUG-2016
from Page 4)	Final IEP Reason Final IEP Effective Date:	Liigible (SLD)	
Curriculum		General Education	General Education
Placement	Type of School	District Resident School	District Resident School
	Name of School	HAYNES CES	HALE CA
nstructional Setting	Setting	General Education	General Education
	Program	GE	GE
	Special Day Minutes/Wk	0	
	Addresses Goals		
	Addresses Goals	(English Language Development), (Reading),3(Written Language)	(English Language Development), (Reading),3(Written Language)
Additional Factors	Low Incident Support	None	None
	Assistive Technology Support	No	No
	• •	None	None
	Transportation		None
	Extended School Year/Intersession	Yes No	
	Parent Counseling and Training (PCT)	○ Yes ● No	
	ESY Transportation		
Accommodation, Modifications, Supports	Instructional Accommodations	peer support, small group instruction, preferential seating near point of instruction, visual aids for verbal directions, color coding/use of highlighters, extra time to complete assignments/tests, shortened assignments with fewer tasks to demonstrate mastery, as appropriate, use of graphic organizers/thinking maps, technology support, as appropriate, math questions read aloud, as needed, to aid in comprehension, use of word lists/word banks/dictionaries for assignments	peer support, small group instruction, preferential seating near point of instruction, visual aids for verbal directions, color coding/use of highlighter extra time to complete assignments/tests, shortened assignments with fewer tasks to demonstrate mastery, as appropriate, use of graphic organizers/thinking maps, technology support, as appropriate, math questions read aloud, as needed, to aid in comprehension, use of word lists/word banks/dictionaries for assignments, teacher to give notes in advance when possible
	Instructional Modifications		
	Other Supports, including Non-Academic and Extra-curricular Activities		
Preparation for Three Year Review IEP (At the econd Annual Review EP Meeting, the team nust discuss and locument the decision to	Do the Parent and the District (local educational agency) agree that a reassessment is unnecessary?	○ Yes ● No	
conduct or not conduct a hree-year comprehensive reassessment.)	If the Parent does not agree, specify the area(s) to be reassessed.		

Equipment	
Assistive Technology Equipment	
Participation in General Education	

Page 16 of 17

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

IEP FAPE Part 2 - Summary of Services

Student ZILBERBER(AMIT

Date of Birth 03-JUL-2007

Meeting Date 24-AUG-2018

Last Firs	st MI		
		Effective With This IEP	Future Changes Related To This IEP
Service 1	Start Date:	Effective on Signature Date 29-AUG-2018	24-AUG-2018
RSP	End Date:	07-JUN-2018	
RSP	Service applies to:	Regular	Regular
	Frequency:	1-5	1-5
This service addresses the following goals:	Interval:	Weekly	Weekly
(English Language	Minutes/Interval:	90	15
Development) (Reading)	Minutes/Interval (Pullout from Gen Ed):	60	0
3(Written Language)	Service Delivery Model:	RSP: Direct Instruction Services*	RSP: Collaborative Teaching and Planning**
	RSP Area:	Literacy/l	ELA/ELD
	Responsible Personnel:	General Education Teacher	General Education Teacher
		Resource Specialist Teacher	Resource Specialist Teacher
		Other Provider(s)	Other Provider(s)
k			
**			

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 3

Part 4 - Additional Discussion (This section is optional)

In middle school, Amit will enroll in a Double Block ESL Program. RSP services will be delivered via a collaborative service model within the general education setting for a total of 90 minutes per week.

8/24/18 Amendment IEP was held to reduce service minutes.

Code Desc Date Applies To Minutes Goal(s) Consent RSP RSP Effective on Signature Date Signature Date Literacy/ELA/ELD Powerlands Weekly 1-5 RSP-Literacy/ELA/ELD Development, Reading, Written Language Written Language	Igibility: GE Setting: General Education General Education		Last	First		MI					_	
Curriculum: General Education Curriculum: General Education Curriculum: Curriculum: Curriculum: None Code Co	Curriculum: General Education Curriculum: General Education Curriculum: Curriculum: Curriculum: None Code Co			G.F.			FAPE Sum					
None Low Incident Support: None	None Low Incident Support: None			GE				_				
Pervice Service Desc Date Applies To Service Applies To Service Date Signature Date Signature Date RSP RSP Future Changes 24-Aug-2018 Regular Service To Service Applies To Service Minutes Service Minutes Service Applies To	Pervice Service Desc Date Applies To Service Applies To Service Date Signature Date Signature Date RSP RSP Future Changes 24-Aug-2018 Regular Service To Service Applies To Service Minutes Service Minutes Service Applies To	ligibilit	ty:									
RSP RSP Future Changes 24-Aug-2018 Regular For IEP Team Information Minutes Goal(s) Consent Minutes Goal(s) Consent Minutes Goal(s) Consent Minutes Goal(s) English Language Development, Reading, Written Language Provided House Heading Consent Note of the provided Heading Consent Note of th	RSP RSP Future Changes 24-Aug-2018 Regular For IEP Team Information Minutes Goal(s) Consent Minutes Goal(s) Consent Minutes Goal(s) Consent Minutes Goal(s) English Language Development, Reading, Written Language Provided House Heading Consent Note of the provided Heading Consent Note of th	ranspo	rtation:	None				Low Incident Suppo	rt:	Non	e	
Signature Date Signature Date Literacy/ELA/ELD Development, Reading, Written Language RSP RSP Future Changes 24-Aug-2018 Regular Weekly 1-5 RSP- Literacy/ELA/ELD Development, Reading, Development, Reading, Written Language For IEP Team Information	Signature Date Signature Date Literacy/ELA/ELD Development, Reading, Written Language RSP RSP Future Changes 24-Aug-2018 Regular Weekly 1-5 RSP- Literacy/ELA/ELD Development, Reading, Development, Reading, Written Language For IEP Team Information	ervice Code			Applies	Interval	Frequency	Area				
24-Aug-2018 Literacy/ELA/ELD Development, Reading, Written Language For IEP Team Information	24-Aug-2018 Literacy/ELA/ELD Development, Reading, Written Language For IEP Team Information	RSP	RSP		Regular	Weekly	1-5		90	1	Development, Reading,	
		RSP	RSP		Regular	Weekly	1-5	RSP-	15		English Language	
		€ I	By clicking		' team has	F	or IEP Team	Literacy/ELA/ELD		it re	Written Language	sions.
		✓ I	By clicking		' team has	F	or IEP Team	Literacy/ELA/ELD		it re	Written Language	sions.
		⊘ 1	By clicking		team has	F	or IEP Team	Literacy/ELA/ELD		it re	Written Language	sions.
			By clicking		team has	F	or IEP Team	Literacy/ELA/ELD		itre	Written Language	sions.
		✓ 1	By clicking		team has	F	or IEP Team	Literacy/ELA/ELD		itre	Written Language	sions.