Los Angeles Unified Student Identificati Number		rict 090312M005		JCATION PROGRAM (IE	P	Page 1 Eligible (AUT)
Student PAZ	ETI	HAN	E		Date of Birth:	03-SEP-2012
Last		First	MI Section A: Med	eting Information		
	Pertin	ent Dates	Section A. Wes	cting information	Type of Mee	eting
O. C. C. LIEDT	M:	10 ATTG 201		uvu		8
Date of Initial IEP Team	_	19-AUG-201		○ Initial		Amendment of IEP dated
Date of Present Meeting		24-AUG-202			27	7-OCT-2021
Annual Review to be co	•	27-OCT-2022		Annual Review	_	Early Start Transition
Next Three Year Review conducted by	7 Will be	03-MAY-202	4	Three Year Review		Expulsion Analysis
Three Year Review or E was conducted on	valuation	04-MAY-202	1	Other		Individual Transition Plan
Fransition to Kindergart conducted by	en to be					
ocation of Meeting	S	ERRANIA AV	E CES	District Name	Los Angeles U	Unified School Dist
				dent Information		
Date of Birth	03-SEP-20		Age	9	Grade	4
Gender	Male C) Female	Ethnic Code	White		
ocation of the Sych Folder	SUPPORT	UNIT NOR	Student has no Psych Folder			
ocation of the Cum older	SERRANIA	A AVE CES	Student has no Cum Folder			
Home Language	Hebrew		Student Language	Hebrew	Alternate Mode Communication	
Home Address of Student	21601 ERW	VIN ST APT 39	23			
City	WOODLA	ND HIL CA	ZIP Code	91367		
Home Telephone	(818) 357-9	9531	Daytime Telephone		Emergency Telephone	
School of Attendance	Serrania Av	/e Ces	Location Code	6606	1	
School of Residence	Hart St El		Location Code	4445		
Name of Parent/Guardian Address	Valerie Paz		Telephone			
City		CA	ZIP Code			
-		CA				
Surogate Parent	THOOL	1, 6	Telephone			
Attends CURRENT SO of the following	HOOL as a 1	result of one	Charter School Enrollme	nt 🗸		
s the student living in a Home (FFH)?	Family Foste	er O No	o O Yes	FFH#		
s FFH Provider related	to student?	\bigcirc_{N_i}	o O Yes	Relationship		
icensed Children's Inst	titution	\bigcirc_{N}	o O Yes	LCI Name		
				LCI#		
Out of the home placem	ent made by	\bigcirc Re	egional Center	O Department of Mental	Health O	Department of Children's Service
1	•	_	perior Court	Other		_
Child's family living wit	thin LAUSD's		o Yes			

Student I Language Clas Withdrawal by ELPAC Perfor	Last First	ptor:	Limi	n C: Lang ted English es O No	Date of Birth 03-SEP-2 uage Acquisition Proficient	012	
Withdrawal by ELPAC Perfor Alternate ELPA Descriptor: Goal for: (exa	ssification: Parent Request: mance Level and Performance Descri	ptor:	Limi	ted English			
Withdrawal by ELPAC Perfor Alternate ELPA Descriptor: Goal for: (exa	Parent Request:	_			Proficient		
ELPAC Perfor Alternate ELPA Descriptor: Goal for: (exa	rmance Level and Performance Descrip	_	O y	es O No		Start Date:	13-NOV-2017
Alternate ELPA Descriptor: Goal for: (exa		_				Reclassification Date:	
Descriptor: Goal for: (exa	AC Performance Level and Performan	ice			~	Test Date:	
1					~	Test Date:	
1		Secti			vement from Current IEP		
1	ommle Deadine)	Ye	Achi	eved No	If No avalois the season t	the goal/objective was not acl	aiorra d
	ample - Reading)			O		ement the ADR agreement	neved
cutegory		•		0	TET is being field to impr	ement the ADR agreement	
	Objective 1 met)	0			
	Objective 2 met			0			
2	Objective 2 met			0			
Category)	0			
cutegory	Objective 1 met)	0			
	Objective 2 met			0			
3	Soficerive 2 mer		_	0			
Category				0			
cutegory	Objective 1 met)	0			
	Objective 2 met			0			
4	Objective 2 met			0			
Category				O			
Cutegory	Objective 1 met)	0			
	Objective 2 met			0			
5	Objective 2 met			0			
Category				0			
g ,	Objective 1 met)	0			
	Objective 2 met			0			
6	S SJeen ve 2 mee			0			
Category	•	7					
g ,	Objective 1 met)	0			
	Objective 2 met			0			
7	S SJeen ve 2 mee			0			
Category	•						
g ,	Objective 1 met)	0			
	Objective 2 met			0			
8	S SJeen ve 2 mee			0			
Category							
cutegory	Objective 1 met)	0			
	Objective 2 met			0			
9	Objective 2 met			0			
Category)	0			
emicgory	Objective 1 met)	0			
	Objective 2 met			0			
10	Sojective 2 met			0			
Category		•)	0			
Category	Objective 1 met)				
	Objective 2 met			0			

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INDIVIDUALIZED EDUCATION PROGRAM (IEP) Los Angeles Unified School District ETHAN Date of Birth 03-SEP-2012 Student PAZ Meeting Date 24-AUG-2022 **First** MI Last Section E: Present Level of Performance Reading Performance Area: Category: Reading Assessment/Monitoring Process Used: teacher observation/input, parent input, DIBELS State/District Assessment Results: Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): This meeting is being held to implement the ADR agreement. This PLP is from the May 4, 2021 IEP. Ethan has not attended Serrania CES this 2021-2022school year. Strengths: Per teacher observation and assessment data, Ethan has some strengths in reading. Ethan has met his previous reading goal of decoding multisyllabic words. Ethan is able to make sounds from all the letters/letter patterns and blends sounds into recognizable words. He is able to read common irregular sight words introduced by grade level. Ethan is able to answer who, what, when, where, and how questions about a story. Ethan is able to identify the beginning, middle and end of a story. DIBELS MOY scores show that Ethan is performing at benchmark in decoding, reading accuracy, and basic comprehension. Most recent grades show that Ethan is performing at grade level in reading foundational skills and making meaning from text. Needs: Ethan has some needs in the area of reading. Ethan continues to need moderate teacher support in summarizing text. He continues to work on reading fluency. Impact of disability: Ethan's special education eligibility of autism may impact his ability to access the general education curriculum in the areas of summarizing and reading fluency. Writing Performance Area: Category: Writing Assessment/Monitoring Process Used: teacher observation/input, parent input State/District Assessment Results: Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): This meeting is being held to implement the ADR agreement. This PLP is from the May 4, 2021 IEP. Ethan has not attended Serrania CES this 2021-2022school year. Ethan currently receives 60 minutes of RSP services for English Language Arts. At this time, an assessment was not completed due to student remaining virtual due to the closure of LAUSD school facilities during the COVID-19 pandemic. An assessment plan should be considered when inperson instruction/assessment resumes. Strengths: Per Resource teacher observation, Ethan has some strengths in writing. He writes legibly. Ethan knows the difference between writing uppercase and lowercase letters. He is able to copy sentences presented to him. Needs: Per Resource teacher observation, Ethan has some areas of need in writing. He has not met his previous IEP goal of writing and continues to

work on writing larger compositions. He has difficulty writing complete sentences with teacher support. Most recent grades show that Ethan is receiving a '2' in effective expression through writing.

Impact of disability: Ethan's special education eligibility of autism may impact his ability to access the general education curriculum in the areas of writing larger compositions.

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INDIVIDUALIZED EDUCATION PROGRAM (IEP) Los Angeles Unified School District ETHAN Date of Birth 03-SEP-2012 Student PAZ Meeting Date 24-AUG-2022 **First** MI Last Section E: Present Level of Performance ELD Performance Area: Category: English Language Development Assessment/Monitoring Process Used: Teacher observation/input, parent input State/District Assessment Results: Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): This meeting is being held to implement the ADR agreement. This PLP is from the May 4, 2021 IEP. Ethan has not attended Serrania CES this 2021-2022school year. Strengths: Per Resource teacher observation, Ethan has some strengths in English Language Development. Ethan demonstrates actively listening to stories being read by answering who, what, where, when, how and why questions. He is able to hold a conversation with adults. Ethan is very vocal in letting his feelings known about certain tasks. When reading texts, Ethan will ask questions about the information being presented. Needs: Per Resource teacher observation, Ethan has some areas of need. While Ethan has made some progress toward previous IEP goal, he continues to need support in retelling events of a text. When speaking, Resource teacher has noticed that Ethan struggles with irregular past tense verbs. For example, when talking about somewhere he went, he will say 'we 'goed' to Yosemite.' Impact of disability: Ethan's special education eligibility of autism may impact his English Language Development in the area of recounting details from a text and using appropriate tense when speaking. Performance Area: Behavior Category: Behavior Intervention V Assessment/Monitoring Process Used: State/District Assessment Results: Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): This meeting is being held to implement the ADR agreement. This PLP is from the May 4, 2021 IEP. Ethan has not attended Serrania CES this 2021-2022school year. Strengths: Per Resource teacher observation, Ethan has some strengths. He does well with a written schedule. Once attending to a task, Ethan gives great effort to complete it. Ethan is vocal about asking for a body break when needed. Resource teacher has observed that he responds well to set timers when working on non-preferred activities. Needs: Per BID report, Ethan typically requires prompting to remain engaged with the task. The annual goal has not been met. Ethan typically requires prompting to respond to engage and attend to teacher or worksheet without distractions for extended periods of time (greater than 10 minutes). Barriers include: clicking out of Zoom window, engaging with a toy, looking around the room, running to another room, looking and talking about reinforcer, hand-flapping, refusing to follow instruction. Impact of disability: Ethan's special education eligibility of autism may impact his ability to attend to a task and participate in group play.

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INDIVIDUALIZED EDUCATION PROGRAM (IEP) Los Angeles Unified School District ETHAN Date of Birth 03-SEP-2012 Student PAZ Meeting Date 24-AUG-2022 Ε **First** MI Last **Section E: Present Level of Performance** Mathematics Performance Area: Category: Math Assessment/Monitoring Process Used: teacher observation/input, parent input State/District Assessment Results: Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): This meeting is being held to implement the ADR agreement. This PLP is from the May 4, 2021 IEP. Ethan has not attended Serrania CES this 2021-2022school year. Ethan currently receives 60 minutes of RSP services for mathematics. At this time, an assessment was not completed due to student remaining virtual due to the closure of LAUSD school facilities during the COVID-19 pandemic. An assessment plan should be considered when in-person instruction/assessment resumes. Strengths: Per Resource teacher observation, Ethan has some strengths in the area of math. He has met his previous math goal of adding with sums within 100. Ethan is able to set up an addition and subtraction problem in vertical method. He is able to add and subtract with regrouping. He is able to count, read and write numbers from 0-100. Most recent grades show that Ethan is currently receiving a '3' in mathematics, which is considered on grade level. Needs: Per Resource teacher observation, Ethan has some areas of need in mathematics. Resource teacher has observed that Ethan struggles to determine the operation needed to solve a word problem. Impact of disability: Ethan's special education eligibility of autism may impact his ability to access the general education curriculum in the areas of solving word problems. Performance Area: Language Language - Expressive Category: Assessment/Monitoring Process Used: Informal Measures and Observations State/District Assessment Results: Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): This meeting is being held to implement the ADR agreement. This PLP is from the May 4, 2021 IEP. Ethan has not attended Serrania CES this 2021-2022school year. Ethan is a eight year eight month old boy who currently attends Serrania Charter and is in the second grade general education class. He currently receives LAS service for 30 minutes per week in the area of language. An assessment was not completed as part of this three year IEP due to not having a signed assessment plan. An LAS assessment is being recommended in order to determine further need and eligibility of LAS services. STRENGTHS: Ethan is able to initiate and hold a conversation over several turns. He is able to ask and answer questions from both his peers and adults. Ethan is able to problem solve situations presented to him by labeling the problem and giving a solution. He is able to sequence a three part story using first, next/then, and last. Ethan is also able to say what someone might be saying or asking from a picture cue. NEEDS: Ethan needs constant reminders to wait turn his turn to talk. He constantly wants to interrupt and talk over everyone. Ethan at times has trouble making inferences. He needs prompts in order to do so. EDUCATIONAL IMPACT: Ethan's trouble making inferences may affect his ability to access the curriculum.

Rachel Hochberg, M.S., CCC-SLP

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INDIVIDUALIZED EDUCATION PROGRAM (IEP) Los Angeles Unified School District ETHAN Date of Birth 03-SEP-2012 Student PAZ Meeting Date 24-AUG-2022 **First** MI Last **Section E: Present Level of Performance** Visual Motor Performance Area: Category: Visual Motor Assessment/Monitoring Process Used: Clinical observation, Parent interview, record review State/District Assessment Results: Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): This meeting is being held to implement the ADR agreement. This PLP is from the May 4, 2021 IEP. Ethan has not attended Serrania CES this 2021-2022school year. Data and progress reporting are extracted from parent interview, teacher questionnaire, clinical observations, and documentation on welligent. At this time, an assessment was not completed due to student remaining virtual due to the closure of LAUSD school facilities during the COVID-19 pandemic. A remote assessment is not appropriate for this student, therefore, an assessment plan should be considered when the in person instruction/assessment resume Strengths: Ethan demonstrates functional range of motion, proximal stability, postural control and adequate muscle strength/endurance when participating in school activities. In terms of his fine motor skills, Ethan is able to manipulate and coordinate classroom materials. He uses a R tripod grasp when handling writing tools. He demonstrates good bilateral manipulation coordination skills as he uses his R dominant hand to manipulate tools and his left hand to stabilize. Ethan has good visual skills as he is able to visually scan and identify/discriminate objects, letters, numbers, and figures. In terms of Ethan's visual motor skills, he benefits from adaptive paper. He utilizes adaptive supports appropriately (I.e. line paper) as he is able to differentiate his small, tall, and fall letters apart. Sensory Modulation Performance Area: Category: Sensory Processing Assessment/Monitoring Process Used: Clinical observation, Parent interview, teacher interview, record review State/District Assessment Results: Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): This meeting is being held to implement the ADR agreement. This PLP is from the May 4, 2021 IEP. Ethan has not attended Serrania CES this 2021-2022school year. Data and progress reporting are extracted from parent interview, teacher questionnaire, clinical observations, and documentation on welligent. At this time, an assessment was not completed due to student remaining virtual due to the closure of LAUSD school facilities during the COVID-19 pandemic. A remote assessment is not appropriate for this student, therefore, an assessment plan should be considered when the in person Strengths: Ethan demonstrates functional range of motion, proximal stability, postural control and adequate muscle strength/endurance when participating in school activities. In terms of his fine motor skills, Ethan is able to manipulate and coordinate classroom materials. He uses a R tripod grasp when handling writing tools. He demonstrates good bilateral manipulation coordination skills as he uses his R dominant hand to manipulate tools and his left hand to stabilize. Ethan has good visual skills as he is able to visually scan and identify/discriminate objects, letters, numbers, and figures. In terms of Ethan's visual motor skills, he benefits from adaptive paper. He utilizes adaptive supports appropriately (I.e. line paper) as he is able to

differentiate his small, tall, and fall letters apart.

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INDIVIDUALIZED EDUCATION PROGRAM (IEP) **Los Angeles Unified School District** ETHAN **Date of Birth** 03-SEP-2012 Meeting Date 24-AUG-2022 Student PAZ Е **First** MI Last Section E: Present Level of Performance Adaptive Behaviors Performance Area: Category: Motor Abilities Assessment/Monitoring Process Used: Prior Teachers Report State/District Assessment Results: Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): This meeting is being held to implement the ADR agreement. This PLP is from the May 4, 2021 IEP. Ethan has not attended Serrania CES this 2021-2022school year. Ethan is a 7.6-year-old boy attending 1st grade at Serrania SCES. Areas of strength: Ethan is cooperative participant in APE session. He is happy to come to the lessons, and participates in the activities. Ethan is able to throw a Frisbee to direction but not consistently and sometimes the Frisbee will go to different direction. Prompts are needed to correct throwing pattern. Ethan is able to try and kick a ball to a direction of peer but the ball will not always go to the intended direction. He is able to stop a ball rolled to his direction but may need to have more than one try to stop it and have it ready to kick back. He is able to participate in modified soccer games and activities but needs support to participate in the game when group activity is presented. Ethan is able to push a small ball with a grip hockey stick without support. He is able to make contact with the ball and try to push it to intended direction even though the ball doesn't always get to the target or peer. He is able to run 25 and 50-meter race and make it to the end and to throw a javelin. Areas of need: Ethan needs to improve his focus; he walks around the auditorium and doesn't always follow directions. At this time it is felt that Adaptive Behavior skills constitutes the area of most significant delay and a goal will be written in this area to assist child. Impact of disability: Ethan's special education eligibility of Autism impacts his Adaptive Behavior skills. This impacts his involvement and progress in a general physical education curriculum. Submitted by: Ronen Gilad, Adapted Physical Education teacher Performance Area: V Category: Assessment/Monitoring Process Used: State/District Assessment Results: Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance):

Student PA	Last I	ict	DUALIZED EDUCATION PROGRAM (II Date of Birth 03-SE Section F: Eligibility disability:		ate 24-AUG-2022
f applicable, are	Last I	First MI	Section F: Eligibility	P-2012 Meeting Da	ate 24-AUG-2022
	eas discussed related to	disability or suspected of			
or Initial IEP, ir					
or Initial IEP, in					
	nterventions attempted	prior to determining elig	gibility:		
	dent with the disability				
	UT	Autism			
	Not Applicable,	OBlind or	OPartially Sighted		
Additional Low :	Incidence Eligibility (only for VI, DBL, DEA,	HOH, or severe OI):		
	Not Applicable,	OBlind or	OPartially Sighted		
_			-		
	et engionity criteria to	r Special Education Serv	ices (imitial IEP).		
No Longer F	ligible for Special Edu	acation Services (Review	(IFP)		
	ligible (Effective	Realion Services (Review			
This is a Fina	al IEP, the student rem	ains eligible for Special	Education Services until the Effective Date b	elow.	
Final IEP Reason	n:		Final IEP Effective Da	ate:	
The IEP Team l	has considered and a	grees that the education	nal needs of the student are not primarily o	lue to:	
Social Ma	-		Temporary Physical Disability	Lack of instruction in	ı reading
Lack of ir	nstruction in math	✓	Limited English Proficiency	Environmental, Cultural	or Economic Factors
				Environmental, Cultural	or Leonomic 1 actors

	chool District	NDIVIDUALIZED EDUC	ATION PROGRAM (IEP)	
Student PAZ	ETHAN E		Date of Birth 03-SEP-2012	Meeting Date 24-AUG-2022
Last	First	MI		
		Section G: Annual G		
ormance Area:	Visual Motor C	ategory: Visi	aal Motor	aal Goal #:
			6 sentences (5-6 words in length) with 2 verbal or visual prompts given adap	
	to be reported to parents by co is Report or Report Card perio	ods.	f Progress and Achievement from Cu	arrent IEP" form(s) which will be
		Methods of	Evaluation	
State Assessments Observation Other	Norm Portfol	Referenced io	Criterion Referenced Work Samples	✓ Curriculum Based✓ Informal
ncremental objective #	related to the goal:		Incremental objective #2 related	l to the goal:
up to 3-4 sentences (5-6 spacing, letter sizing and	d visual motor skills, Ethan w words in length) with 75% ac correct use of capitalization/p compts given adaptive strategi	curacy for line regard,	to 4-5 sentences (5-6 words in leng letter sizing and correct use of cap	notor skills, Ethan will be able to write/copy gth) with 80% accuracy for line regard, space sitalization/punctuation with no more than 2 aptive strategies as needed in 4 out of 5
Date to be achieved:	September ➤ 2021	✓ MO/YR	Date to be achieved: Janu.	ary y 2022 y MO/YF
Date to be achieved:		T OF PROGRESS AND A EXPLANATION	Date to be achieved: CHIEVEMENT FROM CURREN ON OF MARKS	ary • 2022 •
Oate to be achieved: 4 GOAL MET OR EXCEEDED		T OF PROGRESS AND A EXPLANATION	CHIEVEMENT FROM CURREN	TT IEP
4 GOAL MET OR EXCEEDED	IEP REPOR	T OF PROGRESS AND A EXPLANATION	CHIEVEMENT FROM CURREN	of goal met) 1 NO PROGRESS
4 GOAL MET OR EXCEEDED 1st Reporting Period	3 SUBSTANTIAL PROC	T OF PROGRESS AND A EXPLANATION GRESS (50-99% of goal 3rd Reporting Period	CHIEVEMENT FROM CURREN ON OF MARKS 2 PARTIAL PROGRESS (1-49% 4th Reporting Period (Secondary Only)	of goal met) 1 NO PROGRESS
4 GOAL MET OR EXCEEDED 1st Reporting Period	3 SUBSTANTIAL PROC met) 2nd Reporting Period	T OF PROGRESS AND A EXPLANATION GRESS (50-99% of goal	CHIEVEMENT FROM CURREN ON OF MARKS 2 PARTIAL PROGRESS (1-49% 4th Reporting Period (Secondary	TT IEP of goal met) 1 NO PROGRESS
4 GOAL MET OR EXCEEDED 1st Reporting Period Date:	3 SUBSTANTIAL PROC met) 2nd Reporting Period Date:	T OF PROGRESS AND A EXPLANATION GRESS (50-99% of goal 3rd Reporting Period Date: 10-JUN-2022	CHIEVEMENT FROM CURREN ON OF MARKS 2 PARTIAL PROGRESS (1-49% 4th Reporting Period (Secondary Only) Date:	of goal met) 1 NO PROGRESS
4 GOAL MET OR EXCEEDED 1st Reporting Period Date:	3 SUBSTANTIAL PROC met) 2nd Reporting Period	T OF PROGRESS AND A EXPLANATION GRESS (50-99% of goal 3rd Reporting Period Date: 10-JUN-2022 Progress Mark:	CHIEVEMENT FROM CURREN ON OF MARKS 2 PARTIAL PROGRESS (1-49% 4th Reporting Period (Secondary Only)	TT IEP of goal met) 1 NO PROGRESS Goal Achievement Objective 1 Met:
4 GOAL MET OR EXCEEDED 1st Reporting Period Date:	3 SUBSTANTIAL PROC met) 2nd Reporting Period Date:	T OF PROGRESS AND A EXPLANATION GRESS (50-99% of goal 3rd Reporting Period Date: 10-JUN-2022	CHIEVEMENT FROM CURREN ON OF MARKS 2 PARTIAL PROGRESS (1-49% 4th Reporting Period (Secondary Only) Date:	TIEP of goal met) I NO PROGRESS Goal Achievement Objective 1 Met: Yes No
4 GOAL MET OR EXCEEDED 1st Reporting Period Date: Progress Mark:	3 SUBSTANTIAL PROCEMENT OF THE PROPERTY OF THE	T OF PROGRESS AND A EXPLANATION GRESS (50-99% of goal 3rd Reporting Period Date: 10-JUN-2022 Progress Mark: 3 Is progress sufficient to	CHIEVEMENT FROM CURREN ON OF MARKS 2 PARTIAL PROGRESS (1-49% 4th Reporting Period (Secondary Only) Date:	TT IEP of goal met) 1 NO PROGRESS Goal Achievement Objective 1 Met: Yes No Objective 2 Met:
4 GOAL MET OR EXCEEDED 1st Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal?	3 SUBSTANTIAL PROCEMENT OF THE PROPERTY OF THE	T OF PROGRESS AND A EXPLANATION GRESS (50-99% of goal 3rd Reporting Period Date: 10-JUN-2022 Progress Mark:	CHIEVEMENT FROM CURREN ON OF MARKS 2 PARTIAL PROGRESS (1-49% 4th Reporting Period (Secondary Only) Date: Progress Mark: Is progress sufficient to meet annual	TIEP of goal met) 1 NO PROGRESS Goal Achievement Objective 1 Met: Yes No Objective 2 Met: Yes No
4 GOAL MET OR EXCEEDED 1st Reporting Period	JEP REPOR 3 SUBSTANTIAL PROCEMENT 2nd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No	T OF PROGRESS AND A EXPLANATION GRESS (50-99% of goal 3rd Reporting Period Date: 10-JUN-2022 Progress Mark: 3 Is progress sufficient to meet annual goal?	CHIEVEMENT FROM CURREN ON OF MARKS 2 PARTIAL PROGRESS (1-49% 4th Reporting Period (Secondary Only) Date: Progress Mark: Is progress sufficient to meet annugoal?	TT IEP of goal met) I NO PROGRESS Goal Achievement Objective 1 Met: Yes No Objective 2 Met:

Los Angeles Unified Sc		NDIVIDUALIZED EDUCA	ATION PROGRAM (IEP)	
Student PAZ	ETHAN E		Date of Birth 03-SEP-2012	Meeting Date 24-AUG-2022
Last	First	MI		8
		Section G: Annual G		
formance Area:	Behavioral Support C	ategory: Beh	avior Intervention	foal #: 2
	sured by data in 4/5 opportuni	=	group assignments without engaging in o	
Progress on annual goals to provided at either Progress	o be reported to parents by co s Report or Report Card perio	ompleting the "IEP Report of	f Progress and Achievement from Curren	at IEP" form(s) which will be
_		Methods of l	Evaluation	_
State Assessments Observation Other	Norm I Portfol	Referenced	Criterion Referenced Work Samples	☐ Curriculum Based ✓ Informal
ncremental objective #1	related to the goal:		Incremental objective #2 related to t	the goal:
	attend to academic tasks by a	attending to individual or	Ethan will independently attend to aca	
small group assignments period of time measured l	without engaging in off-task by data in 4/5 opportunities.	behavior for a 10 minute	small group assignments without engageriod of time measured by data in 4/5	
	September • 2021	₩ MO/YR	Date to be achieved: January	
	September	T OF PROGRESS AND A	CHIEVEMENT FROM CURRENT II	∨ 2022 ∨ MO/Y
	September	T OF PROGRESS AND A EXPLANATION		∨ 2022 ∨ MO/Y
Date to be achieved: 4 GOAL MET OR	September 2021 IEP REPORT 3 SUBSTANTIAL PROG	T OF PROGRESS AND A EXPLANATION	CHIEVEMENT FROM CURRENT II	∨ 2022 ∨ MO/Y
Date to be achieved: 4 GOAL MET OR EXCEEDED	September 2021 IEP REPORT 3 SUBSTANTIAL PROGramet)	T OF PROGRESS AND A EXPLANATION GRESS (50-99% of goal	CHIEVEMENT FROM CURRENT II ON OF MARKS 2 PARTIAL PROGRESS (1-49% of g 4th Reporting Period (Secondary Only)	✓ 2022 ✓ MO/Y EP goal met) 1 NO PROGRES.
Date to be achieved: 4 GOAL MET OR EXCEEDED 1st Reporting Period	September 2021 IEP REPORT 3 SUBSTANTIAL PROGramet) 2nd Reporting Period	T OF PROGRESS AND A EXPLANATION GRESS (50-99% of goal 3rd Reporting Period	CHIEVEMENT FROM CURRENT II ON OF MARKS 2 PARTIAL PROGRESS (1-49% of g 4th Reporting Period (Secondary	✓ 2022 ✓ MO/Y EP goal met) 1 NO PROGRES.
Date to be achieved: 4 GOAL MET OR EXCEEDED 1st Reporting Period	September 2021 IEP REPORT 3 SUBSTANTIAL PROGramet) 2nd Reporting Period	T OF PROGRESS AND A EXPLANATION GRESS (50-99% of goal 3rd Reporting Period	CHIEVEMENT FROM CURRENT II ON OF MARKS 2 PARTIAL PROGRESS (1-49% of g 4th Reporting Period (Secondary Only) Date:	✓ 2022 ✓ MO/Y EP goal met) 1 NO PROGRES.
Date to be achieved: 4 GOAL MET OR EXCEEDED 1st Reporting Period Date:	September V 2021 IEP REPORT 3 SUBSTANTIAL PROGramet) 2nd Reporting Period Date:	T OF PROGRESS AND A EXPLANATION GRESS (50-99% of goal 3rd Reporting Period Date:	CHIEVEMENT FROM CURRENT II ON OF MARKS 2 PARTIAL PROGRESS (1-49% of g 4th Reporting Period (Secondary Only)	✓ 2022 ✓ MO/Y EP goal met) 1 NO PROGRES. Goal Achievement
Date to be achieved: 4 GOAL MET OR EXCEEDED 1st Reporting Period Date:	September V 2021 IEP REPORT 3 SUBSTANTIAL PROGramet) 2nd Reporting Period Date:	T OF PROGRESS AND A EXPLANATION GRESS (50-99% of goal 3rd Reporting Period Date:	CHIEVEMENT FROM CURRENT II ON OF MARKS 2 PARTIAL PROGRESS (1-49% of g 4th Reporting Period (Secondary Only) Date:	ZO22 MO/Y EP Soal met) 1 NO PROGRESS Goal Achievement Objective 1 Met: Yes No
Date to be achieved: 4 GOAL MET OR EXCEEDED 1st Reporting Period Date:	September V 2021 IEP REPORT 3 SUBSTANTIAL PROGramet) 2nd Reporting Period Date:	T OF PROGRESS AND A EXPLANATION GRESS (50-99% of goal 3rd Reporting Period Date:	CHIEVEMENT FROM CURRENT II ON OF MARKS 2 PARTIAL PROGRESS (1-49% of g 4th Reporting Period (Secondary Only) Date:	Zo22 MO/Y EP goal met) I NO PROGRESS Goal Achievement Objective 1 Met: Yes No Objective 2 Met:
Date to be achieved: 4 GOAL MET OR EXCEEDED 1st Reporting Period Date: Progress Mark: Is progress sufficient to	September V 2021 IEP REPORT 3 SUBSTANTIAL PROGramet) 2nd Reporting Period Date: Progress Mark: Is progress sufficient to	T OF PROGRESS AND A EXPLANATION GRESS (50-99% of goal 3rd Reporting Period Date: Progress Mark: Is progress sufficient to	CHIEVEMENT FROM CURRENT II ON OF MARKS 2 PARTIAL PROGRESS (1-49% of g 4th Reporting Period (Secondary Only) Date: Progress Mark: Is progress sufficient to meet annual	2022 MO/Y EP goal met) I NO PROGRESS Goal Achievement Objective 1 Met: Yes No Objective 2 Met: Yes No
Date to be achieved: 4 GOAL MET OR EXCEEDED 1st Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal?	September ✓ 2021 IEP REPORT 3 SUBSTANTIAL PROGramet) 2nd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes ○ No	EXPLANATION OF PROGRESS AND A EXPLANATION OF GRESS (50-99% of goal and state	CHIEVEMENT FROM CURRENT II ON OF MARKS 2 PARTIAL PROGRESS (1-49% of g 4th Reporting Period (Secondary Only) Date: Progress Mark: Is progress sufficient to meet annual goal?	Zo22 MO/Y EP goal met) I NO PROGRESS Goal Achievement Objective 1 Met: Yes No Objective 2 Met:

Los Angeles Unified Sc		NDIVIDUALIZED EDUCA		
Student PAZ	ETHAN E		Date of Birth 03-SEP-2012	Meeting Date 24-AUG-2022
Last	First	MI Section G: Annual G	oals and Objectives	
Formance Area:	Sensory Modulation C		sory Processing Annual G	oal #: 3
To demonstrate improved s	sensory modulation skills, Eth	nan identify and utilize a sens	ory strategy from a visual schedule (i.e. zo	nes of regulation, deep
Progress on annual goals to provided at either Progress	be reported to parents by co Report or Report Card perio	ompleting the "IEP Report of ods.	f Progress and Achievement from Curren	t IEP" form(s) which will be
		Methods of	Evaluation	
State Assessments	Norm 1	Referenced	Criterion Referenced	Curriculum Based
Observation	Portfol	io	Work Samples	Informal
Other				
ncremental objective #1			Incremental objective #2 related to t	
	sensory modulation skills, E		To demonstrate improved sensory mod	•
	sual schedule (i.e. zones of r		sensory strategy from a visual schedule movement breaks) to participate in a no	-
minutes with no more than	cipate in a non-preferred/adu	alt directed tasks for 8-10	minutes with no more than 2 verbal cue	=
minutes with no more than	12 verbar cues.		minutes with no more than 2 verbar each	
Date to be achieved:	September ♥ 2021	✓ MO/YR	Date to be achieved: January	▼ 2022 ▼ MO/YI
Date to be achieved:			Date to be achieved: January CHIEVEMENT FROM CURRENT IS	2022
Date to be achieved:		T OF PROGRESS AND A	,	2022
Date to be achieved: 4 GOAL MET OR EXCEEDED		T OF PROGRESS AND A EXPLANATION	CHIEVEMENT FROM CURRENT IE	EP
4 GOAL MET OR	IEP REPOR	T OF PROGRESS AND A EXPLANATION	CHIEVEMENT FROM CURRENT IS ON OF MARKS 2 PARTIAL PROGRESS (1-49% of g 4th Reporting Period (Secondary	EP
4 GOAL MET OR EXCEEDED	3 SUBSTANTIAL PROC	T OF PROGRESS AND A EXPLANATION GRESS (50-99% of goal 3rd Reporting Period	CHIEVEMENT FROM CURRENT IN ON OF MARKS 2 PARTIAL PROGRESS (1-49% of g 4th Reporting Period (Secondary Only)	EP oal met) 1 NO PROGRESS
4 GOAL MET OR EXCEEDED 1st Reporting Period	3 SUBSTANTIAL PROC met) 2nd Reporting Period	T OF PROGRESS AND A EXPLANATION GRESS (50-99% of goal	CHIEVEMENT FROM CURRENT IS ON OF MARKS 2 PARTIAL PROGRESS (1-49% of g 4th Reporting Period (Secondary	EP oal met) 1 NO PROGRESS
4 GOAL MET OR EXCEEDED 1st Reporting Period	3 SUBSTANTIAL PROC met) 2nd Reporting Period	T OF PROGRESS AND A EXPLANATION GRESS (50-99% of goal 3rd Reporting Period	CHIEVEMENT FROM CURRENT IN ON OF MARKS 2 PARTIAL PROGRESS (1-49% of g 4th Reporting Period (Secondary Only)	EP oal met) 1 NO PROGRESS
4 GOAL MET OR EXCEEDED 1st Reporting Period Date:	3 SUBSTANTIAL PROC met) 2nd Reporting Period Date:	T OF PROGRESS AND A EXPLANATION GRESS (50-99% of goal 3rd Reporting Period Date: 10-JUN-2022	CHIEVEMENT FROM CURRENT IS ON OF MARKS 2 PARTIAL PROGRESS (1-49% of g 4th Reporting Period (Secondary Only) Date:	CP oal met) 1 NO PROGRESS Goal Achievement
4 GOAL MET OR EXCEEDED 1st Reporting Period Date: Progress Mark:	3 SUBSTANTIAL PROCEED and Reporting Period Date: Progress Mark:	T OF PROGRESS AND A EXPLANATION GRESS (50-99% of goal 3rd Reporting Period Date: 10-JUN-2022 Progress Mark:	CHIEVEMENT FROM CURRENT IS ON OF MARKS 2 PARTIAL PROGRESS (1-49% of g 4th Reporting Period (Secondary Only) Date: Progress Mark:	CP Oal met) I NO PROGRESS Goal Achievement Objective 1 Met: Yes No
4 GOAL MET OR EXCEEDED 1st Reporting Period Date:	3 SUBSTANTIAL PROC met) 2nd Reporting Period Date:	T OF PROGRESS AND A EXPLANATION GRESS (50-99% of goal 3rd Reporting Period Date: 10-JUN-2022 Progress Mark:	CHIEVEMENT FROM CURRENT IS ON OF MARKS 2 PARTIAL PROGRESS (1-49% of g 4th Reporting Period (Secondary Only) Date:	CP Oal met) I NO PROGRESS Goal Achievement Objective 1 Met: Yes No Objective 2 Met:
4 GOAL MET OR EXCEEDED 1st Reporting Period Date: Progress Mark: Is progress sufficient to	3 SUBSTANTIAL PROCEED TO THE SUBSTANTIAL PROCEED	T OF PROGRESS AND A EXPLANATION GRESS (50-99% of goal 3rd Reporting Period Date: 10-JUN-2022 Progress Mark: 2 Is progress sufficient to	CHIEVEMENT FROM CURRENT IS ON OF MARKS 2 PARTIAL PROGRESS (1-49% of g 4th Reporting Period (Secondary Only) Date: Progress Mark: Is progress sufficient to meet annual	CP Oal met) I NO PROGRESS Goal Achievement Objective 1 Met: Yes No Objective 2 Met: Yes No
4 GOAL MET OR EXCEEDED 1st Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No	JEP REPOR 3 SUBSTANTIAL PROCEMENT 2nd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No	EXPLANATION EXPLANATION OF PROGRESS AND A EXPLANATION OF GRESS (50-99% of goal and state of goal and g	CHIEVEMENT FROM CURRENT IF ON OF MARKS 2 PARTIAL PROGRESS (1-49% of g 4th Reporting Period (Secondary Only) Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No	CP Oal met) I NO PROGRESS Goal Achievement Objective 1 Met: Yes No Objective 2 Met: Yes No If "No" please explain: student's behavior and refusal to
4 GOAL MET OR EXCEEDED 1st Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment:	JEP REPOR 3 SUBSTANTIAL PROCEMENT 2nd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment:	T OF PROGRESS AND A EXPLANATION GRESS (50-99% of goal 3rd Reporting Period Date: 10-JUN-2022 Progress Mark: 2 Is progress sufficient to meet annual goal? Yes No If "No" please comment:	CHIEVEMENT FROM CURRENT IS ON OF MARKS 2 PARTIAL PROGRESS (1-49% of g 4th Reporting Period (Secondary Only) Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment:	CP Oal met) I NO PROGRESS Goal Achievement Objective 1 Met: Yes No Objective 2 Met: Yes No If "No" please explain: student's behavior and refusal to participate in OT sessions
4 GOAL MET OR EXCEEDED 1st Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time	JEP REPOR 3 SUBSTANTIAL PROCEMENT 2nd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time	T OF PROGRESS AND A EXPLANATION GRESS (50-99% of goal 3rd Reporting Period Date: 10-JUN-2022 Progress Mark: 2 Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time	CHIEVEMENT FROM CURRENT IF ON OF MARKS 2 PARTIAL PROGRESS (1-49% of g 4th Reporting Period (Secondary Only) Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time	CP Oal met) I NO PROGRESS Goal Achievement Objective 1 Met: Yes No Objective 2 Met: Yes No If "No" please explain: student's behavior and refusal to participate in OT sessions impacts his ability to
4 GOAL MET OR EXCEEDED 1st Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess	JEP REPOR 3 SUBSTANTIAL PROCE met) 2nd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess	T OF PROGRESS AND A EXPLANATION GRESS (50-99% of goal 3rd Reporting Period Date: 10-JUN-2022 Progress Mark: 2 Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess	CHIEVEMENT FROM CURRENT IF ON OF MARKS 2 PARTIAL PROGRESS (1-49% of g 4th Reporting Period (Secondary Only) Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy	CP Oal met) I NO PROGRESS Goal Achievement Objective 1 Met: Yes No Objective 2 Met: Yes No If "No" please explain: student's behavior and refusal to participate in OT sessions
4 GOAL MET OR EXCEEDED 1st Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy	IEP REPOR 3 SUBSTANTIAL PROCEMENT 2nd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy	T OF PROGRESS AND A EXPLANATION GRESS (50-99% of goal 3rd Reporting Period Date: 10-JUN-2022 Progress Mark: 2 Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy	CHIEVEMENT FROM CURRENT IF ON OF MARKS 2 PARTIAL PROGRESS (1-49% of g 4th Reporting Period (Secondary Only) Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed	CP Oal met) I NO PROGRESS Goal Achievement Objective 1 Met: Yes No Objective 2 Met: Yes No If "No" please explain: student's behavior and refusal to participate in OT sessions impacts his ability to
4 GOAL MET OR EXCEEDED 1st Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed	JEP REPOR 3 SUBSTANTIAL PROCE met) 2nd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed	EXPLANATION EXPLANATION SERESS (50-99% of goal	CHIEVEMENT FROM CURRENT IF ON OF MARKS 2 PARTIAL PROGRESS (1-49% of g 4th Reporting Period (Secondary Only) Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal	CP Oal met) I NO PROGRESS Goal Achievement Objective 1 Met: Yes No Objective 2 Met: Yes No If "No" please explain: student's behavior and refusal to participate in OT sessions impacts his ability to
4 GOAL MET OR EXCEEDED 1st Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to	JEP REPOR 3 SUBSTANTIAL PROCE met) 2nd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to	EXPLANATION EXPLANATION SERESS (50-99% of goal	CHIEVEMENT FROM CURRENT IF ON OF MARKS 2 PARTIAL PROGRESS (1-49% of g 4th Reporting Period (Secondary Only) Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed	CP Oal met) I NO PROGRESS Goal Achievement Objective 1 Met: Yes No Objective 2 Met: Yes No If "No" please explain: student's behavior and refusal to participate in OT sessions impacts his ability to
4 GOAL MET OR EXCEEDED 1st Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed	JEP REPOR 3 SUBSTANTIAL PROCE met) 2nd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed	EXPLANATION EXPLANATION SERESS (50-99% of goal	CHIEVEMENT FROM CURRENT IF ON OF MARKS 2 PARTIAL PROGRESS (1-49% of g 4th Reporting Period (Secondary Only) Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal	CP Oal met) I NO PROGRESS Goal Achievement Objective 1 Met: Yes No Objective 2 Met: Yes No If "No" please explain: student's behavior and refusal to participate in OT sessions impacts his ability to

Student DA7				
Student PAZ	ETHAN		Date of Birth 03-SEP-2012	Meeting Date 24-AUG-2022
Last	First	MI Section G: Annual G	oals and Objectives	
Formance Area:	Reading	Category: Rea	ding • Annual C	Goal #: 4
summ vim orany read on	iovortext at 115 words per iiii	inte as measured by teacher c	harted observation in 4 out of 5 trials wit	n 6370 accuracy.
	to be reported to parents by co s Report or Report Card perio		Progress and Achievement from Curre	nt IEP" form(s) which will be
		Methods of	Evaluation	
State Assessments Observation Other	Norm Portfol	Referenced	Criterion Referenced Work Samples	☐ Curriculum Based ✓ Informal
-	I related to the goal: -level text at 85 words per mi ion in 4 out of 5 trials with 85		Incremental objective #2 related to Ethan will orally read on-level text at teacher-charted observation in 4 out o	100 words per minute as measured by
Date to be achieved:	September ➤ 2021	₩ MO/YR	Date to be achieved: January	∨ 2022 ∨ MO/Y
4 GOAL MET OR	3 SUBSTANTIAL PROC		CHIEVEMENT FROM CURRENT I ON OF MARKS 2 PARTIAL PROGRESS (1-49% of	TEP
EXCEEDED	3 SUBSTANTIAL PROC	EXPLANATION EXPLANATION EXPL	ON OF MARKS 2 PARTIAL PROGRESS (1-49% of	goal met) 1 NO PROGRESS
EXCEEDED 1st Reporting Period	3 SUBSTANTIAL PROC met) 2nd Reporting Period	EXPLANATION GRESS (50-99% of goal 3rd Reporting Period	ON OF MARKS	TEP
EXCEEDED	3 SUBSTANTIAL PROC	EXPLANATION EXPLANATION EXPL	ON OF MARKS 2 PARTIAL PROGRESS (1-49% of 4th Reporting Period (Secondary	goal met) 1 NO PROGRESS
EXCEEDED 1st Reporting Period	3 SUBSTANTIAL PROC met) 2nd Reporting Period	EXPLANATION GRESS (50-99% of goal 3rd Reporting Period	ON OF MARKS 2 PARTIAL PROGRESS (1-49% of Ath Reporting Period (Secondary Only)	goal met) 1 NO PROGRESS
EXCEEDED 1st Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal?	3 SUBSTANTIAL PROCEED met) 2nd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal?	EXPLANATION GRESS (50-99% of goal and Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal?	2 PARTIAL PROGRESS (1-49% of 4th Reporting Period (Secondary Only) Date: Progress Mark: Is progress sufficient to meet annual goal?	goal met) I NO PROGRESS Goal Achievement Objective 1 Met: Yes No Objective 2 Met: Yes No
EXCEEDED 1st Reporting Period Date: Progress Mark: Is progress sufficient to	3 SUBSTANTIAL PROCESSION Met) 2nd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No	EXPLANATION GRESS (50-99% of goal and Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No	ON OF MARKS 2 PARTIAL PROGRESS (1-49% of Antique Period (Secondary Only) Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No	goal met) I NO PROGRES. Goal Achievement Objective 1 Met: Yes No Objective 2 Met:
EXCEEDED 1st Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal?	3 SUBSTANTIAL PROCEMENT. 2nd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No	EXPLANATION GRESS (50-99% of goal and Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal?	2 PARTIAL PROGRESS (1-49% of 4th Reporting Period (Secondary Only) Date: Progress Mark: Is progress sufficient to meet annual goal?	goal met) I NO PROGRESS Goal Achievement Objective 1 Met: Yes No Objective 2 Met: Yes No

	chool District	NDIVIDUALIZED EDUCA		
Student PAZ	ETHAN E		Date of Birth 03-SEP-2012	Meeting Date 24-AUG-2022
Last	First	MI Section G: Annual G	oals and Objectives	
ormance Area:	Writing	Category: Writ	ting • Annua	l Goal #: 5
			or characters in which a sequence of every student work samples in 4 out 5 trials	
	to be reported to parents by co s Report or Report Card perio		f Progress and Achievement from Cur	rent IEP" form(s) which will be
		Methods of l	Evaluation	
State Assessments Observation Other	Norm Portfol	Referenced	☐ Criterion Referenced ✓ Work Samples	☐ Curriculum Based ✓ Informal
ncremental objective #1			Incremental objective #2 related t	•
narrator and/or characters emporal words and/or ph	ative paragraphs that establish is in which a sequence of even thrases to signal event order w work samples in 4 out 5 trials	nts unfolds, including rith faded teacher support	and/or characters in which a sequen	raphs that establish a situation with a narra- ce of events unfolds, including temporal w with faded teacher support as measured by lls with 85% accuracy.
ate to be achieved:	September V 2021	MO/YR T OF PROGRESS AND A	Date to be achieved: Januar CHIEVEMENT FROM CURRENT	,
ate to be achieved:		T OF PROGRESS AND A	CHIEVEMENT FROM CURRENT	2022
ate to be achieved: 4 GOAL MET OR EXCEEDED	IEP REPOR	T OF PROGRESS AND A		T IEP
	IEP REPOR	T OF PROGRESS AND A	CHIEVEMENT FROM CURRENT ON OF MARKS 2 PARTIAL PROGRESS (1-49% of the description of the description)	T IEP
4 GOAL MET OR EXCEEDED st Reporting Period	JEP REPOR 3 SUBSTANTIAL PROCuest)	T OF PROGRESS AND AGE EXPLANATION GRESS (50-99% of goal	CHIEVEMENT FROM CURRENT ON OF MARKS 2 PARTIAL PROGRESS (1-49% of the deporting Period (Secondary Only)	TIEP of goal met) 1 NO PROGRESS
4 GOAL MET OR EXCEEDED	3 SUBSTANTIAL PROC met) 2nd Reporting Period	T OF PROGRESS AND AGE EXPLANATION GRESS (50-99% of goal 3rd Reporting Period	CHIEVEMENT FROM CURRENT ON OF MARKS 2 PARTIAL PROGRESS (1-49% of the description of the description)	TIEP of goal met) 1 NO PROGRESS Goal Achievement
4 GOAL MET OR EXCEEDED	3 SUBSTANTIAL PROC met) 2nd Reporting Period	T OF PROGRESS AND AGE EXPLANATION GRESS (50-99% of goal 3rd Reporting Period	CHIEVEMENT FROM CURRENT ON OF MARKS 2 PARTIAL PROGRESS (1-49% of the deporting Period (Secondary Only)	TIEP of goal met) I NO PROGRESS Goal Achievement Objective 1 Met:
4 GOAL MET OR EXCEEDED st Reporting Period Date:	3 SUBSTANTIAL PROCESSION OF THE PREPORT OF THE PROPERTY OF T	EXPLANATION OF PROGRESS AND AN EXPLANATION OF GOAL STATE OF THE PROGRESS (50-99% of goal Date:	CHIEVEMENT FROM CURRENT ON OF MARKS 2 PARTIAL PROGRESS (1-49% of the description of the	T IEP of goal met) 1 NO PROGRESS Goal Achievement
4 GOAL MET OR EXCEEDED (st Reporting Period Date:	3 SUBSTANTIAL PROCESSION OF THE PREPORT OF THE PROPERTY OF T	EXPLANATION OF PROGRESS AND AN EXPLANATION OF GOAL STATE OF THE PROGRESS (50-99% of goal Date:	CHIEVEMENT FROM CURRENT ON OF MARKS 2 PARTIAL PROGRESS (1-49% of the description of the	Goal Achievement Objective 1 Met: Yes No Objective 2 Met:
4 GOAL MET OR EXCEEDED st Reporting Period Date: Progress Mark:	JEP REPOR 3 SUBSTANTIAL PROCE met) 2nd Reporting Period Date: Progress Mark: Is progress sufficient to	EXPLANATION EXPLANATION STATE OF PROGRESS AND AN EXPLANATION STATE OF THE EXPLANATION STATE OF T	CHIEVEMENT FROM CURRENT ON OF MARKS 2 PARTIAL PROGRESS (1-49% of the secondary of the seco	Goal Achievement Objective 1 Met: Yes No Objective 2 Met: Yes No
4 GOAL MET OR EXCEEDED st Reporting Period Date: Progress Mark: s progress sufficient to neet annual goal?	JEP REPOR 3 SUBSTANTIAL PROCE met) 2nd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No	EXPLANATION EXPLAN	CHIEVEMENT FROM CURRENT ON OF MARKS 2 PARTIAL PROGRESS (1-49% of the secondary of the seco	Goal Achievement Objective 1 Met: Yes No Objective 2 Met:

Los Angeles Unified Se		NDIVIDUALIZED EDUCA	illor (TROGRESS (IEI)	
Student PAZ	ETHAN E	,	Date of Birth 03-SEP-2012	Meeting Date 24-AUG-2022
Last	First	MI Section G: Annual G	aals and Objectives	
ormance Area:	ELD		lish Language Dev	pal #: 6
			as from diverse cultures with faded teacher	
Progress on annual goals to provided at either Progres	to be reported to parents by co s Report or Report Card perio	ompleting the "IEP Report of ods.	f Progress and Achievement from Current	t IEP" form(s) which will be
		Methods of	Evaluation	
State Assessments	□ Norm	Referenced	Criterion Referenced	Curriculum Based
Observation	Portfol	tio	Work Samples	Informal
Other				
ncremental objective #1	related to the goal:		Incremental objective #2 related to the	he goal:
	4 details orally or in writing f	rom fables, folktales, and	Ethan will recount/retell 5 details orally	
	res with faded teacher suppor		myths from diverse cultures with faded	• •
charted observation and s	student work samples in 4 out	of 5 trials with 85%	charted observation and student work s	amples in 3 out of 5 trials with 85%
accuracy.			accuracy.	
Date to be achieved:	September ▼ 2021	₩O/YR	Date to be achieved: January	▼ 2022 ▼ MO/Y
Date to be achieved:			Date to be achieved: CHIEVEMENT FROM CURRENT IF	2022
Date to be achieved:		T OF PROGRESS AND A	,	2022
Date to be achieved: 4 GOAL MET OR EXCEEDED	IEP REPOR	T OF PROGRESS AND A	CHIEVEMENT FROM CURRENT IE	EP
4 GOAL MET OR	IEP REPOR	T OF PROGRESS AND A EXPLANATION	CHIEVEMENT FROM CURRENT IE ON OF MARKS	EP
4 GOAL MET OR EXCEEDED	3 SUBSTANTIAL PROC met) 2nd Reporting Period	T OF PROGRESS AND A EXPLANATION GRESS (50-99% of goal	CHIEVEMENT FROM CURRENT IE ON OF MARKS 2 PARTIAL PROGRESS (1-49% of go 4th Reporting Period (Secondary Only)	Dependence of the second secon
4 GOAL MET OR EXCEEDED 1st Reporting Period	3 SUBSTANTIAL PROC	T OF PROGRESS AND A EXPLANATION GRESS (50-99% of goal 3rd Reporting Period	CHIEVEMENT FROM CURRENT IE ON OF MARKS 2 PARTIAL PROGRESS (1-49% of go 4th Reporting Period (Secondary	Dependence of the second secon
4 GOAL MET OR EXCEEDED 1st Reporting Period Date:	3 SUBSTANTIAL PROCESSION OF SUBSTANTIAL PROC	T OF PROGRESS AND A EXPLANATIO GRESS (50-99% of goal 3rd Reporting Period Date:	CHIEVEMENT FROM CURRENT IE ON OF MARKS 2 PARTIAL PROGRESS (1-49% of go 4th Reporting Period (Secondary Only) Date:	Dependence of the second secon
4 GOAL MET OR EXCEEDED 1st Reporting Period	3 SUBSTANTIAL PROC met) 2nd Reporting Period	T OF PROGRESS AND A EXPLANATION GRESS (50-99% of goal 3rd Reporting Period	CHIEVEMENT FROM CURRENT IE ON OF MARKS 2 PARTIAL PROGRESS (1-49% of go 4th Reporting Period (Secondary Only)	CP Doal met) I NO PROGRESS Goal Achievement Objective 1 Met:
4 GOAL MET OR EXCEEDED 1st Reporting Period Date:	3 SUBSTANTIAL PROCESSION OF SUBSTANTIAL PROC	T OF PROGRESS AND A EXPLANATIO GRESS (50-99% of goal 3rd Reporting Period Date:	CHIEVEMENT FROM CURRENT IE ON OF MARKS 2 PARTIAL PROGRESS (1-49% of go 4th Reporting Period (Secondary Only) Date:	CP Doal met) I NO PROGRESS Goal Achievement Objective 1 Met: Yes No
4 GOAL MET OR EXCEEDED 1st Reporting Period Date:	3 SUBSTANTIAL PROCESSION OF SUBSTANTIAL PROC	T OF PROGRESS AND A EXPLANATIO GRESS (50-99% of goal 3rd Reporting Period Date:	CHIEVEMENT FROM CURRENT IE ON OF MARKS 2 PARTIAL PROGRESS (1-49% of go 4th Reporting Period (Secondary Only) Date:	CP Doal met) I NO PROGRESS Goal Achievement Objective 1 Met:
4 GOAL MET OR EXCEEDED 1st Reporting Period Date: Progress Mark:	3 SUBSTANTIAL PROCEED TO THE PROPERTY OF THE P	T OF PROGRESS AND A EXPLANATION GRESS (50-99% of goal 3rd Reporting Period Date: Progress Mark: Is progress sufficient to	CHIEVEMENT FROM CURRENT IE ON OF MARKS 2 PARTIAL PROGRESS (1-49% of go 4th Reporting Period (Secondary Only) Date: Progress Mark: Is progress sufficient to meet annual	CP Doal met) I NO PROGRESS Goal Achievement Objective 1 Met: Yes No Objective 2 Met: Yes No
4 GOAL MET OR EXCEEDED 1st Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal?	JEP REPOR 3 SUBSTANTIAL PROCE met) 2nd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No	T OF PROGRESS AND A EXPLANATION GRESS (50-99% of goal 3rd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal?	CHIEVEMENT FROM CURRENT IE ON OF MARKS 2 PARTIAL PROGRESS (1-49% of ge 4th Reporting Period (Secondary Only) Date: Progress Mark: Is progress sufficient to meet annual goal?	CP Doal met) I NO PROGRESS Goal Achievement Objective 1 Met: Yes No Objective 2 Met:
4 GOAL MET OR EXCEEDED 1st Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment:	JEP REPOR 3 SUBSTANTIAL PROCE met) 2nd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment:	T OF PROGRESS AND A EXPLANATION GRESS (50-99% of goal 3rd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment:	CHIEVEMENT FROM CURRENT IE ON OF MARKS 2 PARTIAL PROGRESS (1-49% of go 4th Reporting Period (Secondary Only) Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment:	CP Doal met) I NO PROGRESS Goal Achievement Objective 1 Met: Yes No Objective 2 Met: Yes No
4 GOAL MET OR EXCEEDED 1st Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time	JEP REPOR 3 SUBSTANTIAL PROCE met) 2nd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time	T OF PROGRESS AND A EXPLANATION GRESS (50-99% of goal 3rd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time	CHIEVEMENT FROM CURRENT IE ON OF MARKS 2 PARTIAL PROGRESS (1-49% of go 4th Reporting Period (Secondary Only) Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time	CP Doal met) I NO PROGRESS Goal Achievement Objective 1 Met: Yes No Objective 2 Met: Yes No
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4 GOAL MET OR EXCEEDED 1st Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed	IEP REPOR 3 SUBSTANTIAL PROCE met) 2nd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed	EXPLANATION GRESS (50-99% of goal and seporting Period Date: Progress Mark: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed	CHIEVEMENT FROM CURRENT IE ON OF MARKS 2 PARTIAL PROGRESS (1-49% of go 4th Reporting Period (Secondary Only) Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed	CP Doal met) I NO PROGRESS Goal Achievement Objective 1 Met: Yes No Objective 2 Met: Yes No
4 GOAL MET OR EXCEEDED 1st Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to	IEP REPOR 3 SUBSTANTIAL PROCE met) 2nd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to	EXPLANATION GRESS (50-99% of goal and Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to	CHIEVEMENT FROM CURRENT IE ON OF MARKS 2 PARTIAL PROGRESS (1-49% of get) 4th Reporting Period (Secondary Only) Date: Progress Mark: Is progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal	CP Doal met) I NO PROGRESS Goal Achievement Objective 1 Met: Yes No Objective 2 Met: Yes No
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Student PAZ Last				
	ETHAN E		Date of Birth 03-SEP-2012	Meeting Date 24-AUG-2022
	First	MI		9
_		Section G: Annual G		
ormance Area:	Behavior Support 2 C	ategory: Beh	avior Intervention Annual C	Goal #: 7
hroughout the day.			ember, without engaging in off-task behav	,
rogress on annual goals to rovided at either Progress	be reported to parents by co Report or Report Card perio	ompleting the "IEP Report of ds.	f Progress and Achievement from Curre	nt IEP" form(s) which will be
		Methods of	Evaluation	
State Assessments Observation Other	Norm I Portfol	Referenced	Criterion Referenced Work Samples	Curriculum Based Informal
ncremental objective #1	related to the goal:		Incremental objective #2 related to	the goal:
•	follow instructions the first ti	me given by a		uctions the first time given by a teacher
eacher/staff member, with ppportunities throughout the	nout engaging in off-task beh he day.	avior, for 3/5	member, without engaging in off-task the day.	behavior, for 4/5 opportunities through
				∨ 2022 ∨ MO/Y
4 COMMITTON		EXPLANATIO	CHIEVEMENT FROM CURRENT I	ЕР
4 GOAL MET OR EXCEEDED	3 SUBSTANTIAL PROC	EXPLANATIO		ЕР
	3 SUBSTANTIAL PROC	EXPLANATIO	ON OF MARKS 2 PARTIAL PROGRESS (1-49% of 4th Reporting Period (Secondary	ЕР
EXCEEDED	3 SUBSTANTIAL PROC met)	EXPLANATION EXPLANATION EXPL	ON OF MARKS 2 PARTIAL PROGRESS (1-49% of 4th Reporting Period (Secondary Only)	EP goal met) 1 NO PROGRESS
EXCEEDED 1st Reporting Period	3 SUBSTANTIAL PROC met) 2nd Reporting Period	EXPLANATION EXPLANATION EXPLANATION GRESS (50-99% of goal 3rd Reporting Period	ON OF MARKS 2 PARTIAL PROGRESS (1-49% of 4th Reporting Period (Secondary	EP goal met) 1 NO PROGRESS
EXCEEDED 1st Reporting Period	3 SUBSTANTIAL PROC met) 2nd Reporting Period	EXPLANATION EXPLANATION EXPLANATION GRESS (50-99% of goal 3rd Reporting Period	ON OF MARKS 2 PARTIAL PROGRESS (1-49% of 4th Reporting Period (Secondary Only)	EP goal met) 1 NO PROGRESS
EXCEEDED 1st Reporting Period Date:	3 SUBSTANTIAL PROCE met) 2nd Reporting Period Date:	EXPLANATION STATES (50-99% of goal and Reporting Period Date:	ON OF MARKS 2 PARTIAL PROGRESS (1-49% of 4th Reporting Period (Secondary Only) Date:	goal met) 1 NO PROGRESS Goal Achievement Objective 1 Met:
EXCEEDED 1st Reporting Period Date:	3 SUBSTANTIAL PROCE met) 2nd Reporting Period Date:	EXPLANATION STATES (50-99% of goal and Reporting Period Date:	ON OF MARKS 2 PARTIAL PROGRESS (1-49% of 4th Reporting Period (Secondary Only) Date:	goal met) I NO PROGRESS Goal Achievement Objective 1 Met: Yes No
EXCEEDED 1st Reporting Period Date: Progress Mark: Is progress sufficient to	3 SUBSTANTIAL PROCEMENT 2nd Reporting Period Date: Progress Mark: Is progress sufficient to	EXPLANATIO GRESS (50-99% of goal 3rd Reporting Period Date: Progress Mark: Is progress sufficient to	ON OF MARKS 2 PARTIAL PROGRESS (1-49% of 4th Reporting Period (Secondary Only) Date: Progress Mark: Is progress sufficient to meet annual	goal met) I NO PROGRESS Goal Achievement Objective 1 Met: Yes No Objective 2 Met:
EXCEEDED 1st Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal?	3 SUBSTANTIAL PROCEMENT 2nd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal?	EXPLANATION STRESS (50-99% of goal and Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal?	2 PARTIAL PROGRESS (1-49% of 4th Reporting Period (Secondary Only) Date: Progress Mark: Is progress sufficient to meet annual goal?	goal met) I NO PROGRESS Goal Achievement Objective 1 Met: Yes No Objective 2 Met: Yes No
EXCEEDED 1st Reporting Period Date: Progress Mark: Is progress sufficient to	3 SUBSTANTIAL PROCEMENT 2nd Reporting Period Date: Progress Mark: Is progress sufficient to	EXPLANATIO GRESS (50-99% of goal 3rd Reporting Period Date: Progress Mark: Is progress sufficient to	ON OF MARKS 2 PARTIAL PROGRESS (1-49% of 4th Reporting Period (Secondary Only) Date: Progress Mark: Is progress sufficient to meet annual	goal met) I NO PROGRESS Goal Achievement Objective 1 Met: Yes No Objective 2 Met:

Los Angeles Unified School District			ATION PROGRAM (IEP)		
Student PAZ		E Date of Birth 03-SEP-2012 Meeting Date 24-AUG-20			
Last	First	MI Section G: Annual G	oals and Objectives		
formance Area:	Behavior Support 3	Category: Beh	avior Intervention Annual Go	pal #: 8	
Ethan will independently 4/5 opportunities per wed		15 minutes group game or p	lay activity with other children during socia	al or un-structured time for	
	to be reported to parents by c ss Report or Report Card perio		f Progress and Achievement from Current	IEP" form(s) which will be	
		Methods of	Evaluation		
State Assessments Observation Other	Norm Portfo	Referenced lio	Criterion Referenced Work Samples	Curriculum Based Informal	
	1 related to the goal: y follow rules for a minimum er children during social or un		Incremental objective #2 related to the Ethan will independently follow rules for play activity with other children during opportunities per week.	or a minimum of 10 minutes group ga	
Date to be achieved:	September • 2021	MO/YR T OF PROGRESS AND A	Date to be achieved: January CHIEVEMENT FROM CURRENT IE	∨ 2022 ∨ MO/Y	
	IEI KEI OK		ON OF MARKS	ı	
4 GOAL MET OR EXCEEDED	3 SUBSTANTIAL PROmet)	GRESS (50-99% of goal	2 PARTIAL PROGRESS (1-49% of go	oal met) 1 NO PROGRESS	
1st Reporting Period	2nd Reporting Period	3rd Reporting Period	4th Reporting Period (Secondary	Goal Achievement	
Date:	Date:	Date:	Only) Date:		
Progress Mark:	Progress Mark:	Progress Mark:	Progress Mark:	Objective 1 Met:	
Is progress sufficient to meet annual goal? Yes No If "No" please comment Needs More Time Excess Absence/Tardy Assignments Not Completed Need to	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	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	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	Objective 2 Met: Yes No If "No" please explain:	

	chool District	NDIVIDUALIZED EDUC	ATION PROGRAM (IEP)	
Student PAZ	ETHAN E		Date of Birth 03-SEP-2012	Meeting Date 24-AUG-2022
Last	First	MI		
		Section G: Annual G	-	
formance Area:	Mathematics C	ategory: Mat	h • Annua	l Goal #: 9
by student work samples	and teacher observation in 4 or	it of 5 trials with 85% accura	cy.	
Progress on annual goals provided at either Progres	to be reported to parents by coss Report or Report Card perio	ompleting the "IEP Report of ds.	f Progress and Achievement from Cur	rrent IEP" form(s) which will be
_		Methods of 1	Evaluation	
State Assessments Observation Other	Norm Portfol	Referenced io	✓ Criterion Referenced ✓ Work Samples	☐ Curriculum Based ✓ Informal
Incremental objective #	1 related to the goal:		Incremental objective #2 related	to the goal:
•	tep word problems using the fo	our operations and will		blems using the four operations and will
•	sing equations with faded teach s and teacher observation in 4 of			ons with faded teacher support as measure observation in 3 out of 5 trials with 85%
Date to be achieved:	September	MO/YR T OF PROGRESS AND A	Date to be achieved: CHIEVEMENT FROM CURRENT	
Date to be achieved:		T OF PROGRESS AND A	CHIEVEMENT FROM CURRENT	2022
Date to be achieved: 4 GOAL MET OR EXCEEDED	IEP REPOR	T OF PROGRESS AND A EXPLANATION		T IEP
4 GOAL MET OR	IEP REPOR	T OF PROGRESS AND A EXPLANATION GRESS (50-99% of goal	CHIEVEMENT FROM CURRENT	T IEP
4 GOAL MET OR EXCEEDED	3 SUBSTANTIAL PROC met) 2nd Reporting Period	T OF PROGRESS AND A EXPLANATION	CHIEVEMENT FROM CURRENT ON OF MARKS 2 PARTIAL PROGRESS (1-49% o	T IEP of goal met) 1 NO PROGRESS
4 GOAL MET OR EXCEEDED 1st Reporting Period	3 SUBSTANTIAL PROC	T OF PROGRESS AND A EXPLANATION GRESS (50-99% of goal 3rd Reporting Period	CHIEVEMENT FROM CURRENT ON OF MARKS 2 PARTIAL PROGRESS (1-49% of 4th Reporting Period (Secondary)	T IEP of goal met) 1 NO PROGRESS
4 GOAL MET OR EXCEEDED 1st Reporting Period Date:	3 SUBSTANTIAL PROC met) 2nd Reporting Period Date:	T OF PROGRESS AND A EXPLANATION GRESS (50-99% of goal 3rd Reporting Period Date:	CHIEVEMENT FROM CURRENT ON OF MARKS 2 PARTIAL PROGRESS (1-49% of 4th Reporting Period (Secondary Only) Date:	T IEP of goal met) 1 NO PROGRESS
4 GOAL MET OR EXCEEDED 1st Reporting Period	3 SUBSTANTIAL PROC met) 2nd Reporting Period	T OF PROGRESS AND A EXPLANATION GRESS (50-99% of goal 3rd Reporting Period	CHIEVEMENT FROM CURRENT ON OF MARKS 2 PARTIAL PROGRESS (1-49% of the description of the	F IEP Of goal met) I NO PROGRESS Goal Achievement Objective 1 Met:
4 GOAL MET OR EXCEEDED 1st Reporting Period Date:	3 SUBSTANTIAL PROC met) 2nd Reporting Period Date:	T OF PROGRESS AND A EXPLANATION GRESS (50-99% of goal 3rd Reporting Period Date:	CHIEVEMENT FROM CURRENT ON OF MARKS 2 PARTIAL PROGRESS (1-49% of 4th Reporting Period (Secondary Only) Date:	Goal Achievement Objective 1 Met: Yes No
4 GOAL MET OR EXCEEDED 1st Reporting Period Date:	3 SUBSTANTIAL PROC met) 2nd Reporting Period Date:	T OF PROGRESS AND A EXPLANATION GRESS (50-99% of goal 3rd Reporting Period Date:	CHIEVEMENT FROM CURRENT ON OF MARKS 2 PARTIAL PROGRESS (1-49% of 4th Reporting Period (Secondary Only) Date:	Goal Achievement Objective 1 Met: Yes No Objective 2 Met:
4 GOAL MET OR EXCEEDED 1st Reporting Period Date: Progress Mark: Is progress sufficient to	3 SUBSTANTIAL PROCEED TO THE SUBSTANTIAL PROCEED	T OF PROGRESS AND A EXPLANATION GRESS (50-99% of goal 3rd Reporting Period Date: Progress Mark: Is progress sufficient to	CHIEVEMENT FROM CURRENT ON OF MARKS 2 PARTIAL PROGRESS (1-49% of the content of	Goal Achievement Objective 1 Met: Yes No Objective 2 Met:
EXCEEDED 1st Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal?	JEP REPOR 3 SUBSTANTIAL PROCE met) 2nd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No	T OF PROGRESS AND A EXPLANATION GRESS (50-99% of goal 3rd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal?	CHIEVEMENT FROM CURRENT ON OF MARKS 2 PARTIAL PROGRESS (1-49% of the secondary only) Date: Progress Mark: Is progress sufficient to meet annual goal?	Goal Achievement Objective 1 Met: Yes No Objective 2 Met: Yes No

Los Angeles Unified School District						
Student PAZ		Date of Birth 03-SEP-2012 Meeting Date 24-AU				
Last	First	MI Section G: Annual G	oals and Objectives			
formance Area:	Language	Category: Lan	guage − Expressive ➤ Annual G	oal #: 10		
Ethan will correctly mak	e inferences from a picture cue	with 80% accuracy in 5 trials	s over three consecutive sessions.			
	to be reported to parents by coss Report or Report Card perio		f Progress and Achievement from Curren	t IEP" form(s) which will be		
		Methods of	Evaluation			
State Assessments	Norm	Referenced	Criterion Referenced	Curriculum Based		
Observation	Portfol	lio	Work Samples	Informal		
Other						
Incremental objective #	1 related to the goal:		Incremental objective #2 related to t	he goal:		
Ethan will correctly mal	ke inferences from a picture cu	ne with 60% accuracy in 5	Ethan will correctly make inferences fr	rom a picture cue with 70% accuracy		
trials over three consecu	itive sessions.		trials over three consecutive sessions.			
Date to be achieved:	September ∨ 2021	₩ MO/YR	Date to be achieved: January	∨ 2022 ∨ MO/Y		
Date to be achieved:		T OF PROGRESS AND A	CHIEVEMENT FROM CURRENT IE	2022		
Date to be achieved: 4 GOAL MET OR EXCEEDED	IEP REPOR	T OF PROGRESS AND A		EP		
4 GOAL MET OR	IEP REPOR	T OF PROGRESS AND A EXPLANATION	CHIEVEMENT FROM CURRENT IS ON OF MARKS 2 PARTIAL PROGRESS (1-49% of g 4th Reporting Period (Secondary	EP		
4 GOAL MET OR EXCEEDED 1st Reporting Period	3 SUBSTANTIAL PROC	T OF PROGRESS AND A EXPLANATION GRESS (50-99% of goal	CHIEVEMENT FROM CURRENT IN ON OF MARKS 2 PARTIAL PROGRESS (1-49% of g 4th Reporting Period (Secondary Only)	EP oal met) 1 NO PROGRESS.		
4 GOAL MET OR EXCEEDED	3 SUBSTANTIAL PROC met) 2nd Reporting Period	T OF PROGRESS AND A EXPLANATION GRESS (50-99% of goal 3rd Reporting Period	CHIEVEMENT FROM CURRENT IS ON OF MARKS 2 PARTIAL PROGRESS (1-49% of g 4th Reporting Period (Secondary	EP oal met) 1 NO PROGRESS.		
4 GOAL MET OR EXCEEDED 1st Reporting Period	3 SUBSTANTIAL PROC met) 2nd Reporting Period	T OF PROGRESS AND A EXPLANATION GRESS (50-99% of goal 3rd Reporting Period	CHIEVEMENT FROM CURRENT IN ON OF MARKS 2 PARTIAL PROGRESS (1-49% of g 4th Reporting Period (Secondary Only)	EP oal met) 1 NO PROGRESS.		
4 GOAL MET OR EXCEEDED 1st Reporting Period Date: 04-MAR-2022 Progress Mark:	3 SUBSTANTIAL PROCEMENT 2nd Reporting Period Date: 10-JUN-2022 Progress Mark:	T OF PROGRESS AND A EXPLANATIO GRESS (50-99% of goal 3rd Reporting Period Date:	CHIEVEMENT FROM CURRENT IS ON OF MARKS 2 PARTIAL PROGRESS (1-49% of g 4th Reporting Period (Secondary Only) Date:	Coal met) I NO PROGRESS Goal Achievement Objective 1 Met:		
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4 GOAL MET OR EXCEEDED 1st Reporting Period Date: 04-MAR-2022 Progress Mark:	3 SUBSTANTIAL PROCEMENT OF THE PREPORE TO SUBSTANTIAL PROCEMENT OF THE PROPERTY OF THE PROPERT	T OF PROGRESS AND A EXPLANATIO GRESS (50-99% of goal 3rd Reporting Period Date:	CHIEVEMENT FROM CURRENT IS ON OF MARKS 2 PARTIAL PROGRESS (1-49% of g 4th Reporting Period (Secondary Only) Date:	Coal Met: Objective 1 Met: Yes No Objective 2 Met:		
4 GOAL MET OR EXCEEDED 1st Reporting Period Date: 04-MAR-2022 Progress Mark: 4 Is progress sufficient to	3 SUBSTANTIAL PROCEMENT 2nd Reporting Period Date: 10-JUN-2022 Progress Mark: 4 Is progress sufficient to	T OF PROGRESS AND A EXPLANATION GRESS (50-99% of goal 3rd Reporting Period Date: Progress Mark: Is progress sufficient to	CHIEVEMENT FROM CURRENT IF ON OF MARKS 2 PARTIAL PROGRESS (1-49% of g 4th Reporting Period (Secondary Only) Date: Progress Mark: Is progress sufficient to meet annual	Coal met) I NO PROGRESS Goal Achievement Objective 1 Met: Yes No		
4 GOAL MET OR EXCEEDED 1st Reporting Period Date: 04-MAR-2022 Progress Mark: 4 Is progress sufficient to meet annual goal?	IEP REPOR 3 SUBSTANTIAL PROCEMENT 2nd Reporting Period Date: 10-JUN-2022 Progress Mark: 4 Is progress sufficient to meet annual goal? Yes No	T OF PROGRESS AND A EXPLANATION GRESS (50-99% of goal 3rd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal?	CHIEVEMENT FROM CURRENT IS ON OF MARKS 2 PARTIAL PROGRESS (1-49% of g 4th Reporting Period (Secondary Only) Date: Progress Mark: Is progress sufficient to meet annual goal?	Coal met) I NO PROGRESS Goal Achievement Objective 1 Met: Yes No Objective 2 Met: Yes No		
4 GOAL MET OR EXCEEDED 1st Reporting Period Date: 04-MAR-2022 Progress Mark: 4 Is progress sufficient to meet annual goal? Yes No	IEP REPOR 3 SUBSTANTIAL PROCEMENT 2nd Reporting Period Date: 10-JUN-2022 Progress Mark: 4 Is progress sufficient to meet annual goal? Yes No	T OF PROGRESS AND A EXPLANATION GRESS (50-99% of goal 3rd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No	CHIEVEMENT FROM CURRENT IS ON OF MARKS 2 PARTIAL PROGRESS (1-49% of g 4th Reporting Period (Secondary Only) Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No	Coal met) I NO PROGRESS Goal Achievement Objective 1 Met: Yes No Objective 2 Met: Yes No		
4 GOAL MET OR EXCEEDED 1st Reporting Period Date: 04-MAR-2022 Progress Mark: 4 Is progress sufficient to meet annual goal? Yes No If "No" please commen Needs More Time Excess	IEP REPOR 3 SUBSTANTIAL PROCEMENT 2nd Reporting Period Date: 10-JUN-2022 Progress Mark: 4 Is progress sufficient to meet annual goal? • Yes No If "No" please comment: Needs More Time Excess	T OF PROGRESS AND A EXPLANATION GRESS (50-99% of goal 3rd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess	CHIEVEMENT FROM CURRENT IF ON OF MARKS 2 PARTIAL PROGRESS (1-49% of g 4th Reporting Period (Secondary Only) Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment:	Coal met) I NO PROGRESS Goal Achievement Objective 1 Met: Yes No Objective 2 Met: Yes No		
4 GOAL MET OR EXCEEDED 1st Reporting Period Date: 04-MAR-2022 Progress Mark: 4 Is progress sufficient to meet annual goal? Yes No If "No" please commen Needs More Time Excess Absence/Tardy	IEP REPOR 3 SUBSTANTIAL PROCEMENT 2nd Reporting Period Date: 10-JUN-2022 Progress Mark: 4 Is progress sufficient to meet annual goal? • Yes No It "No" please comment: Needs More Time Excess Absence/Tardy	T OF PROGRESS AND A EXPLANATION GRESS (50-99% of goal 3rd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy	CHIEVEMENT FROM CURRENT IF ON OF MARKS 2 PARTIAL PROGRESS (1-49% of g 4th Reporting Period (Secondary Only) Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed	Coal met) I NO PROGRESS Goal Achievement Objective 1 Met: Yes No Objective 2 Met: Yes No		
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EXCEEDED 1st Reporting Period Date: 04-MAR-2022 Progress Mark: 4 Is progress sufficient to meet annual goal? • Yes No If "No" please commen Needs More Time Excess Absence/Tardy Assignments Not Completed	IEP REPOR 3 SUBSTANTIAL PROCE met) 2nd Reporting Period Date: 10-JUN-2022 Progress Mark: 4 Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed	T OF PROGRESS AND A EXPLANATION GRESS (50-99% of goal 3rd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed	CHIEVEMENT FROM CURRENT IF ON OF MARKS 2 PARTIAL PROGRESS (1-49% of g 4th Reporting Period (Secondary Only) Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed	Coal met) I NO PROGRESS Goal Achievement Objective 1 Met: Yes No Objective 2 Met: Yes No		
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	chool District	NDIVIDUALIZED EDUCA	,	
Student PAZ	ETHAN E		Date of Birth 03-SEP-2012	Meeting Date 24-AUG-2022
Last	First	MI		
		Section G: Annual G		a 1"
		8 3	tor Abilities	
activities per lesson. 70%	accuracy.			
Progress on annual goals provided at either Progres	to be reported to parents by co ss Report or Report Card perio	ompleting the "IEP Report of	f Progress and Achievement from Curre	ent IEP" form(s) which will be
_	_	Methods of l	Evaluation	_
State Assessments	Norm !	Referenced	Criterion Referenced	Curriculum Based
Observation	Portfol	io	Work Samples	✓ Informal
Other				
ncremental objective #1	· · · · · · · · · · · · · · · · · · ·		Incremental objective #2 related to	
	Adapted PE lessons' activities tions and follow directions wi			lessons' activities, staying with the grou low directions with verbal prompts, 4/5
activities per lesson. 30%		ui verbai prompts, 4/3	activities per lesson. 50% accuracy.	iow directions with versus prompts, we
Date to be achieved:	Sentember > 2021	MO/YR	Date to be achieved: January	2022 W MO/Y
Date to be achieved:	September 2021 IEP REPOR	T OF PROGRESS AND A	Date to be achieved: January CHIEVEMENT FROM CURRENT I	
4 GOAL MET OR	IEP REPOR	T OF PROGRESS AND A	,	IEP
4 GOAL MET OR EXCEEDED	3 SUBSTANTIAL PROC	T OF PROGRESS AND AGE EXPLANATION GRESS (50-99% of goal	CHIEVEMENT FROM CURRENT I ON OF MARKS 2 PARTIAL PROGRESS (1-49% of	goal met) 1 NO PROGRESS
4 GOAL MET OR EXCEEDED 1st Reporting Period	3 SUBSTANTIAL PROC met) 2nd Reporting Period	T OF PROGRESS AND AGE EXPLANATION OF STATE OF ST	CHIEVEMENT FROM CURRENT I	IEP
4 GOAL MET OR EXCEEDED	3 SUBSTANTIAL PROC	T OF PROGRESS AND AGE EXPLANATION GRESS (50-99% of goal	CHIEVEMENT FROM CURRENT I ON OF MARKS 2 PARTIAL PROGRESS (1-49% of 4th Reporting Period (Secondary	goal met) 1 NO PROGRESS
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4 GOAL MET OR EXCEEDED 1st Reporting Period Date: 11-MAR-2022 Progress Mark:	3 SUBSTANTIAL PROC met) 2nd Reporting Period	T OF PROGRESS AND AGE EXPLANATION OF STATE OF ST	CHIEVEMENT FROM CURRENT ION OF MARKS 2 PARTIAL PROGRESS (1-49% of 4th Reporting Period (Secondary Only)	goal met) I NO PROGRESS Goal Achievement Objective 1 Met:
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4 GOAL MET OR EXCEEDED 1st Reporting Period Date: 11-MAR-2022 Progress Mark: 1 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	IEP REPOR 3 SUBSTANTIAL PROCE met) 2nd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal	EXPLANATION EXPLAN	CHIEVEMENT FROM CURRENT IDON OF MARKS 2 PARTIAL PROGRESS (1-49% of 4th Reporting Period (Secondary Only) Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal	goal met) I NO PROGRESS Goal Achievement Objective 1 Met: Yes No Objective 2 Met: Yes No If "No" please explain:
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	School District	ID CILIED ED CO	ATION PROGRAM (IEP)	
Student PAZ ETHAN			Date of Birth 03-SEP-2012	Meeting Date 24-AUG-2022
Last	First	MI Section G: Annual G	oals and Objectives	
formance Area:	Language 2 Co			al Goal #: 12
Ethan will get his point a	cross in a concise manner in 4/5	opportunities with no more	than one prompt.	
Progress on annual goals provided at either Progres	to be reported to parents by co ss Report or Report Card perio	mpleting the "IEP Report of ds.	f Progress and Achievement from Cu	urrent IEP" form(s) which will be
		Methods of	Evaluation	
State Assessments	☐ Norm I	Referenced	Criterion Referenced	Curriculum Based
Observation	Portfol	io	Work Samples	Informal
Other				
Incremental objective #			Incremental objective #2 related	to the goal:
Ethan will get his point a more than one prompt.	across in a concise manner in 3	3/5 opportunities with no	Ethan will get his point across in a more than two prompt.	concise manner in 4/5 opportunities with
Date to be achieved:	September 💙 2021	₩ MO/YR	Date to be achieved: Janua	ary • 2022 • MO/Y
	IEP REPORT	Γ OF PROGRESS AND A EXPLANATIO	CHIEVEMENT FROM CURREN ON OF MARKS	T IEP
Date to be achieved: 4 GOAL MET OR EXCEEDED		F OF PROGRESS AND A EXPLANATION GRESS (50-99% of goal	CHIEVEMENT FROM CURREN	T IEP
4 GOAL MET OR EXCEEDED 1st Reporting Period	3 SUBSTANTIAL PROGramet) 2nd Reporting Period	FOF PROGRESS AND A EXPLANATION EXECUTE: The second of th	CHIEVEMENT FROM CURREN ON OF MARKS 2 PARTIAL PROGRESS (1-49% 4th Reporting Period (Secondary	T IEP of goal met) 1 NO PROGRESS
4 GOAL MET OR EXCEEDED	3 SUBSTANTIAL PROGramet) 2nd Reporting Period	F OF PROGRESS AND A EXPLANATION GRESS (50-99% of goal	CHIEVEMENT FROM CURREN ON OF MARKS 2 PARTIAL PROGRESS (1-49% 4th Reporting Period (Secondary Only)	T IEP of goal met) 1 NO PROGRESS
4 GOAL MET OR EXCEEDED 1st Reporting Period	3 SUBSTANTIAL PROGramet) 2nd Reporting Period	FOF PROGRESS AND A EXPLANATION EXECUTE: The second of th	CHIEVEMENT FROM CURREN ON OF MARKS 2 PARTIAL PROGRESS (1-49% 4th Reporting Period (Secondary	T IEP of goal met) 1 NO PROGRESS Goal Achievement
4 GOAL MET OR EXCEEDED 1st Reporting Period	3 SUBSTANTIAL PROGramet) 2nd Reporting Period	FOF PROGRESS AND A EXPLANATION EXECUTE: The second of th	CHIEVEMENT FROM CURREN ON OF MARKS 2 PARTIAL PROGRESS (1-49% 4th Reporting Period (Secondary Only)	T IEP of goal met) 1 NO PROGRESS
4 GOAL MET OR EXCEEDED 1st Reporting Period Date: 04-MAR-2022 Progress Mark:	3 SUBSTANTIAL PROGramet) 2nd Reporting Period Date: 10-JUN-2022 Progress Mark:	FOF PROGRESS AND A EXPLANATION GRESS (50-99% of goal 3rd Reporting Period Date:	CHIEVEMENT FROM CURREN ON OF MARKS 2 PARTIAL PROGRESS (1-49% 4th Reporting Period (Secondary Only) Date:	T IEP of goal met) 1 NO PROGRESS Goal Achievement
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4 GOAL MET OR EXCEEDED 1st Reporting Period Date: 04-MAR-2022 Progress Mark: 4 Is progress sufficient to meet annual goal? • Yes • No If "No" please comment • Needs More Time • Excess	JEP REPORT 3 SUBSTANTIAL PROGramet) 2nd Reporting Period Date: 10-JUN-2022 Progress Mark: 4 Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess	Frogress Mark: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess	CHIEVEMENT FROM CURREN ON OF MARKS 2 PARTIAL PROGRESS (1-49% 4th Reporting Period (Secondary Only) Date: Progress Mark: Is progress sufficient to meet annua goal? Yes No If "No" please comment:	TIEP of goal met) 1 NO PROGRESS Goal Achievement Objective 1 Met: Yes No Objective 2 Met: Yes No
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	INDIVIDUALIZED EDUCATION PROGRAM (IEP)	Page 21
os Angeles Unified School District		
Student PAZ Last ETHAN First	E Date of Birth 03-SEP-2012	Meeting Date 24-AUG-2022
	on K: Participation in State and District-wide Assessments ments determined for each grade by the California Department of Educ District.	cation and/or the Los Angeles Unified So
tudent will participate in Regular State and Designated Supports and/or Accommodations		CAASPP Subject ELA and Math
Designated Supports: - Simplified or paraphrased test directions (notes to be a separate/smaller setting)	non-embedded designated support)	
- Text-to-speech software enabled (for math	items and ELA items except for reading passages)	
tudent will participate in Regular State and Designated Supports and/or Accommodations		ELPAC Subject Reading
tudent will participate in Regular State and Designated Supports and/or Accommodations		ELPAC Subject Writing
tudent will participate in Regular State and Designated Supports and/or Accommodations		ELPAC Subject Listening
tudent will participate in Regular State and Designated Supports and/or Accommodations		ELPAC Subject Speaking

INDIVIDUALIZED EDUC	ATION PROG	RAM (IEP)		Page 22 of 31		
Los Angeles Unified School District	ATTON TROO	AZAWI (IEI)				
Student PAZ ETHAN E	Date of	03-SEP-2012	Meeting	24-AUG-2022		
Last First MI	Birth		Date			
Section N: Procedural Safegu	ards and Foll	ow-up Actions				
▽						
A Parent's Guide to Special Education Services including Procedural R	ights & Safegu	nards was provided to	the parent in his	her primary language.		
✓ The IEP Team Meeting Introductory Statements were read aloud at the b	eginning of the	IEP Team meeting.				
✓ The parent/guardian was informed of his/her right to a written translation	of the IEP.					
Is the parent/guardian requesting informal translation? Yes No	Select Prefer	red Language:	~			
Is the parent/guardian requesting official translation? Yes No	Select Preferre	ed Language: Hebrew		~		
Specify the Individual Pages to be translated:						
Special Requests:						
For students who are 17 years old, the student and parent(s)/guardian(s)	have been info	rmed that the education	al decision-mak	ing rights will transfer		
to the student at 18 years of age, unless the court has determined otherwise		inica mai me caacanon	ar accision man	ing rights will transfer		
Pandemic Learning Loss Consideration of C	<u>Compensatory</u>	and/or Recoupment S	Services			
Compensatory Education Consideration:	Recoupmen	t Services Considerat	ion:			
☐ The IEP team has reviewed and discussed whether compensatory		team has reviewed and				
education is required due to the COVID-19 pandemic. The IEP team has determined:		/achievement and cons				
Student received all of their special education and related aids and		learning during the scl 19 pandemic. The IEP				
services required by their IEP. Compensatory education is not		nt has made expected pr				
required.	progre	ss is in alignment with	expectations of	progress/goal		
Student did not receive all of their special education and related		ement. No recoupment				
aids and services required by their IEP. Compensatory education offer details are documented in FAPE 2- Summary of Services.		nt experienced learning es caused by the COVI				
Student did not receive all of the special education and related aids		es are necessary. The IF				
and services required by their IEP. However, no compensatory		es to address past learni				
education was warranted for the reasons documented by the IEP team in FAPE Part 2 Part 4.		are included in FAPE etion of a service grid,		the IEP (including		
Compensatory education consideration was documented on IEP		pment services conside		mented on IEP dated		
dated						
Preschool Only Consideration (Transition IEP)						
30-Day IEP Consideration (Out-of-District)						
O Student attends private school within district boundaries and resides outs	side of district l	ooundaries (Eligibility	Determination C	Only)		
THIS SPACE DELIBER	ATEIVID	ET DI ANV				
I IIIS SPACE DELIBER	AIELI LEI	TI DLANK.				

		INDIVIDUALIZE	D EDUCATION PROGRAM (II	EP)		Page 23 of 3
Los Angeles Unified School Student PAZ		E	Date of Birth 03-SE	ED 2012	Meeting I	Date 24-AUG-2022
Last	ETHAN First	E MI	03-SE	P-2012	Meeting 1	24-AUG-2022
		Section Q: Pare	ent Participation and Conse	nt		
P	arent Participation			Parent N	otification	
Parent/Student (18-21) has	norticinated in the IE	D meeting	Method		hom	When
Parent/Student (18-21) indiable to attend.			Phone to be	M	[. V.	18-AUG-2022
Parent/Student (18-21) was Parent/Student (18-21) did not r meeting was held without the Pa	respond to any of the	meeting notifications a				
Parent/Student (18-21) did them if they did not attend.	not attend and gave p	permission to proceed v	I (PARENT) acknowledge	arent initials her		neduled to this date at my PARENT requested that the
	Parent/Stu	dent (18-21) Agre	ement to Components of the		P	
	ny agree to all or son	me of the component	ts of a proposed IEP. The Distriction 21) agrees so as to not delay pro-	et will		ces.
Parent/Student (18-21) AG		•	, 5	5		
^			EP WITH THE SPECIFIC EXC	EPTION(S) stat	ed below:	
Assessment	Specify					
Eligibility	Specify					
☐ Instructional S	Setting Specify					
☐ Services	Specify					
The Parent/Student (18-21)	DOES NOT AGRE	EE with any of the con	nponents of the proposed IEP.			
and Safeguards).	ution processes in u		ion, A Parent's Guide to Special oncerns and Comments	Education Ser	vices (includi	ig i roceumui Kignis
Signature(s)					Date 24-	AUG-2022
Guardian Parent	O Stud 21 years	ent age 18-21 years ag	ge 18- Surrogate Parent	O Emanci	pated Minor	O Foster Parent
Did the school district facilitate	parent involvement a		ng services and results for your chil egarding the IEP process. I unde			
and can be done at anytime a			-	·		-
Signature(s)					Date 24-	AUG-2022

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

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

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

os Angeles Unified School District	INDIVIDUA	Page VIDUALIZED EDUCATION PROGRAM (IEP)				
iso ringeres connect sensor 2 saute			onvened ting Date			
Student PAZ ETHAN Last First	E MI	Date of Birth 03-SEP-2012	Meeting Date 24-AUG-2022			
	Section R:	Names and Signatures (Signatures on File)				
Team Member	r	Print Name	Signature			
Parent/Guardian		Valerie Paz, participated via zoom				
Parent/Guardian						
Student Age 18 - 21 years						
Student Under Age 18 years						
Surrogate Parent						
Foster Parent						
Family Foster Home Provider						
Administrator		Maria Vallone, participated via zoom				
Administrative Designee						
Special Education Teacher		Jessie Rodriguez, participated via zoo				
General Education Teacher						
School Psychologist						
School Nurse						
Related Service Staff LAS		Rachel Hochberg, participated via zoo				
Related Service Staff OT		Lauren Dizon, participated via zoom				
Related Service Staff						
nterpreter						
Sign Language Interpreter						
Agency Representative						
Agency Representative						
Agency Representative						
Other						

Other

Other

Other

	TI 100 1 G			INDIVIDUALIZE	ED EDUCATION PRO	GRAM (IEP)		Page 25
Student	PAZ Last	ETH		E MI	Date of Birth	03-SEP-2012	Meeting Date	24-AUG-2022
			LEAS	ST RESTRICTI	VE ENVIRONM	IENT ANALYSIS		
			7	Го Be Completed By	the IEP Team at the II	EP Team Meeting		
				Student's	s Current Placement T	<u>ype:</u>		
General	Education (Class/Gene	ral Educati	ion Site	O Special	Day Program/General I	Education Site	
Special	Day Program	n/Special l	Education (Center	O Nonpul	olic School		
Home/H	Hospital or R	esidential	Care Facili	ity				
tting with pports, se mpelling	the use of survices, accorreason why	upplement mmodation they canno ne or she n upports, se	ary aids an as and mod at be provice	d services cannot be lifications is not the s ded. In selecting the I	achieved satisfactorily sole justification for pla LRE, consideration is g	student's disability is sud. The lack of current avancement in a more restrictiven to any potential harmonic tracks are to any potential harmonic tracks are the sudent's IEP be made avanced to the sudent's IEP be made av	ulability of a stud ctive setting, unlo rmful effect on th	dent's required less there is a the child or on the
	Yes No Yes	O No	go to the If not cur available modifica	question below. rrently available, can in a general education	general education class the required supports, on classroom/setting?	room/setting is the appro- services, accommodation of YES, all required supply timeline. If the answer	opriate placemen	t. If the answer is N ications be made
Step B.	Yes No Yes Can the s	O No	go to the If not cur available modifica below. The ervices, accur? If the ans answer is	question below. Trently available, can in a general education must be provide then go to Step B. Tommodations and/or swer is YES, then a s s NO, go to the quest	the required supports, on classroom/setting? ed within a reasonable modifications in the special day program on ion below.	services, accommodation	opriate placement ons and/or modificates, services, act is NO, please arti ailable on a gene	t. If the answer is Nications be made ecommodations and culate why in the barral education site in the placement. If the

INDIVIDUALIZED EDUCATION PROGRAM (IEP) Los Angeles Unified School District Student PAZ Date of 03-SEP-2012 Meeting 24-AUG-2022 Last First ΜI Birth Date ANNUAL LEAST RESTRICTIVE ENVIRONMENT ANALYSIS (Continued) To Be Completed By the IEP Team at the IEP Team Meeting Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a special school setting? Step C. If the answer is YES, then a special school setting is the appropriate placement. If the answer is NO, go to the O Yes O No question below. If not currently available, can the required supports, services, accommodations and/or modifications be made O Yes O No available in a special school setting? If YES, all required supports, services, accommodations and/or modifications must be provided within a reasonable timeline. If the answer is NO, please articulate why in the box below. Then go to Step D. Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a home/hospital setting? Step D. If the answer is YES, then a home/hospital setting is the appropriate placement. O No 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 O Yes available in a home/hospital setting? If YES, all required supports, services, accommodations and/or modifications must be provided within a reasonable timeline. If the answer is NO, please articulate why in the box below. Then go to Step E. Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a residential care facility? Step E. If not currently available, articulate in the IEP what supports, accommodations and/or modifications are required for O Yes O No the student in this setting.

Student	PAZ	ETHAN	E	Date of	03-SEP-2012	Meeting	24-AUG-2022
Student	Last	First	MI	Birth	05 527 2012	Date	2111002022
	AN				ENT ANALYSIS	(Continued)	
			To Be Completed By th	ie iep Team at the ie	P Team Meeting		
Step F.			d in the contents of this cluding (check all that	-	ent being considered b	y the IEP team, o	utweigh any potent
	V V O O O O O O O O O O	Missed genera Rate at which: Lack of opport Lack of opport Amount of soc Limited access	cess to the full range of l education instruction student may earn credit unity for social interac- unities for age-approprial ialization opportunities to peers in student's have to appropriate beha	taught by highly qual ts for graduation tion riate peer role models s with typical peers ome community			

Los Angeles Unified School District

INDIVIDUALIZED EDUCATION PROGRAM (IEP)
IEP FAPE Part 1 - Eligibility, Placements and Supports

Student PAZ ETHAN Date of Birth 03-SEP-2012

Meeting Date 24-AUG-2022

		Effective With this IEP	Future Changes Related to this IEP
	As of Date:	24-AUG-2022	
Eligibility:	IV	Eligible (AUT)	
(from Page 4)	Final IEP Reason Final IEP Effective Date:		
Curriculum		General Education	
Placement	Type of School	Affiliated Charter	
	Name of School	SERRANIA AVE CES	
Instructional Setting	Setting	General Education	
	Program	GE	
	Special Day Minutes/Wk		
	Addresses Goals	1(Visual Motor),2(Behavioral Support),3(Sensory Modulation),4(Reading),5(Writing),6(ELD),7(Behavior Support 2),8(Behavior Support 3),9(Mathematics),10(Language),11(Adaptive Behaviors),12(Language 2)	
Additional Factors	Low Incident Support	None	
	Assistive Technology Support	No	
	Transportation	None	
	Extended School Year/Intersession	Yes No	
	Parent Counseling and Training (PCT)	○ Yes	
	ESY Transportation		
Accommodation, Modifications, Supports	Instructional Accommodations	Use of adaptive writing paper when needed, Extra time to complete classroom assignments and assessments at teacher's discretion, provide breaks as needed, small group instruction, directions repeated and ask student to repeat to confirm understanding, visual/verbal daily schedule, break tasks into small, manageable steps, sentence starters during writing activity, offer verbal praise, seating near point of instruction and away from distractions, sensory diet to include opportunities to move (stress ball, seat cushion designed for movement, etc.), use of a timer to help sustain focus as needed, use of math manipulatives when needed	
	Instructional Modifications		
	Other Supports, including Non-Academic and Extra-curricular Activities		
Preparation for Three Year Review IEP (At the second Annual Review IEP Meeting, the team must discuss and document the decision to	educational agency) agree that a reassessment is unnecessary?	○ Yes ● No	
conduct or not conduct a three-year			

comprehensive reassessment.)	The District and parent agree to a comprehensive assessment including: OT, LAS, APE, FBA.
	Comments, as appropriate
Low Incidence Equipment	
Assistive Technology Equipment	
Participation in General Education	

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student PAZ

ETHAN

IEP FAPE Part 2 - Summary of Services

Date of Birth 03-SEP-2012

Meeting Date 24-AUG-2022

		Effective With This IEP	Future Changes Related To This IEP
Service 1	Start Date:	Effective on Signature Date 24-AUG-2022	
10	End Date:		
Language/Speech	Service applies to:	Regular	
	Frequency:	1	
This service addresses the following goals:	Interval:	Weekly	
10(Language)	Minutes/Interval:	30	
12(Language 2)	Minutes/Interval (Pullout from Gen Ed):	30	
	Service Delivery Model:	Direct Service (Collaborative)*	
	Area:	School	-Based
	Responsible Personnel:	Licensed/Credentialed Provider	
		General Education Teacher	
Service 2	Start Date:	Effective on Signature Date 24-AUG-2022	
09	End Date:		
Adapted PE	Service applies to:	Regular	
	Frequency:	1-5	
This service addresses the following goals:	Interval:	Weekly	
11(Adaptive Behaviors)	Minutes/Interval:	30	
	Minutes/Interval (Pullout from Gen Ed):	30	
	Service Delivery Model:	Direct Service (Co-teaching)*	
	Responsible Personnel:	Licensed/Credentialed Provider	

	*		
Service 3	Start Date:	Effective on Signature Date 24-AUG-2022	
RSP	End Date:		
RSP	Service applies to:	Regular	
	Frequency:	1-5	
This service addresses the following goals:	Interval:	Weekly	
4(Reading)	Minutes/Interval:	60	
5(Writing)	Minutes/Interval (Pullout from Gen Ed):	60	
6(ELD)	Service Delivery Model:	RSP: Direct Instruction Services*	
	RSP Area:	Literacy/I	ELA/ELD
	Responsible Personnel:	Resource Specialist Teacher	
		General Education Teacher	
Service 4	Start Date:	Effective on Signature Date 24-AUG-2022	
Service 4	Start Date: End Date:		
33 Behavior Intervention	End Date:	24-AUG-2022	
33 Behavior Intervention	End Date: Service applies to:	24-AUG-2022 Regular	
33 Behavior Intervention Development (BID) This service addresses the	End Date: Service applies to: Frequency:	24-AUG-2022 Regular 1-10	
Behavior Intervention Development (BID) This service addresses the following goals:	End Date: Service applies to: Frequency: Interval:	24-AUG-2022 Regular 1-10 Monthly	

	Service Delivery Model:	Collaborative Behavioral Services*	
	Responsible Personnel:	Licensed/Credentialed Provider	
		Resource Specialist Teacher	
		General Education Teacher	
	*		
Service 5	Start Date:	Effective on Signature Date 24-AUG-2022	
16	End Date:		
Occupational Therapy	Service applies to:	Regular	
	Frequency:	1-5	
This service addresses the following goals:	Interval:	Weekly	
1(Visual Motor)	Minutes/Interval:	30	
3(Sensory Modulation)	Minutes/Interval (Pullout from Gen Ed):	30	
	Service Delivery Model:	Direct Service (Collaborative)*	
	Responsible Personnel:	Licensed/Credentialed Provider	
	*		
Service 6	Start Date:	Effective on Signature Date 24-AUG-2022	
32	End Date:		
Behavior Intervention Implementation (BII)	Service applies to:	Regular	
	Frequency:	1-5	
This service addresses the following goals:	Interval:	Weekly	
	Minutes/Interval:	1800	

2(Behavioral Support)	Minutes/Interval (Pullout from 0 Gen Ed):		
7(Behavior Support 2)			
8(Behavior Support 3)	Service Delivery Model:	Collaborative Behavioral Services*	
	Responsible Personnel:	General Education Teacher	
		Resource Specialist Teacher	
	*		
Service 7	Start Date:	Effective on Signature Date 24-AUG-2022	
RSP	End Date:		
RSP	Service applies to:	Regular	
	Frequency:	1-5	
This service addresses the following goals:	Interval:	Weekly	
9(Mathematics)	Minutes/Interval:	60	
	Minutes/Interval (Pullout from Gen Ed):	60	
	Service Delivery Model:	RSP: Direct Instruction Services*	
	RSP Area:	Ma	ath
	Responsible Personnel:	Resource Specialist Teacher	
		General Education Teacher	

Notes:
Parents of students who are Medi-Cal eligible authorize LAUSD to submit claims for reimbursement by Medi-Cal funded services unless parent(s) signs a Parent Medi-Cal Non-Authorization to Bill form. Please see Parent's Guide to Special Education Services (including Procedural Rights and Safeguards).

Part 3 - Percentage of Time Outside of General Education			
	Effective With this IEP	Future Changes Related to this IEP	
% of Time per Week outside of General Education	13		

Part 4 - Additional Discussion (This section is optional)

The IEP team determined that student will be able to maintain the level of speech and language skills during the summer months without significant recoupment, therefore ESY is not being recommended. Ethan is struggling with distant learning. The team discussed strategies to help support him during this time. The team will monitor his progress and adjust as necessary to support him with his learning. Parent Counseling and Training worksheet was completed. The team agrees that PCT will help support Ethan. PCT invitation will be sent home.

Amendment (8/30/2021): Mother requested this IEP to discuss the possible change of placement to City of Angels. The IEP team does not find City of Angels an appropriate learning setting for Ethan at this time. It was observed during distance learning that Ethan needed maximum support to attend to the lessons and complete independent work. During the general education, resource, speech, and occupational therapy zoom sessions, Ethan would turn off camera, walk away from camera, and at times exit zoom sessions. It took a lot of prompting to get Ethan to attend to tasks that was asked of him (e.g. maximum prompting to pick up pencil, take packet out, complete the first step of an assignment etc.). Ethan makes grater progress academically when participating during in-person learning. Even when given maximum prompts, Ethan demonstrated a difficult time being redirected to tasks, while participating in distance learning.

Implementation IEP (10/27/21): This IEP is to implement the ADR-S agreement. Language/Speech services: 30 minutes a week, synchronous. APE: 30 minutes a week, asynchronous. Occupational Therapy: 30 minutes a week, synchronous. RSP: 60 minutes a week for Math, synchronous. RSP: 60 minutes a week of ELA, synchronous. Per the ADR-S agreement parents waives the statutory notice requirements and the personal presence of IEP team members who may otherwise be required to attend the meeting. By signing this ADR-S Agreement, Parents consent to the Implementation IEP and agree that no further consent is required.

Amendment IEP (8/24/22):Mother excused LAS, APE, and OT from this amendment IEP prior to the meeting. Ethan has been attending the City of Angles. He is now back to in person learning. We are holding this IEP to name Serrania as the school of attendance and to reinstate the NPA BII/BID service that was provided to Ethan prior to him enrolling in City of Angeles.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

IEP FAPE Part 2 - Summary of Services

LUS Alig	eles Unified Sch	ooi District		IEI FALE I	art 2 - Summar	y of Services	
Student	PAZ	ETHAN	E	Date of Birth	03-SEP-2012	Meeting Date	24-AUG-2022
	Last	First	MI				

FAPE Summary Grid

Program:	GE	Setting:	General Education
Eligibility:	Eligible (AUT)	Curriculum:	General Education
Transportation:	None	Low Incident Support:	None
Date District Received Parent Signature:	24-Aug-2022		

	9								
Service Code	Service Desc	Start Date	Service Applies To	Interval	Frequency	Area	Total Minutes	Addresses Goal(s)	No Consent
09	Adapted PE	Effective on Signature Date	Regular	Weekly	1-5	~	30	Adaptive Behaviors	
33	Behavior Intervention Development (BID)	Effective on Signature Date	Regular	Monthly	1-10	~	420	Behavioral Support, Behavior Support 2, Behavior Support 3	
32	Behavior Intervention Implementation (BII)	Effective on Signature Date	Regular	Weekly	1-5	~	1800	Behavioral Support, Behavior Support 2, Behavior Support 3	
10	Language/Speech	Effective on Signature Date	Regular	Weekly	1	School-Based	30	Language, Language 2	
16	Occupational Therapy	Effective on Signature Date	Regular	Weekly	1-5	~	30	Visual Motor, Sensory Modulation	
RSP	RSP	Effective on Signature Date	Regular	Weekly	1-5	RSP- Literacy/ELA/ELD	60	Reading, Writing, ELD	
RSP	RSP	Effective on Signature Date	Regular	Weekly	1-5	RSP-Math	60	Mathematics	

Alternative Remote/Distance Learning Services During Emergency Conditions

If instruction or services, or both, cannot be provided to the pupil either at the school or in person for more than 10 school days due to emergency conditions caused by fire, flood, impassable roads, epidemic, earthquake, imminent major safety hazard as determined by local law enforcement, a transportation services strike by nonschool entity, or other official order issued to meet a state of emergency or war, the IEP will be provided by one or more of the means stated below, to the greatest extent possible in light of the emergency circumstances and District policy.

Means of Delivery, to greatest extent possible ("x" all that could apply for student, depending on emergency circumstances):

	Teacher-posted lessons, asynchronous (online or other media)	Virtual class meetings, synchronous	Personalized learning tools (virtual or paper packets, as available)	Scheduled teacher appointments (virtual or in- person, as available)	Scheduled email check-ins (parent or student)	Virtual office hours (drop-in; parent or student)
Specialized Academic Instruction and Related Services	~	~	✓	✓	~	✓
Supplementary Aids and Services (provided in general education classes and other general ed environments)	~	~	~	~	~	✓

As soon as practicable following the determination that instruction or services, or both, cannot be provided either at the school or in person for more than 10 days due to a qualifying state of emergency, the parent will be notified as to the specific means by which the student's IEP will be provided, in light of the emergency circumstances present at that time. The IEP will be provided by alternative means as necessitated during the period of emergency conditions, only.

Comments above do not constitute a change to the District's offer of FAPE or IEP. Because the nature of any future emergency cannot be known in advance, the specific means by which the IEP shall be provided in a future emergency will be determined at the time, in light of the circumstances.

For IEP Team Information

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

INDIVIDUALIZED EDUCATION PROGRAM

				Behavior	1111001 1 01						
			Behavior Interfe	-	lent's Learni	ng or the Lear	ning of I	lis/Her Peer			
		ngeles Unified S		1					(Beh		vention Plan, pg. 1
Student	PAZ	ETHAN	E		D	ate of Birth	03-SE	P-2012		Meeting Dat	e 24-AUG-2022
	Last	First npeding learning is		MI	Describe	what it looks li	ike.				
1	off task behav		,.			around room,		ipping, talki	ng aboi	ut reinforcer	
	It impedes lear		lack of work pr	roduction 🖊		other students		requires in:			
2	instructional ti	C	negative interac		•			1		1 📋	
	other										
3	The need for a	Behavior Interver	ition Plan: O	early stage inte	ervention (moderate (serio	us O extr	eme		
3	F		of babassians Es		Period	Intonoit		Dunatian (:)		
4	Frequency or intensity or duration of beha					Intensit					
	10 ✓ Reported b				hourly	✓ mediu	m 💙	5			
	Reported b	BID			alid	or 🗸 obser	ved by	BII			
PREVEN	NTION		PAF	RT 1		E	NVIRON	JMENTAL F	FACTO	RS AND NEC	CESSARY CHANGES
110.21		What are the pr	edictors for the b		ations in wh						
	5	······································	24.0.015 101 1110 0			ion and commen		., to occur. I	peopie,	, p	
		✓ Disruption	n routines		level higher	than	Uerb Verb	al directives			ack of predictability
		Time of day		student's a			Peer	conflict			ver stimulation
		Unstructure		state	al physical/e	emotional	☐ Roo	m conditions	3	$\bigcup S$	pecific room arrangem
		Events fron	ı previous		of freedom,	choice.					
		environments		desirable a	activities, fri	iends					
		☐ 0d · · D · ·		Under	stimulation			\			
		Other Des						J			
\1 4	tion 6	What supports	the student using urriculum that ne	z the problem b	behavior? (V	Vhat is missing	in the e	nvironment/o	curricul	um or what is	in the
bservat	1011	environmenae	arriculum mat ne	cus changing.	,						
Analysis	Present in th	ne environment:	Cli	assroom seating	g arrangeme	ent 🔽 No	ise levels	3		Interaction	actions (adult and/or po
	Missing in t	he environment:		er status gained				te materials ((age-ap		lietæ)solution skills
	Wilsonig in t	ne environment.	misbel	navior			edule				tive communication w
				ansition skills		Tas	k structu	ring		parent	
				-teaching		Cor	nsequenc	es not clear	to	☐ Com	munications system
				cial skills instr	ruction	student					
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ntervente		RE.	ental changes, st	ructure and sup	pports are ne	eeded to remov					
ntervent		REA What environm Time/Space/Ma	nental changes, staterials/Interactio	ructure and sup	pports are ne	eeded to remov					
ntervent		RE.	nental changes, staterials/Interactio	ructure and sup	pports are ne	eeded to removed of behavior)	e the stu		to use th	nis behavior? (
ntervent		REA What environm Time/Space/Ma	nental changes, staterials/Interactions:	ructure and supons to remove the	pports are ne he likelihood e more time of al transition	eeded to removed of behavior)	e the stu	dent's need t	to use th	nis behavior? ((Changes in
ntervent		REZ What environm Time/Space/Ma Time Change Space Chang	nental changes, staterials/Interactions:	ructure and supons to remove the	pports are no he likelihood	eeded to removed of behavior)	All	dent's need to	to use th	nis behavior? ((Changes in Feach a closure system Give less time on tasks Study carrels
ntervent		RE. What environm Time/Space/Ma	nental changes, staterials/Interactions:	ructure and supons to remove the Give Signary Prefe	pports are not he likelihood er more time of al transition erred seating onal space	ceded to removed of behavior) on tasks	All Pro Dif	dent's need to be completed vide a break ferent work a nds-on learni	to use the	urts	(Changes in Feach a closure system Give less time on tasks Study carrels Fasks organized
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ntervent		REZ What environm Time/Space/Ma Time Change Space Chang Material Cha	nental changes, staterials/Interactions:	rructure and supons to remove the Signary Prefe Person According Uses words	pports are no he likelihood e more time of al transition erred seating onal space ommodated of a interest ma specific supp ally praise s	eeded to remove d of behavior) on tasks work terials portive tudent	✓ All ✓ Pro □ Dif □ Hai □ No □ Cue ✓ Pra	ow completic vide a break ferent work a ids-on learni ebook organ to the student ise successes to calm, de-es	on in pa areas ing nizer	arts 7	Changes in Geach a closure system Give less time on tasks Study carrels Gasks organized Enlarged print size boo Model
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ntervent		REZ What environm Time/Space/Ma Time Change Space Chang Material Cha	nental changes, staterials/Interactions:	rructure and supons to remove the Signary Prefe Person According Uses words	pports are no he likelihood e more time of al transition erred seating onal space ommodated of interest ma specific supplability praise s specific supplations	eeded to remove d of behavior) on tasks work terials portive tudent	✓ All ✓ Pro □ Dif □ Hai □ No □ Cue ✓ Pra □ Use	ow completic vide a break ferent work a ids-on learni ebook organ to the student ise successes to calm, de-es	on in pa areas ing nizer	arts 7	Changes in Geach a closure system Give less time on tasks Study carrels Gasks organized Enlarged print size boo Model
ntervent		REA What environm Time/Space/Ma Time Change Space Chang Material Cha Interaction:	nental changes, staterials/Interactions:	ructure and supons to remove the Signary Prefe Person According Uses words Verball Uses commun	pports are no he likelihood e more time of al transition erred seating onal space ommodated of interest ma specific supplability praise s specific supplations	eeded to remove d of behavior) on tasks work terials portive tudent	✓ All ✓ Pro □ Dif □ Hai □ No □ Cue ✓ Pra □ Use	ow completic vide a break ferent work a nds-on learni ebook organ to the student ise successes to calm, de-es	on in pa areas ing nizer	arts 7	Changes in Geach a closure system Give less time on tasks Study carrels Gasks organized Enlarged print size boo Model
ntervent	tion 7	REA What environm Time/Space/Ma Time Change Space Chang Material Cha Interaction:	nental changes, staterials/Interactions:	ructure and supons to remove the Signary Prefe Person According Uses words Verball Uses commun	pports are no he likelihood e more time of al transition erred seating onal space ommodated of a interest ma specific supplications	eeded to remove d of behavior) on tasks work terials portive tudent	✓ All ✓ Pro □ Dif □ Hai □ No □ Cue ✓ Pra □ Use	ow completic vide a break ferent work a ids-on learni ebook organ to the student ise successes to calm, de-es ge	on in pa areas ing nizer	arts 7	Changes in Geach a closure system Give less time on tasks Study carrels Gasks organized Enlarged print size boo Model

INDIVIDUALIZED EDUCATION PROGRAM

	T			g with Student's Learning or the Lea	- ·	hardau I4	ntion Dlare 2
Student		Angeles Unified School		Data of Birth			ntion Plan, pg. 2 of
Student	PAZ Last	ETHAN First	E MI	Date of Birth	03-SEP-2012	Meeting Date	24-AUG-2022
ALTERN.		PART		FUNCTIONAL FACTORS A	AND NEW BEHAVIORS T	O TEACH AND S	SUPPORT
				because: (Function of behavior in ter			
	8	To Get:					
		10 Get:		Sensory input	Attention (peer)		ention (staff)
		To Avoid:		Tangible (desired item)	Tangible (desired activ		
				Sensory input	Attention (peer)		ention (staff)
		Describe:		Task (too difficult)	Task (too easy)	✓ Tas	k (too long)
			the student sho	ould do INSTEAD of the problem be	hovior? (How should the st	udant asana/nrote	est/avoid or get his/her
Observati	on 9	need met in an acce		dud do INSTEAD of the problem be	mavior? (How should the st	udeni escape/prote	stravoid of get his/hel
Analysis							
111017 212	Ethan v	will independently express	himself using	functional communication to ask	for a break or help during	a task.	
	10	What teaching Strate	gies/Necessary	Curriculum/Materials are needed?			
	10						
		Better commur	ication skills	Anger management	Communication system	em Sel	f-management systen
		Following sche		Learning new social skills	Learning how to neg		arning structured choi
		routines	duies &	Learning notebook	Learning to use confl		arning to request breal
		Learning new s	scripts	organization	resolution	ilet Lea	arining to request orea
		Other					
		Who will establish	?	Who will monitor?	Frequency:		
		teacher		teacher	daily		
		What are reinforceme	ent procedures	to use for establishing, maintaining,	and generalizing the replace	ement behavior(s)	?
	11	Physical:	_				
nterventi	on	riiysicai.		High-fives	Smiles	└ Ha	ndshake
				Pat on the back		Per	er recognition
		Verbal:		✓ Use specific praises	Recognition of student's		aten to music
		Contingent Access:		Time on the computer	Free time		iteli to iliusic
		C		Preferred activity	Describe:	Otl	ner
		Tanaihlas		Positive phone calls or notes			
		Tangibles		to home Tokens	Certificate sent home	e	ating Location
		Tokens and Points:			Points		
		Privileges:		Exempt assignment	Extra test points		
		Other ideas:					
		Selection of reinforcer	· based on: str	ident preference			
		reinforcer for usi		•	ll increase in positive behav	iors	
		By whom?	ng replacement	Frequency	n mereuse in positive centar	1010	
		teacher		daily			
		teacher		dany			
EFFECTI	VE REACT	ION	PART I	II	REACTIVE S	STRATEGIES	
12		problem behavior if it occ		navior occurs again. (1. Prompt stude sitive discussion with student after b			
			nat is going to	be expected of him at least 10 seco	ands hefore each demand	directive or trans	sition Modify the
				oe expected of fifth at least 10 seconds for Ethan to successfully			-
		-		m one activity to the other, with co	-	-	-
	•	outu de useu to neip Ethai	i transition fro	in one activity to the other, with co	onsistent derivery of reinfo	reement, Snow E	шан арргоргіате
	Personnel?						
	teacher						

INDIVIDUALIZED EDUCATION PROGRAM

Behavior Intervention Plan

	Los An	geles Unified Scl	nool District	(Behavior Intervention Plan, pg. 3 of 3)									
Student		ETHAN	E	Date of Birth 03-SEP-2012	Meeting Date 24-AUG-2022								
	Last	First	MI		_								
OUTCO	OMES		PART IV	BEHAVIO	ORAL GOALS								
13	Behavioral	Goal: Goal #: 2											
				ing to individual or small group assignments v	without engaging in off-task behavior for								
	30 minute pe	30 minute period of time measured by data in 4/5 opportunities.											
		ehavioral goal is to:	- increase ase of repre	acement behavior and may also include:									
ervation	Reduce f		n behavior 💟 Develop 1	new general skills that remove student's need	d to use the problem behavior								
			odifications also necessary	? Where described?									
Fap	pe 1												
	Yes O No												
Are	environmental	supports/changes n	ecessary?										
_	Yes No		•										
_			ior alone enough? (no new	teaching is necessary)?									
	Yes O No	=	ior arone enough. (no new	teaching is necessary).									
			behavior AND reinforcem	nent needed?									
0		_											
			agency's service plans? Ag	rency?									
Time	S DII to be cool	dillated with other	agency's service plans. Ag	geney:									
0	Yes O No												
	_	for contact between	n ngancias										
Ters	son responsible	ioi contact octweet	i ageneies.										
COMMI	UNICATION		PART V	COMMU	NICATION PROVISIONS								
4		nd content of comm		conanc	1,20,1110,1110,120,13								
	Phone	calls	Email	☐ Written n	otes								
	Daily 1	reports	Daily ch	arting Behaviors	al logs								
	Weekl	y reports											
	Other												
		-m ²	Frequency?										
	Betwee	en :	Trequency.										
		er and parent	as needed										