Student Identifica Number	tion	111406	W1001		(	6445597105			Eligible (SLD
Student ZAFRAN		IEL					Date of Birth:	: [1	4-NOV-2006
Last		First		MI S	Section A: M	leeting Information			
	Perti	ient Date	es				Type of I	Meeting	
Date of Initial IEP Tea	m Meeting	30-AP	R-2015			0		O .	
Date of Present Meetin	Č		Y-2019			() Initial		Amen	dment of IEP dated
Annual Review to be c	_	29-AP				0.4 15 :			S
by					)	Annual Review  Three Year Revie	w		Start Transition sion Analysis
Next Three Year Revie conducted by	w will be	29-AP	R-2022		J	Other	**	_	dual Transition Plan
Three Year Review or was conducted on	Evaluation	30-AP	R-2015						
Transition to Kinderga conducted by	rten to be								
Location of Meeting	I	Portola M	iddle S	chool		District Name	Los Ange	les Unifie	l School Dis
				\$	Section B: S	tudent Information			
Date of Birth	14-NOV-2			Age		12	Grade		6
Gender	Male	Female	e		d English ent Student	• Yes • No	Ethnic Cod	le	White
Location of the Psych Folder	SUPPORT	UNIT N	OF	Studen Psych	nt has no Folder				
Location of the Cum Folder	PRIVATE	SCHOOI	L C	Studen Folder	nt has no Cum				
Home Language	Hebrew			Studen	nt Language	Hebrew	Alternate N Communic		
Home Address of Student	18300 Col	lins St. #2	202						
City	Tarzana		CA	ZIP Co	ode	91356			
Home Telephone	818-445-0	090		Daytin	ne Telephone		Emergency Telephone	7	
School of Attendance	Private Sc	hool Offi	ce (	Location	on Code	1536	Тегернопе		
School of Residence	Portola Ms	S		Locati	on Code	8107			
Name of Parent/Guardian				Teleph	one		Ď		
Address									
City			CA	ZIP Co	ode				
Surogate Parent				Teleph	one				
Attends CURRENT Sone of the following	CHOOL as	a result o	f	Private S	School Enroll	ment <b>v</b>	Emek Hebr	ew Acade	myTeichman Family 1
s the student living in Home (FFH)?	a Family Fos	ter	No	O Yes		FFH#			
s FFH Provider related	d to student?		No	O Yes		Relationship			
Licensed Children's Ins	stitution		No	O Yes		LCI Name			
						LCI#			
Out of the home placer	nent made by		_	gional Cer		Department of Men	tal Health	Depart	ment of Children's Service
			-	perior Cou	ırt	Other			
Child's family living wooundaries?	ithin LAUSI	)'s	O No	Yes					

	es Unified School District  ZAFRANI ARIEL				Date of Birth 14-NOV-2006	Meeting Date 31-MAY-2019
	Last First		MI	~ -		,
mauaaa C	lassification:	Limit	Section ed English Pro		uage Acquisition  Start Date:	31-DEC-2011
anguage C arent Waiv				ncient	Reclassification Date:	31-DEC-2011
		Ye	s No			12 CED 2014
iementary evelopmer	English Language nt Level:		3		Start Date:	12-SEP-2014
econdary E evelopmer	English Language nt Level:				Start Date:	
ommunica evel:	tion Observation Matrix				Start Date:	
					vement from Current IEP	
Goal for: (	example - Reading)		Achi Yes	eved No	If No, explain the reason the go	nal/objective was not achieved
1	example - Reading)		O	0	Progress towards goals cannot	
	Objective 1 met		0	0	private school enrollment by p	
	Objective 2 met		0	0		
2			0	0		
	Objective 1 met		0	0		
	Objective 2 met		0	0		
3	Sojecuve 2 met		-			
	Objective 1 met		0	0		
	Objective 2 met		0	0		
4	Objective 2 met		0	0		
•	Objective 1 met		0	0		
	-		0	0		
5	Objective 2 met		0	0		
	01: 4: 1		0	0		
	Objective 1 met		0	0		
-	Objective 2 met		0	0		
6				0		
	Objective 1 met		0	0		
	Objective 2 met		0	0		
7			0	0		
	Objective 1 met		0	0		
	Objective 2 met		0			
8			0			
	Objective 1 met		0	$\circ$		
	Objective 2 met		0			
9			0			
	Objective 1 met					
	Objective 2 met		0			
10						
	Objective 1 met					
	Objective 2 met					

Los Angeles Unified School Dis Student ZAFRANI AR	IEL Date of Birth 14-NOV-2006 Meeting Date 31-MAY-201	10
Last	First MI	19
	Section E: Present Level of Performance	
Performance Area:	English Language Development	
Assessment/Monitoring Process Used:		
tate/District Assessment Results:	CELDT SCORE (31-OCT-2015) - 3	
Current Performance/Assessment S	ummary (include student strengths, student needs and impact of disability on student performance):	
Challenges: He loses focus in a la Speaking Strengths: Ariel can answer quest Challenges: Ariel is making progra Reading: Strengths: Ariel is able to read gra Challenges: Ariel has difficulty wwiting Strengths: Ariel is able to write a sentences with capitals.	ions using complete sentences. He volunteers answers. less in oral presentations and gaining confidence. lade level selections. He can identify simple plot sequence and basic facts.	
Ariel's Specific Learning Disabilit across ELD levels in the general e	y in the areas of visual perception, sensory integration, and auditory processing impacts his ability to progress ducation setting.	
Performance Area:		
Assessment/Monitoring Process Used:		
tate/District Assessment Results:		
Current Performance/Assessment S	ummary (include student strengths, student needs and impact of disability on student performance):	

I a A a a la II a'Cal Cala a I D'ad	INDIVIDUALIZED EDUCATION PROGRAM (IEP)	age 4 o
Los Angeles Unified School Distri Student ZAFRANI ARIE		)19
	rst MI Section E: Present Level of Performance	
erformance Area:	health assessment	
ssessment/Monitoring Process (sed:	lausd health assessment	
tate/District Assessment Results:	na	
	mary (include student strengths, student needs and impact of disability on student performance):	
Strengths:He did not passed vision tes last 3 years.Student Needs:Health is n	In Summary: No significant health problems. Takes no routine medication on a daily basis. Student st but he passed hearing test on 2018 per father. No history of serious illness, injury or hospitalization in the lot an area. Impact of disability: Health does not impact the student, s participation and progress in the fer to IEP team. Parent area of concern is academic.	
5/31/19: Per father Ariel will be getti	ng glasses within the next few weeks.	
erformance Area:		
ssessment/Monitoring Process sed:		
ate/District Assessment Results:		
urrent Performance/Assessment Summ	mary (include student strengths, student needs and impact of disability on student performance):	

Woodcock Johnson IV, Teacher Observations, Grades Used: State/District Assessment Results:  Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance):  Broad Reading is a comprehensive measure of Ariel's reading achievement, including oral sight-word reading skill, silent reading comprehension speed, and the ability to comprehend passages while reading silently. Ariel's standard score of 79 fell in the low range.  Strengths: Ariel is able to identify letters and words to correctly pronounce them. He is able to quickly read simple sentences to decide if a statement is true.  Needs: Ariel struggles to comprehend what he has read silently.  Impact Statement: Ariel's eligibility of Other Health Impairment impact his ability trace arguments and specific claims in an informational text, impacting his ability to progress in the general education reading curriculum.  Performance Area:  Writing  Writing  Assessment/Monitoring Process  Willy, Teacher Observations, Grades	Los Angeles Unified School	ol Distric	t	INDIVIDU		LUCAI	ION I NO	CIVINI (II				
Performance Area: Reading  Assessment/Monitoring Process Used: Woodcock Johnson IV, Teacher Observations, Grades Used: Current Performance/Assessment Results:  Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance):  Broad Reading is a comprehensive measure of Ariel's reading achievement, including oral sight-word reading skill, silent reading comprehension speed, and the ability to comprehend passages while reading silently. Ariel's standard score of 79 fell in the low range.  Strengths: Ariel is able to identify letters and words to correctly pronounce them. He is able to quickly read simple sentences to decide if a statement is true.  Needs: Ariel struggles to comprehend what he has read silently.  Impact Statement: Ariel's eligibility of Other Health Impairment impact his ability trace arguments and specific claims in an informational text, impacting his ability to progress in the general education reading curriculum.  Performance Area: Writing  Assessment/Monitoring Process Uside:  State/District Assessment Results:  Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance):  Broad Written Language is a broad-based measure of Ariel's written language achievement, including spelling, the quality of written sentences and speed of writing. His standard score of 95 fell in the average range.  Strengths: Per teacher report, 'Ariel has made some progress in Humanities class. With much guidance, Ariel has learned to write topic sentences and partially introduce a source.'  Needs: Per teacher report, 'He struggles to make a claim and turn it into a thesis, pick a source and explain how it supports his claim and writing concluding sentences.'  Impact Statement: Ariel's eligibility of Other Health Impairment impact his ability to write clear and coherent writing, impacting his progress in	Student ZAFRANI						Date of Bir	rth 14-NO	V-2006	Meeti	ng Date 31-MA	Y-2019
Performance Area: Reading  Assessment/Monitoring Process Used:  State/District Assessment Results:  Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance):  Broad Reading is a comprehensive measure of Ariel's reading achievement, including oral sight-word reading skill, silent reading comprehension speed, and the ability to comprehend passages while reading silently. Ariel's standard score of 79 fell in the low range.  Strengths: Ariel is able to identify letters and words to correctly pronounce them. He is able to quickly read simple sentences to decide if a statement is true.  Needs: Ariel struggles to comprehend what he has read silently.  Impact Statement: Ariel's eligibility of Other Health Impairment impact his ability trace arguments and specific claims in an informational text, impacting his ability to progress in the general education reading curriculum.  Performance Area:  Writing  Assessment/Monitoring Process  Used:  State/District Assessment Results:  Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance):  Broad Written Language is a broad-based measure of Ariel's written language achievement, including spelling, the quality of written sentences and speed of writing. His standard score of 95 fell in the average range.  Strengths: Per teacher report, 'Ariel has made some progress in Humanities class. With much guidance, Ariel has learned to write topic sentences and partially introduce a source.'  Needs: Per teacher report, 'He struggles to make a claim and turn it into a thesis, pick a source and explain how it supports his claim and writing concluding sentences.'  Impact Statement: Ariel's eligibility of Other Health Impairment impact his ability to write clear and coherent writing, impacting his progress in	Last	Firs	st		n E: Prese	ent Leve	el of Perfo	rmance				
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Needs: Ariel struggles to comprehend what he has read silently.  Impact Statement: Ariel's eligibility of Other Health Impairment impact his ability trace arguments and specific claims in an informational text, impacting his ability to progress in the general education reading curriculum.  Performance Area:  Writing  Assessment/Monitoring Process Jsed:  State/District Assessment Results:  Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance):  Broad Written Language is a broad-based measure of Ariel's written language achievement, including spelling, the quality of written sentences and speed of writing. His standard score of 95 fell in the average range.  Strengths: Per teacher report, 'Ariel has made some progress in Humanities class. With much guidance, Ariel has learned to write topic sentences and partially introduce a source.'  Needs: Per teacher report, 'He struggles to make a claim and turn it into a thesis, pick a source and explain how it supports his claim and writing concluding sentences.'  Impact Statement: Ariel's eligibility of Other Health Impairment impact his ability to write clear and coherent writing, impacting his progress in											comprehension	
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impacting his ability to progress in the general education reading curriculum.  Performance Area: Writing  Assessment/Monitoring Process Used:  State/District Assessment Results:  Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance):  Broad Written Language is a broad-based measure of Ariel's written language achievement, including spelling, the quality of written sentences and speed of writing. His standard score of 95 fell in the average range.  Strengths: Per teacher report, 'Ariel has made some progress in Humanities class. With much guidance, Ariel has learned to write topic sentences and partially introduce a source.'  Needs: Per teacher report, 'He struggles to make a claim and turn it into a thesis, pick a source and explain how it supports his claim and writing concluding sentences.'  Impact Statement: Ariel's eligibility of Other Health Impairment impact his ability to write clear and coherent writing, impacting his progress in	Needs: Ariel struggles to con	nprehend	what he h	nas read silent	tly.							
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	concluding sentences.  Impact Statement: Ariel's eli	gibility of	Other He								_	

Los Angeles Unified School	District	II (DI VID	CHEIZED ED	UCATION PROGRAM (IEP)	
Student ZAFRANI	ARIEL			Date of Birth 14-NOV-2006	Meeting Date 31-MAY-2019
Last	First	MI Secti	ion E: Present	t Level of Performance	
erformance Area:	M	athematics			
assessment/Monitoring Process Used:	W	oodcock Johnson	IV and Teacher	Reports	
tate/District Assessment Result	ts:				
urrent Performance/Assessmen	nt Summary	(include student	strengths, studen	nt needs and impact of disability on stud	dent performance):
				dding math calculation skills, problem s of 73, that fell in the low range.	olving and the ability to solve
Strengths: Per teacher reports,	'Ariel has in	ncreased his unde	rstanding of con	nputations involving integers and can se	olve one step word problems.
Needs: Per teacher reports: 'Do evel.'	ouble digit n	nultiplication and	division challer	nges him. Ariel is currently working wi	th modifications at a 4th grade
				ability to demonstrate an understanding rogress and participation in the general	
erformance Area:	Vo	c Ed			
ssessment/Monitoring Process sed:	Те	acher Reports			
ate/District Assessment Result					
Biblitet i ibbebbilient ittebuit	ts:				
arrent Performance/Assessmer Strengths: Per teacher reports: . Needs: Per teacher reports: Co	Ariel has be	en more consister	nt with completing it on time	nt needs and impact of disability on studing his homework in the last few weeks has been difficult for him. In addition, aterials needed for class.	
Strengths: Per teacher reports: Needs: Per teacher reports: Co task numerous times per class p	Ariel has be ompleting his period. He is bility of Oth	en more consister s work and compl s often not prepare	nt with completing it on time ed with basic ma	ng his homework in the last few weeks has been difficult for him. In addition,	he has to be redirected back on
Strengths: Per teacher reports: Needs: Per teacher reports: Co task numerous times per class p	Ariel has be ompleting his period. He is bility of Oth	en more consister s work and compl s often not prepare	nt with completing it on time ed with basic ma	ing his homework in the last few weeks has been difficult for him. In addition, aterials needed for class.	he has to be redirected back on
urrent Performance/Assessmer Strengths: Per teacher reports: Co Needs: Per teacher reports: Co ask numerous times per class p	Ariel has be ompleting his period. He is bility of Oth	en more consister s work and compl s often not prepare	nt with completing it on time ed with basic ma	ing his homework in the last few weeks has been difficult for him. In addition, aterials needed for class.	he has to be redirected back on
urrent Performance/Assessmer Strengths: Per teacher reports: Co Needs: Per teacher reports: Co ask numerous times per class p	Ariel has be ompleting his period. He is bility of Oth	en more consister s work and compl s often not prepare	nt with completing it on time ed with basic ma	ing his homework in the last few weeks has been difficult for him. In addition, aterials needed for class.	he has to be redirected back on
Assessmer Strengths: Per teacher reports: Consider the Per teacher reports	Ariel has be ompleting his period. He is bility of Oth	en more consister s work and compl s often not prepare	nt with completing it on time ed with basic ma	ing his homework in the last few weeks has been difficult for him. In addition, aterials needed for class.	he has to be redirected back on
urrent Performance/Assessmer Strengths: Per teacher reports: Co Needs: Per teacher reports: Co ask numerous times per class p	Ariel has be ompleting his period. He is bility of Oth	en more consister s work and compl s often not prepare	nt with completing it on time ed with basic ma	ing his homework in the last few weeks has been difficult for him. In addition, aterials needed for class.	he has to be redirected back on
urrent Performance/Assessmer Strengths: Per teacher reports: Co Needs: Per teacher reports: Co ask numerous times per class p	Ariel has be ompleting his period. He is bility of Oth	en more consister s work and compl s often not prepare	nt with completing it on time ed with basic ma	ing his homework in the last few weeks has been difficult for him. In addition, aterials needed for class.	he has to be redirected back on
Assessmer Strengths: Per teacher reports: Consider the Per teacher reports	Ariel has be ompleting his period. He is bility of Oth	en more consister s work and compl s often not prepare	nt with completing it on time ed with basic ma	ing his homework in the last few weeks has been difficult for him. In addition, aterials needed for class.	he has to be redirected back on
urrent Performance/Assessmer Strengths: Per teacher reports: Co Needs: Per teacher reports: Co ask numerous times per class p	Ariel has be ompleting his period. He is bility of Oth	en more consister s work and compl s often not prepare	nt with completing it on time ed with basic ma	ing his homework in the last few weeks has been difficult for him. In addition, aterials needed for class.	he has to be redirected back on
urrent Performance/Assessmer Strengths: Per teacher reports: Co Needs: Per teacher reports: Co ask numerous times per class p	Ariel has be ompleting his period. He is bility of Oth	en more consister s work and compl s often not prepare	nt with completing it on time ed with basic ma	ing his homework in the last few weeks has been difficult for him. In addition, aterials needed for class.	he has to be redirected back on
Assessmer Strengths: Per teacher reports: Consider the Per teacher reports	Ariel has be ompleting his period. He is bility of Oth	en more consister s work and compl s often not prepare	nt with completing it on time ed with basic ma	ing his homework in the last few weeks has been difficult for him. In addition, aterials needed for class.	he has to be redirected back on
trengths: Per teacher reports: Coask numerous times per class p	Ariel has be ompleting his period. He is bility of Oth	en more consister s work and compl s often not prepare	nt with completing it on time ed with basic ma	ing his homework in the last few weeks has been difficult for him. In addition, aterials needed for class.	he has to be redirected back on
urrent Performance/Assessmer Strengths: Per teacher reports: Co Needs: Per teacher reports: Co ask numerous times per class p	Ariel has be ompleting his period. He is bility of Oth	en more consister s work and compl s often not prepare	nt with completing it on time ed with basic ma	ing his homework in the last few weeks has been difficult for him. In addition, aterials needed for class.	he has to be redirected back on
urrent Performance/Assessmer Strengths: Per teacher reports: Co Needs: Per teacher reports: Co task numerous times per class p	Ariel has be ompleting his period. He is bility of Oth	en more consister s work and compl s often not prepare	nt with completing it on time ed with basic ma	ing his homework in the last few weeks has been difficult for him. In addition, aterials needed for class.	he has to be redirected back on
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urrent Performance/Assessmer Strengths: Per teacher reports: Co Needs: Per teacher reports: Co ask numerous times per class p	Ariel has be ompleting his period. He is bility of Oth	en more consister s work and compl s often not prepare	nt with completing it on time ed with basic ma	ing his homework in the last few weeks has been difficult for him. In addition, aterials needed for class.	he has to be redirected back on
urrent Performance/Assessmer Strengths: Per teacher reports: Co Needs: Per teacher reports: Co ask numerous times per class p	Ariel has be ompleting his period. He is bility of Oth	en more consister s work and compl s often not prepare	nt with completing it on time ed with basic ma	ing his homework in the last few weeks has been difficult for him. In addition, aterials needed for class.	he has to be redirected back on
Strengths: Per teacher reports: Needs: Per teacher reports: Co task numerous times per class p	Ariel has be ompleting his period. He is bility of Oth	en more consister s work and compl s often not prepare	nt with completing it on time ed with basic ma	ing his homework in the last few weeks has been difficult for him. In addition, aterials needed for class.	he has to be redirected back on

Los Angeles Unified School					D	e di 14 27027 2006	M D. (21351372212
Student ZAFRANI Last	ARIEL First		MI		Date of B	Sirth 14-NOV-2006	Meeting Date 31-MAY-2019
			Sectio	n E: Prese	ent Level of Perf	formance	
Performance Area:	_	Cognitive					
Assessment/Monitoring Process Jsed:	s						
State/District Assessment Resul	lts:						
Current Performance/Assessme	nt Summar	ry (include	student st	rengths, stu	lent needs and imp	pact of disability on stude	ent performance):
Based on psych-educational as Strengths: Results of the curre	ent assessm	nent indica	te Ariel is	functioning	within the Averag	e of cognitive ability bas	sed upon alternative
assessment procedures. He det attention processing, simultane memory and executive function	eous proces	ssing, plan	ning proce	ssing, succe	essive processing a	and overall auditory proc	erall visual processing, essing. Also, Ariel's working
Needs: Ariel does show evide	ence of poss	sible cogn	itive and/o	r psycholog	ical processing def	ficits in the area of cogni	tive processing of expression.
Impact: . Ariel's Other Health writing, which impacts his inv Disability in the cognitive pro- Ariel's Other Health Impairme involvement and progress in the	colvement a cessing are ent and his	and progre a of expre demonstra	ss in the go ssion. How ted ADHD	eneral educa vever, it is for characteris	tion curriculum. A elt that the informa	also, Ariel, does evidence ation obtained in this asse	essment indicates that it is
Performance Area:							
Assessment/Monitoring Process Used:	s						
State/District Assessment Resul	lts:						
urrent renormance/Assessme	nt Summar	ry (include	student st	rengths, stud	dent needs and imp	pact of disability on stude	ent performance):
urent renormance/Assessme	nt Summar	ry (include	student st	rengths, stud	lent needs and imp	pact of disability on stude	ent performance):
Lutent Performance/Assessme	nt Summar	ry (include	student st	rengths, stud	dent needs and imp	eact of disability on stude	ent performance):
current Performance/Assessme	nt Summar	ry (include	student st	rengths, stud	lent needs and imp	pact of disability on stude	ent performance):
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urent renormance/Assessme	nt Summar	ry (include	student st	rengths, stud	lent needs and imp	pact of disability on stude	ent performance):
arrent renormance Assessme	nt Summar	ry (include	student st	rengths, stud	lent needs and imp	pact of disability on stude	ent performance):
Lutent Performance/Assessine	nt Summar	ry (include	student str	rengths, stud	lent needs and imp	pact of disability on stude	ent performance):
arrent renormance/Assessme	nt Summar	ry (include	student str	rengths, stud	lent needs and imp	pact of disability on stude	ent performance):
arrent Performance/Assessme	nt Summar	ry (include	student str	rengths, stud	lent needs and imp	pact of disability on stude	ent performance):
Lutent Performance/Assessine	nt Summar	ry (include	student str	rengths, stud	lent needs and imp	eact of disability on stude	ent performance):
Current Performance/Assessine	nt Summar	ry (include	student str	rengths, stud	lent needs and imp	pact of disability on stude	ent performance):
Lutent Performance/Assessine	nt Summar	ry (include	student str	rengths, stud	lent needs and imp	pact of disability on stude	ent performance):
arrent renormance Assessme	nt Summar	ry (include	student str	rengths, stud	lent needs and imp	pact of disability on stude	ent performance):
arrent renormance Assessme	nt Summar	ry (include	student str	rengths, stud	lent needs and imp	pact of disability on stude	ent performance):

rent Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance):  assed on psychoeducational assessment:  rengths: Socially, Ariel is reported to overall not demonstrate behavior problem. In the school environment he is starting to put in more effort d participate when he knows the answers. He is beginning to speak up in class and he has begun to raise his hand to participate. Slowly he is ginning to complete required group work with teacher assistance. In the home environment he is reported to be a patient, kind and helpful boy. It is a helpful and good friend. Ariel enjoys playing on video games and all sports in general. Ariel rated himself in the average range for all cial/emotional areas.  eeds: In the school environment he was reported by the teachers to have trouble focusing, paying attention, bringing needed materials to class, d organizational difficulties. He does not complete homework. School and home rating scales coincide with elevated scores in the social notional areas of inattention problems, learning problems, executive functioning problems, and study skills. This would indicate Ariel does we significant social emotional difficulties across environments that maybe affecting his academic progress.  This would indicate Ariel does we significant social emotional difficulties across environments that maybe affecting his academic progress.  Ariel's Other Health Impairment impacts the development of his academic skills, as well as his ability to express himself verbally and in iting, which impacts his involvement and progress in the general education curriculum. Also, Ariel, does evidence a Specific Learning sability in the cognitive processing area of expression. However, it is felt that the information obtained in this assessment indicates that it is itel's Other Health Impairment and his demonstrated ADHD characteristics affect his ability to learn as his primary reason for that impacts his volvement and progress in the general educati	SAngeles Unified School District Student ZAFRANI ARIEL	Date of Birth 14-NOV-200	Meeting Date 31-MAY-2019
Social/Emotional essment/Monitoring Process d: e/District Assessment Results: rent Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance):  assed on psychoeducational assessment: rengths: Socially, Ariel is reported to overall not demonstrate behavior problem. In the school environment he is starting to put in more effort d participate when he knows the answers. He is beginning to speak up in class and he has begun to raise his hand to participate. Slowly he is ginning to complete required group work with teacher assistance. In the home environment he is reported to be a patient, kind and helpful boy, is a helpful and good friend. Ariel enjoys playing on video games and all sports in general. Ariel rated himself in the average range for all cial/emotional areas.  eeds: In the school environment he was reported by the teachers to have trouble focusing, paying attention, bringing needed materials to class, do organizational difficulties. He does not complete homework. School and home rating scales coincide with elevated scores in the social notional areas of inattention problems, learning problems, executive functioning problems, and study skills. This would indicate Ariel does we significant social emotional difficulties across environments that maybe affecting his academic progress.  In pact: Ariel's Other Health Impairment impacts the development of his academic skills, as well as his ability to express himself verbally and in titing, which impacts his involvement and progress in the general education curriculum. Also, Ariel, does evidence a Specific Learning sability in the cognitive processing area of expression. However, it is felt that the information obtained in this assessment indicates that it is icit's Other Health Impairment and his demonstrated ADHD characteristics affect his ability to learn as his primary reason for that impacts his rolvement and progress in the general education curriculum.	Last Firs		
d: e/District Assessment Results: rent Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): assed on psychoeducational assessment: rengths: Socially, Ariel is reported to overall not demonstrate behavior problem. In the school environment he is starting to put in more effort d participate when he knows the answers. He is beginning to speak up in class and he has begun to raise his hand to participate. Slowly he is ginning to complete required group work with teacher assistance. In the home environment he is reported to be a patient, kind and helpful boy, is a helpful and good friend. Ariel enjoys playing on video games and all sports in general. Ariel rated himself in the average range for all cial/emotional areas.  do granizational difficulties. He does not complete homework. School and home rating scales coincide with elevated scores in the social notional areas of inattention problems, learning problems, executive functioning problems, and study skills. This would indicate Ariel does we significant social emotional difficulties across environments that maybe affecting his academic progress.  apact: Ariel's Other Health Impairment impacts the development of his academic skills, as well as his ability to express himself verbally and in titing, which impacts his involvement and progress in the general education curriculum. Also, Ariel, does evidence a Specific Learning sability in the cognitive processing area of expression. However, it is felt that the information obtained in this assessment indicates that it is itselfs Other Health Impairment and his demonstrated ADHD characteristics affect his ability to learn as his primary reason for that impacts his volvement and progress in the general education curriculum.	Formance Area:		
rent Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance):  assed on psychoeducational assessment:  rengths: Socially, Ariel is reported to overall not demonstrate behavior problem. In the school environment he is starting to put in more effort d participate when he knows the answers. He is beginning to speak up in class and he has begun to raise his hand to participate. Slowly he is ginning to complete required group work with teacher assistance. In the home environment he is reported to be a patient, kind and helpful boy. It is a helpful and good friend. Ariel enjoys playing on video games and all sports in general. Ariel rated himself in the average range for all cial/emotional areas.  seeds: In the school environment he was reported by the teachers to have trouble focusing, paying attention, bringing needed materials to class, dorganizational difficulties. He does not complete homework. School and home rating scales coincide with elevated scores in the social notional areas of inattention problems, learning problems, executive functioning problems, and study skills. This would indicate Ariel does we significant social emotional difficulties across environments that maybe affecting his academic progress.  In pact: Ariel's Other Health Impairment impacts the development of his academic skills, as well as his ability to express himself verbally and in titing, which impacts his involvement and progress in the general education curriculum. Also, Ariel, does evidence a Specific Learning sability in the cognitive processing area of expression. However, it is felt that the information obtained in this assessment indicates that it is itel's Other Health Impairment and his demonstrated ADHD characteristics affect his ability to learn as his primary reason for that impacts his volvement and progress in the general education curriculum.  Formance Area:			
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d participate when he knows the answers. He is beginning to speak up in class and he has begun to raise his hand to participate. Slowly he is ginning to complete required group work with teacher assistance. In the home environment he is reported to be a patient, kind and helpful boy. is a helpful and good friend. Ariel enjoys playing on video games and all sports in general. Ariel rated himself in the average range for all cial/emotional areas.  The school environment he was reported by the teachers to have trouble focusing, paying attention, bringing needed materials to class, diorganizational difficulties. He does not complete homework. School and home rating scales coincide with elevated scores in the social notional areas of inattention problems, learning problems, executive functioning problems, and study skills. This would indicate Ariel does we significant social emotional difficulties across environments that maybe affecting his academic progress.  The problems is involvement and progress in the general education curriculum. Also, Ariel, does evidence a Specific Learning sability in the cognitive processing area of expression. However, it is felt that the information obtained in this assessment indicates that it is let's Other Health Impairment and his demonstrated ADHD characteristics affect his ability to learn as his primary reason for that impacts his obvenient and progress in the general education curriculum.	ased on psychoeducational assessmen	:	
d organizational difficulties. He does not complete homework. School and home rating scales coincide with elevated scores in the social notional areas of inattention problems, learning problems, executive functioning problems, and study skills. This would indicate Ariel does we significant social emotional difficulties across environments that maybe affecting his academic progress.  Inpact: . Ariel's Other Health Impairment impacts the development of his academic skills, as well as his ability to express himself verbally and in riting, which impacts his involvement and progress in the general education curriculum. Also, Ariel, does evidence a Specific Learning sability in the cognitive processing area of expression. However, it is felt that the information obtained in this assessment indicates that it is it is it is other. Health Impairment and his demonstrated ADHD characteristics affect his ability to learn as his primary reason for that impacts his volvement and progress in the general education curriculum.  Formance Area:  The does not complete homework. School and home rating scales coincide with elevated scores in the social motion of his academic progress.  This would indicate Ariel does verified academic progress his academic progress.  T	d participate when he knows the answ ginning to complete required group we is a helpful and good friend. Ariel e	ers. He is beginning to speak up in class and he has begun to raise his ork with teacher assistance. In the home environment he is reported to	hand to participate. Slowly he is be a patient, kind and helpful boy.
iting, which impacts his involvement and progress in the general education curriculum. Also, Ariel, does evidence a Specific Learning sability in the cognitive processing area of expression. However, it is felt that the information obtained in this assessment indicates that it is riel's Other Health Impairment and his demonstrated ADHD characteristics affect his ability to learn as his primary reason for that impacts his volvement and progress in the general education curriculum.  formance Area:  essment/Monitoring Process d:  e/District Assessment Results:	d organizational difficulties. He does notional areas of inattention problem	not complete homework. School and home rating scales coincide with, learning problems, executive functioning problems, and study skills.	elevated scores in the social This would indicate Ariel does
formance Area:	riting, which impacts his involvement isability in the cognitive processing a riel's Other Health Impairment and hi	and progress in the general education curriculum. Also, Ariel, does even of expression. However, it is felt that the information obtained in the demonstrated ADHD characteristics affect his ability to learn as his p	ridence a Specific Learning is assessment indicates that it is
d: e/District Assessment Results:	formance Area:		
d: e/District Assessment Results:	essment/Monitoring Process		
rent Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance):	e/District Assessment Results:		

T A	.l II .'C' . I C .l	ID'4 C4	INDIVIDUAL	IZED EDUCATION PI	ROGRAM (IEP)		Page 9 of 25
	eles Unified Schoon nt ZAFRANI	ARIEL		Date of	Birth 14-NOV-200	Meeting	Date 31-MAY-2019
Stude	Last	First	MI			Meeting	Date 31-WA1-2017
				Section F: Eligibility	V		
If applicat	ble, areas discussed r	elated to disability	or suspected disa	bility:			
For Initial	IEP, interventions at	ttempted prior to d	etermining eligibi	lity:			
			88				
Eligible as	s a student with the d	lisability of:					
Code:	ОНІ	Other I	Iealth Impairment				
	Not Applicable	le, OBlind	or	OPartially Sighted			
	l Low Incidence Elig	gibility (only for V	I, DBL, DEA, HC	H, or severe OI):			
Code:					J		
	Not Applicable	le, OBlind	or	Partially Sighted			
O Does r	not meet eligibility co	riteria for Special F	Education Service	s (Initial IEP).			
or	<i>3</i>	1		,			
O No Lo	nger Eligible for Spe	ecial Education Ser	vices (Review IE	P).			
	nger Eligible (Effect						
Date).							
This is	s a Final IEP, the stud	lent remains eligib	le for Special Edu	cation Services until the	Effective Date below	W.	
Final IEP	Reason:			Final IE	P Effective Date:		
The IEP	Team has considere	d and agrees that	the educational	needs of the student are	e not primarily due	to:	
Soc Soc	cial Maladjustment		Temp	orary Physical Disability	<b>y</b>	✓ Lack of instruction	n in reading
✓ Lac	ck of instruction in n	nath	✓ Limit	ed English Proficiency		<b>✓</b>	
						Environmental, Cultu	ral or Economic Factors

Student ZAFRANI	chool District  ARIEL		Date of Birth 14-NOV-200	6 Meeting Date 31-MAY-2019
Last	First	MI	Date of Birth 14 110 v 200	Meeting Date 31 Will 2017
		Section G: Annual G	oals and Objectives	
erformance Area:	Engl	ish Language Developr	Annual Goal #:	1
	rvation in 3 out of 5 trials w	-	through particular details with i	ninimal teacher modeling as
	to be reported to parents by Progress Report or Report		t of Progress and Achievement	from Current IEP" form(s) which
		Methods of	Evaluation	
State Assessments Observation Other	Norm	n Referenced olio	Criterion Referenced Work Samples	Curriculum Based Informal
presented through particu	ntral idea of an information ular details with maximum ervation in 3 out of 5 trials	teacher modeling as	presented through particular	al idea of an informational text and how it is details with moderate teacher modeling as ation in 3 out of 5 trials with 75% accuracy.
Pate to be achieved:	Septembe V 2019	T OF PROGRESS AND A	CHIEVEMENT FROM CUR	January ▼ 2020 ▼ MO/
Oate to be achieved:  4 GOAL MET OR EXCEEDED	IEP REPOR	T OF PROGRESS AND A		RRENT IEP
4 GOAL MET OR EXCEEDED	IEP REPOR	T OF PROGRESS AND A  EXPLANATION	CHIEVEMENT FROM CUI	RRENT IEP  -49% of goal met) 1 NO PROGRE
4 GOAL MET OR EXCEEDED  1st Reporting Period	3 SUBSTANTIAL PROmet)	T OF PROGRESS AND A  EXPLANATION OGRESS (50-99% of goal	CHIEVEMENT FROM CUP ON OF MARKS 2 PARTIAL PROGRESS (1	RRENT IEP  -49% of goal met) 1 NO PROGRE
4 GOAL MET OR EXCEEDED	3 SUBSTANTIAL PROmet)  2nd Reporting Period	T OF PROGRESS AND A  EXPLANATION OGRESS (50-99% of goal  3rd Reporting Period	CHIEVEMENT FROM CUR ON OF MARKS  2 PARTIAL PROGRESS (1)  4th Reporting Period (Second	RRENT IEP  -49% of goal met) 1 NO PROGRE
4 GOAL MET OR EXCEEDED  1st Reporting Period Date:	3 SUBSTANTIAL PROmet)  2nd Reporting Period Date:	T OF PROGRESS AND A  EXPLANATION OGRESS (50-99% of goal  3rd Reporting Period Date:	CHIEVEMENT FROM CURON OF MARKS  2 PARTIAL PROGRESS (1  4th Reporting Period (Secondly)  Date:	RRENT IEP  -49% of goal met) 1 NO PROGRE
4 GOAL MET OR EXCEEDED  1st Reporting Period Date:	3 SUBSTANTIAL PROmet)  2nd Reporting Period	T OF PROGRESS AND A  EXPLANATION OGRESS (50-99% of goal  3rd Reporting Period	CHIEVEMENT FROM CUR ON OF MARKS  2 PARTIAL PROGRESS (1  4th Reporting Period (Secondly)	-49% of goal met) 1 NO PROGRE
4 GOAL MET OR EXCEEDED  1st Reporting Period Date:  Progress Mark:	3 SUBSTANTIAL PROmet)  2nd Reporting Period Date:	T OF PROGRESS AND A  EXPLANATION OGRESS (50-99% of goal  3rd Reporting Period Date:	CHIEVEMENT FROM CURON OF MARKS  2 PARTIAL PROGRESS (1  4th Reporting Period (Secondly)  Date:	ARRENT IEP  -49% of goal met)  I NO PROGRE  ndary  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 PROmet)  2nd Reporting Period Date:  Progress Mark:  Is progress sufficient to	T OF PROGRESS AND A  EXPLANATION OGRESS (50-99% of goal  3rd Reporting Period Date:  Progress Mark:  Is progress sufficient to	CHIEVEMENT FROM CUIDN OF MARKS  2 PARTIAL PROGRESS (1  4th Reporting Period (Seconly) Date:  Progress Mark:  Is progress sufficient to meet	ARRENT IEP  -49% of goal met)  I NO PROGRE  Objective 1 Met:  Yes No Objective 2 Met:  Yes No
	3 SUBSTANTIAL PROmet)  2nd Reporting Period Date:  Progress Mark:  Is progress sufficient to meet annual goal?	T OF PROGRESS AND A  EXPLANATION  OGRESS (50-99% of goal  3rd Reporting Period  Date:  Progress Mark:  Is progress sufficient to meet annual goal?	CHIEVEMENT FROM CUIDN OF MARKS  2 PARTIAL PROGRESS (1  4th Reporting Period (Seconly) Date:  Progress Mark:  Is progress sufficient to meet goal?  Yes No If "No" please comment:	ARRENT IEP  -49% of goal met)  I NO PROGRE  ndary  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	JEP REPOR  3 SUBSTANTIAL PROmet)  2nd Reporting Period Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No If "No" please	T OF PROGRESS AND A  EXPLANATION OGRESS (50-99% of goal)  3rd Reporting Period Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No If "No" please	CHIEVEMENT FROM CURON OF MARKS  2 PARTIAL PROGRESS (1  4th Reporting Period (Secondly) Date:  Progress Mark:  Is progress sufficient to meet goal?  Yes No	RRENT IEP  -49% of goal met)  I NO PROGRE  ndary  Goal Achievement  Objective 1 Met:  Yes No Objective 2 Met:  Yes No If "No" please explain:

Student ZAFRANI	chool District ARIEL		Date of Birth 14-NOV-2006	Meeting Date 31-MAY-2019
Last	First	MI		naveung 2 me (21 min 201)
		Section G: Annual G	oals and Objectives	
erformance Area:	Readin	ng	Annual Goal #:	
ndependently as measured	d by student work samples in	n 3 out of 5 trials with 80% a	accuracy.	
	to be reported to parents by Progress Report or Report C		t of Progress and Achievement from C	Current IEP" form(s) which
		Methods of	Evaluation	
State Assessments		Referenced	Criterion Referenced	Curriculum Based
Observation Other	Portfo	lio	Work Samples	☐ Informal
assessing whether the evi-	nent and specific claims in a dence is relevant and suffic g as measured by student we	ient to support the claims	assessing whether the evidence is re-	pecific claims in an informational text, elevant and sufficient to support the clad by student work samples in 3 out of
	IEP KEPUKI	OF PROGRESS AND A	CHIEVEMENT FROM CURRENT	IRP
4 GOAL MET OR EXCEEDED		EXPLANATION GRESS (50-99% of goal	ON OF MARKS  2 PARTIAL PROGRESS (1-49% of	
EXCEEDED	3 SUBSTANTIAL PRO met)  2nd Reporting Period			
EXCEEDED  1st Reporting Period	met)	GRESS (50-99% of goal	2 PARTIAL PROGRESS (1-49% o	of goal met) I NO PROGRES
EXCEEDED  1st Reporting Period	met)  2nd Reporting Period	GRESS (50-99% of goal  3rd Reporting Period	2 PARTIAL PROGRESS (1-49% of 4th Reporting Period (Secondary	of goal met) I NO PROGRES
EXCEEDED  1st Reporting Period  Date:	met)  2nd Reporting Period	GRESS (50-99% of goal  3rd Reporting Period	2 PARTIAL PROGRESS (1-49% of the Reporting Period (Secondary Only)	of goal met) I NO PROGRES
EXCEEDED  1st Reporting Period  Date:	met)  2nd Reporting Period  Date:	GRESS (50-99% of goal  3rd Reporting Period Date:	2 PARTIAL PROGRESS (1-49% of Only) Date:	of goal met) 1 NO PROGRES  Goal Achievement
EXCEEDED  1st Reporting Period  Date:  Progress Mark:  Is progress sufficient to	met)  2nd Reporting Period  Date:	GRESS (50-99% of goal  3rd Reporting Period Date:	2 PARTIAL PROGRESS (1-49% of Only) Date:	Goal Achievement  Objective 1 Met:  Yes No Objective 2 Met:
EXCEEDED  1st Reporting Period  Date:  Progress Mark:  Is progress sufficient to meet annual goal?	met)  2nd Reporting Period  Date:  Progress Mark:  Is progress sufficient to	GRESS (50-99% of goal  3rd Reporting Period Date:  Progress Mark:  Is progress sufficient to	2 PARTIAL PROGRESS (1-49% of Ath Reporting Period (Secondary Only) Date:  Progress Mark:  Is progress sufficient to meet annual	Goal Achievement  Objective 1 Met:  Yes No Objective 2 Met:  Yes No
EXCEEDED  1st Reporting Period  Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No  If "No" please	met)  2nd Reporting Period  Date:  Progress Mark:  Is progress sufficient to meet annual goal?	GRESS (50-99% of goal  3rd Reporting Period Date:  Progress Mark:  Is progress sufficient to meet annual goal?	2 PARTIAL PROGRESS (1-49% of Ath Reporting Period (Secondary Only) Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No If "No" please comment:	Goal Achievement  Objective 1 Met:  Yes No Objective 2 Met:
EXCEEDED  1st Reporting Period	met)  2nd Reporting Period  Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No  If "No" please	GRESS (50-99% of goal  3rd Reporting Period Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No If "No" please	2 PARTIAL PROGRESS (1-49% of Ath Reporting Period (Secondary Only) Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No	Goal Achievement  Objective 1 Met:  Yes No Objective 2 Met:  Yes No

	chool District	DIVIDUALIZED EDUC	ATION PROGRAM (IEP)	
Student ZAFRANI	ARIEL		Date of Birth 14-NOV-2006	Meeting Date 31-MAY-2019
Last	First	MI Section G: Annual G	oals and Ohiectives	
erformance Area:	Writin		Annual Goal #:	
Ariel will produce clear ar	nd coherent writing in which	the development, organizat	ion, and style are appropriate to task, pu	urpose, and audience with
imminal modering as meas	sured by student work sampl	es in 3 out of 3 thats with 8	070 accuracy.	
	o be reported to parents by Progress Report or Report C		t of Progress and Achievement from C	Current IEP" form(s) which
		Methods of		
State Assessments Observation Other	Norm Portfo	Referenced lio	<ul><li>✓ Criterion Referenced</li><li>✓ Work Samples</li></ul>	Curriculum Based Informal
organization, and style are	nd coherent writing in whice e appropriate to task, purpong as measured by student	se, and audience with work samples in 3 out of	organization, and style are appropri	nt writing in which the development, ate to task, purpose, and audience with student work samples in 3 out of 5 tria
				, 2020
	IEP REPORT		CHIEVEMENT FROM CURRENT	
4 GOAL MET OR EXCEEDED			CHIEVEMENT FROM CURRENT ON OF MARKS 2 PARTIAL PROGRESS (1-49% o	TIEP
EXCEEDED	3 SUBSTANTIAL PRO	EXPLANATIO	ON OF MARKS  2 PARTIAL PROGRESS (1-49% of the description of the description)  4th Reporting Period (Secondary)	TIEP
EXCEEDED  1st Reporting Period	3 SUBSTANTIAL PRO	EXPLANATION CONTROL OF STREET	ON OF MARKS  2 PARTIAL PROGRESS (1-49% of the deporting Period (Secondary Only)	of goal met)  1 NO PROGRESS
EXCEEDED  1st Reporting Period	3 SUBSTANTIAL PROmet) 2nd Reporting Period	EXPLANATION GRESS (50-99% of goal and Reporting Period	ON OF MARKS  2 PARTIAL PROGRESS (1-49% of the description of the description)  4th Reporting Period (Secondary)	of goal met)  I NO PROGRESS  Goal Achievement
EXCEEDED  1st Reporting Period  Date:	3 SUBSTANTIAL PROmet) 2nd Reporting Period	EXPLANATION GRESS (50-99% of goal and Reporting Period	ON OF MARKS  2 PARTIAL PROGRESS (1-49% of the deporting Period (Secondary Only)	Goal Achievement  Objective 1 Met:
EXCEEDED  1st Reporting Period  Date:	3 SUBSTANTIAL PROmet)  2nd Reporting Period Date:	EXPLANATIO GRESS (50-99% of goal  3rd Reporting Period Date:	ON OF MARKS  2 PARTIAL PROGRESS (1-49% of the deporting Period (Secondary Only)  Date:	of goal met)  I NO PROGRESS  Goal Achievement
EXCEEDED  1st Reporting Period  Date:  Progress Mark:  Is progress sufficient to	3 SUBSTANTIAL PROmet)  2nd Reporting Period Date:	EXPLANATIO GRESS (50-99% of goal  3rd Reporting Period Date:	ON OF MARKS  2 PARTIAL PROGRESS (1-49% of the deporting Period (Secondary Only)  Date:	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 PROmet)  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 the secondary only) Date:  Progress Mark:  Is progress sufficient to meet annual	Goal Achievement  Objective 1 Met:  Yes No Objective 2 Met:  Yes No
	3 SUBSTANTIAL PROmet)  2nd Reporting Period Date:  Progress Mark:  Is progress sufficient to meet annual goal?	EXPLANATIO GRESS (50-99% of goal  3rd Reporting Period Date:  Progress Mark:  Is progress sufficient to meet annual goal?	ON OF MARKS  2 PARTIAL PROGRESS (1-49% of the deporting Period (Secondary Only)  Date:  Progress Mark:  Is progress sufficient to meet annual goal?	Goal Achievement  Objective 1 Met:  Yes No Objective 2 Met:
EXCEEDED  1st Reporting Period  Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No  If "No" please	3 SUBSTANTIAL PROmet)  2nd Reporting Period Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No If "No" please	EXPLANATION GRESS (50-99% of goal and Reporting Period Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No  If "No" please	ON OF MARKS  2 PARTIAL PROGRESS (1-49% of the deporting Period (Secondary Only) Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No	Goal Achievement  Objective 1 Met:  Yes No Objective 2 Met:  Yes No

os Angeles Unified S Student ZAFRANI			Date of Right 14 NOV 200	Meeting Date 31-MAY-2019
Student ZAFRANI Last	ARIEL First	MI	Date of Birth 14-NOV-200	wieeting Date 31-MAY-2019
Lust	2.400	Section G: Annual G	oals and Objectives	
erformance Area:	Math		Annual Goal #:	
	k samples in 3 out of 5 trials		y multiplying and dividing ratio	nai numbers, independently, as
rogress on annual goals ill be provided at either	to be reported to parents by Progress Report or Report (	completing the "IEP Repor Card periods.	t of Progress and Achievement	from Current IEP" form(s) which
		Methods of	Evaluation	
State Assessments Observation Other	Norm Portfo	Referenced olio	Criterion Referenced Work Samples	Curriculum Based Informal
fractions by multiplying	n understanding of multiplic and dividing rational numb y student work samples in 3	ers with moderate	fractions by multiplying and	derstanding of multiplication, division, and dividing rational numbers with minimal mod-samples in 3 out of 5 trials with 75% accuracy
Date to be achieved:	Novembe ▼ 2019	y MO/YR	Date to be achieved:	January ▼ 2020 ▼ MO/Y
Oate to be achieved:		<u>,                                     </u>	Date to be achieved:  CHIEVEMENT FROM CUR	2020
Date to be achieved:		T OF PROGRESS AND A		2020
Date to be achieved:  4 GOAL MET OR EXCEEDED	IEP REPOR	T OF PROGRESS AND A	CHIEVEMENT FROM CUR	RENT IEP
4 GOAL MET OR EXCEEDED	IEP REPOR	T OF PROGRESS AND A  EXPLANATION	CHIEVEMENT FROM CUR ON OF MARKS  2 PARTIAL PROGRESS (1-	RENT IEP  49% of goal met) 1 NO PROGRES
4 GOAL MET OR EXCEEDED 1st Reporting Period	3 SUBSTANTIAL PROmet)	T OF PROGRESS AND A  EXPLANATION OGRESS (50-99% of goal	CHIEVEMENT FROM CUR ON OF MARKS  2 PARTIAL PROGRESS (1- 4th Reporting Period (Secondly)	RENT IEP  49% of goal met) 1 NO PROGRES
4 GOAL MET OR EXCEEDED 1st Reporting Period	3 SUBSTANTIAL PROmet) 2nd Reporting Period	T OF PROGRESS AND A  EXPLANATION OGRESS (50-99% of goal  3rd Reporting Period	CHIEVEMENT FROM CUR ON OF MARKS  2 PARTIAL PROGRESS (1-	RENT IEP  49% of goal met) 1 NO PROGRES  adary Goal Achievement
4 GOAL MET OR EXCEEDED  1st Reporting Period Date:	3 SUBSTANTIAL PROmet) 2nd Reporting Period	T OF PROGRESS AND A  EXPLANATION OGRESS (50-99% of goal  3rd Reporting Period	CHIEVEMENT FROM CUR ON OF MARKS  2 PARTIAL PROGRESS (1- 4th Reporting Period (Secondly)	RENT IEP  49% of goal met) 1 NO PROGRES
4 GOAL MET OR EXCEEDED  1st Reporting Period Date:	3 SUBSTANTIAL PROmet) 2nd Reporting Period Date:	T OF PROGRESS AND A  EXPLANATION  OGRESS (50-99% of goal  3rd Reporting Period  Date:	CHIEVEMENT FROM CUR ON OF MARKS  2 PARTIAL PROGRESS (1- 4th Reporting Period (Secondly) Date:	RENT IEP  49% of goal met) 1 NO PROGRES  adary Goal Achievement
4 GOAL MET OR EXCEEDED  1st Reporting Period Date:  Progress Mark:	3 SUBSTANTIAL PROmet) 2nd Reporting Period Date:	T OF PROGRESS AND A  EXPLANATION  OGRESS (50-99% of goal  3rd Reporting Period  Date:	CHIEVEMENT FROM CUR ON OF MARKS  2 PARTIAL PROGRESS (1- 4th Reporting Period (Secondly) Date:	RENT IEP  49% of goal met)  I NO PROGRES  dary  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 PROmet)  2nd Reporting Period Date:  Progress Mark:	T OF PROGRESS AND A  EXPLANATION  OGRESS (50-99% of goal)  3rd Reporting Period  Date:  Progress Mark:  Is progress sufficient to	CHIEVEMENT FROM CUR ON OF MARKS  2 PARTIAL PROGRESS (1-  4th Reporting Period (Secon Only) Date:  Progress Mark:  Is progress sufficient to meet	RENT IEP  49% of goal met)  I NO PROGRES  dary  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	3 SUBSTANTIAL PROmet)  2nd Reporting Period Date:  Progress Mark:  Is progress sufficient to meet annual goal?	T OF PROGRESS AND A  EXPLANATION  OGRESS (50-99% of goal  3rd Reporting Period  Date:  Progress Mark:  Is progress sufficient to meet annual goal?	CHIEVEMENT FROM CUR ON OF MARKS  2 PARTIAL PROGRESS (1-  4th Reporting Period (Secondonly) Date:  Progress Mark:  Is progress sufficient to meet goal?  Yes No If "No" please comment:	RENT IEP  49% of goal met)  1 NO PROGRES  dary  Goal Achievement  Objective 1 Met:  Yes No Objective 2 Met:
4 GOAL MET OR	JEP REPOR'  3 SUBSTANTIAL PROmet)  2nd Reporting Period Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No If "No" please	TOF PROGRESS AND A  EXPLANATION DGRESS (50-99% of goal  3rd Reporting Period Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No If "No" please	CHIEVEMENT FROM CUR ON OF MARKS  2 PARTIAL PROGRESS (1-  4th Reporting Period (Secondary) Date:  Progress Mark:  Is progress sufficient to meet goal?  Yes No	RENT IEP  -49% of goal met)  I NO PROGRES  ndary  Goal Achievement  Objective 1 Met:  Yes No Objective 2 Met:  Yes No If "No" please explain:

Student ZAFRANI	chool District  ARIEL		Date of Birth 14-NOV-2006	Meeting Date 31-MAY-2019
Last	First	MI	Date of Diffil 17-110 1-2000	JI-WAI-2019
		Section G: Annual G	oals and Objectives	
erformance Area:	Voc E	d	Annual Goal #:	
-	sured by teacher-charted obs		sk, and ask for assistance, if needed, w	
	to be reported to parents by Progress Report or Report O		t of Progress and Achievement from	Current IEP" form(s) which
		Methods of	Evaluation	
State Assessments Observation	Norm Portfo	Referenced lio	<ul><li>□ Criterion Referenced</li><li>✓ Work Samples</li></ul>	Curriculum Based Informal
Other				
	led, with moderate promptinals, as measured by teacher-	-		rance, if needed, with minimal prompting onsecutive trials, as measured by teacher
ate to be achieved:	Septembe ▼ 2019	▼ MO/YR	Date to be achieved:  Janua	ry ▼ 2020 ▼ MO/Y
ate to be achieved:  4 GOAL MET OR	IEP REPORT	OF PROGRESS AND A	Date to be achieved: Janua  CHIEVEMENT FROM CURREN  ON OF MARKS  2 PARTIAL PROGRESS (1-49%)	T IEP
EXCEEDED	3 SUBSTANTIAL PROmet)	EXPLANATION OF GRESS (50-99% of goal	CHIEVEMENT FROM CURREN ON OF MARKS  2 PARTIAL PROGRESS (1-49%	TT IEP  of goal met) 1 NO PROGRES
4 GOAL MET OR EXCEEDED 1st Reporting Period	3 SUBSTANTIAL PROmet)  2nd Reporting Period	EXPLANATION OF PROGRESS AND A EXPLANATION OF GRESS (50-99% of goal and Reporting Period)	CHIEVEMENT FROM CURREN ON OF MARKS  2 PARTIAL PROGRESS (1-49% 4th Reporting Period (Secondary	TT IEP  of goal met) 1 NO PROGRES
4 GOAL MET OR EXCEEDED	3 SUBSTANTIAL PROmet)	EXPLANATION OF GRESS (50-99% of goal	CHIEVEMENT FROM CURREN ON OF MARKS  2 PARTIAL PROGRESS (1-49%	TT IEP  of goal met) 1 NO PROGRES
4 GOAL MET OR EXCEEDED  1st Reporting Period Date:	3 SUBSTANTIAL PROmet)  2nd Reporting Period Date:	EXPLANATION GRESS (50-99% of goal and Reporting Period Date:	CHIEVEMENT FROM CURREN ON OF MARKS  2 PARTIAL PROGRESS (1-49%  4th Reporting Period (Secondary Only) Date:	TT IEP  of goal met) 1 NO PROGRES  Goal Achievement
4 GOAL MET OR EXCEEDED 1st Reporting Period	3 SUBSTANTIAL PROmet)  2nd Reporting Period	EXPLANATION OF PROGRESS AND A EXPLANATION OF GRESS (50-99% of goal and Reporting Period)	CHIEVEMENT FROM CURREN ON OF MARKS  2 PARTIAL PROGRESS (1-49% 4th Reporting Period (Secondary Only)	of goal met)  I NO PROGRES  Goal Achievement  Objective 1 Met:
4 GOAL MET OR EXCEEDED  1st Reporting Period Date:	3 SUBSTANTIAL PROmet)  2nd Reporting Period Date:	EXPLANATION GRESS (50-99% of goal and Reporting Period Date:	CHIEVEMENT FROM CURREN ON OF MARKS  2 PARTIAL PROGRESS (1-49%  4th Reporting Period (Secondary Only) Date:	TIEP  of goal met)  I NO PROGRES  Goal Achievement  Objective 1 Met:  Yes  No
4 GOAL MET OR EXCEEDED  1st Reporting Period Date:  Progress Mark:	3 SUBSTANTIAL PROmet)  2nd Reporting Period Date:	EXPLANATION GRESS (50-99% of goal and Reporting Period Date:	CHIEVEMENT FROM CURREN ON OF MARKS  2 PARTIAL PROGRESS (1-49%  4th Reporting Period (Secondary Only) Date:	of goal met)  I NO PROGRES  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 PROmet)  2nd Reporting Period Date:  Progress Mark:	EXPLANATION GRESS (50-99% of goal and Reporting Period Date:  Progress Mark:  Is progress sufficient to	CHIEVEMENT FROM CURREN ON OF MARKS  2 PARTIAL PROGRESS (1-49%  4th Reporting Period (Secondary Only) Date:  Progress Mark:  Is progress sufficient to meet annu	of goal met)  I NO PROGRES  Goal Achievement  Objective 1 Met:  Yes No Objective 2 Met:
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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:	JEP REPORT  3 SUBSTANTIAL PRO met)  2nd Reporting Period Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No If "No" please comment:	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 CURREN ON OF MARKS  2 PARTIAL PROGRESS (1-49%  4th Reporting Period (Secondary Only) Date:  Progress Mark:  Is progress sufficient to meet annu goal?  Yes No If "No" please comment:  Needs More Time	of goal met)  I NO PROGRES  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	JEP REPORT  3 SUBSTANTIAL PRO met)  2nd Reporting Period Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No If "No" please comment:  Needs More Time Excess	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 annu goal?  Yes No If "No" please comment:  Needs More Time Excess Absence/Tardy	of goal met)  I NO PROGRES  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	JEP REPORT  3 SUBSTANTIAL PRO met)  2nd Reporting Period Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No If "No" please comment:  Needs More Time Excess Absence/Tardy	EXPLANATION GRESS (50-99% of goal and some standard of goal of goal and some standard of 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 annu goal?  Yes No If "No" please comment:  Needs More Time	of goal met)  I NO PROGRES  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	JEP REPORT  3 SUBSTANTIAL PRO met)  2nd Reporting Period Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No If "No" please comment:  Needs More Time Excess Absence/Tardy Assignments Not	Progress Mark:  By progress Sand A EXPLANATION (CRESS) (50-99% of goal and state of goal and	CHIEVEMENT FROM CURREN  ON OF MARKS  2 PARTIAL PROGRESS (1-49%  4th Reporting Period (Secondary Only) Date:  Progress Mark:  Is progress sufficient to meet annu goal?  Yes No If "No" please comment:  Needs More Time Excess Absence/Tardy Assignments Not Completed	of goal met)  I NO PROGRES  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	JEP REPORT  3 SUBSTANTIAL PRO met)  2nd Reporting Period Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No If "No" please comment:  Needs More Time Excess Absence/Tardy Assignments Not Completed	Progress Mark:  By progress Sand A EXPLANATION (Completed)  By Sand Reporting Period Date:  Progress Mark:  By progress Sufficient to meet annual goal?  Yes No  If "No" please comment:  Needs More Time Excess Absence/Tardy Assignments Not Completed	CHIEVEMENT FROM CURREN  ON OF MARKS  2 PARTIAL PROGRESS (1-49%  4th Reporting Period (Secondary Only) Date:  Progress Mark:  Is progress sufficient to meet annu goal?  Yes No If "No" please comment:  Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal	of goal met)  I NO PROGRES  Goal Achievement  Objective 1 Met:  Yes No Objective 2 Met:  Yes No

Section G: Annual Goals and Objectives  **Counseling** Annual Goal #:  **Counseling** Annual Goal #:  **Counseling** Annual Goal #:  **Annual Goal #:  **Annual Goal #:  **Counseling** Annual Goal #:  **It reads of Evaluation  **Torright of outside influences on the development of self concept (e.g., media, peers, family) in 4 out of 5 trials per week with initimal adult support as measured by weekly observation.  **Methods of Evaluation**  **Norm Referenced**  **Observation**  **Description**  **Description**  **Norm Referenced**  **Observation**  **Observation**  **Observation**  **Observation**  **Observation**  **Description**  **Description**  **Description**  **Observation**  **Incremental objective #2 related to the goal:*  **Ariel will recognize impact of outside influences on the development of self outside influences	Student 7 AED AND	chool District		Date of Dirth 14 NOV 2006	Mosting Date 21 MAY 2010
Section G: Annual Goals and Objectives  reformance Area:	Student ZAFRANI Last	ARIEL	MI	Date of Birth 14-NOV-2006	Meeting Date 31-MAY-2019
Ariel will recognize impact of outside influences on the development of self concept (e.g., media, peers, family) in 4 out of 5 trials per week with initial adult support as measured by weekly observation.    Wethods of Evaluation	Lust			oals and Objectives	
rogress on annual goals to be reported to parents by completing the "IEP Report of Progress and Achievement from Current IEP" form(s) which ill be provided at either Progress Report or Report Card periods.    Methods of Evaluation	erformance Area:	Couns	seling	Annual Goal #:	
Methods of Evaluation    State Assessments			-	pt (e.g., media, peers, family) in 4 o	out of 5 trials per week with
State Assessments Observation Other  Informal Other  Incremental objective #1 related to the goal: Ariel will recognize impact of outside influences on the development of self oncopet (e.g., medit, peers, family) in 3 out of 5 trials per week with moderate adult support as measured by weekly observation.  Incremental objective #2 related to the goal: Ariel will recognize impact of outside influences on the development of self oncopet (e.g., medit, peers, family) in 4 out of 5 trials per week with mode adult support as measured by weekly observation.  IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP  EXPLANATION OF MARKS  4 GOAL MET OR EXCEEDED  Ist Reporting Period Date:  Date:  Date:  Date:  Date to be achieved:  February   2020   MO/Y  INO/Y  IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP  EXPLANATION OF MARKS  4 GOAL MET OR EXCEEDED  Ist Reporting Period Date:  Objective 1 Met:  Yes No  If "No" please comment:  Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal Other  Need to review/revise Goal	rogress on annual goals t ill be provided at either I	o be reported to parents by Progress Report or Report C	completing the "IEP Repor Card periods.	t of Progress and Achievement from	m Current IEP" form(s) which
Observation Other Other Other Are the tobe achieved: Novembe ▼ 2019 ▼ MO/YR  Date to be achieved: Novembe ▼ 2019 ▼ MO/YR  IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP  EXPLANATION OF MARKS  A GOAL MET OR EXCEEDED  Atts Reporting Period Date:  Date: Date: Date: Date: Date: Date: Date: Date: Date: Date: Date: Date: Date: Date:			Methods of	Evaluation	
Other  Incremental objective #1 related to the goal:  Ariel will recognize impact of outside influences on the development of self concept (e.g., media, peers, family) in 3 out of 5 trials per week with mode adult support as measured by weekly observation.  Incremental objective #2 related to the goal:  Ariel will recognize impact of outside influences on the development of self concept (e.g., media, peers, family) in 4 out of 5 trials per week with mode adult support as measured by weekly observation.  IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP  EXPLANATION OF MARKS  4 GOAL MET OR  EXCLEDED  1st Reporting Period  Date:  Dat	State Assessments	Norm	Referenced		Curriculum Based
Incremental objective #1 related to the goal:  Ariel will recognize impact of outside influences on the development of self concept (e.g., media, peers, family) in 3 out of 5 trials per week with moderate adult support as measured by weekly observation.  Date to be achieved:  Novembe ▼ 2019 ▼ MO/YR  Date to be achieved:  Novembe ▼ 2019 ▼ MO/YR  Date to be achieved:  February ▼ 2020 ▼ MO/YR  Date t		Portfo	lio	Work Samples	Informal
IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP  EXPLANATION OF MARKS  4 GOAL MET OR EXCEEDED  3 SUBSTANTIAL PROGRESS (50-99% of goal met)  1 NO PROGRESS (1-49% of goal met)  1 NO PRO	concept (e.g., media, peer	rs, family) in 3 out of 5 trial	s per week with	concept (e.g., media, peers, fami	ily) in 4 out of 5 trials per week with mode
A GOAL MET OR EXCEEDED   met)   3 SUBSTANTIAL PROGRESS (50-99% of goal met)   1 NO PROGRESS (1-49% o					
Secondary   Date:	ate to be achieved:				
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Progress Mark:  Progress Mark:	4 GOAL MET OR EXCEEDED	JEP REPORT  3 SUBSTANTIAL PRO met)	EXPLANATION OF GRESS (50-99% of goal	CHIEVEMENT FROM CURRE ON OF MARKS  2 PARTIAL PROGRESS (1-49)	ENT IEP % of goal met)  1 NO PROGRESS
Is progress sufficient to meet annual goal?  Is progress sufficient to meet annual goal?  Yes No  Yes No  Yes No  Yes No  Yes No  Yes No  If "No" please comment:  Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal  Need to review/revise Goal  Frogress Mark:  Frogress Mark:  Frogress Mark:  Frogress Mark:  Frogress Mark:  Yes No  Objective 2 Met:  Yes No  If "No" please scomment in the meet annual goal?  Yes No  If "No" please comment:  Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal  Other	4 GOAL MET OR EXCEEDED 1st Reporting Period	3 SUBSTANTIAL PROmet) 2nd Reporting Period	EXPLANATION OF PROGRESS AND A EXPLANATION OF GRESS (50-99% of goal and Reporting Period)	CHIEVEMENT FROM CURRE ON OF MARKS  2 PARTIAL PROGRESS (1-49)  4th Reporting Period (Seconda)	ENT IEP % of goal met)  1 NO PROGRESS
Is progress sufficient to meet annual goal?  Yes No  Yes No  If "No" please comment:  Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal  Need to review/revise Goal  Yes No  Objective 2 Met: Yes No  If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal Other	4 GOAL MET OR EXCEEDED 1st Reporting Period	3 SUBSTANTIAL PROmet) 2nd Reporting Period	EXPLANATION OF PROGRESS AND A EXPLANATION OF GRESS (50-99% of goal and Reporting Period)	CHIEVEMENT FROM CURRE ON OF MARKS  2 PARTIAL PROGRESS (1-49)  4th Reporting Period (Seconda Only)	ENT IEP % of goal met)  1 NO PROGRESS
Is progress sufficient to meet annual goal?  Yes No  Yes No  Yes No  If "No" please comment:  Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal  Need to review/revise Goal  Objective 2 Met:  Yes No  If "No" please comment:  Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal Other  Objective 2 Met:  Yes No  If "No" please comment:  Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal Other	4 GOAL MET OR EXCEEDED  1st Reporting Period  Date:	3 SUBSTANTIAL PROmet)  2nd Reporting Period Date:	EXPLANATION OF PROGRESS AND A EXPLANATION OF GRESS (50-99% of goal and Barbara Period Date:	CHIEVEMENT FROM CURRED ON OF MARKS  2 PARTIAL PROGRESS (1-49)  4th Reporting Period (Seconda Only) Date:	ENT IEP  % of goal met)  1 NO PROGRESS  ry  Goal Achievement
Is progress sufficient to meet annual goal?  Yes No  Yes No  If "No" please comment:  If "No" please comment:  Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal  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  Other	4 GOAL MET OR EXCEEDED  1st Reporting Period Date:	3 SUBSTANTIAL PROmet)  2nd Reporting Period Date:	EXPLANATION OF PROGRESS AND A EXPLANATION OF GRESS (50-99% of goal and Barbara Period Date:	CHIEVEMENT FROM CURRED ON OF MARKS  2 PARTIAL PROGRESS (1-49)  4th Reporting Period (Seconda Only) Date:	% of goal met)  I NO PROGRES  Ty  Goal Achievement  Objective 1 Met:
Yes No If "No" please comment:  If "No" please comment:  Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal  Yes No Yes No Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal  Yes No If "No" please explain:  If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal Other  If "No" please explain:  If "No" please comment: Needs More Time Excess Absence/Tardy Needs to review/revise Goal Other	4 GOAL MET OR EXCEEDED  1st Reporting Period  Date:	3 SUBSTANTIAL PROmet)  2nd Reporting Period Date:	EXPLANATION OF PROGRESS AND A EXPLANATION OF GRESS (50-99% of goal and Barbara Period Date:	CHIEVEMENT FROM CURRED ON OF MARKS  2 PARTIAL PROGRESS (1-49)  4th Reporting Period (Seconda Only) Date:	% of goal met)  I NO PROGRES  Ty  Goal Achievement  Objective 1 Met:
If "No" please comment:  Needs More Time Excess Absence/Tardy Assignments Not Completed Need to Need to review/revise Goal  If "No" please comment:  Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal  If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal  If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal	4 GOAL MET OR EXCEEDED  1st Reporting Period Date:  Progress Mark:	3 SUBSTANTIAL PROmet)  2nd Reporting Period Date:  Progress Mark:	EXPLANATION GRESS (50-99% of goal and Reporting Period Date:  Progress Mark:  Is progress sufficient to	CHIEVEMENT FROM CURRE ON OF MARKS  2 PARTIAL PROGRESS (1-49)  4th Reporting Period (Seconda Only)  Date:  Progress Mark:  Is progress sufficient to meet ann	% of goal met)  I NO PROGRES  Ty  Goal Achievement  Objective 1 Met:  Yes  No Objective 2 Met:
Needs More Time Excess Absence/Tardy Assignments Not Completed Need to Need to review/revise Goal  Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal  Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal  Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal  Other	4 GOAL MET OR EXCEEDED  1st Reporting Period  Date:  Progress Mark:  Is progress sufficient to meet annual goal?	JEP REPORT  3 SUBSTANTIAL PROmet)  2nd Reporting Period Date:  Progress Mark:  Is progress sufficient to meet annual goal?	EXPLANATION GRESS (50-99% of goal and state)  Progress Mark:  Progress Mark:  Is progress sufficient to meet annual goal?	CHIEVEMENT FROM CURRED ON OF MARKS  2 PARTIAL PROGRESS (1-49)  4th Reporting Period (Seconda Only) Date:  Progress Mark:  Is progress sufficient to meet and goal?	% of goal met)  I NO PROGRES  ry  Goal Achievement  Objective 1 Met:  Yes  No  Objective 2 Met:  Yes  No
Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal  Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal  Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal  Excess Absence/Tardy Need to review/revise Goal Other  Other	4 GOAL MET OR EXCEEDED  1st Reporting Period  Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No  If "No" please	JEP REPORT  3 SUBSTANTIAL PRO met)  2nd Reporting Period  Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No If "No" please	Progress Mark:  Progress Mark:  By progress sufficient to meet annual goal?  Yes No  If "No" please	CHIEVEMENT FROM CURRED ON OF MARKS  2 PARTIAL PROGRESS (1-49)  4th Reporting Period (Seconda Only) Date:  Progress Mark:  Is progress sufficient to meet and goal?  Yes No	% of goal met)  I NO PROGRES.  Ty  Goal Achievement  Objective 1 Met:  Yes  No  Objective 2 Met:  Yes  No
Absence/Tardy Absence/Tardy Assignments Not Completed Need to review/revise Goal  Absence/Tardy Absence/Tardy Absence/Tardy Assignments Not Completed Need to review/revise Goal  Assignments Not Completed Need to review/revise Goal Other  Assignments Not Completed Need to review/revise Goal Other	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 REPORT  3 SUBSTANTIAL PROmet)  2nd Reporting Period Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No If "No" please comment:	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 CURRE ON OF MARKS  2 PARTIAL PROGRESS (1-49'  4th Reporting Period (Secondar Only) Date:  Progress Mark:  Is progress sufficient to meet and goal?  Yes No If "No" please comment:  Needs More Time	% of goal met)  I NO PROGRES.  Ty  Goal Achievement  Objective 1 Met:  Yes  No  Objective 2 Met:  Yes  No
Assignments Not Completed  Need to review/revise Goal  Assignments Not Completed  Need to review/revise Goal  Completed  Need to review/revise Goal  Other  Other	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 REPORT  3 SUBSTANTIAL PRO met)  2nd Reporting Period Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No If "No" please comment:  Needs More Time	Progress Mark:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No  If "No" please comment:  Needs More Time	CHIEVEMENT FROM CURRE ON OF MARKS  2 PARTIAL PROGRESS (1-49'  4th Reporting Period (Seconda Only) Date:  Progress Mark:  Is progress sufficient to meet and goal?  Yes No  If "No" please comment:  Needs More Time Excess Absence/Tardy	CNT IEP  "W of goal met)  I NO PROGRESS  Ty  Goal Achievement  Objective 1 Met:  Yes No Objective 2 Met:  Yes No If "No" please explain:
Need to review/revise Goal  Need to review/revise Goal  Need to review/revise Goal	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	JEP REPORT  3 SUBSTANTIAL PROmet)  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	Progress Mark:  Is progress sufficient to meet annual goal?  Yes No  If "No" please comment:  Needs More Time Excess Absence/Tardy	CHIEVEMENT FROM CURRE ON OF MARKS  2 PARTIAL PROGRESS (1-49)  4th Reporting Period (Seconda Only) Date:  Progress Mark:  Is progress sufficient to meet and goal?  Yes No  If "No" please comment:  Needs More Time Excess Absence/Tardy Assignments Not Completed	**CNT IEP  **Goal Achievement  Objective 1 Met:  Yes No Objective 2 Met:  Yes No If "No" please explain:
review/revise Goal review/revise Goal review/revise Goal	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	JEP REPORT  3 SUBSTANTIAL PRO met)  2nd Reporting Period Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No If "No" please comment:  Needs More Time Excess Absence/Tardy Assignments Not	Progress Mark:  By progress Sand A EXPLANATION (CRESS) (50-99% of goal	CHIEVEMENT FROM CURRE  DN OF MARKS  2 PARTIAL PROGRESS (1-49)  4th Reporting Period (Secondary) Date:  Progress Mark:  Is progress sufficient to meet and goal?  Yes No If "No" please comment:  Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal	**CNT IEP  **Goal Achievement  Objective 1 Met:  Yes No Objective 2 Met:  Yes No If "No" please explain:
Other Other Other	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 REPORT  3 SUBSTANTIAL PRO met)  2nd Reporting Period Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No If "No" please comment:  Needs More Time Excess Absence/Tardy Assignments Not Completed	Progress Mark:  By progress Sand A EXPLANATION GRESS (50-99% of goal and state and sta	CHIEVEMENT FROM CURRE  DN OF MARKS  2 PARTIAL PROGRESS (1-49)  4th Reporting Period (Secondary) Date:  Progress Mark:  Is progress sufficient to meet and goal?  Yes No If "No" please comment:  Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal	**CNT IEP  **Goal Achievement  Objective 1 Met:  Yes No Objective 2 Met:  Yes No If "No" please explain:
	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 review/revise Goal	JEP REPORT  3 SUBSTANTIAL PRO met)  2nd Reporting Period Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No If "No" please comment:  Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal	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 Need to review/revise Goal	CHIEVEMENT FROM CURRE  DN OF MARKS  2 PARTIAL PROGRESS (1-49)  4th Reporting Period (Secondary) Date:  Progress Mark:  Is progress sufficient to meet and goal?  Yes No If "No" please comment:  Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal	**CNT IEP  **Goal Achievement  Objective 1 Met:  Yes No Objective 2 Met:  Yes No If "No" please explain:

		INDIVIDUALIZED	EDUCATION PROGRAM (IEP)	Page 16 of 25
Los Angeles Unified School				
Student ZAFRANI	ARIEL		Date of Birth 14-NOV-2006	Meeting Date 31-MAY-2019
Last	First	MI		
Assessments administered will of		ssessments determined f	n State and District-wide Assessments or each grade by the California Department of School District.	Education and/or the Los Angeles Unified

	INDIVIDUALIZED EDUCATION PROGRAM (IEP)	Page 17 of 25
Los Angeles Unified School District		
Student ZAFRANI ARIEL Last First	Date of Birth 14-NOV-2006	Meeting Date 31-MAY-2019
	ction N: Procedural Safeguards and Follow-up Actions	
■ A Parent's Guide to Special Education Ser	vices including Procedural Rights & Safeguards was provided to th	e parent in his/her primary language.
	ats were read aloud at the beginning of the IEP Team meeting.	
✓ The parent/guardian was informed of his/her i	ight to a written translation of the IEP.	
Is the parent/guardian requesting translation servi	ces? • Yes No	
If yes, the parent/guardian has requested a wri	tten translation of the IEP in Hebrew	
Specify the Individual Pages to be translated:		
Special Requests:	t and parent(s)/guardian(s) have been informed that the educational de	
student at 18 years of age, unless the court ha	THIS SPACE DELIBERATELY LEFT BLANK.	

	INDIVIDUALIZED EDUC	CATION PROGRAM (IEP)	Page 18 of 25
Los Angeles Unified School District		,	
Student ZAFRANI ARIEL		Date of Birth 14-NOV-2006	Meeting Date 31-MAY-2019
Last First	MI		
	Section Q: Parent Par	ticipation and Consent	
Parent Participation		Par	ent Notification
		Method	Whom When
Parent/Student (18-21) has participated in the Parent/Student (18-21) indicated before the male to attend.  Parent/Student (18-21) was notified 3 times of Parent/Student (18-21) did not respond to any of the meeting was held without the Parent/Student (18-21) did not attend and gave without them if they did not attend.	Ethe meeting time and place. The meeting notifications and 8-21) present	I (PARENT) acknowledge that the I	M.RIVERA 01-MAY-2019  IEP meeting was rescheduled to this date at my
		request (Parent initi the IEP meeting be rescheduled.)	als here ONLY if the PARENT requested that
Parent/Stuc	lent (18-21) Agreement	to Components of the Propos	sed IEP
A Parent/Student (18-21) may agree to all or s	` , 0		
implement those portions of the IEP to which			g instruction and services.
Parent/Student (18-21) AGREES to all compo	• ` '	group be us to nev detay providing	S modulester und ser 1100s.
		THE SPECIFIC EXCEPTION	N(C) -4-4-1   1-1
Parent/Student (18-21) AGREES o all compo	onents of the proposed IEP WI	THE SPECIFIC EXCEPTION	N(S) stated below:
Eligibility Specify Specify			
Instructional SettingSpecify			
Services Specify			
The Parent/Student (18-21) <b>DOES NOT AGE</b> A Parent/Student (18-21) is not required to ini	tiate any form of dispute re-	solution as to components of the	
not agree. If a parent/student (18-21) does wis			
information on dispute resolution processes in <i>Rights and Safeguards</i> ).	the District's publication, A	i Parent s Guiae to Speciai Eauci	ation Services (Including Procedural
Rights and Sujeguarus).	Parent Concern	s and Comments	
Signature(s)			<b>Date</b>
Guardian Stuce Parent 21 years	dent age 18-21 years age 18-	Surrogate Parent E Minor	mancipated Foster Parent
Did the school district facilitate parent involvemen			
✓ I certify that I have received a copy of the voluntary and can be done at anytime after the	Parent Input Survey regard		
			5 HDI 2010
Signature(s)			Date 5-JUN-2019

## 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.			
si	any of the answers to items 13–16 or 18–19 was No, please discuss your concern(s) with the te administrator or call the Division of Special Education at (213) 241-6701.			
В.	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.)			
	(if you allowed to this question is '10', please write concerns below.)			201 3-2
		2	Addition	al Comments

ere anything n se write below	nore you would like to ask us or tell us? or call the Parent Resource Network at 1-800-933-8133.	
Ple	ase fold along dotted lines with the address showing. Seal and mail. Postage is pre-paid.  Again, Thank you!	
	NO POST. NECESSA IF MAIL! IN THE	ARY ED
	BUSINESS REPLY MAIL FIRST-CLASS MAIL PERMIT NO. 33798 LOS ANGELES CA 90051	TATES
	POSTAGE WILL BE PAID BY ADDRESSEE	
	ATTN PARENT RESOURCE NETWORK LOS ANGELES UNIFIED SCHOOL DISTRICT PO BOX 613307 LOS ANGELES CA 90099-4093	
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English		
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					econvened eeting Date
Student ZAFRANI	ARIEL First	MI	Date of Birth 14-No	OV-2006	Meeting Date 31-MAY-2019
Last	First				
		Section R: Na	mes and Signatures (Signatures on	File)	
Te	eam Member		Print Name		Signature
Parent/Guardian					
arent/Guardian					
Student Age 18 - 21 years					
Student Under Age 18 yea	urs				
Surrogate Parent					
Foster Parent					
Family Foster Home Prov	ider				
Administrator					
Administrative Designee			Lynda Hirsch		
Special Education Teacher	r		Ashley Cornelius		
General Education Teache			Terri Mouton		
School Psychologist			Dr. Nancy Daly		
School Nurse			Mehrdokht Parsinia		
Related Service Staff					
Related Service Staff					
Related Service Staff					
nterpreter					
Sign Language Interpreter					
Agency Representative					
Agency Representative					
Agency Representative					
Other					

		Reconvened Meeting Date 31-MAY-2019
Student ZAFRANI ARIEL Last First M	Date of Birth 14-NO	V-2006   Meeting Date   31-MAY-2019
Secti	on R: Names and Signatures (Signatures on	File)
Team Member	Print Name	Signature
arent/Guardian	May Zafrani	
arent/Guardian		
udent Age 18 - 21 years		
udent Under Age 18 years		
urrogate Parent		
oster Parent		
amily Foster Home Provider		
dministrator		
dministrative Designee	Lynda Hirsch	
pecial Education Teacher	Ashley Cornelius	
eneral Education Teacher	Terri Mouton	
chool Psychologist	Dr. Nancy Daly	
chool Nurse	Mehrdokht Parsinia	
elated Service Staff		
elated Service Staff		
elated Service Staff		
terpreter		
gn Language Interpreter		
gency Representative		
gency Representative		
gency Representative		
ther	Nancy Essenpreis	
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ther		J

INDIVIDUALIZED EDUCATION PROGRAM (IEP)  Los Angeles Unified School District						
ğ		Reconvened 05-JUN-2019 Meeting Date				
Student ZAFRANI ARIEL MI	Date of Birth 14-NOV					
Section R: Na	nmes and Signatures (Signatures on F	řile)				
Team Member	Print Name	Signature				
Parent/Guardian	May Zafrani					
Parent/Guardian	Efraim Zafrani					
Student Age 18 - 21 years						
Student Under Age 18 years						
Surrogate Parent						
Foster Parent						
Family Foster Home Provider						
Administrator						
Administrative Designee	Lynda Hirsch					
Special Education Teacher	Ashley Cornelius					
General Education Teacher	Terri Mouton					
School Psychologist	Dr. Nancy Daly					
School Nurse	Mehrdokht Parsinia					
Related Service Staff						
Related Service Staff						
Related Service Staff						
Interpreter						
Sign Language Interpreter						
Agency Representative						
Agency Representative						
Agency Representative						
Other LAUSD Private School Consultant	Nancy Essenpreis					
Other EMEK Educational Resource Coordinator	Stephie Bregman					
Other						
Other						

/2019					Inc	dividualize	d Education	Program (IEP)		
				INDIVI	DUALIZEI	D EDUCA	TION PRO	GRAM (IEP)		Page 22 of 25
Los Angeles Student	Unified S ZAFRANI Last	ARII		MI			Date of Birth	14-NOV-2006	Meeting Date	31-MAY-2019
			LEAST	Γ REST	RICTIV	E ENV	'IRONM	ENT ANALYS	IS	
			To	Be Comp			am at the IE lacement Ty	P Team Meeting <u>pe:</u>		
General	Education	Class/Gene	eral Educa	tion Site			O Special	Day Program/Gener	al Education Site	
O Special	Day Progr	am/Special	Education	Center			Nonpub	lic School		
O Home/H	Iospital or	Residential	Care Facil	lity						
								egarding placement ates YES, it is also re		
Placement in restrictive se required sup	n a more re etting with oports, serv mpelling r	estrictive set the use of strices, accommensor why to	tting shoul supplement amodations they canno	d only occ tary aids a s and mod of be provi	cur if the na and services diffications is ded. In sele	ature or se s cannot b s not the s	everity of the e achieved sole justifica	abilities be educated e student's disability satisfactorily. The lac ation for placement in deration is given to a	is such that placer ck of current availant a more restrictive	ment in a less ability of a student's e setting, unless
Step A.	classroo	supports, sem/setting?						student's IEP be made		
	<ul><li>Yes</li><li>No</li></ul>				tion below.		ication class	stoom/setting is the a	ірргорпаю ріассії	ient. If the answer is
	Yes	O No	available and/or m	in a gener odification	ral educatio	on classroo provided	om/setting?	, services, accommod If YES, all required sonable timeline. If t	supports, services	
Step B.		supports, se		commodat	ions and/o	r modifica	ations in the	student's IEP be mad	de available on a g	general education site
	O Yes	O No			ES, then a sp o the questi			n a general education	site is the approp	riate placement. If the
	O Yes	O No	available accommo	in a speci odations ar	al day prog nd/or modit	gram on a fications r	general edu		all required suppor	

Student	ZAFRANI Last	ARI	First	MI	Date of Birth	14-NOV-2006	Meeting Date	31-MAY-2019
	A]	NNUAL				ENT ANALYSIS	(Continued)	)
			To 1	Be Completed By the	e IEP Team at the IE	P Team Meeting		
tep C.	Can the	supports, s				student's IEP be made		
	O Yes	O No	question b	elow.	_	s the appropriate place		-
	O Yes	O No	available i modificati	n a special school se	tting? If YES, all red d within a reasonable	services, accommodat quired supports, service e timeline. If the answe	es, accommodation	ons and/or
tep D.	Can the	supports, s	ervices, acco	ommodations and/or	modifications in the	student's IEP be made	available in a ho	ome/hospital settin
	O Yes	O No	If the answ	ver is NO, go to the o	question below.	s the appropriate place		
	O Yes	O No	available i modificati	n a home/hospital se	tting? If YES, all red	, services, accommoda quired supports, service e timeline. If the answe	es, accommodation	ons and/or
tep E.	Can the facility?		ervices, acco	ommodations and/or	modifications in the	student's IEP be made	available in a re	sidential care
	O Yes	O No		ently available, articudent in this setting.	ulate in the IEP what	supports, accommoda	tions and/or mod	lifications are requ

os Angeles	S Unified Scho	ol District	INDIVIDUALIZED	EDUCATION PRO	GRAM (IEP)		
	ZAFRANI	ARIEL		Date of	14-NOV-2006	Meeting	31-MAY-2019
	Last	First	MI	Birth		Date	
	ANN	UAL LEAST	T RESTRICTIVI	E ENVIRONMI	ENT ANALYSIS	S (Continued)	)
		Т	o Be Completed By th	e IEP Team at the IE	P Team Meeting		
Step F.			ed in the contents of the cont	· .	ement being considered	d by the IEP team	n, outweigh any
	•	Diminished ac	ccess to the full range	of the curriculum			
	<b>V</b>	Missed genera	al education instructio	n taught by highly qu	alified staff		
	<b>~</b>	Rate at which	student may earn cred	lits for graduation			
	<b>V</b>	Lack of oppor	tunity for social intera	ection			
	<u></u>	Lack of oppor	tunities for age-appro	priate peer role mode	els		
	<b>~</b>	Amount of so	cialization opportuniti	es with typical peers			
	Limited access to peers in student's home community						
Lack of exposure to appropriate behavioral models from peers							
		Other:					

Student ZAFRANI	ARIEL	IEP FAPE Pa  Date of Birth 14-NOV	Meeting Date 31-MAY-2
Last	First	MI	January Dutte St. Hill 2
		Effective With this IEP	Future Changes Related to this IEP
	As of Date:		
Eligibility:		Eligible (OHI)	
from Page 4)	Final IEP Reason	g	
	Final IEP Effective Date:		
Curriculum		General Education	
Placement	Type of School	District Resident School	
	Name of School	PORTOLA MS	
Instructional Setting	Cotting	General Education	
mstructional Setting	Setting		
	Program	GE	
	Special Day Minutes/Wk	0	
	Addresses Goals	(English Language Development),(Voc Ed), (Reading),(Writing),(Math)	
Additional Factors	Low Incident Support	None	
		No	
	Assistive Technology Support	INO	
	Transportation	None	
	Extended School Year/Intersession	○ Yes ● No	
	Parent Counseling and Training (PCT)	○ Yes ● No	
	ESY Transportation		
Accommodation, Modifications, Supports	Instructional Accommodations	Preferential seating away from distractions, small group instruction, provide math models, use computational aids, preview and highlight math vocabulary, reduce number of problems, use multiplication chart, provide writing templates and models, graphic organizers, extra time on assignments/tests/quizzes (not to exceed 2xs), break task into smaller increments, frequent feedback and checks for	
	Instructional Modifications	understanding.	
	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	Do the Parent and the District (local educational agency) agree that a reassessment is unnecessary?	O Yes O No	
decision to conduct or not conduct a three- year comprehensive reassessment.)	If the Parent does not agree, specify the area(s) to be reassessed.		

Low Incidence Equipment	
Assistive Technology Equipment	
Participation in General Education	

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## INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District				IEP FAPE Part 2 - Summary o	of Services	
Student	ZAFRANI	ARIEL		Date of Birth 14-NOV-2006	Meeting	31-MAY-2019
	Last	First	MI		Date	

		Effective With This IEP	Future Changes Related To This IEP
Service 1	Start Date:	Effective on Signature Date	
04	End Date:		
Counseling and Guidance	Service applies to:	Regular	
	Frequency:	1-5	
This service addresses the following <b>goals:</b>	Interval:	Monthly	
(Counseling)	Minutes/Interval:	60	
	Minutes/Interval (Pullout from Gen Ed):	60	
	Service Delivery Model:	Direct Service (By a Single Provider)*	
	Responsible Personnel:	Licensed/Credentialed Provider	
	*		
Service 2	Start Date:	Effective on Signature Date	
RSP	End Date:		
RSP	Service applies to:	Regular	
	Frequency:	1-5	
This service addresses the following <b>goals:</b>	Interval:	Weekly	
1(English Language	Minutes/Interval:	100	
Development)	Minutes/Interval (Pullout from	0	
(Reading)	Gen Ed):		
(Writing)	Service Delivery Model:	Direct Service (Co-teaching)*	
(Voc Ed)	RSP Area:	Literacy/E	ELA/ELD
	Responsible Personnel:	General Education Teacher	
		Other Provider(s)	

		Resource Specialist Teacher	er	
*				
Service 3	Start Date:	Effective on Signature Date		
RSP	End Date:			
RSP	Service applies to:	Regular		
	Frequency:	1-5		
This service addresses the following <b>goals:</b>	Interval:	Weekly		
(Math)	Minutes/Interval:	336		
(Voc Ed)	Minutes/Interval (Pullout from Gen Ed):	236		
	Service Delivery Model:	Direct Service (Co-teaching)*		
	RSP Area:	Ma	ath	
	Responsible Personnel:	General Education Teacher		
		Resource Specialist Teacher		
		Other Provider(s)		
*				

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 16 Part 4 - Additional Discussion (This section is optional)

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## INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles	<b>Unified School District</b>
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Los Angeles Unified School District				IEP FAPE Part 2 - Summary of Services				
Student	ZAFRANI	ARIEL		Date of Birth	14-NOV-2006	Meeting Date	31-MAY-2019	
	Last	First	MI					

FAPE	Summary	Grid
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Progran	1:	GE			Setting:	General		General Education		
Eligibili	ty:	Eligible (OHI)			Curriculum: Ge			General Education		
Transpo	rtation:	None			Low Incide	nt Support:	None			
	trict Received Signature:									
Service Code	Service Desc	Start Date	Service Applies To	Interval	Frequency	Area		Total Minutes	Addresses Goal(s)	
04	Counseling and Guidance	Effective on Signature Date	Regular	Monthly	1-5	~		60	Counseling	
RSP	RSP	Effective on Signature Date	Regular	Weekly	1-5	RSP- Literacy/ELA/ELD		100	English Language Development, Reading, Writing, Voc Ed	
RSP	RSP	Effective on Signature Date	Regular	Weekly	1-5	RSP-Ma	th	336	Math, Voc Ed	

## For IEP Team Information

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