Student Identificati	on	200081X243	SS	ID 7565106622		Eligible (AUT)
Number Student AZAR		FI	S		Date of Birth:	01-JAN-2010
Last		First	MI		Date of Birth.	01 3/11 2010
			Sectio	on A: Meeting Information		
	Perti	nent Dates			Type of I	Meeting
ate of Initial IEP Team	Meeting	01-FEB-2017	·)	◯ Initial		Amendment of IEP dated
te of Present Meeting		25-APR-2024	1]			
nnual Review to be co	2	25-APR-202		O Annual Revie	W	CEarly Start Transition
ext Three Year Review nducted by	will be	05-OCT-2024	1	O Three Year Re	eview	C Expulsion Analysis
ree Year Review or E s conducted on	valuation	06-OCT-202	l	Other		O Individual Transition Plan
ansition to Kindergart nducted by	en to be					
cation of Meeting	I	PORTOLA CM		District Name	Los Angel	es Unified School Distri
			Sectio	on B: Student Information		
ate of Birth	01-JAN-20		Age	14	Grade	8
nder	O Male	Female	Ethnic Code	White		
ocation of the Psych older	REGION N	NORTH	Student has no Folder	o Psych		
ocation of the Cum older	PORTOLA	CM	Student has no Folder			
ome Language	English		Student Langu	English	Alternate M Communica	
ome Address of udent	5150 YAR	MOUTH AVE A	APT 302			
ty	ENCINO	CA	ZIP Code	91316		
ome Telephone	(310) 993-	7944	Daytime Telep	phone	Emergency	Telephone
hool of Attendance	Portola Cm	1	Location Code	e 8107		
hool of Residence	Portola Cm	1	Location Code	e 8107		
ame of arent/Guardian			Telephone			
ddress						
ty		CA	ZIP Code			
rogate Parent			Telephone			
ttends CURRENT SC the following	HOOL as a r	esult of one	Attends School	of Residence	▶	
	P 1 P	<u> </u>	o O Yes			
the student living in a ome (FFH)?				FFH#		
FFH Provider related			$\circ \bigcirc $ Yes	Relationship		
ensed Children's Inst	itution	\bigcirc N	o O Yes	LCI Name LCI#		
it of the home placem	ent made by	\bigcirc R	egional Center	O Department of I	Mental Health (Department of Children's Services
_	-	\bigcirc Su	perior Court	Other		
uild's family living wit undaries?	hin LAUSD's	\bigcirc N	o 🖲 Yes			

[as Angalas	Unified Schoo	District	I	NDIVID	UALIZED EDU	CATION PROGRAM (IEP)	Page 2 of 2
Student			S			Date of Birth 01-JAN-	2010
Student	Last	First		MI		uage Acquisition	2010
Languaga Cla	acification			2	English Only	uage Acquisition	Start Date:
Language Cla							
	y Parent Request				○ Yes ○ No		Reclassification Date:
		d Performance Desc	-			►	Test Date:
Alternate ELF Descriptor:	PAC Performance	e Level and Perform	ance			♥	Test Date:
Descriptor.				Sectio	n D: Coal Achie	vement from Current IEP	
				secu	Achieved	vement from Current IEI	
Goal for: (ex	ample - Reading	r)		Yes		If No, explain the reason	the goal/objective was not achieved
1						_	
Category	Written Lang	uage	~	0		In progress; less than 3 m	onths since last IEP.
Category	Objective 1 m	aet	•	\cap		In progress; less than 3 m	nonthe since last IEP
	Objective 1 m Objective 2 m			0		In progress; less than 3 m	
2	Reading	ict		0			
Category	Reading		~	0		In progress; less than 3 m	onths since last IEP.
Category	Objective 1 m	net	•	\bigcirc	0		
	Objective 1 m Objective 2 m			0		In progress; less than 3 m	nonths since last IEP
3	Vocational Ed			0			
Category	Vocational E		~	0		In progress; less than 3 m	onths since last IEP.
Cutegory	Objective 1 m		•	\bigcirc	0		
	Objective 2 m			0		In progress; less than 3 n	nonths since last IEP
4	Mathematics			0			
Category	Math		~	\cup		In progress; less than 3 m	onthis since last IEP.
g ,	Objective 1 m	net	•)	\bigcirc	0		
	Objective 2 m			0	\bigcirc	In progress; less than 3 n	nonths since last IEP.
5				0	0	(in progress, ress than 5 in	
Category			~	0	\bigcirc		
8.	Objective 1 m	net		0	0		
	Objective 2 m			0	0		
6				0	0		
Category			~	0	0		
_ ,	Objective 1 m	net		0	0		
	Objective 2 m			Õ	Õ		
7				Õ	Õ		
Category			♥		<u> </u>		
	Objective 1 m	net		0	\bigcirc		
	Objective 2 m	net		Õ	Õ		
8				Õ	Õ		
Category			♥	-			
	Objective 1 m	net		0	0		
	Objective 2 m	net		0	0		
9				0	0		
Category			♥)				
	Objective 1 m	net		0	0		
	Objective 2 m	net		0	0		
10				0	0		
Category			♥)				
	Objective 1 m	net		0	0		
	Objective 2 m	net		0	\bigcirc		

os Angolo	s Unified Scho	ol District		INDIVIDUALIZ	ZED EDUCATION PROG	RAM (IEP)		Page
Student	<u></u>	LIEL		S	Date of Birth	01-JAN-2010	Meeting D	ate 25-APR-2024
	Last	Fir	rst	MI				
Daufamaaaaa	A		Seciel E	Section E:	Present Level of Perform	nance		
Performance	Area:							
Category:		TT 1	_	Emotional				
	Monitoring Proce			/CDI-2/MASC-2/Ob	servations/Interviews/Review	v of Records		
	Assessment Res		n/a					
				0,	ident needs and impact of dis s pride in being on the Hono	2 1	,	
described L participates motivated s' and polite sti Mother des gardening. I patient and determination Needs: At t the past, soc	iel as a hard-wor in class activities tudent who want: tudent who is ress cribed Liel as a l Mother was askee considerate of ot on in difficult tim the same time, Li cial activities wen	king student s and discuss s to do well, pectful of ott cind, empath d to list Liel's hers, very he nes/situations el has a histo	who respe sions, comp and who c hers, partic etic, patier s social-en elpful. She s. She does	ects others and shows pletes her assignments ompletes and submits cipates, and shows ap nt, helpful, determined notional strengths and shows ambition towa in't cave into peer-pre	action about self, and respon- appropriate peer interactions s, and uses class time efficie s most of her classwork and l propriate peer interactions d, and hard-working child wil l she reported that that Liel is ards her future plans; takes so essure.'	b) Per teacher, Liel alwa ntly. English/History tea nomework. P.E. teacher no enjoys robotics, Lego s 'well-behaved, discipli hool work serious. She	ys follows directio acher described Li described Liel as o building, Math, a ned and respectful expressed perseve	ons, el as a a confident und l. She is kind, rance and
(Continued			(a)	
erformance	Area:			motional				
Category:			_	Emotional	▼			
.ssessment/N	Monitoring Proce	ess Used:	BASC-3	/CDI-2/MASC-2/Obs	servations/Interviews/Review	v of Records		
tate/District	Assessment Res	ults:	n/a					
urrent Perfo	ormance/Assessm	nent Summar	ry (include	student strengths, stu	ident needs and impact of dis	sability on student perfo	ormance):	
contact. Alti meaningful responses of and Liel's re feelings of u depression r symptoms the Impact of the	the behavior ratin hough Liel was c friendship with a n the rating scale esponses on the b unhappiness, sadu rating scale (narre han majority of h he Disability: Lie	bserved to in a peer, she ap s suggest tha road band ra ness, and stro ow band) yie ther peers. Du el's eligibility	nteract with opears to st at there is a string scale ess that ma elded score ring studen y of Autisn	h a peer during the un ruggle with navigatio high probability that yielded clinically sign y result in an inability in the high average r nt interview, Liel endo	significant by mother indicat astructured observation and a on of and fluid adjustment to I Liel may present with one of nificant scores in the area of y to carry out everyday activ ange, suggesting that Liel m orsed occasional depressive ffect her ability to socialize a ation curriculum.	ppears to be highly inte a variety of social situa r more anxiety disorder depression, suggesting ities. Furthermore, motl ay present with slightly feelings.	rested in developin tions. Both mother . Additionally, bot that Liel might be her's responses on greater number of	ng a 's and Liel's h mother's experiencing the 'depressive

Los Angolos	Unified Scho	al Distriat		INDIVIDU	ALIZED ED	UCATION PROGR	AM (IEP)		Page
Student		LIEL		S		Date of Birth	01-JAN-2010	Meeting Da	ate 25-APR-2024
	Last	Fir	st	MI					
Performance	A. 1001		Reading	Sectio	on E: Presen	t Level of Perform	ance		
	Area:					~			
Category:	(TT 4	Reading		6]	
	Monitoring Proce			- · ·	· •	e, observations	1' 'D 1 547 (14)	1.0(1)	
	Assessment Res						ding iReady: 547 (14t		
Strengths: C words by ca im-, en-, em bio, geo); ar	Current iReady re tegory, and ident -, non-, mid-, mi	sults indicate tify real-life c s-, dis-); suff determine th	that Liel is connections ixes (such a e meaning	s decoding acc between word as, but not lim	urately. She ca ds. She can als ited to, -ful, -le	n recognize synonyn o use common, grade ess, -ness, -ment, -abl	bility on student performs and antonyms, sort -appropriate prefixes (e, -ible, -ous); word ro en asked by her teach	words into categori (such as, but not lin bots (such as, but no	nited to, in-, ot limited to,
grade-level- making infe	appropriate gene rences. Liel strug	eral academic ggles to analy	and domai ze a case ii	n-specific voc n which two or	abulary. She a r more texts pr	so has difficulty in d ovide conflicting info	for Liel to read for me etermining the theme ormation on the same t evidence is relevant a	in a grade level text opic. In addition, L	and with
	TATEMENT: Lie t in the general e				ate the argum	ent and specific claim	is in a text, which imp	acts her participatio	on and
Performance	Area:		Written L	anguage					
Category:			Writing			~			
ssessment/N	Aonitoring Proce	ess Used:	Reports, s	grades, sample	es, performanc	e, observations			
tate/District	Assessment Res	ults:							
Current Perfo	ormance/Assessm	nent Summar	v (include s	student strengt	hs, student nee	eds and impact of disa	bility on student perfo	ormance):	
assignments submit most Needs: Scie independent prompts to c techniques, s	and advocates f tasks in her His ence and English ly, but requires p complete extended relevant descript	or herself wh tory class. teachers repo prompting to ed writing ass ive details, an	en in need ort that Liel write scient signments, i nd well-stru	of repetition of continues to s tific responses including well actured event s	r clarification. struggle with v with claim, ev organized par sequences.	When provided with writing complex writi- vidence, and/or reason agraphs. She struggle	orts that Liel participa sentence starters/fram ng responses in class. ing. In her English cla s to write a multi-para relevant and descriptiv	es, Liel is able to c She writes simple s ass, she needs mode graph narrative usi	omplete and entences eling and ng effective
participation	and involvement	nt in the gene	ral educatio	on writing curr	riculum.				

Performance Area: Category: Assessment/Monitori State/District Assessm Current Performance/ Strength: Math teach math problems when to solve grade level the ability to identiff was able to solve m operations. She can support. Need: Math teacher semester, Liel contin include operations w	LIEL st Fir ng Process Used: nent Results: Assessment Summar ner reports Liel comp n provided to her. Wir standards. Throughou y proportional and no altiple step variable e multiply (add), divide	Mathemat Math Reports, g 22-23 Mat y (include st letes all of h h prompting at this schoo nproportion quations wit	MI Section E: Present Level of s des, samples, performance, observat SBAC: 2250 Standard Not Met MC dent strengths, student needs and im work assigned to her. She participa and accommodations especially a ca	tions Y 23-24 Math iReady:436 pact of disability on student perfo tes in all class lessons and demon	,
La Performance Area: Category: Assessment/Monitori State/District Assessm Current Performance/ Strength: Math teach math problems when to solve grade level the ability to identiff was able to solve mu operations. She can support. Need: Math teacher semester, Liel contin include operations w	ng Process Used: nent Results: Assessment Summar ner reports Liel comp n provided to her. Wi standards. Throughou y proportional and no ultiple step variable e multiply (add), divide	Mathemat Math Reports, g 22-23 Mat y (include st letes all of h h prompting at this schoo nproportion quations wit	MI Section E: Present Level of s des, samples, performance, observat SBAC: 2250 Standard Not Met MC dent strengths, student needs and im work assigned to her. She participa and accommodations especially a ca	f Performance tions Y 23-24 Math iReady:436 pact of disability on student perfo tes in all class lessons and demon	ormance):
Category: Assessment/Monitori State/District Assessm Current Performance/ Strength: Math teach math problems when to solve grade level the ability to identify was able to solve mu operations. She can support. Need: Math teacher semester, Liel contin include operations w	nent Results: Assessment Summar ner reports Liel comp n provided to her. Wi standards. Throughou y proportional and no altiple step variable e multiply (add), divide	Math Reports, g 22-23 Mat y (include s' letes all of h th prompting on proportion quations wit	s des, samples, performance, observat SBAC: 2250 Standard Not Met MC dent strengths, student needs and im work assigned to her. She participa and accommodations especially a ca	tions Y 23-24 Math iReady:436 pact of disability on student perfo tes in all class lessons and demon	,
Category: Assessment/Monitori State/District Assessm Current Performance/ Strength: Math teach math problems when to solve grade level the ability to identify was able to solve mu operations. She can support. Need: Math teacher semester, Liel contin include operations w	nent Results: Assessment Summar ner reports Liel comp n provided to her. Wi standards. Throughou y proportional and no altiple step variable e multiply (add), divide	Math Reports, g 22-23 Mat y (include s' letes all of h th prompting on proportion quations wit	des, samples, performance, observar SBAC: 2250 Standard Not Met MC dent strengths, student needs and im work assigned to her. She participa and accommodations especially a ca	Y 23-24 Math iReady:436 pact of disability on student perfo tes in all class lessons and demon	,
Assessment/Monitori State/District Assessm Current Performance/ Strength: Math teach math problems when to solve grade level the ability to identify was able to solve mi operations. She can support. Need: Math teacher semester, Liel contin include operations w	nent Results: Assessment Summar ner reports Liel comp n provided to her. Wi standards. Throughou y proportional and no altiple step variable e multiply (add), divide	Reports, g 22-23 Mat y (include st letes all of h h prompting it this schoo nproportion quations wit	des, samples, performance, observat SBAC: 2250 Standard Not Met MC dent strengths, student needs and im work assigned to her. She participa and accommodations especially a ca	Y 23-24 Math iReady:436 pact of disability on student perfo tes in all class lessons and demon	,
State/District Assessm Current Performance/ Strength: Math teach math problems when to solve grade level the ability to identiff was able to solve mu operations. She can support. Need: Math teacher semester, Liel contin include operations w	nent Results: Assessment Summar ner reports Liel comp n provided to her. Wi standards. Throughou y proportional and no altiple step variable e multiply (add), divide	22-23 Mat y (include st letes all of h th prompting at this schoo nproportion quations wit	SBAC: 2250 Standard Not Met MC dent strengths, student needs and im work assigned to her. She participa and accommodations especially a ca	Y 23-24 Math iReady:436 pact of disability on student perfo tes in all class lessons and demon	,
Current Performance/ Strength: Math teach math problems when to solve grade level the ability to identify was able to solve mu operations. She can support. Need: Math teacher semester, Liel contin include operations w	Assessment Summar ner reports Liel comp n provided to her. Wir standards. Throughou y proportional and no altiple step variable e multiply (add), divide	y (include so letes all of h h prompting at this schoo nproportion quations wit	dent strengths, student needs and im work assigned to her. She participa and accommodations especially a ca	pact of disability on student perfo	,
Strength: Math teach math problems when to solve grade level the ability to identify was able to solve mu operations. She can support. Need: Math teacher semester, Liel contin include operations w	ner reports Liel comp 1 provided to her. Wi standards. Throughou y proportional and no ultiple step variable e multiply (add), divide	letes all of h h prompting it this schoo nproportion quations wit	work assigned to her. She participa and accommodations especially a ca	tes in all class lessons and demon	,
lines and triangles. I math standards due least one variable to	nued to miss direct in vithin algebraic equat e terms, and using in Liel requires promptin the retention. Liel nee increase math ability	aggle with r struct but co ions with or verse operat ag and clarif eds to impro	relationships and graph those relation included the distributive property, v id powers (multiply) exponents property ention of math standards needing pro- pletes missing assignments. Liel stru- unknown variable needing clarificat ns; slope and intercepts of proportion ation but demonstrates inconsistencies ther ability to identify the steps requ- e success.	identify transformations and som onships with prompting. With sup ariables on both sides, combining berties and other exponent applica ompting to recall past learned star aggles with standards that require ion at times with the distributive nal/nonproportional relationships es to retaining the standards when hired to solve equations and other	ility to understand the process ne scaling. She demonstrated ports and reinforcement, Liel like terms, and inverse ations with prompting and ndards. During the first e multiple steps to solve which property, variables on both ; and finding missing angles to re she becomes frustrated with mathematical standards with at
IMPACT STATEM general education m		npacts her a	lity to solve math equations and exp	ressions which impacts her partic	ipation and involvement in the
Performance Area:		Vocationa	Education		
Category:		Vocation	Education V		
Assessment/Monitori	ng Process Used:	Reports, g	des, samples, performance, observa	tions, attendance records	
State/District Assessn	nent Results:				
Strength: Math and understand tasks and	Science teacher repor l assignments. When	ts though Li in class, she	dent strengths, student needs and im is out of class a lot, she does make articipates and completes tasks and letes and submits assignments. She	up her assignments. She will ask assignments successfully. English	for supports when she does not a teacher reports when Liel is
Needs: Liel's last IE Liel's inconsistent at day. Though she is a within a more specif absences. At times s monitor her missed a support to check for	EP was less than 3 mo tendance were due to ccommodated with e fied time frame. She a he gets impatient or o assignments in all her them, and successful ENT: Liel's Autism in	onths ago. Te o medical rea xtra time an also demons overwhelmed academic c ly complete	Days Present: 130; Days Absent: 1 chers were concerned with Liel's inc ons and have been cleared. Liel cont extra supports to make up missing w ates limited understanding/comprehe when she has to 'catch-up' on missin urses using the school's learning man and submit them. lity to independently monitor missin	onsistent attendance and tardiness inues to miss homeroom and is ta ork, she can struggle to make up ension of materials/standards pres g work or has missed standards. I nagement system (Schoology), an	s throughout the first semester. and to the first period of the all of her missing assignments ented in class during her Liel struggles to independently d needs adult reminders and

Student	s Unified Schoo	LIEL	S	Date of Ri	rth 01-JAN-2010) Meeting Date	25-APR-2024
Stutent	Last	First	MI			, which have back	25 Mi R 2024
applicable,	areas discussed 1	elated to disabilit	y or suspected disabilit	Section F: Eligibility ^{y:}			
or Initial IE	P, interventions a	ttempted prior to o	letermining eligibility:				
ligible as a	student with the c	lisability of:					
ligiole as a	AUT	Aut	ism				
	ONot Applicat	ole, OB	lind or	OPartially Sighted			
dditional L	ow Incidence Elig	gibility (only for V	/I, DBL, DEA, HOH, o	or severe OI):			
oue.			lind or				
_	ONot Applicat		lind or Education Services (In	OPartially Sighted			
This is a linal IEP Re		lent remains eligit	ole for Special Education	on Services until the Effectiv Final IEP F	e Date below. Effective Date:)
he IEP Tea	m has considere	d and agrees that	_	s of the student are not pri	marily due to:	_	
	Maladjustment		-	orary Physical Disability		Lack of instruction in rea	•
🗹 Lack	of instruction in n	nath	Limite	ed English Proficiency		Environmental, Cultural	or Economic Fact

Student	AZAR	LIEL	S	Date of Birth 01-JAN-2010	Meeting Date 25-APR-2024
	Last	First	MI Section Co Annual C	a ala and Obiastinas	
			Section G: Annual G		
ormance Are		Reading		ding Annual	
dentify fals	e statements and		_	ther the reasoning is valid and the evidenc sual and/or verbal prompts, as measured t	
		be reported to parents by c Report or Report Card peri		rogress and Achievement from Current I	EP" form(s) which will be
			Methods of	\square	
 State As Observa Other 	ssessments ation	Norr Port	n Referenced folio	Criterion ReferencedWork Samples	Curriculum Based Informal
whether the false statem visual and/o	reasoning is va ents and fallaci or verbal promp	• ·	e	whether the reasoning is valid and the false statements and fallacious reason	ument and specific claims in a text, assessing evidence is relevant and sufficient; identify ing with teacher modeling and moderate visu y student verbal and/or written responses in o
ate to be ac	chieved:	September V 202		Date to be achieved: January	
		IEP REP		CHIEVEMENT FROM CURRENT I	EP
4 GOAL . EXCEED		3 SUBSTANTIAL PRO met)	EXPLANATIO OGRESS (50-99% of goal	DN OF MARKS 2 PARTIAL PROGRESS (1-49% of g	goal met) 1 NO PROGRESS
1st Report		2nd Reporting Period	3rd Reporting Period	4th Reporting Period (Secondary	Goal Achievement
Date:		Date:	Date:	Only) Date:	
Progress M	ark:	Progress Mark:	Progress Mark:	Progress Mark:	Objective 1 Met:
					○ Yes ○ No
Is progress meet annua	sufficient to l goal?	Is progress sufficient to meet annual goal?	Is progress sufficient to meet annual goal?	Is progress sufficient to meet annual goal?	Objective 2 Met:
O _{Yes} () No	\bigcirc Yes \bigcirc No	\bigcirc Yes \bigcirc No	\bigcirc Yes \bigcirc No	If "No" please explain:
	ase comment:	If "No" please comment		If "No" please comment:	
Excess		Needs More Time Excess	 Needs More Time Excess 	Needs More Time Excess Absence/Tardy	
	ments Not	Absence/Tardy Assignments Not Completed	Absence/Tardy Assignments Not Completed	Assignments Not Completed Need to review/revise Goal	
Completed	0	Need to	Need to review/revise Goal	Other	

Student AZAR			Date of Birth 01-JAN-2010	Meeting Date 25-APR-2024
Last	First	MI Section C: Annual C	ask and Objectives	
rmance Area:	Written Language C	Section G: Annual G	ting Annual Ge	bal #: 2
		÷.	uations by establishing a context and point of	
naracters in which a well-s onvey sequence, signal shi upports as measured by stu	tructured sequence of events u fts from one time frame/settin ident work samples in 3 out of	Infolds and provides a conclus g to another, or show relations 4 trials with 80% accuracy.	sion, and uses a variety of transitional words, ships among experiences and events with min	, phrases, and clauses to nimal visual and verbal
	be reported to parents by cor Report or Report Card period	s.	rogress and Achievement from Current IEI	P" form(s) which will be
	\Box	Methods of		
State Assessments	\Box	Referenced	Criterion Referenced	Curriculum Based
Observation	Portfol	10	Work Samples	L Informal
J Other ■ Other Other John John John John John John John John			Incremental objective #2 related to th	
magined situations by esta nd/or characters in which rovides a conclusion, and lauses to convey sequence nother, or show relationsh risual and verbal supports	graph narrative composition to ablishing a context and point of a well-structured sequence of uses a variety of transitional e, signal shifts from one time tips among experiences and e (e.g graphic organizers, sente samples in 3 out of 4 trials w	of view with a narrator f events unfolds and words, phrases, and frame/setting to vents with maximum nce starters/frames) as	Liel will write a four-paragraph narrative imagined situations by establishing a con and/or characters in which a well-structu provides a conclusion, and uses a variety clauses to convey sequence, signal shifts or show relationships among experience verbal supports as measured by student v	ntext and point of view with a narrator ared sequence of events unfolds and y of transitional words, phrases, and s from one time frame/setting to another,
ate to be achieved:	September 🖌 2024	✓ MO/YR	Date to be achieved: January	 ✓ 2025 ✓ MO/YR
	IEP REPO	RT OF PROGRESS AND A	CHIEVEMENT FROM CURRENT IEF	2
		EXPLANATI	ON OF MARKS	
4 GOAL MET OR EXCEEDED	3 SUBSTANTIAL PROG met)	RESS (50-99% of goal	2 PARTIAL PROGRESS (1-49% of god	al met) <i>1 NO PROGRESS</i>
st Reporting Period	2nd Reporting Period	3rd Reporting Period	4th Reporting Period (Secondary	Goal Achievement
Date:	Date:	Date:	Only)	
			Date:	
rogress Mark:	Progress Mark:	Progress Mark:	Progress Mark:	Objective 1 Met:
Togress Wark.	Tiogress Wark.			○ Yes ○ No
s progress sufficient to neet annual goal?	Is progress sufficient to meet annual goal?	Is progress sufficient to meet annual goal?	Is progress sufficient to meet annual goal?	Objective 2 Met:
\bigcirc Yes \bigcirc No	\bigcirc Yes \bigcirc No	\bigcirc Yes \bigcirc No	\bigcirc Yes \bigcirc No	If "No" please explain:
f "No" please comment:	If "No" please comment:	If "No" please comment:	If "No" please comment:	
Needs More Time	Needs More Time	Needs More Time	Needs More Time	
Excess	Excess	Excess	Excess Absence/Tardy	
A lease a a l' L'andra	Absence/Tardy	Absence/Tardy	Assignments Not Completed	
Absence/Tardy	Assignments Not Completed	Assignments Not Completed	Need to review/revise Goal	
Assignments Not			Other	
Assignments Not		l l Need to		
Assignments Not		└── Need to review/revise Goal		J
Assignments Not Completed Need to	Need to			

	AZAR			Date of Birth 01-JAN-2010	Meeting Date 25-APR-2024
	Last	First	MI Section Co. Americal C		
		fath and an	Section G: Annual G	-	7 1 #. 2
rmance Are			Category: Mat		
				gument to justify a solution method or con and supports as measured by work samples	-
		be reported to parents by con Report or Report Card period		rogress and Achievement from Current I	EP" form(s) which will be
		\Box	Methods of	\square	
 State As Observa Other 	sessments tion	Norm Portfo	Referenced lio	Criterion ReferencedWork Samples	Curriculum Based Informal
viable argun writing, and	nent to justify a	ach step in solving a simple a solution method or combination ombination of words and dra measured by work samples i	ation of both orally, in wings with moderate	argument to justify a solution method and/or through a combination of word	solving a simple equation or construct a vial or combination of both orally, in writing, s and drawings with minimal prompting and s in 3 out of 4 trials with 80% accuracy.
ate to be ac	hieved:	September V 2024		Date to be achieved: January	✓ 2025 ✓ MO/YR
		IEP REPO		CHIEVEMENT FROM CURRENT II	SP
4 GOAL I Exceed		<i>3 SUBSTANTIAL PROC</i> met)		ON OF MARKS <i>2 PARTIAL PROGRESS</i> (1-49% of g	goal met) 1 NO PROGRESS
			2. I D	4th Reporting Period (Secondary	
1st Reporti		2nd Reporting Period	3rd Reporting Period	the Reporting Ferrou (Secondary	Goal Achievement
		2nd Reporting Period Date:	Date:	Only) Date:	Goal Achievement
Date:	ark:			Only)	Objective 1 Met:
Date:	ark:	Date:	Date:	Only) Date:	
Date: Progress Ma	sufficient to	Date:	Date:	Only) Date:	Objective 1 Met:
Date: Progress Ma	sufficient to goal?	Date: Progress Mark: Is progress sufficient to	Date: Progress Mark:	Only) Date: Progress Mark: Is progress sufficient to meet annual	Objective 1 Met: O Yes O No Objective 2 Met:
Date: Progress Ma Is progress s meet annual Yes C If "No" plea	sufficient to goal? No ase comment:	Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment:	Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment:	Only) Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment:	Objective 1 Met: O Yes O No Objective 2 Met: O Yes O No
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Student AZAR	LIEL S		Date of Birth 01-JAN-2010	Meeting Date 25-APR-2024
Last	First	MI		
C		Section G: Annual G	-	
mance Area:	Vocational Education C	Category: Voc	ational Education V Annual Go	oal #: 4
· ·		trials with at least 80% accura	aanagement system to complete missing task cy.	
	be reported to parents by cor Report or Report Card period	ls.	rogress and Achievement from Current IEI	P" form(s) which will be
		Methods of	\square	\Box
State Assessments	\Box	Referenced	 Criterion Referenced Work Samples 	Curriculum Based
Observation Other	Portfol	110	Work Samples	
earning management syste	onitor missing assignments by em to complete missing tasks noderate prompting in 2 out o	and assignments in the	1 7 0	g assignments by checking the school lear g tasks and assignments in the allotted tir of 4 trials with at least 80% accuracy.
te to be achieved:	September V 2024)	Date to be achieved: January CHIEVEMENT FROM CURRENT IEI	▶ 2025 ► MO/YR
	IEF KEFU			r
4 GOAL MET OR EXCEEDED	<i>3 SUBSTANTIAL PROG</i> met)		ON OF MARKS <i>2 PARTIAL PROGRESS</i> (1-49% of go	al met) 1 NO PROGRESS
st Reporting Period	2nd Reporting Period	3rd Reporting Period	4th Reporting Period (Secondary	Goal Achievement
Date:	Date:	Date:	Only)	
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rogress Mark:	Progress Mark:	Progress Mark:	Progress Mark:	Objective 1 Met:
logiciss mark.				\bigcirc Yes \bigcirc No
				J
				Objective 2 Met:
	Is progress sufficient to meet annual goal?	Is progress sufficient to meet annual goal?	Is progress sufficient to meet annual goal?	○ Yes ○ No
neet annual goal?				\bigcirc Yes \bigcirc No
neet annual goal? ○ Yes ○ No	meet annual goal?	meet annual goal?	goal?	•
neet annual goal? O Yes O No	meet annual goal?	meet annual goal?	goal? O Yes O No	\bigcirc Yes \bigcirc No
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Student AZAR			Date of Birth 01-JAN-2010	Meeting Date 25-APR-2024
Last	First	MI Section Co Annual C	asla and Objectives	
		Section G: Annual G	-	Goal #: 5
			ial Emotional Annual Annual ng one's thinking/view point changes one's	
	·	adult support as measured by		31
	be reported to parents by con Report or Report Card period		rogress and Achievement from Current II	EP" form(s) which will be
	_	Methods of	Evaluation	_
State Assessments	Norm	Referenced	Criterion Referenced	Curriculum Based
Observation	Dertfo	lio	U Work Samples	
J Other				
changing one's thinking/vie	he steps in a 'Think, Feel, Do ew point changes one's decisi s per session with moderate a	on making process in 2 out	changing one's thinking/view point cha	a 'Think, Feel, Do' model and discuss how anges one's decision making process in 3 ou vith moderate adult support as measured by
ate to be achieved:	September V 2024)	Date to be achieved: January CHIEVEMENT FROM CURRENT IB	✓ 2025 ✔ MO/YR
			ON OF MARKS	
4 GOAL MET OR EXCEEDED	3 SUBSTANTIAL PROC met)		2 PARTIAL PROGRESS (1-49% of g	toal met) <i>I NO PROGRESS</i>
1st Reporting Period	2nd Reporting Period	3rd Reporting Period	4th Reporting Period (Secondary	Goal Achievement
Date:	Date:	Date:	Only)	
			Date:	
Progress Mark:	Progress Mark:	Progress Mark:	Progress Mark:	Objective 1 Met:
Togross Mark.				O Yes O No
s progress sufficient to neet annual goal?	Is progress sufficient to meet annual goal?	Is progress sufficient to meet annual goal?	Is progress sufficient to meet annual goal?	Objective 2 Met: O Yes O No
⊃ Yes ○ No	\bigcirc Yes \bigcirc No	\bigcirc Yes \bigcirc No	\bigcirc Yes \bigcirc No	If "No" please explain:
f "No" please comment:	If "No" please comment:	If "No" please comment:	If "No" please comment:	
Needs More Time	Needs More Time	Needs More Time	Needs More Time	
	Excess	Excess	Excess Absence/Tardy	
L Excess	Absence/Tardy	Absence/Tardy Assignments Not	Assignments Not Completed	
Absence/Tardy			 Need to review/revise Goal Other 	
Excess Absence/Tardy Assignments Not Completed	Assignments Not Completed	Completed		
Absence/Tardy Assignments Not Completed Need to	Completed Need to	Need to		
Absence/Tardy Assignments Not Completed Need to review/revise Goal	Completed Need to review/revise Goal	Need to review/revise Goal		
Absence/Tardy Assignments Not Completed Need to	Completed Need to	Need to		

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	Last	First	MI		Micting Date 25-Mi K 2024
				tion in State and District-wide Assessments	
essments	administered will			d for each grade by the California Department of Educa District.	tion and/or the Los Angeles Unified Sch
				District Assessments	
ow will	the student partie	cipate in District As	sessments?		
	Participation				
-	-	om specific assessme	ent(s). Indicate the	exempt assessment and an appropriate replacement	nt assessment below:
-	Exempt A	Assessment		Replacement Assessment	t
		```	•		
	ommodations:		!		
	minodations.				
					<u> </u>
		n Regular State and for Accommodations			CAASPP Subject ELA and Math
esignuie		of ficeoninodations	identified below d		
esignated	d Supports:			· · · · · · · · · · · · · · · · · · ·	
-	l Supports: ified or paraphra	used test directions (1	ion-embedded des	ignated support)	
- Simpl			ion-embedded des	ignated support)	
- Simpl - Test ir	ified or paraphran a separate/smal	ller setting		ignated support) ems except for reading passages)	
<ul> <li>Simpl</li> <li>Test in</li> <li>Text-to</li> </ul>	ified or paraphra n a separate/smal o-speech softwar dations:	ller setting re enabled (for math	items and ELA ite	ems except for reading passages)	
- Simpl - Test ir - Text-t - Commod - 100s N	ified or paraphra n a separate/smal o-speech softwar dations: Number Table (p	ller setting re enabled (for math paper-based; not allow	items and ELA ite	ems except for reading passages)	
- Simpl - Test ir - Text-t ccommod - 100s N	ified or paraphra n a separate/smal o-speech softwar dations: Number Table (p	ller setting re enabled (for math paper-based; not allow	items and ELA ite	ems except for reading passages)	)
- Simpl - Test ir - Text-t ccommod - 100s P - Multip udent w	ified or paraphra n a separate/smal o-speech softwar dations: Number Table (p plication table fo ill participate in	ller setting re enabled (for math aper-based; not allov or single digits 1-9 (p n Regular State and	items and ELA ite wed for Grade 3; n aper-based; not al District Assessm	ems except for reading passages) on-embedded accommodation) lowed for Grade 3; non-embedded accommodation ments.	CAST Subject
<ul> <li>Simpl</li> <li>Test ir</li> <li>Text-t</li> <li>Text-</li></ul>	ified or paraphra n a separate/smal o-speech softwar dations: Number Table (p plication table fo <b>ill participate in</b> <i>ed Supports and/</i>	ller setting re enabled (for math paper-based; not allow or single digits 1-9 (p	items and ELA ite wed for Grade 3; n aper-based; not al District Assessm	ems except for reading passages) on-embedded accommodation) lowed for Grade 3; non-embedded accommodation ments.	l
- Simpl - Test ir - Text-tr - Text-tr - Text-tr - Text-tr - 100s N - Multip udent w esignate	ified or paraphra n a separate/smal o-speech softwar dations: Number Table (p plication table fo <b>ill participate in</b> <i>cd Supports and/</i> d Supports:	ller setting re enabled (for math aper-based; not allov or single digits 1-9 (p n Regular State and	items and ELA ite wed for Grade 3; n aper-based; not al <b>I District Assessm</b> <i>identified below a</i>	ems except for reading passages) on-embedded accommodation) lowed for Grade 3; non-embedded accommodation ments.	CAST Subject
<ul> <li>Simpl</li> <li>Test ir</li> <li>Text-tree</li> <li>Text-tree</li> <li>100s N</li> <li>Multip</li> <li>Multip</li> <li>udent w</li> <li>esignated</li> <li>Multip</li> </ul>	ified or paraphra n a separate/smal o-speech softwar dations: Number Table (p plication table fo rill participate in ed Supports and/ d Supports: plication Table (1	ller setting re enabled (for math paper-based; not allow or single digits 1-9 (p n Regular State and for Accommodations	items and ELA ite wed for Grade 3; n aper-based; not al District Assessm identified below a	ems except for reading passages) on-embedded accommodation) lowed for Grade 3; non-embedded accommodation ments.	CAST Subject
<ul> <li>Simpl</li> <li>Test ir</li> <li>Text-time</li> </ul>	ified or paraphra n a separate/smal o-speech softwar dations: Number Table (p plication table fo <b>ill participate in</b> <i>ed Supports and/</i> d Supports: plication Table (1 n a separate/smal	ller setting re enabled (for math paper-based; not allow or single digits 1-9 (p n Regular State and for Accommodations	items and ELA ite wed for Grade 3; n aper-based; not al <b>District Assessm</b> <i>identified below a</i> port) wedded support)	ems except for reading passages) on-embedded accommodation) lowed for Grade 3; non-embedded accommodation ments.	CAST Subject
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<ul> <li>Simpl</li> <li>Test ir</li> <li>Text-tr</li> <li>Text-tr</li> <li>100s N</li> <li>Multip</li> <li>Multip</li> <li>udent w</li> <li>esignated</li> <li>Signated</li> <li>Multip</li> <li>Test ir</li> <li>Simpl</li> </ul>	ified or paraphra n a separate/smal o-speech softwar dations: Number Table (p plication table fo <b>rill participate in</b> <i>ed Supports and/</i> d Supports: plication Table (n n a separate/smal ified Test Direct	ller setting re enabled (for math paper-based; not allow or single digits 1-9 (p n Regular State and for Accommodations non-embedded supp ller setting (non-embedded	items and ELA ite wed for Grade 3; n aper-based; not al <b>District Assessm</b> <i>identified below a</i> port) wedded support)	ems except for reading passages) on-embedded accommodation) lowed for Grade 3; non-embedded accommodation ments.	CAST Subject
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<ul> <li>Simpl</li> <li>Test ir</li> <li>Text-tr</li> <li>Text-tr</li> <li>100s N</li> <li>Multip</li> <li>Multip</li> <li>adent w</li> <li>esignated</li> <li>signated</li> <li>Multip</li> <li>Test ir</li> <li>Simpl</li> </ul>	ified or paraphra n a separate/smal o-speech softwar dations: Number Table (p plication table fo <b>rill participate in</b> <i>ed Supports and/</i> d Supports: plication Table (n n a separate/smal ified Test Direct	ller setting re enabled (for math paper-based; not allow or single digits 1-9 (p n Regular State and for Accommodations non-embedded supp ller setting (non-embedded	items and ELA ite wed for Grade 3; n aper-based; not al <b>District Assessm</b> <i>identified below a</i> port) wedded support)	ems except for reading passages) on-embedded accommodation) lowed for Grade 3; non-embedded accommodation ments.	CAST Subject

Last       First       MI         Section N: Procedural Safeguards and         Image: A Parent's Guide to Special Education Services including Procedural Rights &         Image: The IEP Team Meeting Introductory Statements were read aloud at the beginning of         Image: The parent/guardian was informed of his/her right to a written translation of the IEP.         Is the parent/guardian requesting computer generated translation?*         Image: Yes	of Birth 01-JAN-2010 I Follow-up Actions Safeguards was provided to the the IEP Team meeting.	Meeting Date parent in his/h	25-APR-2024 her primary language.
Last       First       MI         Section N: Procedural Safeguards and         ✓ A Parent's Guide to Special Education Services including Procedural Rights &         ✓ The IEP Team Meeting Introductory Statements were read aloud at the beginning of         ✓ The parent/guardian was informed of his/her right to a written translation of the IEP.         Is the parent/guardian requesting computer generated translation?*       Yes         ○       Yes	<b>1 Follow-up Actions</b> Safeguards was provided to the the IEP Team meeting.	Date	
Section N: Procedural Safeguards and A Parent's Guide to Special Education Services including Procedural Rights & The IEP Team Meeting Introductory Statements were read aloud at the beginning of The parent/guardian was informed of his/her right to a written translation of the IEP. Is the parent/guardian requesting computer generated translation?* Oregon No	Safeguards was provided to the the IEP Team meeting.		er primary language.
<ul> <li>A Parent's Guide to Special Education Services including Procedural Rights &amp;</li> <li>The IEP Team Meeting Introductory Statements were read aloud at the beginning of</li> <li>The parent/guardian was informed of his/her right to a written translation of the IEP.</li> <li>Is the parent/guardian requesting computer generated translation?* O Yes No</li> </ul>	Safeguards was provided to the the IEP Team meeting.	parent in his/h	er primary language.
<ul> <li>The IEP Team Meeting Introductory Statements were read aloud at the beginning of</li> <li>The parent/guardian was informed of his/her right to a written translation of the IEP.</li> <li>Is the parent/guardian requesting computer generated translation?* O Yes No</li> </ul>	the IEP Team meeting.	parent in his/h	er primary language.
The parent/guardian was informed of his/her right to a written translation of the IEP. Is the parent/guardian requesting computer generated translation?* $\bigcirc$ Yes $\bigcirc$ No	-		
Is the parent/guardian requesting computer generated translation?* () Yes () No			
Salast Dusfamued Language			
Select Preferred Language:			
*Computer generated translation provides access to an immediate written translation of the IEP but translated translation IEP documentation should not be considered an official IEP document. While this service is offere substitute for formal written translation services by a District translator. Parents/Guardians who elect access t and/or a formal translation of the IEP at any time. Only formal translations will be considered official IEP doc	d and available to assist parents/guardian computer generated written IEP transla	is to participate in	IEP development, it is not a
Is the parent/guardian requesting official translation? $\bigcirc$ Yes $\bigcirc$ No $\bigcirc$ Select Pres	Cerred Language: Hebrew		~
Specify the Individual Pages to be translated:			
all			
Special Requests:			
For students who are 17 years old, the student and parent(s)/guardian(s) have been i	nformed that the educational dec	ision-making 1	rights will transfer to t
student at 18 years of age, unless the court has determined otherwise.		C	C
Pandemic Learning Loss Consideration of Compens	atory and/or Recoupment Serv	rices	
	pment Services Consideration		
education is required due to the COVID-19 pandemic. The IEP team has determined:	e IEP team has reviewed and dis d considered factors that may ha e school facility closures as a res P team has determined:	ve impacted st	udent's learning during
services required by their IEP. Compensatory education is not required.	Student has made expected progrogress is in alignment with exp	ectations of pr	ogress/goal
○	achievement. No recoupment ser		
	Student experienced learning los closures caused by the COVID-1		
Student did not receive all of the special education and related aids	services are necessary. The IEP t	eam discussed	recoupment services
education was warranted for the reasons documented by the IEP	o address past learning loss. Rec ncluded in FAPE Part 2, Part 4 c service grid, as necessary).		
	Recoupment services considerati 10-NOV-2022 (Inactive) Amendm		ented on IEP dated
10-NOV-2022 (Inactive) Amendment	10-NO v-2022 (mactive) Amendi	ent •	
O Preschool Only Consideration (Transition IEP)			
30-Day IEP Consideration (Out-of-District)			
Student attends private school within district boundaries and resides outside of district	int have dening (Eligibility Determ	vination Only)	

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INDIVIDUALIZED EDU	CATION PROGRAM (IEP)	Page 14 of 2
Los Angeles Unified School District		
Student AZAR LIEL S	Date of Birth 01-JAN-2010	Meeting Date 25-APR-2024
Last First MI	ticination and Consent	
	ticipation and Consent	, <b>x</b> , , , , , ,
Parent Participation	Method	rent Notification Whom When
<ul> <li>Parent/Student (18-21) has participated in the IEP meeting.</li> <li>Parent/Student (18-21) indicated before the meeting that they would not be able to attend.</li> <li>Parent/Student (18-21) was notified 3 times of the meeting time and place.</li> <li>Parent/Student (18-21) did not respond to any of the meeting notifications and the meeting was held without the Parent/Student (18-21) present.</li> </ul>	Email	G MORAN 10-APR-2024
O Parent/Student (18-21) did not attend and gave permission to proceed without them if they did not attend.		P meeting was rescheduled to this date at my Is here ONLY if the PARENT requested that the IE
Parent/Student (18-21) Agreement	· · · ·	d IEP
A Parent/Student (18-21) may agree to all or some of the components of a prop implement those portions of the IEP to which the parent/student (18-21) agrees	oosed IEP. The District will	
Parent/Student (18-21) AGREES to all components of the IEP.		
O Parent/Student (18-21) AGREES to all components of the proposed IEP WITH	THE SPECIFIC EXCEPTION(S) s	tated below:
Assessment Specify		
Eligibility     Specify		
Instructional Setting Specify		
Services Specify		
O The Parent/Student (18-21) DOES NOT AGREE with any of the components of		
A Parent/Student (18-21) is not required to initiate any form of dispute resoluti a parent/student (18-21) does wish to initiate a form of dispute resolution as to		
dispute resolution processes in the District's publication, A Parent's Guide to S		
	s and Comments	
SEE ATTACHED		
Signature(s)		Date 06-MAY-2024
		Datt
Parent O Guardian     Student age 18-21 years age 18-21 years	-	mancipated Minor O Foster Parent
Did the school district facilitate parent involvement as a means of improving services		
✓ I certify that I have received a copy of the Parent Input Survey regarding the can be done at anytime after the IEP meeting	ne IEP process. I understand that n	ny completion of the form is voluntary and
Signature(s)		Date 25-APR-2024
		<b>Date</b> 25-APR-2024



## Parent IEP Experience Survey Encuesta sobre la experiencia de los padres en el IEP.

Please take a moment to complete the survey below by scanning the QR code with your smart phone camera. You can also take the survey at this link: Por favor tómese un momento para completar la siguiente encuesta escaneando el código QR con la cámara de su teléfono inteligente. También puede realizar la encuesta en este enlace:

## http://lausd.PARENT-IEP-EXPERIENCE.alchemer.com/s3/

Please ask your school staff if in need of assistance. En caso que necesite asistencia, por favor solicitesela al personal de la escuela.



s Angele	s onneu .	School District							
Student		LIEL	S	Date of Bi		Date Meeting D	ate 25-APR-2024		
	Last	First	MI						
			Section R	Names and Signatures (Sign	atures on File)				
		Team Member		Print Nam	ie	Signature			
arent/Guai	dian			Shereen Azar					
arent/Guai	dian								
Student Age	e 18 - 21 ye	ars							
student Uno	der Age 18	years							
urrogate P	arent								
Foster Paren	nt								
Family Fost	ter Home Pi	rovider							
Administrat	or								
Administrat	ive Designe	ee		Lynda Hirsch					
Special Edu	cation Teac	her		Don Rinos					
General Edu	ucation Tea	cher		Deena Fisk					
School Psyc	chologist								
School Nur	se								
Related Ser	vice Staff	Psychologist		Diana Gorelik					
Related Ser	vice Staff								
Related Ser	vice Staff								
nterpreter									
Sign Langu	age Interpre	eter							
Agency Rep	presentative								
Agency Rep	presentative								
Agency Rep	presentative								
Other									
Other									
Other									
Other									

				INDIVIDUA	ALIZED EDU	CATION PROGRAM (II	EP)		Page 16 of 2	
Los Angeles Student		LIEI		S MI		Date of Birth 01-JA	AN-2010	Meeting Date	25-APR-2024	
			LEAS	ST RESTRI	CTIVE EN	VIRONMENT A	NALYSIS			
			]	-	-	Team at the IEP Team N <u>t Placement Type:</u>	leeting			
OGeneral	Education C	lass/Generation	al Education	Site		O Special Day Prog	ram/General Ed	ucation Site		
Ospecial	Day Progran	n/Special E	ducation Cer	nter		O Nonpublic Schoo	1			
O Home/H	lospital or R	esidential C	Care Facility							
DIRECTION						ussion regarding placem at indicates YES, it is al			A until the team reaches	
in a more re use of suppl accommoda	strictive sett ementary aid tions and mo	ing should ls and servi odifications	only occur if ices cannot b is not the so	f the nature or s be achieved sati ble justification	everity of the sfactorily. The for placement	s with disabilities be ed student's disability is su e lack of current availab in a more restrictive se tial harmful effect on th	ch that placemer ility of a student ⁴ tting, unless ther	nt in a less restrie s required suppo e is a compelling	ctive setting with the orts, services, g reason why they	
Step A.	Can the s classroon					ions in the student's IEP		_		
	○ Yes	🔘 No	If the answ the questic		n a general edu	acation classroom/settin	g is the appropria	ate placement. It	f the answer is NO, go t	
	() Yes	<ul> <li>Yes No</li> <li>If not currently available, can the required supports, services, accommodations and/or modifications be made available in a general education classroom/setting? If YES, all required supports, services, accommodations and/or modification must be provided within a reasonable timeline. If the answer is NO, please articulate why in the box below. Then go to Step B.</li> <li>Liel needs a more restrictive environment and higher level of accommodations to access the curriculum to achieve academic success.</li> </ul>								
	Liel needs	a more restr	ictive enviror	nment and higher	r level of accom	modations to access the c	urriculum to achie	ve academic succ	ess.	
Step B.		upports, ser ay program		nmodations and	d/or modificat	ions in the student's IEP	be made availab	ole on a general o	education site in a	
	🔘 Yes	○ No		ver is YES, ther to the question		y program on a general education site is the appropriate placement. If the answe				
	() Yes									

os Angeles ( Student A	AZAR Last	ANNUA	First First AL LEAST To rvices, accom If the answe below. If not curren in a special	o Be Completed By modations and/or m er is YES, then a spe ntly available, can th school setting? If Y	Date of Birth 01-JAN-2010 TE ENVIRONMENT ANALY the IEP Team at the IEP Team Meeting odifications in the student's IEP be made excial school setting is the appropriate pla he required supports, services, accommo ES, all required supports, services	e available in a specia icement. If the answer dations and/or modifi mmodations and/or m	I school setting? is NO, go to the quest cations be made availa odifications must be		
	Can the Yes	ANNUA supports, see	AL LEAST To rvices, accom If the answe below. If not curren in a special	T RESTRICTIV to Be Completed By umodations and/or m er is YES, then a spe ntly available, can th school setting? If Y	the IEP Team at the IEP Team Meeting odifications in the student's IEP be made ecial school setting is the appropriate pla ne required supports, services, accommo ES, all required supports, services, acco	SIS (Continued) e available in a specia icement. If the answer idations and/or modifi mmodations and/or m	l school setting? is NO, go to the quest cations be made availa addifications must be		
-	O Yes	supports, ser	To rvices, accom If the answe below. If not curren in a special	o Be Completed By modations and/or m er is YES, then a spe ntly available, can th school setting? If Y	the IEP Team at the IEP Team Meeting odifications in the student's IEP be made ecial school setting is the appropriate pla ne required supports, services, accommo ES, all required supports, services, acco	e available in a specia icement. If the answer dations and/or modifi mmodations and/or m	l school setting? is NO, go to the quest cations be made availa addifications must be		
	O Yes	O No	If the answer below. If not current in a special	er is YES, then a spe ntly available, can th school setting? If Y	ecial school setting is the appropriate pla ne required supports, services, accommo ES, all required supports, services, acco	dations and/or modifi mmodations and/or m	is NO, go to the quest cations be made availa odifications must be		
Step D.			below. If not current in a special	ntly available, can th school setting? If Y	ne required supports, services, accommo ES, all required supports, services, acco	dations and/or modifi mmodations and/or m	cations be made availa nodifications must be		
Step D.	○ Yes	O No	in a special	school setting? If Y	ES, all required supports, services, acco	mmodations and/or m	odifications must be		
Step D.									
Step D.									
	Can the	supports, se	rvices, accom	modations and/or m	odifications in the student's IEP be made	e available in a home/	hospital setting?		
-	○ Yes	○ No		er is YES, then a hor er is NO, go to the q	me/hospital setting is the appropriate pla uestion below.	icement.			
	O Yes O No If not currently available, can the required supports, services, accommodations and/or modifications be made available in a home/hospital setting? If YES, all required supports, services, accommodations and/or modifications must be provided within a reasonable timeline. If the answer is NO, please articulate why in the box below. Then go to Step F								
Step E.	Can the	supports, se	rvices, accom	modations and/or m	odifications in the student's IEP be made	e available in a reside	ntial care facility?		
	○ Yes	○ No	If not current student in the		late in the IEP what supports, accommo	dations and/or modifi	cations are required for		

Student	AZAR Last	LIEL First	S MI	Date of Birth 01-JAN-2010	Meeting Date	25-APR-2024
	A	NNUAL LEAS	ST RESTRICTIV	'E ENVIRONMENT ANALYSIS	(Continued)	
			To Be Completed By	the IEP Team at the IEP Team Meeting		
Step F.			l in the contents of this luding (check all that a	IEP, and the placement being considered by apply):	the IEP team, outw	eigh any potential
		Missed general Rate at which s Lack of opport Lack of opport Amount of soc Limited access	student may earn credit unity for social interac unities for age-appropri ialization opportunities to peers in student's he	taught by highly qualified staff s for graduation tion riate peer role models s with typical peers		

Student AZAR	LIEL S				
			-2010 Meeting Date 25-APR-2024		
Last	First	MI			
		Effective With this IEP	Future Changes Related to this IEP		
	As of Date:	06-MAY-2024	01-JUL-2024		
Cligibility:		Eligible (AUT)			
from Page 4)	Final IEP Reason	3 ( )			
	Final IEP Effective Date:				
Curriculum		General Education	General Education		
Placement	Type of School	District Resident School	District Non-Resident School		
	Name of School				
	Ivanie of School	PORTOLA CM	VALLEY ACAD ARTS/SCI		
nstructional Setting	Setting	Special Education	Special Education		
	Program	SLD	SLD		
	Special Day Minutes/Wk	950	630		
	Addresses Goals	2(Written	2(Written		
		Language),3(Mathematics),1(Reading),4(Vocationa	Language),3(Mathematics),1(Reading),4(Vocation		
		l Education),5(Social Emot/ERICS )	Education),5(Social Emot/ERICS)		
Additional Factors	Low Incident Support	None	None		
		No	No		
	Assistive Technology Support				
	Transportation	None	None		
	-				
	Year/Intersession	Ves () No			
	Parent Counseling and Training (PCT)	• Yes O No			
	ESY Transportation	No			
	-				
Accommodation, Aodifications, Supports	Instructional Accommodations	preferred seating, visual cues, prompting, re-direct to task, graphic organizers, break lengthy assignments into chunks, clear expectations on directions for assignments, extra time for assessments and assignments as needed not to exceed one extra class period, shorten assignments as needed but must show mastery at teacher discretion, allow student to use ruler or line marker when reading/writing, Allow student to have a break when using computer for more than 20 min., Larger font/print when available, Allow student to use prism glasses as she needs, text to speech (as appropriate), Print out large assignments that require reading on the computer, written student response (rather than on computer including worksheets as needed, paper copy of multiplication chart that is 1-20 to use as appropriate at teacher discretion, History Assignments printed as needed, non distracting toy to be supplied by parent to use in class, noise cancelling head phones to be supplied by parent to use in classroom as needed,	preferred seating, visual cues, prompting, re-direct to task, graphic organizers, break lengthy assignments into chunks, clear expectations on directions for assignments, extra time for assessments and assignments as needed not to exceed one extra class period, shorten assignments as needed but must show mastery at teacher discretion, allow student to use ruler or line marker when reading/writing, Allow student to have a break when using computer for more than 20 min., Larger font/print when available, Allow student to use prism glasses as she needs, text to speech (as appropriate), Print out large assignments that require reading on the computer, written student response (rather than on computer including worksheets as needed, paper copy of multiplication chart that is 1-20 to use as appropriate at teacher discretion, History Assignments printed as needed, non distracting toy to be supplied by parent to use in class, noise cancelling head phones to be supplied by parent to use in classroom as needed,		
	Instructional Modifications Other Supports, including Non-Academic and Extra-curricular Activities				
Preparation for Three /ear Review IEP (At the econd Annual Review EP Meeting, the team	Do the Parent and the District (local educational agency) agree that a reassessment is	O Yes 💿 No			

conduct or not conduct a three-year comprehensive reassessment.)	If the Parent does not agree, specify the area(s) to be reassessed.	psycho-educational academic assessment							
Comments, as appropriate									
Low Incidence Equipment									
Assistive Technology Equipment									
Participation in General Education	8th Grade: PE and Elect Beginning Fall 2024: El	tive Elective and PE will be in the General Education setting							

Notes: Parents of students who are Medi-Cal Medi-Cal Non-Authorization to Bill for Part 3 - Percentage of % of Time per Week outside of Gen Part 4 - Compensator Part 4 - Additional IE	L S First MI eligible authorize LAUSD to orm. Please see Parent's Guid f Time Outside of heral Education cy Education/Re EP Team Conside d letter of acceptance to Valle	Date of Birth 01-JA submit claims for reimbursement by Medi te to Special Education Services (including of General Education Effective With this IEP 54 54 coupment Services Disc erations & Parental Inpu ey Academy of Arts and Sciences for Fall 2	i-Cal funded services unless parent(s) signs a Parent Procedural Rights and Safeguards). Future Changes Related to this IEP CUSSION
Last iotes: arents of students who are Medi-Cal fedi-Cal Non-Authorization to Bill for Part 3 - Percentage of % of Time per Week outside of Gen Part 4 - Compensator Part 4 - Additional IE eting held in person. Parent submitted	First     MI       eligible authorize LAUSD to orm. Please see Parent's Guid       f Time Outside of       reral Education       cy Education/Re       EP Team Conside       d letter of acceptance to Valle	e submit claims for reimbursement by Medi e to Special Education Services (including of General Education Effective With this IEP 54 54 coupment Services Disc erations & Parental Inpu ey Academy of Arts and Sciences for Fall 2	i-Cal funded services unless parent(s) signs a Parent Procedural Rights and Safeguards). Future Changes Related to this IEP cussion
otes: arents of students who are Medi-Cal Iedi-Cal Non-Authorization to Bill fo Part 3 - Percentage of 6 of Time per Week outside of Gen Part 4 - Compensator Part 4 - Additional IE eting held in person. Parent submitted	eligible authorize LAUSD to orm. Please see Parent's Guid f Time Outside of neral Education cy Education/Re EP Team Conside d letter of acceptance to Valle	e to Special Education Services (including of General Education Effective With this IEP 54 coupment Services Disc erations & Parental Inpu	Procedural Rights and Safeguards).  Future Changes Related to this IEP  cussion  ut
rents of students who are Medi-Cal edi-Cal Non-Authorization to Bill for Part 3 - Percentage of 6 of Time per Week outside of Gen Part 4 - Compensator Part 4 - Additional IE eting held in person. Parent submitted	orm. Please see Parent's Guid f Time Outside ( neral Education cy Education/Re EP Team Conside d letter of acceptance to Valle	e to Special Education Services (including of General Education Effective With this IEP 54 coupment Services Disc erations & Parental Inpu	Procedural Rights and Safeguards).  Future Changes Related to this IEP  cussion  ut
6 of Time per Week outside of Gen Part 4 - Compensator Part 4 - Additional IE	eral Education Ty Education/Re EP Team Conside	Effective With this IEP 54 coupment Services Disc erations & Parental Inpu ey Academy of Arts and Sciences for Fall 2	cussion
Part 4 - Compensator Part 4 - Additional IE	ry Education/Re	54 coupment Services Disc erations & Parental Inpu	cussion
Part 4 - Compensator Part 4 - Additional IE	ry Education/Re	coupment Services Disc erations & Parental Inpu	ut
Part 4 - Additional IE	EP Team Conside	erations & Parental Inpu ey Academy of Arts and Sciences for Fall 2	ut
ting held in person. Parent submitted	d letter of acceptance to Valle	ey Academy of Arts and Sciences for Fall 2	
ting held in person. Parent submitted	d letter of acceptance to Valle	ey Academy of Arts and Sciences for Fall 2	
eting held in person. Parent submitted	d letter of acceptance to Valle	ey Academy of Arts and Sciences for Fall 2	
eting held in person. Parent submitted	d letter of acceptance to Valle	ey Academy of Arts and Sciences for Fall 2	
			2024 (refer to attached documents). Student met criteria

					CATION					Page
Los Ange	les Unified School	District	INDIVIDUAL	IZED EDU		PROGRAM APE Part 2 -	` '	arv of Serv	ices	
0		LIEL	S	Date of Birth 01-JAN-201					Meeting Date	25-APR-2024
	Last	First	MI	MI						
				FAPE Su	mmary Gr	id				
Progran	1:	SLD			Setting: Special Education					
Eligibilit	ty:	Eligibl	e (AUT)		Curricu	Curriculum: General Education				
Transpo	rtation:	None			Low Inc	cident Suppo	rt:	None		
Date District Received06-3Parent Signature:		06-May-2024								
Service Code	Service Desc		Start Date	Service Applies To	Interval	Frequency	Area	Total Minutes	Addresses Goal(s)	No Consent
80	Psychological Services (ERICS)		Effective on Signature Date	Regular	Weekly	1	~	30	Social Emot/ERICS	
80	Psychological Se (ERICS)	ervices	Effective on Signature Date	ESY	Weekly	1	~	30	Social Emot/ERICS	

Alternative Remote/Distance Learning Services During Emergency Conditions

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

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

• • •	• `		11 9 9 1		· · · · ·	
	Teacher-posted lessons, asynchronous (online or other media)	Virtual class meetings, synchronous	Personalized learning tools (virtual or paper packets, as available)	Scheduled teacher appointments (virtual or in-person, as available)	Scheduled email check- ins (parent or student)	Virtual office hours (drop- in; parent or student)
Specialized Academic Instruction and Related Services	<					
Transition Services						
Extended School Year Services						
Supplementary Aids and Services (provided in general education classes and other general ed environments)						

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

Comments above do not constitute a change to the District's offer of FAPE or IEP. Because the nature of any future emergency cannot be known in advance, the specific means by which the IEP shall be provided in a future emergency will be determined at the time, in light of the circumstances. By clicking this box the IEP team has reviewed the FAPE Summary Page to ensure that it reflects the IEP Team decisions.

		INDIVI	DUAI	LIZED	) EDI	UCAT	ION PRO	GRAM (IEP)			Page 20 of
Los Angeles Unified School Student AZAR	District LIEL	S		)				irth 01-JAN-20	010	Meeting	(ITP, pg. 1 of 3) 25-APR-2024
Last	First	MI			гтр	ANGU		N (ITD)		Date	
Area Education/Training Activity Independent Living Skills Act	♥ Yes ♥ No n outside agency: ^{info} perience Education: ^{info} ess: ^{info} ♥ Yes ♥ Achieve	Yes fo Yes No ment of Y	s Yes	No No No	o Activi			nt ITP <i>(not if fi</i>	rst ITP)	If no, indicat	е геазоп
ection 1: Education/Training											
Assessment (at least one asse	essment must be com area).	pleted i	n this	5		Date		Assessment N		Results: Indicat of need (if appl	e interests/abilities an cable)
Transition Surveys, Checklists If other?	ary Goal I, the student will:				JAN-:		other?	favorite classes needs to impro	s are Math, Sc ve her reading gh school. Lie	ience, and Robotics g skills and writing	ITP Inventory. Her . Liel understands she skills in order to be more high school then work
Education/Training	Activity to Support	Goal			T	imeliı	ne		Person	/Agency Respo	nsible
develop a personal career / educat If other?	ion plan			25-4	APR-	2025		Student Special Edu	cation Teache	2r	* * * *

Los Angeles Unified School District	INDIVIDUAL	IZED EDUCA	TION PRO	OGRAM (IEP)		(ITP, pg. 2 of 3)
Student AZAR LIEL Last First	S MI		Date of I	Birth 01-JAN-2010	Meeting Date	25-APR-2024
		DUAL TRANS	ITION PL	AN (ITP)		
Section 2: Employment						
Assessment (at least one assessment must be area).	completed in this	Dat	e	Assessment Name and I area(s)	Results: Indicate of need (if appli	
Transition Surveys, Checklists, or Informal Questionnaires  If other?		19-JAN-2024			ob interests include: working in the mall and YouTube. Career interests include the medical field and being a doctor or surgeon.	
If other?	<b></b>					
Employment Postsecondary Goal Upon completion of high school, the student will		If	other?			
be competitively employed		~				
Employment Activity to Support Goal		Timel	ine	Person/Agency Responsible		nsible
develop a career plan and identify career goals		25-APR-2025		Student Special Education Teach	er	• • •
If other?						<ul> <li></li> &lt;</ul>
Section 3: Independent Living (as needed) Assessment (at least one assessment must be o	completed in this	Dat	e	Assessment Name and I	Results: Indicat	)
area).	compicted in this			area(s)	of need (if appli	icable)
If other?	✓		]			
If other?	<b>~</b>					
Independent Living Postsecondary Goal		If	other?			
Upon completion of high school, the student will		~				
Independent Living Activity to Supp	ort Goal	Timel	ine	Person	Agency Respo	nsible
						~
						~
						~
						~
If other?						~
						~
						►

INDIVIDUALIZED EDUCATION PROGRAM (IEP) Los Angeles Unified School District (ITP, pg. 3 of 3)							
Student AZAR LIEL Last First	S MI	Date of Birth 01-JAN-2010	Meeting Date	25-APR-2024			
INDIVIDUAL TRANSITION PLAN (IEP)							
Course of study: A multi-year description of student's coursework from current year to anticipated exit year, in order to enable the student to meet their postsecondary goal. A course of study (or IGP) was reviewed with parent and student in relation to:							
Courses completed: Ves Courses currently enrolled in: Yes No Courses still needed: Yes No							
IGP or course of study was provided to the parent or student over age 18 as required: Ves							
Student is working towards: O Certificate of Completion O Diploma Additional courses/activities discussed that may support post secondary goals (e.g. SLC participation, electives or instruction related to postsecondary goals, community experiences, participation in other school clubs or organizations, etc.) NOTE: these are suggestions and contingent to availability: Liel is enrolled in a course of study that will prepare her to graduate with a diploma and attend a community or 4 year college, vocational school or enter the workforce directly after completion of high school if she should choose to do so. Courses taken will include the required LAUSD A-G requirements. See IGP for more information.							
Future Agency Involvement:         Are there agencies currently or prospectively providing or paying for transition services?       Yes         Do you give permission to the District to invite these agencies to the next IEP in which transition services will be reviewed?       Yes         Agency Name:							
				~			
Agency Name:				~			
1. Does the student's IEP include appropriate mea education/training, employment and, as needed, i		goals that cover		I. 🗸 Yes			
2. Are the postsecondary goals updated annually		· · · · · · · · · · · · · · · · · · ·		2. 🗸 Yes			
3. Is there evidence that the measurable postsecon assessment? <i>info</i>	ndary goals were based o	on age appropriate transition	•	3. 🗸 Yes			
4. Are there transition services that will reasonab info	ly enable the student to r	neet their postsecondary goals?	2	I. 🗸 Yes			
5. Do the transition services include a course of s the student's current year to anticipated exit year identified postsecondary goals? <i>info</i>		-		5. 🗸 Yes 5. 🗸 Yes 7. 🗸 Yes			
6. Is (are) there annual IEP goal(s) related to the	student's transition servio	ces needs? info		3. () Yes () N/A			
7. Is there evidence that the student was invited to discussed? ^{info}	-		· · · · ·	,			
8. If appropriate, is there evidence that a represer team meeting with the prior consent of the parent							