Student AZAR Last Pirst NI Section A: Meeting Information Pertinent Date Poster of Present Meeting Date of Meeting Date of Birth	Student Io Number	dentification	(200081X243	SSID (7	7565106622		Eligible (AUT)
Section A: Meeting Pertinent Dates Pertinent Dates Pertinent Dates Onte of Initial IEP Teum Meeting Ol-FEB-2017 Onte of Present Meeting 30-SEP-2024 Annual Review to be conducted by 30-SEP-2025 Neest Three Year Review will be 30-SEP-2027 Other		AZAR	LIEI		S		Date of Birth:	01-JAN-2010
Date of Fairbal IEP Team Meeting Date of Present Meeting Date of Meeti		Last		First		ooting Information		
Date of Initial IEP Team Meeting Date of Present Meeting Date of Meeti			Pertino	ent Dates	Section A: Me	reting information	Type of Mee	eting
Date of Present Meeting Janual Review to be conducted by Janual Review of be conducted by Janual Review of Evaluation January Section Review of Evaluation Allas Internstition January Section Review of Transition of Evaluation Allas Internstition January Section Review of Transition of Evaluation Allas Internstition of Evaluation Allas Internstition of Evaluation All	Date of Initial	IEP Team M	eeting	01-FEB-2013	7	0		-
Annual Review to be conducted by 30-SEP-2025 Annual Review (ceing			Initial	\bigcirc	Amendment of IEP dated
Next Three Year Review will be onducted by of three Year Review of Espalation Naulysis Other Other Office Year Review of Espalation Naulysis Other Other Other Other Other Office Standard Naulysis Other Ot			icted by			O 4 1 1 1 2 1 2		F 1 0 4 T '4'
Other Individual Transition Plan National Continues of Part Individual Transition Plan			•	30-SEP-2027	,		_	
Alternate Mode of Communication Contain of the Cum Contain of the Cum Contain of Meeting VALLEY ACAD ARTS/SCI District Name Los Angeles Unified School Distri Section B: Student Information Age 14 Grade 9 Grade 9 Grade 9 Grade 14 Grade 9 Grade 9 Grade 14 Grade 9 Grade 9 Grade 15 Grade 9 Grade 16 Grade 9 Grade 9 Grade 9 Grade 9 Grade 16 Grade 9 Grade Grade Grade Grade 9 Grade	-			20 CED 2024		_	_	-
Section B: Student Information Date of Birth OlJAN-2010 Jane of Birth Jane of Birth OlJAN-2010 Jane of Birth OlJane of Birth Ol			uation	30-SEP-2024				
Section B: Student Information Date of Birth		Kindergarten	to be					
Date of Birth	Location of M	leeting	VA	ALLEY ACAD	ARTS/SCI	District Name	Los Angeles U	Unified School Distri
Sender					Section B: St	udent Information		
Location of the Psych Folder	Date of Birth		01-JAN-201	0	Age	14	Grade	9
Folder Student Language English Student has no Cum Folder	Gender		Male 🔵	Female	Ethnic Code	White		
Folder Home Language English Student Language English Alternate Mode of Communication Form Address of Student		ne Psych	REGION NO	ORTH				
Communication Emergency Telephone Emergency Telephon		ie Cum	VALLEY A	CAD ARTS/				
Student Situdent Situden	Home Langua	ige [English		Student Language	English		
Entry ENCINO CA ZIP Code 91316 Home Telephone (310) 993-7944 Daytime Telephone (810) 993-7944 Daytime Telephone (8898) School of Attendance Valley Acad Arts/Sci Location Code 8898 School of Residence Reseda Charter Hs Location Code 8814 Name of Attendardian Address 5150 YARMOUTH AVE APT 302 City CA ZIP Code Telephone Attends CURRENT SCHOOL as a result of one of the following Step the student living in a Family Foster Iom (FFH)? So FFH Provider related to student? No Yes Relationship LCIH Out of the home placement made by Regional Center Superior Court Other Child's family living within LAUSD's No Yes Child's family living within LAUSD's No Yes Child's family living within LAUSD's No Yes		s of	5150 YARM	OUTH AVE A	PT 302		Communication	•
School of Attendance School of Residence Reseda Charter Hs Location Code Reseda Charter Hs Reseda Charter			ENCINO	CA	ZIP Code	91316		
School of Residence Reseda Charter Hs Location Code Reseda Charter Hs Reseda Charter Hs Location Code Reseda Charter Hs Reseda Charter H	Home Telepho	one	(310) 993-79	944	Daytime Telephone		Emergency Tel	ephone
Name of Parent/Guardian Address	School of Atte	endance	Valley Acad	Arts/Sci	Location Code	8898		
Parent/Guardian Address 5150 YARMOUTH AVE APT 302 City CA ZIP Code Surogate Parent Telephone Open Enrollment Program To the following Stephone (FFH)? See FFH# Home (FFH)? See FFH Provider related to student? No Yes Relationship LCI# Dut of the home placement made by Regional Center Superior Court Other Child's family living within LAUSD's No Yes Other Child's family living within LAUSD's No Yes Other Child's family living within LAUSD's No Yes Other Children's Services	School of Res	idence	Reseda Char	rter Hs	Location Code	8814		
Address Story			SHEREEN 2	ZURNAME	Telephone	(310) 993-7944		
City CA ZIP Code Surogate Parent Telephone Attends CURRENT SCHOOL as a result of one of the following Set the student living in a Family Foster Home (FFH)? So FFH Provider related to student? No Yes Relationship Licensed Children's Institution No Yes LCI Name LCI# Dut of the home placement made by Regional Center Department of Mental Health Department of Children's Services Superior Court Other Child's family living within LAUSD's No Yes			5150 YARM	OUTH AVE A	PT 302			
Attends CURRENT SCHOOL as a result of one of the following Open Enrollment Program So the student living in a Family Foster long (FFH)? So FFH Provider related to student? No Yes Relationship Licensed Children's Institution No Yes LCI Name LCI# Dut of the home placement made by Regional Center Department of Mental Health Department of Children's Services Superior Court Other Child's family living within LAUSD's No Yes	City		7100 1111011					
st the student living in a Family Foster Home (FFH)? Is FFH Provider related to student? No Yes Relationship Licensed Children's Institution No Yes LCI Name LCI# Dut of the home placement made by Regional Center Superior Court Other Child's family living within LAUSD's ONO Yes FFH# LCI Name LCI# Department of Mental Health Department of Children's Services Other	Surogate Pare	nt			Telephone			
Home (FFH)? Is FFH Provider related to student? No Yes Relationship Licensed Children's Institution No Yes LCI Name LCI# Dut of the home placement made by Regional Center Superior Court Other Child's family living within LAUSD's No Yes Relationship Department of Mental Health Department of Children's Services Other			OOL as a res	sult of one	Open Enrollment Program	m 🔻		
Home (FFH)? Is FFH Provider related to student? No Yes Relationship Licensed Children's Institution No Yes LCI Name LCI# Out of the home placement made by Regional Center Superior Court Other Child's family living within LAUSD's No Yes	Is the student	living in a Fa	mily Foster	⊚ N	o O Yes	FFH#		
Licensed Children's Institution No Yes LCI Name LCI# Out of the home placement made by Regional Center Superior Court Child's family living within LAUSD's No Yes LCI Name Department of Mental Health Department of Children's Service Other	` /		student?	\bigcirc	\bigcirc v	Relationship		
Dut of the home placement made by Regional Center Superior Court Child's family living within LAUSD's LCI# Department of Mental Health Department of Children's Service Other						•		
Out of the home placement made by Regional Center Superior Court Other One partment of Mental Health Department of Children's Service Other Other	ACCHSCU CIII	aren 8 msulul	1011	♥ N	o ∪ Yes			
Superior Court Child's family living within LAUSD's No Yes	Out of the hor	ne nlacement	made by	\bigcirc 5	anianal Carter		Toolth	Demonstrate of Children L. C.
Child's family living within LAUSD's ONO Yes	Jut 01 the 1101	ne piacement	made by	_	•	<u> </u>	nealth U	Department of Children's Services
boundaries?	Child's family ooundaries?	living within	LAUSD's		* _	Ouici		

		NDIVIDUAI	LIZED EDU	CATION PROGRAM (IEP)		Page 2 of 26
	Unified School District		`			
Student		3.67)	Date of Birth 01-JAN-	2010	
	Last First	MI Sect	ion C: Lang	guage Acquisition		
Language Cla	ssification:	Eng	glish Only		Start Date:	
Withdrawal by	y Parent Request:	\circ	Yes O No		Reclassification Date:	
ELPAC Perfor	rmance Level and Performance Descriptor:		100 - 110	~	Test Date:	
Alternate ELP Descriptor:	PAC Performance Level and Performance			v	Test Date:	
		Section D	: Goal Achie	vement from Current IEP		
		Acl	nieved			
Goal for: (ex	ample - Reading)	Yes	No	If No, explain the reason t	the goal/objective was not achieved	l
1	Written Language	0		Student is at 70% accurac		
Category	Writing •			Student is at 70% accurac	y.	
Cutegory	Objective 1 met	0	0			
	Objective 2 met	0	<u> </u>	Student is at 70% accura	cv.	
2	Mathematics			Student is at 7070 accula	~j.	
Category	Math •		O			
Category	Objective 1 met		\cap			
	Objective 2 met		0			
3	Reading		0			
Category	Reading V	<u> </u>	0			
Category	Objective 1 met					
	-	<u> </u>	0			
4	Objective 2 met	0	0			
4	Vocational Education	0	<u> </u>	Student can complete with	n 60% accuracy	
Category	Vocational Education					
	Objective 1 met	0	<u> </u>	Student can complete with		
	Objective 2 met	0	<u> </u>	Student can complete with	th 60% accuracy	
5	Social Emot/ERICS	0	<u> </u>	Needs more time		
Category	Social Emotional					
	Objective 1 met	<u> </u>	0			
	Objective 2 met	0	O	Needs more time		
6		0	0			
Category	v					
	Objective 1 met	0	\circ			
	Objective 2 met	0	0			
7		0	0			
Category	v					
	Objective 1 met	0	0			
	Objective 2 met	0	Ö			
8		Ö	Ö			
Category	~					
	Objective 1 met	0	0			
	Objective 2 met	Ö	Ö			
9		0	0			
Category	~					
8*-1	Objective 1 met	0	0			
	Objective 2 met	0	0			
10	Sective 2 met	0	0			
Category	V		O			
Category	Objective 1 met					
	-	0	0			
	Objective 2 met	()	()	1.1		

Los Angeles Unified School District Student Last First MI Section E: Present Level of Performance Performance Area: Health Lated process Used: Health Sussessment/Monitoring Process Used: Health sussessment Results: Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Health summary: Liel is a 14-year-old student in the 9th grade. Liel has diagnoses of Scoliosis (abnormal curvature of the spine), and hyper flexible joints (initial than a greater range of movement than normal). Liel has also been diagnosed with a condition that affects mod, thoughts and behavior. Student receives regular medical care for all of Liel's healthcare needs. Liel is not on any routine medications at home or at School. No allergies to food or medication have been reported at this time. Strengths: Liel is able to ambulate without assistance and is independent with activities of daily living. Liel is able to communicate verbally. Liel passed an LAUSD vision screening with correction on 1/24/2024 and an LAUSD hearing screening on 9/11/2024. Areas of Need: History of Scoliosis Impact of Disability: Student's physical health does not impact their involvement and progress in their educational program. Accommodations/Modifications: School personnel to limit physical activities that include repetitive bending, twisting and high impact activities (running, jumping). School personnel to refer student for rest/access the Health Office for any reports of pain. Luz Karina Naranjo M.A., BSN, PHN, RN Credentialed School Nurse 9/11/2024 Performance Area: Late Category: Sassessment/Monitoring Process Used: Sassessment/Monitoring Process Used: Sassessment/Monitoring Process Used: Sassessment/Monitoring Process Used:	, , ,	TI *C* 10.1	ID: 4 : 4		INDIVID	OUALIZED EDUC	ATION PROGR	AM (IEP)		P
Last First Section E: Present Level of Performance Performance Area: Health Sategory: Health Sassessment/Monitoring Process Used: Health Issuessment, review of records, parent interview State/District Assessment Results: Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Health Summary: Liel is a 14-year-old student in the 9th grade. Liel has diagnoses of Scoliosis (abnormal curvature of the spine), and byper flexible joints (joints that have a greater range of movement than normal). Liel has also been diagnosed with a continuous tature of the spine), and byper flexible joints (joints that have a greater range of movement than normal). Liel has also been diagnosed with a continuous tature of the spine), and byper flexible joints (joints that have a greater range of movement than normal). Liel has also been diagnosed with a continuous tature of the spine), and byper flexible joints (joints that have a greater range of movement than normal). Liel has also been diagnosed with a continuous tature of the spine), and byper flexible joints (joints that have a greater range of movement than normal). Liel has also been diagnosed with a continuous tature of the spine), and byper flexible joints (student receives regular medical care for all of Liefs healthware needs. Liel is not on any routine medications at home or at School. No allergies to food or medication have been reported at this time. Strengths: Liel is able to ambulate without assistance and is independent with activities of daily living. Liel is able to communicate verbally. Liel passed an LAUSD vision screening with correction on 1/24/2024 and an LAUSD hearing screening on 9/11/2024. Areas of Need: History of Scoliosis Impact of Disability: Student's physical health does not impact their involvement and progress in their educational program. Accommodations/Modifications: School personnel to limit physical activities that include repetitive bending, twisting and high impa	_				S		Date of Birth	01-JAN-2010	Meeting Da	te 30-SEP-2024
erformance Area: Health ategory: Health ** ** ** ** ** ** ** ** **	Student			st	MI				g De	50 521 202
ategory: Health Sessessment/Monitoring Process Used: Health assessment, review of records, parent interview Late/District Assessment Results: Late/District Assessment Results: Late/District Assessment Summary (include student strengths, student needs and impact of disability on student performance): Health Summary: Liel is a 14-year-old student in the 9th grade. Liel has diagnoses of Scoliosis (abnormal curvature of the spine), and hyper flexible joints (joints that have a greater range of movement than normal). Liel has also been diagnosed with a condition that affects mood, thoughts and behavior. Student receives regular medical care for all of Liel's healthcare needs. Liel is not on any routine medications at home or at School. No allergies to food or medication have been reported at this time. Strengths: Liel is able to ambulate without assistance and is independent with activities of daily living. Liel is able to communicate verbally. Liel passed an LAUSD vision screening with correction on 1/24/2024 and an LAUSD hearing screening on 9/11/2024. Areas of Need: History of Scoliosis Impact of Disability: Student's physical health does not impact their involvement and progress in their educational program. Accommodations/Modifications: School personnel to limit physical activities that include repetitive bending, twisting and high impact activities (running, jumping). School personnel to refer student for rest/access the Health Office for any reports of pain. Luz Karina Naranjo M.A., BSN, PHN, RN Credentialed School Nurse 9/11/2024 Performance Area: Accommodations/Modifications: School personnel to limit physical activities for any reports of pain. Accommodations/Modifications: School personnel to refer student for rest/access the Health Office for any reports of pain. Accommodations/Modifications: School personnel to refer student for rest/access the Health Office for any reports of pain. Accommodations/Modifications: School personnel to refer student for rest/access the Health Office	erformance.	Area:		Ugalth	Sect	tion E: Present Lo	evel of Perform	ance		
Health assessment/Monitoring Process Used: Health assessment, review of records, parent interview Health Summary: Liel is a 14-year-old student in the 9th grade. Liel has diagnoses of Scoliosis (abnormal curvature of the spine), and hyper flexible joints (joints that have a greater range of movement than normal). Liel has also been diagnosed with a condition that affects mood, thoughts and behavior. Student receives regular medical care for all of Liel's healthcare needs. Liel is not on any routine medications at home or at School. No allergies to food or medication have been reported at this time. Strengths: Liel is able to ambulate without assistance and is independent with activities of daily living. Liel is able to communicate verbally. Liel passed an LAUSD vision screening with correction on 1/24/2024 and an LAUSD hearing screening on 9/11/2024. Areas of Need: History of Scoliosis Impact of Disability: Student's physical health does not impact their involvement and progress in their educational program. Accommodations/Modifications: School personnel to limit physical activities that include repetitive bending, twisting and high impact activities (running, jumping). School personnel to refer student for rest/access the Health Office for any reports of pain. Luz Karina Naranjo M.A., BSN, PHN, RN Credentialed School Nurse 9/11/2024 Strength: Assessment/Monitoring Process Used:										
tate/District Assessment Results: Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Health Summary: Liel is a 14-year-old student in the 9th grade. Liel has diagnoses of Scoliosis (abnormal curvature of the spine), and hyper flexible joints (joints that have a greater range of movement than normal). Liel has also been diagnosed with a condition that affects mood, thoughts and behavior. Student receives regular medical care for all of Liel's healthcare needs. Liel is not on any routine medications at home or at School. No allergies to food or medication have been reported at this time. Strengths: Liel is able to ambulate without assistance and is independent with activities of daily living. Liel is able to communicate verbally. Liel passed an LAUSD vision screening with correction on 1/24/2024 and an LAUSD hearing screening on 9/11/2024. Areas of Need: History of Scoliosis Impact of Disability: Student's physical health does not impact their involvement and progress in their educational program. Accommodations/Modifications: School personnel to limit physical activities that include repetitive bending, twisting and high impact activities (running, jumping). School personnel to refer student for rest/access the Health Office for any reports of pain. Luz Karina Naranjo M.A., BSN, PHN, RN Credentialed School Nurse 9/11/2024 serformance Area: **Eategory:** **Eategor		Monitoring Proces	s Used:							
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Health Summary: Liel is a 14-year-old student in the 9th grade. Liel has diagnoses of Scoliosis (abnormal curvature of the spine), and hyper flexible joints (joints that have a greater range of movement than normal). Liel has also been diagnosed with a condition that affects mood, thoughts and behavior. Student receives regular medical care for all of Liel's healthcare needs. Liel is not on any routine medications at home or at School. No allergies to food or medication have been reported at this time. Strengths: Liel is able to ambulate without assistance and is independent with activities of daily living. Liel is able to communicate verbally. Liel passed an LAUSD vision screening with correction on 1/24/2024 and an LAUSD hearing screening on 9/11/2024. Areas of Need: History of Scoliosis Impact of Disability: Student's physical health does not impact their involvement and progress in their educational program. Accommodations/Modifications: School personnel to limit physical activities that include repetitive bending, twisting and high impact activities (running, jumping). School personnel to refer student for rest/access the Health Office for any reports of pain. Luz Karina Naranjo M.A., BSN, PHN, RN Credentialed School Nurse 9/11/2024 Performance Area: Category: Assessment/Monitoring Process Used:				(include	student strens	gths, student needs	and impact of disa	ability on student perfo	ormance):	
Category: Assessment/Monitoring Process Used:	Strengths: I LAUSD visi Areas of Ne Impact of D Accommod jumping). So Luz Karina Credentiale	ciel is able to amb on screening with ed: History of Screening School School School personnel to Naranjo M.A., B	ulate withou a correction of oliosis 's physical hoons: School porefer studer	ealth does personnel nt for rest/	not impact the	AUSD hearing scree heir involvement an	ening on 9/11/202 d progress in their	4. r educational program		
	Category: Assessment/N	Monitoring Proces					v			

I os Angolo	s Unified Schoo	al District		INDIVIDU.	ALIZED EDUCAT	ION PROGR	AM (IEP)		Page
Student		LIEL		S		Date of Rirth	01-JAN-2010	Meeting Date	30-SEP-2024
Student	Last	Fir	est	MI	n E: Present Leve			Witcomg Date	30 BET 2021
erformance	Area:		Reading						
Category:			Reading	5	~				
Assessment/]	Monitoring Proce	ss Used:	WJIV, W	ork Samples, Ir	nformal, and Observa	ation			
State/District	Assessment Resi	ılts:	SBAC: 2	589 Standard M	/let				
Current Perfo	ormance/Assessm	ent Summar	y (include	student strengtl	ns, student needs and	l impact of disa	bility on student perfor	mance):	
Passage Co Word Attac	omprehension 86 kk 79 Low	5 Very Low Low Averag	e						
Passage Co Word Attac Oral Readi Sentence R	omprehension 86 ck 79 Low ng 79 Low Leading Fluency 8	Low Average	age	(Cont'd)					
Passage Co Word Attac Oral Readi Sentence R	omprehension 86 ck 79 Low ng 79 Low Leading Fluency 8	Low Average	Reading (•				
Passage Co Word Attac Oral Readi Sentence R Performance Category:	omprehension 86 ck 79 Low ng 79 Low Leading Fluency 8	Low Averago	Reading Reading	ţ		ation			
Passage Co Word Attac Oral Readi Sentence R Performance Category:	omprehension 86 sk 79 Low ng 79 Low leading Fluency 8 Area:	Low Average I Low Average State of the second sec	Reading WJIV, W	ork Samples, Ir	nformal, and Observa	ation			
Passage Co Word Attac Oral Readi Sentence R Performance Category: Assessment/I	omprehension 86 ok 79 Low ng 79 Low neading Fluency 8 Area: Monitoring Proce	Low Average I Low Average ss Used:	Reading (Reading (WJIV, W SBAC: 2	y York Samples, Ir 1589 Standard M	nformal, and Observa		bility on student perfor	mance):	
Passage Co Word Attac Oral Readi Sentence R Performance Category: Assessment/I State/District Current Perfo Strengths: I quotations v understandi class, she sh	omprehension 86 ok 79 Low ng 79 Low neading Fluency 8 Area: Monitoring Proce Assessment Restormance/Assessment Restormance idemonstrates when citing her song with importantows that she can	ss Used: ults: tent Summar that she is al purces. She s t elements w maintain an	Reading WJIV, WW SBAC: 2 ry (include shows that so within a story appropriate)	York Samples, Ir 2589 Standard M student strength evidence from a she can create a ry including cor- e reading pace a	Aformal, and Observa Met as, student needs and text to support her in theme and provide a afflict, rising action, c and volume.	l impact of disa nferences. Who a justification f llimax, and fall	en identifying evidence for the theme she selecte ing action. When she is	she is fully aware to ed. Liel has demonstr asked to read in from	rated nt of the
Passage Co Word Attac Oral Readi Sentence R Performance Category: Assessment/I State/District Current Perfo Strengths: I quotations v understandi class, she sh Needs: Lie	Area: Monitoring Proce Assessment Restormance/Assessm Liel demonstrates when citing her song with importantows that she can I needs more supplining whether a specific processor of the supplication of th	ss Used: ults: tent Summar that she is al burces. She s t elements w maintain an bort with fine	Reading WJIV, WWJIV, WWW (include shows that striction a store appropriate ding online	York Samples, Ir 2589 Standard M student strength evidence from a she can create a ry including cor- e reading pace a	Antonial, and Observations, student needs and text to support her in theme and provide another, rising action, cand volume.	I impact of disa nferences. Wh a justification f limax, and fall	en identifying evidence for the theme she selecte	s, she is fully aware to ed. Liel has demonstr asked to read in from the asked to read in from	rated nt of the s support

Los Angeles Unified School District	Page 5 of 26 INDIVIDUALIZED EDUCATION PROGRAM (IEP)
Student AZAR LIEL	S Date of Birth 01-JAN-2010 Meeting Date 30-SEP-2024
Last Fi	st MI Section E: Present Level of Performance
Performance Area:	Math
Category:	Math
Assessment/Monitoring Process Used:	Informal, Observation, and Student Work Samples
State/District Assessment Results:	SBAC: 2470 Standard Not Met
Current Performance/Assessment Summar	ry (include student strengths, student needs and impact of disability on student performance):
Woodcock Johnson IV Test of Achievem Test Areas Standard Score Classification Broad Mathematics 65 Very Low Applied Problems 87 Low Average	

Math Facts Fluency 63 Very Low

Performance Area:
Math (Cont'd)

Category:
Math

Assessment/Monitoring Process Used:
WJIV, Work Samples, Informal, and Observation

State/District Assessment Results:
SBAC: 2470 Standard Not Met

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

Calculation 66 Very Low

Strengths: Liel demonstrates that she can solve simple mathematical problems involving problems such as multiplying, dividing, subtracting, and adding. She shows that she can use visuals to help her solve multiplication problems. Liel demonstrates understanding in regrouping when solving multiple step addition and subtraction problems. Leil shows that she can solve problems involving decimals. Also, she has shown that she can solve problems involving proportions and is able to combine like terms.

Needs: Liel demonstrates that she needs more support with solving algebraic mathematical problems that require multiple steps. She also demonstrates that she needs adult prompting with applying older learned concepts into newly learned material. Liel demonstrates that she needs more support with identifying the slope of a line. She also needs more support with formatting equations into slope intercept form.

Impact of Disability: Liel's eligibility (AUT) has impacted her ability to determine the slope, which has impacted her involvement and progress within the general education math curriculum.

				INDIVIDI	ALIZED EDI	UCATION PROG	DAM (IFD)		Page
Los Angeles	s Unified School	District		INDIVIDO	ALIZED ED	CATIONTROG	KAWI (IEI)		
Student	AZAR	LIEL		S		Date of Birtl	01-JAN-2010	Meeting Date	30-SEP-2024
	Last	First	:	MI Sectio	on E: Present	Level of Perfori	nance		
Performance	Area:	Ī	Writing		,	220,01011011			
Category:			Writing			~			
Assessment/N	Monitoring Process	Used:	WJIV, W	ork Samples, I	nformal, and C	bservation			
State/District	Assessment Result	ts:	SBAC: 2	589 Standard N	Met				
Current Perfo	ormance/Assessmer	nt Summary ((include	student strengt	hs, student nee	ds and impact of di	sability on student perfo	rmance):	
Broad Writ Spelling 61	Standard Score Cla tten Language 79 L Very Low	ow	it Kesults	:					
Broad Writ Spelling 61 Writing San Sentence W	Standard Score Cla tten Language 79 L I Very Low mples 116 High Av Vriting Fluency 77 I	assification ow erage Low							
Broad Writ Spelling 61 Writing Sar Sentence W	Standard Score Cla tten Language 79 L I Very Low mples 116 High Av Vriting Fluency 77 I	assification ow erage Low	Writing (
Broad Writ Spelling 61 Writing Sar Sentence W Performance Category:	Standard Score Cla tten Language 79 L I Very Low mples 116 High Av Vriting Fluency 77 I Area:	assification ow erage Low	Writing (Writing	(Cont'd)	nfamal and G	w laboration			
Broad Writ Spelling 61 Writing San Sentence W Performance Category:	Standard Score Clatten Language 79 L Very Low mples 116 High Av Vriting Fluency 77 I Area: Monitoring Process	assification ow erage Low	Writing (Writing WJIV, W	Cont'd) fork Samples, In					
Broad Writ Spelling 61 Writing San Sentence W Performance Category: Assessment/N	Standard Score Clatten Language 79 Lt Very Low mples 116 High Av Vriting Fluency 77 I Area: Monitoring Process t Assessment Result	assification ow erage Low	Writing (Writing WJIV, W SBAC: 2	Cont'd) fork Samples, In 589 Standard M	Met	bservation	sability on student perfo	rmance):	

os Angeles Unified School District	t	INDIVIDU	JALIZED EDU	CATION PROGR	AM (IEP)			P
Student AZAR LIEL		S		Date of Birth	01-JAN-2010		Meeting Date	30-SEP-2024
Last	irst	MI				_		
Performance Area:	Vocation		on E: Present	Level of Perform	ance			
Category:				••				
ssessment/Monitoring Process Used:		nal Education		V				
tate/District Assessment Results:		and Observati	on					
rrent Performance/Assessment Summa	N/A	. 1	1 . 1	1	1.112			
trengths: Liel shows that she is able to er work throughout her classes. Liel m as been observed to be respectful and lead to be called on. During group active Needs: Liel needs more support with heriod of each day. She needs adult guid nat can help regulate her emotions involved.	naintains foct kind to peers vities, she desers chool atte dance that su blying anxiet AUT) has in	as and participes and adult staff monstrates the endance. Accomposits her con tyports her con ty, nervousness	ates during class f in the classroom ability to work we rding to Liel's at ning to school ea , or worry. Liel	by raising her hand n. When she needs with others and coll tendance records, s ch and every day o needs to set goals th	d or calling out the support or clarific aborate on presen he shows that she n time. Liel also r nat will help her o	e answer who cation, she wattations. is absent or needs support vercome attached.	ten it is appropri vill raise her han tardy from the tr with coping st endance challen	ate. She ad and first crategies ges.
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Page 8 of 26 INDIVIDUALIZED EDUCATION PROGRAM (IEP) Los Angeles Unified School District S Date of Birth 01-JAN-2010 Meeting Date | 30-SEP-2024 Student AZAR First MI **Section E: Present Level of Performance** Performance Area: **ERICS Social Emotional** Category: Social Emotional Assessment/Monitoring Process Used: Consultation, review of records, observation State/District Assessment Results: Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Student has been coming regularly to counseling, talks about concerns and listens to strategies provided. Student is bright and articulate and can ask for her needs to be met. Student is also polite and participates in classes when she attends. Area of Need Students goal last year was to describe and use the steps in a 'Think, Feel, Do' model and discuss how changing one's thinking/view point changes one's decision making process in 3 out of 4 opportunities/scenarios per session with minimal adult support as measured by provider's observations. This goal is not met. Since school recently started, student has not been able to use that model to change decision making process. The concerns this year is her level of anxiety and how hard it is to come to school on time, because of some obsessive rituals and thoughts when leaving the house. It is recommended that ERICS be continued, with modification of the goal, reflecting her anxiety coming to school. Impact of Disability: Impact of the Disability: Liel's eligibility of Autism (AUT) appears to increase her anxiety which affect her ability to socialize appropriately and with ease in a variety of social settings which impacts her involvement and progress in the general education curriculum. Performance Area: Category: V Assessment/Monitoring Process Used: State/District Assessment Results: Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance):

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INDIVIDUALIZED EDUCATION PROGRAM (IEP) Los Angeles Unified School District Date of Birth 01-JAN-2010 Meeting Date | 30-SEP-2024 Student AZAR First MI **Section E: Present Level of Performance** Performance Area: General Ability (Cognitive, Language, Motor) Category: General Ability Assessment/Monitoring Process Used: Record review, observation, standardized testing State/District Assessment Results: Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): With regard to cognitive ability, results of the current assessment indicate Liel is functioning within the Average range of cognitive ability based upon alternative assessment procedures. She demonstrated relative strength in her ability to interpret or give meaning to what is seen (visual processing). She also demonstrated relative strength in recalling orally presented sequences of numbers, words, and sentences (auditory processing-memory). She demonstrated adequate ability in comprehending oral language at the sentence and narrative level including inferences and figurative speech (auditory processingcomprehension) as well as her ability to recreate visual targets with pencil and paper (sensory-motor processing). She also demonstrated adequate ability in discriminating sounds in words, and isolating sounds in words, although she struggled with tasks that required the blending of sounds to form a word (phonological processing). She further demonstrated age-appropriate ability in utilizing higher order thinking skills to figure out complex verbal and nonverbal problems (cognitive processing-conceptualization), as well as relating units of information in memory (cognitive processing-association) and expressing her thoughts orally (cognitive processing-expression). Liel demonstrated age appropriate receptive and expressive skills. While she appeared to demonstrate some rigidity when it came to questions that were broader in nature, often asking for more specifics, this appears to be more social emotional in nature. As such, Liel does not evidence significant language/communication needs which adversely impact her access to educational setting Liel demonstrated age appropriate fine and gross motor skills. Liel does not evidence significant motor skills needs which adversely impact her access to her educational setting. However, please refer to school nurse present levels of performance for accommodations regarding Liel's Scoliosis and hyperflexible joints. Performance Area: General Ability cont. Category: General Ability Assessment/Monitoring Process Used: State/District Assessment Results: Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Areas of Need: With regard to cognitive ability, she demonstrated some variable performance in the area of attention processing. While she was able to engage in timed tasks that require resisting distractions on a page to provide verbal responses, she struggled with having to resist distractions and underline items. She also had some difficulty in organizing her thoughts into an appropriate plan to achieve a specific goal within given time limits. It should be noted that while Liel was mostly able to work on these tasks correctly, she struggled to do so within age-appropriate time frames. However, previous psychoeducational assessment did not indicate difficulties in this area, as such this does not appear to be a consistent area of deficit for Liel does evidence a psychological processing deficit in the area of attention processing which adversely impacts educational access and performance at this time. Impact of Disability: Liel's eligibility of Autism impacts her involvement and progress in the general education curriculum. However, it does not appear to impact her motor or expressive/receptive language skills at this time. Liel's processing deficit in the area of attention may impact her ability to complete tasks within age

appropriate time limits.

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INDIVIDUALIZED EDUCATION PROGRAM (IEP) Los Angeles Unified School District Date of Birth 01-JAN-2010 Meeting Date | 30-SEP-2024 Student AZAR First MI **Section E: Present Level of Performance** Performance Area: Social Emotional Category: Social Emotional Assessment/Monitoring Process Used: Record review, interview, observation, rating scales State/District Assessment Results: Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Areas of Strength: With regard to social emotional ability, results of the current assessment indicate Liel exhibits strengths in being a kind, creative resilient student. Liel's mother and Liel report a good familial relationship. Parent reports Liel enjoys a variety of age appropriate activities such as Lego building/3D puzzles, swimming, baking, and coloring/craft. She noted that Liel is honest, respectful towards adults, and demonstrates patience and empathy towards the elderly and less fortunate. Liel's 9th grade SDC English teacher, Mr. Chan, report that Liel is a creative student, who comes to class prepared, participates, and stays focused to complete class work. Liel shared she enjoys building Lego sets and drawing. She shared her favorite subjects are math and robotics, noting that she is currently a part of Robotics Club. She shared that while it can be difficult to make friends, she initiated friendship with a group of peers at VAAS and indicated things are going well with them. While struggling, Liel was able to share coping skills that she has been trying to use to help her including looking for evidence to ease anxiety, ice on her hands to help with obsessive repetitive routines, and 'imaginary friends' to talk through problems, feel safe, and less lonely. In working with the examiner, Liel presented as a polite, focused student. She willingly engaged in conversation with the examiner and appeared honest while discussing her struggles. Performance Area: Social Emotional cont. Category: V Social Emotional Assessment/Monitoring Process Used: State/District Assessment Results: Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Areas of Need: Liel appears to be struggling with anxiety and depression. Per parent and student report Liel has consistently struggled with coming to school on time since the beginning of the school year. Factors impacting this include: obsessive repetitive routines that keep Liel up late, anxiety triggered by history of difficulty with middle school peers and teachers, struggling with recent loss of her same age cousin as well as declining health of grandparents. While Liel demonstrated difficulties with anxiety and depression previously, based on the social emotional assessment done April 2024, it appears that current circumstance including those mentioned as well as transitioning to high school appear to be exacerbating these challenges. Additionally, rating scale responses indicate Liel is also struggling with self-esteem and difficulty with consistently interacting with peers. Parent noted slightly elevated concerns in the areas of peer socialization and behavioral rigidity on the ASRS. In working the examiner, Liel presented with some rigidity with broader statements o rating scales and often asked for clarification as she wanted specifics for statement. As such, Liel often included many additional written comments on rating scales (which was allowed by the examiner) to include specificity to her responses, even though they were intended to be broader questions. As such Liel appeared to demonstrate a certain level of rigidity in needing responses to be specific. Overall, Liel continues to evidence social, emotional and/or behavioral needs which adversely impact educational access and performance at this time. Additionally, she meets criteria to continue receiving ERICS services Impact of Disability:

Liel's eligibility of Autism impacts her involvement and progress in the general education curriculum. Currently, it appears to impact her ability to

positively cope with major life changes and as such has impacted her getting to school in the morning.

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Los Angeles Unified Sch		INDIVIDUALIZED EDUC	ATION PROGRAM	M (IEP)				Page 13
Student AZAR	LIEL	3	Date of Birth	01-JAN-2010		Meeting Date	30-SEP-	2024
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G		Section G: Annual G			11 #			
	· · · · · · · · · · · · · · · · · · ·	Category: Wri	iting		nual Goal #			
and sufficient evidence for o	each claim and counterclaim v	with minimal adult support as	measured by student	work samples in	4 out of 5 t	rials with 80%	accuracy	
	be reported to parents by con Report or Report Card period	mpleting the "IEP Report of F ls. Methods of		ement from Curr	ent IEP" fo	orm(s) which w	vill be	
State Assessments	Norm	Referenced	Criterion Re	ferenced		Curricul	um Based	
✓ Observation	Portfo		Work Sampl			✓ Informal	Dased	
Other								
Incremental objective #1 r	elated to the goal:		Incremental obj	ective #2 relate	d to the go	al:		
introduces claims and addr and sufficient evidence for	graph composition in support esses at least one opposing c each claim and counterclaim dent work samples in 3 out of	laim, with valid reasoning with minimal adult	Liel will write a introduces claim: sufficient eviden measured by stud	s and addresses a	at least one and counter	opposing claim erclaim with m	, with valid oderate adu	l reasoning ilt support
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Los Angeles Unified Sch		INDIVIDUALIZED EDUC	ATION PROGRAM (IEP)		-
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Formance Area:	forth (Section G: Annual G Category: Mat		ual Goal #:	3
			with minimal adult support as measure		
of 5 trials with 80% accurac		unleting the "IEP Report of P	rogress and Achievement from Curre	ent IED" form	(s) which will be
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$\overline{}$		Methods of			
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Observation	Portfol	lio	Work Samples		Informal
Other					
Incremental objective #1 r		111 1	Incremental objective #2 related		1' 11' 1
	and the intercept of a linear rapport as measured by stude		Liel will identify the slope and the data with moderate adult support a	•	
5 trials with 70% accuracy.	11	nt work samples in 3 out of	trials with 75% accuracy.	is measured by	y student work samples in 3 out o
Date to be achieved:	January V 2025		Date to be achieved: May		2025 ▼ MO/YR
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formance Area:	/ocational C	Category: Voc	eational Education	pal #: 4
	t support as measured by obse	-	which support progress towards those goals in	
	be reported to parents by cor Report or Report Card period		Progress and Achievement from Current IEF	o" form(s) which will be
		Methods of	Evaluation	
State Assessments	□ Norm	Referenced	Criterion Referenced	Curriculum Based
Observation	Portfol	io	Work Samples	Informal
Other				
ncremental objective #1 r			Incremental objective #2 related to the	e goal:
decisions which support pro	ving attendance and establish ogress towards those goals in fult support as measured by o	3 out of 5 trials per 60%		ace and establish criteria for making decisions in 3 out of 5 trials per 65% accuracy vobservation
Date to be achieved:	January ✓ 2025		Date to be achieved: May CHIEVEMENT FROM CURRENT IEF	∨ 2025 ∨ MO/YR
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Los Angeles Unified Sch		INDIVIDUALIZED EDUC	ATION FROGRAM (IEF)		
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ormance Area:	ERICS Social Emotion		ial Emotional Annual G	ioal #:	5
Student will learn and use st	trategies to decrease her anxie	ety (positive self talk to build	confidence, deep breaths, visualization) in	4 out of 5	days as evidenced
by decrease in tardies.					
Progress on annual goals to provided at either Progress I	be reported to parents by cor Report or Report Card period	npleting the "IEP Report of P ls.	rogress and Achievement from Current IE	EP" form(s	s) which will be
		Methods of	Evaluation		
State Assessments	Norm 1	Referenced	Criterion Referenced		Curriculum Based
Observation	Portfol	lio	Work Samples	✓	Informal
O ther	IEP				
ncremental objective #1 r	elated to the goal:		Incremental objective #2 related to tl		
	strategies to decrease her anx	* \1	Student will learn and use strategies to build confidence, deep breaths, visualiz		
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4 GOAL MET OR EXCEEDED 1st Reporting Period	3 SUBSTANTIAL PROG met) 2nd Reporting Period Date:	RT OF PROGRESS AND A EXPLANATION FRESS (50-99% of goal 3rd Reporting Period Date:	CHIEVEMENT FROM CURRENT IE ON OF MARKS 2 PARTIAL PROGRESS (1-49% of go 4th Reporting Period (Secondary Only) Date:	Goal Ob	1 NO PROGRESS Achievement Jective 1 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?	3 SUBSTANTIAL PROGmet) 2nd Reporting Period Date: Progress Mark:	RT OF PROGRESS AND A EXPLANATION OF GRESS (50-99% of goal and goal and goal and goal are are an are an are	CHIEVEMENT FROM CURRENT IE ON OF MARKS 2 PARTIAL PROGRESS (1-49% of go 4th Reporting Period (Secondary Only) Date: Progress Mark: Is progress sufficient to meet annual	Goal Obj	1 NO PROGRESS Achievement Sective 1 Met: Yes No Sective 2 Met:
4 GOAL MET OR EXCEEDED 1st Reporting Period Date: Progress Mark:	JEP REPORT SUBSTANTIAL PROGRAMET) 2nd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal?	RT OF PROGRESS AND A EXPLANATION EXPLANATION EXPLANATION FRESS (50-99% of goal 3rd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal?	CHIEVEMENT FROM CURRENT IE ON OF MARKS 2 PARTIAL PROGRESS (1-49% of go 4th Reporting Period (Secondary Only) Date: Progress Mark: Is progress sufficient to meet annual goal?	Goal Obj	1 NO PROGRESS Achievement Sective 1 Met: Yes No Sective 2 Met: Yes No
4 GOAL MET OR EXCEEDED 1st Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No	JEP REPORT STANFIAL PROGRAMMENT STANFIAL PROGRAMMEN	RT OF PROGRESS AND A EXPLANATION FRESS (50-99% of goal) 3rd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No	CHIEVEMENT FROM CURRENT IE ON OF MARKS 2 PARTIAL PROGRESS (1-49% of go 4th Reporting Period (Secondary Only) Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No	Goal Obj	1 NO PROGRESS Achievement Sective 1 Met: Yes No Sective 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 PROGRAMET) 2nd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess	RT OF PROGRESS AND A EXPLANATION EXPLANATION EXPLANATION FRESS (50-99% of goal 3rd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess	CHIEVEMENT FROM CURRENT IE ON OF MARKS 2 PARTIAL PROGRESS (1-49% of go 4th Reporting Period (Secondary Only) Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment:	Goal Obj	1 NO PROGRESS Achievement Sective 1 Met: Yes No Sective 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 PROGRAMENT 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	RT OF PROGRESS AND A EXPLANATION EXPLANATION EXPLANATION FRESS (50-99% of goal 3rd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy	CHIEVEMENT FROM CURRENT IE ON OF MARKS 2 PARTIAL PROGRESS (1-49% of go 4th Reporting Period (Secondary Only) Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time	Goal Obj	1 NO PROGRESS Achievement Sective 1 Met: Yes No Sective 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 SUBSTANTIAL PROGRET MET STATE OF THE PROGRET OF THE PRO	RT OF PROGRESS AND A EXPLANATION EXPLANATION EXPLANATION FRESS (50-99% of goal 3rd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not	CHIEVEMENT FROM CURRENT IE ON OF MARKS 2 PARTIAL PROGRESS (1-49% of go 4th Reporting Period (Secondary Only) Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy	Goal Obj	1 NO PROGRESS Achievement Sective 1 Met: Yes No Sective 2 Met: Yes No
4 GOAL MET OR EXCEEDED 1st Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed	JEP REPORT SUBSTANTIAL PROGREE STATE OF THE PROGREE	RT OF PROGRESS AND A EXPLANATION EXPLANATION EXPLANATION FRESS (50-99% of goal 3rd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed	CHIEVEMENT FROM CURRENT IE ON OF MARKS 2 PARTIAL PROGRESS (1-49% of go 4th Reporting Period (Secondary Only) Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed	Goal Obj	1 NO PROGRESS Achievement Sective 1 Met: Yes No Sective 2 Met: Yes No
4 GOAL MET OR EXCEEDED 1st Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to	JEP REPORMET 3 SUBSTANTIAL PROGMET 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	RT OF PROGRESS AND A EXPLANATION EXPLANATION EXPLANATION FRESS (50-99% of goal 3rd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to	CHIEVEMENT FROM CURRENT IE ON OF MARKS 2 PARTIAL PROGRESS (1-49% of go 4th Reporting Period (Secondary Only) Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal	Goal Obj	1 NO PROGRESS Achievement Sective 1 Met: Yes No Sective 2 Met: Yes No
4 GOAL MET OR EXCEEDED 1st Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed	JEP REPORT SUBSTANTIAL PROGREE STATE OF THE PROGREE	RT OF PROGRESS AND A EXPLANATION EXPLANATION EXPLANATION FRESS (50-99% of goal 3rd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed	CHIEVEMENT FROM CURRENT IE ON OF MARKS 2 PARTIAL PROGRESS (1-49% of go 4th Reporting Period (Secondary Only) Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal	Goal Obj	1 NO PROGRESS Achievement Sective 1 Met: Yes No Sective 2 Met: Yes No

	Designated Support	Accommodations
Embedded	1. Text-to-speech - Text-to-speech allows text stimuli, items,	
	and/or both to be read aloud to student. Within the testing	
	interface, the student is able to control speed and volume.	
	 Items (ELA) and Stimuli and items (math) 	

Non- Embedded	 Calculator - Non-embedded calculator may be used by student as determined by IEP team. Multiplication table - Multiplication table available at any tested grade level for reference. Separate setting - Testing location, including time of 	
	assessment, lighting, acoustics, and furniture, may be altered.	

			INDIVIDITA	LIZED EDUC	ATION PROGRAM (IEP)		Page 18 of	26
Los Angelo	es Unified Schoo	l District	INDIVIDUA		ATION I ROOKAWI (IEI)			
Student	AZAR	LIEL	S		Date of Birth 01-JAN-2010	Meeting	30-SEP-2024	
	Last	First	MI			Date		
			Section N: Proc	edural Safegu	ards and Follow-up Actions			
✓ A Parei	nt's Guide to Sp	ecial Education Se	rvices including	Procedural R	ights & Safeguards was provided to	the parent in his/	her primary language.	
✓ The IEP	Team Meeting I	ntroductory Statem	ents were read alo	oud at the begin	nning of the IEP Team meeting.			
_		informed of his/her						
-	~	sting computer gen	•					
Select Pr	eferred Language	e: 🔻		0 103	9 110			
*Computer ge translation IEI substitute for	nerated translation por documentation show formal written translation	rovides access to an imm	official IEP documen ct translator. Parents/	t. While this servio Guardians who ele	translated content has not been fully vetted by be is offered and available to assist parents/gua ct access to computer generated written IEP tra- ial IEP documentation.	rdians to participate ir	IEP development, it is not	
Is the parer	ıt/guardian reque	sting official transla	ntion? O Yes	O No Se	lect Preferred Language: Hebrew		~	
Specify	the Individual Pa	iges to be translated	l:					
Special	Requests:							
		years old, the stude e, unless the court l			ve been informed that the educational	decision-making	rights will transfer to t	he
		Pandemic Lea	rning Loss Cons	ideration of C	ompensatory and/or Recoupment S	Services		
Compensa	tory Education	Consideration:			Recoupment Services Considerat	tion:		
education determined by the service required and service and servi	on is required durined: ent received all of the required by the red. ent did not received are did not received are documented at the red. ent did not received are did not received are documented at the red. ent did not received are did not received are documented at the received are required at the red. Ent did not received are did not received are required at the red. Ent did not received are did not received are required at the red. Ent did not received are did not received are did not received are red. Ent did not received all of the red.	on consideration we'e) Amendment ration (Transition II) on (Out-of-District)	pandemic. The II tion and related a tory education is education and re ensatory educatio hary of Services. Education and related tor, no compensate documented by the as documented on EP)	EP team has aids and not lated aids n offer ated aids tory e IEP	The IEP team has reviewed and and considered factors that may the school facility closures as a IEP team has determined: Student has made expected p progress is in alignment with achievement. No recoupment Student experienced learning closures caused by the COVI services are necessary. The II to address past learning loss. included in FAPE Part 2, Part service grid, as necessary). Recoupment services consider 10-NOV-2022 (Inactive) American district boundaries (Eligibility Determined and considered and consid	whave impacted stresult of the COV regress toward IE expectations of pt services are recouloss as a result of D-19 pandemic at EP team discussed Recoupment services to 4 of the IEP (incorration was document with the coupment team).	tudent's learning during /ID-19 pandemic. The P goals and/or rogress/goal mmended. If the school facility and recoupment a recoupment services ices offer details are luding completion of a mented on IEP dated	g

THIS SPACE DELIBERATELY LEFT BLANK.

INDIVIDUALIZE	Page 19 of 26 D EDUCATION PROGRAM (IEP)
Los Angeles Unified School District	D. C.
Student AZAR LIEL S Last First MI	Date of Birth 01-JAN-2010 Meeting Date 30-SEP-2024
	nt Participation and Consent
Parent Participation	Parent Notification
	Method Whom When
Parent/Student (18-21) has participated in the IEP meeting. Parent/Student (18-21) indicated before the meeting that they would not b to attend. Parent/Student (18-21) was notified 3 times of the meeting time and place	Email A. Chan 16-SEP-2024 e able Student A. Chan 15-OCT-2024
Parent/Student (18-21) did not respond to any of the meeting notifications and meeting was held without the Parent/Student (18-21) present Parent/Student (18-21) did not attend and gave permission to proceed with	
them if they did not attend.	request. (Parent initials here ONLY if the PARENT requested that the IEP meeting be rescheduled.)
, , ,	ment to Components of the Proposed IEP
A Parent/Student (18-21) may agree to all or some of the components of implement those portions of the IEP to which the parent/student (18-21)	
Parent/Student (18-21) AGREES to all components of the IEP.	
Parent/Student (18-21) AGREES to all components of the proposed IEP	WITH THE SPECIFIC EXCEPTION(S) stated below:
Assessment Specify	
☐ Eligibility Specify	
☐ Instructional Setting Specify	
Services Specify	
The Parent/Student (18-21) DOES NOT AGREE with any of the composition	nents of the proposed IEP.
a parent/student (18-21) does wish to initiate a form of dispute resolution	resolution as to components of the proposed IEP to which the parent does not agree. If on as to the components of the proposed IEP, the parent can find information on the to Special Education Services (Including Procedural Rights and Safeguards).
Parent Co	ncerns and Comments
Signature(s)	Date
Parent	18-21 O Surrogate Parent O Emancipated Minor O Foster Parent
Did the school district facilitate parent involvement as a means of improving s I certify that I have received a copy of the Parent Input Survey regardan be done at anytime after the IEP meeting	ervices and results for your child? Yes No No Response rding the IEP process. I understand that my completion of the form is voluntary and
Signature(s)	Date 30-SEP-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.*



INI os Angeles Unified School District	DIVIDUALIZED EDUCATION PROGRA	AM (IEP)		Page
SAMBLES CHINES SCHOOL DISTILE		Reconve Date	ened Meeting	
Student AZAR LIEL S	Date of Birth	01-JAN-2010	Meeting Date	30-SEP-2024
Last First	MI			
S	ection R: Names and Signatures (Signature	res on File)		
Team Member	Print Name		Signatu	ire
Parent/Guardian	Shereen Zurnamer			
Parent/Guardian				
Student Age 18 - 21 years				
Student Under Age 18 years				
Surrogate Parent				
Foster Parent				
Family Foster Home Provider				
Administrator				
Administrative Designee	Leticia Lopez			
Special Education Teacher	Allan Chan			
General Education Teacher	Jessica Aghajanian			
School Psychologist	Michelle Godinez			
School Nurse				
Related Service Staff ERICS	Tara Kesling			
Related Service Staff				
Related Service Staff				
Interpreter				
Sign Language Interpreter				
Agency Representative				
Agency Representative				

Agency Representative

Other

Other

Other

Other

os Angele:	s Unified Scho	ol District	INDIVIE	DUALIZED EDUCATION PROGR	AM (IEP)		Page
8					Reconve Date	ened Meeting	
Student	AZAR Last	LIEL	S	Date of Birth	01-JAN-2010	Meeting Date	30-SEP-2024
	Last	11130		R: Names and Signatures (Signatu	res on File)		
	Te	eam Member		Print Name		Signatu	ıre
Parent/Guar	rdian			Shereen Zurnamer			
Parent/Guar	rdian						
Student Age	e 18 - 21 years						
Student Und	der Age 18 years	3					
Surrogate P	arent						
Foster Parei	nt						
Family Fost	ter Home Provid	er					
Administrat	tor						
Administrat	tive Designee			Leticia Barba			
Special Edu	ication Teacher			Allan Chan			
General Edu	ucation Teacher			Naomi Oken			
School Psyc	chologist			Michelle Godinez			
School Nur	se			Luz Naranjo			
Related Ser	vice Staff ERI	CS		tara kesling			
Related Ser	vice Staff						
Related Ser	vice Staff						
Interpreter							
Sign Langu	age Interpreter						
Agency Rep	presentative						

Agency Representative

Agency Representative

Other

Other

Other

Other

							B 00 60
T A I	II	1 D!-4!-		DUALIZED EDUC	CATION PROGRAM (IEP)		Page 22 of 2
Student	AZAR Last	LIEL			Date of Birth 01-JAN-2010	Meeting Date	30-SEP-2024
			LEAST REST	RICTIVE EN	VIRONMENT ANALYS	SIS	
			To Be Comp	pleted By the IEP 7 <u>Student's Current</u>	Feam at the IEP Team Meeting Placement Type:		
O General	Education Cl	ass/Genera	l Education Site		Special Day Program/Gener	ral Education Site	
Ospecial	Day Program	Special Ed	lucation Center		O Nonpublic School		
O Home/H	Iospital or Re	sidential C	are Facility				
The Individ in a more re use of suppl accommoda	uals with Disastrictive setting lementary aidstitions and moor rovided. In set	abilities Ed ng should of s and servi- diffications lecting the	ucation Act (IDEA) reconstruction and the nature descends achieved is not the sole justification. LRE, consideration is givined accommodations. If the answer is YES, the question below. If not currently availa	quires that students or severity of the s satisfactorily. The tion for placement given to any potent s and/or modification then a general edutable, can the require	assion regarding placement from that indicates YES, it is also required with disabilities be educated in the student's disability is such that placed and a strict of current availability of a strict in a more restrictive setting, unless that harmful effect on the child or common in the student's IEP be made a cation classroom/setting is the appeted supports, services, accommoda? If YES, all required supports, se	d to complete Step F. the least restrictive envicement in a less restrictive denvicement in a less restrictive envicement in a less restrictive envicement is a compelling on the quality of service environment and a general environment in a general environment. It	rironment. Placement ctive setting with the orts, services, g reason why they ces that he or she education If the answer is NO, go to thing be made available
					? If YES, all required supports, se meline. If the answer is NO, please		
	Student ben	efits from le	earning in a separate sma	ller setting.			
Step B.	Can the su special day			and/or modification	ons in the student's IEP be made a	vailable on a general o	education site in a
	O Yes	○ No	If the answer is YES, is NO, go to the quest		program on a general education si	ite is the appropriate p	lacement. If the answer
	O Yes	○ No	If not currently availa in a special day progr	able, can the require am on a general ed e provided within a	ed supports, services, accommoda lucation site? If YES, all required a reasonable timeline. If the answe	supports, services, acc	commodations and/or

Student		chool Distri	ict	INDIVI		EDUCATION	PROGRAM (ier)			
		LIE		S		Date	of Birth 01-J	JAN-2010		Meeting	30-SEP-2024
	Last		First	MI					_	Date	
		ANNU				ENVIRON			SIS (Co	ontinued)	
Step C.	Can the	supports, se	ervices, acco	mmodations	s and/or modi	fications in th	e student's IE	P be made	available	in a special s	chool setting?
F	O Yes	O No	If the ans	wer is YES,	then a specia	l school settin	g is the appro	priate plac	ement. If	the answer is	NO, go to the questio
	O Yes	○ No	If not curi	al school set	tting? If YES,	, all required s	upports, servi	ices, accom	nmodatio	ns and/or mod	tions be made available ifications must be ow. Then go to Step D
Step D.	Can the	supports, se	ervices, acco	mmodations	s and/or modi	fications in th	e student's IE	P be made	available	in a home/ho	spital setting?
	○ Yes	○ No			then a home/ go to the ques	hospital settin	g is the appro	priate plac	ement.		
	○ Yes	○ No	in a home	hospital set	tting? If YES	, all required s	upports, serv	ices, accom	nmodatio	ns and/or mod	tions be made availabl lifications must be ow. Then go to Step E
Step E.											al care facility?
	O Yes	O No		rently availa this setting		e in the IEP w	nat supports,	accommod	ations an	d/or modifica	tions are required for t

Student	AZAR	LIEL	(S)	Date of Birth 01-JAN-2010	Meeting	30-SEP-2024
	Last	First	MI		Date	
	A	NNUAL LEA	ST RESTRICTIV	E ENVIRONMENT ANALYSIS	(Continued)	
			To Be Completed By	the IEP Team at the IEP Team Meeting		
Step F.			d in the contents of this cluding (check all that a	IEP, and the placement being considered by the pply):	he IEP team, outwe	eigh any potential
	□ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □	Missed genera Rate at which Lack of oppor Lack of oppor Amount of so Limited acces	student may earn credit tunity for social interact tunities for age-appropr cialization opportunities s to peers in student's ho	aught by highly qualified staff s for graduation ion iate peer role models with typical peers		

Los Angeles Unified		NDIVIDUALIZED EDUCATION PROGRAM (IEI IEP FAI		Pa Eligibility, Placements and Supp
Student AZAR	LIEL S			Meeting Date 30-SEP-2024
Last	First	MI		
		ECC42 W/4L 4L2- IED	Ft C	han an Dalatad to this IED
	As of Dotos	Effective With this IEP	ruture C	hanges Related to this IEP
D11 11 111	As of Date:			
Eligibility: from Page 4)		Eligible (AUT)		
	Final IEP Reason Final IEP Effective Date:			
Curriculum		General Education		
Placement	Type of School	District Non-Resident School		
	1.7			
	Name of School	VALLEY ACAD ARTS/SCI		
Instructional Setting	Setting	Special Education		
3	Program	SLD		
	9			
	Special Day Minutes/Wk	750		
	Addresses Goals	3(Math),2(Writing),4(Vocational),1(Reading),5(ER ICS Social Emotion)		
Additional Factors	Low Incident Support	None		
	**	No		
	Assistive Technology Support	No		
		None		
	Transportation			
	Extended School Year/Intersession	Yes		
	Parent Counseling and Training (PCT)	Yes No		
	ESY Transportation	No		
Accommodation, Modifications, 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. Use of an index card during quizzes/tests. 25% extra time on standardized tests (PSAT, SAT, AT, CAST, CAASPP, SBAC etc.)		
	Instructional Modifications Other Supports, including Non-Academic			

Activities

		Limit physical activities that include repetitive bending, twisting and high impact activities (running, jumping) as these activities can cause pain/stress on the spine. Allow student to rest/access the Health Office for any reports of pain	
Preparation for Three Year Review IEP (At the second Annual Review IEP Meeting, the team must discuss and document the decision to	Do the Parent and the District (local educational agency) agree that a reassessment is unnecessary?	Yes	
conduct or not conduct a three-year comprehensive reassessment.)			
		Comments, as appropriate	
Low Incidence Equipment			
Assistive Technology Equipment			
Participation in General Education	Liel will participate in g	general education electives, advisory, and physical educ	eation classes.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Ango	eles Unified School	ol District		IEP FAPE Pa	irt 2 - Summary	of Services	
Student	AZAR	LIEL	S	Date of Birth	01-JAN-2010	Meeting Date	30-SEP-2024
	Last	First	MI				

		Effective With This IEP	Future Changes Related To This IEP
Service 1	Start Date:	Effective on Signature Date	
80	End Date:		
Psychological Services (ERICS)	Service applies to:	ESY	
	Frequency:	4	
This service addresses the following goals:	Interval:	Monthly	
5(ERICS Social Emotion)	Minutes/Interval:	120	
	Minutes/Interval (Pullout from Gen Ed):	120	
	Service Delivery Model:	Direct Service (By a Single Provider)	
	Responsible Personnel:	Licensed/Credentialed Provider	
Service 2	Start Date:	Effective on Signature Date	
80	End Date:		
Psychological Services (ERICS)	Service applies to:	Regular	
	Frequency:	4	
This service addresses the following goals:	Interval:	Monthly	

	5(ERICS Social Emotion)	Minu	ites/Interval:	120			
		Minutes/Interval (Pullo	ut from Gen Ed):	120			
		Service Deli	very Model:	Direct Service (By a Provider)	Single		
		Responsibl	e Personnel:	Licensed/Credentialed	Provider		
	otes: arents of students who are Medi-Cal eli	gible authorize LAUSD to su	ahmit alaima fa	a animhman anthon Mali Ca	1 funded com	ices unless parent(s)	.i Dt
	Iedi-Cal Non-Authorization to Bill form						signs a Parent
N		n. Please see Parent's Guide t	o Special Educ	ation Services (including Pro			signs a Parent
N	ledi-Cal Non-Authorization to Bill form	n. Please see Parent's Guide t	o Special Educ	ation Services (including Pro	cedural Righ		
I	ledi-Cal Non-Authorization to Bill form	Time Outside of	o Special Educ	ation Services (including Pro	cedural Righ	ts and Safeguards).	
I (Part 3 - Percentage of	Time Outside of	o Special Educ f Genera Effective W	ation Services (including Pro 1 Education Vith this IEP	Future C	ts and Safeguards).	
I The	Part 3 - Percentage of % of Time per Week outside of Gener	Time Outside of al Education Education/Recompensatory education	o Special Educ f Genera Effective W 43 oupment tion is required	ation Services (including Pro 1 Education With this IEP 2 Services Discu 1 due to the COVID-19 pands	Future C	as and Safeguards).	his IEP
The edu	Part 3 - Percentage of of Time per Week outside of Gener Part 4 - Compensatory EIEP team has reviewed and discussed	al Education Education/Recomplete dated 10-NOV-2022 (Instudent's progress/achievements)	Figure 1 Special Educe of Genera Effective W 43 Soupment Strong is required Inactive) Amen ent and consider	1 Education Vith this IEP Services Discu I due to the COVID-19 pandedment. red factors that may have im	Future C SSION emic. The IEE	ts and Safeguards). hanges Related to to the determine th	his IEP d:Compensatory ne school facility
The edu clo An	Part 3 - Percentage of Of Time per Week outside of Gener Part 4 - Compensatory EIEP team has reviewed and discussed of cation consideration was documented of the EIEP team has reviewed and discussed sures as a result of the COVID-19 pands	Time Outside of al Education Education Education/Recomplete and IEP dated 10-NOV-2022 (Instudent's progress/achievementic. The IEP team has determined to	ent and considermined: Recoup	I Education Vith this IEP Services Discu I due to the COVID-19 pandedment. The description of the control of	Future C SSION emic. The IEE	ts and Safeguards). hanges Related to to the determine th	his IEP d:Compensatory ne school facility

Minutes/Interval:

120

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

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_	eles Unified Scho					FAPE Part 2		<u> </u>		
Student	AZAR	LIEL	S		Date	of Birth 01-	JAN-201	0	Meeting Date	30-SEP-2024
	Last	First	MI							
				FAPE Su	ımmary G	rid				
Progra	m:	SLD			Setting	:		Special Ed	ducation	
Eligibil	ity:	Eligib	le (AUT)		Curric	ulum:		General Education		
Transp	ortation:	None			Low Incident Support: N		None	None		
	istrict Received Signature:									
Service Code	Servic Desc		Start Date	Service Applies To	Interval	Frequency	Area	Total Minutes	Addresses Goal(s)	No Consent
80	Psychological (ERIC		Effective on Signature Date	Regular	Monthly	4	~	120	ERICS Socia Emotion	1
80	Psychological (ERIC		Effective on Signature Date	ESY	Monthly	4	~	120	ERICS Socia Emotion	1

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 grea	test extent possible ("x" all that could a	pply for student, deper	nding on emergency circu	umstances):	
	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.

		Fo	r IEP Team Infor	mation		
✓ By clicking th	nis box the IEP tear	n has reviewed t	he FAPE Summaı	ry Page to ensur	e that it reflects the IE	P Team decisions.

INDIVIDUALIZED EDUCATION PROGRAM (IEP) Los Angeles Unified School District (ITP, pg. 2 of 3) LIEL Date of Birth 01-JAN-2010 30-SEP-2024 Student | AZAR Meeting Last **First** MI Date INDIVIDUAL TRANSITION PLAN (ITP) Section 2: Employment Assessment (at least one assessment must be completed in this Date Assessment Name and Results: Indicate interests/abilities and area(s) of need (if applicable) area). Assessment: Transition Planner Transition Surveys, Checklists, or Informal Questionnaires 19-SEP-2024 Results: Liel has expressed interest in obtaining a career involved in If other? engineering. She is involved in clubs such as robotics that support her career pathway. She needs to know the skills that are needed for her career interests. If other? If other? **Employment Postsecondary Goal** Upon completion of high school, the student will: be competitively employed **Employment Activity to Support Goal** Timeline Person/Agency Responsible identify training requirements needed for various occupations of interest 19-SEP-2025 Student Parent/Guardian/Family V Special Education Teacher V If other? V V Section 3: Independent Living (as needed) Assessment Name and Results: Indicate interests/abilities and area(s) of need (if applicable) Assessment (at least one assessment must be completed in this Date area). If other? ~ If other? **Independent Living Postsecondary Goal** If other? Upon completion of high school, the student will: Timeline **Independent Living Activity to Support Goal** Person/Agency Responsible V V V If other? V V

INDIVIDUALIZED EDUCATION PROGRAM (IEP) Los Angeles Unified School District (ITP, pg. 3 of 3) LIEL Date of Birth 01-JAN-2010 30-SEP-2024 Student AZAR Meeting Last **First** MI Date 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: Yes No Courses currently enrolled in: Yes No Courses still needed: OYes No IGP or course of study was provided to the parent or student over age 18 as required: Yes Student is working towards: Certificate of Completion 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: Student will participate in clubs and activities that supports her postsecondary goals. **Future Agency Involvement:** Are there agencies currently or prospectively providing or paying for transition services? O Yes O No Do you give permission to the District to invite these agencies to the next IEP in which transition services will be reviewed? Ves No Agency Name: **v** Agency Name: V Agency Name: 1. Does the student's IEP include appropriate measurable postsecondary goals that cover 1. **Y**es education/training, employment and, as needed, independent living? info 2. **Y**es 2. Are the postsecondary goals updated annually? info 3. Is there evidence that the measurable postsecondary goals were based on age appropriate transition Yes assessment? info Yes 4. Are there transition services that will reasonably enable the student to meet their postsecondary goals? 5. **Y**es 5. Do the transition services include a course of study that is a multi-year description of coursework from **6.** ✓ Yes the student's current year to anticipated exit year and that is designed to help the student achieve the identified postsecondary goals? info 7. **Y**es 6. Is (are) there annual IEP goal(s) related to the student's transition services needs? info 8. Yes N/A 7. Is there evidence that the student was invited to the IEP team meeting where transition services were discussed? info 8. If appropriate, is there evidence that a representative of any participating agency was invited to the IEP team meeting with the prior consent of the parent or student who has reached the age of majority? info