			INDIVIDUALIZED	EDUCATION PROGRAM (I	(EP)	Page 1 of 2
Los Angeles Unified S Student Identificati Number		ict 031212F064	SSID	9469461554	E	ligible (ID)
Student COHEN	НО	DAYA		Preferred	Date of	f Birth: 12-MAR-2012
Last		First	MI	Name:		
			Section A:	Meeting Information		
	Perti	nent Dates			Type of Meeting	
Date of Initial IEP Team	Meeting	24-OCT-2017		() Initial	Amen	dment of IEP dated
Date of Present Meeting		19-NOV-2024		Ŭ		
Annual Review to be co	nducted by	04-NOV-2025		Annual Review	Early	Start Transition
Next Three Year Review conducted by	will be	15-NOV-2026		Three Year Review	Expuls	sion Analysis
Three Year Review or E was conducted on	valuation	16-NOV-2023		Other		dual Transition Plan
Transition to Kindergart conducted by	en to be					
Location of Meeting	N	ADISON MS		District Name	Los Angeles Unified	School Distri
				Student Information		
Date of Birth	12-MAR-2		Age	12	Grade	7
Gender	O Male O Nonbinary	Female O	Ethnic Code	White		
Location of the Psych Folder	REGION N	IORTH	Student has no Psyc Folder	h 🗌		
Location of the Cum Folder	MADISON	MS	Student has no Cum Folder		_	
Home Language	Hebrew		Student Language	Hebrew	Alternate Mode of Communication	
Home Address of Student	12515 EMI	ELITA ST				
City	VALLEY V	/ILLAGI CA	ZIP Code	91607		
Home Telephone	(747) 529-5	5810	Daytime Telephone		Emergency Telephone	;
School of Attendance	Madison M	[s	Location Code	8230		
School of Residence	Madison M	[s	Location Code	8230	Τ́	
Name of Parent/Guardian			Telephone		Parent/Guardian Email	
Address						
City		CA	ZIP Code			
Name of Parent/Guardian Address	Hila Cohen		Telephone		Parent/Guardian Email	
City		CA	ZIP Code			
Surogate Parent			Telephone			
Attends CURRENT SC of the following	HOOL as a re	esult of one	Attends School of Re	sidence V	Ĩ	
Is the student living in a Home (FFH)?	-		⊖ <sub>Yes</sub>	FFH#		
Is FFH Provider related			O Yes	Relationship		
Licensed Children's Inst	itution	🔘 No	O Yes	LCI Name LCI#		
Out of the home placem	ent made by	$\bigcirc$ su	gional Center perior Court	O Department of Menta O Other	al Health O Depart	ment of Children's Services
Child's family living wit boundaries? If the student is 18 years			• Yes ted minor, does he/she h	nave educational decision-maki	ng rights?	O No O Yes

Los Angeles	Unified School District	INDIVIDUAL	IZED EDUC	ATION PROGRAM (IEP)	Page 2 of 2
Student				Date of Birth 12-MAR-2012	
Student	Last First	MI Saati	on C. Long	age Acquisition	
Language Cla	ssification:		ited English l		26-APR-2018
	/ Parent Request:		_	Reclassific	20 1111 2010
	*		res O No		
	mance Level and Performance Descriptor	: Leve	l 1 – Emergii		22-MAY-2024
Alternate ELP Descriptor:	AC Performance Level and Performance			✓ Test Date:	
1		Section D:	Goal Achie	vement from Current IEP	
		Achi	ieved		
Goal for: (ex	ample - Reading)	Yes	No	If No, explain the reason the goal/objecti	ve was not achieved
1	Social Emotional	$ $ $\bigcirc$	$\bigcirc$	Needs more time	
Category	Social Emotional				
	Objective 1 met	$\bigcirc$	$\bigcirc$	Needs more time	
	Objective 2 met	0		Needs more time	
2	Language		0		
Category	Language – Expressive 🗸				
	Objective 1 met		0		
	Objective 2 met	$\bigcirc$	Õ		
3	Language		0		
Category	Language – Pragmatics		0		
8.	Objective 1 met		$\bigcirc$		
	Objective 2 met		0		
4	Functional Comm/Transportation		0		
Category	Communication V		0		
category	Objective 1 met		$\bigcirc$		
	Objective 2 met		0		
5	Functional Math 1		0		
Category	Math		0		
Category	Objective 1 met		$\bigcirc$		
	Objective 1 met		0		
6			0		
	Voc Ed		$\bigcirc$		
Category	Vocational Education				
	Objective 1 met		0		
-	Objective 2 met		0		
7	Functional Reading		$\bigcirc$	with adult modeling as needed	
Category	Reading V		~		
	Objective 1 met		0		
~	Objective 2 met		0		
8	Functional Writing		$\bigcirc$	with adult modeling as needed	
Category	Writing V		~		
	Objective 1 met	0	0		
	Objective 2 met	$\bigcirc$	0		
9	ELD		$\bigcirc$		
Category	English Language Development 🗸	)			
	Objective 1 met		$\bigcirc$		
	Objective 2 met	$\bigcirc$	$\bigcirc$		
10	Functional Math 2		$\bigcirc$		
Category	Math 🗸				
	Objective 1 met		$\bigcirc$		
	Objective 2 met	$\bigcirc$	0		

Hodaya is a 12 address social e physical exercis review of record P.E., regularly a STRENGTHS: makeup and cos good eye contac CONTINUEI Performance Are Category: Assessment/Mon State/District Ass Current Performa CONTINUEI NEEDS: Per pp oral language ir peers. She also and socializing Due to her over eligibility of Int words/expressio	COHEN Last Last area: Conitoring Proce Assessment Res mance/Assessm 2 year old stud 1 emotional goa cise) to deal wi ords. Hodaya is a cosmetics highl tact and socially ED BELOW area: Conitoring Proce Assessment Res mance/Assessm ED FROM AB	HODAY Fir ss Used: ults: ent Summar l of impleme th upsetting c enthusiastic, m, practices vibrant and p ights her crea y appropriate ss Used: ults: ent Summar	st Social/Er Social E Informal, N/A y (include : Madison N nting strate emotions in , respectful Pilates, and ossitive stu ativity and smiles. Ho Social Er Social E Informal,	motional Emotional , observation student strength Middle School. S egies to reduce s 1 3 out of 4 trials l, friendly and sc d trains in martia ident. She is enth attention to deta odaya has shared motional motional , observation	hs, student nee She receives v stress (e.g., tal ls per week wi sociable. She g ial arts. She is thusiastic and ail, serving as ed she enjoys p	t Level of Perfor ds and impact of d weekly ERICS (Ed king to a friend or th maximum (4-5 reets others warm also interested in t has a genuine inter	isability on stu ucationally Re trusted adult, prompts) adult y, and maintai eauty, cosmet est in building kpression. She	Ident perform elated Intensiv considering w t support as mo ins good eye c cics, such as na g relations. Ad g greets others	e Counseling Servi- that led to these feel easured by observat ontact. She has inte ails and hairstyles. ditionally, her passi appropriately, press	ces) to lings, tions and rests in
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	so has experiend ng in different so verall progress, Intellectual Disa	opriate mani ed difficulty ettings. provider wil ability (ID) a cipate in clas	her for app focusing. l continue ppears to a	ropriate commu Currently, stude to provide ERIC affect her ability	unication with ent has made g CS Counseling y to socialize a	others appear to b great progress over g at the prescribed	50 min per mc	impacting her nues to strugglo onth. Impact of ; follow direct	r ability to socialize e with social relatio f the Disability: Ho ions, use appropriat	with onships daya's

Lax degle Unified School Disrice Student (UNIN    HDMA) T M Date of Ritch (2:AARA:2012 Meeting Date (9:ANOX-2022 Lax First ML Category: Writing Control of						IND	IVIDUAL	LIZED EDU	UCATION I	PROGR	AM (IEP)			Pa	age 4 of 2
Last       First       MI         Section E: Present Level of Performance         Performance Area:       Functional Writing         Category:       Writing         Assessment/Monitoring Process Used:       Informal testing, observations, work samples         State/District Assessment Results:       SBAC ELA 2396 standard not met (5/7/2024)         Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance):         Strengths: Hodaya is able to articulate and write simple disjointed sentences with moderate adult assistance. With adult assistance and redirections he is able to articulate and write a simple sentences using vocabulary words. Hodaya is able to bar wite a barby to articulate and write a simple sentences when given a word bank and writing prompts. She is also able to independently write simple sentences.         Needs: Hodaya needs to be able to write a simple paragraph with appropriate grammar when given a word bank and sentence starters as needed with adult assistance as needed.         Impact of Disability: Hodaya's eligibility of Intellectual Disability impairs ability to write simple sentences in Functional Writing, which impacts her progress and involvement in general education curriculum to such a degree that her instruction is based on the Alternative curriculum.         Performance /Area:       Functional Reading         Category:       Reading         Category:       Reading         Category:       Reading         State/District Assessment Resull	8		School					)	Data	f D:4h	12 MAD 2012	Moot	ng Data	10 NOV 2024	
Performance Area:       Functional Writing         Category:       Writing         Assessment/Monitoring Process Used:       Informal testing, observations, work samples         State/District Assessment Results:       SBAC ELA 2396 standard not met (5/7/2024)         Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance):         Strengths: Hodaya is able to articulate and write simple disjointed sentences with moderate adult assistance. With adult assistance and redirections he is able to articulate and write simple disjointed sentences with moderate adult assistance. With adult assistance and redirections he is able to articulate and write simple disjointed sentences with moderate adult assistance. With adult assistance and redirections he is assistance as sentedes it, and maintains attention to brit clearly. She will ask for help when she needs it, and maintains attention to the assistance as needed.         Needs: Hodaya needs to be able to write a simple paragraph with appropriate grammar when given a word bank and sentence starters as needed with adult assistance as needed.         Impact of Disability: Hodaya's 'eligibility of Intellectual Disability impairs ability to write simple sentences in Functional Writing, which impacts her progress and involvement in general education curriculum to such a degree that her instruction is based on the Alternative curriculum.         Performance Area:       Functional Reading         Category:       Reading         Category:       Reading         State/District Assessment Results:       SBAC ELA 2396 standard	Student						MI	J	Date	i dirtii	12-MAR-2012	Meet	ng Date	19-NOV-2024	
Category:       Writing         Assessment/Monitoring Process Used:       Informal testing, observations, work samples         State/District Assessment Results:       SBAC ELA 2396 standard not met (5/7/2024)         Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance):         Strengths: Hodaya is able to articulate and write simple disjointed sentences with moderate adult assistance. With adult assistance and redirection she is able to write a simple sentences using vocabulary words. Hodaya is able to print clearly. She will ask for help when she needs it, and maintains attention to her assigned writing tasks. She can write a simple paragraph with appropriate grammar when given a word bank and sentence starters as needed with adult assistance as needed.         Needs: Hodaya needs to be able to write a simple paragraph with appropriate grammar when given a word bank and sentence starters as needed with adult assistance as needed.         Impact of Disability: Hodaya's eligibility of Intellectual Disability impairs ability to write simple sentences in Functional Writing, which impacts her progress and involvement in general education curriculum to such a degree that her instruction is based on the Alternative curriculum.         Performance Area:       Functional Reading         Category:       Reading         Assessment Wonitoring Process Used:       Informal testing, observations, work samples         State/District Assessment Summary (include student strengths, student needs and impact of disability on student performance):         Strengths: Hodaya can read basic wo	D (							E: Present	t Level of P	erform	ance				
Assessment/Monitoring Process Used: Informal testing, observations, work samples State/District Assessment Results: SBAC ELA 2396 standard not met (5/7/2024) Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Needs: Hodaya is able to articulate and write simple disjointed sentences with moderate adult assistance. With adult assistance and redirection she is able to write a simple sentences using vocabulary words. Hodaya is able to print clearly. She will ask for help when she needs it, and maintains attention to her assigned writing tasks. She can write a simple sentences when given a word bank and writing prompts. She is also able to independently write simple sentences. Needs: Hodaya needs to be able to write a simple paragraph with appropriate grammar when given a word bank and sentence starters as needed with adult assistance as needed. Impact of Disability: Hodaya's 'eligibility of Intellectual Disability impairs ability to write simple sentences in Functional Writing, which impacts her progress and involvement in general education curriculum to such a degree that her instruction is based on the Alternative curriculum. Performance Area: Functional Reading Category: Reading  Assessment/Monitoring Process Used: Informal testing, observations, work samples State/District Assessment Summary (include student strengths, student needs and impact of disability on student performance): Strengths: Hodaya can read basic words, all of her letters, and is able to decode new words and sound out spelling-sound correspondences for common vowel teams. Hodaya can sound out basic CVC words and is able to research unknown topics online and understand word definitions when given assistance. Hodaya is able to arecongrize and identify the correct edits when given 10 complete sentences vs. sentence fragments, as well as correct purcutation. Needs: Hodaya needs to be able to recognize and identify the correct edits when given 10 complete sentences vs.		Area:			Function	onal Writi	ing								
State/District Assessment Results:       SBAC ELA 2396 standard not met (5/7/2024)         Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance):         Strengths: Hodaya is able to articulate and write simple disjointed sentences with moderate adult assistance. With adult assistance and redirection she is able to write a simple sentences using vocabulary words. Hodaya is able to print clearly. She will ask for help when she needs it, and maintains attention to her assigned writing tasks. She can write a simple sentences when given a word bank and writing prompts. She is also able to independently write simple sentences.         Needs: Hodaya needs to be able to write a simple paragraph with appropriate grammar when given a word bank and sentence starters as needed with adult assistance as needed.         Impact of Disability: Hodaya's' eligibility of Intellectual Disability impairs ability to write simple sentences in Functional Writing, which impacts her progress and involvement in general education curriculum to such a degree that her instruction is based on the Alternative curriculum.         Performance Area:       Functional Reading         Category:       Reading         Assessment/Monitoring Process Used:       Informal testing, observations, work samples         State/District Assessment Results:       SBAC ELA 2396 standard not met (5/7/2024)         Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance):         Strengths: Hodaya as needs to basic to ored, all of her letters, and is able to research unknown topies online	•••		_		Writin	ng			►						
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Category:       Reading         Assessment/Monitoring Process Used:       Informal testing, observations, work samples         State/District Assessment Results:       SBAC ELA 2396 standard not met (5/7/2024)         Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance):         Strengths: Hodaya can read basic words, all of her letters, and is able to decode new words and sound out spelling-sound correspondences for common vowel teams. Hodaya can sound out basic CVC words and is able to research unknown topics online and understand word definitions when given assistance. Hodaya is able to answer comprehension questions in writing and orally with some modeling. She can identify story elements and summarize with prompting. Hodaya can identify the main idea, characters, settings and basic story elements.         Needs: Hodaya needs to be able to recognize and identify the correct edits when given 10 complete sentences vs. sentence fragments, as well as correct punctuation and capitalization.         Impact of Disability: Hodaya's' eligibility of Intellectual Disability impairs her ability to decode and sound out words in Functional Reading, which impacts													impacts	her	
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<ul> <li>vowel teams. Hodaya can sound out basic CVC words and is able to research unknown topics online and understand word definitions when given assistance. Hodaya is able to answer comprehension questions in writing and orally with some modeling. She can identify story elements and summarize with prompting. Hodaya can identify the main idea, characters, settings and basic story elements.</li> <li>Needs: Hodaya needs to be able to recognize and identify the correct edits when given 10 complete sentences vs. sentence fragments, as well as correct punctuation and capitalization.</li> <li>Impact of Disability: Hodaya's' eligibility of Intellectual Disability impairs her ability to decode and sound out words in Functional Reading, which impacts</li> </ul>	Current Perf	ormance/As	sessme	nt Summ	ary (includ	de student	strengths,	student nee	ds and impa	et of disa	bility on student perf	ormance):			
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Los Angeles Unified Sch								D. (ADVOLU	
Student COHEN Last	HODAY		MI		Date of Birth	12-MAR-2012	Meetin	g Date 19-NOV-2	2024
Last				on E: Present l	Level of Perforn	nance			
Performance Area:		Functional Mat	h						
Category:		Math			•				
Assessment/Monitoring Pro	ocess Used:	Informal testing	g, observa	vations, work sar	nples			)	
State/District Assessment R	esults:	SBAC Math 23	06 stand	lard not met (5/7	/2024)				
Current Performance/Asses	sment Summar	y (include studen	t strengtl	hs, student needs	s and impact of dis	ability on student perf	ormance):		
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Performance Area:		Functional Con	nmunicat	tion					
Category:		Communicatio	'n		~				
Assessment/Monitoring Pro	ocess Used:	observations							
State/District Assessment R	esults:	n/a							
Current Performance/Asses	sment Summar	y (include studen	t strengtl	hs, student needs	s and impact of dis	ability on student perf	ormance):		

Assessment/Monitoring Process Used:       Informal testing, observations, work samples         State/District Assessment Results:       ELPAC 1469 minimally developed	Student	COHEN	HODAY	Ϋ́Α			Date of Birth	12-MAR-2012	Me	eting Date	19-NOV-202
Performance Area:       English Language Dev.         Category:       English Language Development ▼         Assessment/Monitoring Process Used:       Informal testing, observations, work samples         State/District Assessment Results:       5/22/2024 ELPAC 1469 minimally developed         Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance):         Areas of Strengths:         While speaking during conversations, Hodaya has good social skills when discussing with a partner (ex. waiting turn to speak, listening). She can pose and respond to specific questions to contribute ideas and claborate on the remarks of others. After Reading a passage, Hodaya can summarize information from an oral, visual or media presentation or a read aloud. She can follow rules for discussion, such as listening to others and taking turns speaking. She asks and answers questions bout key details of information presented orally. While writing directed responses, Hodaya can draw conclusions from the information and knowledge gained from the discussion. Hodaya adds multimedia components (e.g., graphics, sound) and visual displays to presentations when appropriate. She adds drawings or other visual displays to descriptions to give additional information. She prints uppercase and lowercase letters. She can capitalize the first word in a sentence and the pronoun I.         Hodaya recognizes inappropriate shifts in verb tense. While listening to class discussions, Hodaya can follow multi step directions and participates in discussion about some topics and books with peers and adults. She uses words and phrases learned through conversation and reading.         Performance Area:       E		Last	Fir	st			1 CD C				
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State/District Assessment Results:       ELPAC 1469 minimally developed         Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance):         Areas of Needs:         Impact of Disability: Hodaya's intellectual disability and challenges in/or with speaking, affects their ability referring to the text or to relevant background knowledge, which impacts their involvement and access to the general education curriculum to such a degree that instruction is based on alternate	Category:	Alca.			0 0						
Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Areas of Needs: Impact of Disability: Hodaya's intellectual disability and challenges in/or with speaking, affects their ability referring to the text or to relevant background knowledge, which impacts their involvement and access to the general education curriculum to such a degree that instruction is based on alternate	0.1		ss Used:	English I	Language Develo	pment 🗸	s				
Impact of Disability: Hodaya's intellectual disability and challenges in/or with speaking, affects their ability referring to the text or to relevant background knowledge, which impacts their involvement and access to the general education curriculum to such a degree that instruction is based on alternate	Assessment/	Monitoring Proce		English I Informal	Language Develo testing, observatio	pment 🗸	) s				
	State/District Current Perfo Areas of No	Monitoring Proce t Assessment Rest formance/Assessm eeds:	ults: aent Summar <u>y</u>	English I Informal to ELPAC 1 y (include s	Language Develo testing, observatio 469 minimally de student strengths,	pment ons, work sample veloped student needs and	l impact of disa	<u> </u>	,		
	Assessment/J State/District Current Perfo Areas of No Impact of I knowledge,	Monitoring Proce t Assessment Rest formance/Assessm eeds: Disability: Hoday , which impacts th	ults: ent Summar a's intellectua eir involvem	English I Informal ( ELPAC 1 y (include s al disability ent and acc	Language Develo testing, observation 469 minimally de- student strengths, 7 and challenges in cess to the genera	pment ons, work sample veloped student needs and n/or with speakin	l impact of disa	ability referring to	the text or to r		kground
	Assessment/J State/District Current Perfo Areas of No Impact of I knowledge,	Monitoring Proce t Assessment Rest formance/Assessm eeds: Disability: Hoday , which impacts th	ults: ent Summar a's intellectua eir involvem	English I Informal ( ELPAC 1 y (include s al disability ent and acc	Language Develo testing, observation 469 minimally de- student strengths, 7 and challenges in cess to the genera	pment ons, work sample veloped student needs and n/or with speakin	l impact of disa	ability referring to	the text or to r		kground
	Assessment/ State/District Current Perfo Areas of No Impact of I knowledge,	Monitoring Proce t Assessment Rest formance/Assessm eeds: Disability: Hoday , which impacts th	ults: ent Summar a's intellectua eir involvem	English I Informal ( ELPAC 1 y (include s al disability ent and acc	Language Develo testing, observation 469 minimally de- student strengths, 7 and challenges in cess to the genera	pment ons, work sample veloped student needs and n/or with speakin	l impact of disa	ability referring to	the text or to r		kground
	Assessment/ State/District Current Perfo Areas of No Impact of I knowledge,	Monitoring Proce t Assessment Rest formance/Assessm eeds: Disability: Hoday , which impacts th	ults: ent Summar a's intellectua eir involvem	English I Informal ( ELPAC 1 y (include s al disability ent and acc	Language Develo testing, observation 469 minimally de- student strengths, 7 and challenges in cess to the genera	pment ons, work sample veloped student needs and n/or with speakin	l impact of disa	ability referring to	the text or to r		kground
	Assessment/J State/District Current Perfo Areas of No Impact of I knowledge,	Monitoring Proce t Assessment Rest formance/Assessm eeds: Disability: Hoday , which impacts th	ults: ent Summar a's intellectua eir involvem	English I Informal ( ELPAC 1 y (include s al disability ent and acc	Language Develo testing, observation 469 minimally de- student strengths, 7 and challenges in cess to the genera	pment ons, work sample veloped student needs and n/or with speakin	l impact of disa	ability referring to	the text or to r		kground
	Assessment/J State/District Current Perfo Areas of No Impact of I knowledge,	Monitoring Proce t Assessment Rest formance/Assessm eeds: Disability: Hoday , which impacts th	ults: ent Summar a's intellectua eir involvem	English I Informal ( ELPAC 1 y (include s al disability ent and acc	Language Develo testing, observation 469 minimally de- student strengths, 7 and challenges in cess to the genera	pment ons, work sample veloped student needs and n/or with speakin	l impact of disa	ability referring to	the text or to r		kground
	Assessment/J State/District Current Perfo Areas of No Impact of I knowledge,	Monitoring Proce t Assessment Rest formance/Assessm eeds: Disability: Hoday , which impacts th	ults: ent Summar a's intellectua eir involvem	English I Informal ( ELPAC 1 y (include s al disability ent and acc	Language Develo testing, observation 469 minimally de- student strengths, 7 and challenges in cess to the genera	pment ons, work sample veloped student needs and n/or with speakin	l impact of disa	ability referring to	the text or to r		kground
	Assessment/J State/District Current Perfo Areas of No Impact of I knowledge,	Monitoring Proce t Assessment Rest formance/Assessm eeds: Disability: Hoday , which impacts th	ults: ent Summar a's intellectua eir involvem	English I Informal ( ELPAC 1 y (include s al disability ent and acc	Language Develo testing, observation 469 minimally de- student strengths, 7 and challenges in cess to the genera	pment ons, work sample veloped student needs and n/or with speakin	l impact of disa	ability referring to	the text or to r		kground
	Assessment/J State/District Current Perfo Areas of No Impact of I knowledge,	Monitoring Proce t Assessment Rest formance/Assessm eeds: Disability: Hoday , which impacts th	ults: ent Summar a's intellectua eir involvem	English I Informal ( ELPAC 1 y (include s al disability ent and acc	Language Develo testing, observation 469 minimally de- student strengths, 7 and challenges in cess to the genera	pment ons, work sample veloped student needs and n/or with speakin	l impact of disa	ability referring to	the text or to r		kground
	Assessment/J State/District Current Perfo Areas of No Impact of I knowledge,	Monitoring Proce t Assessment Rest formance/Assessm eeds: Disability: Hoday , which impacts th	ults: ent Summar a's intellectua eir involvem	English I Informal ( ELPAC 1 y (include s al disability ent and acc	Language Develo testing, observation 469 minimally de- student strengths, 7 and challenges in cess to the genera	pment ons, work sample veloped student needs and n/or with speakin	l impact of disa	ability referring to	the text or to r		kground
	Assessment/J State/District Current Perfo Areas of No Impact of I knowledge,	Monitoring Proce t Assessment Rest formance/Assessm eeds: Disability: Hoday , which impacts th	ults: ent Summar a's intellectua eir involvem	English I Informal ( ELPAC 1 y (include s al disability ent and acc	Language Develo testing, observation 469 minimally de- student strengths, 7 and challenges in cess to the genera	pment ons, work sample veloped student needs and n/or with speakin	l impact of disa	ability referring to	the text or to r		kground

Los Angeles Unified Scl	nool District		INDIVIDUALIZE	ED EDUCATION P	PROGRA	M (IEP)			Page 7 of 2
Student COHEN	HODAY	'A		Date o	f Birth	12-MAR-2012	Meeting	Date 19-NOV-2	2024
Last	Firs		MI	Dure				, 2	
Performance Area:		Language	Section E: P	Present Level of P	erforma	nce		)	
Category:		Language		~				)	
Assessment/Monitoring Pro	ocess Used:		Socian Data Taa	cher Feedback, Rev	iow of Po	aanda		)	
State/District Assessment R		N/A	, Session Data, Tea	cher Feedback, Kev	iew of Ke	cords		)	
Current Performance/Asses			dent strengths, stud	ent needs and impac	rt of disab	ility on student perfor	mance).	J	
Background: Hodaya atter eligible for Language and speech and language servi and English and is current	nds 7th grade in Speech support ices for 900 min	the IDM Sp at her initial utes/ yearly	cial Education Prog IEP in October of 2 5 target specific are	gram at Madison Mi 2017 to address weak as of language and p	ddle Scho knesses w	ol. Per available recon ith expressive languag	rds, Hodaya or ge. Hodaya cur	rently received	
Strengths: Hodaya contin or peer. She has been obse details in a logical and sec maintaining topic of conve does not adversely impact	erved to ask que quential order. S ersation. Althou	stions in clas he also enjoy gh Hodaya's	when needed. She s engaging in conve	has made progress i ersations with peers	in being a and adults	ble to tell a recent exp s and is able to ask fol	perience while llow up questio	providing ons while	
Needs: At this time, bene thinking or feeling as well				vities targeting pers	pective tal	king of what others in	a social scena	rio might be	
Performance Area:		Language (	ontinued						
Category:		Language		~				)	
Assessment/Monitoring Pro	ocess Used:		. Session Data. Tea	cher Feedback, Rev	iew of Re	cords			
State/District Assessment R	Results:	N/A						)	
Current Performance/Asses	sment Summary		dent strengths, stud	ent needs and impac	ct of disab	ility on student perfor	mance):	)	
involvement and progress alternate curriculum. Natalie Kahn, M.S., CCC	C	ducation cur	iculum to such a de	gree that instruction	is based of	on alternate achievem	ient standards i	using the	

	INDIVIDUAI	IZED EDUCATION PROGRAM (IEP)		Page 8 of 25
Los Angeles Unified School District				
Student COHEN HODA' Last Fir		Date of Birth 12-MAR-20	Meeting Date	19-NOV-2024
		Section F: Eligibility		
If applicable, areas discussed related to dis	ability or suspected disability	/:		
For Initial IEP, interventions attempted price	or to determining eligibility:			
Eligible as a student with primary (and sec				
Code: ID	Intellectual I	Disability		
Not Applic		OPartially Sighted		
Additional Low Incidence Eligibility (only	for VI, DBL, DEA, HOH, o	r severe OI):		
Code:				
Not Applicable,	OBlind or	OPartially Sighted		
O Does not meet eligibility criteria for Sp	ecial Education Services (Ini	itial IED)		
or	cerai Education Services (ini			
O No Longer Eligible for Special Educati	on Services (Review IEP).			
No Longer Eligible (Effective	<u> </u>			
Date):				
This is a Final IEP, the student remains	eligible for Special Education	on Services until the Effective Date below		
Final IEP Reason:		Final IEP Effective Date:		
The IEP Team has considered and agree	s that the educational need	s of the student are not primarily due to:		)
Social Maladjustment		orary Physical Disability	✓ Lack of instruction in rea	ding
Lack of instruction in math	-	d English Proficiency	Environmental, Cultural	-
Lack of instruction in math		a English Proficiency	Environmental, Cultural (	or Economic Factors

Student COHEN	HODAYA		Date of Birth 12-MAR-2012	Meeting Date 19-NOV-2024
Last	First	MI		Meeting Date 19-1404-2024
		Section G: Annual G	oals and Objectives	
ormance Area:	Social Emotional C	Category: Soci	ial Emotional 🗸 Annual C	ioal #: 1
Iodaya will implement stra	itegies to reduce stress (e.g., ta	lking to a friend or trusted adu	Ilt, considering what led to these feelings, p	physical exercise) to deal with
psetting emotions in 3 out	of 5 trials per week with mode	erate (2-3 prompts) adult suppo	ort as measured by observations and review	v of records.
			rogress and Achievement from Current IE	EP" form(s) which will be
rovided at either Progress	Report or Report Card period	s.		
_		Methods of 1	Evaluation	
State Assessments	U Norm I	Referenced	Criterion Referenced	Curriculum Based
Observation	U Portfol	io	U Work Samples	<ul> <li>Informal</li> </ul>
└ Other				
ncremental objective #1 1			Incremental objective #2 related to t	
•	rategies to reduce stress (e.g.,	•		duce stress (e.g., talking to a friend or truste
	what led to these feelings, phy			lings, physical exercise) to deal with upsett
	t of 4 trials per week with max		*	with maximum (4-5 prompts) adult support a
support as measured by ob	servations and review of reco	rds.	measured by observations and review of	of records.
Date to be achieved:		₩O/YR	Date to be achieved:	× 2025 × MO/YR
vale to be achieved.	March <b>v</b> 2025	✓ MO/YR	Date to be achieved: July	✓ 2025 ✓ MO/YR
		OT OF DDOC DESS AND A	CHIEVEMENT FROM CURRENT IE	D
			ON OF MARKS	1
4 GOAL MET OR EXCEEDED	3 SUBSTANTIAL PROG met)	<i>RESS</i> (50-99% of goal	2 PARTIAL PROGRESS (1-49% of g	bal met) 1 NO PROGRESS
1st Reporting Period	2nd Reporting Period	<b>3rd Reporting Period</b>	4th Reporting Period (Secondary	Goal Achievement
			Only)	Goal Acmevement
Date:	Date:	Date:	Date:	
			Date.	
	Progress Mark:	Progress Mark:	Progress Mark:	Objective 1 Met:
Progress Mark:		1 Togi ess manin	11061000 111111	
Progress Mark:				
Progress Mark:				O Yes O No
				O Yes O No Objective 2 Met:
Is progress sufficient to	Is progress sufficient to	Is progress sufficient to meet annual goal?	Is progress sufficient to meet annual	Objective 2 Met:
Is progress sufficient to meet annual goal?	Is progress sufficient to meet annual goal?	meet annual goal?	goal?	
Progress Mark: Is progress sufficient to meet annual goal? Yes O No	Is progress sufficient to			Objective 2 Met:
Is progress sufficient to meet annual goal? O Yes O No	Is progress sufficient to meet annual goal?	meet annual goal?	goal? O Yes O No	Objective 2 Met: O Yes O No
Is progress sufficient to meet annual goal? Yes No If "No" please comment:	Is progress sufficient to meet annual goal? Yes No If "No" please comment:	meet annual goal? Yes No If "No" please comment:	goal? Yes No If "No" please comment:	Objective 2 Met: O Yes O No
Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time	Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time	meet annual goal? Yes No If "No" please comment: Needs More Time	goal? Yes No If "No" please comment: Needs More Time	Objective 2 Met: O Yes O No
Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess	Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess	meet annual goal? Yes No If "No" please comment: Needs More Time Excess	goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy	Objective 2 Met: O Yes O No
Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy	Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy	meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy	goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed	Objective 2 Met: O Yes O No
Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not	Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not	meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not	goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy	Objective 2 Met: O Yes O No
Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed	Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed	meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed	goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed	Objective 2 Met: O Yes O No
Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to	Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to	meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to	goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal	Objective 2 Met: O Yes O No
Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal	Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal	meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal	goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal	Objective 2 Met: O Yes O No
Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to	Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to	meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to	goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal	Objective 2 Met: O Yes O No

Student COHEN	HODAYA		Date of Birth 12-MAR-2012	Meeting Date 19-NOV-2024
Last	First	MI Section G: Annual C	Goals and Objectives	
rmance Area:	Functional Reading C		ading V Annual G	oal #: 2
•	recognize and identify the con uracy in 4/5 trials with adult a	-	plete sentences vs. sentence fragments, as w	ell as correct punctuation and
	be reported to parents by con Report or Report Card period		Progress and Achievement from Current IE	P" form(s) which will be
_	_	Methods of	Evaluation	_
State Assessments	Norm 1	Referenced	Criterion Referenced	Curriculum Based
Observation Other	Dertfol	io	Vork Samples	Informal
complete sentences vs. sen	p recognize and identify the co tence fragments, as well as cc curacy in 2/5 trials with adult	prrect punctuation and	Hodaya needs to be able to recognize an complete sentences vs. sentence fragme capitalization with 60% accuracy in 3/5	÷
ate to be achieved:	March  V 2025 IEP REPOI	✓ MO/YR RT OF PROGRESS AND A	Date to be achieved: July	<ul> <li>✓ 2025</li> <li>✓ MO/YF</li> </ul>
			ION OF MARKS	-
4 GOAL MET OR EXCEEDED	3 SUBSTANTIAL PROG met)	<i>RESS</i> (50-99% of goal	2 PARTIAL PROGRESS (1-49% of go	bal met) <i>I NO PROGRESS</i>
1st Reporting Period	2nd Reporting Period	<b>3rd Reporting Period</b>	4th Reporting Period (Secondary	<b>Goal Achievement</b>
Date:	Date:	Date:	Only) Date:	
Progress Mark:	Progress Mark:	Progress Mark:	Progress Mark:	Objective 1 Met:
	TOBIOS MARK.	- rogross mark.		$\bigcirc$ Yes $\bigcirc$ No
L				Objective 2 Met:
ls progress sufficient to meet annual goal?	Is progress sufficient to meet annual goal?	Is progress sufficient to meet annual goal?	Is progress sufficient to meet annual goal?	$\bigcirc$ Yes $\bigcirc$ No
⊖ Yes ⊖ No	$\bigcirc$ Yes $\bigcirc$ No	$\bigcirc$ Yes $\bigcirc$ No	$\bigcirc$ Yes $\bigcirc$ No	If "No" please explain:
If "No" please comment:	If "No" please comment:	If "No" please comment:	If "No" please comment:	
Needs More Time Excess	<ul> <li>Needs More Time</li> <li>Excess</li> <li>Absence/Tardy</li> <li>Assignments Not</li> </ul>	<ul> <li>Needs More Time</li> <li>Excess</li> <li>Absence/Tardy</li> <li>Assignments Not Completed</li> </ul>	<ul> <li>Needs More Time</li> <li>Excess Absence/Tardy</li> <li>Assignments Not Completed</li> <li>Need to review/revise Goal</li> <li>Other</li> </ul>	
Absence/Tardy Assignments Not Completed Need to	Completed Need to	Need to	<u>U</u> other	

	INDIVIDUALIZED EDUC.	ATION PROGRAM (IEP)	Page 11
		D-4 ( D:-4) 12 MAD 2012	Martin - Data 10 NOV 2024
	MI	Date of Birth 12-MAR-2012	Meeting Date 19-NOV-2024
11150		oals and Objectives	
Functional Math C	Category: Mat	h 🗸 Annual G	oal #: 3
*	·		1
be reported to parents by con Report or Report Card period	s.	-	P" form(s) which will be
$\Box$			
		<ul><li>Criterion Referenced</li><li>Work Samples</li></ul>	<ul><li>Curriculum Based</li><li>Informal</li></ul>
a visual fractional model to re with prompting to 70% accurate	cy in 2 out of 5		ce sections on a visual fractional/decimal he word problem with prompting to 75%
March V 2025	✓ MO/YR	Date to be achieved: July	<ul> <li>✓ 2025</li> <li>✓ MO/YR</li> </ul>
IEP REPOI	RT OF PROGRESS AND A	CHIEVEMENT FROM CURRENT IE	Р
		ON OF MARKS 2 PARTIAL PROGRESS (1-49% of go	pal met) <i>1 NO PROGRESS</i>
	<b>3rd Reporting Period</b>	4th Reporting Period (Secondary	Goal Achievement
Date:	Date:	Only) Date:	
Progress Mark:	Progress Mark:	Progress Mark:	Objective 1 Met:
			$\bigcirc$ Yes $\bigcirc$ No
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	◯ Yes ◯ No	$\bigcirc$ Yes $\bigcirc$ No	If "No" please explain:
If "No" please comment:	If "No" please comment:	If "No" please comment:	
Needs More Time     Excess     Absence/Tardy     Assignments Not     Completed     Need to     review/revise Goal     Other	<ul> <li>Needs More Time</li> <li>Excess</li> <li>Absence/Tardy</li> <li>Assignments Not Completed</li> <li>Need to review/revise Goal</li> <li>Other</li> </ul>	<ul> <li>Needs More Time</li> <li>Excess Absence/Tardy</li> <li>Assignments Not Completed</li> <li>Need to review/revise Goal</li> <li>Other</li> </ul>	
	hool District   HODAYA   First   Functional Math First Functional Math	hool District HODAYA First MI Section G: Annual G Functional Math Category: Mat e word problems with fractions/decimal numbers, she will pi ith prompting to 80% accuracy in 4 out of 5 opportunities fo be reported to parents by completing the "IEP Report of P Report or Report Card periods. Methods of Norm Referenced Portfolio related to the goal: Norm Referenced Portfolio related to the goal: vord problem with fractions, a visual fractional model to represent one fraction with prompting to 70% accuracy in 2 out of 5 tys as measured by staff observation and data collection. March 2025 MO/YR EP REPORT OF PROGRESS AND A EXPLANATION 3 SUBSTANTIAL PROGRESS (50-99% of goal met) 2 and Reporting Period Date: Progress Mark: Progress Mark: Progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to Need	HODAYA       Date of Birth       12-MAR-2012         First       MI       Section G: Annual Goals and Objectives         Functional Math       Category:       Math       Annual G         ew ord problems with fractions/decimal numbers, she will place sections on a visual fractional/decimal ith prompting to 80% accuracy in 4 out of 5 opportunities for 5 trial days as measured by staff observation       Image: Completing the "IEP Report of Progress and Achievement from Current IE Report or Report Card periods.         Deb reported to parents by completing the "IEP Report of Progress and Achievement from Current IE Report or Report Card periods.       Criterion Referenced         Portfolio       When Hodaya is given two word problem with fractional model to represent one fraction within 1 accuracy in 3 out of 5 opportunities for observation and data collection.       Image: Complete Com

Los Angeles Unified Sch		INDIVIDUALIZED EDUC		
Student COHEN	HODAYA		Date of Birth 12-MAR-2012	Meeting Date 19-NOV-2024
Last	First	MI Section G: Annual G	oals and Objectives	
rmance Area:	Functional Comm C		nmunication V Annual G	oal #: 4
			red interests, spending time together, giving	
	als at 80% with minimal adult			5 m
ogress on annual goals to ovided at either Progress I	be reported to parents by con Report or Report Card period	npleting the "IEP Report of P s.	rogress and Achievement from Current IE	P" form(s) which will be
		Methods of	Evaluation	
State Assessments	Norm I	Referenced	Criterion Referenced	Curriculum Based
Observation	Portfol	io	Work Samples	Informal
Other				
pursuing shared interests, s	gies for maintaining positive pending time together, giving out of 5 trials at 40% with m and data collection.	, and receiving help,	shared interests, spending time together	ntaining positive relationships (e.g., pursui , giving and receiving help, practicing with minimal adult support as measured by
ate to be achieved:	March V 2025	✓ MO/YR RT OF PROGRESS AND A	Date to be achieved: July CHIEVEMENT FROM CURRENT IE	<ul> <li>✓ 2025</li> <li>✓ MO/YR</li> </ul>
			ON OF MARKS	-
4 GOAL MET OR EXCEEDED	3 SUBSTANTIAL PROG met)		2 PARTIAL PROGRESS (1-49% of go	bal met) <i>1 NO PROGRESS</i>
1st Reporting Period	2nd Reporting Period	<b>3rd Reporting Period</b>	4th Reporting Period (Secondary	Goal Achievement
Date:	Date:	Date:	Only)	
			Date:	
Progress Mark:	Progress Mark:	Progress Mark:	Progress Mark:	Objective 1 Met:
Togress Mark.				$\bigcirc$ Yes $\bigcirc$ No
s progress sufficient to neet annual goal?	Is progress sufficient to meet annual goal?	Is progress sufficient to meet annual goal?	Is progress sufficient to meet annual goal?	Objective 2 Met:
⊖ Yes ○ No	$\bigcirc$ Yes $\bigcirc$ No	O Yes O No	○ Yes ○ 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	
Absence/Tardy	Absence/Tardy	Absence/Tardy	Assignments Not Completed	
Assignments Not	Assignments Not     Completed	Assignments Not	Need to review/revise Goal	
Completed	Completed Need to	Completed Need to	Other	
Need to	review/revise Goal	review/revise Goal		
└── Need to review/revise Goal				
	Other	U Other		
review/revise Goal		Other		

Student COHEN	HODAYA		Date of Birth 12-MAR-2012	Meeting Date 19-NOV-2024
Last	First	MI		
		Section G: Annual G	_	
rmance Area:	Functional Writing	Category: Wri	ting 🗸 Annual	Goal #: 5
•	given topic or text, grouping r		er ability level (with a topic sentence, three mation in an organizational structure to su	
	o be reported to parents by co Report or Report Card period	ds.	rogress and Achievement from Current I	EP" form(s) which will be
	$\Box$	Methods of		
State Assessments	_	Referenced	Criterion Referenced	Curriculum Based
Observation	Portfc	lio	U Work Samples	<ul> <li>Informal</li> </ul>
			Incremental objective #2 related to	the cool.
informational paragraph topic or text, grouping rel	to write a topic sentence and t stating on a given text at her a ated ideas, reasons, and inform riter's purpose with 80% accu	bility level on a given mation in an organizational	informational paragraph stating on a	bic sentence and three detail sentences for an given text at her ability level on a given topi s, and information in an organizational struct 0% accuracy in 4/5 trials
ate to be achieved:	March V 2023		Date to be achieved: July CHIEVEMENT FROM CURRENT I	<ul> <li>✓ 2025</li> <li>✓ MO/YR</li> </ul>
		EXPLANATIO	ON OF MARKS	
4 GOAL MET OR EXCEEDED	3 SUBSTANTIAL PROC met)	EXPLANATIO GRESS (50-99% of goal	ON OF MARKS 2 PARTIAL PROGRESS (1-49% of g	goal met) I NO PROGRESS
EXCEEDED				goal met) <i>I NO PROGRESS</i> Goal Achievement
EXCEEDED Ist Reporting Period	met)	GRESS (50-99% of goal	2 PARTIAL PROGRESS (1-49% of	-
EXCEEDED Ist Reporting Period Date:	met) 2nd Reporting Period	GRESS (50-99% of goal 3rd Reporting Period	2 PARTIAL PROGRESS (1-49% of g	
EXCEEDED  Ist Reporting Period  Date:	met) 2nd Reporting Period Date:	GRESS (50-99% of goal  3rd Reporting Period Date:	2 PARTIAL PROGRESS (1-49% of g 4th Reporting Period (Secondary Only) Date:	Goal Achievement
EXCEEDED Ist Reporting Period Date: Progress Mark: Is progress sufficient to	met) 2nd Reporting Period Date: Progress Mark: Is progress sufficient to	GRESS (50-99% of goal           3rd Reporting Period           Date:           Progress Mark:           Is progress sufficient to	2 PARTIAL PROGRESS (1-49% of s 4th Reporting Period (Secondary Only) Date: Progress Mark: Is progress sufficient to meet annual	Goal Achievement         Objective 1 Met:         O Yes       No         Objective 2 Met:
EXCEEDED  Ist Reporting Period Date:  Progress Mark:  Is progress sufficient to meet annual goal?	met) 2nd Reporting Period Date: Progress Mark:	GRESS (50-99% of goal	2 PARTIAL PROGRESS (1-49% of a 4th Reporting Period (Secondary Only) Date: Progress Mark:	Goal Achievement         Objective 1 Met:         Yes         No         Objective 2 Met:         Yes         Yes         No
EXCEEDED Ist Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes O No	met)  2nd Reporting Period Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes O No	GRESS (50-99% of goal         3rd Reporting Period         Date:         Progress Mark:         Is progress sufficient to meet annual goal?	2 PARTIAL PROGRESS (1-49% of g 4th Reporting Period (Secondary Only) Date: Progress Mark: Is progress sufficient to meet annual goal?	Goal Achievement         Objective 1 Met:         O Yes       No         Objective 2 Met:
EXCEEDED  Ist Reporting Period  Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes O No If "No" please comment:	met)  2nd Reporting Period Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes O No If "No" please comment:	GRESS (50-99% of goal         3rd Reporting Period         Date:         Progress Mark:         Is progress sufficient to meet annual goal?         Yes       No         If "No" please comment:	2 PARTIAL PROGRESS (1-49% of s 4th Reporting Period (Secondary Only) Date: Progress Mark: Is progress sufficient to meet annual goal? Yes O No If "No" please comment:	Goal Achievement         Objective 1 Met:         Yes         No         Objective 2 Met:         Yes         Yes         No
EXCEEDED  Ist Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes O No	met)  2nd Reporting Period Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes O No	GRESS (50-99% of goal         3rd Reporting Period         Date:         Progress Mark:         Is progress sufficient to meet annual goal?         Yes       No	2 PARTIAL PROGRESS (1-49% of g  4th Reporting Period (Secondary Only) Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes O No If "No" please comment: Needs More Time	Goal Achievement         Objective 1 Met:         Yes         No         Objective 2 Met:         Yes         Yes         No
EXCEEDED  Ist Reporting Period  Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No If "No" please comment:  Needs More Time Excess Absence/Tardy	met)  2nd Reporting Period Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes O No If "No" please comment:  Needs More Time Excess Absence/Tardy	GRESS (50-99% of goal         3rd Reporting Period         Date:         Progress Mark:         Is progress Mark:         Is progress sufficient to meet annual goal?         Yes       No         If "No" please comment:         Needs More Time         Excess         Absence/Tardy	2 PARTIAL PROGRESS (1-49% of s 4th Reporting Period (Secondary Only) Date: Progress Mark: Is progress sufficient to meet annual goal? Yes O No If "No" please comment:	Goal Achievement         Objective 1 Met:         Yes         No         Objective 2 Met:         Yes         Yes         No
EXCEEDED         1st Reporting Period         Date:         Progress Mark:         Is progress Mark:         Is progress sufficient to meet annual goal?         Yes       No         If "No" please comment:         Needs More Time         Excess         Absence/Tardy         Assignments Not	met)  2nd Reporting Period Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No If "No" please comment:  Needs More Time Excess Absence/Tardy Assignments Not	GRESS (50-99% of goal         3rd Reporting Period         Date:         Progress Mark:         Is progress sufficient to meet annual goal?         Yes       No         If "No" please comment:         Needs More Time         Excess         Absence/Tardy         Assignments Not	2 PARTIAL PROGRESS (1-49% of g  4th Reporting Period (Secondary Only) Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No If "No" please comment:  Needs More Time Excess Absence/Tardy	Goal Achievement         Objective 1 Met:         Yes         No         Objective 2 Met:         Yes         Yes         No
EXCEEDED         1st Reporting Period         Date:         Progress Mark:         Is progress Mark:         Is progress sufficient to meet annual goal?         Yes       No         If "No" please comment:         Needs More Time         Excess         Absence/Tardy         Assignments Not         Completed	met)  2nd Reporting Period Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No If "No" please comment:  Needs More Time Excess Absence/Tardy Assignments Not Completed	GRESS (50-99% of goal         3rd Reporting Period         Date:         Progress Mark:         Is progress Sufficient to meet annual goal?         Yes       No         If "No" please comment:         Needs More Time         Excess         Absence/Tardy         Assignments Not Completed	2 PARTIAL PROGRESS (1-49% of g  4th Reporting Period (Secondary Only) Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No If "No" please comment:  Needs More Time Excess Absence/Tardy Assignments Not Completed	Goal Achievement         Objective 1 Met:         Yes         No         Objective 2 Met:         Yes         Yes         No
EXCEEDED         1st Reporting Period         Date:         Progress Mark:         Is progress Mark:         Is progress sufficient to meet annual goal?         Yes       No         If "No" please comment:         Needs More Time         Excess         Absence/Tardy         Assignments Not	met)  2nd Reporting Period Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No If "No" please comment:  Needs More Time Excess Absence/Tardy Assignments Not	GRESS (50-99% of goal         3rd Reporting Period         Date:         Progress Mark:         Is progress sufficient to meet annual goal?         Yes       No         If "No" please comment:         Needs More Time         Excess         Absence/Tardy         Assignments Not	2 PARTIAL PROGRESS (1-49% of g  4th Reporting Period (Secondary Only) Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No If "No" please comment:  Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal	Goal Achievement         Objective 1 Met:         Yes         No         Objective 2 Met:         Yes         Yes         No
EXCEEDED  Ist 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	met)  2nd Reporting Period Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No If "No" please comment:  Needs More Time Excess Absence/Tardy Assignments Not Completed Need to	GRESS (50-99% of goal         3rd Reporting Period         Date:         Progress Mark:         Is progress Sufficient to meet annual goal?         Yes       No         If "No" please comment:         Needs More Time         Excess         Absence/Tardy         Assignments Not         Completed         Need to	2 PARTIAL PROGRESS (1-49% of g  4th Reporting Period (Secondary Only) Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No If "No" please comment:  Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal	Goal Achievement         Objective 1 Met:         Yes         No         Objective 2 Met:         Yes         Yes         No

Student COHEN	HODAYA		Date of Birth 12-MAR-2012	Meeting Date 19-NOV-2024
Last	First	MI		
mance Area:		Section G: Annual G		aal #
	Junguage		inguage •	0
	n moderate (2-3) verbal promp		what are they thinking', 'how are they feeling	5) mu fra en
	be reported to parents by con Report or Report Card period		Progress and Achievement from Current IE	P" form(s) which will be
	_	Methods of	Evaluation	_
State Assessments	Norm I	Referenced	Criterion Referenced	Curriculum Based
Observation	Portfol	io	U Work Samples	L Informal
Other				
e.g. 'what are they thinking	ial scenario, Hodaya will ider g', 'how are they feeling') and h maximum verbal (more tha	provide at least one		Hodaya will identify others' perspectives ( ceeling') and provide at least one solution to prompts and 70% accuracy.
ate to be achieved:	March V 2025	✓ MO/YR RT OF PROGRESS AND A	Date to be achieved: July	<ul> <li>✓ 2025</li> <li>✓ MO/YR</li> </ul>
			ON OF MARKS	-
4 GOAL MET OR EXCEEDED	<i>3 SUBSTANTIAL PROG</i> met)	<i>RESS</i> (50-99% of goal	2 PARTIAL PROGRESS (1-49% of go	bal met) <i>1 NO PROGRESS</i>
st Reporting Period	2nd Reporting Period	<b>3rd Reporting Period</b>	4th Reporting Period (Secondary	Goal Achievement
Date:	Date:	Date:	Only)	
			Date:	
rogress Mark:	Progress Mark:	Progress Mark:	Progress Mark:	Objective 1 Met:
<i>3</i> )			- 0	$\bigcirc$ Yes $\bigcirc$ No
			J [	
s progress sufficient to neet annual goal?	Is progress sufficient to meet annual goal?	Is progress sufficient to meet annual goal?	Is progress sufficient to meet annual goal?	Objective 2 Met:
⊃ Yes ○ No	○ Yes ○ No	○ Yes ○ No	$\bigcirc$ 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	
Absence/Tardy	Absence/Tardy	Absence/Tardy	Assignments Not Completed	
Assignments Not     Completed	Assignments Not Completed	Assignments Not Completed	Need to review/revise Goal	
Need to	Need to	Need to	Other	_ ل
	review/revise Goal	review/revise Goal		
review/revise Goal				
Other	Other	Other		

Student	COHEN	HODAYA		Date of Birth	12-MAR-2012	Mee	ting Date 19-NO	V-2024
	Last	First	MI					
	_		Section G: Annual G			<b>.</b>		
ormance Ar	ea:	ELD	Eng Eng	lish Language Dev	el 🗸 Annual G	oal #:	7	
			a will offer opinions and prove prompts as measured by studer		•		· •	
		be reported to parents by con Report or Report Card period		-	ement from Current IE	P" form(s	) which will be	
		$\Box$	Methods of	$\square$		$\Box$		
	ssessments	$\Box$	Referenced	Criterion Ro			Curriculum Based	
Observa	ation	Portfo	lio	U Work Samp	les		Informal	
Other		elated to the goal:		-	jective #2 related to tl			
prove good to relevant l	reasons (e.g., N background kno	g an informational text, Hoda Ay favorite book is X becaus owledge with 2 or less promy trials with 40% accuracy.	e X.) referring to the text or	prove good rease relevant backgro	o or reading an informa ons (e.g., My favorite b ound knowledge with 2 of 5 trials with 60% ac	ook is X b or less pr	ecause X.) referring	to the text o
ate to be ad	chieved:	March V 2025	✓ MO/YR RT OF PROGRESS AND A	Date to be achiev	July	<b>∨</b> P	2025	MO/YR
			EXPLANATIO	ON OF MARKS				
4 GOAL EXCEEL		3 SUBSTANTIAL PROC met)	RESS (50-99% of goal	2 PARTIAL PR	<i>OGRESS</i> (1-49% of go	oal met)	1 NO PR	OGRESS
1st Report	ing Period	2nd Reporting Period	<b>3rd Reporting Period</b>		eriod (Secondary	Goal	Achievement	
Date:		Date:	Date:	Only) Date:				
Progress M	ark:	Progress Mark:	Progress Mark:	Progress Mark:			ective 1 Met:	
							Yes O 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 suffic goal?	ient to meet annual		ective 2 Met: Yes O No	
O Yes (	) No	$\bigcirc$ Yes $\bigcirc$ No	◯ Yes ◯ No	$\bigcirc$ Yes $\bigcirc$ No	•		No" please explain:	
If "No" ple	ase comment:	If "No" please comment:	If "No" please comment:	If "No" please co	mment:			
Needs Excess	ardy ments Not	Needs More Time     Excess     Absence/Tardy     Assignments Not     Completed	Needs More Time     Excess     Absence/Tardy     Assignments Not     Completed					
Absence/Ta Assign Completed Need t review/revi	0	└── Need to review/revise Goal	└── Need to review/revise Goal			]		

Student COHEN	HODAYA		Date of Birth 12-MAR-2012	Meeting Date 19-NOV-2024
Last	First	MI Section G: Annual G	coals and Objectives	
rmance Area:	Functional Comm/Tran	a	nmunication	Goal #: 8
odaya will be able to a 4/5 trials without tead	*	regards to bus boarding and un	derstand and explain to others a map to her	destination with 80% accuracy
	s to be reported to parents by co ess Report or Report Card period	ds.	Progress and Achievement from Current IF	EP" form(s) which will be
		Methods of	$\square$	
<ul> <li>State Assessments</li> <li>Observation</li> <li>Other</li> </ul>	Norm     Portfo	Referenced	<ul> <li>Criterion Referenced</li> <li>Work Samples</li> </ul>	Curriculum Based Informal
	read a simple set of directions ir plain to others a map to her desti cher prompting.			t of directions in regards to bus boarding a to her destination with 60% accuracy in 3
ate to be achieved:	March 💙 2025	5 V MO/YR	Date to be achieved: July	► 2025 ► MO/YR
	IEP REPO		CHIEVEMENT FROM CURRENT IE	P
4 GOAL MET OR EXCEEDED	3 SUBSTANTIAL PROC met)	EXPLANATI GRESS (50-99% of goal	ON OF MARKS <i>2 PARTIAL PROGRESS</i> (1-49% of g	oal met) 1 NO PROGRESS
st Reporting Period	2nd Reporting Period	<b>3rd Reporting Period</b>	4th Reporting Period (Secondary	Goal Achievement
Date:	Date:	Date:	Only) Date:	
Progress Mark:	Progress Mark:	Progress Mark:	Progress Mark:	Objective 1 Met:
				○ Yes ○ No
s progress sufficient t neet annual goal?	Is progress sufficient to meet annual goal?	Is progress sufficient to meet annual goal?	Is progress sufficient to meet annual goal?	Objective 2 Met:
⊃yes ○ No	$\bigcirc$ Yes $\bigcirc$ No	$\bigcirc$ Yes $\bigcirc$ No	$\bigcirc$ Yes $\bigcirc$ No	If "No" please explain:
f "No" please comme	· ·	If "No" please comment:	If "No" please comment:	
Needs More Time Excess Absence/Tardy Assignments Not	<ul> <li>Needs More Time</li> <li>Excess</li> <li>Absence/Tardy</li> <li>Assignments Not</li> <li>Completed</li> <li>Need to</li> </ul>	Needs More Time Excess Absence/Tardy Assignments Not Completed Need to Need to	<ul> <li>Needs More Time</li> <li>Excess Absence/Tardy</li> <li>Assignments Not Completed</li> <li>Need to review/revise Goal</li> <li>Other</li> </ul>	
Completed Need to review/revise Goal	review/revise Goal	review/revise Goal		

			INDIVIDUALIZED EDUCATION	PROGRAM (IEP)		Page 17 of 2
	Angeles U udent	Unified School District COHEN HODAYA Last First	Date of MI	of Birth 12-MAR-2012	Meeting Date	19-NOV-2024
Asses	sments add		n K: Participation in State and Di		cation and/or the Los Ar	ngeles Unified School
			District Assessmen	ıts		
Hov	v will the	student participate in District Assess	sments?			
	Full Par	ticipation				
	Partial E	Exemption from specific assessment(	s). Indicate the exempt assessment a	nd an appropriate replacem	ent assessment below	
		Exempt Assessment		Replacement Assessme	nt	
		♥				
	Accomm	nodations:				
	Student	does not require any accommodatior	۱c.			
$\cup$	Student	does not require any accommodation				
<b>C</b> • •	Calife		- FIA			
	- Callio	rnia Alternate Assessments fo	or ELA, mathematics and scie	ence		
ELA		Designate	d Cumport		ccommodations	
Embeo	dded	Designate	d Support	A	commodations	
Non- Embeo						
Math						
		Designate	d Support	A	ccommodations	
Embeo	dded					
Non- Embeo	dded					
Scien	ce	!		<u>.</u>		
		Designate	d Support	A	ccommodations	
Embeo	dded					
Non- Embeo	dded					
AltEI	LPAC	Alternate English Language I	Proficiency Assessments for C	alifornia		
Lister	ning	i				
		Designate	d Support	A	ccommodations	
Embeo	ded					

Non- Embedded	<ol> <li>Separate setting - Testing location, including time of assessment, lighting, acoustics, and furniture, may be altered.</li> <li>Simplified test directions - Simplified or paraphrased test directions are provided to the student by the test administrator or examiner.</li> </ol>	
Speaking		
	Designated Support	Accommodations
Embedded		
Non- Embedded	<ol> <li>Separate setting - Testing location, including time of assessment, lighting, acoustics, and furniture, may be altered.</li> <li>Simplified test directions - Simplified or paraphrased test directions are provided to the student by the test administrator or examiner.</li> </ol>	
Reading		
	Designated Support	Accommodations
Embedded		
Non- Embedded	<ol> <li>Separate setting - Testing location, including time of assessment, lighting, acoustics, and furniture, may be altered.</li> <li>Simplified test directions - Simplified or paraphrased test directions are provided to the student by the test administrator or examiner.</li> </ol>	
Writing		
	Designated Support	Accommodations
Embedded		
Non- Embedded	<ol> <li>Separate setting - Testing location, including time of assessment, lighting, acoustics, and furniture, may be altered.</li> <li>Simplified test directions - Simplified or paraphrased test directions are provided to the student by the test administrator or examiner.</li> </ol>	

INDIVIDUALIZED EDUCATION PROGRAM (IEP)	Page 18 of 25
Los Angeles Unified School District	
Student     COHEN     HODAYA     Date of Birth     12-MAR-2012     Meeting	g 19-NOV-2024
Last First MI Date	
Section N: Procedural Safeguards and Follow-up Actions	
A Parent's Guide to Special Education Services including Procedural Rights & Safeguards was provided to the parent in	his/her primary language.
The IEP Team Meeting Introductory Statements were read aloud at the beginning of the IEP Team meeting.	
The parent/guardian was informed of his/her right to a written translation of the IEP. Is the parent/guardian requesting computer generated translation?* $\bigcirc$ Yes $\bigcirc$ No	
Select Preferred Language:	
*Computer generated translation provides access to an immediate written translation of the IEP but translated content has not been fully vetted by a District transl translation IEP documentation should not be considered an official IEP document. While this service is offered and available to assist parents/guardians to particip	ate in IEP development, it is not a
substitute for formal written translation services by a District translator. Parents/Guardians who elect access to computer generated written IEP translation are still and/or a formal translation of the IEP at any time. Only formal translations will be considered official IEP documentation.	able to receive oral interpretation
Is the parent/guardian requesting official translation? 💿 Yes 🔿 No Select Preferred Language: Hebrew	~
Specify the Individual Pages to be translated:	
Second Democrate	
Special Requests: For students who are 17 years old, the student and parent(s)/guardian(s) have been informed that the educational decision-makes and the student and parent(s)/guardian(s) have been informed that the educational decision-makes are student and parent(s)/guardian(s) have been informed that the educational decision-makes are students are students are students.	ring rights will transfer to the
student at 18 years of age, unless the court has determined otherwise.	ting rights will transfer to the
THIS SPACE DELIBERATELY LEFT BLANK.	

INDIVIDI	IALIZED EDI	CATION PROGRA	AM (IEP)		Page 19 of 25
Los Angeles Unified School District Student COHEN HODAYA		Date of Birth	12-MAR-2012	Meet	ting Date 19-NOV-2024
Last First MI					
Section Q	): Parent Par	ticipation and C	onsent		
Parent Participation				arent Notificatio	
<ul> <li>Parent/Student (18-21) has participated in the IEP meeting.</li> <li>Parent/Student (18-21) indicated before the meeting that they wort to attend.</li> <li>Parent/Student (18-21) was notified 3 times of the meeting time a Parent/Student (18-21) did not respond to any of the meeting notificat meeting was held without the Parent/Student (18-21) present</li> </ul>	ind place. ions and the	Method Student Student Student		Whom M Chowdhury M Chowdhury M Chowdhury	When 07-OCT-2024 18-OCT-2024 15-NOV-2024
<ul> <li>Parent/Student (18-21) did not attend and gave permission to prot them if they did not attend.</li> </ul>	ceed without	I (PARENT) acknow request. meeting be reschea	(Parent initia	EP meeting was r ls here ONLY if i	rescheduled to this date at my the PARENT requested that the IEP
Parent/Student (18-21	) Agreement	0		d IEP	
A Parent/Student (18-21) may agree to all or some of the compo- implement those portions of the IEP to which the parent/studen				uction and serv	ices.
O Parent/Student (18-21) AGREES to all components of the IEP.					
O Parent/Student (18-21) AGREES to all components of the proper	osed IEP WITH	THE SPECIFIC E	XCEPTION(S) 8	stated below:	
Assessment Specify					
Eligibility Specify					
Instructional Setting Specify					
Services Specify					
O The Parent/Student (18-21) DOES NOT AGREE with any of the A Parent/Student (18-21) is not required to initiate any form of a parent/student (18-21) does wish to initiate a form of dispute dispute resolution processes in the District's publication, A Parent	dispute resoluti resolution as to	ion as to components o	f the proposed I	EP, the parent c	can find information on
Pa	rent Concern	s and Comment	S	_	
Signature(s)				Date	
Parent O Guardian     Student age 18-21 y vears	ears age 18-21	O Surrogate Pa	rent O E	mancipated Min	nor O Foster Parent
Did the school district facilitate parent involvement as a means of imp	proving services	and results for your	child? 🔘 Yes 🤇	) No () No R	esponse
✓ I certify that I have received a copy of the Parent Input Surcan be done at anytime after the IEP meeting	vey regarding t	he IEP process. I u	inderstand that n	ny completion of	of the form is voluntary and
Signature(s)				Data	19-NOV-2024
				Date	1) 110 / 2021



# 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.



				Reconve Date	ened Meeting	
Student COHEN	HODAYA		Date of Birth 12-M	MAR-2012	Meeting Date	19-NOV-2024
Last	First	MI				
		Section R:	Names and Signatures (Signatures on	File)		
	Team Member		Print Name		Signatu	re
Parent/Guardian			Hila Cohen via Zoom			
Parent/Guardian						
Student Age 18 - 21 ye	ears					
Student Under Age 18	years		Hodaya Cohen (need signature)			
Surrogate Parent						
Foster Parent						
Family Foster Home P	rovider					
Administrator						
Administrative Design	ee		Anne Downes		JE -	
Special Education Tea	cher		Jenny Peterson		n P	
General Education Tea	cher		Priscilla Hernandez			
School Psychologist						
School Nurse						
Related Service Staff	LAS Provider		Natalie Kahn		nuh	
Related Service Staff						
Related Service Staff						
nterpreter						
Sign Language Interpr	eter					
Agency Representative	9					
Agency Representative	9					
Agency Representative	e					
Other	Advocate		Sharon Azoulay via Zoom			
Other						
Other						
Other						

				I	NDIVIDU	ALIZED EDUC	CATION PROC	RAM (IEP)			Page 21 of
	choo	l Distri		_							
t			DAYA First		MI		Date of Bi	<b>•th</b> 12-MAR-20	12	Meeting Date	19-NOV-2024
·			I II St							Date	
			LEA	ST ]	RESTRI	ICTIVE EN	VIRONM	ENT ANAL	YSIS		
				To B	e Complet	ted By the IEP	Feam at the IE	P Team Meeting	g		
					St	udent's Current	Placement Ty	<u>pe:</u>			
on C	Clas	s/Gener	al Educatio	on Site	e		O Special 1	Day Program/G	eneral Educ	ation Site	
gran	am/S	pecial E	ducation C	enter			O Nonpubl	ic School			
or R	Resid	lential C	Care Facility	у							
						EIEP team discu ing the Step the					A until the team reaches
sett y aio 1 mo	etting aids a nodif	should and servi fications	only occur ices cannot s is not the s	if the be ac sole ju	nature or s chieved sati ustification	severity of the s isfactorily. The n for placement	student's disabi lack of curren in a more restr	lity is such that t availability of ictive setting, u	t placement a student's inless there	in a less restric required suppo is a compelling	rironment. Placement ctive setting with the orts, services, g reason why they ces that he or she
		oorts, se etting?	rvices, acco	ommo	odations an	ıd/or modificati	ons in the stud	ent's IEP be ma	de available	in a general e	ducation
es		No	the question below.								
s	٢	) No	in a gene	ral ed	lucation cla	assroom/setting	? If YES, all r	equired support	s, services, a	accommodatio	tions be made available ons and/or modification box below. Then go to
haa					dations on	d/or modificati	and in the stud	ant's IED ha ma	de eveileble		advantion site in a
		orogram	?								education site in a
s	С	) No			s YES, the ne question		program on a	general educati	on site is the	e appropriate p	placement. If the answe
s	С	) No	in a speci modifica	ial da tions	y program	on a general ec ovided within a	lucation site? I	f YES, all requi	ired support	s, services, acc	tions be made available commodations and/or late why in the box
'a w	will b	e enrolle	ed in SDP-IE	DM cla	ass to addres	ss her educationa	ıl needs.				

s Angeles	Unified S	chool Distri	ict	INDIVIDUALIZEI	D EDUCATION PROGRAM (IEP)						
Student			DAYA		Date of Birth 12-MAR-2012 Me						
	Last		First	MI			Date				
		ANNU			E ENVIRONMENT ANA		ontinued)				
			Т	To Be Completed By t	he IEP Team at the IEP Team Meeti	ing					
Step C.	Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a special school setting? $\bigvee_{Vac}$ $\bigvee_{Vac}$ If the answer is YES, then a special school setting is the appropriate placement. If the answer is NO, go to the question										
	O Yes	O No	below.		0 11 1	•					
	O Yes	O No	in a special	l school setting? If YE	e required supports, services, accon ES, all required supports, services, a neline. If the answer is NO, please a	accommodatio	ons and/or mod	ifications must be			
Step D.	Can the	supports, se	ervices, accom	nmodations and/or mo	odifications in the student's IEP be r	nade availabl	e in a home/hos	spital setting?			
	○ Yes	$\bigcirc$ No	If the answ	ver is NO, go to the qu							
	○ Yes	○ No	in a home/l	hospital setting? If YI	e required supports, services, accon ES, all required supports, services, a neline. If the answer is NO, please a	accommodation	ons and/or mod	ifications must be			
Step E.	Can the	supports, se	ervices, accom	nmodations and/or mo	odifications in the student's IEP be r	nade availabl	e in a residentia	al care facility?			
	○ Yes	○ No	If not curre student in t		late in the IEP what supports, accon	nmodations a	nd/or modificat	ions are required fo			

Student	COHEN Last	HODAYA First	MI	Date of Birth 12-MAR-2012	Meeting Date	19-NOV-2024
	A	NNUAL LEAS	T RESTRICTIV	E ENVIRONMENT ANALYSIS	5 (Continued)	
			To Be Completed By t	he IEP Team at the IEP Team Meeting		
Step F.			in the contents of this uding (check all that a	IEP, and the placement being considered by pply):	the IEP team, outw	eigh any potential
		Missed general Rate at which st Lack of opportu Lack of opportu Amount of socia Limited access t	udent may earn credits nity for social interact nities for age-appropri alization opportunities to peers in student's ho	aught by highly qualified staff s for graduation ion ate peer role models with typical peers		

Los Angeles Unifi			PE Part 1 - Eligibility, Placements and Supports
Student COHEN Last	HODAYA	Date of Birth 12-MA	R-2012         Meeting Date         19-NOV-2024
Last	First	MI	
		Effective With this IEP	Future Changes Related to this IEP
	As of Date:		
ligibility:			
From Page 4)		Eligible (ID)	
	Final IEP Reason Final IEP Effective Date:		
Curriculum		Alternate Curriculum	
lacement	Type of School	District Resident School	
	Name of School	MADISON MS	
naturation of Sotting			
nstructional Setting	Setting	Special Education	
	Program	IDM	
	Special Day Minutes/Wk	1125	
	Addresses Goals	1(Social Emotional),3(Functional Math),6(Language),5(Functional Writing),4(Functional Comm),2(Functional Reading)	
Additional Factors	Low Incident Support	None	
	Assistive Technology Support	No	
	Transportation	Home to School	
	Extended School Year/Intersession	Ves No	
	Parent Counseling and Training (PCT)	• Yes O No	
	ESY Transportation	Home to School	
Accommodation, Modifications, Suppo	Instructional rts Accommodations	pre-teaching, reteaching, modeling, positive reinforcement, verbal praise, small-group instruction, visual cues, directions read aloud, calculator as needed, Physical education Accommodations: Extended time on mile runs and pacers, shortened mile and shortened pacer requirements, accommodated written work at her ability level, all physical education assignments modified for her ability level, written, oral and take home included	
	Instructional Modifications	LAUSD Alternate Curriculum	
	Other Supports, including Non-Academic and Extra-curricular Activities		
Preparation for Three /ear Review IEP (At econd Annual Review EP Meeting, the team nust discuss and locument the decision	the District (local educational agency) agree that a reassessment is unnecessary?	● Yes ○ No	
onduct or not condu hree-year omprehensive eassessment.)			
	1	Comments, as appropriate	
low Incidence Equipment	n/a		

Assistive Technology Equipment	
Participation in General Education	Hodaya will interact with general educations peers in pe, electives, lunch, field trips and school-wide activities.

Los Angeles Unified School Distri	INDIVIDUALIZED EDUC.	ATION PROGRAM (IEP) IEP FAPE Part 2 - Summary of S	Page 23
Los Angeles Unified School Distri Student COHEN HODA		Date of Birth 12-MAR-2012	Meeting Date 19-NOV-2024
Last Fir	st MI		
		Effective With This IEP	Future Changes Related To This IEP
Service 1	Start Date:	Effective on Signature Date	
10	End Date:		
Language/Speech	Service applies to:	Regular	
	Frequency:	1	
This service addresses the following <b>goals:</b>	Interval:	Weekly	
6(Language)	Minutes/Interval:	30	
	Minutes/Interval (Pullout from Gen Ed):	0	
	Service Delivery Model:	Direct Service (Collaborative)	
	Area:	School	l-Based
	Responsible Personnel:	Licensed/Credentialed Provider	
Service 2	Start Date:	Effective on Signature Date	
80	End Date:		
Psychological Services (ERICS)	Service applies to:	Regular	
	Frequency:	2	
This service addresses the following <b>goals:</b>	Interval:	Monthly	

1(Social Emotional)	Minutes/Interval:	60	
	Minutes/Interval (Pullout from Gen Ed):	60	
	Service Delivery Model:	Direct Service (By a Single Provider)	
	Responsible Personnel:	Licensed/Credentialed Provider	

#### Notes:

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

## Part 3 - Percentage of Time Outside of General Education

	Effective With this IEP	Future Changes Related to this IEP
% of Time per Week outside of General Education	60	

### Part 4 - Additional IEP Team Considerations & Parental Input

-Parent gave permission to hold IEP via Zoom. IEP paperwork will be sent home with student for parent signature.

-Hodaya needs access to specialized supports, services, and curriculum that necessitates participation for part of the day in the special day class setting. Hodaya will receive instruction with the Intellectual Disability-Moderate (IDM) Special Day Program with appropriate accommodations to address their educational needs. -Parent and advocate contributed to IEP discussions, gave their input and asked questions about her academic progress as well as LAS progress and social emotional report.

ERICS provider was not able to attend meeting. Advocate had questions about her service minutes. ERIC's provider contacted parents as documented in the attached email.

			INDIVIDUA	ALIZED EF	UCATIO	N PROGR	AM (IEP)			Page
los Angel	les Unified School	District					· · ·	nary of Service	s	
student	COHEN	HODAYA			Dat	e of Birth	12-MAR-20	12 N	leeting Date	19-NOV-2024
	Last	First	MI			,				
				FAPE S	ummary	Grid				
Program	n:	IDM		Setting:			Special Education			
Eligibility: Eligi		Eligible	(ID)	Curriculum:			Alternate Curriculum			
Transportation: H		Home to	School	L		Low Incident Support:		None		
	strict Received Signature:									
Service Code	Service Desc		Start Date	Service Applies To	Interval	Frequen	cy Are:	a Total Minutes	Addresso Goal(s)	
10	Language/Spe	ech	Effective on Signature Date	Regular	Weekly	1	Schoo Base		Languag	e
80	Psychological Se (ERICS)	ervices	Effective on Signature Date	Regular	Monthly	2	~	60	Social Emotiona	

Alternative Remote/Distance Learning Services During Emergency Conditions

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

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

		_				
	Teacher-posted lessons, asynchronous (online or other media)	Virtual class meetings, synchronous	Personalized learning tools (virtual or paper packets, as available)	Scheduled teacher appointments (virtual or in-person, as available)	Scheduled email check- ins (parent or student)	Virtual office hours (drop- in; parent or student)
Specialized Academic Instruction and Related Services						
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.