Student Identificat Number	ion	05220	350/9			217	73944205			Eligible ((OHI
Student ZARGAF	ROFI	NICA						Date of Birth:	22	2-MAY-2003	
Last		First		MI S	Section A	A: Mee	ting Information				
	Pertin	ent Da	tes					Type of Me	eeting		
Date of Initial IEP Tear	n Meeting	24-M	AY-201	3			O. T 1			. CIED 1	
Date of Present Meetin	Č		EB-2019		=		() Initial () A) Amend	mendment of IEP dated	
Annual Review to be c	_	22-F	-FEB-2020				O 4 1D :		E L G	T	
by Next Three Year Review will be conducted by						Annual ReviewThree Year Review			tart Transition on Analysis		
		EB-2022		J		Other		_	ual Transition Pla	ın	
Three Year Review or I	Evaluation	22-F	EB-2019)						
vas conducted on Fransition to Kindergar conducted by	ten to be)						
Location of Meeting	Т	aft Cha	rter HIg	h			District Name	Los Angeles	s Unified	School Dis	
					Section I	B: Stud	ent Information				
Date of Birth	22-MAY-2			Age			15	Grade		10	
Gender	Male •	Fema	ıle		ed English ient Stude		• Yes No	Ethnic Code		White	
Location of the Psych Folder	SUPPORT	UNIT	NOF		nt has no Folder						
Location of the Cum	TAFT CHS			Cum							
Home Language	Farsi (Pers	ian)			ge	Farsi (Persian)	Alternate Mo Communicati				
Home Address of Student	5305 BOT	HWEL	L RD								
City	TARZANA	1	CA	ZIP Co	ode		91356	Emergency Telephone			
Home Telephone	(818) 578-	8383		Daytin	ne Teleph	one					
School of Attendance	Taft Chs			Location Code			8880				
School of Residence	Taft Chs			Locati	on Code		8880				
Name of Parent/Guardian	Yurit Zarga	roff		Teleph	ione						
Address											
City			CA	ZIP Co	ode						
Surogate Parent				Teleph	ione						
Attends CURRENT Sone of the following	CHOOL as a	result	of	Attends	School of	f Reside	nce ▼				
s the student living in Home (FFH)?	a Family Fos	ter	● No	Yes			FFH#				
s FFH Provider related	l to student?		\bigcirc No	O Yes			Relationship				
Licensed Children's Ins	stitution		● No	O Yes			LCI Name				
							LCI#				
Out of the home placer	nent made by		O Re	gional Cer	nter		O Department of Ment	al Health	Departn	nent of Children's	Service
				perior Cou	ırt		Other				
Child's family living w	ithin LAUSD)'s	\bigcirc No	• Yes							

_	ngeles Unified School District		Data of Birds 22 MAY 2002			77 . I D . (22 PPD 2242)	
Student	ZARGAROFI MONICA Last First		MI		Date of Birth 22-MAY-2003	Meeting Date 22-FEB-2019	
	Last			C: Lang	uage Acquisition		
anguage Cl	lassification:	Redesi	gnated Fluent	Englisl	Start Date:		
rent Waive	er:	O Yes	Yes No		Reclassification Date:	06-DEC-2016	
evelopmen	ary English Language oment Level:		Start		Start Date:		
	English Language nt Level:				Start Date:		
ommunicat evel:	tion Observation Matrix				Start Date:		
			Section D: C	Goal Achie	vement from Current IEP		
Coal fam (example - Reading)		Achie Yes	eved No	If No, explain the reason the go	al/ahiaatiya yaa mat aahiayad	
1	English Language Developn	nent	• Tes	NO	ii ivo, expiain the reason the go	an objective was not acmeved	
	Objective 1 met		•	_			
	Objective 2 met			0			
2	Writing		•	0			
	Objective 1 met		•	0			
			•	0			
3	Objective 2 met Vocational Education		•	0			
			•	0			
	Objective 1 met		•	0			
	Objective 2 met		•				
4	Math		•				
	Objective 1 met		•				
	Objective 2 met		•				
5	Reading		•				
	Objective 1 met						
	Objective 2 met						
6							
	Objective 1 met		0				
	Objective 2 met		0				
7			0				
	Objective 1 met		0	0			
	Objective 2 met		0	0			
8	3		0	0			
	Objective 1 met		0	0			
	Objective 2 met		0	0			
9	Objective 2 met						
	Ohiostina 1 mat		0	0			
	Objective 1 met		0	0			
10	Objective 2 met		0	0			
10			0				
	Objective 1 met		0				
	Objective 2 met		0				

Student ZADCADOEL 340	ONICA Data of Binds 22 MAY 2002 May 2002
Student ZARGAROFI MC Last	ONICA Date of Birth 22-MAY-2003 Meeting Date 22-FEB-2019 First MI
	Section E: Present Level of Performance
erformance Area:	English Language Development
ssessment/Monitoring Process sed:	
tate/District Assessment Results:	CST ELA LEVEL - 2, CST MATH LEVEL - 2, CELDT SCORE (31-OCT-2015) - 4
urrent Performance/Assessment St	Summary (include student strengths, student needs and impact of disability on student performance):
*** Redesignated Fluent English I	Proficient 12-6-2016***
erformance Area:	
Assessment/Monitoring Process Used:	
tate/District Assessment Results:	
urrent Performance/Assessment St	Summary (include student strengths, student needs and impact of disability on student performance):

/2019	
Los Angeles Unified School Distr	INDIVIDUALIZED EDUCATION PROGRAM (IEP) rict
Student ZARGAROFI MON	NICA Date of Birth 22-MAY-2003 Meeting Date 22-FEB-2019
Last F	First MI Section E: Present Level of Performance
Performance Area:	Reading
Assessment/Monitoring Process Used:	Woodcock-Johnson IV, Transcripts, Teacher Reports, Informal Observation
State/District Assessment Results:	Smarter Balance English Language Arts/Literacy 2346
Current Performance/Assessment Sur	nmary (include student strengths, student needs and impact of disability on student performance):
regularly. These two skills allow her than her peers. Her Letter-Word Ider the foundation of reading. They requ in context without interrupting fluen	ths and uses them to assist her in overcoming some of her difficulties. She listens intently, and takes notes to do well in her English classes even as she may reach comprehension of the material at a different pace nitification score is near average, and her sentence reading fluency is in the average range. These two areas are tire that a student decode words by recognizing the sounds made by each syllable/letter, and reading the words cy. When considering these scores, it is evident that Monica is able to access grade level reading text with information such as setting, characters, conflict/resolution, and main ideas.
comprehension by listening to the of needs to cite strong and thorough ter including determining where the tex Impact: Monica's Other Health Imp	airment affects her ability to comprehend reading material, which impacts her ability to access the general
comprehension by listening to the of needs to cite strong and thorough ter- including determining where the tex Impact: Monica's Other Health Imp education reading curriculum without	pinion of others. She needs to reread, refer back to the text, and annotate to improve comprehension. Monica stual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, t leaves matters uncertain. airment affects her ability to comprehend reading material, which impacts her ability to access the general at additional supports.
comprehension by listening to the of needs to cite strong and thorough terincluding determining where the tex Impact: Monica's Other Health Impeducation reading curriculum without Performance Area: Assessment/Monitoring Process	binion of others. She needs to reread, refer back to the text, and annotate to improve comprehension. Monica stual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, t leaves matters uncertain. airment affects her ability to comprehend reading material, which impacts her ability to access the general
comprehension by listening to the of needs to cite strong and thorough ter including determining where the tex Impact: Monica's Other Health Imp education reading curriculum without Performance Area:	binion of others. She needs to reread, refer back to the text, and annotate to improve comprehension. Monica citual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, t leaves matters uncertain. airment affects her ability to comprehend reading material, which impacts her ability to access the general at additional supports. Written Language Woodcock-Johnson IV, Transcripts, Teacher Reports, Informal Observation
comprehension by listening to the of needs to cite strong and thorough terincluding determining where the tex Impact: Monica's Other Health Impeducation reading curriculum without Performance Area: Assessment/Monitoring Process Used: State/District Assessment Results:	binion of others. She needs to reread, refer back to the text, and annotate to improve comprehension. Monica citual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, t leaves matters uncertain. airment affects her ability to comprehend reading material, which impacts her ability to access the general at additional supports. Written Language Woodcock-Johnson IV, Transcripts, Teacher Reports, Informal Observation
comprehension by listening to the of needs to cite strong and thorough terincluding determining where the text including curriculum without the peducation reading curriculum without Performance Area: Assessment/Monitoring Process Used: State/District Assessment Results: Current Performance/Assessment Sur WJIV Scores: Broad Written Language 100 Avera Written Expression 110 High Avera Spelling 89 Low Average Writing Samples 108 Average Sentence Writing Fluency 108 Aver Strengths: Monica flexed her acade her ideas in clear simple sentences. In additional correct punctuation, syntax, and with proper structure (introduction, assignment, she can meet those expenses to use her streaccomplish this, Monica needs to de and examples, and use appropriate a	pinion of others. She needs to reread, refer back to the text, and annotate to improve comprehension. Monica (tual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, the leaves matters uncertain. airment affects her ability to comprehend reading material, which impacts her ability to access the general at additional supports. Written Language Woodcock-Johnson IV, Transcripts, Teacher Reports, Informal Observation Smarter Balance English Language Arts/Literacy 2346 marry (include student strengths, student needs and impact of disability on student performance): ge ge mic muscles during the writing assessment of the Woodcock Johnson. Her scores indicate that she can express Her writing mechanics demonstrate that she can use her foundational skills with automaticity. Her sentences semantics. When she is given scaffolds, such as graphic organizers, she can complete a 3 paragraph essay boody paragraphs, and conclusion). It is evident that when Monica knows the expectations of a writing sectations. As such, her confidence in the area of writing is growing. In gas a such as the such as a smooth manner that creates a cohesive whole work. To evelop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

 $https://welligent.lausd.net/pls/iepweb/LAUSD_IEP_DOCUMENTS_CUSTOM_PKG.PRINT_All_DOCUMENT_DETAILS?SID=1434758\&IEPID=1138\&... \ \ \, 4/2911434758\&IEPID=1138... \ \ \, 4/29114347584758475847$

5 of 23

			INDIVIDITALI	ZED EDUCATION	PROCRAM (IFP)	Page
Los Angeles Unified School	District		INDIVIDUALI	ZED EDUCATION	TROGRAM (IEI)	
Student ZARGAROFI	MONIC			Date	of Birth 22-MAY-2003	Meeting Date 22-FEB-2019
Last	First	t	MI Section E:	: Present Level of F	Performance	
Performance Area:		Mathema	atics			
Assessment/Monitoring Process Used:		Woodco	ck-Johnson IV, Tr	anscripts, Teacher Re	ports, Informal Observation	
State/District Assessment Result	ts:	Smarter	Balance Mathema	atics 2506	Standard Nearly Met	
Current Performance/Assessmer	nt Summa	ary (inclu	de student strengt	ths, student needs and	impact of disability on stude	nt performance):
WJIV Scores: Broad Mathmatics 92 Average Calculation 83 Low Average Math Facts Fluency 103 Avera Applied Problems 90 Average Strengths: Monica appears to be previously learned skills. She t computation in all four areas is	age be learnir akes note s strong as	es regular s her scor	ly, and refers to he es approached the	er notes to complete he high average mark. I	er assignments. Her math sco Monica is able to use basic m	ores indicate that her athematical properties to
arrive at solutions that include plane. Monica also understands Needs: Monica does have diff particular, she often does not d teacher can focus on helping he two figures, she needs to use the similarity transformations the r corresponding pairs of sides. A (algebraically, graphically, nun or by verbal descriptions).	s positive iculty wit raw conn er unders ne definition meaning of additional	e and negath abstractions betand the pion of similar lly, Monid	t math topics, and etween terminolo oction she has ye nilarity in terms of ity for triangles as ca needs to compa	ponential numbers, and performs better when gy, graphs, equations, t to understand, and h f similarity transforms s the equality of all co	d absolute value. In she is asked to explain what and tables. When she can exelp her make those connection ations to decide if they are simpresponding pairs of angles a	s she understands. In plain part of the concept, the ns. When Monica is given nilar; explain using nd the proportionality of all
Impact: Monica's Other Health the general education mathema		iculum wi			among abstract math concepts	s, and her ability to access
Assessment/Monitoring Process	. (er Reports, Student Int	Formal Observation	
Used: State/District Assessment Result	te:					
Current Performance/Assessment	(om Gnalu	do student strongt	the student needs and	impact of disability on stude	nt norformanco):
Strengths: Monica is a well org prepared for class with all her i needed if the environment pror Current Grades: CC GEOMETRY B B S E BIOLOGY B F U S ADV PE 2B B E E ENGLISH 10B B S S WHG: MOD WLD B F U S DEV READ HS B A E E Curr	ganized, h necessary notes it.	nard work	ting student. She gs. When prompted	gets along well with p	eers, and adults, has excellen	t attendance, and comes
Courses Failed Fall 2018: Bio	logy A; E	English 10)A			
Needs: Monica can be shy. As questions or identify sections s clarifying questions, or seek tu	he does n	not unders	stand, but she nee	ds to be prompted to		
Impact of Disability: Monica's general education curriculum v				ct her ability to indep	endently seek assistance and	her ability to access the

	District MONICA		Date of Birth 22-MAY-2003	Meeting Date 22-FEB-2019
Student ZARGAROFI Last	First	MI		**** 3 ****(
Performance Area:	Health	Section E: Pr	resent Level of Performance	
Assessment/Monitoring Process		terview, student inter	rview, review of records, health assessment	
Used:				
State/District Assessment Result				
			student needs and impact of disability on studen	
2/19/19. Mother denies that Mo	onica has had any	serious illnesses, sigr	Iealth history updated by mother via telephone in inificant injuries, or hospitalizations since their la is in 2018 and mother reports that Monica's last	ast IEP and takes no
Strengths: LAUSD vision scre activities of daily living indepe			9/19. LAUSD hearing screening passed 2/7/19. ee.	Monica is able to complete
Areas of Need: Physical health	ı is not an area of ı	need.		
Impact of Disability: Monica's program.	general physical l	health does not adver	rsely impact their access, participation, and perfo	ormance in their school
Modifications/Accommodation	ns: Preferential sea	ating.		
Deborah Markus, MSN, RN School Nurse 2/19/19				
Performance Area:				
Assessment/Monitoring Process				
Used:				
State/District Assessment Result	ts:			
Current Performance/Assessmer	nt Summary (inclu	de student strengths,	student needs and impact of disability on studen	nt performance):

Los Angeles Unified Scho Student ZARGAROFI Last Performance Area: Assessment/Monitoring Proce Used: State/District Assessment Res Current Performance/Assessn Results of the current assess assessment procedures. STRENGTHS: Monica den	MONICA First Cogni ss Revie alts: ent Summary (inc	MI Section E: tive Abilities w of records, interview	Present Level of P	of Birth 22-MAY-2003 Performance	Meeting Da	te 22-FEB-2019
Last Performance Area: Assessment/Monitoring Proce Used: State/District Assessment Res Current Performance/Assessn Results of the current assess assessment procedures. STRENGTHS: Monica den	First Cogni ss Revie alts: ent Summary (inc	Section E: tive Abilities w of records, interview	Present Level of P	erformance	Meeting Da	te 22-FEB-2019
Assessment/Monitoring Proce Used: State/District Assessment Res Current Performance/Assessn Results of the current assess assessment procedures. STRENGTHS: Monica den	Revie	tive Abilities w of records, intervie				
Used: State/District Assessment Res Current Performance/Assessn Results of the current assess assessment procedures. STRENGTHS: Monica den	Revie	w of records, intervie	ws, observations, tes	ting		
Current Performance/Assessn Results of the current assess assessment procedures. STRENGTHS: Monica den	ent Summary (in	dude student strength				
Results of the current assess assessment procedures. STRENGTHS: Monica den		clude student strength				
assessment procedures. STRENGTHS: Monica den		rude student strength	s, student needs and	impact of disability on stu	ident performance):	
	nent indicate Moi	nica is functioning wit	thin the Low Averag	e range of cognitive ability	y based upon alternation	ve
processing, which involves of Monica also performed in the heard. She was also able to that measure attention and p what is seen.	iscriminating beto average range of nderstanding and	ween sounds within w n tasks that measure a make inferences abou	ords, manipulating suditory memory, what auditory information	ounds within words, and bich involves remembering on. Monica performed in t	plending sound to creat a series of information the low average range	nte words. on just on tasks
NEEDS: Monica performed interrelated group using both tasks.						
IMPACT OF DISABILITY Impairment (OHI) appears to					ime. Monica's Other I	Health
Performance Area:	Social	Emotional Functioni	ng			
Assessment/Monitoring Proce Used:	Revie	w of records, interview	ws, observations, rat	ing scales		
State/District Assessment Res	ılts:					
Current Performance/Assessn	ent Summary (in	clude student strength	s, student needs and	impact of disability on stu	ident performance):	
STRENGTHS: Results of th has good work habits. Monic close friends and her twin si- grows up. When asked what	a indicated that h ter. During the w	er favorite subject is r eekends, she usually h	nath because it's 'eas nangs out with them	y and fun'. At school, she as well. Monica would like	likes hanging out with	n her 3
NEEDS: Parent and teacher refuses to talk, avoids makin Monica's ability to maintain of time. She continues to det performance. Based on self-	g friends, and is nattention. They re nonstrate behavio	ot usually chosen as a ported that Monica ge rs associated with Att	n leader. In addition, ets easily distracted, lention-Deficit/Hyper	parent and teacher reporte has trouble concentrating,	d significant concerns and can't focus for lor	with ng periods
IMPACT OF DISABILITY (OHI) adversely impacts edu				needs and it appears that h	ner Other Health Impa	irment

Los Angeles Unified School District Student ZARGAROP MONICA Date of Birth 22-MAY-2003 Meeting Date 22-FEB-2019 Performance Area: Language Ability Assessment/Monitoring Process Review of records, interviews, observations State/District Assessment Results: Current Performance/Assessment Results: Current Performance/Assessment Stummary (include student strengths, student needs and impact of disability on student performance): Monica is a bilingual student who has an LAUSD language classification of English Language Development (ELD) 4 - Early Advanced. The primary language spoken within the students household is Farsi, but he need that English is also spoken in the home. She has been receiving instruction in a General Education instructional setting with Long Term English Larner Language support. STRENGTIS: Per psychologist observation, she does present with age appropriate basic interpersonal communication skills and cognitive and academic language profiscincy skills in English. New uses age appropriate vocabulary and is shelt to adequately express ideas verbally and in written language. Her language skills appear adequate for access to her educational setting. She does not have a history of speech and language issues. NEEDS: Significant conserns were noted in functional communication based upon teacher input, reporting that Monica is often quiet and does not ask for help. However, when she does speak informally peers, family members, and per psychologist observation, she is able often clear and has no trouble expressing herself. No significant concerns were noted based on observation and parent input. IMPACT OF DISABILITY: Monica's overall language functioning appears adequate. Monica's Other Health Impairment (OHI) appears to be adversely impacting educational access and performance at this time. STRENGTIBS: In the area of fine motor skills, evaluation of writing samples indicate that Monica's writing is very neat and legible and she is able to complete fine motor tasks (writing, typing, cutting, et	As Agrander Monica is a bilingual student who has an LAUSD language classification of English Language Development (ELD) 4 - Early Advanced. The primary language spoken within the student's household is Fars, but she noted that English is also spoken in the home. She has been receiving instruction in a General Education instructional setting with Long Term English Learner Language support. STRENGTHS: Per psychologist observation, she does present with age appropriate vocabulary and is able to adequately express ideas verbally and in written language. Her language skills appear adequate for access to her educational setting with mentional communication based upon teacher input, reporting that Monica is often quiet and does not ask for help. However, when she does speak informally peers, family members, and per psychologist observation, she is able often clear and has no trouble expressing here. No significant concerns were noted in functional communication based upon teacher input, reporting that Monica is often quiet and does not ask for help. However, when she does speak informally peers, family members, and per psychologist observation, she is able often clear and has no trouble expressing here. No significant concerns were noted based on observation and parent input. IMPACT OF DISABILITY: Monica's overall language functioning appears adequate. Monica's Other Health Impairment (OHI) appears to be adversely impacting educational access and performance at this time. STRENGTHS: In the area of fine motor skills, evaluation of writing samples indicate that Monica's writing is very neat and legible and she is able to complete fine motor tasks (writing, typing, cutting, etc.) without difficulty. In the area of gross motor skills, Monica is able to navigate the educational environment without difficulty. In the area of gross motor skills, Monica is able to navigate the educational environment without difficulty. Records reflect that Monica has received passing grades in physical education. NEEDS: Parent and teach		IN	DIVIDUALIZE	ED EDUCAT	TION PROG	RAM (IEP)				Page 8
Last First Section E: Present Level of Performance Performance Area: Language Ability Assessment/Monitoring Process Review of records, interviews, observations Joed: Courrent Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Monica is a bilingual student who has an LAUSD language classification of English Language Development (ELD) 4 - Early Advanced. The primary language spoken within the student's household is Farsi, but she noted that English is also spoken in the home. She has been receiving instruction in a General Education instructional setting with Long Term English Learner Language support. STRENGTHS: Per psychologist observation, she does present with age appropriate basic interpersonal communication skills and cognitive and academic language proficiency skills in English. She uses age appropriate vocabulary and is able to adequately express ideas verbally and in written language. Her language skills appear adequate for access to her educational setting. She does not have a history of speech and language issues. NEEDS: Significant concerns were noted in functional communication based upon teacher input, reporting that Monica is often quiet and does not ask for help. However, when she does speak informally peers, family members, and per psychologist observation, she is able often clear and has no trouble expressing herself. No significant concerns were noted based on observation and parent input. IMPACT OF DISABILITY: Monica's overall language functioning appears adequate. Monica's Other Health Impairment (OHI) appears to be adversely impacting educational access and performance at this time. Performance Area: Motor Abilities Assessment/Monitoring Process Review of records, interviews, observations STRENGTHS: In the area of fine motor skills, evaluation of writing samples indicate that Monica's writing is very neat and legible and she is able to complete fine motor tasks (writing, typing, cutting, etc.) without difficu	Last First Section E: Present Level of Performance erformance Area: Language Ability assessment/Monitoring Process Review of records, interviews, observations seed: Language Ability assessment Results: atter/District Assessment Summary (include student strengths, student needs and impact of disability on student performance): STRENGTHS: In the area of fine motor skills, evaluation of writing samples indicate that Monica's Other Health Impairment (OHI) appears to be adversely impacting educational access and performance at this time. atter/District Assessment Summary (include student strengths, student needs and impact of disability on student performance): STRENGTHS: In the area of fine motor skills, evaluation of writing samples indicate that Monica's Other Health Impairment (OHI) appears to be adversely impacting educations, teacher reports and school nurse's informal assessment. She is able to navigate the educational environment without diffi	Los Angeles Unified School Distric		DIVIDUALE	EDCCAL						
Section E: Present Level of Performance Performance Area: Language Ability Assessment/Monitoring Process Sacessment/Monitoring Process Sacessment/Monitoring Process Sacessment/Monitoring Process Sacessment/Monitoring Process Sacessment Results: Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Monica is a bilingual student who has an LAUSD language classification of English Language Development (ELD) 4 - Early Advanced. The primary language spoken within the student's household is Faris, but she noted that English is also spoken in the home. She has been receiving instruction in a General Education instructional setting with Long Term English Learner Language support. STRENGTHS: Per psychologist observation, she does present with age appropriate basic interpersonal communication skills and cognitive and academic language proficiency skills in English. She uses age appropriate vocabulary and is able to adequately express ideas verbally and in written language. Her language skills appear adequate for access to her educational setting. She does not have a history of speech and language issues. NEEDS: Significant concerns were noted in functional communication based upon teacher input, reporting that Monica is often quiet and does not ask for help. However, when she does speak informally peers, family members, and per psychologist observation, she is able often clear and has no trouble expressing herself. No significant concerns were noted based on observation and parent input. IMPACT OF DISABILITY: Monica's overall language functioning appears adequate. Monica's Other Health Impairment (OHI) appears to be adversely impacting educational access and performance at this time. Strengths: In the area of fine motor skills, evaluation of writing samples indicate that Monica's writing is very neat and legible and she is able to complete fine motor tasks (writing, typing, cutting, etc.) without difficulty. In the area of gross mo	Section E: Present Level of Performance Inaguage Ability Review of records, interviews, observations seed: tater/District Assessment Results: The primary language spoken within the student strengths, student needs and impact of disability on student performance): Monica is a bilingual student who has an LAUSD language classification of English Language Development (ELD) 4 - Early Advanced. The primary language spoken within the student's household is Farsi, but she noted that English is also spoken in the home. She has been receiving instruction in a General Education instructional setting with Long Term English Learner Language support. STRENGTHS: Per psychologist observation, she does present with age appropriate vocabulary and is able to adequately express ideas verbally and in written language. Her language skills appear adequate for access to her educational setting. She does not have a history of speech and language issues. NEEDS: Significant concerns were noted in functional communication based upon teacher input, reporting that Monica is often quiet and does not ask for help. However, when she does speak informally peers, family members, and per psychologist observation, she is able often clear and has no trouble expressing herself. No significant concerns were noted based on observation and parent input. IMPACT OF DISABILITY: Monica's overall language functioning appears adequate. Monica's Other Health Impairment (OHI) appears to be adversely impacting educational access and performance at this time. STRENGTHS: In the area of fine motor skills, evaluation of writing samples indicate that Monica's writing is very neat and legible and she is able to complete fine motor tasks (writing, typing, cutting, etc.) without difficulty. In the area of gross motor skills, Monica is able to run, jump, throw and walk based on informal observations, teacher reports and school nurse's informal assessment. She is able to navigate the educational environment without difficulty. Records reflect that Monica's ove					Date of Birt	th 22-MAY-2	003	Meetin	g Date 22-FEB-	2019
Review of records, interviews, observations State/District Assessment Results: Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Monica is a bilingual student who has an LAUSD language classification of English Language Development (ELD) 4 - Early Advanced. The primary language spoken within the student's household is Farsi, but she noted that English is also spoken in the home. She has been receiving instruction in a General Education instructional setting with Long Term English Learner Language support. STRENGTHS: Per psychologist observation, she does present with age appropriate basic interpersonal communication skills and cognitive and academic language proficiency skills in English. She uses age appropriate vocabulary and is able to adequately express ideas verbally and in written language. Her language skills appear adequate for access to her educational setting. She does not have a history of speech and language issues. NEEDS: Significant concerns were noted in functional communication based upon teacher input, reporting that Monica is often quiet and does not ask for help. However, when she does speak informally peers, family members, and per psychologist observation, she is able often clear and has no trouble expressing herself. No significant concerns were noted based on observation and parent input. IMPACT OF DISABILITY: Monica's overall language functioning appears adequate. Monica's Other Health Impairment (OHI) appears to be adversely impacting educational access and performance at this time. Strengths: In the area of fine motor skills, evaluation of writing samples indicate that Monica's writing is very neat and legible and she is able to complete fine motor tasks (writing, typing, cutting, etc.) without difficulty. In the area of gross motor skills, Monica is able to run, jump, throw and walk based on informal observations, teacher reports and school nurse's informal assessment. She is able to anvigate the e	Review of records, interviews, observations Review of records, interviews, observation and parent input. Review of records, interviews, observations Review of records, interviews, observations within gis very neat and legible and she is able to complete fine motor tasks (writing, typing,	Last Fir	rst		resent Lev	el of Perfor	mance				
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	eles Unified School t ZARGAROFI	MONICA		Date of Birth	h 22-MAY-2003	Meeting Date	22-FEB-2019
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If applicab	le, areas discussed	related to disability	or suspected disability				
For Initial	IFP interventions a	ttempted prior to de	etermining eligibility:				
Tor mitiar	int, interventions a	ittempted prior to di	comming englomey.				
-	a student with the o		11.7				
Code:	OHI		ealth Impairment				
Additional	Not Applicab		or UF , DBL, DEA, HOH, or	Partially Sighted			
Code:	Low meldence Eng	giointy (only for vi	, DBL, DEA, HOH, O	severe Oi).			
	Not Applicab	ole, OBlind	or OI	Partially Sighted			
O D							
or Does no	ot meet eligibility c	riteria for Special E	ducation Services (Ini	tial IEP).			
	nger Eligible for Sp	ecial Education Ser	vices (Review IEP).				
	nger Eligible (Effect						
This is	a Final IFP the stu	dent remains eligib	e for Special Educatio	n Services until the Effec	rtive Date below		
Final IEP I		dent remains englos	e for Special Educatio	Final IEP Eff			
The IEP T	Team has considere	ed and agrees that	the educational needs	s of the student are not	primarily due to:		
	ial Maladjustment	Ü		Physical Disability	_	Lack of instruction in re	eading
	k of instruction in r	nath		nglish Proficiency			_
					Env	vironmental, Cultural or	Economic Factors

	chool District		ATION PROGRAM (IEP)			
Student ZARGAROI			Date of Birth 22-MAY-2003	3 Meet	ting Date 2	22-FEB-2019
Last	First	MI Section G: Annual G	oals and Ohiectives			
erformance Area:	Read		Annual Goal #:	1		
When given a grade level			t message the author conveys, M		ong and thou	rough
	-		rences drawn from the text, inclu cher observation and work sampl	-	where the te	ext
	o be reported to parents by Progress Report or Report (t of Progress and Achievement	from Current IEP'	" form(s) w	hich
		Methods of	Evaluation			
State Assessments Observation Other	Norm Portfo	Referenced blio	□ Criterion Referenced✓ Work Samples		Curriculun Informal	n Based
what message the author of textual evidence to suppo- inferences drawn from the	reading assignment and as conveys, Monica will cite s ort analysis of what the text e text, including determining accuracy in 4 out of 5 tr work samples.	strong and thorough says explicitly as well as ng where the text leaves	When given a grade level rea what message the author con evidence to support analysis inferences drawn from the tematters uncertain with 75% a observation and work sample	veys, Monica will of what the text sa ext, including deter- accuracy in 4 out o	cite strong ys explicitly mining whe	and thorough to y as well as are the text leave
ate to be achieved:	June ▼ 2019	MO/YR	Date to be achieved:	October ▼	2019	▼ MO/Y
	IEP REPOR		CHIEVEMENT FROM CUR			
4 GOAL MET OR EXCEEDED	3 SUBSTANTIAL PRO		CHIEVEMENT FROM CUR ON OF MARKS 2 PARTIAL PROGRESS (1-	RENT IEP		NO PROGRES
EXCEEDED		EXPLANATIO	ON OF MARKS	RENT IEP 49% of goal met)		
EXCEEDED 1st Reporting Period	3 SUBSTANTIAL PROmet)	EXPLANATION OF EACH OF	ON OF MARKS 2 PARTIAL PROGRESS (1-	RENT IEP 49% of goal met)	1.	
EXCEEDED 1st Reporting Period	3 SUBSTANTIAL PROmet) 2nd Reporting Period	EXPLANATION OF EXPLAN	ON OF MARKS 2 PARTIAL PROGRESS (1- 4th Reporting Period (Second	RENT IEP 49% of goal met)	1.	
EXCEEDED 1st Reporting Period Date:	3 SUBSTANTIAL PROmet) 2nd Reporting Period	EXPLANATION OF EXPLAN	ON OF MARKS 2 PARTIAL PROGRESS (1- 4th Reporting Period (Second Only)	RENT IEP 49% of goal met) adary Goal A	1.	nt
EXCEEDED 1st Reporting Period Date:	3 SUBSTANTIAL PROmet) 2nd Reporting Period Date:	EXPLANATION OF EXPLAN	ON OF MARKS 2 PARTIAL PROGRESS (1- 4th Reporting Period (Second Only) Date:	RENT IEP 49% of goal met) dary Goal A Obje	1 Achievemen	nt
EXCEEDED 1st Reporting Period Date: Progress Mark: Is progress sufficient to	3 SUBSTANTIAL PROmet) 2nd Reporting Period Date:	EXPLANATION OF EXPLAN	ON OF MARKS 2 PARTIAL PROGRESS (1- 4th Reporting Period (Second Only) Date:	A49% of goal met) Adary Goal A Object Object Object	1 Achievement	nt :t: No :t:
	3 SUBSTANTIAL PROmet) 2nd Reporting Period Date: Progress Mark: Is progress sufficient to	EXPLANATION OF STATE	2 PARTIAL PROGRESS (1- 4th Reporting Period (Secondaly) Date: Progress Mark: Is progress sufficient to meet	Agent IEP 49% of goal met) Adary Goal A Object annual	Achievement 1 Meetive 1 Meetive 2 Meetive 2 Me	nt t: No t:
EXCEEDED 1st Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please	3 SUBSTANTIAL PROmet) 2nd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal?	EXPLANATION OF EXPLAN	ON OF MARKS 2 PARTIAL PROGRESS (1- 4th Reporting Period (Second Only) Date: Progress Mark: Is progress sufficient to meet goal? Yes No If "No" please comment:	Agent IEP 49% of goal met) Adary Goal A Object annual	Achievement 1 Mee Yes Neective 2 Mee Yes Neective 2 Mee	nt t: No t:
Ist Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal?	3 SUBSTANTIAL PROmet) 2nd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please	EXPLANATION OF STATE	ON OF MARKS 2 PARTIAL PROGRESS (1- 4th Reporting Period (Second Only) Date: Progress Mark: Is progress sufficient to meet goal? Yes No	A9% of goal met) Adary Goal A Obje annual If "N	Achievement 1 Mee Yes Neective 2 Mee Yes Neective 2 Mee	nt t: No t:

	chool District		ATION PROGRAM (IEP)	
Student ZARGAROF			Date of Birth 22-MAY-2003	Meeting Date 22-FEB-2019
Last	First	MI Section G: Annual G	oals and Ohiectives	
erformance Area:	Writin		Annual Goal #:	2
			topic with relevant, well-chosen fac	
	_	e appropriate and varied tran measured by work samples.	sitions to create cohesion and clarif	y the relationships among ideas
	o be reported to parents by Progress Report or Report (t of Progress and Achievement fro	om Current IEP" form(s) which
		Methods of	Evaluation	
State Assessments Observation Other	Norm Portfo	Referenced blio	Criterion Referenced Work Samples	Curriculum Based Informal
develop the topic with rele details, quotations,or othe and varied transitions to c	expository writing assignment, well-chosen facts, der information and example exeate cohesion and clarify 10% accuarcy in 4 out of 5	efinitions, concrete ss, and use appropriate the relationships among	the topic with relevant, well-che quotations, or other information transitions to create cohesion ar	sitory writing assignment, Monica will deve- osen facts, definitions, concrete details, and examples, and use appropriate and vari- nd clarify the relationships among ideas and 4 out of 5 trials as measured by work sample
ate to be achieved:	June ▼ 2019	MO/YR	Date to be achieved:	tober ▼ 2019 ▼ MO/Y
	IEP REPORT		CHIEVEMENT FROM CURRI	ENT IEP
4 GOAL MET OR EXCEEDED	3 SUBSTANTIAL PRO		CHIEVEMENT FROM CURRI ON OF MARKS 2 PARTIAL PROGRESS (1-49	
EXCEEDED		EXPLANATIO	ON OF MARKS	9% of goal met) 1 NO PROGRESS
EXCEEDED 1st Reporting Period	3 SUBSTANTIAL PROmet)	EXPLANATION OF EACH OF	ON OF MARKS 2 PARTIAL PROGRESS (1-49 4th Reporting Period (Seconda Only)	9% of goal met) 1 NO PROGRESS
EXCEEDED 1st Reporting Period	3 SUBSTANTIAL PROmet) 2nd Reporting Period	EXPLANATION OF EXPLAN	ON OF MARKS 2 PARTIAL PROGRESS (1-49 4th Reporting Period (Secondar	9% of goal met) 1 NO PROGRESS
EXCEEDED Ist Reporting Period Date:	3 SUBSTANTIAL PROmet) 2nd Reporting Period	EXPLANATION OF EXPLAN	ON OF MARKS 2 PARTIAL PROGRESS (1-49 4th Reporting Period (Seconda Only)	9% of goal met) 1 NO PROGRESS
EXCEEDED 1st Reporting Period Date:	3 SUBSTANTIAL PROmet) 2nd Reporting Period Date:	EXPLANATION OF EXPLAN	2 PARTIAL PROGRESS (1-49 4th Reporting Period (Seconda Only) Date:	9% of goal met) 1 NO PROGRESS ary Goal Achievement
EXCEEDED 1st Reporting Period Date: Progress Mark: Is progress sufficient to	3 SUBSTANTIAL PROmet) 2nd Reporting Period Date:	EXPLANATION OF EXPLAN	2 PARTIAL PROGRESS (1-49 4th Reporting Period (Seconda Only) Date:	O's of goal met) I NO PROGRESS Goal Achievement Objective 1 Met: Yes No Objective 2 Met:
Ist Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal?	3 SUBSTANTIAL PROmet) 2nd Reporting Period Date: Progress Mark: Is progress sufficient to	EXPLANATION OF STATE	2 PARTIAL PROGRESS (1-49 4th Reporting Period (Seconda Only) Date: Progress Mark: Is progress sufficient to meet an	O% of goal met) I NO PROGRESS Goal Achievement Objective 1 Met: Yes No Objective 2 Met: Yes No
	3 SUBSTANTIAL PROmet) 2nd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal?	EXPLANATION OF GRESS (50-99% of goal o	2 PARTIAL PROGRESS (1-49 4th Reporting Period (Secondary) Date: Progress Mark: Is progress sufficient to meet an goal? Yes No If "No" please comment:	O% of goal met) 1 NO PROGRESS Pary Goal Achievement Objective 1 Met: Yes No Objective 2 Met:
EXCEEDED 1st Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please	3 SUBSTANTIAL PROmet) 2nd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please	EXPLANATION OF A STATE OF THE PROPERTY OF A STATE OF A	ON OF MARKS 2 PARTIAL PROGRESS (1-49 4th Reporting Period (Secondary) Date: Progress Mark: Is progress sufficient to meet an goal? Yes No	O's of goal met) I NO PROGRESS Goal Achievement Objective 1 Met: Yes No Objective 2 Met: Yes No If "No" please explain:

		DIVIDUALIZED EDUC.	ATION PROGRAM (IEP)	Page 12 o
Los Angeles Unified Sch Student ZARGAROFI			Date of Birth 22-MAY-2003	Meeting Date 22-FEB-2019
Last	First	MI		
	26.1	Section G: Annual G		
erformance Area:		ematics	Annual Goal #: 3	
			s of two functions each represented in a dif	
rogress on annual goals to vill be provided at either Pr		Card periods.	t of Progress and Achievement from Curr	rent IEP" form(s) which
n .		Methods of		
State Assessments Observation Other	Norm Portfo	Referenced lio	Criterion Referenced Work Samples	Curriculum Based Informal
ncremental objective #1 r When Monica is given two similarity in terms of simila- explain using similarity tran triangles as the equality of a proportionality of all corres of 5 trials as measured by c	offigures, she needs to use arity transformations to de- insformations the meaning all corresponding pairs of sponding pairs of sides wi	or of similarity for angles and the the 70% accuracy in 4 out	Incremental objective #2 related to to When Monica is given two figures, she in terms of similarity transformations to similarity transformations the meaning of all corresponding pairs of angles and pairs of sides with 75% accuracy in 4 cobased measure.	e needs to use the definition of similar o decide if they are similar; explain us of similarity for triangles as the equal d the proportionality of all correspond
Date to be achieved:	June ▼ 2019		Date to be achieved: October CHIEVEMENT FROM CURRENT II	▼ 2019 ▼ MO/YR
			ON OF MARKS	
4 GOAL MET OR EXCEEDED	3 SUBSTANTIAL PRO	GRESS (50-99% of goal	2 PARTIAL PROGRESS (1-49% of g	oal met) I NO PROGRESS
	2nd Reporting Period	3rd Reporting Period	4th Reporting Period (Secondary	Goal Achievement
Date:	Date:	Date:	Only) Date:	
Progress Mark:	Progress Mark:	Progress Mark:	Progress Mark:	Objective 1 Met:
				O Yes O No
			Is progress sufficient to meet annual goal?	Objective 2 Met: Yes No
	O Yes O No	O Yes O No	O Yes O No	If "No" please explain:
	If "No" please comment:	If "No" please comment:	If "No" please comment: Needs More Time	
Assignments Not	Needs More Time Excess Absence/Tardy Assignments Not	Needs More Time Excess Absence/Tardy Assignments Not	Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal Other	
Need to	Completed Need to review/revise Goal	Completed Need to review/revise Goal		

Last	MONICA		Date of Birth 22-MAY-2003	Meeting Date 22-FEB-2019
	First	MI Section G: Annual G	oals and Objectives	
erformance Area:	Vocati	onal Education	Annual Goal #: 4	
			ependently seek assistance, ask clarifying	avactions on coals tutoning
vith 80% accuracy in 4 ou	t of 5 trials as measured by	teacher observation.		
	be reported to parents by Progress Report or Report C		t of Progress and Achievement from Cu	rrent IEP" form(s) which
		Methods of		
State Assessments Observation Other	Norm Portfo	Referenced lio	Criterion Referenced Work Samples	Curriculum Based Informal
ndependently seek assista	difficulty accessing the manner, ask clarifying question 5 trials as measured by teaching the street of the street	ns, or seek tutoring with	The state of the s	ccessing the material presented, she warifying questions, or seek tutoring with
4 GOAL MET OR	3 SUBSTANTIAL PRO		CHIEVEMENT FROM CURRENT ON OF MARKS 2 PARTIAL PROGRESS (1-49% of	IEP
EXCEEDED	3 SUBSTANTIAL PRO	EXPLANATION GRESS (50-99% of goal	CHIEVEMENT FROM CURRENT ON OF MARKS 2 PARTIAL PROGRESS (1-49% of	goal met) 1 NO PROGRESS
EXCEEDED st Reporting Period	3 SUBSTANTIAL PROmet) 2nd Reporting Period	EXPLANATIO GRESS (50-99% of goal 3rd Reporting Period	CHIEVEMENT FROM CURRENT ON OF MARKS 2 PARTIAL PROGRESS (1-49% of 4th Reporting Period (Secondary	IEP
EXCEEDED st Reporting Period	3 SUBSTANTIAL PRO	EXPLANATION GRESS (50-99% of goal	CHIEVEMENT FROM CURRENT ON OF MARKS 2 PARTIAL PROGRESS (1-49% of	goal met) 1 NO PROGRESS
st Reporting Period Date:	3 SUBSTANTIAL PROmet) 2nd Reporting Period Date:	EXPLANATIO GRESS (50-99% of goal 3rd Reporting Period Date:	CHIEVEMENT FROM CURRENT ON OF MARKS 2 PARTIAL PROGRESS (1-49% of 4th Reporting Period (Secondary Only) Date:	goal met) I NO PROGRESS Goal Achievement
EXCEEDED Ist Reporting Period Date:	3 SUBSTANTIAL PROmet) 2nd Reporting Period	EXPLANATIO GRESS (50-99% of goal 3rd Reporting Period	CHIEVEMENT FROM CURRENT ON OF MARKS 2 PARTIAL PROGRESS (1-49% of 4th Reporting Period (Secondary Only)	goal met) I NO PROGRESS Goal Achievement Objective 1 Met:
EXCEEDED Ist Reporting Period Date: Progress Mark: Se progress sufficient to meet annual goal?	3 SUBSTANTIAL PROmet) 2nd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal?	EXPLANATIO GRESS (50-99% of goal 3rd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal?	CHIEVEMENT FROM CURRENT ON OF MARKS 2 PARTIAL PROGRESS (1-49% of 4th Reporting Period (Secondary Only) Date: Progress Mark: Is progress sufficient to meet annual goal?	goal met) I NO PROGRESS Goal Achievement Objective 1 Met: Yes No Objective 2 Met: Yes No
	3 SUBSTANTIAL PROmet) 2nd Reporting Period Date: Progress Mark: Is progress sufficient to	EXPLANATIO GRESS (50-99% of goal 3rd Reporting Period Date: Progress Mark: Is progress sufficient to	CHIEVEMENT FROM CURRENT ON OF MARKS 2 PARTIAL PROGRESS (1-49% of 4th Reporting Period (Secondary Only) Date: Progress Mark: Is progress sufficient to meet annual	goal met) I NO PROGRESS Goal Achievement Objective 1 Met: Yes No Objective 2 Met:

	INDIVIDUALIZED EDUCATION PROGRAM (IEP)	Page 14 of 23
Los Angeles Unified School District Student ZARGAROFI MONICA	Date of Birth 22-MAY-2003	Meeting Date 22-FEB-2019
Last First	MI	
	n K: Participation in State and District-wide Assessments essments determined for each grade by the California Department of Ed School District.	ucation and/or the Los Angeles Unified

		INDIVIDUALIZED EDUCATION PROGRAM (IEP)	Page 15 of 23
Los Angeles Unified School Dis	trict	INDIVIDUALIZED EDUCATION I ROGRAM (IEI)	
	ONICA	Date of Birth 22-MAY-20	Meeting Date 22-FEB-2019
Last	First Sec	MI tion N: Procedural Safeguards and Follow-up Actio	ons
■ A Parent's Guide to Special Ed	lucation Serv	ces including Procedural Rights & Safeguards was provi	ided to the parent in his/her primary language.
		s were read aloud at the beginning of the IEP Team meeting	
		ght to a written translation of the IEP.	
Is the parent/guardian requesting tra	nslation servi	es? • Yes No	
If yes, the parent/guardian has re	quested a writ	en translation of the IEP in Hebrew	
Specify the Individual Pages to b	e translated:		
Special Requests:			
student at 18 years of age, unles	s the court has	and parent(s)/guardian(s) have been informed that the educa determined otherwise.	anonal decision-making rights will transfer to the
	T	HIG ODA CE DELIDEDATELM LEET DLAN	A HZ
	1	HIS SPACE DELIBERATELY LEFT BLAN	NK.

		INDIVIDUALIZED	EDUCATION PROGRA	M (IEP)	Page 16 of 23
Los Angeles Unified School	ol District		D		
Student ZARGAROFI	MONICA		Date of Birth 2	2-MAY-2003	Meeting Date 22-FEB-2019
Last	First	MI			
		Section Q: Paren	t Participation and Co	onsent	
Pa	rent Participation			Parent Noti	fication
Parent/Student (18-21) has	narticinated in the l	FP meeting	Method	Who	
Parent/Student (18-21) indiable to attend. Parent/Student (18-21) was Parent/Student (18-21) did not rethe meeting was held without the Parent/Student (18-21) did	notified 3 times of espond to any of the Parent/Student (1	the meeting time and p e meeting notifications 8-21) present	S.Esparza lace.	S.Espa Sand 10-MAY-	y Student
without them if they did not atte		permission to proceed	I (PARENT) acknow request. the IEP meeting be	(Parent initials here	ing was rescheduled to this date at my ONLY if the PARENT requested that
	Parent/Stud	lent (18-21) Agreen	nent to Components of		
A Parent/Student (18-21) ma implement those portions of Parent/Student (18-21) AG	y agree to all or s the IEP to which	ome of the componenthe parent/student (18	ts of a proposed IEP. The	e District will	
Parent/Student (18-21) AG	_		EP WITH THE SPECIFI	C EXCEPTION(S) star	ted below:
Assessment	Specify	FF			
Eligibility	Specify				
Instructional S	ettingSpecify				
Services	Specify				
The Parent/Student (18-21)		PEE with any of the cor	nnonants of the proposed II	ED	
not agree. If a parent/student information on dispute resolution and Safeguards).		the District's publicat		Special Education Se	proposed IEP, the parent can find rvices (Including Procedural
Signature(s)					Date 23-MAY-2019
Signature(s)					Date 23-MAY-2019
GuardianParent	21 years	lent age 18-21 years ago		Minor	_
Did the school district facilitate					
✓ I certify that I have receivoluntary and can be done at			regarding the IEP process	s. I understand that my	completion of the form is
Signature(s)					Date 23-MAY-2019
÷ `1		L			Date (

PARENT INPUT SURVEY

Would you please take a moment to complete the survey below. The information you provide will help us improve the Individualized Education Program (IEP) process. Thank you in advance for your time and interest.

ALL INFORMATION IS CONFIDENTIAL

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

A.	Regarding your child's current IEP:	Yes	No	Does Not Apply
1.	I am satisfied with the IEP meeting.			
2.	I feel that the IEP accurately reflects the decisions made at the IEP meeting.			
3.	I received notice of the IEP meeting.			
4.	I received "The IEP and You" handbook with the notice of the IEP meeting.			
5.	During the IEP process I received "A Parent's Guide to Special Education Services (Including Procedural Rights and Safeguards)" explaining my rights as a parent.			
6.	The IEP meeting was held in an appropriate setting.			
7.	I feel I was treated as an equal and important part of the IEP team.			
8.	The participants at the IEP meeting were prepared and informed.			
9.	Placements for my child, including the general education setting, were discussed and decided upon.			
10.	Related services were discussed and decided upon, if relevant.			
11.	If my child is 14 years old or older, an Individualized Transition Plan (ITP) was developed with my child's and my concerns in mind.			
12.	At the end of the IEP meeting the decisions were summarized.			
13.	If I needed an oral interpretation of the IEP team meeting an interpreter was provided.			
14.	The interpretation of the IEP team meeting enabled me to participate and make an informed decision regarding my child's IEP during the IEP meeting.			
15.	The interpreter stayed for the duration of the IEP team meeting.			
16.	If the interpreter left the IEP meeting before it was over, another staff member served as the interpreter and the interpretation was adequate.			
17.	I am aware that, if I am dissatisfied with the adequacy of the oral interpretation at the IEP team meeting, I can file a complaint with the Educational Equity Compliance Office at (213) 241-7682.			
18.	If I needed a written translation of the IEP, translation services were offered.			
19.	I am aware that, if I do not receive a copy of the translated IEP, I can contact the site administrator or call the Division of Special Education at (213) 241-6701.			
si	any of the answers to items 13–16 or 18–19 was No, please discuss your concern(s) with the te administrator or call the Division of Special Education at (213) 241-6701.			
В.	Regarding your child's previous IEP (if relevant):			
20.	I am satisfied that my child received the services described on the previous IEP. (If your answer to this question is "No", please write concerns below.)			
	(if you allowed to this question is '10', please write concerns below.)			201 3-2
		2	Addition	al Comments

ise write below	ore you would like to ask us or tell us? or call the Parent Resource Network at 1-800-933-8133.	
Plea	se fold along dotted lines with the address showing. Seal and mail. Postage is pre-paid. Again, Thank you!	
	BUSINESS REPLY MAIL FIRST-CLASS MAIL PERMIT NO. 33798 LOS ANGELES CA 90051 POSTAGE WILL BE PAID BY ADDRESSEE ATTN PARENT RESOURCE NETWORK LOS ANGELES UNIFIED SCHOOL DISTRICT PO BOX 613307	ARY .ED E
	LOS ANGELES CA 90099-4093	
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PAKENT INPUT SURVEY		
N N		
English		
ng l		

		Reconvened Meeting Date
Student ZARGAROFI MONICA Last First M	Date of Birth 22-MAY-	
	on R: Names and Signatures (Signatures on Fil	e)
Team Member	Print Name	Signature
arent/Guardian	Nurit Zargaroff	Signiture
rent/Guardian		
udent Age 18 - 21 years	Moning Zangguaff	
udent Under Age 18 years	Monica Zargaroff	
urrogate Parent		
oster Parent		
nmily Foster Home Provider		
dministrator		
dministrative Designee	T. Gruen	
pecial Education Teacher	J. Otis	
eneral Education Teacher	G. Whitley	
chool Psychologist	excused	
chool Nurse	D. Markus	
elated Service Staff		
elated Service Staff		
elated Service Staff		
terpreter	Benita Meguerditchian	
gn Language Interpreter		
gency Representative		
gency Representative		
gency Representative		
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ther		
ther		
her		

				Reconvened Meeting Date	
Student ZARGAROFI Last	MONICA First	MI	Date of Birth 22-MAY	Y-2003 Meeting	g Date 22-FEB-2019
Last			mes and Signatures (Signatures on F	ile)	
Toon	n Member	Section K. 14a	Print Name		gnature
arent/Guardian	ii Wiembei		Nurit Zargaroff)	znature
			(man angular		
arent/Guardian					
tudent Age 18 - 21 years			Monica Zargaroff		
tudent Under Age 18 years			Wollica Zargaron		
urrogate Parent					
oster Parent					
amily Foster Home Provider	r				
Administrator					
Administrative Designee			J. Otis		
Special Education Teacher			L. Betancourt		
General Education Teacher			G. Whitley		
school Psychologist			M. Lightfoot		
school Nurse					
Related Service Staff					
Related Service Staff					
Related Service Staff					
nterpreter					
Sign Language Interpreter					
Agency Representative					
Agency Representative					
Agency Representative					
Other					
tner					

Home/Hospita DIRECTIONS: the Individuals we lacement in a mostrictive setting equired supports, here is a compell. Step A. Can	ation Class/Ger Program/Specia al or Residentia Complete the in with Disabilities ore restrictive s with the use of , services, accooling reason why in the supports, services, services, services at the supports of the supp	To Be Completed Stud Stud Stud To Be Completed Stud Stud Stud To Be Completed Stud Stu	of the IEP team discuss eaches the Step that in quires that students we fithe nature or severity ervices cannot be achieved and/or modifications usen a general education.	c of h 22-M. CONMENT A the IEP Team Intent Type: pecial Day Proposition regarding dicates YES. The student in the student is stiffication for point in the student's	ANALYSIS Meeting gram/General Edit placement from be educated in the disability is surily. The lack of placement in a manage in the second	he least restrict that placen fourrent availance restrictive vailable in a go	etive environment. ment in a less ability of a student's e setting, unless eneral education
Special Day P Home/Hospita DIRECTIONS: the Individuals we lacement in a mostrictive setting equired supports, here is a compell. Step A. Can class	Program/Special alor Residential Complete the invitable Disabilities or restrictives with the use of a services, accooking reason why a the supports, a services of the supports of the suppor	To Be Completed Stud meral Education Site I Education Center I Care Facility Information below as part or team real Education Act (IDEA) requesting should only occur if supplementary aids and semmodations and modification they cannot be provided. If the answer is YES, the	of the IEP team discuss eaches the Step that in quires that students we fithe nature or severity ervices cannot be achieved and/or modifications usen a general education.	the IEP Team Intent Type: pecial Day Programmer on public School signification regarding dicates YES. The disabilities of the student disabilities is stiffication for public student in the student's in the student's	gram/General Edbl placement from be educated in the disability is surily. The lack of placement in a manager of the state	he least restrict that placen fourrent availance restrictive vailable in a go	etive environment. ment in a less ability of a student's e setting, unless eneral education
Special Day P Home/Hospita DIRECTIONS: the Individuals we lacement in a mostrictive setting equired supports, here is a compell. Step A. Can class	Program/Special alor Residential Complete the invitable Disabilities or restrictives with the use of a services, accooking reason why a the supports, a services of the supports of the suppor	neral Education Site I Education Center I Care Facility Information below as part or team real Education Act (IDEA) requesting should only occur if supplementary aids and semmodations and modification they cannot be provided. If the answer is YES, the	of the IEP team discuss eaches the Step that in quires that students we fithe nature or severity ervices cannot be achitions is not the sole just and/or modifications ten a general education	pecial Day Proposition regarding dicates YES. The disabilities of the student in the student's in the student's	gram/General Edol placement from be educated in the state of the sta	he least restrict that placen fourrent availance restrictive vailable in a go	etive environment. ment in a less ability of a student's e setting, unless eneral education
Special Day P Home/Hospita DIRECTIONS: the Individuals we lacement in a mostrictive setting equired supports, here is a compell. Step A. Can class	Program/Special alor Residential Complete the invitable Disabilities or restrictives with the use of a services, accooking reason why a the supports, a services of the supports of the suppor	neral Education Site I Education Center I Care Facility Information below as part or team real Education Act (IDEA) requesting should only occur if supplementary aids and semmodations and modification they cannot be provided. If the answer is YES, the	of the IEP team discuss eaches the Step that in quires that students we feel the nature or severity ervices cannot be achieved the sole just and/or modifications and/or modifications ten a general education	onpublic School ssion regarding dicates YES. with disabilities of the student dieved satisfactor is stiffication for public s	placement from be educated in the disability is surily. The lack of placement in a manage of the state of the	he least restrict that placen fourrent availance restrictive vailable in a go	etive environment. ment in a less ability of a student's e setting, unless eneral education
Special Day P Home/Hospita DIRECTIONS: the Individuals we lacement in a mostrictive setting equired supports, here is a compell. Step A. Can class	Program/Special alor Residential Complete the invitable Disabilities or restrictives with the use of a services, accooking reason why a the supports, a services of the supports of the suppor	I Education Center al Care Facility Information below as part or team reases Education Act (IDEA) requesting should only occur if supplementary aids and semmodations and modification they cannot be provided. If the answer is YES, the	of the IEP team discuss eaches the Step that in quires that students we feel the nature or severity ervices cannot be achitions is not the sole juriand/or modifications and/or modifications ten a general education	onpublic School ssion regarding dicates YES. ith disabilities of the student ieved satisfactor istification for public student's in the student's	placement from be educated in the disability is surily. The lack of placement in a manage of the state of the	he least restrict that placen fourrent availance restrictive vailable in a go	etive environment. ment in a less ability of a student's e setting, unless eneral education
Home/Hospita DIRECTIONS: the Individuals we lacement in a mostrictive setting equired supports, here is a compell. Step A. Can class	al or Residentia Complete the invith Disabilities or restrictive is with the use of it, services, accooking reason why in the supports, it is serviced in the supports, it is serviced in the supports. Serviced in the supports is serviced in the supports in the support in the supports in the support i	nformation below as part of team reals. Education Act (IDEA) requetting should only occur if supplementary aids and semmodations and modificate they cannot be provided. If the answer is YES, the	of the IEP team discuss eaches the Step that in quires that students w f the nature or severity ervices cannot be achitions is not the sole ju and/or modifications	ssion regarding dicates YES. ith disabilities y of the student ieved satisfactor stiffication for particular in the student's	placement from be educated in the state of t	he least restriction that placen fourrent availation restrictive vailable in a ge	etive environment. ment in a less ability of a student's e setting, unless eneral education
The Individuals we lacement in a mostrictive setting equired supports, here is a compell. Step A. Can class	Complete the invite Disabilities ore restrictive so with the use of services, accooking reason why the supports, services services? Yes	nformation below as part of team real sections and team for team for teams and sections and modification they cannot be provided. If the answer is YES, the	quires that students we feel the nature or severity ervices cannot be achitions is not the sole just and/or modifications the a general education	dicates YES. with disabilities of the student disabilities of the student distribution for particular distribution for particular distribution for particular distribution for particular disabilities and distribution for particular distribution for parti	be educated in the state of the	he least restriction that placen fourrent availation restrictive vailable in a ge	etive environment. ment in a less ability of a student's e setting, unless eneral education
he Individuals we lacement in a mostrictive setting equired supports, here is a compell: Step A. Can class	with Disabilities ore restrictive s with the use of , services, accoling reason why the supports, services services? Yes	team real team real team real team real team real team and team and seem team and te	quires that students we feel the nature or severity ervices cannot be achitions is not the sole just and/or modifications the a general education	dicates YES. with disabilities of the student disabilities of the student distribution for particular distribution for particular distribution for particular distribution for particular disabilities and distribution for particular distribution for parti	be educated in the state of the	he least restriction that placen fourrent availation restrictive vailable in a ge	etive environment. ment in a less ability of a student's e setting, unless eneral education
lacement in a most strictive setting equired supports, there is a compelle step. Step A. Can class	ore restrictive s with the use of , services, acco ling reason why the the supports, s ssroom/setting? Yes	Education Act (IDEA) requetting should only occur if supplementary aids and semmodations and modificate they cannot be provided. If the answer is YES, the	quires that students w f the nature or severity ervices cannot be achi tions is not the sole ju and/or modifications ten a general education	ith disabilities of the student ieved satisfactor is stification for particular in the student's	's disability is surily. The lack of placement in a m	uch that placen f current availa nore restrictive	ment in a less ability of a student's e setting, unless eneral education
clas	ssroom/setting? Yes	If the answer is YES, the	nen a general education			_	
No			-	n classroom/se		opriate placem	nent. If the answer is
O A							
	Yes No	If not currently available available in a general ed and/or modifications muthe box below. Then go	ducation classroom/se ust be provided within	tting? If YES,	all required supp	ports, services,	, accommodations
Mon	nica needs a sma	ller learning environment to a	access the general educa	ation curriculum			
	n the supports, s	services, accommodations a	and/or modifications	in the student's	IEP be made av	vailable on a g	general education sit
• Y	Yes O No	If the answer is YES, the answer is NO, go to the		ram on a gener	al education site	is the appropr	riate placement. If the
O 7	Yes No	If not currently available available in a special day accommodations and/or articulate why in the box	y program on a gener modifications must b	ral education sit	te? If YES, all re	equired suppor	rts, services,

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student	ZARGARO Last		NICA First	MI	Date of Birth	22-MAY-2003	Meeting Date	22-FEB-2019
	A	NNUAL			TIVE ENVIRONM By the IEP Team at the II		G (Continued)	1
tep C.	Can the	supports, s	ervices, acco	ommodations ar	nd/or modifications in the	e student's IEP be made	e available in a sp	ecial school settin
	O Yes	O No	If the ansv question b		a special school setting	is the appropriate place	ement. If the ansv	ver is NO, go to th
	O Yes	O No	available i modificati	n a special scho	can the required supports tool setting? If YES, all re- tovided within a reasonable top D.	quired supports, servic	es, accommodation	ons and/or
tep D.	Can the	supports, s	ervices, acco	ommodations ar	nd/or modifications in the	e student's IEP be made	e available in a ho	ome/hospital settir
	O Yes	O No			n a home/hospital setting the question below.	is the appropriate plac	ement.	
	O Yes	O No	If not curr available i modificati	ently available, n a home/hospi	can the required supports tal setting? If YES, all re ovided within a reasonabl	quired supports, servic	es, accommodati	ons and/or
tep E.	Can the	supports, s	ervices, acco	ommodations ar	nd/or modifications in the	e student's IEP be made	e available in a re	sidential care
tep E.	facility?							
	O Yes	O No		ently available, dent in this setti	articulate in the IEP whaing.	t supports, accommod	ations and/or mod	lifications are requ

Student ZARGAROF Last		Date of Birth 22-MAY	Art 1 - Eligibility, Placements and Supports W-2003 Meeting Date 22-FEB-2019
		Effective With this IEP	Future Changes Related to this IEP
	As of Date:	23-MAY-2019	Tatan Cananges resident to this 121
Eligibility:		Eligible (OHI)	
(from Page 4)	Final IEP Reason Final IEP Effective Date:	_ng.a.c (e.n.)	
Curriculum		General Education	
Placement	Type of School	Affiliated Charter	
	Name of School	TAFT CHS	
Instructional Setting	Setting	Special Education	
	Program	SLD	
	Special Day	540	
	Minutes/Wk		
	Addresses Goals	1(Reading),3(Mathematics),2(Writing)	
Additional Factors	Low Incident Support	None	
	Assistive Technology Support	No	
	Transportation	None	
	Extended School Year/Intersession	Yes No	
	Parent Counseling and Training (PCT)	○ Yes ● No	
	ESY Transportation		
Accommodation, Modifications, Supports	Instructional Accommodations	 Extended time on assignments and exams (+50%) including SAT and ACT. Preferential seating near instruction Use of calculator, as necessary. Assistance with note taking and text marking. Allow access to a small class setting for assessments, quizzes, and tests. Access to audio books, as available. Copy of teacher notes prior to lecture, or peer notes following lecture. 	
	Instructional Modifications		
	Other Supports, including Non- Academic and Extra- curricular Activities		
Preparation for Three Year Review IEP (At the second Annual Review IEP Meeting, the team must discuss and document the	Do the Parent and the District (local educational agency) agree that a reassessment is unnecessary?	• Yes O No	
decision to conduct or not conduct a three- year comprehensive reassessment.)	If the Parent does not agree, specify the area(s) to be reassessed.		

	Comments, as appropriate
Low Incidence Equipment	
Assistive Technology Equipment	
Participation in General Education	English, Math and Electives in general education setting.

INDIVIDUALIZED EDUCATION PROGRAM (IEP) Los Angeles Unified School District Student ZARGAROF MONICA Last First MI Effective With This IEP Future Changes Related To This IEP 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 **Gof Time per Week outside of General Education** 29 Part 4 - Additional Discussion (This section is optional) **Possible 129 Part 4 - Additional Discussion (This section is optional) **Possible 129 **Possible	.019	individualized Education Program (iE	:P)		
Last First MI Effective With This IEP Future Changes Related To This IEP 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 29 Part 4 - Additional Discussion (This section is optional) 1/22/19: The IEP team discussed present levels of performance related to health and academics. The team agreed to recess the meeting to gather additional formation for the psychological assessment.	Los Angeles Unified School District	IEP FAPE Part 2 - S	ummary of So		Page 21 o
Interest in the second of		Date of Birth 22-MAY	-2003		3-2019
Part 3 - Percentage of Time Outside of General Education Effective With this IEP Part 4 - Additional Discussion (This section is optional) Part 4 - Additional Discussion (This section is optional) Part 3 - Percentage of Time Outside of General Education Effective With this IEP Part 4 - Additional Discussion (This section is optional)		Effective With Thi	s IEP		ted To
Effective With this IEP Future Changes Related to this IEP % of Time per Week outside of General Education 29 Part 4 - Additional Discussion (This section is optional) (22/19: The IEP team discussed present levels of performance related to health and academics. The team agreed to recess the meeting to gather additional formation for the psychological assessment. 23/19: The IEP team discussed difficulties with passage comprehension and access to the general education curriculum and determined that Monica would	Parents of students who are Medi-Cal eligible authorize LAUSD				
Part 4 - Additional Discussion (This section is optional) 22/19: The IEP team discussed present levels of performance related to health and academics. The team agreed to recess the meeting to gather additional primation for the psychological assessment.	Part 3 - Percentage of Time Outside	of General Education			
Part 4 - Additional Discussion (This section is optional) 22/19: The IEP team discussed present levels of performance related to health and academics. The team agreed to recess the meeting to gather additional formation for the psychological assessment. 23/19: The IEP team discussed difficulties with passage comprehension and access to the general education curriculum and determined that Monica would		Effective With this IEP	Future Cha	nges Related to this IF	EP .
22/19: The IEP team discussed present levels of performance related to health and academics. The team agreed to recess the meeting to gather additional ormation for the psychological assessment. 23/19: The IEP team discussed difficulties with passage comprehension and access to the general education curriculum and determined that Monica would	% of Time per Week outside of General Education	29			•
ormation for the psychological assessment. 23/19: The IEP team discussed difficulties with passage comprehension and access to the general education curriculum and determined that Monica would	Part 4 - Additional Discussion (This	s section is optional)			
23/19: The IEP team discussed difficulties with passage comprehension and access to the general education curriculum and determined that Monica would		elated to health and academics. The team	agreed to recess	the meeting to gather a	dditional
cess the curriculum in the Special Day Setting.	23/19: The IEP team discussed difficulties with passage comprel	hension and access to the general education	on curriculum a	nd determined that Mon	ica would
	cess the curriculum in the Special Day Setting.				

Udent ZARGAROFI Last MoNICA First Date of Birth 22-MAY-2003 Meeting Date 22-FEB-2019 FAPE Summary Grid Program: SLD Setting: Special Education Eligibility: Eligible (OHI) Curriculum: General Education Transportation: None Low Incident Support: None Date District Received Parent Signature: 23-May-2019		s Unified Scl	hool Distr		UALIZED E	DUCATION PI IEP FA	ROGRAM PE Part 2 -			of Services	Page 22
FAPE Summary Grid Program: SLD Setting: Special Education Cligibility: Eligible (OHI) Curriculum: General Education None Low Incident Support: None Date District Received Parent Signature: Service Service Desc Start Applies To Interval Frequency Area Minutes Goal(s) For IEP Team Information											ate 22-FEB-2019
SLD Setting: Special Education		Last	First	M							
Transportation: None Low Incident Support: None Date District Received Parent Signature: Service Service Date Desc Date Applies To For IEP Team Information Low Incident Support: None Low Incident Support: None Addresses No Consent Minutes For IEP Team Information	Program:		SLD		FAPE		L		Specia	al Education	
Date District Received Parent Signature: Service Service Desc Date Applies To Service Total Minutes Goal(s) For IEP Team Information	Eligibility	:	Eligil	ole (OHI)		Curricult	ım:		Genera	al Education	
Parent Signature: Service Service Date Service Date Applies To Service Desc Date Applies To Service Desc Date Applies To For IEP Team Information	Transport	ation:	None			Low Incid	dent Suppo	ort:	None		
Code Desc Date Applies To Minutes Goal(s) For IEP Team Information			I	23-May-	2019						
	Service Code				Interval	Frequency	Area				No Consent
					Eo. IED	Toom Infrare : 4	:				

INI	MVIDIJAI IZED	FDUC	ATION DI	OCCDAM (IED	\	Page 23 o
Los Angeles Unified School District Student ZARGAROFI MONICA Last First	DIVIDUALIZED MI	EDUCA	Date of Birth			(ITP, pg. 1 of 3) 22-FEB-2019
2430 11130	INDIVIDUAL	TRANS		LAN (ITP)	Date	
Student was invited to IEP meeting: Yes	11,01,10,011	111111		(111)		
Student received mentoring: info Yes No	•					
Student referred and placed in an outside agency:	nfo Yes) No				
If yes, name of agency:	▼)					
Student participated in Work Experience Educatio						
Student received college awareness preparation: information traceived career awareness: information Yes	Yes V	No				
	t of Transition Ac	etivities	from Cur	rant ITP (not if	first ITD)	
Area	t of Transition Ac		pleted	Tent III (not tj	If no, indicat	e reason
Education/Training Activity	• Yes			rst ITP	II no, muicat	e reason
	• Yes			rst ITP		
Employment Activity		1,0	N			
Independent Living Skills Activity (as	O Yes O	No	· N	/A		
needed) Section I: Education/Training						
Assessment (at least one assessment must area).	be completed in	n this		Date	Assessment Name and interests/abilities and applical	area(s) of need (if
Transition Surveys, Checklists, or Informal Que	estionnaires	•	10-MA	Y-2019	Interest Inventory: Conver	ntional, Realistic,
If other?					Service. student would like	
					community college then tr University. Student isinter	
					field, or pharmacist.	
If other?		▼				
II other:						
Education/Training Postsecondary Goal						
Upon completion of high school, the student will:			f other?			
enroll in and attend 2 or 4 year college						
Education/Training Activity to S	upport Goal		Ti	imeline	Person/Agency 1	Responsible
identify training requirements needed for various	occupations of in	terest	06-DEC	C-2019	Student	▼)
					Special Education Teacher	
					Counselor	<u>▼</u>
If other?					Confisciol	
T Onioi .						▼
						▼
						▼
						▼

Student ZARGAROFI MONICA		Meeting 22-FEB-2019
Last First MI	Birth	Date
INDIVIDUAL TRAN	SITION PLAN (ITP)	
ction 2: Employment		
Assessment (at least one assessment must be completed in this area).	Date	Assessment Name and Results: Indicat interests/abilities and area(s) of need (applicable)
Transition Surveys, Checklists, or Informal Questionnaires ▼	10-MAY-2019	Interest Inventory: Conventional, Realistic,
If other?		Service. student would like to attend a community college then transfer to a four yea University. Student isinterested in the culinar field, or pharmacist.
If other?		
1 .	f other?	
on completion of high school, the student will: e competitively employed		
		D // D !!!
Employment Activity to Support Goal	Timeline	Person/Agency Responsible
identify skills needed in various occupations of interest	06-DEC-2019	Student
		Special Education Teacher
		Counselor
If other?		
ii ouei :		
ction 3: Independent Living (as needed) Assessment (at least one assessment must be completed in this area).	Date	Assessment Name and Results: Indicat
Assessment (at least one assessment must be completed in this	Date	Assessment Name and Results: Indicat interests/abilities and area(s) of need (i
Assessment (at least one assessment must be completed in this area).	Date	Assessment Name and Results: Indicat interests/abilities and area(s) of need (i
Assessment (at least one assessment must be completed in this area).	Date	Assessment Name and Results: Indicat interests/abilities and area(s) of need (i
Assessment (at least one assessment must be completed in this area).	Date	Assessment Name and Results: Indicat interests/abilities and area(s) of need (i
Assessment (at least one assessment must be completed in this area).	Date	Assessment Name and Results: Indicat interests/abilities and area(s) of need (i
Assessment (at least one assessment must be completed in this area). If other?	Date	Assessment Name and Results: Indicat interests/abilities and area(s) of need (i
Assessment (at least one assessment must be completed in this area). If other?	Date	Assessment Name and Results: Indicat interests/abilities and area(s) of need (i
Assessment (at least one assessment must be completed in this area). If other?	Date	Assessment Name and Results: Indicat interests/abilities and area(s) of need (i applicable)
Assessment (at least one assessment must be completed in this area). If other? If other?	Date One of other?	Assessment Name and Results: Indicat interests/abilities and area(s) of need (i
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Assessment (at least one assessment must be completed in this area). If other? If other? If other? If other?		Assessment Name and Results: Indicat interests/abilities and area(s) of need (i
Assessment (at least one assessment must be completed in this area). If other? If other? If other? It other? It other?	If other?	Assessment Name and Results: Indicat interests/abilities and area(s) of need (i applicable) Person/Agency Responsible
Assessment (at least one assessment must be completed in this area). If other? If other? If other? It other? It other?	If other?	Assessment Name and Results: Indicat interests/abilities and area(s) of need (in applicable) Person/Agency Responsible
Assessment (at least one assessment must be completed in this area). If other? If other? If other? It other? It other?	If other?	Assessment Name and Results: Indicat interests/abilities and area(s) of need (applicable) Person/Agency Responsible
Assessment (at least one assessment must be completed in this area). If other? If other? If other? It other? It other?	If other?	Assessment Name and Results: Indicat interests/abilities and area(s) of need (applicable) Person/Agency Responsible
Assessment (at least one assessment must be completed in this area). If other? If other? If other? It other? It other?	If other?	Assessment Name and Results: Indicat interests/abilities and area(s) of need (in applicable) Person/Agency Responsible
Assessment (at least one assessment must be completed in this area). If other? If other? If other? Independent Living Postsecondary Goal on completion of high school, the student will: Independent Living Activity to Support Goal	If other?	Assessment Name and Results: Indicat interests/abilities and area(s) of need (interests/abilities) Person/Agency Responsible
Assessment (at least one assessment must be completed in this area). If other? If other? If other? Independent Living Postsecondary Goal on completion of high school, the student will: Independent Living Activity to Support Goal	If other?	Assessment Name and Results: Indicat interests/abilities and area(s) of need (sapplicable) Person/Agency Responsible

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School Student ZARGAROFI	MONICA MONICA		Date of	22-MAY-2003	Meeting	(ITP, pg. 3 of 3) 22-FEB-2019
Last	First	MI	Birth		Date	
		INDIVIDUAL	TRANSITION PLAN	N (IEP)		
Course of study: A mult	i-year description	n of student's cour	sework from curren	nt year to anticipated	exit year, in or	der to enable the
course of study (or IGP) w	vas reviewed with		et their postsecondaring relation to:	ry goal.		
Courses completed: Yes	ı: • Yes • 1	No				
GP or course of study was p	rovided to the par	ent or student over	age 18 as required:	✓ Yes		
udent is working towards:	Certificate o	of Completion	Diploma			
additional courses/activities ostsecondary goals, commu ontingent to availability:						
Clubs, Volunteering, Tutoring						
A congra Name:	e District to invito	e these agencies to t	he next IEP in which	n transition services wi	ill be reviewed?	○ Yes ● No
Agency Name:						▼
Agency Name:						
						▼]
Does the student's IEP inclucation/training, employm				er	1.	✓ Yes
Are the postsecondary goa		-			2.	✓ Yes
Is there evidence that the ransition assessment? <i>info</i>	neasurable postse	condary goals were	based on age approp	oriate	3.	✓ Yes
Are there transition service	es that will reason	ably enable the stud	lent to meet their		4.	✓ Yes
ostsecondary goals? info	imaluda a aayuua a	fatuda that is a man	lti vaan daaanintian a	£	5.	✓ Yes
Do the transition services a bursework from the student e student achieve the identi	's current year to a	anticipated exit year			6.	
Is (are) there annual IEP g	-		n services needs? info		7.	
Is there evidence that the services were discussed? <i>info</i>					8.	○ Yes ● N/A
. If appropriate, is there evid to the IEP team meeting with f majority? ^{info}						