Los Angeles Unified Se Student Identification		030410M053			032358213	GRAM (IEP)	1	Filmikia (AllT)
Number		030410101033	YU		032338213			Eligible (AUT)
Student AZOULAY	ː IZO		I	_		_ I	Date of Birth:	04-MAR-2010
Last		First	MI Sect	tion A: Me	eting Informa	tion		
	Perti	nent Dates					Type of Me	eeting
Date of Initial IEP Team I	Meeting	05-MAY-2015	5		○ Initial			Amendment of IEP dated
Date of Present Meeting		05-MAR-2024	4	<u> </u>	O Initial			01-DEC-2023
Annual Review to be con-	ducted by	01-DEC-2024			Annual	Review	_	Early Start Transition
Next Three Year Review onducted by	will be	30-NOV-2026			Three Y		Č	Expulsion Analysis
Three Year Review or Eva vas conducted on	aluation	01-DEC-2023			Other) Individual Transition Plan
Fransition to Kindergarter conducted by	n to be							
Location of Meeting	E	BRIDGEPORT S	CHOOL (NPS)		District N	ame	Los Angeles	Unified School Distri
			Sec	tion B: Stu	ident Informa	tion		
Date of Birth	04-MAR-2		Age		14		Grade	8
Gender	Male C) Female	Ethnic Code	e	White			
Location of the Psych Folder	REGION N	JORTH	Student has Folder	no Psych				
Location of the Cum Folder	MADISON	I MS	Student has Folder	no Cum				
Home Language	Hebrew		Student Lan	iguage	Hebrew		Alternate Mod Communicatio	
Home Address of Student	6133 Whits	sett Ave #31						
City	NORTH H	OLLYW' CA	ZIP Code		91606			
Home Telephone	(818) 471-9	9146	Daytime Tel	lephone			Emergency Tel	lephone
School of Attendance	Bridgeport	School (Nps)	Location Co	ode	NP0378			
School of Residence	Madison M	Ís	Location Co	ode	8230			
Name of			Telephone					
Parent/Guardian Address								
City		CA	ZIP Code					
Surogate Parent		CA	Telephone					
Attends CURRENT SCF of the following	HOOL as a re	esult of one	Nonpublic Sc	chool Placen	nent	~		
LRE								
Is the student living in a F Home (FFH)?	amily Foster	r	Yes		FFH#			
s FFH Provider related to	student?	\bigcirc No	O Yes		Relatio	nship		
Licensed Children's Instit	ution	\bigcirc_{Nc}	O Yes		LCI Na	_		
					LCI#			
Out of the home placemen	nt made by	○ Re	gional Center			nt of Mental Hea	olth O	Department of Children's Service
pacemen		_	perior Court		Other			1 Smarsh S Selvice
Child's family living with boundaries?	in LAUSD's		Yes					

	-	- TOTAL MINITER	TEGER EDILO		Page 2 of 34
Los Angeles	Unified School District	NDIVIDUA	ALIZED EDUC	ATION PROGRAM (IEP)	
	AZOULAY IZCHAK I			Date of Birth 04-MAR-2010	
	Last First	MI See	— ction C: Langi	uage Acquisition	
Language Cla	ssification:		onon ov Eurig	Start Date:	
	y Parent Request:		Yes O No	Reclassification Date:	
	_		Yes O No		
	rmance Level and Performance Descriptor:			Test Date:	
Alternate ELP Descriptor:	AC Performance Level and Performance			▼ Test Date:	
		Section	D: Goal Achiev	vement from Current IEP	
		A	chieved		
Goal for: (ex	ample - Reading)	Yes	No	If No, explain the reason the goal/objective was not achieved	
1	Language 1		\circ		
Category	Language				
	Objective 1 met	0	0		
	Objective 2 met		0		
2	(Behavioral Support	0	0	at 3 minutes	
Category	Language − Pragmatics				
	Objective 1 met	0		at 3 minutes	
	Objective 2 met	0	0	at 3 minutes	
3	[Language 3	0	0		
Category	Language − Pragmatics ✓				
	Objective 1 met	0	0		
	Objective 2 met		Ö		
4	Reading	0	<u> </u>	Assignments not completed, regression	
Category	Reading 🔻			Assignments not completed, regression	
	Objective 1 met	0		Assignments not completed, regression	
	Objective 2 met	0		Assignments not completed, regression	
5	Writing	0		Regression	
Category	Writing			Regression	
outegor,	Objective 1 met	0		Regression	
	Objective 2 met	0		Regression	
6	Math				
Category	Math 💙			Regression	
Category	Objective 1 met	0		Regression	
	Objective 2 met	0		Regression	
7	Social skills				
Category	Social Functioning	0	<u> </u>	Requires 6+ prompts	
Category	Objective 1 met			Requires 6+ prompts	
		0	<u> </u>		
8	Objective 2 met Prevocational	0	<u> </u>	Requires 6+ prompts	
		0	<u> </u>	Beings within 3 minutes with 6+ prompts	
Category	Vocational Education			Beings within 3 minutes with 6+ prompts	
	Objective 1 met	0	<u> </u>		
0	Objective 2 met	0	<u> </u>	Beings within 3 minutes with 6+ prompts	
9 Catagory	Language 2	<u> </u>	0		
Category	Language – Expressive				
	Objective 1 met	0	0		
	Objective 2 met	0	0		
10		0	0		
Category	~				
	Objective 1 met	0	0		
	Objective 2 met		\circ		

						0.00			Pa
Los Angele	s Unified Schoo	l District	INI	DIVIDUALIZ	ZED EDUCATION PR	OGR	RAM (IEP)		
0		IZCHA	K I		Date of 1	Birth	04-MAR-2010	Meeting Date	05-MAR-2024
	Last	Fir	st	MI Santina E	: Present Level of Per	c			
Performance	Aron		Languaga Lan		ssive + Pragmatics	iorm	iance		
	Area:			guage, Expres					
Category:			Language		~				
Assessment/l	Monitoring Proces	s Used:	SLP data and ol	bservation					
State/District	Assessment Resu	lts:	n/a						
Current Perfo	ormance/Assessme	ent Summar	y (include studen	t strengths, str	udent needs and impact	of disa	ability on student perfo	ormance):	
annual lang activities in communica prompts. La given 2-3 vi	uage and speech g 60% of observed tion partner's choi astly, he uses age a isual/verbal cues. bles, MS, SLP, Vil	coals this yes opportunition ce while refuppropriate s	ar. He can responses, given 2-3 verbraining from introsyntax and morph	d appropriatel oal/visual cues oducing non-s aemes (e.g. ve	therapy sessions. Izchak ly to When, Where and ' s. He also engages in rec salient information in 70 rrb tense, pronoun use, w	Why corproced when the corproced of the	questions related to a va al conversations regard observed opportunities	ariety of speech and la ling a subject of his , given 2-3 verbal/visu	inguage ial
Performance	Area:		Language- Language	guage, Expres	ssive+Pragmatics (contin	ued)			
Category:			Language		~				
Assessment/l	Monitoring Proces	s Used:	SLP data and ol	bservation					
State/District	Assessment Resu	lts:	n/a						
Current Perfo	ormance/Assessme	ent Summar	y (include studen	t strengths, st	udent needs and impact	of disa	ability on student perfo	ormance):	
generalizati questions w nonpreferre he does not	on of skills while with detailed respond topic with releva- yet use more soph	increasing on the session of the contraction of the session of the contraction of the session of	complexity and access than 2 verbal cost, questions, or coord and sentence:	or visual pron omments for i structure to ex	language and speech goa ess prompting. Izchak is npts. He also does not er more than 3 reciprocal e xpand or combine senter ecause, unless, etc.) with	not y gage cchan	ret responding to 'when in conversations with a ages given less than 2 v uring structured speech	', 'where', 'why', and 'h adults and peers on a verbal or visual prompt n tasks by using coordi	now' ts. Lastly,

Impact: Due to Izchak's difficulties with responding to questions, engaging in conversations, and using appropriate word/sentence structure, he may have difficulties participating in the curriculum.

by Gina Doles, MS, SLP, Village Glen Speech Therapist

Page 4 of 34 INDIVIDUALIZED EDUCATION PROGRAM (IEP) Los Angeles Unified School District Student AZOULAY IZCHAK **Date of Birth** 04-MAR-2010 Meeting Date | 05-MAR-2024 First ΜI **Section E: Present Level of Performance** Health Review Performance Area: Health Category: Assessment/Monitoring Process Used: Parent interview; student's observation; school health record review State/District Assessment Results: Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): HEALTH SUMMARY: Health Assessment/information was completed for the re-evaluation IEP with health information obtained from review of electronic school health records and phone conference with father, Avshalom Azoulay. Izchak is a thirteen-year-and-zero-month-old male student in the 7th grade enrolled at Village Glen School (NPS) with an AUT eligibility. Student has a condition that affects mood, thoughts, and/or behavior. Student takes daily four treating medications at home to assist in the management of the medical condition. Student started taking medications six months ago as reported. Student has no known history of serious/chronic illness, injury, accident, surgery, and hospitalization in the past year. Student is in the 50th percentile for height and the 50th percentile for weight for their age group. No allergies to food and medication. STRENGTHS: Student passed LAUSD hearing and vision screenings without correction on 03/03/2023. Student communicates by using words. Student is independent in performing self-help skills in the school setting. Student walks independently without any assistance. AREAS OF NEED: Health is not an area of need. IMPACT OF DISABILITY: Physical health does not impact student's access, participation, and performance in the educational program. ACCOMMODATIONS/MODIFICATIONS: None based on physical health. Vivian Caro, RN, BSN, Credentialed School Nurse LAUSD Special Education Nurse Itinerant 03/06/2023 Performance Area: Category: Assessment/Monitoring Process Used: State/District Assessment Results: Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance):

Page 5 of 34 INDIVIDUALIZED EDUCATION PROGRAM (IEP) Los Angeles Unified School District Student AZOULAY IZCHAK **Date of Birth** 04-MAR-2010 Meeting Date | 05-MAR-2024 First ΜI **Section E: Present Level of Performance** Performance Area: Language Language Category: Assessment/Monitoring Process Used: Informal assessment, observation, language sample State/District Assessment Results: Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Izchak is a 13-year-old 7th grader at Village Glen Non-Public School. He participated in a Language and Speech (LAS) assessment per parent request. This assessment is to determine present level of performance and appropriate level of support. Areas of Strength: Izchak makes comments and asks questions, which are largely observations about his environment and topics of interest. He appears to want to communicate with others and appears to enjoy speaking aloud to share thoughts and ideas. He has a working understanding and use of English sentence structure and grammar. Areas of Need: Izchak often makes grammatical errors that can be understood in context but at times the errors can also impact the listener's ability to understand his language content (e.g., There's a squirrel is now roping. He's riding and going on the rope). Izchak tends to perseverate on topics, talking about them in a repetitive manner. For example, when talking about a favorite movie, he just described how the characters looked one by one and then repeated himself again starting with the first character's description. He had difficulty answering wh- questions, such as if he would recommend the movie to others or if his parents enjoyed the movie. Izchak also asked questions or made comments that were irrelevant and/or inappropriate and appeared to be part of his perseverating. His questions often seem to be rhetorical. Even if the conversation partner responds to his questions, he continues to just express his own thoughts. Impact of Disability: Izchak's disability of autism is accompanied by a language disorder that affects his ability to communicate which impacts his involvement and progress in the general education curriculum. Joy Lee, M.A., CCC-SLP Speech and Language Pathologist LAUSD NPS Assessor Performance Area: V Category: Assessment/Monitoring Process Used: State/District Assessment Results: Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance):

Page 6 of 34 INDIVIDUALIZED EDUCATION PROGRAM (IEP) Los Angeles Unified School District IZCHAK Student AZOULAY Date of Birth 04-MAR-2010 Meeting Date | 05-MAR-2024 First ΜI **Section E: Present Level of Performance** Performance Area: Reading ~ Reading Category: Assessment/Monitoring Process Used: Observation, Informal State/District Assessment Results: Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Strengths: With prompting, Izchak has the ability to listen to a text that is being read aloud. He has the ability to read CVC words. He demonstrates appropriate letter identification. With prompting, he is able to respond to whether he likes or dislikes a text that is being read. Areas of Need: Izchak demonstrates difficulty with reading and comprehension above his independent level. He has difficulty reading more than 3 syllable words and does not demonstrate knowledge of grammar concepts. He requires frequent prompting to follow along during lessons. Impact of Disability: Izchak's eligibility of Autism impacts his ability to attend and attain skills/concepts in reading and language arts, which impedes her involvement and progress in the general education curriculum. Performance Area: Writing Category: Writing V Assessment/Monitoring Process Used: Observation, Informal State/District Assessment Results: Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Strengths: Izchak has the ability to write his name and utilize different writing instruments appropriately. With prompting, he is able to copy accurately from the board. He has the ability to write CVC words using a word bank to fill in simple sentences. He is able to orally dictate a simple sentence on a preferred topic with guidance. Areas of Need: Izchak continues to perform below grade level expectations. He requires maximum support to complete writing assignments as he cannot work independently. He has difficulty with spelling, grammar, capitalization, and punctuation. Impact of Disability: Izchak's eligibility of Autism impacts his ability to attend and attain skills/concepts in language arts, which impedes his involvement and progress in the general education curriculum.

Page 7 of 34 INDIVIDUALIZED EDUCATION PROGRAM (IEP) Los Angeles Unified School District Student AZOULAY IZCHAK **Date of Birth** 04-MAR-2010 Meeting Date | 05-MAR-2024 First MI **Section E: Present Level of Performance** Math Performance Area: ~ Math Category: Assessment/Monitoring Process Used: Observation, Informal State/District Assessment Results: Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Strengths: With prompting and support, Izchak is able to add and subtract between digits 0-12 with the use of manipulatives. He has a basic understanding of time of day. Areas of Need: Izchak demonstrates difficulty with most math concepts and is currently working well below grade level. He requires frequent prompting to stay on task during his math assignments. He has difficulty using and understanding the four operations to solve math problems. Impact of Disability: Izchak's eligibility of Autism impacts his ability to attend to and retain early math concepts, which impedes his involvement and progress in the general education curriculum. Social Skills Performance Area: Category: Social Functioning V Assessment/Monitoring Process Used: Observation State/District Assessment Results: Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Strengths: Izchak has the ability to greet others and ask them 1 simple question. He is kind and polite towards staff and peers. With maximum support and guidance, he is able to appropriately engage with his peers for up to 2 minutes. Areas of Need: Izchak has difficulty engaging with his peers in an appropriate manner. He will often script when he is with staff and peers and repeat 'Is Izchak doing good?' or 'Izchak is bad' several times. He will often engage in negative self-talk throughout the day. Impact of Disability: Izchak's eligibility of Autism impacts his ability to ability in social behavior functioning, which impedes his involvement and progress in the general education curriculum.

Page 8 of 34 INDIVIDUALIZED EDUCATION PROGRAM (IEP) Los Angeles Unified School District IZCHAK Student AZOULAY Date of Birth 04-MAR-2010 Meeting Date 05-MAR-2024 First ΜI **Section E: Present Level of Performance** Performance Area: Pre-vocational V Vocational Education Category: Assessment/Monitoring Process Used: Observation State/District Assessment Results: Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Strengths: With prompting, Izchak has the ability to follow 1 step directions when they are modeled. With maximum support and prompting, Izchak is able to follow along and copy from the board. He reacts positively towards praise and positive reinforcement. Areas of Need: Izchak has difficulty completing tasks or assignments independently. He requires maximum support to complete simple tasks and to begin his assignments. When dysregulated, he has difficulty following directions. He is often inattentive and requires frequent prompting to follow along during a Impact of Disability: Izchak's eligibility of Autism impacts his ability to complete vocational tasks, which impedes his involvement and progress in the general education curriculum. Performance Area: Behavior Support Behavior Intervention Category: Assessment/Monitoring Process Used: Observation State/District Assessment Results: Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Strengths: When calm and motivated, Izchak has the ability to follow simple directions. When the activity is preferred, Izchak is able to participate with maximum support and prompting. He is able to respond well to redirections when he is earning a preferred tangible. Areas of Need: When dysregulated, Izchak has difficulty follow directions. He will often make disruptive, off-topic, and repetitive comments. When upset, Izchak will scream, throw himself on the ground, hit his head, and engage in negative self-talk. He requires frequent prompting to have a safe and calm body. Impact of Disability: Izchak's eligibility of Autism impacts his ability to engage in appropriate behaviors, which impedes his involvement and progress in the general education curriculum.

Page	9	of	34

INDIVIDUALIZED EDUCATION PROGRAM (IEP) Los Angeles Unified School District Student AZOULAY IZCHAK Date of Birth 04-MAR-2010 Meeting Date | 05-MAR-2024 First MI **Section E: Present Level of Performance** Performance Area: Cognition/General Ability (Psychoeducational Evaluation) General Ability Category: Assessment/Monitoring Process Used: Review of Records/Interviews/Observations/CAS2/TAPS4/VMI6/MVPT4 State/District Assessment Results: Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Based on a current assessment results utilizing alternative measures of assessment, as per current LAUSD policy, including alternative, multi-dimensional measurement strategies, teacher reports, cumulative record review, present psycho-educational assessments, interviews, and observations, Izchak's estimated overall general ability presents in the Below Average to Low Average ranges. Strengths: Results showed the following abilities/skills to be relative strengths for Izchak and in the Average range: • Visual Processing: The ability to recognize, to track, to remember, and to interpret visual information such as shape, contrast, and size. Results showed the following abilities/skills to be commensurate with Izchak's overall ability and in the Low Average range: · Association: The process of acquiring basic units of information in memory, establishing systems for relating these units to each other as in matching same/different, pattern or logical groups. It involves long term memory (as opposed to immediate or short term), and serves as a foundation for the more complex operations of conceptualization, sense of cause-and-effect relationships, sense of part-to-whole relationships, and development of basic organizational relationships. • Attention: The ability to select and to direct attention, to discriminate among, respond to, to sustain or to shift focus as necessary. Performance Area: Cognition/General Ability (Psychoeducational Evaluation): cont'd. General Ability Category: Assessment/Monitoring Process Used: Record Review/Interviews/Observations/CAS2/TAPS4/VMI6/MVTP4 State/District Assessment Results: Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Needs: Areas of weakness were found in the following areas: · Auditory Processing: The perception and use of auditory information including auditory discrimination, memory, sequencing, and integration. · Conceptualization: The ability to learn new concepts presented in an educational setting, using information in an increasingly complex and fluid manner to combine, rearrange, and use in multi-step operations. • Expression: Expression is the process of ordering thought in a form that can be understood by others including the ability to effectively communicate ideas through language. • Phonological Processing: The ability to use and manipulate speech sounds and patterns to make meaning from spoken and written word. These skills include phonological awareness, phonological memory, and rapid automatic naming. · Sensory Motor: The ability to combine input of sensory information with output of motor activity. These results mosly corroborate previous assessment findings from April 2018. Impact of Disability: Issues related with Izchak's Autism (AUT) coupled with significant learning deficits and ADHD-like symptoms appear to impact his routine and successful participation in and access to the curriculum.

Page	10	of	34

INDIVIDUALIZED EDUCATION PROGRAM (IEP) Los Angeles Unified School District Student AZOULAY IZCHAK Date of Birth 04-MAR-2010 Meeting Date | 05-MAR-2024 First MI **Section E: Present Level of Performance** Performance Area: Social-Emotional (Psychoeducational Evaluation) Social Emotional Category: Assessment/Monitoring Process Used: Review of Records/Observations/Interviews/Rating Measures State/District Assessment Results: Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Strengths: Socially/emotionally, Izchak presented as a happy, kind and polite adolescent. With any activities that did not require reading (even short text), Izchak was determined and interested in performing well and receiving validation and kudos for doing so. He worked diligently during assessment procedures, yet he required guidance and support through solo activities that students would normally attend to on their own. He demonstrated good eyecontact and his hygiene and attire were appropriate. He was talkative and he thrived with positive feedback and reinforcement. He also requested that his positive actions be shared with his teacher and parents and he looked for rewards for his positive actions. However, when he was informed that he could not receive the items he asked for, it did not seem to impact him negatively, nor did it impact his performance. Izchak's teacher reports that when calm and motivated, Izchak has the ability to follow simple directions. When the activity is preferred, Izchak is able to participate with maximum support and prompting. He is able to respond well to redirections when he is earning a preferred tangible. Izchak's father reported that Izchak has demonstrated significant growth since his enrollment at Village Glen NPS. He is kind and respectful. He is very affectionate and for the most part, he does well at home though his brother is often quite challenging toward him. Performance Area: Social/Emotional (Psychoeducational Evaluation) cont'd. Social Emotional Category: Assessment/Monitoring Process Used: Record Review/Interviews/Observations/Rating Scales State/District Assessment Results: Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Needs: Notwithstanding, assessment data reveals that Izchak continues to struggle with the symptoms associated with his documented Autism (AUT) and ADHD-like symptoms coupled with ongoing significant learning difficulties. His teacher reports that when dysregulated, Izchak has difficulty following directions. He will often make disruptive, off-topic, and repetitive comments. When upset, Izchak will scream, throw himself on the ground, hit his head, and engage in negative self-talk. He requires frequent prompting to have a safe and calm body. Academically, he struggles significantly with his expectations irrespective of 1:1 support and instruction where necessary, which is often. He has a difficult time keeping up in class. Overall, Izchak is cheerful, hardworking preadolescent that is kind and caring. However, due to his significant disabilities related to Autism (AUT), ADHD-like symptoms, learning problems, and limited abilities, he struggles being able to attend to his academic expectations. Furthermore, he also

Impact of Disability: Issues related with Izchak's Autism (AUT) coupled with significant learning deficits and ADHD-like symptoms appear to impact his

demonstrates emotional deficits as a result of the above that present him as immature.

routine and successful participation in and access to the curriculum.

Los Angeles Unified Sc		INDIVIDUALIZED EDUC	CATION PROGRAM (IEP)	Page 12
			mant	
Student AZOULAY			Date of Birth 04-MAR-2010	Meeting Date 05-MAR-2024
Last	First	MI Section G: Annual G	Coals and Objectives	
Formance Area:	T amazza a		nguage Annual (Goal #: 1
			ns with detailed responses in 80% of trial o	
State Assessments Observation Other Other	Report or Report Card period Norm Portfo	Methods of Referenced	Criterion Referenced Work Samples Incremental objective #2 related to t	☐ Curriculum Based ✓ Informal
•	opportunities given no more the ve sessions as measured by SI July 2023	LP data and observation.	over 3 consecutive sessions as measure Date to be achieved: Novemb	, MONTH
	IEP REPO		ACHIEVEMENT FROM CURRENT IS	CP .
4 GOAL MET OR EXCEEDED	3 SUBSTANTIAL PROC		ON OF MARKS 2 PARTIAL PROGRESS (1-49% of g	oal met) 1 NO PROGRESS
1st Reporting Period	2nd Reporting Period	3rd Reporting Period	4th Reporting Period (Secondary	Goal Achievement
ist Kepoi ung i ci iou	Date:	Date:	Only)	
		Date.		
Date:) Butc.	Date.	Date:	
Date:				Objective I Mate
Date:	Progress Mark:	Progress Mark:	Date: Progress Mark:	Objective 1 Met:
Date:				Objective 1 Met:
				O Yes O No Objective 2 Met:
Date: Progress Mark: Is progress sufficient to meet annual goal?	Progress Mark: Is progress sufficient to meet annual goal?	Progress Mark: Is progress sufficient to meet annual goal?	Progress Mark: Is progress sufficient to meet annual goal?	O Yes O No Objective 2 Met: O Yes O No
Date: Progress Mark: Is progress sufficient to	Progress Mark: Is progress sufficient to meet annual goal? Yes No	Progress Mark: Is progress sufficient to	Progress Mark: Is progress sufficient to meet annual	O Yes O No Objective 2 Met:
Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment:	Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment:	Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment:	Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment:	O Yes O No Objective 2 Met: O Yes O No
Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No	Progress Mark: Is progress sufficient to meet annual goal? Yes No	Progress Mark: Is progress sufficient to meet annual goal? Yes No	Progress Mark: Is progress sufficient to meet annual goal? Yes No	O Yes O No Objective 2 Met: O Yes O No

T 1 TT +00 * ~ *		INDIVIDUALIZED EDUC	CATION PROGRAM (IEP)	Page 13 of
Los Angeles Unified Sch			Date of Birth 04 Me B 2010	Mosting Data OF MAD 2024
Student AZOULAY Last	IZCHAK I First	MI	Date of Birth 04-MAR-2010	Meeting Date 05-MAR-2024
Last	Thst		Goals and Objectives	
formance Area:	Behavioral Support	Category: Be	havior Intervention Annual G	soal #: 9
measured by staff observat	ions.	IOGI	or 10 minutes with no more than 2 prompts	
	Report or Report Card period	ls.	Progress and Achievement from Current IE	P" form(s) which will be
State Assessments	Norm	Referenced	Criterion Referenced	Curriculum Based
Observation	Portfol		Work Samples	Informal
Other				
Incremental objective #1	related to the goal:		Incremental objective #2 related to the	he goal:
	on the yard, Izchak will partion more than 4 prompts in 1 outtions.	-		Izchak will participate and interact with pee apts in 2 out of 5 opportunities as measured
Date to be achieved:	August V 2023		Date to be achieved: December ACHIEVEMENT FROM CURRENT IE	
Date to be achieved:		RT OF PROGRESS AND A	ACHIEVEMENT FROM CURRENT IE	2023
Date to be achieved: 4 GOAL MET OR EXCEEDED		RT OF PROGRESS AND A		P
4 GOAL MET OR	IEP REPO	RT OF PROGRESS AND A	ACHIEVEMENT FROM CURRENT IE	P
4 GOAL MET OR EXCEEDED	3 SUBSTANTIAL PROC	RT OF PROGRESS AND A EXPLANATION EXPLOSION (50-99% of goal)	ACHIEVEMENT FROM CURRENT IE ION OF MARKS 2 PARTIAL PROGRESS (1-49% of go 4th Reporting Period (Secondary Only)	P al met) 1 NO PROGRESS
4 GOAL MET OR EXCEEDED 1st Reporting Period	3 SUBSTANTIAL PROGramet) 2nd Reporting Period	RT OF PROGRESS AND A EXPLANATION GRESS (50-99% of goal 3rd Reporting Period	ACHIEVEMENT FROM CURRENT IE ION OF MARKS 2 PARTIAL PROGRESS (1-49% of go 4th Reporting Period (Secondary	P al met) 1 NO PROGRESS
4 GOAL MET OR EXCEEDED 1st Reporting Period	3 SUBSTANTIAL PROGramet) 2nd Reporting Period	RT OF PROGRESS AND A EXPLANATION GRESS (50-99% of goal 3rd Reporting Period	ACHIEVEMENT FROM CURRENT IE ION OF MARKS 2 PARTIAL PROGRESS (1-49% of go 4th Reporting Period (Secondary Only)	P all met) I NO PROGRESS
4 GOAL MET OR EXCEEDED 1st Reporting Period Date: 09-JUN-2023 Progress Mark:	3 SUBSTANTIAL PROC met) 2nd Reporting Period Date:	RT OF PROGRESS AND A EXPLANATION EXPLANATI	ACHIEVEMENT FROM CURRENT IE ION OF MARKS 2 PARTIAL PROGRESS (1-49% of go 4th Reporting Period (Secondary Only) Date:	P Dal met) 1 NO PROGRESS Goal Achievement
4 GOAL MET OR EXCEEDED 1st Reporting Period Date: 09-JUN-2023 Progress Mark: 2 Is progress sufficient to	3 SUBSTANTIAL PROGramet) 2nd Reporting Period Date: Progress Mark: Is progress sufficient to	EXPLANATION OF PROGRESS AND A EXPLANATION OF GOOD OF GOOD OF COMMENTS OF THE PROGRESS AND A EXPLANATION OF COMMENTS OF THE PROGRESS AND A EXPLANATION OF COMMENTS OF THE PROGRESS AND A EXPLANATION OF THE PROGRES	ACHIEVEMENT FROM CURRENT IE ION OF MARKS 2 PARTIAL PROGRESS (1-49% of go 4th Reporting Period (Secondary Only) Date: Progress Mark: Is progress sufficient to meet annual	P Dal met) 1 NO PROGRESS Goal Achievement Objective 1 Met: Yes No Objective 2 Met:
4 GOAL MET OR EXCEEDED 1st Reporting Period Date: 09-JUN-2023 Progress Mark: 2 Is progress sufficient to meet annual goal?	3 SUBSTANTIAL PROCEMENT 2nd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal?	EXPLANATION EXPLANATION OF PROGRESS AND A EXPLANATION OF GOAL OF THE PROGRESS AND A EXPLANATION OF GOAL OF THE PROGRESS AND A EXPLANATION OF T	ACHIEVEMENT FROM CURRENT IE ION OF MARKS 2 PARTIAL PROGRESS (1-49% of go 4th Reporting Period (Secondary Only) Date: Progress Mark: Is progress sufficient to meet annual goal?	P Dal met) I NO PROGRESS Goal Achievement Objective 1 Met: Yes No Objective 2 Met: Yes No
4 GOAL MET OR EXCEEDED 1st Reporting Period Date: 09-JUN-2023 Progress Mark: 2 Is progress sufficient to meet annual goal? Yes No	JEP REPORT THE PROPERTY OF THE	EXPLANATION EXPLANATION OF PROGRESS AND A EXPLANATION OF GOAL OF THE EXPLANATION OF GOAL OF THE EXPLANATION	ACHIEVEMENT FROM CURRENT IE ION OF MARKS 2 PARTIAL PROGRESS (1-49% of go 4th Reporting Period (Secondary Only) Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No	P Dal met) 1 NO PROGRESS Goal Achievement Objective 1 Met: Yes No Objective 2 Met:
4 GOAL MET OR EXCEEDED 1st Reporting Period Date: 09-JUN-2023 Progress Mark: 2 Is progress sufficient to meet annual goal?	3 SUBSTANTIAL PROCEMENT 2nd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal?	EXPLANATION EXPLANATION OF PROGRESS AND A EXPLANATION OF GOAL OF THE PROGRESS AND A EXPLANATION OF GOAL OF THE PROGRESS AND A EXPLANATION OF T	ACHIEVEMENT FROM CURRENT IE ION OF MARKS 2 PARTIAL PROGRESS (1-49% of go 4th Reporting Period (Secondary Only) Date: Progress Mark: Is progress sufficient to meet annual goal?	P Dal met) I NO PROGRESS Goal Achievement Objective 1 Met: Yes No Objective 2 Met: Yes No
4 GOAL MET OR EXCEEDED 1st Reporting Period Date: 09-JUN-2023 Progress Mark: 2 Is progress sufficient to meet annual goal? • Yes No If "No" please comment: Needs More Time	IEP REPORT SUBSTANTIAL PROOF	EXPLANATION OF PROGRESS AND A EXPLANATION OF GOOD OF GOOD OF COMMENTS OF COMME	ACHIEVEMENT FROM CURRENT IE ION OF MARKS 2 PARTIAL PROGRESS (1-49% of go 4th Reporting Period (Secondary Only) Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time	P Dal met) I NO PROGRESS Goal Achievement Objective 1 Met: Yes No Objective 2 Met: Yes No
4 GOAL MET OR EXCEEDED 1st Reporting Period Date: 09-JUN-2023 Progress Mark: 2 Is progress sufficient to meet annual goal? • Yes No If "No" please comment: Needs More Time Excess	IEP REPORT SUBSTANTIAL PROCUMENTS OF THE PROCUME	EXPLANATION OF PROGRESS AND A EXPLANATION OF GOAL STATE OF PROGRESS AND A EXPLANATION OF GOAL OF THE EXCESS (50-99% of goal of	ACHIEVEMENT FROM CURRENT IE ION OF MARKS 2 PARTIAL PROGRESS (1-49% of go 4th Reporting Period (Secondary Only) Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy	P Dal met) I NO PROGRESS Goal Achievement Objective 1 Met: Yes No Objective 2 Met: Yes No
4 GOAL MET OR EXCEEDED 1st Reporting Period Date: 09-JUN-2023 Progress Mark: 2 Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not	IEP REPORMENTIAL PROCESS 3 SUBSTANTIAL PROCESS 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	EXPLANATION EXPLANATION OF PROGRESS AND A EXPLANATION OF GOAL STATE OF THE EXCESS ABSENCE/Tardy Assignments Not	ACHIEVEMENT FROM CURRENT IE ION OF MARKS 2 PARTIAL PROGRESS (1-49% of go 4th Reporting Period (Secondary Only) Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal	P Dal met) I NO PROGRESS Goal Achievement Objective 1 Met: Yes No Objective 2 Met: Yes No
4 GOAL MET OR EXCEEDED 1st Reporting Period Date: 09-JUN-2023 Progress Mark: 2 Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy	IEP REPO	EXPLANATION EXPLANATION OF PROGRESS AND A EXPLANATION OF GOAL STATE OF THE EXCESS AND A EXPLANATION OF GOAL STATE OF THE EXCESS Absence/Tardy	ACHIEVEMENT FROM CURRENT IE ION OF MARKS 2 PARTIAL PROGRESS (1-49% of go 4th Reporting Period (Secondary Only) Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed	P Dal met) I NO PROGRESS Goal Achievement Objective 1 Met: Yes No Objective 2 Met: Yes No
4 GOAL MET OR EXCEEDED 1st Reporting Period Date: 09-JUN-2023 Progress Mark: 2 Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed	IEP REPO 3 SUBSTANTIAL PROCE 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	EXPLANATION EXPLANATION OF PROGRESS AND A EXPLANATION OF GOAL STATE OF THE EXCESS ABSENCE/Tardy Assignments Not Completed	ACHIEVEMENT FROM CURRENT IE ION OF MARKS 2 PARTIAL PROGRESS (1-49% of go 4th Reporting Period (Secondary Only) Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal	P Dal met) I NO PROGRESS Goal Achievement Objective 1 Met: Yes No Objective 2 Met: Yes No

Los Angeles Unified Sc		INDIVIDUALIZED EDUC	ATION PROGRAM (IEP)	
Student AZOULAY	IZCHAK I		Date of Birth 04-MAR-2010	Meeting Date 05-MAR-2024
Last	First	MI Section G: Annual G	age and Objectives	
formance Area:	Language- Pragmatics C		guage – Pragmatics Annual C	Goal #: 2
			-preferred topic with relevant responses, qu	
			I prompts over 3 consecutive sessions as m	
	be reported to parents by cor Report or Report Card period		Progress and Achievement from Current II	EP" form(s) which will be
State Assessments	Norm	Referenced	Criterion Referenced	Curriculum Based
Observation	Portfol		Work Samples	Informal
Other	1 311101		work sumples	Informati
Incremental objective #1	related to the goal:		Incremental objective #2 related to t	he goal:
	versations with adults/peers or	n a non-preferred topic with	_	th adults/peers on a non-preferred topic wit
	ons, or comments for 3+ recip	•		nents for 3+ reciprocal exchanges in 70% of
	o more than 2 verbal or visual			2 verbal or visual prompts over 3 consecutive
consecutive sessions as in	easured by SLP data and obse	rvation.	sessions as measured by SLP data and	observation.
Date to be achieved:	July 2023	MO/YR RT OF PROGRESS AND A	Date to be achieved: Novemb CHIEVEMENT FROM CURRENT IS	
Date to be achieved:		RT OF PROGRESS AND A	CHIEVEMENT FROM CURRENT IE	2023
Date to be achieved: 4 GOAL MET OR EXCEEDED		RT OF PROGRESS AND A		EP 2023
4 GOAL MET OR	IEP REPOI	RT OF PROGRESS AND A	CHIEVEMENT FROM CURRENT IS	EP 2023
4 GOAL MET OR EXCEEDED	3 SUBSTANTIAL PROG	RT OF PROGRESS AND A EXPLANATION ERESS (50-99% of goal	CHIEVEMENT FROM CURRENT IS ON OF MARKS 2 PARTIAL PROGRESS (1-49% of g 4th Reporting Period (Secondary Only)	CP oal met) 1 NO PROGRESS
4 GOAL MET OR EXCEEDED 1st Reporting Period	3 SUBSTANTIAL PROGmet) 2nd Reporting Period	RT OF PROGRESS AND A EXPLANATION EXECUTE: EXPLANATION EXECUTE: EXPLANATION EXECUTE: EXPLANATION AND A EXPLANATION EX	CHIEVEMENT FROM CURRENT IS ON OF MARKS 2 PARTIAL PROGRESS (1-49% of g 4th Reporting Period (Secondary	CP oal met) 1 NO PROGRESS
4 GOAL MET OR EXCEEDED 1st Reporting Period	3 SUBSTANTIAL PROGmet) 2nd Reporting Period	RT OF PROGRESS AND A EXPLANATION EXECUTE: EXPLANATION EXECUTE: EXPLANATION EXECUTE: EXPLANATION AND A EXPLANATION EX	CHIEVEMENT FROM CURRENT IS ON OF MARKS 2 PARTIAL PROGRESS (1-49% of g 4th Reporting Period (Secondary Only)	CP oal met)
4 GOAL MET OR EXCEEDED 1st Reporting Period Date:	3 SUBSTANTIAL PROG met) 2nd Reporting Period Date:	RT OF PROGRESS AND A EXPLANATION EXECUTE: E	CHIEVEMENT FROM CURRENT IS ON OF MARKS 2 PARTIAL PROGRESS (1-49% of g 4th Reporting Period (Secondary Only) Date:	coal met) 1 NO PROGRESS Goal Achievement
4 GOAL MET OR EXCEEDED 1st Reporting Period Date:	3 SUBSTANTIAL PROG met) 2nd Reporting Period Date:	RT OF PROGRESS AND A EXPLANATION EXECUTE: E	CHIEVEMENT FROM CURRENT IS ON OF MARKS 2 PARTIAL PROGRESS (1-49% of g 4th Reporting Period (Secondary Only) Date:	CP oal met) I NO PROGRESS Goal Achievement Objective 1 Met: Yes No
4 GOAL MET OR EXCEEDED 1st Reporting Period Date:	3 SUBSTANTIAL PROG met) 2nd Reporting Period Date:	RT OF PROGRESS AND A EXPLANATION EXECUTE: E	CHIEVEMENT FROM CURRENT IS ON OF MARKS 2 PARTIAL PROGRESS (1-49% of g 4th Reporting Period (Secondary Only) Date:	Objective 1 Met:
4 GOAL MET OR EXCEEDED 1st Reporting Period Date: Progress Mark:	3 SUBSTANTIAL PROGmet) 2nd Reporting Period Date: Progress Mark: Is progress sufficient to	RT OF PROGRESS AND A EXPLANATION FRESS (50-99% of goal 3rd Reporting Period Date: Progress Mark: Is progress sufficient to	CHIEVEMENT FROM CURRENT IE ON OF MARKS 2 PARTIAL PROGRESS (1-49% of g 4th Reporting Period (Secondary Only) Date: Progress Mark: Is progress sufficient to meet annual	CP Oal met) I NO PROGRESS Goal Achievement Objective 1 Met: Yes No Objective 2 Met:
4 GOAL MET OR EXCEEDED 1st Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal?	3 SUBSTANTIAL PROGramet) 2nd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal?	RT OF PROGRESS AND A EXPLANATION OF GOAL 3rd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal?	CHIEVEMENT FROM CURRENT IE ON OF MARKS 2 PARTIAL PROGRESS (1-49% of g 4th Reporting Period (Secondary Only) Date: Progress Mark: Is progress sufficient to meet annual goal?	Objective 1 Met: Objective 2 Met: Yes No No
4 GOAL MET OR EXCEEDED 1st Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No	JEP REPORT 3 SUBSTANTIAL PROGRAM met) 2nd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No	RT OF PROGRESS AND A EXPLANATION EXPLANATION EXPLANATION FRESS (50-99% of goal) 3rd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No	CHIEVEMENT FROM CURRENT IF ON OF MARKS 2 PARTIAL PROGRESS (1-49% of g 4th Reporting Period (Secondary Only) Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No	Objective 1 Met: Objective 2 Met: Yes O No Objective 2 Met: Yes No
4 GOAL MET OR EXCEEDED 1st Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment:	JEP REPORT SUBSTANTIAL PROGRAMENT STANFORM STANFIAL PROGRAMENT STANFORM STA	RT OF PROGRESS AND A EXPLANATION ERESS (50-99% of goal 3rd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment:	CHIEVEMENT FROM CURRENT IE ON OF MARKS 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:	Objective 1 Met: Objective 2 Met: Yes O No Objective 2 Met: Yes No
4 GOAL MET OR EXCEEDED 1st Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy	IEP REPORT SUBSTANTIAL PROGRAMET SUBSTANTIAL PROGRAMET STATE SUBSTANTIAL PROGRAMET SUBST	RT OF PROGRESS AND A EXPLANATION EXPLANATION EXPLANATION EXPLANATION EXPLANATION EXPLANATION EXPLANATION FRESS (50-99% of goal 3rd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy	CHIEVEMENT FROM CURRENT IE ON OF MARKS 2 PARTIAL PROGRESS (1-49% of 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	Objective 1 Met: Objective 2 Met: Yes O No No
4 GOAL MET OR EXCEEDED 1st Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not	IEP REPORT THE PROPERTY OF THE	RT OF PROGRESS AND A EXPLANATION EXPLANATION EXPLANATION EXPLANATION EXPLANATION EXPLANATION EXPLANATION FRESS (50-99% of goal 3rd Reporting Period Date: Progress Mark: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not	CHIEVEMENT FROM CURRENT IE ON OF MARKS 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	Objective 1 Met: Objective 2 Met: Yes O No No
4 GOAL MET OR EXCEEDED 1st Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed	IEP REPORT THE PROPERTY OF THE	RT OF PROGRESS AND A EXPLANATION EXPLANATION EXPLANATION EXPLANATION EXPLANATION EXPLANATION EXPLANATION FRESS (50-99% of goal 3rd Reporting Period Date: Progress Mark: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed	CHIEVEMENT FROM CURRENT IE ON OF MARKS 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	Objective 1 Met: Objective 2 Met: Yes O No No
4 GOAL MET OR EXCEEDED 1st Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not	IEP REPORT THE PROPERTY OF THE	RT OF PROGRESS AND A EXPLANATION EXPLANATION EXPLANATION EXPLANATION EXPLANATION EXPLANATION EXPLANATION FRESS (50-99% of goal 3rd Reporting Period Date: Progress Mark: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not	CHIEVEMENT FROM CURRENT IE ON OF MARKS 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	Objective 1 Met: Objective 2 Met: Yes No No

Lea Anguels Unified School District Student AZOLIAY IZCHAK Last First Section G: Annual Goals and Objectives Formance Area: Reading When a text a bear read adout to him, Inchals well answer Will questiens (who, mak, where, when when seems are read adout to him, Inchals well answer will questiens (who, mak, where, when, when a text a bear well answer will questiens (who, mak, where, when, when a text a bear well answer will questiens (who, mak, where, when a text a bear well answer will questiens (who, mak, where, when a text a bear well answer will questiens (who, mak, where, when a text a bear well answer will questiens (who, mak, where, when a text a bear well answer will questiens (who, what, where, when, why, and how) to show understanding of the reading as measured by own stamples or teacher's staff observations with 50% accuracy in 1 out of 3 opportunities. State Assessments Norma Referenced Profition			INDIVIDUALIZED EDUC	ATION PROGRAM (IEP)	Page 15
Tast Section G: Annual Goals and Objectives Category: Reading V Annual Goal #: 4		chool District		mant	
Section G: Annual Goals and Objectives Reading				Date of Birth 04-MAR-2010	Meeting Date 05-MAR-2024
The active has been read aloud took him. Include will answer WH questions (who, what, where, when, why, and how) to show understanding of the reading as measured by work samples or teacher/staff observations with 70% accuracy in 3 our of 5 opportunities. Methods of Evaluation	Last	First		Coals and Objectives	
When a text has been read alroad to him, behak will airwore WH questions (who, what, where, when, why, and how) to show understanding of the reading as measured by work samples or teacher/staff observations with 70% accuracy in 3 out of 5 opportunities. Progress on annual goals to be reported to parents by completing the "IEP Report of Progress and Achievement from Current IEP" form(s) which will be provided at either Progress Report or Report Card periods. Methods of Evaluation	formance Area:	Reading		-	roal #: 4
Progress on annual goals to be reported to parents by completing the "TEP Report of Progress and Achievement from Current IEP" form(s) which will be provided at either Progress Report or Report Card periods. Norm Referenced					
Other Incremental objective #1 related to the goal: When read a text aloud, Izchak will answer WH questions (who, what, where, when, why, and how) to show understanding of the reading as measured by work samples or teacher/staff observations with 50% accuracy in lout of 5 opportunities. When read a text aloud, Izchak will answer WH questions (who, what, where, when, why, and how) to show understanding of the reading as measured by work samples or teacher/staff observations with 50% accuracy in lout of 5 opportunities. When read a text aloud, Izchak will answer WH questions (who, what, where, when, why, and how) to show understanding of the reading as measured by work sample teacher/staff observations with 60% accuracy in 2 out of 5 opportunities. When read a text aloud, Izchak will answer WH questions (who, what, where, when, why, and how) to show understanding of the reading as measured by work sample teacher/staff observations with 60% accuracy in 2 out of 5 opportunities. When read a text aloud, Izchak will answer WH questions (who, what, where, when, why, and how) to show understanding of the reading as measured by work sample teacher/staff observations with 60% accuracy in 2 out of 5 opportunities. When read a text aloud, Izchak will answer WH questions (who, what, where, when, why, and how) to show understanding of the reading as measured by work sample teacher/staff observations with 60% accuracy in 2 out of 5 opportunities. When read a text aloud, Izchak will answer WH questions (who, what, where, when, who who show understanding of the reading as measured by work sample teacher/staff observations with 60% accuracy in 2 out of 5 opportunities. When read a text aloud, Izchak will answer WH questions (who, what, where, with why, and how) to show understanding of the reading as measured by work sample teacher/staff observations with 60% accuracy in 2 out of 5 opportunities. Incremental observations with 60% accuracy in 2 out of 5 opportunities. Incremental observations with 60% acc	provided at either Progress	s Report or Report Card period	Methods of	Evaluation	_
Other Incremental objective #1 related to the goal: When read a text aloud, !zchak will answer WH questions (who, what, where, when, why, and how) to show understanding of the reading as measured by work samples or teacher/staff observations with 50% accuracy in lout of 5 opportunities. When read a text aloud, !zchak will answer WH questions (who, what, where, when, why, and how) to show understanding of the reading as measured by work samples accuracy in 2 out of 5 opportunities. When read a text aloud, !zchak will answer WH questions (who, what, where, when, why, and how) to show understanding of the reading as measured by work sample teacher/staff observations with 60% accuracy in 2 out of 5 opportunities. When read a text aloud, !zchak will answer WH questions (who, what, where, when, why, and how) to show understanding of the reading as measured by work sample teacher/staff observations with 60% accuracy in 2 out of 5 opportunities. When read a text aloud, !zchak will answer WH questions (who, what, where, when, why, and how) to show understanding of the reading as measured by work sample teacher/staff observations with 60% accuracy in 2 out of 5 opportunities. When read a text aloud, !zchak will answer WH questions (who, what, where, when, why, and how) to show understanding of the reading as measured by work sample teacher/staff observations with 60% accuracy in 2 out of 5 opportunities. When read a text aloud, !zchak will answer WH questions (who, what, where, when, which is the pread a text aloud, !zchak will answer WH questions (who, what, where, when, what, where, with why, and how) to show understanding of the reading as measured by work sample teacher/staff observations with 60% accuracy in 2 out of 5 opportunities. When read a text aloud, !zchak will answer WH questions (who, what, where, why, and how) to show understanding of the reading as measured by work sample teacher/staff observations with 60% accuracy in 2 out of 5 opportunities. In the previsual of the reading as me	Observation	Portfo	lio	Work Samples	✓ Informal
When read a text aloud, Izehak will answer WH questions (who, what, where, when, why, and how) to show understanding of the reading as measured by work samples or teacher/staff observations with 50% accuracy in 1 out of 5 opportunities. Date to be achieved: August 2023 MO/YR	Other			•	
When read a text aloud, Izehak will answer WH questions (who, what, where, when, why, and how) to show understanding of the reading as measured by work samples or teacher/staff observations with 50% accuracy in 1 out of 5 opportunities. Date to be achieved: August 2023 MO/YR	Incremental objective #1	related to the goal:		Incremental objective #2 related to tl	ne goal:
Date to be achieved: August 2023 MOYR Date to be achieved: December EXPLANATION OF MARKS 4 GOAL MET OR EXCEEDED 1st Reporting Period Date: 2nd Reporting Period Date: 2nd Reporting Period Date: 2nd Reporting Period Date: Progress Mark: Progress sufficient to meet annual goal? Yes No No Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal Other Need to review/revise Goal Other			ons (who, what, where,		
Date to be achieved: August	when, why, and how) to s	how understanding of the read	ding as measured by work		
Second	samples or teacher/staff o	bservations with 50% accurac	y in 1 out of 5 opportunities.	teacher/staff observations with 60% acc	euracy in 2 out of 5 opportunities.
Secondary Seco					
EXPLANATION OF MARKS 4 GOAL MET OR EXCEEDED Ist Reporting Period Date: O9-JUN-2023 Progress Mark: Progress Mark: Progress Mark: Progress Mark: Progress Mark: Progress sufficient to meet annual goal? Yes No Yes No Yes No Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Absence/Tardy Assignments Not Completed Need to review/revise Goal Other EXPLANATION OF MARKS 2 PARTIAL PROGRESS (1-49% of goal met) 1 NO PROGRESS Ath Reporting Period (Secondary Only) Date: Objective 1 Met: Yes No Objective 2 Met: Oyes No If "No" please comment: If "No" please comment: Needs More Time Excess Absence/Tardy Absence/Tardy Absence/Tardy Other Other	Date to be achieved:		, <u> </u>		2025
A GOAL MET OR EXCEEDED SUBSTANTIAL PROGRESS (50-99% of goal met) A SUBSTANTIAL PROGRESS (1-49% of goal Achievement Only) Date:		IEP REPO			P
Ist Reporting Period Date: D			EXPLANATION	ON OF MARKS	
Strate Completed Date:			<i>GRESS</i> (50-99% of goal	2 PARTIAL PROGRESS (1-49% of go	pal met) 1 NO PROGRESS
Date: Only) Date: Only Date			3rd Reporting Period	4th Reporting Period (Secondary	Goal Achievement
Progress Mark: Objective 1 Met: Yes No No No Sprogress sufficient to meet annual goal? Yes No Yes No Yes No Yes No Yes No Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Absence/Tardy Assignments Not Completed Need to review/revise Goal Other Need to review/revise Goal Other Objective 1 Met: Yes No Objective 2 Met: Sprogress sufficient to meet annual goal? Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal Other Other	• •				Goal Achievement
Progress Mark: Progres Mark:			Dotos		
Progress Mark: Prog	Date: 09-JUN-2023	Date:	Date:		
Is progress sufficient to meet annual goal? Yes No Yes No Yes No Yes No If "No" please comment: If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal Other Objective 2 Met: Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal Other Objective 2 Met: Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal Other				Date:	Objective I Met
Is progress sufficient to meet annual goal? Is progress sufficient to meet annual goal? Yes No Yes No Yes No Yes No Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal Other Sprogress sufficient to meet annual goal? Is progress sufficient to meet annual goal? Yes No Yes No If "No" please comment: If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal Other Sprogress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal Other				Date:	3
meet annual goal? Meet annual g	Progress Mark:			Date:	3
If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal Other If "No" please comment: Needs More Time Excess Absence/Tardy Absence/Tardy Assignments Not Completed Need to review/revise Goal Other If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal Other	Progress Mark:	Progress Mark:	Progress Mark:	Date: Progress Mark:	O Yes O No
If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal Other If "No" please comment: If "Need some please comments of the second please comments of the second pl	Progress Mark: 2 Is progress sufficient to	Progress Mark: Is progress sufficient to	Progress Mark: Is progress sufficient to	Date: Progress Mark: Is progress sufficient to meet annual	Yes No Objective 2 Met:
Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal Other Excess Absence/Tardy Absence/Tardy Absence/Tardy Assignments Not Completed Need to review/revise Goal Other Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal Other Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal Other	Progress Mark: 2 Is progress sufficient to meet annual goal?	Progress Mark: Is progress sufficient to meet annual goal?	Progress Mark: Is progress sufficient to meet annual goal?	Date: Progress Mark: Is progress sufficient to meet annual goal?	Yes O No Objective 2 Met: O Yes O No
Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal Other Excess Absence/Tardy Absence/Tardy Absence/Tardy Assignments Not Completed Need to review/revise Goal Other Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal Other Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal Other	Progress Mark: 2 Is progress sufficient to meet annual goal? Yes No	Progress Mark: Is progress sufficient to meet annual goal? Yes No	Progress Mark: Is progress sufficient to meet annual goal? Yes No	Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No	Yes O No Objective 2 Met: O Yes O No
Absence/Tardy Assignments Not Completed Need to review/revise Goal Other Absence/Tardy Absence/Tardy Assignments Not Completed Need to review/revise Goal Other Absence/Tardy Assignments Not Completed Need to review/revise Goal Other Absence/Tardy Need to review/revise Goal Other	Progress Mark: 2 Is progress sufficient to meet annual goal? Yes No If "No" please comment:	Progress Mark: Is progress sufficient to meet annual goal? O Yes O No If "No" please comment:	Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment:	Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment:	O Yes O No Objective 2 Met: O Yes O No
✓ Assignments Not Completed Need to review/revise Goal Other Assignments Not Completed Need to review/revise Goal Other Assignments Not Completed Need to review/revise Goal Other Need to review/revise Goal Other	Progress Mark: 2 Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time	Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time	Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time	Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time	Yes O No Objective 2 Met: O Yes O No
Completed Need to review/revise Goal Other Completed Need to review/revise Goal Other Completed Need to review/revise Goal Other	Progress Mark: 2 Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess	Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess	Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess	Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy	O Yes O No Objective 2 Met: O Yes O No
Need to review/revise Goal ✓ Other Need to review/revise Goal Other Need to review/revise Goal Other Other	Progress Mark: 2 Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy	Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not	Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy	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	O Yes O No Objective 2 Met: O Yes O No
Other Other Other	Progress Mark: 2 Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed	Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed	Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed	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	Yes O No Objective 2 Met: O Yes O No
	Progress Mark: 2 Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to	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	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	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	Yes O No Objective 2 Met: O Yes O No
	Progress Mark: 2 Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal	Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal	Progress Mark: 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	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	Yes O No Objective 2 Met: O Yes O No

I an America III 'C' 10 1		INDIVIDUALIZED EDUC	ATION PROGRAM (IEP)	Page 16 c
Los Angeles Unified Sci Student AZOULAY	IZCHAK I		Date of Birth 04-MAR-2010	Meeting Date 05-MAR-2024
Last	First	MI	Date of Birth (04 Will 2010	Witting Date 03 Will 2024
		Section G: Annual G	Soals and Objectives	
formance Area:	Writing	Category: Wr	iting	oal #: 5
	with 70% accuracy in 3 out of		IIIGU	
	be reported to parents by con Report or Report Card period		Progress and Achievement from Current IE	P" form(s) which will be
State Assessments	No.	Referenced	Criterion Referenced	Curriculum Based
State Assessments Observation Other	Portfo		✓ Work Samples	Informal
	voloted to the goals		In anomantal abjective #2 valeted to 4	an goods
Incremental objective #1 With visual supports and 3	related to the goal: 3-4 prompts, Izchak will write	CVC words, sight words.	Incremental objective #2 related to the With visual supports and 2-3 prompts, I	zchak will write CVC words, sight words,
	correctly as measured by wor curacy in 1 out of 5 opportuni	-	high frequency words correctly as meas observations with 60% accuracy in 2 or	*
		MOND		MONTH
Date to be achieved:	August 2023		Date to be achieved: December. CHIEVEMENT FROM CURRENT IE	
Date to be achieved:		RT OF PROGRESS AND A	CHIEVEMENT FROM CURRENT IE	2025
Date to be achieved: 4 GOAL MET OR EXCEEDED		RT OF PROGRESS AND A EXPLANATI		P
4 GOAL MET OR EXCEEDED	IEP REPO	RT OF PROGRESS AND A EXPLANATI FRESS (50-99% of goal	CHIEVEMENT FROM CURRENT IE ON OF MARKS	P
4 GOAL MET OR	3 SUBSTANTIAL PROC	RT OF PROGRESS AND A EXPLANATI	CHIEVEMENT FROM CURRENT IE ON OF MARKS 2 PARTIAL PROGRESS (1-49% of go	P al met) 1 NO PROGRESS
4 GOAL MET OR EXCEEDED 1st Reporting Period	3 SUBSTANTIAL PROGramet) 2nd Reporting Period	RT OF PROGRESS AND A EXPLANATI GRESS (50-99% of goal 3rd Reporting Period	CHIEVEMENT FROM CURRENT IE ON OF MARKS 2 PARTIAL PROGRESS (1-49% of go 4th Reporting Period (Secondary	P al met) 1 NO PROGRESS
4 GOAL MET OR EXCEEDED 1st Reporting Period	3 SUBSTANTIAL PROGramet) 2nd Reporting Period	RT OF PROGRESS AND A EXPLANATI GRESS (50-99% of goal 3rd Reporting Period	CHIEVEMENT FROM CURRENT IE ON OF MARKS 2 PARTIAL PROGRESS (1-49% of go 4th Reporting Period (Secondary Only)	P al met) 1 NO PROGRESS
4 GOAL MET OR EXCEEDED 1st Reporting Period Date: 09-JUN-2023	3 SUBSTANTIAL PROC met) 2nd Reporting Period Date:	RT OF PROGRESS AND A EXPLANATI FRESS (50-99% of goal 3rd Reporting Period Date:	CHIEVEMENT FROM CURRENT IE ON OF MARKS 2 PARTIAL PROGRESS (1-49% of go 4th Reporting Period (Secondary Only) Date:	P oal met) 1 NO PROGRESS Goal Achievement
4 GOAL MET OR EXCEEDED 1st Reporting Period Date: 09-JUN-2023 Progress Mark:	3 SUBSTANTIAL PROC met) 2nd Reporting Period Date:	RT OF PROGRESS AND A EXPLANATI FRESS (50-99% of goal 3rd Reporting Period Date:	CHIEVEMENT FROM CURRENT IE ON OF MARKS 2 PARTIAL PROGRESS (1-49% of go 4th Reporting Period (Secondary Only) Date:	P Dal met) 1 NO PROGRESS Goal Achievement Objective 1 Met: Yes No Objective 2 Met:
4 GOAL MET OR EXCEEDED 1st Reporting Period Date: 09-JUN-2023 Progress Mark: 2 Is progress sufficient to	3 SUBSTANTIAL PROGramet) 2nd Reporting Period Date: Progress Mark: Is progress sufficient to	RT OF PROGRESS AND A EXPLANATI FRESS (50-99% of goal 3rd Reporting Period Date: Progress Mark: Is progress sufficient to	CHIEVEMENT FROM CURRENT IE ON OF MARKS 2 PARTIAL PROGRESS (1-49% of go 4th Reporting Period (Secondary Only) Date: Progress Mark: Is progress sufficient to meet annual	P pal met) I NO PROGRESS Goal Achievement Objective 1 Met: Yes No
4 GOAL MET OR EXCEEDED 1st Reporting Period Date: 09-JUN-2023 Progress Mark: 2 Is progress sufficient to meet annual goal?	3 SUBSTANTIAL PROCEMENT 2nd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal?	RT OF PROGRESS AND A EXPLANATI GRESS (50-99% of goal 3rd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal?	ACHIEVEMENT FROM CURRENT IE ON OF MARKS 2 PARTIAL PROGRESS (1-49% of go 4th Reporting Period (Secondary Only) Date: Progress Mark: Is progress sufficient to meet annual goal?	P Poal met) I NO PROGRESS Goal Achievement Objective 1 Met: Yes No Objective 2 Met: Yes No
4 GOAL MET OR EXCEEDED 1st Reporting Period Date: 09-JUN-2023 Progress Mark: 2 Is progress sufficient to meet annual goal? Yes No	JEP REPORT STANTIAL PROGRAMS TO SHARE STANTIAL P	RT OF PROGRESS AND A EXPLANATI GRESS (50-99% of goal 3rd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No	CHIEVEMENT FROM CURRENT IE ON OF MARKS 2 PARTIAL PROGRESS (1-49% of go 4th Reporting Period (Secondary Only) Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No	P Poal met) I NO PROGRESS Goal Achievement Objective 1 Met: Yes No Objective 2 Met: Yes No
4 GOAL MET OR EXCEEDED 1st Reporting Period Date: 09-JUN-2023 Progress Mark: 2 Is progress sufficient to meet annual goal? • Yes No If "No" please comment: Needs More Time Excess	IEP REPORT SUBSTANTIAL PROOF MET STANFORM TO M	RT OF PROGRESS AND A EXPLANATI FRESS (50-99% of goal 3rd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess	ACHIEVEMENT FROM CURRENT IE ON OF MARKS 2 PARTIAL PROGRESS (1-49% of go 4th Reporting Period (Secondary Only) Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment:	P Poal met) I NO PROGRESS Goal Achievement Objective 1 Met: Yes No Objective 2 Met: Yes No
4 GOAL MET OR EXCEEDED 1st Reporting Period Date: 09-JUN-2023 Progress Mark: 2 Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy	IEP REPO	RT OF PROGRESS AND A EXPLANATI FRESS (50-99% of goal 3rd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy	ACHIEVEMENT FROM CURRENT IE ON OF MARKS 2 PARTIAL PROGRESS (1-49% of go 4th Reporting Period (Secondary Only) Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed	P Poal met) I NO PROGRESS Goal Achievement Objective 1 Met: Yes No Objective 2 Met: Yes No
4 GOAL MET OR EXCEEDED 1st Reporting Period Date: 09-JUN-2023 Progress Mark: 2 Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not	IEP REPORT SUBSTANTIAL PROCESS Mark: Progress Mark: Progress Sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not	RT OF PROGRESS AND A EXPLANATI FRESS (50-99% of goal 3rd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not	ACHIEVEMENT FROM CURRENT IE ON OF MARKS 2 PARTIAL PROGRESS (1-49% of go 4th Reporting Period (Secondary Only) Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal	P Poal met) I NO PROGRESS Goal Achievement Objective 1 Met: Yes No Objective 2 Met: Yes No
4 GOAL MET OR EXCEEDED 1st Reporting Period Date: 09-JUN-2023 Progress Mark: 2 Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to	IEP REPORMET 3 SUBSTANTIAL PROCEMENT 2nd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to	RT OF PROGRESS AND A EXPLANATI 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	ACHIEVEMENT FROM CURRENT IE ON OF MARKS 2 PARTIAL PROGRESS (1-49% of go 4th Reporting Period (Secondary Only) Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed	P Poal met) I NO PROGRESS Goal Achievement Objective 1 Met: Yes No Objective 2 Met: Yes No
4 GOAL MET OR EXCEEDED 1st Reporting Period Date: 09-JUN-2023 Progress Mark: 2 Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed	IEP REPO 3 SUBSTANTIAL PROCE 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	RT OF PROGRESS AND A EXPLANATI 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	ACHIEVEMENT FROM CURRENT IE ON OF MARKS 2 PARTIAL PROGRESS (1-49% of go 4th Reporting Period (Secondary Only) Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal	P Poal met) I NO PROGRESS Goal Achievement Objective 1 Met: Yes No Objective 2 Met: Yes No

Los Angeles Unified Sch		INDIVIDUALIZED EDUC	CATION PROGRAM (IEP)	Page 18 o
			$\mathbf{m} \cdot \mathbf{a} \cdot \mathbf{n} \cdot \mathbf{r}$	
Student AZOULAY Last	IZCHAK I First	MI	Date of Birth 04-MAR-2010	Meeting Date 05-MAR-2024
Last	riist	Section G: Annual (Goals and Objectives	
Formance Area:	Social Skills	Category: So	cial Functioning	oal #: 7
opportunities measured by	staff observations.	IOUI	s with peers or staff with no more than 3 pro	
	be reported to parents by cor Report or Report Card period		Progress and Achievement from Current IE	P" form(s) which will be
State Assessments	Norm	Referenced	Criterion Referenced	Curriculum Based
Observation	Portfol		Work Samples	Informal
Other	13140			
Incremental objective #1 1	related to the goal:		Incremental objective #2 related to th	e goal:
	ngaging in negative self-talk bur staff with no more than 5 pr staff observations.		Izchak will refrain from engaging in net conversations with peers or staff with no opportunities measured by staff observa	o more than 4 prompts in 2 out of 5
Date to be achieved:	August \checkmark 2023	✓ MO/YR	Date to be achieved: December	r 🗸 💮 2023 📞 MO/YR
	IEP REPO		ACHIEVEMENT FROM CURRENT IE	2023
4 GOAL MET OR EXCEEDED	3 SUBSTANTIAL PROG	EXPLANATI		P
,	3 SUBSTANTIAL PROG	EXPLANATI	ACHIEVEMENT FROM CURRENT IE ON OF MARKS	P
EXCEEDED 1st Reporting Period	3 SUBSTANTIAL PROG	EXPLANATI GRESS (50-99% of goal	ACHIEVEMENT FROM CURRENT IE ON OF MARKS 2 PARTIAL PROGRESS (1-49% of go	P al met) 1 NO PROGRESS
EXCEEDED 1st Reporting Period Date: 09-JUN-2023	3 SUBSTANTIAL PROG met) 2nd Reporting Period	EXPLANATION EXPLANATION EXPLANATION EXPLANATION OF GOAL 3rd Reporting Period	ACHIEVEMENT FROM CURRENT IE ON OF MARKS 2 PARTIAL PROGRESS (1-49% of go 4th Reporting Period (Secondary Only)	P al met) 1 NO PROGRESS
EXCEEDED 1st Reporting Period Date: 09-JUN-2023 Progress Mark:	3 SUBSTANTIAL PROG met) 2nd Reporting Period Date:	EXPLANATION EXPLANATION EXPLANATION OF GOAL STATE OF THE	ACHIEVEMENT FROM CURRENT IE ON OF MARKS 2 PARTIAL PROGRESS (1-49% of go 4th Reporting Period (Secondary Only) Date:	P al met) 1 NO PROGRESS Goal Achievement
EXCEEDED 1st Reporting Period Date: 09-JUN-2023 Progress Mark: 2 Is progress sufficient to	3 SUBSTANTIAL PROG met) 2nd Reporting Period Date:	EXPLANATION EXPLANATION EXPLANATION OF GOAL STATE OF THE	ACHIEVEMENT FROM CURRENT IE ON OF MARKS 2 PARTIAL PROGRESS (1-49% of go 4th Reporting Period (Secondary Only) Date:	P al met) 1 NO PROGRESS Goal Achievement Objective 1 Met: Yes No Objective 2 Met:
EXCEEDED 1st Reporting Period Date: 09-JUN-2023 Progress Mark: 2 Is progress sufficient to meet annual goal?	3 SUBSTANTIAL PROGramet) 2nd Reporting Period Date: Progress Mark: Is progress sufficient to	EXPLANATI RESS (50-99% of goal 3rd Reporting Period Date: Progress Mark: Is progress sufficient to	ACHIEVEMENT FROM CURRENT IE ON OF MARKS 2 PARTIAL PROGRESS (1-49% of go 4th Reporting Period (Secondary Only) Date: Progress Mark: Is progress sufficient to meet annual	P al met) I NO PROGRESS Goal Achievement Objective 1 Met: Yes No
EXCEEDED 1st Reporting Period Date: 09-JUN-2023 Progress Mark:	3 SUBSTANTIAL PROGramet) 2nd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal?	EXPLANATION EXPLANATION IN THE PROPERTY OF STATE	ACHIEVEMENT FROM CURRENT IE ON OF MARKS 2 PARTIAL PROGRESS (1-49% of go 4th Reporting Period (Secondary Only) Date: Progress Mark: Is progress sufficient to meet annual goal?	P al met) I NO PROGRESS Goal Achievement Objective 1 Met: Yes No Objective 2 Met: Yes No
EXCEEDED 1st Reporting Period Date: 09-JUN-2023 Progress Mark: 2 Is progress sufficient to meet annual goal? Yes No	3 SUBSTANTIAL PROGramet) 2nd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No	EXPLANATION EXPLANATION IN THE PROPERTY OF STATE	ACHIEVEMENT FROM CURRENT IE ON OF MARKS 2 PARTIAL PROGRESS (1-49% of go 4th Reporting Period (Secondary Only) Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No	P al met) I NO PROGRESS Goal Achievement Objective 1 Met: Yes No Objective 2 Met: Yes No

		INDIVIDUALIZED EDUC	ATION PROGRAM (IEP)	Page 19 of
Los Angeles Unified Sch			mont	
Student AZOULAY	IZCHAK I		Date of Birth 04-MAR-2010	Meeting Date 05-MAR-2024
Last	First	MI Section G: Annual G	age and Objectives	
erformance Area:	Pre-vocational C		eational Education Annual G	oal #: 8
		8 /	hin 1 minute of being assigned and show pro	
	easured by staff observations.	IOGI		
	be reported to parents by con Report or Report Card period		Progress and Achievement from Current IE	P" form(s) which will be
State Assessments	N	Referenced	Criterion Referenced	Curriculum Based
State Assessments Observation	Portfol		Work Samples	Informal
Other			Samples	
Incremental objective #1	related to the goal:		Incremental objective #2 related to th	ne goal:
	npts from staff assistance, Izch	ak will begin his classwork		assistance, Izchak will begin his classwork
of 5 opportunities as meas	assigned and show progress to		5 opportunities as measured by staff obs	show progress throughout the day in 2 out of servations.
Date to be achieved:	August V 2023	MO/YR	Date to be achieved: December	
	IEP REPO		CHIEVEMENT FROM CURRENT IEI	r
4 GOAL MET OR EXCEEDED	3 SUBSTANTIAL PROG		ON OF MARKS 2 PARTIAL PROGRESS (1-49% of go	pal met) 1 NO PROGRESS
1st Reporting Period	2nd Reporting Period	3rd Reporting Period	4th Reporting Period (Secondary	Goal Achievement
Date: 09-JUN-2023	Date:	Date:	Only)	
(3, 131, 2023	, l		Date:	
Progress Mark:	Progress Mark:	Progress Mark:	Progress Mark:	Objective 1 Met:
	1 Togress Wark.	Trogress Wark.	Trogress Wark.	O Yes O No
2				J
Is 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?	Objective 2 Met: Yes No
• Yes O 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:	If "No" please comment:	
Needs More Time Excess	Needs More Time Excess	Needs More Time Excess	Needs More Time Excess Absence/Tardy	
Absence/Tardy	Absence/Tardy	Absence/Tardy	Assignments Not Completed	
Assignments Not	Assignments Not	Assignments Not	Need to review/revise Goal	
Completed Need to	Completed Need to	Completed Need to	Other	
review/revise Goal	review/revise Goal	review/revise Goal		J
Other	Other	Other		

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

Student AZOULAY

IZCHAK First ΜI Date of Birth 04-MAR-2010

Meeting Date 05-MAR-2024

Section K: Participation in State and District-wide Assessments

Assessments administered will conform to those assessments determined for each grade by the California Department of Education and/or the Los Angeles Unified School District.

Student will participate in California Alternate Assessment in English Language Arts and Math in grades 3-8 and 11 **CAA Subject** and Science in grades 5, 8, and once in high school. ELA/Math and Science Designated Supports: - Test in a separate/smaller setting (non-embedded resource) - Simplified test directions (non-embedded resource)

INDIVIDUALIZED EDUC	ATION PROGRAM (IEP)
Los Angeles Unified School District Student AZOULAY IZCHAK I	Date of Birth 04-MAR-2010 Meeting 05-MAR-2024
Last First MI	Date Of Birth of Mark 2021
Section N: Procedural Safego	uards and Follow-up Actions
✓ A Parent's Guide to Special Education Services including Procedural F	
✓ The IEP Team Meeting Introductory Statements were read aloud at the beg	
✓ The parent/guardian was informed of his/her right to a written translation o	
Is the parent/guardian requesting computer generated translation?* \(\text{Yes} \)	
*Computer generated translation provides access to an immediate written translation of the IEP but and translation IEP documentation should not be considered an official IEP document. While this serv substitute for formal written translation services by a District translator. Parents/Guardians who el and/or a formal translation of the IEP at any time. Only formal translations will be considered office.	ice is offered and available to assist parents/guardians to participate in IEP development, it is not a ect access to computer generated written IEP translation are still able to receive oral interpretation
Is the parent/guardian requesting official translation? \bigcirc Yes \bigcirc No \bigcirc S	elect Preferred Language: Hebrew
Specify the Individual Pages to be translated:	
Special Requests:	
For students who are 17 years old, the student and parent(s)/guardian(s) ha student at 18 years of age, unless the court has determined otherwise.	ve been informed that the educational decision-making rights will transfer to the
Pandemic Learning Loss Consideration of C	Compensatory and/or Recoupment Services
Compensatory Education Consideration:	Recoupment Services Consideration:
 The IEP team has reviewed and discussed whether compensatory education is required due to the COVID-19 pandemic. The IEP team has determined: Student received all of their special education and related aids and services required by their IEP. Compensatory education is not required. 	 ✓ The IEP team has reviewed and discussed student's progress/achievement and considered factors that may have impacted student's learning during the school facility closures as a result of the COVID-19 pandemic. The IEP team has determined: ○ Student has made expected progress toward IEP goals and/or progress is in alignment with expectations of progress/goal
 Student did not receive all of their special education and related aids and services required by their IEP. Compensatory education offer 	achievement. No recoupment services are recommended. Student experienced learning loss as a result of the school facility
details are documented in FAPE 2- Summary of Services. Student did not receive all of the special education and related aids and services required by their IEP. However, no compensatory education was warranted for the reasons documented by the IEP team in FAPE Part 2 Part 4.	closures caused by the COVID-19 pandemic and recoupment services are necessary. The IEP team discussed recoupment services to address past learning loss. Recoupment services offer details are included in FAPE Part 2, Part 4 of the IEP (including completion of a service grid, as necessary).
Compensatory education consideration was documented on IEP dated	 Recoupment services consideration was documented on IEP dated 11-APR-2023 (Inactive) Review - Re-evaluation ▼
11-APR-2023 (Inactive) Review - Re-evaluation ➤	
 Preschool Only Consideration (Transition IEP) 30-Day IEP Consideration (Out-of-District) Student attends private school within district boundaries and resides outsident attends private school within district boundaries. 	e of district boundaries (Eligibility Determination Only)
THIS SPACE DELIBER	ATELY LEFT BLANK.

Los Angeles Unified School District	INDIVIDUALIZED ED	UCATION PROGRA	M (IEP)		Page 22	2 of 34
Student AZOULAY IZCHAK	I	Date of Birth	04-MAR-2010	Meeting Date	05-MAR-2024	
Last First	MI					
	Section Q: Parent Paren	articipation and Co	onsent			
Parent Participation			Parent No	otification		
Parent/Student (18-21) has participated in the IEP parent/Student (18-21) indicated before the meetin to attend. Parent/Student (18-21) was notified 3 times of the Parent/Student (18-21) did not respond to any of the meeting was held without the Parent/Student (18-21) properties of Parent/Student (18-21) did not attend and gave per them if they did not attend.	g that they would not be able meeting time and place. eeting notifications and the resent	I (PARENT) acknow request.	A A A ledge that the IEP meeti (Parent initials here (ng was rescheduled		
Parent/Stu	ident (18-21) Agreemen	meeting be reschedu				
A Parent/Student (18-21) may agree to all or some implement those portions of the IEP to which the Parent/Student (18-21) AGREES to all componen Parent/Student (18-21) AGREES to all componen	e of the components of a paperent/student (18-21) agreets of the IEP.	roposed IEP. The Dist ees so as to not delay	rict will providing instruction a			
Assessment Specify Eligibility Specify Instructional Setting Specify Services Specify						
The Parent/Student (18-21) DOES NOT AGREE A Parent/Student (18-21) is not required to initiate a parent/student (18-21) does wish to initiate a for dispute resolution processes in the District's public	e any form of dispute resol m of dispute resolution as	ution as to component to the components of	the proposed IEP, the	parent can find inf	formation on	e. If
-	Parent Conce	rns and Comments				
Signature(s)				Date		
Parent Guardian Stude	ent age 18-21 years age 18-2	1 O Surrogate Pare	ent O Emancip	ated Minor	Foster Parent	
Did the school district facilitate parent involvement as: I certify that I have received a copy of the Par can be done at anytime after the IEP meeting Signature(s)				No Response pletion of the form Date 5-MAR-2		d



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

Please take a moment to complete the survey below by scanning the QR code with your smart phone camera. You can also take the survey at this link:

Por favor tómese un momento para completar la siguiente encuesta escaneando el código QR con la cámara de su teléfono inteligente. También puede realizar la encuesta en este enlace:

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

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



INI os Angeles Unified School District	DIVIDUALIZED EDUCATION PROGRAM (IE	P)	Page
os Augeres Cumeu School District		Reconvened Meeting Date	
Student AZOULAY IZCHAK I	Date of Birth 04-MA		e 05-MAR-2024
Last First	MI ection R: Names and Signatures (Signatures on F	7516)	
Team Member	Print Name	Signat	ture
Parent/Guardian	Avshalom Azoulay	A.A	
Parent/Guardian	Anker Nama	A.N	
Student Age 18 - 21 years			
Student Under Age 18 years			
Surrogate Parent			
Foster Parent			
Family Foster Home Provider			
Administrator			
Administrative Designee	Christine Kazandjian	Christine Kazandj	ian
Special Education Teacher	Brianna Plasencia	& b	
General Education Teacher			
School Psychologist	Vedeesh K. Saggar	Vedeesh Saggar	
School Nurse			
Related Service Staff LAS	Roshelle Gen	Polnule (ex	
Related Service Staff			
Related Service Staff			
Interpreter	Irit Drori	I.O	
Sign Language Interpreter			
Agency Representative	Kalee Miller	Į KW	
Agency Representative			

Agency Representative

Other

Other

Other

Other

INDIV os Angeles Unified School District	TIDUALIZED EDUCATION PROGRAM (IEP	Page)
os Angeles Chine de School District		Reconvened Meeting Date
Student AZOULAY IZCHAK I M	Date of Birth 04-MAI	
Secti	on R: Names and Signatures (Signatures on Fil	le)
Team Member	Print Name	Signature
Parent/Guardian	Mr. Azoulay (phoned in)	
Parent/Guardian		
Student Age 18 - 21 years		
Student Under Age 18 years		
Surrogate Parent		
Foster Parent		
Family Foster Home Provider		
Administrator		
Administrative Designee	Christine Kazandjian	Christine Kazandjian
Special Education Teacher	Monica Hall	MH
General Education Teacher		
School Psychologist		
School Nurse		
Related Service Staff		
Related Service Staff		
Related Service Staff		
nterpreter		
Sign Language Interpreter		
Agency Representative	Kalee Miller	KW
Agency Representative		
Agency Representative		

Other

Other

Other

Other

INDIV os Angeles Unified School District	VIDUALIZED EDUCATION PROGR	AM (IEP)		Page
os Angeles Chined School District		Reconve Date	ned Meeting	
Student AZOULAY IZCHAK I Last First M		04-MAR-2010	Meeting Date	05-MAR-2024
	ion R: Names and Signatures (Signatu	res on File)		
Team Member	Print Name		Signati	ıre
Parent/Guardian				
Parent/Guardian				
Student Age 18 - 21 years				
Student Under Age 18 years				
Surrogate Parent				
Foster Parent				
Family Foster Home Provider				
Administrator				
Administrative Designee	Tasneem Dieguez		(Ing.	
Special Education Teacher	Elena Ramirez		Elena Ramirez	
General Education Teacher				
School Psychologist				
School Nurse				
Related Service Staff				
Related Service Staff				
Related Service Staff				
Interpreter				
Sign Language Interpreter				
Agency Representative				
Agency Representative				

Agency Representative

Other

Other

Other

Other

Los Angeles Unified School District

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Meeting Date

05-MAR-2024

Student AZOULAY IZCHA

Last

IZCHAK I
First M

LEAST RESTRICTIVE ENVIRONMENT ANALYSIS

To Be Completed By the IEP Team at the IEP Team Meeting

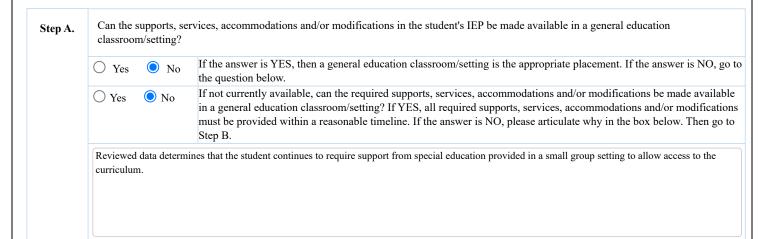
Student's Current Placement Type:

Date of Birth 04-MAR-2010

O General Education Class/General Education Site	O Special Day Program/General Education Site
O Special Day Program/Special Education Center	Nonpublic School
O Home/Hospital or Residential Care Facility	

DIRECTIONS: Complete the information below as part of the IEP team discussion regarding placement from the beginning at Step A until the team reaches the Step that indicates YES. After reaching the Step that indicates YES, it is also required to complete Step F.

The Individuals with Disabilities Education Act (IDEA) requires that students with disabilities be educated in the least restrictive environment. Placement in a more restrictive setting should only occur if the nature or severity of the student's disability is such that placement in a less restrictive setting with the use of supplementary aids and services cannot be achieved satisfactorily. The lack of current availability of a student's required supports, services, accommodations and modifications is not the sole justification for placement in a more restrictive setting, unless there is a compelling reason why they cannot be provided. In selecting the LRE, consideration is given to any potential harmful effect on the child or on the quality of services that he or she needs.



Can the supports, services, accommodations and/or modifications in the student's IEP be made available on a general education site in a Step B. special day program? If the answer is YES, then a special day program on a general education site is the appropriate placement. If the answer O Yes O No is NO, go to the question below. If not currently available, can the required supports, services, accommodations and/or modifications be made available ○ Yes O No in a special day program on a general education site? If YES, all required supports, services, accommodations and/or modifications must be provided within a reasonable timeline. If the answer is NO, please articulate why in the box below. Then go to Step C. Reviewed data determines that the student continues to require special education supports and services in a small, structured environment to meet needs due to disability, including distractibility and difficulty using coping skills to manage frustration, and to allow maximum progress toward grade level standards.

INDIVIDUALIZED EDUCATION PROGRAM (IEP) Los Angeles Unified School District Student AZOULAY IZCHAK Date of Birth 04-MAR-2010 05-MAR-2024 Meeting First ΜI Last Date ANNUAL LEAST RESTRICTIVE ENVIRONMENT ANALYSIS (Continued) To Be Completed By the IEP Team at the IEP Team Meeting Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a special school setting? Step C. If the answer is YES, then a special school setting is the appropriate placement. If the answer is NO, go to the question Yes O No If not currently available, can the required supports, services, accommodations and/or modifications be made available O Yes O No in a special school setting? If YES, all required supports, services, accommodations and/or modifications must be provided within a reasonable timeline. If the answer is NO, please articulate why in the box below. Then go to Step D. Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a home/hospital setting? Step D. If the answer is YES, then a home/hospital setting is the appropriate placement. O Yes O No If the answer is NO, go to the question below. If not currently available, can the required supports, services, accommodations and/or modifications be made available O Yes O No in a home/hospital setting? If YES, all required supports, services, accommodations and/or modifications must be provided within a reasonable timeline. If the answer is NO, please articulate why in the box below. Then go to Step E. Can the supports, services, accommodations and/or modifications in the student's IEP be made available in a residential care facility? Step E. If not currently available, articulate in the IEP what supports, accommodations and/or modifications are required for the O No student in this setting.

tudent	AZOULAY	IZCHAK] [I]	Date of Birth 04-MAR-2010	Meeting	05-MAR-2024
	Last	First	MI		Date	
	A]	NNUAL LEA	ST RESTRICT	IVE ENVIRONMENT ANALYSIS	(Continued)	
			To Be Completed	By the IEP Team at the IEP Team Meeting		
tep F.			d in the contents of the cluding (check all the	his IEP, and the placement being considered by that apply):	he IEP team, outw	eigh any potential
	\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \	Missed genera Rate at which: Lack of opport Lack of opport Amount of soc Limited access	student may earn creaturity for social intending the summer of the social intending the student of the student	on taught by highly qualified staff edits for graduation raction opriate peer role models ties with typical peers		

INDIVIDUALIZED EDUCATION PROGRAM (IEP) IEP FAPE Part 1 - Eligibility, Placements and Supports

Los Angeles Unified School District Student AZOULAY IZCHAK

Last

First

Date of Birth 04-MAR-2010

Meeting Date 05-MAR-2024

		Effective With this IEP	Future Changes Related to this IEP
	As of Date:		04-DEC-2023
Eligibility:		Eligible (AUT)	
(from Page 4)	Final IEP Reason Final IEP Effective Date:		
Curriculum		General Education	Alternate Curriculum
Placement	Type of School	Nonpublic School	Nonpublic School
	Name of School	VILLAGE GLEN SCH (VALLEY) (NPS)	BRIDGEPORT SCHOOL (NPS)
Instructional Setting	Setting	Special Education	Special Education
_	Program	NPS	NPS
	Special Day Minutes/Wk	1500	1500
	1	1300	[1300
	Addresses Goals	1(Language),2(Language- Pragmatics),4(Reading),5(Writing),6(Math),7(Socia 1 Skills),8(Pre-vocational),9(Behavioral Support)	2(Language- Pragmatics),1(Language),4(Reading),9(Behavioral Support),6(Math),8(Pre-vocational),5(Writing),7(Social Skills)
Additional Factors	Low Incident Support	None	None
	Assistive Technology	No	No
	Support	NDC Oaks NDC Tours at the	NDC Only NDC Towns at the
	Transportation Extended School	NPS Only - NPS Transportation	NPS Only - NPS Transportation
	Year/Intersession	Yes No	
	Parent Counseling and Training (PCT)	○ Yes ● No	
	ESY Transportation	Home to School	
Accommodation, Modifications, Supports	Instructional Accommodations	small group instruction, offer choices, assignments broken down into smaller parts, reading material at independent and instruction level, re-teaching, graphic organizers, show examples, preferential seating, extended time on assignments, access to keyboard, calculator access, use of visuals and manipulatives, preteaching, breaking math problems into simpler parts, and visual demonstrations, repeated demonstrations, tasks explained in small and sequential manner, instruction in social skills, reinforce appropriate behavior, reduce/minimize distractions, modeling positive social interactions.	small group instruction, offer choices, assignments broken down into smaller parts, reading material at independent and instruction level, re-teaching, graphic organizers, show examples, preferential seating, extended time on assignments, access to keyboard, calculator access, use of visuals and manipulatives, pre-teaching, breaking math problems into simpler parts, and visual demonstrations, repeated demonstrations, tasks explained in small and sequential manner, instruction in social skills, reinforce appropriate behavior, reduce/minimize distractions, modeling positive social interactions.
	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 decision to	Do the Parent and the District (local educational agency) agree that a reassessment is unnecessary?	Yes	
conduct or not conduct a three-year comprehensive reassessment.)			

Low Incidence Equipment	
Assistive Technology Equipment	
Participation in General Education	The above mentioned NPS school (100% of the school-day) is the least restrictive environment to meet Student's needs at this time due to behavioral needs and limited academic progress. Every effort will be made to re-integrate Student into the general education environment when feasible and appropriate. Areas of consideration for least restrictive environment, i.e. return to regular education setting include but are not limited to: behavior; attendance; and academic progress.

INDIVIDUALIZED EDUCATION PROGRAM (IEP) IEP FAPE Part 2 - Summary of Services

Los Angeles Unified School District

Student AZOULAY IZCHAK Date of Birth 04-MAR-2010 Meeting Date 05-MAR-2024 Last

Last	First MI		
	Modi	Effective With This IEP	Future Changes Related To This IEP
Service 1	Start Date:	Effective on Signature Date	
10	End Date:	11-APR-2024	
Language/Speech	Service applies to:	ESY	
	Frequency:	1-5	
This service addresses the following goals:	Interval:	Weekly	
2(Language- Pragmatics)	Minutes/Interval:	60	
1(Language)	Minutes/Interval (Pullout from Gen Ed):	0	
	Service Delivery Model:	Direct Service (Collaborative)*	
	Area:	Schoo	ol-Based
	Responsible Personnel:	Nonpublic School Provider (for nonpublic school students only)	
Service 2	Start Date:	Effective on Signature Date	
10	End Date:	11-APR-2024	
Language/Speech	Service applies to:	Regular	
	Frequency:	1-5	
This service addresses the following goals:	Interval:	Weekly	

2(Language- Pragmatics)	Minutes/Interval:	60	
1(Language)	Minutes/Interval (Pullout from Gen Ed):	0	
	Service Delivery Model:	Direct Service (Collaboration	ve)*
	Area:		School-Based
	Responsible Personnel:	Nonpublic School Provider nonpublic school students of	
	igible authorize LAUSD to submit claims for m. Please see Parent's Guide to Special Educa		
4.2 D	Time Outside of General	1 Edwartian	

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	100						
Part 4 - Compensatory Education/Recoupment Services Discussion							

Part 4 - Additional Discussion (This section is optional)

MEETING DISCUSSION Mar 5, 2024:

This is a meeting to amend the December 1, 2023, IEP to update Section K testing form to the California Alternate Assessment (CAA). Parent provided verbal/written consent to convene the IEP meeting, indicating they would not be able to attend the meeting and to send a copy of the IEP for review and signature. Upon completion of the meeting, parent will be provided the IEP document with consent page for review and signature. The IEP meeting was convened at 11:30am. The IEP team determined that Izchak's participation in the alternate curriculum indicates he would benefit from participating in the CAA. The IEP team had no questions or comments. The IEP meeting concluded at 11:45am.

Parent sent an email prior to the meeting stating they will not make it but we can proceed without them. Team met and discussed how they can help Izchak. We will meet again when the re-evaluation report is completed. This is a re-evaluation IEP to review the progress that Izchak Azoulay has made to and review the progress that he has made since his last IEP and to plan his educational program.

Today's IEP meeting is being held via tele/video conference and in person.

Introductions were made and the Introductory Statements were read aloud.

An IEP was held in April 2023 to review the progress that Izchak had made. The team is meeting today to review the school psychologists assessment and to talk about placement. There was a Hebrew translator provided for the district.

Accommodations/supports discussed. Opportunity for questions/comments.

Meeting Notes:

Dad mentioned that he used to take medication but stopped this past year. He has been struggling. Father also stated that when he is engaged and stimulated, he can do the work and memorize things, such as passages.

The School Psychologist recommends that he should have an OT assessment to help him with accessing the curriculum.

Dad wanted to know how he is performing in Reading, teacher stated that he is performing at a much lower level than he should. He should be reading at a 7th/8th grade but he is reading at a 2nd grade level. When reading at home, he struggles and gets very frustrated. His English level of reading is stronger than Hebrew.

The team started discussing placement options for Izchak and if he should be diploma track or on certificate based at another NPS. With Izchak performing at a 1st grade level in middle school as an eight grader, Izchak needs a lot of modifications that might be more appropriate at another school at his level. The father did not agree with this and wants him at a school that would give him exposure where he can perform at a much higher level.

Meeting was recessed at 2:54pm to look into alternative placements.

Meeting was reconvened December 1st at 10am, dad joined in via telephone. Offer of FAPE has been changed to Bridgeport, starting Monday December 4th.

The student, Izchak Azoulay, maintains his eligibility for special education as a student with Autism (AUT).

VILLAGE GLEN, a nonpublic school (NPS), continues to be an appropriate environment to meet Izchak Azoulay's unique educational needs. Izchak Azoulay continues to require a small, structured, therapeutic learning environment with immediate response behaviors and issues that are impacting him in accessing a District program.

Therefore, Izchak demonstrates the continued need for a highly restrictive educational setting that can be provided by a nonpublic school (NPS). The NPS staff supports Izchak in developing skills that would be beneficial when and if he is ready to transition to a District-operated program, such as making positive choices, completing assignments, staying on task, attending school/class regularly, maintaining appropriate and greater impulse control in preparation for a transition to the lesser restrictive educational environment in the future. Additionally, the NPS staff will continue to lessen the degree of structure and support, fade prompts, and reduce the need for accommodations, as appropriate.

Every effort will be made to reintegrate Izchak into the general education environment when appropriate. Izchak will be considered for a lesser restrictive educational setting when he is able to demonstrate noteworthy and consistent progress in the areas of attendance, academics, and behavior.

The IEP team recommends that Izchak continue to participate in a NPS which provides a small and highly structured therapeutic setting with social, emotional, and behavioral supports.

Izchak will continue to receive related services for Language and Speech for 1-5 Weekly Intervals of 60 minutes as a Direct Service (Single Provider) to be provided by a nonpublic school provider, outside of the classroom, at the nonpublic school, VILLAGE GLEN (NPS) for the Regular School Year (RSY) and the Extended School Year (ESY)

Izchak Azoulay is eligible for Extended School Year (ESY) under Criterion #3 - Based on special circumstances in the area of mental health related factors (history of physical and verbal aggression, elopement, destruction of property) it is necessary for student to participate in ESY as extensive breaks in instruction and provision of services negatively impact student's ability to maintain and achieve progress towards goals.

Parent was offered Parent Counseling and Training. Parent responded favorably and would like that information.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District IEP FAPE Part 2 - Summary of Services Student AZOULAY IZCHAK **Date of Birth** 04-MAR-2010 Meeting Date 05-MAR-2024 Last First ΜI **FAPE Summary Grid** Program: NPS **Setting:** Special Education Eligibility: Eligible (AUT) **Curriculum:** General Education **Transportation:** NPS Only - NPS Transportation **Low Incident Support:** None **Date District Received Parent Signature:** Service Service Start Service Interval Frequency Area Total Addresses No Minutes Code Desc Date **Applies** Goal(s) Consent To 10 Effective on Weekly 60 Language/Speech Regular 1-5 School-Language-Signature Date Based Pragmatics, Language

Alternative Remote/Distance Learning Services During Emergency Conditions

1-5

School-

Based

60

Language-

Pragmatics, Language

Weekly

ESY

Effective on

Signature Date

10

Language/Speech

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

Means of Delivery, to grea	test extent possible ("x" all that could a	pply for student, deper	nding on emergency circ	umstances):	
	Teacher-posted lessons, asynchronous (online or other media)	Virtual class meetings, synchronous	Personalized learning tools (virtual or paper packets, as available)	Scheduled teacher appointments (virtual or in-person, as available)	Scheduled email check- ins (parent or student)	Virtual office hours (drop- in; parent or student)
Specialized Academic Instruction and Related Services	✓		~	~	~	~
Transition Services	✓	✓	✓	✓	~	~
Extended School Year Services		✓			✓	✓
Supplementary Aids and Services (provided in general education classes and other general ed environments)					✓	~

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

Comments above do not constitute a change to the District's offer of FAPE or IEP. Because the nature of any future emergency cannot be known in advance, the specific means by which the IEP shall be provided in a future emergency will be determined at the time, in light of the circumstances.

For IEP Team Information

- by cheking thi	is box the 121 team has i	teriewed the TATE	Summary rage to c	sure that it reflects the I	21 Team decisions.

Page 30 of 34 INDIVIDUALIZED EDUCATION PROGRAM Behavior Intervention Plan For Behavior Interfering with Student's Learning or the Learning of His/Her Peers Los Angeles Unified School District (Behavior Intervention Plan, pg. 1 of 3) Date of Birth I 04-MAR-2010 **Meeting Date** 05-MAR-2024 ΜI Describe what it looks like: ➤ scripting, repetitive questions and comments lack of work production disrupts other students 🗸 requires instruction to stop 🗸 negative interaction with peers 🗸 The need for a Behavior Intervention Plan: early stage intervention moderate serious extreme Frequency or intensity or duration of behavior: Frequency (x) Period Intensity Duration (min) daily medium 🗸 and/or observed by teacher and staff ENVIRONMENTAL FACTORS AND NECESSARY CHANGES PART 1 What are the predictors for the behavior? (Situations in which the behavior is likely to occur: people, time, place, subject, etc). Work level higher than Disruption in routines ☐ Verbal directives Lack of predictability student's ability Peer conflict Over stimulation ✓ Internal physical/emotional Unstructured time Room conditions Specific room arrangement state Events from previous Lack of freedom, choice, desirable activities, friends Under stimulation Other Describe: What supports the student using the problem behavior? (What is missing in the environment/curriculum or what is in the environment/curriculum Classroom seating arrangement Noise levels ✓ Interactions (adult and/or peers) Inappropriate materials (age-appropri Gonflitt.) esolution skills Peer status gained for misbehavior Schedule Effective communication with Transition skills parent Task structuring Re-teaching Consequences not clear to student Social skills instruction Choices

REMOVE STUDENT'S NEED TO USE THE PROBLEM BEHAVIOR

		ILLINO VE STO	DEITI STIEED TO COL	THE TRODEEN BEING	TOR
Intervention			ture and supports are needed to remove to remove the likelihood of behavior)	e the student's need to use this behavio	r? (Changes in
		Time Changes:	Give more time on tasks	Allow completion in parts	Teach a closure system
		Space Changes:	Signal transition	Provide a break	Give less time on tasks
		Material Changes:	Preferred seating Personal space	Different work areas Hands-on learning	Study carrels Tasks organized
		Interaction:	Accommodated work	Notebook organizer	Enlarged print size books
			High interest materials	Cue the student	✓ Model
			Use specific supportive	✓ Praise successes	Peer Models
			words	Use calm, de-escalating	
			✓ Verbally praise student	language	
			Use specific support		
			communications		
		Other			
,	Who will establis	sh?	Who will monitor?	Frequency	
	teacher		teacher and staff	daily as needed	

Student

1

2

3

PREVENTION

Observation Analysis

AZOULAY

other

Reported by

5

Last

The behavior impeding learning is:

self stimulatory behaviors It impedes learning because:

instructional time is lost

IZCHAK

teacher

Time of day

environments

Present in the environment:

Missing in the environment:

Other (Missing/Present):

First

INDIVIDUALIZED EDUCATION PROGRAM

				Behavi	or Intervention Pla	n		
				ring with St	udent's Learning or the Lea	arning of His/Her Peers		
64 3		Angeles Unified Sch			D. C. CP. d.	04.154.D. 2010		rention Plan, pg. 2 of 3
Student	AZOULAY Last	IZCHAK First	I	T	Date of Birth	04-MAR-2010	Meeting Date	05-MAR-2024
ALTERNA		PAR'			UNCTIONAL FACTORS A	AND NEW BEHAVIOR	S TO TEACH AND SU	PPORT
					Function of behavior in term			
	8	To Get:						
					sory input gible (desired item)	Attention (peer) Tangible (desired		ention (staff)
		To Avoid:			sory input	Attention (peer)		ention (staff)
					(too difficult)	Task (too easy)		sk (too long)
		Describe:						
Observatio	on 9	What team believe met in an acceptab		ould do IN	STEAD of the problem beh	navior? (How should the	student escape/protest/	avoid or get his/her need
Analysis	to get sen appropria		seek more disc	crete forms	s of self-stimulatory behav	viors and instead, will e	ngage in conversations	s with peers and staff
	10	What teaching Strat	egies/Necessar	y Curriculu	m/Materials are needed?			
		Dattar assum	nication skills		ger management	Communication	guatam S S	lf-management systems
		Following sch			arning new social skills	Learning how to	negotiate Le	arning structured choice
		routines			arning notebook	Learning to use of	conflict Le	arning to request breaks
		Learning new Other	scripts	organi	zation	resolution		
		Who will establis	Lo		Who will monitor?	J		
		teacher	11.		teacher and staff	Freque	•	
			nent procedures	to use for e	establishing, maintaining, a			
	11	Physical:	•			✓ Smiles		11.1
Intervention	on	,			gh-fives t on the back	Smiles	∪ на	ındshake
		Verbal:			e specific praises	✓	Pe	er recognition
		Contingent Access:			ne on the computer	Recognition of stude	ent's str Li	sten to music
		Contingent Access.		Pre	eferred activity	Free time		
		Til-1			sitive phone calls or notes	Describe:		her
		Tangibles		to hom	ne kens	Certificate sent l	home U Se	ating Location
		Tokens and Points:			empt assignment	Points		
		Privileges:				☐ Extra test points		
		Other ideas:						
		Selection of reinforce		•				
		reinforcer for us By whom?	ing replacemen	it benavior		increase in positive beh	aviors	
		teacher			Frequency daily			
		(**************************************						
EFFECTIV	VE REACTION	N	PART	l III		REACTI	IVE STRATEGIES	
12					rs again. (1. Prompt studen ussion with student after be			
		chak to engage in conve g alternative behaviors	-	eers or stal	ff. 2. Model what Izchak c	can say/do instead of sc	ripting. 3. Have a posi	tive conversation with
	Personnel?							

INDIVIDUALIZED EDUCATION PROGRAM

Behavior Intervention Plan

For Behavior Interfering with Student's Learning or the Learning of His/Her Peers

Student			hool District			vior Intervention Plan, pg. 3 of 3
	AZOULAY	IZCHAK		Date of Birth	04-MAR-2010	Meeting Date 05-MAR-2024
	Last	First	MI			
OUTCOM	MES		PART IV		BEHAVIOR	RAL GOALS
13	Behavioral Go	al: Goal #: 9				
		e scripting on the measured by staff		and interact with peers fo	r 10 minutes with no mo	ore than 2 prompts in 3 out of 5
	Reduce free	clusion	✓ Increase use of replace to behavior ✓ Develop ne			se the problem behavior
_	Yes	pports/changes ne	cessary?			
_	Yes 🔘 No		Ž			
_						
le roi	inforcement of res	slacement behavic	or alone enough? (no new te	anching is nacessary)?		
_		olacement behavio	or alone enough? (no new to	eaching is necessary)?		
\bigcirc \mathbf{Y}	Yes O No					
O Y	Yes No		or alone enough? (no new to			
Are l	Yes No No both teaching of n	ew replacement b	pehavior AND reinforcemen	nt needed?		
Are l	Yes No No both teaching of n	ew replacement b		nt needed?		
Are l	Yes No No both teaching of n	ew replacement b	pehavior AND reinforcemen	nt needed?		
Are l	Yes No No both teaching of n	ew replacement b	pehavior AND reinforcemen	nt needed?		
Are I	Yes No No both teaching of n	ew replacement b	pehavior AND reinforcement	nt needed?		
Are I	Yes No N	ew replacement b	pehavior AND reinforcement	nt needed?		
Are I	Yes No N	ew replacement b	pehavior AND reinforcement	nt needed?	COMMUNI	ICATION PROVISIONS
Are le Sur Marie La Sur Marie L	Yes No No No the teaching of n Yes No BIP to be coordin Yes No on responsible for	ew replacement b	pehavior AND reinforcement gency's service plans? Agent agencies.	nt needed?	COMMUNI	ICATION PROVISIONS
Are le Sur Marie La Sur Marie L	Yes No No No the teaching of n Yes No BIP to be coordin Yes No On responsible for	ew replacement be sated with other ag contact between contact of communications and content of communications are content of communications.	pehavior AND reinforcement gency's service plans? Agent agencies.	nt needed?	COMMUNI Written note	
Are le Sur Marie M	Yes No both teaching of n Yes No BIP to be coordin Yes No on responsible for INICATION Manner and	ew replacement be nated with other against contact between content of community	pehavior AND reinforcement gency's service plans? Agent agencies. PART V unication:	nt needed?		es
Are le Sur Marie M	Yes No both teaching of n Yes No BIP to be coordin Yes No on responsible for MICATION Manner and Phone ca	ew replacement be nated with other as contact between content of commutations.	pehavior AND reinforcement gency's service plans? Agent agencies. PART V unication:	nt needed?	☐ Written note	es
Are le Sur Marie M	Yes No both teaching of n Yes No BIP to be coordin Yes No on responsible for MINICATION Manner and Phone ca Daily rep	ew replacement be nated with other as contact between content of commutations.	pehavior AND reinforcement gency's service plans? Agent agencies. PART V unication:	nt needed?	☐ Written note	es
Are le Sur Marie M	Yes No both teaching of n Yes No BIP to be coordin Yes No on responsible for INICATION Manner and Phone ca Daily rep Weekly r	ew replacement be nated with other against contact between content of communities orts	pehavior AND reinforcement gency's service plans? Agent agencies. PART V unication:	nt needed?	☐ Written note	es
Are I	Yes No both teaching of n Yes No BIP to be coordin Yes No on responsible for WICATION Manner and Phone ca Daily rep Weekly r Other Between	ew replacement be nated with other against contact between content of communities orts	pehavior AND reinforcement gency's service plans? Agen agencies. PART V unication: Mail	nt needed?	☐ Written note	es
Are le Sur Marie III de la Communicación de la	Yes No both teaching of n Yes No BIP to be coordin Yes No on responsible for WICATION Manner and Phone ca Daily rep Weekly r Other Between	ew replacement be nated with other against contact between content of communities orts	pehavior AND reinforcement gency's service plans? Agent agencies. PART V Inication: Mail	nt needed?	☐ Written note	es

		DUALIZED EDUCATION PR H SERVICES CERTIFICATION		ON)	
Los Angeles Unified School District			·	A	ttachment B
StudentZCHAK I. AZOULAY	Date of	04-MAR-2010	Meeting	05-MAR-2024	
This page is to be completed for students with Spe	Birth cial Education elig	gibility other than SLI when dete Complete Step 1a or 1b	Date ermining the need for LAS s	services to support the pr	ovision of FAPE.
Step	1a. General Edi	ucation Interventions - Che	ck items as completed		
Intervention strategies implemented, including regarding language standards in the curriculum at appropriate classroom accommodations, consultated intervention support monitored over several interventions were not successful, student respectively. Screening by a speech therapist or a Student approved screening instrument for non-LAUSD expressions.	nd referral for Spection with the SSPT weeks, and modifi- ferred for special e Success Team med enrolled preschoole	cial Education, consultation bet I that includes an EL expert if sized interventions as necessary be aducation assessment. eting (including a speech therapers.	ween the classroom teacher tudent is identified as an En ased on student response. ist) with the focus being spe	and school speech therag glish Learner).	pist for
	Step	1b. Interventions Not Appl	icable		
✓ Interventions not applicable for non-LAUSD	enrolled preschoo	olers or when determined unnece	essary by the speech therapi	st.	
Step 2	2. Review of Pre	-referral Information - Che	ck items as applicable		
The speech or language delay does not appear The delay does not appear to be due to a lack The delay does not appear to be due to envir The delay does not appear to be due to econo The delay does not appear to be due to social	of instruction in I commental factors. omic factors.	English, dialectical factors or lin	nited language experience.		
* **		eck either A or B, and com	olete the remaining item	s	
 ○ A. Student has received an assessment by a suspected) OR ○ B. A Psychological Assessment is not requir ✓ Student has received a health assessment tha ✓ A credentialed or licensed speech therapist hamultiple measures of assessment, including but n sample, parent interview or checklist, teacher interview or checklist, teacher interview. 	ed if the suspected t rules out whether as conducted a con ot limited to standa	I area of disability is voice, fluer r an inability to communicate ef inprehensive evaluation, includinar dized test instruments (or alter	ncy or articulation. fectively is a result of a healing assessment in the student mate forms of assessment if	Ith or sensory condition. 's primary language, that	t consists of
Step 4. Determination of th				ility other than SLI):	
The IEP team has determined that speech and Language Services are necessary due to the resultanguage to such an extent that it adversely affect. The presenting need for LAS service is not dor lack of instruction or the unfamiliarity with the If the above is so, identify the area(s) of difficulty. Language disorder Articulation disorder Fluency disorder Voice disorder	I language related is of a formal asses is his/her education ue to: social malac English language	services and support are necess ssment, which indicates that the nal performance and cannot be of djustment, health factors, poor s	ary for the student to benefit student demonstrates diffic corrected without speech and	t from Special Education ulty understanding or usi d language related servic	ing spoken es.
If the student is eligible, the IEP Tea	m must consider	r service delivery models ba	sed on the student's ide	ntified needs and app	ropriate
placement in the least restrictive enviro goals and supports and accommodations					

INDIVIDUALIZED EDUCATION PROGRAM (IEP) Los Angeles Unified School District (ITP, pg. 2 of 3) Student AZOULAY IZCHAK Date of Birth 04-MAR-2010 05-MAR-2024 Meeting Last First Date MI INDIVIDUAL TRANSITION PLAN (ITP) Section 2: Employment Assessment Name and Results: Indicate interests/abilities and Assessment (at least one assessment must be completed in this Date area(s) of need (if applicable) area). 11-APR-2023 Based on informal questions asked during an interview, Izchak is unsure Transition Surveys, Checklists, or Informal Questionnaires of what he would like to do after high school. If other? If other? If other? **Employment Postsecondary Goal** Izchak is unsure of what he would like to do after high school. Upon completion of high school, the student will: Other - (textbox) **Employment Activity to Support Goal Timeline** Person/Agency Responsible research career interests and write about likes/dislikes and requirements of 10-APR-2024 Student V the job Special Education Teacher Parent/Guardian/Family V V If other? V Section 3: Independent Living (as needed) Assessment Name and Results: Indicate interests/abilities and area(s) of need (if applicable) Date Assessment (at least one assessment must be completed in this area). Based on informal questions asked during an interview, Izchak would like 11-APR-2023 Transition Surveys, Checklists, or Informal Questionnaires V to continue living at home with his family. If other? V If other? If other? **Independent Living Postsecondary Goal** Upon completion of high school, the student will: live with family/relatives **Independent Living Activity to Support Goal** Timeline Person/Agency Responsible practice self management skills (e.g. accepting feedback and making 10-APR-2024 Student changes, prioritizing tasks, managing time to accomplish goals) Special Education Teacher V Parent/Guardian/Family V If other? V V

INDIVIDUALIZED EDUCATION PROGRAM (IEP) Los Angeles Unified School District (ITP, pg. 3 of 3) Student AZOULAY IZCHAK Date of Birth 04-MAR-2010 05-MAR-2024 Meeting Last First ΜI Date INDIVIDUAL TRANSITION PLAN (IEP) Course of study: A multi-year description of student's coursework from current year to anticipated exit year, in order to enable the student to meet their postsecondary goal. A course of study (or IGP) was reviewed with parent and student in relation to: Courses completed: Yes No Courses currently enrolled in: O Yes O No Courses still needed: Yes No IGP or course of study was provided to the parent or student over age 18 as required: Yes Student is working towards: Certificate of Completion Diploma Additional courses/activities discussed that may support post secondary goals (e.g. SLC participation, electives or instruction related to postsecondary goals, community experiences, participation in other school clubs or organizations, etc.) NOTE: these are suggestions and contingent to availability: Izchak will continue to take the required courses to complete the 7th grade. **Future Agency Involvement:** Are there agencies currently or prospectively providing or paying for transition services? O Yes O No Do you give permission to the District to invite these agencies to the next IEP in which transition services will be reviewed? O Yes Agency Name: V Agency Name: Agency Name: 1. Does the student's IEP include appropriate measurable postsecondary goals that cover Yes education/training, employment and, as needed, independent living? info Yes 2. Are the postsecondary goals updated annually? info 3. Is there evidence that the measurable postsecondary goals were based on age appropriate transition 3. **Y**es assessment? info Yes 4. Are there transition services that will reasonably enable the student to meet their postsecondary goals? Yes 5. Do the transition services include a course of study that is a multi-year description of coursework from **6. Y**es the student's current year to anticipated exit year and that is designed to help the student achieve the identified postsecondary goals? info 7. **Y**es 6. Is (are) there annual IEP goal(s) related to the student's transition services needs? info 8. Yes N/A 7. Is there evidence that the student was invited to the IEP team meeting where transition services were discussed? info 8. If appropriate, is there evidence that a representative of any participating agency was invited to the IEP team meeting with the prior consent of the parent or student who has reached the age of majority? info