Los Angeles Unified S Student Identification		200305X322		JCATION PROGRAM (II 287681750	EP)	Page <b>Eligible (AUT)</b>
Student TZEMAC	CH AV	ΊV	S		Date of Birth:	18-JAN-2020
Last		First	MI Sastian As Ma	atin a Information		
	Perti	nent Dates	Section A: Me	eting Information	Type of I	Meeting
				<del>154</del>	Турс от т	viccing
Date of Initial IEP Team	Č	13-DEC-202		○ Initial		Amendment of IEP dated
Date of Present Meeting		23-JUL-2024				12-APR-2024
Annual Review to be con	•	12-APR-2025		Annual Review		Early Start Transition
Next Three Year Review conducted by	will be	12-DEC-202		Three Year Review		Expulsion Analysis
Three Year Review or Ev was conducted on	valuation	13-DEC-2022	2	Other		Individual Transition Plan
Transition to Kindergarte conducted by	en to be					
Location of Meeting	[5	SUNNY BRAE	AVE EL	District Name	Los Angel	es Unified School Distri
-			Section B: Stu	ident Information		
Date of Birth	18-JAN-20	)20	Age	4	Grade	18
Gender	O Male	Female	Ethnic Code	White		
Location of the Psych Folder	REGION N	NORTH	Student has no Psych Folder			
Location of the Cum Folder	SUNNY B	RAE AVE EL	Student has no Cum Folder			
Home Language	Hebrew		Student Language	Hebrew	Alternate M Communica	l l
Home Address of Student	8109 SUN	NYBRAE AVE				
City	WINNETK	KA CA	ZIP Code	91306		
Home Telephone	(310) 596-	0470	Daytime Telephone		Emergency	Telephone
School of Attendance	Sunny Bra	e Ave El	Location Code	6986		
School of Residence			Location Code			
Name of			Telephone			
Parent/Guardian Address					)	
City		CA	ZIP Code			
Surogate Parent		CA	Telephone		)	
Attends CURRENT SC of the following	HOOL as a r	result of one	Attends School of Reside	nce 🗸	)	
Is the student living in a Home (FFH)?	Family Foste		o O Yes	FFH#		
s FFH Provider related	to student?		o O Yes	Relationship		
Licensed Children's Insti	itution	$\bigcirc_{N}$	o O Yes	LCI Name		
				LCI#		
Out of the home placeme	ent made by	_	egional Center	O Department of Menta	l Health (	O Department of Children's Service
			perior Court	Other		
Child's family living with boundaries?	hin LAUSD's	$\bigcirc$ N	o O Yes			

	Т	NDIVIDIJAL.	IZED EDUG	Page CATION PROGRAM (IEP)	2 of 3
Los Angeles	Unified School District	NDIVIDUAL	IZED EDU	CATION FROMANI (IEI)	
Student	TZEMACH AVIV S			Date of Birth 18-JAN-2020	
	Last First	MI Secti	on C: Lang	guage Acquisition	
anguage Clas	ssification:			Start Date:	
	Parent Request:	0,	Yes O No	Reclassification Date:	
•	mance Level and Performance Descriptor:		103 0 110	▼ Test Date:	
	AC Performance Level and Performance			Test Date:	
rescriptor.		Section D	: Goal Achie	evement from Current IEP	
		Ach	ieved		
Goal for: (ex	ample - Reading)	Yes	No	If No, explain the reason the goal/objective was not achieved	
1	Locomotor Skills	$\bigcirc$		Not due yet	
Category	Locomotor Skills			Not due yet	
	Objective 1 met		0		
	Objective 2 met		0		
2	Functional Mobility		<u> </u>		
Category	Functional Mobility	0		not yet due. Requires cues and rail support	
Category					
	Objective 1 met		0		
2	Objective 2 met	0	0		
3	Literacy	0	<u> </u>	not yet expected - created 12/2023	
Category	Literacy Development				
	Objective 1 met	0	0		
	Objective 2 met	0	<u></u>	not yet expected - created 12/2023	
4	Social Emotional	0	<u> </u>	not yet expected - created 12/2023	
Category	Social Emotional				
	Objective 1 met	$\circ$		not yet at 60% of opportunities	
	Objective 2 met	$\circ$		not yet expected - created 12/2023	
5	fine motor		0		
Category	Fine Motor				
	Objective 1 met		0		
	Objective 2 met	0	Ö		
6	Pretend Play	0		not yet expected - created 12/2023	
Category	Cognitive Development			not yet expected - created 12/2025	
	Objective 1 met		0		
	Objective 2 met	0		not yet expected - created 12/2023	
7	Math	_			
Category		0	<u> </u>	not yet expected - created 12/2023	
Category					
	Objective 1 met	<u> </u>	0	(,,4,,,4,,1,,,,4,1,1,1,1,1,1,1,1,1,1,1,1	
0	Objective 2 met	0	<u> </u>	not yet expected - created 12/2023	
8	Language	0	0		
Category	Language – Expressive				
	Objective 1 met	0	0		
	Objective 2 met	0	0		
9		0	0		
Category	( v				
	Objective 1 met	0	0		
	Objective 2 met	$\circ$	$\circ$		
10		0	0		
Category	<b>~</b>		_		
	Objective 1 met	0	0		
	Objective 2 met	0	0		

os Angeles Unified School District	INDIVIDUALIZED EDUCATION PROGRAM (IEP) t	
Student TZEMACH AVIV		)24
Last Fin	First MI Section E: Present Level of Performance	
erformance Area:	Health	
ategory:	Health 🗸	
Assessment/Monitoring Process Used:	CTAR- Health Questionnaire for School Enrollment; Record Review	
tate/District Assessment Results:		
urrent Performance/Assessment Summar	ary (include student strengths, student needs and impact of disability on student performance):	
allergies to food or medication and in the STRENGTH: Per record review, on 12/2 eyeglasses, and does not have a diagnose and drinks from an open cup. Student coindependently.  AREAS OF NEED: Per record review, s Parent reported that student needs handh IMPACT OF DISABILITY: Health does	es not impact student's participation, performance, and access to the educational program.  IONS: Trained staff to assist student with toileting needs, and navigating stairs. Trained staff to supervise during	
erformance Area:		
ategory:	V	
ssessment/Monitoring Process Used:		
tate/District Assessment Results:		
urrent Performance/Assessment Summar	ary (include student strengths, student needs and impact of disability on student performance):	

### Page 4 of 33 INDIVIDUALIZED EDUCATION PROGRAM (IEP) Los Angeles Unified School District Student TZEMACH S Date of Birth 18-JAN-2020 Meeting Date 23-JUL-2024 MI **Section E: Present Level of Performance** Social Emotional Performance Area: Category: Social Emotional Assessment/Monitoring Process Used: observation; teacher report; parent report; ASQ3 State/District Assessment Results: Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Strengths: Aviv comforts herself by seeking out a familiar adult or a special object, relying on communication or guidance from an adult to assist her in regulating her emotions. With minimal adult support, she is able to shared preferred items with peers. Aviv participates in episodes of cooperative play with a small group of peers, particularly preferred/familiar peers. With adults, Aviv engages in extended interactions in a variety of situations, seeking out interactions with adults. Overall, Aviv's teachers in her preschool class report that Aviv interacts well with peers and adults. Per parent report on the ASQ 3, Aviv knows her first and last name and age and identify the names of two or more friends. Needs: Aviv is not yet able to comfort herself in a variety of ways, based on the situation. Per teacher report, Aviv has been experiencing more difficulty following classroom rules and routines since returning from winter break. Additionally, per teacher report, she is engaging in more crying and whining. Impact: Delays in social emotional development impact Aviv's access to the general education curriculum. Language - Classroom Performance Area: Language Category: Assessment/Monitoring Process Used: observation; teacher report; parent report; ASQ3 State/District Assessment Results: Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Strengths: Aviv shows understanding of a wide variety of phrases or sentences. She is able to follow familiar one and two step directions. Aviv uses short phrases or sentences to communicate her wants and needs and engages in back and forth communication with adults and peers. Per parent report, based on the ASQ3, Aviv is able to identify two aspects of a common object. Needs: Aviv can be difficult to understand and is not yet using short sentences that contain a variety of word forms (e.g. nouns, adjectives, verbs). Per parent report, based on the ASQ3, Aviv does not consistently use complete sentences to communicate, including words such as articles and conjunctions. Impact: Delays in language development impact Aviv's access to the general education curriculum

## Page 5 of 33 INDIVIDUALIZED EDUCATION PROGRAM (IEP) Los Angeles Unified School District Student TZEMACH AVIV S Date of Birth 18-JAN-2020 Meeting Date 23-JUL-2024 MI **Section E: Present Level of Performance** Physical Development Performance Area: Category: Physical Development Assessment/Monitoring Process Used: observation; teacher report; parent report; ASQ3 State/District Assessment Results: Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Strengths: Aviv adjusts, with adult guidance, aspects of movement (e.g. effort, directional, spatial) in relation to people and objects. She coordinates movement, in an upright position, that momentarily move the body off of the ground. Aviv is able to manipulate objects with one hand while stabilizing the objects with the other hand or with another body part, with minimal assistance. She is able to use scissors to cut along a vertical line. Per parent report on the ASQ 3, Aviv is able to catch a large ball with both hands and climb the rungs of a ladder of a playground slide and slide down without help. Per parent report on the ASQ 3, Aviv is able to copy a cross, vertical line, and circle. Needs: Aviv has difficulty standing on one foot. When focused she can stand on one foot for 1-2 seconds. Aviv is not yet able to walk up and down stairs without the use of a rail. Impact: Delays in gross motor development impact Aviv's access to the general education curriculum. Performance Area: Cognitive Development Category: Cognitive Development Assessment/Monitoring Process Used: observation; teacher report; parent report; ASQ3 DRDP State/District Assessment Results: Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Strengths: Aviv acts on objects to cause a specific result. She is able to maintain her attention, mostly independently, during classroom activities. Aviv imitates multiple steps of others actions and repeats phrases experienced at an earlier time. She continues self-selected activities, on her own, seeking out an adult to work through challenges. Needs: Aviv is not initiating multi-step pretend play sequences. Per parent report on the ASQ 3, while Aviv will wear dress up clothes, she does not yet 'play-act' or pretend to be someone or something else. Impact: Delays in cognitive development impact Aviv's access to the general education curriculum.

Student TZEM		rst	MI Section		Date of Birth	18-JAN-2020	Meeting Date	22 HH 2024
Performance Area:					Date of Birth	18-JAN-2020	Meeting Date	
erformance Area:							J	23-JUL-2024
			Sec. 1011	E: Present L	evel of Perform	ance		
ategory:		Literacy						
		Literacy De	velopment		<u> </u>			
ssessment/Monito	oring Process Used:	observation;	teacher repor	rt; parent report	; ASQ3			
tate/District Assess	sment Results:	DRDP						
urrent Performanc	ee/Assessment Summar	ry (include stud	ent strengths	s, student needs	and impact of dis	ability on student p	performance):	
Needs: Aviv is no	nat represent people, the tyet able to answer sir literacy development,	mple Wh- quest	ions that rela	·	on curriculum.			
erformance Area:		Math						
Category:		Math			<b>~</b>			
ssessment/Monito	oring Process Used:	observation;	teacher repor	rt; parent report	; ASQ3			
tate/District Assess	sment Results:	DRDP						
Current Performanc	ee/Assessment Summar	ry (include stud	ent strengths	s, student needs	and impact of dis	ability on student p	performance):	
Aviv demonstrates environment. Per p of three. Needs: Aviv is no	understanding that ad	ding objects to GQ3, Aviv is ablently count a gro	a group make to identify oup of at leas	es more and tak size differences at 5 objects usin	ting away objects s of objects, such a g one to one corre	makes less. She id as identifying whic	quantities up to 3 without of entifies several shapes in I sh circle is the smallest in	ner

## Page 7 of 33 INDIVIDUALIZED EDUCATION PROGRAM (IEP) Los Angeles Unified School District Student TZEMACH Date of Birth 18-JAN-2020 Meeting Date 23-JUL-2024 MI **Section E: Present Level of Performance** fine motor Performance Area: Fine Motor Category: Assessment/Monitoring Process Used: SPM 2 Preschool Form, informal, observations, interviews, review of records State/District Assessment Results: Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): This is a summary of an Occupational Therapy assessment: Areas of Strengths: Aviv presents with functional range of motion and strength to participate in classroom tasks and to play in the yard. She can transition motor positions without the need for physical support. Aviv exhibits functional visual processing skills to locate materials in her environment and to navigate her classroom/ yard. She can name colors, basic shapes and common concepts (animals, food). Aviv can match pictures and sort objects based from feature (colors, shape). Aviv presents with right hand preference when reaching for materials and when using classroom tools (marker, scissors). She exhibits functional bilateral coordination skills to carry materials, pull apart clay or rubber snapper, uncap marker, string blocks and to cut paper. She can use different gross and fine prehension patterns to grasp and use different materials and toys. Aviv exhibits dexterity patterns such as shifting of finger, simple rotation, and translation with stabilization. Aviv can draw pre- writing patterns. She can complete cut out wooden puzzles. Aviv uses classroom tools and plays with toys appropriately. She can follow 2-3 step directions and engages in novel tasks given modeling/demonstrations. SPM 2 pre-school form Sensory Total fell under the Typical range. Aviv does not exhibit significant sensory processing difficulties that might impact her access to preschool curriculum. Teacher does not have any concerns on Aviv's motor skills Performance Area: Fine Motor continued V Category: Fine Motor Assessment/Monitoring Process Used: State/District Assessment Results: Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Areas of Need: SPM 2 pre-school scores in the areas of Planning and Ideas and Social Participation fell under the Moderate Difficulties range. Aviv will benefit from small group activities to practice turn taking, use of visual models, visual cues, modeling/ demonstrations, and use of behavioral strategies such as positive reinforcements to address positive behavior. These strategies can be implemented on a regular basis in the classroom by the teacher. Based from the assessment, Aviv presents with foundational motor skills to access her preschool curriculum. Impact of disability on academic and overall performance: Aviv's disability does not impact their involvement and progress in the gen ed curriculum for this performance area Joanne Gilgenbach OTR/L LAUSD Occupational Therapist

Los Angeles Unified School District	INDIVIDUALIZED EDUCATION PROGRAM (IEP)
Student TZEMACH AVIV	
Last Fin	irst MI Section E: Present Level of Performance
Performance Area:	Perceptual Motor
Category:	Perceptual Motor
Assessment/Monitoring Process Used:	Birgance and Pre School Assessment Scale
State/District Assessment Results:	
Current Performance/Assessment Summar	ary (include student strengths, student needs and impact of disability on student performance):
second. Aviv can kick a playground ball of from a position in back of her head with a can walk on her tiptoes for 1-2 feet. She alone down stairs with 2 feet on each step Needs: Aviv's most significant need is Polymore. Impact of student's disability on academ	nomentarily. She can stand on tiptoes for 1 to 5 seconds. She demonstrates difficulty standing on one foot for 1 l with a backward and forward leg swing. She can catch a bounced tennis ball with both hands. She throws a ball in horizontal rotation of the body with feet stationary. She can trap/catch a tossed playground ball from 5 feet. Aviv e can run with sharp turns. She can jump forward on 2 feet 10 times. She attempts to hop on one foot. She walks ep. She can walk backwards 6 feet. Aviv demonstrates adequate physical fitness during classroom sessions.  Perceptual Motor, Balance.  mic and overall performance: Student's disability of Autism and related need for intervention affects their overall her involvement and progress in the general physical education curriculum.
Performance Area:	
Category:	<b>▼</b>
Assessment/Monitoring Process Used:	
State/District Assessment Results:	

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### INDIVIDUALIZED EDUCATION PROGRAM (IEP) Los Angeles Unified School District Student TZEMACH AVIV S Meeting Date 23-JUL-2024 Date of Birth 18-JAN-2020 MI Section E: Present Level of Performance Functional Mobility Performance Area: Category: Functional Mobility Assessment/Monitoring Process Used: Standardized testing, clinical observation, interview, record review State/District Assessment Results: Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): The following is a summary of the physical therapy assessment: Timed up and Go: Aviv's average score was 6.32 seconds. The value for typically developing 3-5-year-old children is 6.7 seconds +/- 1.2. Aviv walks at a similar pace for classroom transitions as typically developing peers. Aviv was observed at Ilan Ramon Day school to independently transition from sit to stand and walk short distances within the classroom at the same pace as her peers. 30 Second Walk Test (30sWT): The average distance completed in 30 seconds by 5 year olds was 135.7(+/-11.7= 124- 147.4). Aviv was able to walk 129 feet. This test is standardized for 5 year olds. Baseline data is collected for future reference. Aviv walked at her own pace and direction. Ambulation is functional and speed is functional within the school environment. She can keep up pace with her peers when transitioning across campus. Pediatric Balance Scale: The average score for children 4.0-4.5 years old is 49.5 with a standard deviation of +/- 5.76 (43.74-55.26). Aviv's score of 45 places her in the lower average range for balance as compared to typically developing children her age. Aviv presents with decreased single limb balance on the left more than right and decreased attention during balance activities. Aviv demonstrates functional balance to access her school environment. She was observed at Ilan Ramon Day school to keep up with peers when walking up and down steps to the classroom holding the rail. She ascends steps with a step to pattern leading with her right leg and descends leading with the left leg holding a rail. When given cues she alternates her feet up and down stairs holding the rail. Student's areas of strength: Aviv demonstrates good sitting balance on the floor and in a typical classroom chair. She sits with functional posture to participate in table- top activities. Aviv transitions between positions independently while on the floor. She transitions up and down from the floor independently. Aviv transitions in and out of chairs independently. Performance Area: Functional Mobility-continued Category: Functional Mobility Assessment/Monitoring Process Used: Clinical observation, interview, record review, standardized assessment State/District Assessment Results: NA Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Aviv transitions in and out of chairs independently. She walks and moves throughout the classroom independently, transitioning between areas and safely navigating obstacles. Aviv walks across a variety of terrain at school including black top, carpets, thresholds, sand and playground matting. On the playground apparatus at Sunny Brae, Aviv walks up the steps holding one rail with a step to pattern or with a reciprocal pattern when given cues. On campus at Ilan Ramon Day school, she was observed to keep up with peers in line walking up and down steps with rail support. On the playground at Sunny Brae, Aviv climbs the arch ladder and rock wall with supervision and independently slides down the slide. She was observed at Ilan Ramon to climb the first rung of the dome structure and hang for 6 seconds then drop to her feet and maintain her balance. Aviv's teacher reported she can access the playground structure with the steps and slide independently. She can pedal a tricycle independently. Aviv walks and runs on the black top and in the sand. Student's areas of need: Aviv demonstrates mild decreased balance and strength in the left lower extremity and with single limb balance activities. This impacts her functional mobility on stairs requiring use of a hand rail or support when accessing the stairs.

Impact of student's disability on academic and overall performance: Student's disability of AUT does impact her ability to negotiate stairs without rail support which does impact her involvement and progress in the general education curriculum.

Chrissa Patterson, PT School Physical Therapist

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### INDIVIDUALIZED EDUCATION PROGRAM (IEP) Los Angeles Unified School District Student TZEMACH AVIV Date of Birth 18-JAN-2020 Meeting Date 23-JUL-2024 MI **Section E: Present Level of Performance** Articulation Performance Area: Articulation/Phonological Processes Category: Assessment/Monitoring Process Used: GFTA-4, Spontaneous Language Sample State/District Assessment Results: Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Background: This is a speech and language re-assessment for Aviv, a four year, two month old student who attends a private day school: Ilan Raman. She receives Occupational and Physical Therapy Services at her school of residence: Sunny Brae ES. This assessment will help to determine Aviv's current LAS needs as well as provide information as she transitions to from preschool to transitional kindergarten. Prior to enrolling with LAUSD, Aviv received OT, PT, Speech Therapy and child development services though the Regional Center. Strengths: Aviv is presenting with articulation skills that include the ability to produce age appropriate speech sounds in short phrases. She can be understood by her listeners at the single word level and in short phrases when she is speaking slowly or is concentrating. Voice and fluency are age Needs: Aviv's articulation skills break down in longer utterances and when she is speaking rapidly. Sounds that she is able to use in shorter utterances are produced weakly and therefore are harder for listeners to hear. She will increase her use of cluster reduction and lacks pauses between words. This combined with her developmentally appropriate sound substitutions impact her intelligibility. Impact: Aviv's disability of Autism is accompanied by a speech sound disorder that affects her ability to communicate which impacts her involvement and progress in the general education curriculum. Sandra van Wijk, M.S., CCC-SLP Speech-Language Pathologist Performance Area: Receptive, Expressive and Pragmatic Language Language – Expressive Category: Assessment/Monitoring Process Used: OWLS-2, Spontaneous Language Sample, Observations State/District Assessment Results: Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Background: See Articulation Above. Strengths: Aviv presents with language skills that appear to be typically developing for a bilingual student. She is able to follow one and some two step directions and follows the routine of her class. She is able to formulate simple short phrases and sentences up to six words in length, although she typically uses two to four words, to express her wants and needs and to direct the actions of others. She asks and answers questions and comments on her actions. Aviv is able to use her pragmatic language skills to engage with peers in simple back and forth exchanges. She makes good eye contact and can use gestures to supplement her speech. Needs: Aviv's English language skills are currently developing. She is inconsistent in her use of pronouns and has a limited number of prepositions. She drops the auxiliary in present progressing verb forms and will often use shorter phrases although she is capable of longer. This is typical of second language learners and is not uncommon among children her age. Her language development can be addressed by her classroom teacher as part of her curriculum. Impact of Disability: None in the area of language at this time. Sandra van Wijk, M.S., CCC-SLP

Speech-Language Pathologist

	attal Calcal Division	INDIVIDUA	ALIZED EDUCATION PROGR	AM (IEP)	Pag	ge 1
12	nified School District ZEMACH AVIV	S	Date of Birth	18-JAN-2020	Meeting Date 23-JUL-2024	
		rst MI				
fannlicable are:	as discussed related to di	sability or suspected disabil	Section F: Eligibility			
г аррпсаотс, агса	as discussed related to di-	sability of suspected disabil	nty.			
or Initial IEP, in	nterventions attempted pr	ior to determining eligibilit	y:			
Eligible as a stud	lent with the disability of:	:				
Code: A	UT	Autism				
	Not Applicable,	OBlind or	OPartially Sighted			
	Incidence Eligibility (only	y for VI, DBL, DEA, HOH	, or severe OI):			
Code:						
	Not Applicable,	OBlind or	OPartially Sighted			
No Longer Eli						
Date):  This is a Final		s eligible for Special Educa	tion Services until the Effective Da			
Date):  This is a Final Final IEP Reason	1:		Final IEP Effec	etive Date:		
Date):  This is a Final Final IEP Reason The IEP Team h	n: nas considered and agree	es that the educational nec	Final IEP Effecteds of the student are not primar	ily due to:		
Date):  This is a Final Final IEP Reason  The IEP Team h	n: nas considered and agree	es that the educational ned	Final IEP Effec	etive Date:  ily due to:  Lack	of instruction in reading	

Los Angeles Unified Sch		INDIVIDUALIZED EDUC	ATION PROGRAM (IEP)	
Student TZEMACH	AVIV		Date of Birth 18-JAN-2020	Meeting Date 23-JUL-2024
Last	First	MI	2.00 00 200 00 00 00 00 00 00 00 00 00 00	
		Section G: Annual G	oals and Objectives	
Formance Area:	Social Emotional 1	Category: Soc	ial Emotional	Goal #:
	Report or Report Card period  Norm Portfol teacher cha	Methods of Referenced	rogress and Achievement from Current  Evaluation  Criterion Referenced Work Samples  Incremental objective #2 related to	☐ Curriculum Based ✓ Informal
	related to the goal: s, Aviv will utilize a variety o	of nocitive coning strategies		o the goal: Il utilize a variety of positive coping strategie
to regulate her emotions an prompts/cues), in 60% of o	nd behavioral response, with a pportunities.	moderate support (3-4	regulate her emotions and behavioral prompts/cues), in 80% of opportunition	response, with moderate support (3-4 es.
Date to be achieved:	August • 2024	₩O/YR	Date to be achieved: Decem	nber 🗸 2024 🗸 MO/YR
Date to be achieved:		RT OF PROGRESS AND A	CHIEVEMENT FROM CURRENT I	2027
Date to be achieved:  4 GOAL MET OR EXCEEDED		RT OF PROGRESS AND A		IEP
4 GOAL MET OR	IEP REPO	RT OF PROGRESS AND A	CHIEVEMENT FROM CURRENT I	IEP
4 GOAL MET OR EXCEEDED 1st Reporting Period	3 SUBSTANTIAL PROG	RT OF PROGRESS AND A  EXPLANATION  ERESS (50-99% of goal	CHIEVEMENT FROM CURRENT I ON OF MARKS  2 PARTIAL PROGRESS (1-49% of	IEP  Signal met)  1 NO PROGRESS
4 GOAL MET OR EXCEEDED 1st Reporting Period	3 SUBSTANTIAL PROG met) 2nd Reporting Period	RT OF PROGRESS AND A  EXPLANATION OF	CHIEVEMENT FROM CURRENT I ON OF MARKS  2 PARTIAL PROGRESS (1-49% of  4th Reporting Period (Secondary	IEP  Signal met)  1 NO PROGRESS
4 GOAL MET OR EXCEEDED  1st Reporting Period  Date:	3 SUBSTANTIAL PROG met)  2nd Reporting Period Date:	RT OF PROGRESS AND A  EXPLANATION  EXECUTE: EXPLANATION  EXECUTE: EXPLANATION  EXPL	CHIEVEMENT FROM CURRENT I ON OF MARKS  2 PARTIAL PROGRESS (1-49% of  4th Reporting Period (Secondary Only) Date:	IEP  Signal met)  1 NO PROGRESS
4 GOAL MET OR EXCEEDED  1st Reporting Period  Date:	3 SUBSTANTIAL PROG met) 2nd Reporting Period	RT OF PROGRESS AND A  EXPLANATION OF	CHIEVEMENT FROM CURRENT I ON OF MARKS  2 PARTIAL PROGRESS (1-49% of 4th Reporting Period (Secondary Only)	IEP  Signal met)  I NO PROGRESS  Goal Achievement  Objective 1 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: EXPLANATION  EXECUTE: EXPLANATION  EXPL	CHIEVEMENT FROM CURRENT I ON OF MARKS  2 PARTIAL PROGRESS (1-49% of  4th Reporting Period (Secondary Only) Date:	IEP  Goal Achievement  Objective 1 Met:  Yes No
4 GOAL MET OR EXCEEDED  1st Reporting Period  Date:  Progress Mark:  Is progress sufficient to	3 SUBSTANTIAL PROG met)  2nd Reporting Period Date:	RT OF PROGRESS AND A  EXPLANATION  EXECUTE: EXPLANATION  EXECUTE: EXPLANATION  EXECUTE: EXPLANATION  EXPLANAT	CHIEVEMENT FROM CURRENT I ON OF MARKS  2 PARTIAL PROGRESS (1-49% of  4th Reporting Period (Secondary Only) Date:	IEP  Signal met)  I NO PROGRESS  Goal Achievement  Objective 1 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	RT OF PROGRESS AND A  EXPLANATION OF GOAL  3rd Reporting Period Date:  Progress Mark:  Is progress sufficient to	CHIEVEMENT FROM CURRENT I ON OF MARKS  2 PARTIAL PROGRESS (1-49% of  4th Reporting Period (Secondary Only) Date:  Progress Mark:  Is progress sufficient to meet annual	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?  Yes No	3 SUBSTANTIAL PROGramet)  2nd Reporting Period Date:  Progress Mark:  Is progress sufficient to meet annual goal?	RT OF PROGRESS AND A  EXPLANATION  EXPLANATION  EXPLANATION  FRESS (50-99% of goal  3rd Reporting Period  Date:  Progress Mark:  Is progress sufficient to meet annual goal?	CHIEVEMENT FROM CURRENT I ON OF MARKS  2 PARTIAL PROGRESS (1-49% of  4th Reporting Period (Secondary Only) Date:  Progress Mark:  Is progress sufficient to meet annual goal?	Timer    Tim
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Last	First	MI	Date of Birth 10-3A1v-2020	Meeting Date 23-301-2024
_		Section G: Ann	ual Goals and Objectives	
formance Area:	Literacy	Category:	Literacy Development •	Annual Goal #: 3
Progress on annual goals to provided at either Progress I		periods.	ort of Progress and Achievement from C	urrent IEP" form(s) which will be
State Assessments		Norm Referenced	Criterion Referenced	Curriculum Based
✓ Observation		Portfolio	Work Samples	Informal
<b>✓</b> Other	teache	er charted data		
Incremental objective #1 r			Incremental objective #2 rela	
During group interactive sto (what, where, and who) abo with 80% accuracy in 80%	out a story, with moders	wer simple Wh- questions ate support (3-4 prompts/cue		time, Aviv will answer simple Wh- questions (what ry, with minimal support (1-2 prompts/cues), with 8 ies.
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Student TZEMACH	AVIV		Date of Birth 18-JAN-2020	Meeting Date 23-JUL-2024
Last	First	MI Section Co. Assessed C	la ala and Objections	_
ormance Area:	Math	Section G: Annual G Category: Mat		al Goal #: 4
		2 ,	occasions during a school week.	ii Goai #.
	be reported to parents by cor Report or Report Card period		rogress and Achievement from Current	t IEP" form(s) which will be
_	_	Methods of	Evaluation	_
State Assessments Observation Other	Norm Portfol teacher cha		Criterion Referenced Work Samples	Curriculum Based Informal
ncremental objective #1 1	related to the goal:		Incremental objective #2 related to	o the goal:
Using one to one correspor 4 occasions during a schoo	ndence, Aviv will count 5 obj ol week.	ects, with 60% accuracy on	Using one to one correspondence, A occasions during a school week.	viv will count 5 objects, with 80% accuracy o
ate to be achieved:	August V 2024	<b>₩</b> MO/YR	Date to be achieved:  Decer	mber <b>∨</b> 2024 <b>∨</b> MO/YR
	IEP KEPU	RT OF PROGRESS AND A	CHIEVEMENT FROM CURRENT	IEP
4 GOAL MET OR	3 SUBSTANTIAL PROC	EXPLANATIO	CHIEVEMENT FROM CURRENT ON OF MARKS 2 PARTIAL PROGRESS (1-49% of	
EXCEEDED		EXPLANATIO	ON OF MARKS	
EXCEEDED  1st Reporting Period	3 SUBSTANTIAL PROG	EXPLANATION EXPLAN	ON OF MARKS  2 PARTIAL PROGRESS (1-49% of	f goal met) 1 NO PROGRESS
EXCEEDED  1st Reporting Period  Date:	3 SUBSTANTIAL PROC met)  2nd Reporting Period  Date:	EXPLANATION OF GOAL  3rd Reporting Period Date:	ON OF MARKS  2 PARTIAL PROGRESS (1-49% of the deporting Period (Secondary Only)  Date:	f goal met) 1 NO PROGRESS
EXCEEDED  1st Reporting Period  Date:	3 SUBSTANTIAL PROC met)  2nd Reporting Period	EXPLANATION EXPLANATION   EXPLANATION   EXPLANATION   EXPLANATION   EXPLANATION   EXPLANATION   EXPLANATION   EXPLANATION   EXPLANATION   EXPLANATION   EXPLANATION   EXPLANATION   EXPLANATION   EXPLANATION   EXPLANATION   EXPLANATION   EXPLANATION   EXPLANATION   EXPLANATION   EXPLANATION   EXPLANATION   EXPLANATION   EXPLANATION   EXPLANATION   EXPLANATION   EXPLANATION   EXPLANATION   EXPLANATION   EXPLANATION   EXPLANATION   EXPLANATION   EXPLANATION   EXPLANATION   EXPLANATION   EXPLANATION   EXPLANATION   EXPLANATION   EXPLANATION   EXPLANATION   EXPLANATION   EXPLANATION   EXPLANATION   EXPLANATION   EXPLANATION   EXPLANATION   EXPLANATION   EXPLANATION   EXPLANATION   EXPLANATION   EXPLANATION   EXPLANATION   EXPLANATION   EXPLANATION   EXPLANATION   EXPLANATION   EXPLANATION   EXPLANATION   EXPLANATION   EXPLANATION   EXPLANATION   EXPLANATION   EXPLANATION   EXPLANATION   EXPLANATION   EXPLANATION   EXPLANATION   EXPLANATION   EXPLANATION   EXPLANATION   EXPLANATION   EXPLANATION   EXPLANATION   EXPLANATION   EXPLANATION   EXPLANATION   EXPLANATION   EXPLANATION   EXPLANATION   EXPLANATION   EXPLANATION   EXPLANATION   EXPLANATION   EXPLANATION   EXPLANATION   EXPLANATION   EXPLANATION   EXPLANATION   EXPLANATION   EXPLANATION   EXPLANATION   EXPLANATION   EXPLANATION   EXPLANATION   EXPLANATION   EXPLANATION   EXPLANATION   EXPLANATION   EXPLANATION   EXPLANATION   EXPLANATION   EXPLANATION   EXPLANATION   EXPLANATION   EXPLANATION   EXPLANATION   EXPLANATION   EXPLANATION   EXPLANATION   EXPLANATION   EXPLANATION   EXPLANATION   EXPLANATION   EXPLANATION   EXPLANATION   EXPLANATION   EXPLANATION   EXPLANATION   EXPLANATION   EXPLANATION   EXPLANATION   EXPLANATION   EXPLANATION   EXPLANATION   EXPLANATION   EXPLANATION   EXPLANATION   EXPLANATION   EXPLANATION   EXPLANATION   EXPLANATION   EXPLANATION   EXPLANATION   EXPLANATION   EXPLANATION   EXPLANATION   EXPLANATION   EXPLANATION   EXPLANATION   EXPLANATION   EXPLANATION   EXPLANATION   EXPLANATION   EXPLANATION   EXPLANATION   EXPLANATION   EXPL	ON OF MARKS  2 PARTIAL PROGRESS (1-49% of the deporting Period (Secondary Only)	f goal met) 1 NO PROGRESS  Goal Achievement
	3 SUBSTANTIAL PROC met)  2nd Reporting Period  Date:	EXPLANATION OF GOAL  3rd Reporting Period Date:	ON OF MARKS  2 PARTIAL PROGRESS (1-49% of the deporting Period (Secondary Only)  Date:	f goal met)  I NO PROGRESS  Goal Achievement  Objective 1 Met:  Yes No Objective 2 Met:
EXCEEDED  1st Reporting Period  Date:  Progress Mark:  Is progress sufficient to meet annual goal?	3 SUBSTANTIAL PROCEMENT  2nd Reporting Period Date:  Progress Mark:  Is progress sufficient to	EXPLANATION EXPLANATION IN THE PROPERTY OF T	ON OF MARKS  2 PARTIAL PROGRESS (1-49% of the deporting Period (Secondary Only) Date:  Progress Mark:  Is progress sufficient to meet annual	f goal met)  1 NO PROGRESS  Goal Achievement  Objective 1 Met:  Yes No Objective 2 Met:
EXCEEDED  1st Reporting Period  Date:  Progress Mark:  Is progress sufficient to	3 SUBSTANTIAL PROCEMENT 2nd Reporting Period Date:  Progress Mark:  Is progress sufficient to meet annual goal?	EXPLANATION OF GOAL  3rd Reporting Period Date:  Progress Mark:  Is progress sufficient to meet annual goal?	ON OF MARKS  2 PARTIAL PROGRESS (1-49% of the deporting Period (Secondary Only) Date:  Progress Mark:  Is progress sufficient to meet annual goal?	Goal Achievement  Objective 1 Met:  Yes No Objective 2 Met:  Yes No

os Angeles Unified Sch		INDIVIDUALIZED EDUC	CATION PROGRAM (IEP)	
Student TZEMACH	AVIV	S	Date of Birth 18-JAN-2020	Meeting Date 23-JUL-2024
Last	First	MI		
rmance Area:	Damantual Matan		Goals and Objectives reptual Motor  Annual Go	pal #: 5
	<u> </u>	Category: Per t of 5 trials with 80% accuracy		Jai #. 3
	be reported to parents by co Report or Report Card period		Progress and Achievement from Current IEF	P" form(s) which will be
_	_	Methods of	f Evaluation	_
State Assessments Observation Other	Norm Portfo	Referenced lio	Criterion Referenced Work Samples	☐ Curriculum Based ✓ Informal
cremental objective #1 1	related to the goal:		Incremental objective #2 related to the	e goal:
ate to be achieved:	August 🗸 2024	₩ MO/YR	Date to be achieved:  December	r 💙 2024 🕶 MO/Y
ate to be achieved:		PRT OF PROGRESS AND A	ACHIEVEMENT FROM CURRENT IEF	2024
4 GOAL MET OR	IEP REPO	RT OF PROGRESS AND A		,
	IEP REPO	RT OF PROGRESS AND A	ACHIEVEMENT FROM CURRENT IEF  ION OF MARKS  2 PARTIAL PROGRESS (1-49% of goa  4th Reporting Period (Secondary	2027
4 GOAL MET OR EXCEEDED	3 SUBSTANTIAL PROC	EXPLANATIONS (50-99% of goal	ACHIEVEMENT FROM CURRENT IEF  ION OF MARKS  2 PARTIAL PROGRESS (1-49% of gos  4th Reporting Period (Secondary Only)	al met) 1 NO PROGRESS
4 GOAL MET OR EXCEEDED	3 SUBSTANTIAL PROC met) 2nd Reporting Period	EXPLANATI GRESS (50-99% of goal  3rd Reporting Period	ACHIEVEMENT FROM CURRENT IEF  ION OF MARKS  2 PARTIAL PROGRESS (1-49% of goa  4th Reporting Period (Secondary	al met) 1 NO PROGRESS  Goal Achievement
4 GOAL MET OR EXCEEDED st Reporting Period Date:	3 SUBSTANTIAL PROC met) 2nd Reporting Period	EXPLANATI GRESS (50-99% of goal  3rd Reporting Period	ACHIEVEMENT FROM CURRENT IEF  ION OF MARKS  2 PARTIAL PROGRESS (1-49% of gos  4th Reporting Period (Secondary Only)	al met)  I NO PROGRESS  Goal Achievement  Objective 1 Met:
4 GOAL MET OR EXCEEDED st Reporting Period Date:	3 SUBSTANTIAL PROC met)  2nd Reporting Period Date:	EXPLANATION OF PROGRESS AND A EXPLANATION OF GOOD OF GOOD OF COMMENTS OF COMME	ACHIEVEMENT FROM CURRENT IEF  ION OF MARKS  2 PARTIAL PROGRESS (1-49% of goa  4th Reporting Period (Secondary Only)  Date:	al met) 1 NO PROGRESS  Goal Achievement
4 GOAL MET OR EXCEEDED  Ist Reporting Period Date:  Progress Mark:	3 SUBSTANTIAL PROC met)  2nd Reporting Period Date:	EXPLANATION OF PROGRESS AND A EXPLANATION OF GOOD OF GOOD OF COMMENTS OF COMME	ACHIEVEMENT FROM CURRENT IEF  ION OF MARKS  2 PARTIAL PROGRESS (1-49% of goa  4th Reporting Period (Secondary Only)  Date:	al met)  I NO PROGRESS  Goal Achievement  Objective 1 Met:
4 GOAL MET OR EXCEEDED  st Reporting Period Date:  Progress Mark: s progress sufficient to neet annual goal?	3 SUBSTANTIAL PROCESSION OF THE PROPERTY OF TH	EXPLANATI GRESS (50-99% of goal  3rd Reporting Period Date:  Progress Mark:  Is progress sufficient to	ACHIEVEMENT FROM CURRENT IEF  ION OF MARKS  2 PARTIAL PROGRESS (1-49% of gos  4th Reporting Period (Secondary Only) Date:  Progress Mark:  Is progress sufficient to meet annual	al met)  I NO PROGRESS  Goal Achievement  Objective 1 Met:  Yes No Objective 2 Met:  Yes No
4 GOAL MET OR EXCEEDED Ist Reporting Period	3 SUBSTANTIAL PROCEMENT OF THE PROPERTY OF T	EXPLANATION OF PROGRESS AND A EXPLANATION OF GRESS (50-99% of goal and a state of green of goal and a state of green of goal and goal and goal?	ACHIEVEMENT FROM CURRENT IEF  ION OF MARKS  2 PARTIAL PROGRESS (1-49% of goal  4th Reporting Period (Secondary Only) Date:  Progress Mark:  Is progress sufficient to meet annual goal?	al met)  I NO PROGRESS  Goal Achievement  Objective 1 Met:  Yes No Objective 2 Met:

Los Angeles Unified Sch		INDIVIDUALIZED EDUC	ATION PROGRAM (IEP)	
Student TZEMACH	AVIV		Date of Birth 18-JAN-2020	Meeting Date 23-JUL-2024
Last	First	MI		
	Experience Mahlilter (	Section G: Annual G		21 #4
			actional Mobility Annual Go sion and cues without rail support, 3 out of 4	
	be reported to parents by con Report or Report Card period		Progress and Achievement from Current IEP	" form(s) which will be
	_	Methods of	Evaluation	
State Assessments		Referenced	Criterion Referenced	Curriculum Based
Observation	Portfo	io	Work Samples	Informal
Other				
Incremental objective #1			Incremental objective #2 related to the	
	sroom staff, Aviv will walk up		In collaboration with classroom staff, Av. and adult supervision, 3 out of 4 opportu	* *
Date to be achieved:	August 2024		Date to be achieved:  December  CHIEVEMENT FROM CURRENT IEP	<b>∨</b> 2024 <b>∨</b> MO/YR
		EXPLANATION	ON OF MARKS	
4 GOAL MET OR EXCEEDED	3 SUBSTANTIAL PROC met)	FRESS (50-99% of goal	2 PARTIAL PROGRESS (1-49% of goa	1 met) 1 NO PROGRESS
		GRESS (50-99% of goal  3rd Reporting Period	2 PARTIAL PROGRESS (1-49% of goa 4th Reporting Period (Secondary	l met) 1 NO PROGRESS  Goal Achievement
EXCEEDED	met)	`	, ,	· 
EXCEEDED  1st Reporting Period  Date:	met)  2nd Reporting Period  Date:	3rd Reporting Period Date:	4th Reporting Period (Secondary Only) Date:	Goal Achievement
EXCEEDED  1st Reporting Period	met)  2nd Reporting Period	3rd Reporting Period	4th Reporting Period (Secondary Only)	Goal Achievement  Objective 1 Met:
EXCEEDED  1st Reporting Period  Date:	met)  2nd Reporting Period  Date:	3rd Reporting Period Date:	4th Reporting Period (Secondary Only) Date:	Goal Achievement
Ist Reporting Period Date:  Progress Mark:  Is progress sufficient to	met)  2nd Reporting Period Date:  Progress Mark:  Is progress sufficient to	3rd Reporting Period Date:  Progress Mark:  Is progress sufficient to	4th Reporting Period (Secondary Only) Date:	Objective 1 Met:  Yes No Objective 2 Met:
Ist Reporting Period Date:  Progress Mark:  Is progress sufficient to meet annual goal?	met)  2nd Reporting Period Date:  Progress Mark:  Is progress sufficient to meet annual goal?	3rd Reporting Period Date:  Progress Mark:  Is progress sufficient to meet annual goal?	4th Reporting Period (Secondary Only) Date:  Progress Mark:  Is progress sufficient to meet annual goal?	Objective 1 Met:  Yes No Objective 2 Met:  Yes No
EXCEEDED  1st Reporting Period Date:  Progress Mark:  Is progress sufficient to	met)  2nd Reporting Period Date:  Progress Mark:  Is progress sufficient to	3rd Reporting Period Date:  Progress Mark:  Is progress sufficient to	4th Reporting Period (Secondary Only) Date:  Progress Mark:  Is progress sufficient to meet annual	Objective 1 Met:  Yes No Objective 2 Met:
EXCEEDED  1st Reporting Period  Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No	met)  2nd Reporting Period Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No	3rd Reporting Period Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No	4th Reporting Period (Secondary Only) Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No	Objective 1 Met:  Yes No Objective 2 Met:  Yes No

Los Angeles Unified Scho	aal District	INDIVIDUALIZED EDUC	CATION PROGRAM (IEP)	
Student TZEMACH		S	Date of Birth 18-JAN-2020	Meeting Date 23-JUL-2024
Last	First	MI		
		Section G: Annual C		
		<u> </u>		nnual Goal #: 7
opportunities.	7, 1		rithin sentences with 75% accuracy g	
Progress on annual goals to be provided at either Progress F		ds.	Progress and Achievement from Cur	rent IEP" form(s) which will be
		Methods of	Evaluation	
State Assessments Observation Other	Norm Portfo	Referenced lio	Criterion Referenced Work Samples	<ul><li>✓ Curriculum Based</li><li>✓ Informal</li></ul>
Incremental objective #1 re	elated to the goal:		Incremental objective #2 relat	ed to the goal:
In order to increase intelligi words with 60% accuracy g	ibility, Aviv will produce co		In order to increase intelligibility	y, Aviv will produce consonant clusters within we wen up to two cues in 3/5 opportunities.
Date to be achieved:	August • 2024		Date to be achieved:  DACHIEVEMENT FROM CURRE	ecember V 2024 V MO/YR
		EXPLANATI	ON OF MADES	
4 GOAL MET OR EXCEEDED		GRESS (50-99% of goal	2 PARTIAL PROGRESS (1-49)	% of goal met) I NO PROGRESS
EXCEEDED	met)	GRESS (50-99% of goal	2 PARTIAL PROGRESS (1-49)	,
				,
EXCEEDED  1st Reporting Period  Date:	met)  2nd Reporting Period  Date:	GRESS (50-99% of goal  3rd Reporting Period Date:	2 PARTIAL PROGRESS (1-49) 4th Reporting Period (Seconda Only) Date:	,
EXCEEDED  1st Reporting Period	met) 2nd Reporting Period	GRESS (50-99% of goal  3rd Reporting Period	2 PARTIAL PROGRESS (1-49  4th Reporting Period (Seconda Only)	ry Goal Achievement  Objective 1 Met:
EXCEEDED  1st Reporting Period  Date:	met)  2nd Reporting Period  Date:	GRESS (50-99% of goal  3rd Reporting Period Date:	2 PARTIAL PROGRESS (1-49) 4th Reporting Period (Seconda Only) Date:	Objective 1 Met:  Yes No
EXCEEDED  1st Reporting Period  Date:	met)  2nd Reporting Period  Date:	GRESS (50-99% of goal  3rd Reporting Period Date:	2 PARTIAL PROGRESS (1-49) 4th Reporting Period (Seconda Only) Date:	Objective 1 Met:  Objective 2 Met:
EXCEEDED  1st Reporting Period  Date:  Progress Mark:  Is progress sufficient to	met)  2nd Reporting Period Date:  Progress Mark:  Is progress sufficient to	GRESS (50-99% of goal  3rd Reporting Period Date:  Progress Mark:  Is progress sufficient to	2 PARTIAL PROGRESS (1-49) 4th Reporting Period (Seconda Only) Date: Progress Mark: Is progress sufficient to meet ann	Objective 1 Met:  Yes No Objective 2 Met:  Yes No
EXCEEDED  1st Reporting Period  Date:  Progress Mark:  Is progress sufficient to meet annual goal?	Progress Mark:  Is progress sufficient to meet annual goal?	GRESS (50-99% of goal  3rd Reporting Period Date:  Progress Mark:  Is progress sufficient to meet annual goal?	2 PARTIAL PROGRESS (1-49) 4th Reporting Period (Seconda Only) Date:  Progress Mark:  Is progress sufficient to meet and goal?	Objective 1 Met:  Yes No Objective 2 Met:

Los Angeles Unified Sch		INDIVIDUALIZED EDUC	ATION PROGRAM (IEP)	-
Student TZEMACH	AVIV	S	Date of Birth 18-JAN-2020	Meeting Date 23-JUL-2024
Last	First	MI		
	'1E (' 10	Section G: Annual G		1.11
			ial Emotional Annual Go on 4 occasions during a school week.	pal #: 9
	be reported to parents by cor Report or Report Card period		rogress and Achievement from Current IEF	" form(s) which will be
_		Methods of	Evaluation	
State Assessments		Referenced	Criterion Referenced	Curriculum Based
Observation	Portfo		Work Samples	Informal
Other	teacher cha	rted data		
ncremental objective #1 r			Incremental objective #2 related to the	
	upport, on 4 occasions durin	olution when suggested by a g a school week.	peer, with minimal adult support, on 4 or	v will accept solution when suggested by ccasions during a school week.
Date to be achieved:	August 💙 2024	MO/YR	Date to be achieved:	2024 <b>V</b> MO/YR
	IEP REPO		CHIEVEMENT FROM CURRENT IEP	•
4 GOAL MET OR EXCEEDED	3 SUBSTANTIAL PROC		ON OF MARKS  2 PARTIAL PROGRESS (1-49% of goal)	al met) 1 NO PROGRESS
1st Reporting Period	2nd Reporting Period	3rd Reporting Period	4th Reporting Period (Secondary	Goal Achievement
Date:	Date:	Date:	Only) Date:	
Progress Mark:	Progress Mark:	Progress Mark:	Progress Mark:	Objective 1 Met:
rogress war.	Trogress Wark.	Trogress Wark.	Trogress Wark.	O Yes O No
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
O 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:	Produce explain.
Needs More Time Excess Absence/Tardy	Needs More Time Excess Absence/Tardy Assignments Not	Needs More Time Excess Absence/Tardy Assignments Not Completed	Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal Other	

os Angeles II-28-363	ool District	]	INDIVIDU	ALIZED EDUC	ATION PROGR	AM (IEP)				Page 2
Los Angeles Unified Scho Student TZEMACH	AVIV	S			Date of Birth	18-IAN-2020	)	Meeting Date	23-1111 -2	2024
Last	First		MI					Wittening Date	23 702 2	.021
					oals and Objec					
Ormance Area:  A Properties of the International Area Area Area Area Area Area Area Area	Articulation		Category:		iculation/Phonolog		Annual Goal			
accuracy given not more tha	nn one cue across 4/5	speaking	g opportunit	ies.						
Progress on annual goals to brovided at either Progress F				"IEP Report of F		evement from (	Current IEP" f	orm(s) which wi	ill be	
State Assessments		Norm I	Referenced	Mictious of		Referenced		Curriculu	m Based	
Observation	Ŏ	Portfol			☐ Work San			✓ Informal	in Buseu	
Other										
ncremental objective #1 re In order to increase intelligi		oduce ell	000 00000	riote counds in	Incremental o			oal: l produce all age	onnron-i-t	Laura
words using appropriate progression of three cues across	essure during sponta	aneous sp	seech with			propriate durii	ng spontaneou	s speech with 70°		
Date to be achieved:	August V	2024 PREPOI	×)	MO/YR	Date to be achi		December RENT IEP	✔ 2024	<b>v</b>	MO/YI
Date to be achieved:				OGRESS AND A				2024	•	MO/YI
Oate to be achieved:  4 GOAL MET OR EXCEEDED		PREPOI	RT OF PRO	OGRESS AND A	CHIEVEMENT ON OF MARKS		RENT IEP		<b>↓</b> I NO PRO	
4 GOAL MET OR EXCEEDED	IEP	P REPOI	RT OF PRO	OGRESS AND A	CHIEVEMENT ON OF MARKS 2 PARTIAL F	FROM CURI	RENT IEP 49% of goal n		I NO PRO	
4 GOAL MET OR EXCEEDED 1st Reporting Period	3 SUBSTANTIA met)	P REPOI	RT OF PRO	OGRESS AND A EXPLANATION  99% of goal	CHIEVEMENT ON OF MARKS 2 PARTIAL F 4th Reporting Only)	FROM CURI	RENT IEP 49% of goal n	net)	I NO PRO	
4 GOAL MET OR EXCEEDED 1st Reporting Period	3 SUBSTANTIA met)  2nd Reporting Po	P REPOI	RT OF PRO	OGRESS AND A EXPLANATION  99% of goal	CHIEVEMENT ON OF MARKS 2 PARTIAL F	FROM CURI	RENT IEP 49% of goal n	net) Goal Achievemo	I NO PRO	
4 GOAL MET OR EXCEEDED  1st Reporting Period  Date:	3 SUBSTANTIA met)  2nd Reporting Po	P REPOI	RT OF PRO	OGRESS AND A EXPLANATION OF GOOD OPTING Period	CHIEVEMENT ON OF MARKS 2 PARTIAL F 4th Reporting Only)	FROM CURI	RENT IEP 49% of goal n	net)  Goal Achievemo  Objective 1 M	I NO PRO	
4 GOAL MET OR EXCEEDED  1st Reporting Period  Date:	3 SUBSTANTIA met)  2nd Reporting Po	P REPOI	RT OF PRO	OGRESS AND A EXPLANATION OF GOOD OPTING Period	CHIEVEMENT ON OF MARKS 2 PARTIAL F  4th Reporting Only) Date:	FROM CURI	RENT IEP 49% of goal n	net) Goal Achievemo	I NO PRO	
4 GOAL MET OR EXCEEDED  1st Reporting Period Date:  Progress Mark:	3 SUBSTANTIA met) 2nd Reporting Po Date: Progress Mark:	PREPOI	RT OF PRO	EXPLANATION OF GOAL Orting Period Mark:	CHIEVEMENT ON OF MARKS 2 PARTIAL F  4th Reporting Only) Date: Progress Mark:	FROM CURI	49% of goal r	net)  Goal Achievemo  Objective 1 M	I NO PRO ent et:	
4 GOAL MET OR EXCEEDED  1st Reporting Period  Date:  Progress Mark:	3 SUBSTANTIA met)  2nd Reporting Po	P REPOI	RT OF PRO	EXPLANATION OF GOAL  Orting Period  Mark:	CHIEVEMENT ON OF MARKS 2 PARTIAL F  4th Reporting Only) Date:	FROM CURI	49% of goal r	Objective 1 M	I NO PRO ent et: No et:	
4 GOAL MET OR EXCEEDED  1st Reporting Period  Date:  Progress Mark:  Is progress sufficient to meet annual goal?	3 SUBSTANTIA met)  2nd Reporting Po Date:  Progress Mark:	P REPOI	RT OF PRO  RESS (50-9  3rd Repo Date:  Progress  Is progre	EXPLANATION OF GOAL  Orting Period  Mark:  ss sufficient to ual goal?	CHIEVEMENT ON OF MARKS 2 PARTIAL F  4th Reporting Only) Date: Progress Mark: Is progress suff	FROM CURI	49% of goal r	Objective 1 M O Yes Objective 2 M	I NO PRO ent et: No et:	
4 GOAL MET OR	3 SUBSTANTIA met)  2nd Reporting Po Date:  Progress Mark:  Is progress sufficience annual goal?	PREPOI	RT OF PRO  RESS (50-9  3rd Repp Date:  Progress  Is progree meet ann  Yes	EXPLANATION OF GOAL  Orting Period  Mark:  ss sufficient to ual goal?	CHIEVEMENT ON OF MARKS 2 PARTIAL F  4th Reporting Only) Date:  Progress Mark:  Is progress suff goal?	FROM CURI	49% of goal r	Objective 1 M Oyes Objective 2 M Yes Oyes	I NO PRO ent et: No et:	
EXCEEDED  1st Reporting Period  Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No  If "No" please comment:	JEP  3 SUBSTANTIA met)  2nd Reporting Po Date:  Progress Mark:  Is progress sufficient annual goal?  Yes No If "No" please con	PREPOI	Progress  Is progre meet ann  Yes  If "No" p	EXPLANATION OF GOOD OF THE PERSON OF GOOD OF GOOD OF THE PERSON OF GOOD OF THE PERSON	ACHIEVEMENT ON OF MARKS 2 PARTIAL F  4th Reporting Only) Date:  Progress Mark:  Is progress suff goal?  Yes Yes Yes If "No" please of	FROM CURI	49% of goal r	Objective 1 M Oyes Objective 2 M Yes Oyes	I NO PRO ent et: No et:	
4 GOAL MET OR EXCEEDED  1st Reporting Period  Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No  If "No" please comment:  Needs More Time Excess	JEP  3 SUBSTANTIA met)  2nd Reporting Po Date:  Progress Mark:  Is progress sufficient meet annual goal?  Yes No If "No" please con Needs More To Excess	PREPOI	Progress  Is progremeet ann  Yes  If "No" p  Neece Exce	EXPLANATION  BY OF GOAL  Orting Period  Mark:  See Sufficient to ual goal?  No  Delease comment:  Its More Time tess	ACHIEVEMENT ON OF MARKS 2 PARTIAL F  4th Reporting Only) Date:  Progress Mark:  Is progress suff goal?  Yes Yes Yes If "No" please of the progress Month of the progress of th	FROM CURI	49% of goal r	Objective 1 M Oyes Objective 2 M Yes Oyes	I NO PRO ent et: No et:	
### AGOAL MET OR EXCEEDED  Ist Reporting Period  Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No  If "No" please comment:  Needs More Time Excess Absence/Tardy	JEP  3 SUBSTANTIA met)  2nd Reporting Po Date:  Progress Mark:  Is progress sufficient meet annual goal?  Yes No If "No" please con Needs More To Excess Absence/Tardy	PREPORE PROGRAMMENT OF THE PROGR	Progress  Is progree meet ann  Yes  If "No" p  Neece Absence/	EXPLANATION  SEXPLANATION  SEXPLANATION  OF GOAL  Orting Period  Mark:  Sess sufficient to ual goal?  No  Clease comment:  ds More Time  Sess  Tardy	ACHIEVEMENT ON OF MARKS  2 PARTIAL F  4th Reporting Only) Date:  Progress Mark:  Is progress suff goal?  Yes N  If "No" please of  Needs Mot Excess Abs Assignmen	FROM CURION COMPLETE TO THE Period (Second Comment:  The Time Sence/Tardy ts Not Complete to Tomplete the Period (Second Complete the Period Compl	49% of goal radary	Objective 1 M Oyes Objective 2 M Yes Oyes	I NO PRO ent et: No et:	
4 GOAL MET OR EXCEEDED  1st Reporting Period  Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No  If "No" please comment:  Needs More Time Excess Absence/Tardy Assignments Not	JEP  3 SUBSTANTIA met)  2nd Reporting Po Date:  Progress Mark:  Is progress sufficie meet annual goal?  Yes No If "No" please con Needs More To Excess Absence/Tardy Assignments	PREPORE PROGRAMMENT OF THE PROGR	Progress  Is progres  If "No" p  Neec Absence/	DGRESS AND A  EXPLANATION  99% of goal  orting Period  Mark:  See Sufficient to ual goal?  No  clease comment:  ds More Time cess  Tardy  gnments Not	ACHIEVEMENT  ON OF MARKS  2 PARTIAL F  4th Reporting Only) Date:  Progress Mark:  Is progress suff goal?  Yes N  If "No" please of  Needs Mon  Excess Abs Assignmen Need to rev	FROM CURI	49% of goal radary	Objective 1 M Oyes Objective 2 M Yes Oyes	I NO PRO ent et: No et:	
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Los Angeles Unified Sch Student TZEMACH	AVIV	S			Date of Birth	18-IAN-202	0	Meeting Date	23-1111 -0	2024
Last	First		MI		Date of Birth	10-JAIN-202	.0	wiceing Date	23-30E-2	2024
		_	Section	G: Annual G	oals and Object	ives				
Formance Area:	Articulation	Cat	tegory:	Art	iculation/Phonolog	gic 🗸	Annual Goal	#: 11		
not more than one cue acros										
Progress on annual goals to provided at either Progress I			oleting the "	Methods of		vement from	Current IEP" 1	form(s) which w	ıll be	
State Assessments		Norm Re	eferenced	Mictious of		Referenced		Curricula	ım Based	
✓ Observation		Portfolio			Work Sam			✓ Informal	iii Busea	
Other										
Incremental objective #1 r In order to increase intellig		luce all an	re annronris	ate counds in	Incremental o	•		oal: l produce all age	appropriate	e counde i
sentences with appropriate three cues across 2/5 trials.	pausing between wor	_				appropriate p		n words with 65%		
Date to be achieved:	A									
	August	2024	<b>V</b>	MO/YR	Date to be achi		December	2024	<b>v</b>	MO/YR
				GRESS AND A	CHIEVEMENT			2024	•	MO/YR
4 GOAL MET OR EXCEEDED		REPORT	Г OF PRO	GRESS AND A	CHIEVEMENT ON OF MARKS	FROM CUR			1 NO PRO	
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Los Angeles Unified Scho	ool District	INDIVIDUALIZED EDUC	ATION PROGRAM (IEP)	Page 22 o
Student TZEMACH		S	Date of Birth 18-JAN-2020	Meeting Date 23-JUL-2024
Last	First	MI		
		Section G: Annual G		
	articulation	3 ,	iculation/Phonologic	
more than one cue in 4/5 tria	ls.			
Progress on annual goals to be provided at either Progress R			Progress and Achievement from Current IE	P" form(s) which will be
		Methods of		
State Assessments Observation Other	Norn Portf	n Referenced Polio	Criterion Referenced Work Samples	☐ Curriculum Based ✓ Informal
Incremental objective #1 re	elated to the goal:		Incremental objective #2 related to th	ne goal:
In order to increase intelligi	ibility in spontaneous speed	ch, Aviv will speak at an with 55% accuracy given up	In order to increase intelligibility in spor	
Date to be achieved:	August 202		Date to be achieved:  December  CHIEVEMENT FROM CURRENT IEI	
		EXPLANATI	ON OF MARKS	
4 GOAL MET OR EXCEEDED	3 SUBSTANTIAL PROmet)	OGRESS (50-99% of goal	2 PARTIAL PROGRESS (1-49% of go	val met) 1 NO PROGRESS
	2nd Reporting Period		43.5 4.5 4.1/2 1	
1st Reporting Period	Zna Keporting rerioa	3rd Reporting Period	4th Reporting Period (Secondary	Goal Achievement
	Date:	3rd Reporting Period  Date:	4th Reporting Period (Secondary Only) Date:	Goal Achievement
1st Reporting Period			Only)	Objective 1 Met:

s A	Angeles Unified School District	Page 24 o INDIVIDUALIZED EDUCATION PROGRAM (IEP)				
		S Date of Birth 18-JAN-2020 Meeting Date 23-JUL-2024 MI				
	Sectio	n K: Participation in State and District-wide Assessments				
essments administered will conform to those assessments determined for each grade by the California Department of Education and/or the Los Angeles Unified Sch District.						
		District Assessments				
V	will the student participate in District Assess	sments?				
	Full Participation					
	Partial Exemption from specific assessment(	s). Indicate the exempt assessment <u>and</u> an appropriate replacement assessment below:				
	Exempt Assessment	Replacement Assessment				
	•					
	Accommodations:					
S	sment tests found.					
S	sment tests found.					
S!	sment tests found.					
S!	sment tests found.					
S	sment tests found.					
S!	sment tests found.					
88	sment tests found.					
88	sment tests found.					
88	sment tests found.					
S!	sment tests found.					
889	sment tests found.					
S:	sment tests found.					
83	sment tests found.					
SS	sment tests found.					
S	sment tests found.					
SS	sment tests found.					
S:	sment tests found.					
S	sment tests found.					

INDIVIDUALIZED EDUCA	Page 25 of 33 ATION PROGRAM (IEP)
Los Angeles Unified School District	
Student TZEMACH AVIV S	Date of Birth 18-JAN-2020 Meeting 23-JUL-2024
Last First MI	Date
Section N: Procedural Safegua	-
✓ A Parent's Guide to Special Education Services including Procedural Ri	ights & Safeguards was provided to the parent in his/her primary language.
The IEP Team Meeting Introductory Statements were read aloud at the begin	nning of the IEP Team meeting.
The parent/guardian was informed of his/her right to a written translation of	the IEP.
Is the parent/guardian requesting computer generated translation?* $\bigcirc$ Yes	● No
Select Preferred Language:	
*Computer generated translation provides access to an immediate written translation of the IEP but translation IEP documentation should not be considered an official IEP document. While this service substitute for formal written translation services by a District translator. Parents/Guardians who elect and/or a formal translation of the IEP at any time. Only formal translations will be considered official.	te is offered and available to assist parents/guardians to participate in IEP development, it is not a ct 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 Se	lect 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) hav student at 18 years of age, unless the court has determined otherwise.	re been informed that the educational decision-making rights will transfer to the
Pandemic Learning Loss Consideration of Co	ompensatory and/or Recoupment Services
<b>Compensatory Education Consideration:</b>	Recoupment Services Consideration:
<ul> <li>✓ The IEP team has reviewed and discussed whether compensatory education is required due to the COVID-19 pandemic. The IEP team has determined:</li> <li>○ Student received all of their special education and related aids and</li> </ul>	✓ 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:
services required by their IEP. Compensatory education is not required.	<ul> <li>Student has made expected progress toward IEP goals and/or progress is in alignment with expectations of progress/goal achievement. No recoupment services are recommended.</li> </ul>
Student did not receive all of their special education and related aids and services required by their IEP. Compensatory education offer details are documented in FAPE 2- Summary of Services.	Student experienced learning loss as a result of the school facility closures caused by the COVID-19 pandemic and recoupment
<ul> <li>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</li> </ul>	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
team in FAPE Part 2 Part 4.	service grid, as necessary).  Recoupment services consideration was documented on IEP dated
Compensatory education consideration was documented on IEP dated	13-DEC-2022 (Inactive) Initial ✓
13-DEC-2022 (Inactive) Initial   ✓	
Preschool Only Consideration (Transition IEP)	
30-Day IEP Consideration (Out-of-District)	
Student attends private school within district boundaries and resides outside	of district boundaries (Eligibility Determination Only)
THIS SPACE DELIBERA	ATELY LEFT BLANK.

		IDUALIZED EDUC	CATION PROGRAM (IE	P)	1 age 20 01 33
Los Angeles Unified School Dis			Date of Birth 18-IAN	J 2020 Meeti	ng Date 23-JUL-2024
Student TZEMACH Last	VIV S First M	<b>U</b>	Date of Birth 18-JAN	N-2020	23-JUL-2024
Lust			ticipation and Consen	+	
Dawan	t Participation	n Q. Tarent Tar	ncipation and Consen	Parent Notification	
raren	t rarucipation		Method	Whom	When
Parent/Student (18-21) has particity attend. Parent/Student (18-21) was notificarent/Student (18-21) was notificarent/Student (18-21) did not response was held without the Parent/Student (18-21) did not attend if they did not attend.	before the meeting that they ed 3 times of the meeting ti d to any of the meeting noti Student (18-21) present	me and place. fications and the proceed without	Other  I (PARENT) acknowledge t	FSA hat the IEP meeting was re	23-JUL-2024  23-JUL-2024  scheduled to this date at my the PARENT requested that the IEP
	Parent/Student (18		to Components of the	Proposed IEP	
A Parent/Student (18-21) may agree	· · · · · · · · · · · · · · · · · · ·				
implement those portions of the IE					ces.
O Parent/Student (18-21) AGREES	to all components of the II	EP.			
O Parent/Student (18-21) AGREES	-		THE SPECIFIC EXCEPT	TON(S) stated below:	
Assessment	Specify				
Eligibility	Specify				
☐ Instructional Setting	Specify				
Services	Specify				
The Parent/Student (18-21) <b>DOE</b>		of the components of	the proposed IEP		
A Parent/Student (18-21) is not rec a parent/student (18-21) does wish dispute resolution processes in the	quired to initiate any form to initiate a form of disp	n of dispute resoluti oute resolution as to	on as to components of the the components of the pr	oposed IEP, the parent ca	n find information on
		Parent Concerns	s and Comments		
Simona					
Signature(s)				Date	
Parent Guardian	years	21 years age 18-21	O Surrogate Parent	C Emancipated Mino	
Did the school district facilitate paren  I certify that I have received a can be done at anytime after the IE  Signature(s)	copy of the Parent Input				



## 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.* 



os Angeles Unif	ied School	l District	INDIVIDU	ALIZED EDUCATION PROGR	AM (IEP)		Page
Los Angeles Unified School District				Reconv Date	vened Meeting		
	MACH Last	AVIV First	S	Date of Birth	18-JAN-2020	Meeting Date 23-JUL-	2024
	Lasi	First		t: Names and Signatures (Signatu	res on File)		
	Tea	m Member		Print Name		Signature	
Parent/Guardian				Maya Segal - attended via Zo	oom		
Parent/Guardian				Nir Tzemach			
Student Age 18 - 2	21 years						
Student Under Ag	e 18 years						
Surrogate Parent							
Foster Parent							
Family Foster Hor	ne Provider						
Administrator				Jessica Chavarria		Jessica Chavarria	
Administrative De	esignee						
Special Education	Teacher			Liz Burruss		Elizabeth Burruss	
General Education	Teacher			[Iris Yelinek		Tistolad	
School Psychologi	ist						
School Nurse							
Related Service St	aff LAS			Sandra van Wijk		Sandra Van Wijk	
Related Service St	aff OT			Joanne Gilgenbach		1/20 OTR/L	
Related Service St	aff APE			Alexander Diksas		ONOL	
nterpreter							
Sign Language Int	erpreter						
Agency Represent	ative						

Chrissa Patterson

Chrissa Patterson

Agency Representative

Agency Representative

Other

Other

Other

Other

PT

os Angeles Unified School District	INDIVIDUALIZED EDUCATION PROGRAM (IEF	Page Reconvened Meeting
	<u>oc</u> ulli <u>ç</u> i	Date
Student TZEMACH AVIV Last First	S Date of Birth 18-JAN	Meeting Date 23-JUL-2024
Last First	$\Lambda$	
	Section R: Names and Signatures (Signatures on Fi	le)
Team Member	Print Name	Signature
Parent/Guardian		
Parent/Guardian		
Student Age 18 - 21 years		
Student Under Age 18 years		
Surrogate Parent		
Foster Parent		
Family Foster Home Provider		
	Rose Jauregui Santillan	Rose Jauregui Santillan
Administrator	Kose Jauregui Saintinaii	Rose Jauregui Santinan
Administrative Designee		
Special Education Teacher		
General Education Teacher		
General Education Teacher		
School Psychologist		
School Nurse		
Related Service Staff		
Related Service Stati		
Related Service Staff		
Related Service Staff		
Interpreter		
nterpreter		
Interpreter Sign Language Interpreter		
Related Service Staff  Interpreter  Sign Language Interpreter  Agency Representative  Agency Representative		

Other

Other

Other

Other

## Page 29 of 33 INDIVIDUALIZED EDUCATION PROGRAM (IEP) Los Angeles Unified School District Student TZEMACH AVIV Date of Birth 18-JAN-2020 23-JUL-2024 Meeting Last **First** MI Date LEAST RESTRICTIVE ENVIRONMENT ANALYSIS To Be Completed By the IEP Team at the IEP Team Meeting Student's Current Placement Type: OGeneral Education Class/General Education Site O Special Day Program/General Education Site O Special Day Program/Special Education Center O 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 in a general education Step A. classroom/setting? If the answer is YES, then a general education classroom/setting is the appropriate placement. 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 in a general education classroom/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 B.

	11	ervices, accommodations and/or modifications in the student's IEP be made available on a general education site in a n?
O Yes	○ No	If the answer is YES, then a special day program on a general education site is the appropriate placement. If the answer is NO, go to the question below.
O Yes	O No	If not currently available, can the required supports, services, accommodations and/or modifications be made available 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.
	Special of Yes	special day progran

## INDIVIDUALIZED EDUCATION PROGRAM (IEP) Los Angeles Unified School District Student TZEMACH Date of Birth 18-JAN-2020 23-JUL-2024 Meeting ΜI Last **First** 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 O 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 Yes O No student in this setting.

s Angeles	Unified Schoo	l District	INDIVIDUALIZE	D EDUCATION PROGRAM	M (IEP)		
Student	TZEMACH	AVIV	S	Date of Birth 1	8-JAN-2020	Meeting	23-JUL-2024
	Last	First	MI			Date	
	Aì	NNUAL LEA	ST RESTRICTIV	E ENVIRONMENT	`ANALYSIS (	(Continued)	
			To Be Completed By	the IEP Team at the IEP Tea	nm Meeting		
Step F.			l in the contents of this luding (check all that a	IEP, and the placement beir	ng considered by th	ne IEP team, outw	eigh any potential
		Missed genera Rate at which s Lack of opport Lack of opport Amount of soc Limited access	student may earn credit unity for social interact unities for age-appropr ialization opportunities to peers in student's ho	aught by highly qualified st s for graduation ion iate peer role models with typical peers	taff		

		NDIVIDUALIZED EDUCATION PROGRAM (IEP	Page 30 c
Los Angeles Unified S			E Part 1 - Eligibility, Placements and Supports
Student TZEMACH	AVIV	Date of Birth 18-JAN	<b>Meeting Date</b> 23-JUL-2024
Last	First	MI	
		Effective With this IEP	Future Changes Related to this IEP
	As of Date:		12-AUG-2024
Eligibility:		Fligible (ALIT)	12-AUG-2024
(from Page 4)		Eligible (AUT)	
	Final IEP Reason Final IEP Effective Date:		
Curriculum		General Education	General Education
Placement	Type of School	District Non-Resident School	District Resident School
	Name of School	MOSK CSPP	SUNNY BRAE AVE EL
Instructional Setting	Setting	General Education	General Education
	Program	PCC	UTK/CC
	Special Day Minutes/Wk		
	1 ,		
	Addresses Goals	4(Math),2(Pretend Play),3(Literacy),1(Social Emotional 1),5(Perceptual Motor),7(Articulation),6(Functional Mobility),9(Social Emotional 2),8(Articulation)	4(Math),2(Pretend Play),3(Literacy),1(Social Emotional 1),5(Perceptual Motor),7(Articulation),6(Functional Moblilty),9(Social Emotional 2),8(Articulation)
Additional Factors	Low Incident Support	None	None
	Assistive Technology Support	No	No
	Transportation	Home to School	None
	Extended School Year/Intersession	Yes No	
	Parent Counseling and Training (PCT)	• Yes No	
	ESY Transportation		
Accommodation, Modifications, Supports	Instructional Accommodations	Modeling of 3-4 word phrases, increased opportunities to practice modeled phrases, redirection and repetition as needed. check for understanding before and during tasks; provide signals, scripts, and models for improved communication; facilitate peer interactions; break tasks into small steps; prompt to stay on task; provide visuals with instruction; provide opportunities for hands-on learning, positive behavior support, Modeling of articulation: model sounds in words clearly, provide many opportunities for student to hear and practice sounds in words in a variety of contexts, remind to self-correct with visual or verbal cue when appropriate, repeat back student productions with corrected articulation.	Modeling of 3-4 word phrases, increased opportunities to practice modeled phrases, redirection and repetition as needed. check for understanding before and during tasks; provide signals, scripts, and models for improved communication; facilitate peer interactions; break tasks into small steps; prompt to stay on task; provide visuals with instruction; provide opportunities for hands-on learning, positive behavior support, Modeling of articulation: model sounds in words clearly, provide many opportunities for student to hear and practice sounds in words in a variety of contexts, remind to self-correct with visual or verbal cue when appropriate, repeat back student productions with corrected articulation.
	Instructional Modifications		
	Other Supports, including Non-Academic and Extra-curricular Activities	Health: Trained staff to assist student with toileting needs, and navigating stairs. Trained staff to supervise during meals, remind not to overstuff mouth and swallow food properly.	Health: Trained staff to assist student with toileting needs, and navigating stairs. Trained staff to supervise during meals, remind not to overstuff mouth and swallow food properly.
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 No	
conduct or not conduct a three-year comprehensive reassessment.)		Aviv should have a full re-evaluation prior to her transition to kindergarten.	

	Comments, as appropriate
Low Incidence Equipment	
Assistive Technology Equipment	
Participation in General Education	Offers of FAPE for both 23/24 and 24/25 school year are general education collaborative classes. Full inclusion in general education.

### INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Los Angeles Unified School District

**IEP FAPE Part 2 - Summary of Services** 

Student TZEMACH AVIV S Date of Birth 18-JAN-2020 Meeting Date 23-JUL-2024

Last Fin	rst MI		
	Madi	Effective With This IEP	Future Changes Related To This IEP
Service 1	Start Date:	Effective on Signature Date	
09	End Date:		
Adapted PE	Service applies to:	Regular	
	Frequency:	1	
This service addresses the following <b>goals:</b>	Interval:	Weekly	
5(Perceptual Motor)	Minutes/Interval:	20	
	Minutes/Interval (Pullout from Gen Ed):	20	
	Service Delivery Model:	Direct Service (By a Single Provider)*	
	Responsible Personnel:	Licensed/Credentialed Provider	
	*		
Service 2	Start Date:	Effective on Signature Date	
16	End Date:		
Occupational Therapy	Service applies to:	Regular	
	Frequency:	5	
This service addresses the following <b>goals:</b>	Interval:	Monthly	

12(Fine Motor)	Minutes/Interval:	60	
	Minutes/Interval (Pullout from Gen Ed):	0	
	Service Delivery Model:	Direct Service (By a Single Provider)*	
	Responsible Personnel:	District Assigned Qualified Provider	
		Licensed/Credentialed Provider	
	*		
~		Fig. : 2: -	
Service 3	Start Date:	Effective on Signature Date	
10	End Date:	p. 1	
Language/Speech	Service applies to:	Regular	
	Frequency:	1-5	
This service addresses the following <b>goals:</b>	Interval:	Weekly	
7(Phonology)	Minutes/Interval:	30	
8(Articulation)	Minutes/Interval (Pullout from Gen Ed):	30	
10(Articulation) 11(Articulation)	Service Delivery Model:	Direct Service (By a Single Provider)*	
	Area:	School	-Based
	Responsible Personnel:	Licensed/Credentialed Provider	
		Special Education Teacher	
		General Education Teacher	
*			
Service 4	Start Date:	Effective on Signature Date	
13	End Date:		
Physical Therapy	Service applies to:	Regular	
	Frequency:	1-5	

This service addresses the following <b>goals:</b>	Interval:	Monthly	
6(Functional Moblilty)	Minutes/Interval:	45	
	Minutes/Interval (Pullout from Gen Ed):	45	
	Service Delivery Model:	Direct Service (Collaborative)*	
	Responsible Personnel:	Licensed/Credentialed Provider	
		Special Education Teacher	
	*		'

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

	1 ( 8						
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	4						
Part 4 - Compensatory Education/Recoupment Services Discussion							
Compensatory education and recoupment of services consideration was documented on IEP dated 12/13/2022. N/A - Initial IEP Preschool Only Consideration (Transition)							

# Part 4 - Additional IEP Team Considerations & Parental Input

The purpose of this IEP Meeting is to implement the terms of the Final Settlement Agreement (FSA) dated 07/23/2024 for Aviv Tzemach.

Per the terms of the FSA:

The District agrees to assess Aviv in the area of Occupational Therapy. The timeline for the OT assessment will begin on 09/09/2024. On 09/09/2024, Parents will be provided a copy of an assessment plan listing the OT assessment. Parents consent to the OT assessment timeline beginning on 09/09/2024 and agree that no further consent is required. The OT assessment and an IEP Meeting to review the OT assessment and to discuss services, supports and accommodations to meet Aviv's unique needs will be completed within legal timelines.

Pending the OT assessment results, through the date of the IEP referenced above that reviews the OT assessment results, the District agrees to continue to provide Aviv with 60 minutes per month of OT services as documented in Aviv's IEP dated 12/08/2023. These OT services are part of a settlement of disputed claims and issues and shall not be considered stay put under state and federal special education laws.

In lieu of any compensatory and recoupment services, the District agrees to fund through a direct payment model the following compensatory services: 10 hours of NPA Compensatory OT services. The compensatory OT services shall be delivered by Professional Tutors of America (PTA), Non-Public Agency (NPA) certified by the California Department of Education. The services shall be available through 12/31/2025. These compensatory services are part of a settlement of disputed claims and issues and shall not be considered stay put under state and federal special education laws.

The District agrees to reimburse Parents for private preschool tuition for the 2023-2024 Regular School Year and 2024 Extended School Year (See FSA for terms of private preschool reimbursement).

The District agrees to reimburse Parents for private Language and Speech service provided by a private LAS provider from 04/01/2024 through 12/31/2025 (See FSA for terms related to private LAS services reimbursement).

Per IEP Team Discussion dated 04/12/2024:

This IEP meeting is being held to discuss progress and the transition to TK for the 24/25 school year.

IEP Team reviewed goal progress, present levels, assessments reports, eligibility, and developed new goals.

The Ages and Stages Questionnaire (ASQ-3) was completed with mother via phone on April 5, 2024 and is attached to this IEP.

The IEP team discussed a range of placements including general education, PAL, and PCC, for the 23/24 school year, and general education and UTK-CC, for the 24/25 school year.

For the remainder of the 23/24 school year, the IEP Team recommends the PCC program as the offer of FAPE. The Preschool Collaborative (PCC) and California State Preschool Program (CSPP) class is an educationally based inclusive program that operates for 6 hours a day, 5 days a week. The preschool curriculum is delivered through evidence-based practices. Aviv's goals, included in the IEP, will be supported by a collaborative team comprised of an early childhood special education teacher, special education assistant, and general education staff. If any additional related services are needed to access the program they are noted above.

For the 24/25 school year, the IEP Team recommends the UTK-CC classroom. The Universal Transition Kindergarten (UTK) and Collaborative (CC) class is an educationally based inclusive program that operates 6 hours a day, 5 days a week. The preschool curriculum is delivered through evidence-based practices. Aviv's goals, included in the IEP, will be supported by a collaborative team comprised of a credentialed teacher, an early childhood special education teacher, special education assistant, and general education classroom assistant.

Extended School Year: ESY services are NOT recommended, as Aviv has not exhibited significant regression or loss of critical skills during her educational breaks.

LAS: LAS services were offered at 30 minutes weekly. Parent inquired about an increase in LAS services. IEP Team continued to recommended 30 minutes weekly of LAS.

### INDIVIDUALIZED EDUCATION PROGRAM (IEP)

**Los Angeles Unified School District** 

Student TZEMACH AVIV

First

**IEP FAPE Part 2 - Summary of Services** 

Date of Birth 18-JAN-2020

Meeting Date 23-JUL-2024

### **FAPE Summary Grid**

Program:	PCC	Setting:	General Education
Eligibility:	Eligible (AUT)	Curriculum:	General Education
Transportation:	Home to School	Low Incident Support:	None
<b>Date District Received</b>			

Parent Signature:

i ai chi Bighature.										
Service Code	Service Desc	Start Date	Service Applies To	Interval	Frequency	Area	Total Minutes	Addresses Goal(s)	No Consent	
09	Adapted PE	Effective on Signature Date	Regular	Weekly	1	~	20	Perceptual Motor		
10	Language/Speech	Effective on Signature Date	Regular	Weekly	1-5	School- Based	30	Phonology, Articulation, Articulation, Articulation		
16	Occupational Therapy	Effective on Signature Date	Regular	Monthly	5	~	60	Fine Motor		
13	Physical Therapy	Effective on Signature Date	Regular	Monthly	1-5	~	45	Functional Moblilty		

### Alternative Remote/Distance Learning Services During Emergency Conditions

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

	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	<b>~</b>	<b>~</b>	<b>✓</b>	<b>~</b>	<b>~</b>	<b>~</b>
Supplementary Aids and Services (provided in general education classes and other general ed environments)		<b>✓</b>	<b>✓</b>	<b>✓</b>	<b>✓</b>	<b>✓</b>

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	'n
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 enclosing this i	box the IEP team has rev	,10,,04 0110 1111 11 21 2111	initiary raige to engare th	10 10110015 0110 1211 100	

	INDIVI	DUALIZED EDUCATION PRO	OGRAM		Page 33 of 33
		H SERVICES CERTIFICATIO		ON)	
Los Angeles Unified School District					Attachment B
Stude AVIV S. TZEMACH	Date of Birth	18-JAN-2020	Meeting Date	23-JUL-2024	
This page is to be completed for students with Special	Education elig	gibility other than SLI when deter Complete Step 1a or 1b	rmining the need for LAS s	services to support th	ne provision of FAPE.
Step 1a	General Ed	ucation Interventions - Chec	k items as completed		
Intervention strategies implemented, including I regarding language standards in the curriculum and appropriate classroom accommodations, consultation  Intervention support monitored over several were Interventions were not successful, student referror Screening by a speech therapist or a Student Support screening instrument for non-LAUSD enterprise of the support	referral for Spen with the SSP eks, and modified for special excess Team me	icial Education, consultation betw I that includes an EL expert if stu- ied interventions as necessary baseducation assessment. eting (including a speech therapis	reen the classroom teacher ident is identified as an En sed on student response.	and school speech the glish Learner).	nerapist for
	Step	1b. Interventions Not Applie	cable		
✓ Interventions not applicable for non-LAUSD en	rolled preschoo	olers or when determined unneces	ssary by the speech therapi	st.	
Step 2. I	Review of Pro	e-referral Information - Chec	ck items as applicable		
The speech or language delay does not appear to The delay does not appear to be due to a lack of The delay does not appear to be due to environm The delay does not appear to be due to economi The delay does not appear to be due to social or	instruction in Inental factors.	English, dialectical factors or lim	ited language experience.		
Step 3. Ass	essment - Ch	neck either A or B, and comp	lete the remaining item	S	
<ul> <li>○ A. Student has received an assessment by a sch suspected)</li> <li>OR</li> <li>○ B. A Psychological Assessment is not required</li> <li>✓ Student has received a health assessment that ru</li> <li>✓ A credentialed or licensed speech therapist has a multiple measures of assessment, including but not I sample, parent interview or checklist, teacher interview</li> </ul>	if the suspected les out whether onducted a con imited to stand	d area of disability is voice, fluent r an inability to communicate effort mprehensive evaluation, including ardized test instruments (or altern	cy or articulation. ectively is a result of a hear g assessment in the student late forms of assessment if	lth or sensory condit	ion.
Step 4. Determination of the N	leed for LAS	Service (for students with S	pecial Education eligibi	ility <i>other than SL</i>	<u>I</u> ):
✓ The IEP team has determined that speech and la Language Services are necessary due to the results of language to such an extent that it adversely affects he or lack of instruction or the unfamiliarity with the Enditherapy of the above is so, identify the area(s) of difficulty:  □ Language disorder □ Articulation disorder □ Fluency disorder □ Voice disorder	f a formal asse is/her education to: social mala	ssment, which indicates that the s nal performance and cannot be co djustment, health factors, poor sc	student demonstrates diffic prrected without speech and	ulty understanding o d language related se	or using spoken ervices.
If the student is eligible, the IEP Team					
placement in the least restrictive environm goals and supports and accommodations to					