|  |  |                                   | INDIVID                      | UALIZED E      | DUCATION PROGRAM             | M (IEP)                 |                   | Page 1 of 2.                 |
|--|--|-----------------------------------|------------------------------|----------------|------------------------------|-------------------------|-------------------|------------------------------|
| Los Angeles Unified<br>Student Identificati  |  | ct<br>200191X178                  |                              | SSID           | 8370171268                   |                         | Elio              | jible (SLD)                  |
| Number                                       |  |                                   |                              |                |                              |                         | _                 |                              |
| Student KONENI<br>Last                       |  | First                             | S<br>MI                      |                |                              | Date of Birth:          | 12                | 2-APR-2016                   |
|  |  |                                   |                              | Section A: N   | <b>Ieeting Information</b>   |                         |                   |                              |
|  | Pertin   | ent Dates                         |                              |                |                              | Type of                 | Meeting           |                              |
| Date of Initial IEP Team                     | n Meeting  | 25-AUG-2023                       | 3                            |                | Initial                      |                         | Amendr            | nent of IEP dated            |
| Date of Present Meeting                      | 5  | 25-AUG-2023                       | 3                            |                |                              |                         |                   |                              |
|  | Annual Review to be conducted by 25-AUG-20<br>Next Three Year Review will be 24-AUG-20 |                                   |                              |                | Annual Review                | V                       | Early St          | art Transition               |
| Next Three Year Review<br>conducted by       |  |                                   | 5                            |                | O Three Year Rev             | view                    | Expulsion Analysi |                              |
| Three Year Review or E<br>was conducted on   | valuation  | 25-AUG-2023                       | 3                            |                | Other                        |                         | OIndividu         | al Transition Plan           |
| Transition to Kindergart conducted by        | ten to be  |                                   |                              |                |                              |                         |                   |                              |
| Location of Meeting                          | W  | OODLAKE EC                        | CC                           |                | District Name                | Los Ange                | es Unified S      | chool Distri                 |
|  |  |                                   |                              | Section B: S   | tudent Information           |                         |                   |                              |
| Date of Birth                                | 12-APR-20  |                                   | Age                          |                | 7                            | Grade                   |                   | 2                            |
| Gender                                       | ● Male ○   | Female                            | Ethnic (                     | Code           | White                        |                         |                   |                              |
| Location of the Psych Folder                 |  | CTR-NORT                          | Folder                       | has no Psych   |                              |                         |                   |                              |
| Location of the Cum<br>Folder                | WOODLAN  | OODLAKE ECC Student has no Folder |                              | has no Cum     |                              |                         |                   |                              |
| Home Language                                | Hebrew   |                                   | Student                      | Language       | Hebrew                       | Alternate M<br>Communic |                   |                              |
| Home Address of<br>Student                   | 22616 Oxna   | ırd                               |                              |                |                              |                         |                   |                              |
| City   | WOODLAN  | ND HILI CA                        | ZIP Coo                      | de             | 91367                        |                         |                   |                              |
| Home Telephone                               | (818) 927-5  | 628                               | Daytim                       | e Telephone    | 818 927 5629                 | Emergency               | Telephone         |                              |
| School of Attendance                         | Woodlake E   | lee                               | Locatio                      | n Code         | 7877                         |                         |                   |                              |
| School of Residence                          | Woodlake E   | lee                               | Locatio                      | n Code         | 7877                         |                         |                   |                              |
| Name of<br>Parent/Guardian                   | Lina Fraifel   | d/Oren Kone                       | Telepho                      | one            |                              |                         |                   |                              |
| Address                                      |  |                                   |                              |                |                              |                         |                   |                              |
| City   |  | CA                                | ZIP Coo                      |                |                              |                         |                   |                              |
| Surogate Parent                              |  |                                   | Telepho                      |                |                              |                         |                   |                              |
| Attends CURRENT SC<br>of the following       | CHOOL as a re  | sult of one                       | Private S                    | chool Enrollm  | lent                         | ~                       |                   |                              |
| Private School:<br>Out of District/Out of St | tate   |                                   |                              |                |                              |                         |                   |                              |
| Is the student living in a Home (FFH)?       | Family Foster  | 🔘 No                              | $O_{\rm Yes}$                |                | FFH#                         |                         |                   |                              |
| Is FFH Provider related                      | to student?  | $\bigcirc$ No                     | O Yes                        |                | Relationship                 |                         |                   |                              |
| Licensed Children's Inst                     | titution   | 🔘 No                              | Yes                          |                | LCI Name                     |                         |                   |                              |
|  |  |                                   |                              |                | LCI#                         |                         |                   |                              |
| Out of the home placem                       | ent made by  | 0                                 | gional Cento<br>perior Court |                | O Department of M<br>O Other | Iental Health           | O Departm         | ent of Children's Services   |
| Child's family living wir<br>boundaries?     | thin LAUSD's   | _                                 | y O Yes                      | L              |                              |                         |                   | ]                            |
|  | s old or older o   | r is an emancina                  | ted minor d                  | loes he/she ha | ve educational decision-n    | naking rights?          |                   | $\bigcirc$ No $\bigcirc$ Yes |
|  |  | un emunerpu                       |                              |                |                              |                         |                   |                              |

| Los Angolos                  | I<br>Unified School District             | NDIVIDUAL | IZED EDUG     | CATION PROGRAM (IEP)          |                                | Page 2 of 2 |
|------------------------------|--|-----------|---------------|-------------------------------|--------------------------------|-------------|
|                              | KONENKOV LEON S<br>Last First            | MI        |               | Date of Birth 12-APR-20       | 016                            |             |
|                              |  | Secti     | -             | uage Acquisition              |                                |             |
| Language Clas                |  |           | nited English | Proficient                    | Start Date:                    | 15-SEP-2022 |
|                              | Parent Request:                          | Oy        | Yes O No      |                               | Reclassification Date:         |             |
| ELPAC Perfor                 | rmance Level and Performance Descriptor: |           |               | ►                             | Test Date:                     |             |
| Alternate ELP<br>Descriptor: | AC Performance Level and Performance     |           |               | •                             | Test Date:                     |             |
|                              |  |           |               | vement from Current IEP       |                                |             |
|                              |  |           | ieved         |                               |                                |             |
|                              | ample - Reading)                         | Yes       | No            | If No, explain the reason the | e goal/objective was not achie | eved        |
| 1                            |  | 0         | $\bigcirc$    | Initial IEP                   |                                |             |
| Category                     | ✓  | 0         | ~             |                               |                                |             |
|                              | Objective 1 met                          | 0         | 0             |                               |                                |             |
| ~                            | Objective 2 met                          | 0         | 0             |                               |                                |             |
| 2                            |  | 0         | $\bigcirc$    |                               |                                |             |
| Category                     |  | $\sim$    | ~             |                               |                                |             |
|                              | Objective 1 met                          | 0         | 0             |                               |                                |             |
| •                            | Objective 2 met                          | 0         | 0             |                               |                                |             |
| 3                            |  | 0         | $\bigcirc$    |                               |                                |             |
| Category                     |  | $\sim$    | $\sim$        |                               |                                |             |
|                              | Objective 1 met                          | 0         | 0             |                               |                                |             |
|                              | Objective 2 met                          | 0         | 0             |                               |                                |             |
| 4                            |  | 0         | 0             |                               |                                |             |
| Category                     |  | 0         | 0             |                               |                                |             |
|                              | Objective 1 met                          | 0         | 0             |                               |                                |             |
| -                            | Objective 2 met                          | 0         | 0             |                               |                                |             |
| 5                            |  | 0         | 0             |                               |                                |             |
| Category                     |  | $\sim$    | $\sim$        |                               |                                |             |
|                              | Objective 1 met                          | 0         | 0             |                               |                                |             |
| (                            | Objective 2 met                          | 0         | 0             |                               |                                |             |
| 6<br>Category                |  | 0         | $\bigcirc$    |                               |                                |             |
| Category                     | V Objective 1 met                        | $\frown$  | $\frown$      |                               |                                |             |
|                              | Objective 1 met                          | 0         | 0             |                               |                                |             |
| 7                            | Objective 2 met                          | 0         | 0             |                               |                                |             |
| ,<br>Category                | <pre></pre>                              | 0         | $\bigcirc$    |                               |                                |             |
| Category                     | • Objective 1 met                        | $\cap$    | $\cap$        |                               |                                |             |
|                              | Objective 1 met<br>Objective 2 met       | 0         | 0             |                               |                                |             |
| 8                            |  | 0         | 0             |                               |                                |             |
| o<br>Category                | ▼  | 0         | $\bigcirc$    |                               |                                |             |
| Category                     | • Objective 1 met                        | $\cap$    | $\cap$        |                               |                                |             |
|                              | Objective 1 met<br>Objective 2 met       | 0         | 0             |                               |                                |             |
| 9                            |  | 0         | 0             |                               |                                |             |
| Category                     |  | 0         | U             |                               |                                |             |
| Cangoly                      | • Objective 1 met                        | 0         | 0             |                               |                                |             |
|                              | Objective 1 met<br>Objective 2 met       |           |               |                               |                                |             |
| 10                           |  | 0         | 0             |                               |                                |             |
| Category                     |  | 0         | $\bigcirc$    |                               |                                |             |
| Category                     | ✓ Objective 1 met                        | $\cap$    | $\cap$        |                               |                                |             |
|                              | Objective 2 met                          | 0         | 0             |                               |                                |             |
|                              | Objective 2 met                          | 0         | 0             |                               |                                |             |

| Los Angeles                 | Unified School                               | District                       |                         | INDIVIDUAI                             | LIZED EDUC               | ATION PROGR         | AM (IEP)  |                       |                |
|-----------------------------|--|--------------------------------|-------------------------|--|--------------------------|---------------------|---|-----------------------|----------------|
| -                           | KONENKOV                                     | LEON                           |                         | S                                      | )                        | Date of Birth       | 12-APR-2016   | Meeting Da            | te 25-AUG-2023 |
|                             | Last   | Firs                           | st                      | MI                                     | F · Procont I /          | evel of Perform     | nco   |                       |                |
| rformance                   | Area:  |                                | Health                  | Section                                | E. I Iesent L            |                     |   |                       |                |
| ategory:                    |  |                                | Health                  |  | •                        | ~                   |   |                       |                |
|                             | Aonitoring Process                           | s Used:                        | Review o                | f School Health F                      | Record, Parent           | Interview, health o | uestionnaire  |                       |                |
|                             | Assessment Resul                             |                                |                         |  |                          |                     |   |                       |                |
| arrent Perfo                | rmance/Assessme                              | nt Summary                     | (include s              | student strengths,                     | student needs a          | and impact of disa  | bility on student perfor  | rmance):              |                |
| ll developn<br>overnight ho | nental milestones v<br>ospitalizations in th | within the ap<br>ne last three | ppropriate<br>years. No | time frame. Leon<br>serious/chronic il | has no known<br>lnesses. | allergies. No rout  | fter an unremarkable p<br>ine medications. No ac<br>passed LAUSD's vision | cidents, injuries, su | rgeries or     |
| eon passed                  | LAUSD's audio s<br>ed: Health is not ar      | creening or                    | May 16, 2               |  |                          |                     |   | in screening on way   | 10, 2023.      |
| Impact of I                 | )<br>isability: Health d                     | loes not imp                   | act student             | t's participation, p                   | erformance, ar           | nd access to the ed | ucational program.  |                       |                |
| -                           | ations/Modificatio                           | -                              |                         | · · · · · ·                            | ,                        |                     | 1 0   |                       |                |
|                             |  | ins. None ic                   | i neartí                |  |                          |                     |   |                       |                |
|                             | os, BSN, RN<br>d School Nurse                |                                |                         |  |                          |                     |   |                       |                |
| June 2, 202                 | 3  |                                |                         |  |                          |                     |   |                       |                |
| rformance                   | A reas                                       |                                |                         |  |                          |                     |   |                       |                |
| itegory:                    | Alca.  |                                |                         |  |                          | <                   |   |                       |                |
|                             | Aonitoring Process                           | Used                           |                         |  |                          |                     |   |                       |                |
|                             | Assessment Resul                             |                                |                         |  |                          |                     |   |                       |                |
|                             |  |                                | (include o              | student strengths                      | ctudent neede            | and impost of disc  | bility on student perfor  |                       |                |
|                             |  |                                |                         |  |                          |                     |   |                       |                |
|                             |  |                                |                         |  |                          |                     |   |                       |                |
|                             |  |                                |                         |  |                          |                     |   |                       |                |
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|                             |  |                                |                         |  |                          |                     |   |                       |                |
|                             |  |                                |                         |  |                          |                     |   |                       |                |
|                             |  |                                |                         |  |                          |                     |   |                       |                |
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| tegory: General Ability General Ability General Ability Ability Ability General Ability Abilit   | os Angolos Unified School Di   | striat   | INDIVIDUA  | LIZED EDUCA  | ATTON FROGR  | AM (IEP)   |  |  |      |
|--|--|--|--|--|--|--|--|--|------|
| Last       First       MI         Section E: Present Level of Performance         rformance Area:       General Ability         uegory:       General Ability         sessment/Monitoring Process Used:       Standardized Assessment, Observations         tat/District Assessment Summary (include student strengths, student needs and impact of disability on student performance):         trengths: Results of the current assessment indicate Leon is functioning within the Low Average range of cognitive ability based upon alternative assessment procedures. Leon demonstrated Average abilities on Simultaneous Processing tasks which required him to relate pieces of information to a Ahole. He earned an Average score on Visual Trocessing activities, which included visual discrimination, visual arlentions, from constancy, equential memory, statal figure ground, and visual closure. He demonstrated Average Specifically, he earned a Low Average score on Auditory         general ability       secsion and sentences. He demonstrated Low Average as cores on visual Pattern in Auditory Processing tasks. Specifically, he carned a Low Average Listening Comprehension questions and respond to orally presented instructions.         rformance Area:       General Ability         formatic Assessment Results:   |  |  | S  |  | Date of Birth  | 12-APR-2016  | Meeting  | Date 25-AUG-   | 2023 |
| rformance Area: General Ability tegory: General Ability Ceneral Ability General Ability Ceneral Ability Cenera   | Last   | First  | MI   |  |  |  | 8  |  |      |
| tegory: General Ability  General Ability Gener   | orformance Areas   | Ganar  |  | E: Present Le  | vel of Perform   | ance   | ]  |  |      |
| Sessment/Monitoring Process Used: Standardized Assessment, Observations tet/District Assessment Results: urrent Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): trengths: Results of the current assessment indicate Leon is functioning within the Low Average ange of cognitive ability based upon alternative sessment procedures. Leon demonstrated Average abilities on Simultaneous Processing tasks which required him to relate pieces of information to a /hole. He earned an Average score on Visual Processing activities, which included visual discrimination, visual memory, spatial relations, form constancy, guential memory, visual figure ground, and visual closure. He demonstrated Verage Visual Motor Integration when asked to corpoincerasingly complex guential memory, visual figure ground, and visual closure the demonstrated Average score on Auditory femory tasks when asked to remember and repeat sequences of numbers, words, and sentences. He demonstrated Low Average Listening Comprehension kills when asked to respond to literal and inferential listening comprehension questions and respond to orally presented instructions.  rformance Area: General Ability (cont.) tegory: General Ability (cont.) tegory: General Ability (include student strengths, student needs and impact of disability on student performance): urrent Performance/Assessment Results: urrent Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): uccessive Processing tasks; however, this overall score should be interpreted with caution dunder timed conditions. He eansed a verage Planning when asked to discriminate between sounds, delete sounds from words, and blend ounds into words. Leon demonstrated Below Average Planning when asked to sustain attention and ignore distractions under timed conditions. He eansed a well Below average score on Successive Processing tasks; however, he demonstrated Welenge from acoess infor   |  |  | 2  |  | •  |  |  |  |      |
| te/District Assessment Results:  |  |  | •  |  |  |  | ]  |  |      |
| rrent Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance):<br>trengths: Results of the current assessment indicate Leon is functioning within the Low Average range of cognitive ability based upon alternative<br>sessment procedures. Leon demonstrated Average abilities on Simultaneous Processing tasks which required him to relate pieces of information to a<br>hole. He earned an Average score on Visual Processing activities, which included visual discrimination, visual memory, spatial relations, form constancy,<br>equential memory, visual figure ground, and visual closure. He demonstrated Average Visual Motor Integration when asked to copy increasingly complex<br>gures at near point. He earned Low Average scores on overall Auditory Processing tasks. Specifically, he earned a Low Average Score on Auditory<br>femory tasks when asked to remember and repeat sequences of numbers, words, and sentences. He demonstrated Low Average Listening Comprehension<br>kills when asked to respond to literal and inferential listening comprehension questions and respond to orally presented instructions.<br>rformance Area:<br>formance Area:<br>formance Area:<br>General Ability (cont.)<br>tegory:<br>General Ability (cont.)<br>te | -  | Standa   | iruizeu Assessment   | , Observations   |  |  |  |  |      |
| trengths: Results of the current assessment indicate Leon is functioning within the Low Average range of cognitive ability based upon alternative<br>seessment procedures. Leon demonstrated Average abilities on Simultaneous Processing tasks which required him to relate pieces of information to a<br>/hole. He earned an Average score on Visual Processing activities, which included visual discrimination, visual memory, spatial relations, form constancy,<br>equential memory, visual figure ground, and visual closure. He demonstrated Average Visual Motor Integration when asked to corp increasingly complex<br>igures at near point. He earned Low Average scores on overall Auditory Processing tasks. Specifically, he earned a Low Average Listening Comprehension<br>kills when asked to respond to literal and inferential listening comprehension questions and respond to orally presented instructions.<br>rformance Area:<br>formance Area:<br>formance Area:<br>formance Area:<br>formance/Assessment /Monitoring Process Used:<br>standardized Assessment, Observations<br>ate/District Assessment Summary (include student strengths, student needs and impact of disability on student performance):<br>leeds: Leon He demonstrated Below Average Phonological Processing when asked to create, use, and modify a plan as needed under timed conditions. He also<br>emonstrated Below Average Attention Processing when asked to sustain attention and ignore distractions under timed conditions. He also<br>emonstrated Below Average Attention Processing when asked to sustain attention and ignore distractions under timed conditions. He also<br>emonstrated Below Average Nenological Process information presented with caution due to variable performance across tasks.<br>uecessive Processing is a measure of one's ability to process information presented in a specific order. Specifically, Leon demonstrated Average abilities<br>shen asked to remember and repeat sequences of words; however, he demonstrated Well Below Average skills when asked to repeat nonsense sentences, as<br>rell as remember numbers presented visually   |  | ummary (inclu  | de student strengths   | s student needs a  | nd impact of disc  | bility on student pe   | rformance).  |  |      |
| tegory: General Ability General Ability General Ability Ability Ability General Ability Abilit   | assessment procedures. Leon den<br>whole. He earned an Average sco<br>sequential memory, visual figure<br>figures at near point. He earned L<br>Memory tasks when asked to rem | onstrated Avera<br>re on Visual Pro<br>ground, and visu<br>ow Average sco<br>ember and repea | ge abilities on Simu<br>cessing activities, v<br>ual closure. He dem<br>res on overall Audi<br>at sequences of nun | ultaneous Proces<br>which included vi<br>nonstrated Averag<br>itory Processing to<br>nbers, words, and | sing tasks which<br>isual discriminati<br>ge Visual Motor I<br>asks. Specifically<br>l sentences. He d | required him to rela<br>on, visual memory,<br>ntegration when asl<br>y, he earned a Low A<br>emonstrated Low A | ate pieces of informate<br>spatial relations, fo<br>ced to copy increasi<br>Average score on Au<br>verage Listening Co | ation to a<br>rm constancy,<br>ngly complex<br>uditory |      |
| sessment/Monitoring Process Used: Standardized Assessment, Observations<br>ate/District Assessment Results:<br>urrent Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance):<br>Keeds: Leon He demonstrated Below Average Phonological Processing when asked to discriminate between sounds, delete sounds from words, and blend<br>ounds into words. Leon demonstrated Below Average Planning when asked to create, use, and modify a plan as needed under timed conditions. He also<br>emonstrated Below Average Attention Processing when asked to sustain attention and ignore distractions under timed conditions. He also<br>emonstrated Below Average New erges to sustain attention and ignore distractions under timed conditions. He also<br>emonstrated Below Average New erges information presented in a specific order. Specifically, Leon demonstrated Average abilities<br>vhen asked to remember and repeat sequences of words; however, he demonstrated Well Below Average skills when asked to repeat nonsense sentences, as<br>verale a remember numbers presented visually in sequence.<br>Impact of Disability: Leon's disability of Specific Learning Disability (SLD) including but not limited to characteristics of dyslexia with challenges in<br>uditory, phonological, and attention processing, impacts his ability to decode and encode unfamiliar words which impacts his involvement and progress in  | erformance Area:   | Genera   | al Ability (cont.)   |  |  |  |  |  |      |
| ate/District Assessment Results:<br>Internet Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance):<br>Leeds: Leon He demonstrated Below Average Planning when asked to discriminate between sounds, delete sounds from words, and blend<br>ounds into words. Leon demonstrated Below Average Planning when asked to create, use, and modify a plan as needed under timed conditions. He also<br>emonstrated Below Average Attention Processing when asked to sustain attention and ignore distractions under timed conditions. He aerned a Well Below<br>average score on Successive Processing tasks; however, this overall score should be interpreted with caution due to variable performance across tasks.<br>Successive Processing is a measure of one's ability to process information presented in a specific order. Specifically, Leon demonstrated Average abilities<br>when asked to remember and repeat sequences of words; however, he demonstrated Well Below Average skills when asked to repeat nonsense sentences, as<br>rell as remember numbers presented visually in sequence.<br>Impact of Disability: Leon's disability of Specific Learning Disability (SLD) including but not limited to characteristics of dyslexia with challenges in<br>uditory, phonological, and attention processing, impacts his ability to decode and encode unfamiliar words which impacts his involvement and progress in   | ategory:   | Gener  | ral Ability  | ١  | •  |  |  |  |      |
| urrent Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance):<br>Weeds: Leon He demonstrated Below Average Phonological Processing when asked to discriminate between sounds, delete sounds from words, and blend<br>ounds into words. Leon demonstrated Below Average Planning when asked to create, use, and modify a plan as needed under timed conditions. He also<br>emonstrated Below Average Attention Processing when asked to sustain attention and ignore distractions under timed conditions. He earned a Well Below<br>werage score on Successive Processing tasks; however, this overall score should be interpreted with caution due to variable performance across tasks.<br>Successive Processing is a measure of one's ability to process information presented in a specific order. Specifically, Leon demonstrated Average abilities<br>when asked to remember and repeat sequences of words; however, he demonstrated Well Below Average skills when asked to repeat nonsense sentences, as<br>were all as remember numbers presented visually in sequence.<br>Impact of Disability: Leon's disability of Specific Learning Disability (SLD) including but not limited to characteristics of dyslexia with challenges in<br>uditory, phonological, and attention processing, impacts his ability to decode and encode unfamiliar words which impacts his involvement and progress in   | ssessment/Monitoring Process U   | ed: Standa   | ardized Assessment   | , Observations   |  |  |  |  |      |
| Weeds: Leon He demonstrated Below Average Phonological Processing when asked to discriminate between sounds, delete sounds from words, and blend<br>ounds into words. Leon demonstrated Below Average Planning when asked to create, use, and modify a plan as needed under timed conditions. He also<br>emonstrated Below Average Attention Processing when asked to sustain attention and ignore distractions under timed conditions. He earned a Well Below<br>average score on Successive Processing tasks; however, this overall score should be interpreted with caution due to variable performance across tasks.<br>Successive Processing is a measure of one's ability to process information presented in a specific order. Specifically, Leon demonstrated Average abilities<br>when asked to remember and repeat sequences of words; however, he demonstrated Well Below Average skills when asked to repeat nonsense sentences, as<br>well as remember numbers presented visually in sequence.  | ate/District Assessment Results:   |  |  |  |  |  |  |  |      |
| ounds into words. Leon demonstrated Below Average Planning when asked to create, use, and modify a plan as needed under timed conditions. He also<br>emonstrated Below Average Attention Processing when asked to sustain attention and ignore distractions under timed conditions. He earned a Well Below<br>average score on Successive Processing tasks; however, this overall score should be interpreted with caution due to variable performance across tasks.<br>Successive Processing is a measure of one's ability to process information presented in a specific order. Specifically, Leon demonstrated Average abilities<br>when asked to remember and repeat sequences of words; however, he demonstrated Well Below Average skills when asked to repeat nonsense sentences, as<br>well as remember numbers presented visually in sequence.  | urrent Performance/Assessment S  | ummary (inclue   | de student strengths   | s, student needs a   | nd impact of disa  | bility on student pe   | erformance):   |  |      |
|  | when asked to remember and rep<br>well as remember numbers preser<br>Impact of Disability: Leon's disa   | at sequences of<br>ted visually in s   | words; however, h<br>sequence.<br>c Learning Disabilit   | ty (SLD) includin  | Well Below Avera   | age skills when aske   | ed to repeat nonsens   | e sentences, as<br>llenges in                          |      |
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| Los Angeles Unified School District          Student       KONENKOV       LEON       S       Date of Birth       12-APR-2016       Meeting Date       25-AUG-2023         Last       First       MI         Section E:       Preformance         Performance Area:       Language Function         Category:       Language Function         Assessment/Monitoring Process Used:       Standardized Assessment, Bilingual Assessment, Observation, Parent/Teacher Input         State/District Assessment Results:       Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance):         Strengths:       Leon is classified an LEP-2 (Somewhat Developed English language skills) student who speaks Hebrew and English. According to parent and teacher input, Leon is able to express his thoughts effectively. According to bilingual Hebrew assessment, Leon demonstrates stronger English speaking and listening skills when compared to Hebrew.         Needs:       When assessed in English, Leon demonstrated Below Average Oral Language skills overall, with Well Below Average Listening skills and Low Average Speaking skills.         Impact of Disability:       Con's disability of Specific Learning Disability (SLD) including but not limited to characteristics of dyslexia with challenges in auditory, phonological, and attention processing, impacts his comprehend verbally presented information which impacts his involvement and progress in the general education curriculum.         Performance Area:       Motor Abilitics       Category: </th  |
|---|
| Last       First       MI         Section E: Present Level of Performance         Performance Area:       Language Function         Category:       Language Function         Assessment/Monitoring Process Used:       Standardized Assessment, Bilingual Assessment, Observation, Parent/Teacher Input         State/District Assessment Results:   |
| Performance Area:Language FunctionCategory:Language FunctionAssessment/Monitoring Process Used:Standardized Assessment, Bilingual Assessment, Observation, Parent/Teacher InputState/District Assessment Results:Current Performance/Assessment Results:Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance):Strengths: Leon is classified an LEP-2 (Somewhat Developed English language skills) student who speaks Hebrew and English. According to parent and<br>tacher input, Leon is able to express his thoughts effectively. According to bilingual Hebrew assessment, Leon demonstrates stronger English speaking and<br>listening skills.Needs: When assessed in English, Leon demonstrated Below Average Oral Language skills overall, with Well Below Average Listening skills and Low<br>Average Speaking skills.Impact of Disability: Leon's disability of Specific Learning Disability (SLD) including but not limited to characteristics of dyslexia with challenges in<br>auditory, phonological, and attention processing, impacts his comprehend verbally presented information which impacts his involvement and progress in<br>the general education curriculum.Performance Area:Motor AbilitiesCategory:Motor AbilitiesAssessment/Monitoring Process Used:Standardized Assessment, Observations, Records, Parent/Teacher InputState/District Assessment Results:Standardized Assessment, Observations, Records, Parent/Teacher Input   |
| Category:       Language Function         Assessment/Monitoring Process Used:       Standardized Assessment, Bilingual Assessment, Observation, Parent/Teacher Input         State/District Assessment Results:   |
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| Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Strengths: Leon is classified an LEP-2 (Somewhat Developed English language skills) student who speaks Hebrew and English. According to parent and teacher input, Leon is able to express his thoughts effectively. According to bilingual Hebrew assessment, Leon demonstrates stronger English speaking and listening skills when compared to Hebrew. Needs: When assessed in English, Leon demonstrated Below Average Oral Language skills overall, with Well Below Average Listening skills and Low Average Speaking skills. Impact of Disability: Leon's disability of Specific Learning Disability (SLD) including but not limited to characteristics of dyslexia with challenges in auditory, phonological, and attention processing, impacts his comprehend verbally presented information which impacts his involvement and progress in the general education curriculum. Performance Area: Motor Abilities Category: Motor Abilities Assessment/Monitoring Process Used: Standardized Assessment, Observations, Records, Parent/Teacher Input State/District Assessment Results:   |
| Strengths: Leon is classified an LEP-2 (Somewhat Developed English language skills) student who speaks Hebrew and English. According to parent and teacher input, Leon is able to express his thoughts effectively. According to bilingual Hebrew assessment, Leon demonstrates stronger English speaking and listening skills when compared to Hebrew.         Needs: When assessed in English, Leon demonstrated Below Average Oral Language skills overall, with Well Below Average Listening skills and Low Average Speaking skills.         Impact of Disability: Leon's disability of Specific Learning Disability (SLD) including but not limited to characteristics of dyslexia with challenges in auditory, phonological, and attention processing, impacts his comprehend verbally presented information which impacts his involvement and progress in the general education curriculum.         Performance Area:       Motor Abilities         Category:       Motor Abilities         Assessment/Monitoring Process Used:       Standardized Assessment, Observations, Records, Parent/Teacher Input         State/District Assessment Results:  |
| teacher input, Leon is able to express his thoughts effectively. According to bilingual Hebrew assessment, Leon demonstrates stronger English speaking and listening skills when compared to Hebrew.         Needs: When assessed in English, Leon demonstrated Below Average Oral Language skills overall, with Well Below Average Listening skills and Low Average Speaking skills.         Impact of Disability: Leon's disability of Specific Learning Disability (SLD) including but not limited to characteristics of dyslexia with challenges in auditory, phonological, and attention processing, impacts his comprehend verbally presented information which impacts his involvement and progress in the general education curriculum.         Performance Area:       Motor Abilities         Category:       Motor Abilities         Assessment/Monitoring Process Used:       Standardized Assessment, Observations, Records, Parent/Teacher Input         State/District Assessment Results:   |
| Average Speaking skills.         Impact of Disability: Leon's disability of Specific Learning Disability (SLD) including but not limited to characteristics of dyslexia with challenges in auditory, phonological, and attention processing, impacts his comprehend verbally presented information which impacts his involvement and progress in the general education curriculum.         Performance Area:       Motor Abilities         Category:       Motor Abilities         Assessment/Monitoring Process Used:       Standardized Assessment, Observations, Records, Parent/Teacher Input         State/District Assessment Results:  |
| auditory, phonological, and attention processing, impacts his comprehend verbally presented information which impacts his involvement and progress in the general education curriculum.         Performance Area:       Motor Abilities         Category:       Motor Abilities         Assessment/Monitoring Process Used:       Standardized Assessment, Observations, Records, Parent/Teacher Input         State/District Assessment Results:   |
| Category:     Motor Abilities       Assessment/Monitoring Process Used:     Standardized Assessment, Observations, Records, Parent/Teacher Input       State/District Assessment Results:     Image: Comparison of Comparison |
| Assessment/Monitoring Process Used: Standardized Assessment, Observations, Records, Parent/Teacher Input<br>State/District Assessment Results:  |
| State/District Assessment Results:  |
|   |
| Current Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance):  |
|   |
| cutting, etc.) without difficulty. Results of the standardized visual-motor integration tasks indicate Average sensory motor skills. Leon is able to run, jump, throw and walk based on informal observations, teacher reports and school nurse's informal assessment. He is able to navigate the educational environment without difficulty. Records reflect that Leon has received passing grades in Physical Education. Parent and teacher do not report concerns. Leon's parent and teacher reported that he is athletic and good at gymnastics.<br>Needs: There are no needs identified in the area of motor abilities at this time.   |
| Impact of Disability: There is no impact of disability identified at this time.   |
|   |

| Formance Area:<br>egory:<br>essment/Monitoring Process Used:<br>e/District Assessment Results:<br>rent Performance/Assessment Summa<br>rengths: Some of Leon's strengths are<br>ported that he likes to play soccer, be<br>eeds: Leon's mother reported that he of<br>nflicts within his friend group. On a b            | I S<br>Irst MI<br>Section E:<br>Social Emotional<br>Social Emotional<br>Parent/Teacher Input, Record<br>ary (include student strengths, stu-<br>that he is athletic and well-liked | Present Level of Perform   |   | Meeting Date 25-AUC  | 6-2023 |
|--|--|--|---|--|--------|
| Last F<br>Cormance Area:<br>egory:<br>essment/Monitoring Process Used:<br>e/District Assessment Results:<br>rent Performance/Assessment Summa<br>rengths: Some of Leon's strengths are<br>ported that he likes to play soccer, be<br>eeds: Leon's mother reported that he of<br>inflicts within his friend group. On a b | irst MI<br>Section E:<br>Social Emotional<br>Social Emotional<br>Parent/Teacher Input, Record<br>ary (include student strengths, stu<br>that he is athletic and well-liked         | Present Level of Perform   | ance  |  | 2025   |
| egory:<br>essment/Monitoring Process Used:<br>e/District Assessment Results:<br>rent Performance/Assessment Summa<br>rengths: Some of Leon's strengths are<br>ported that he likes to play soccer, be<br>eeds: Leon's mother reported that he o<br>nflicts within his friend group. On a b                               | Social Emotional<br>Social Emotional<br>Parent/Teacher Input, Record<br>ary (include student strengths, stu<br>that he is athletic and well-liked                                  | ►<br>s, Observations, Rating Scale   |   |  |        |
| egory:<br>essment/Monitoring Process Used:<br>e/District Assessment Results:<br>rent Performance/Assessment Summa<br>rengths: Some of Leon's strengths are<br>ported that he likes to play soccer, be<br>eeds: Leon's mother reported that he o<br>nflicts within his friend group. On a b                               | Social Emotional<br>Parent/Teacher Input, Record<br>ary (include student strengths, stu-<br>that he is athletic and well-liked   | s, Observations, Rating Scale  | S   |  |        |
| essment/Monitoring Process Used:<br>e/District Assessment Results:<br>rent Performance/Assessment Summa<br>rengths: Some of Leon's strengths are<br>ported that he likes to play soccer, be<br>ceds: Leon's mother reported that he a<br>nflicts within his friend group. On a b   | Parent/Teacher Input, Record<br>ary (include student strengths, stu-<br>that he is athletic and well-liked   | s, Observations, Rating Scale  | s   |  |        |
| e/District Assessment Results:<br>rent Performance/Assessment Summa<br>rengths: Some of Leon's strengths are<br>ported that he likes to play soccer, be<br>eeds: Leon's mother reported that he a<br>nflicts within his friend group. On a b   | ary (include student strengths, stu<br>that he is athletic and well-liked  |  | s   |  |        |
| rent Performance/Assessment Summa<br>rengths: Some of Leon's strengths are<br>borted that he likes to play soccer, be<br>eeds: Leon's mother reported that he<br>inflicts within his friend group. On a b  | that he is athletic and well-liked   | udent needs and impact of dis  |   |  |        |
| rengths: Some of Leon's strengths are<br>borted that he likes to play soccer, be<br>eeds: Leon's mother reported that he o<br>nflicts within his friend group. On a b  | that he is athletic and well-liked   | ident needs and impact of dis  |   |  |        |
| ported that he likes to play soccer, be<br>eeds: Leon's mother reported that he o<br>inflicts within his friend group. On a b  |  | 1  | ability on student perfor                             | mance):  | _      |
| nflicts within his friend group. On a b  | outside, and watch Nethix. He is   |  |   | h parents and siblings. Leon                                     |        |
| wever, his teacher noted more social<br>the areas of Aggression and Conduct<br>laptive skills overall, with At-Risk Ac   | broad social emotional rating scal<br>emotional challenges at school. I<br>Problems. She also reported At-I  | le (BASC-3), Leon's parent re<br>Leon's teacher reported Clinic<br>Risk Depression, Learning Pro | ported that he is similar<br>ally Significant Externa | to same-age peers in all areas;<br>lizing Problems, specifically |        |
| formance Area:   | Social Emotional (cont.)   |  |   |  |        |
| egory:   | Social Emotional   | ~  |   |  |        |
| essment/Monitoring Process Used:   | Parent/Teacher Input, Record   | )  | s   |  |        |
| e/District Assessment Results:   | (  | -,   |   |  |        |
| rent Performance/Assessment Summa  | ary (include student strengths, stu  | ident needs and impact of dis  | ability on student perfor                             | mance):  |        |
|  |  |  |   |  |        |
|  |  |  |   |  |        |

| os Angele   | s Unified School  | District  |  | INDIVIDUALI  | ZED EDUCATION PRO   | UGR   | AM (IEP)  |   |  |                                       |
|---|---|---|--|--|---|---|---|---|--|---------------------------------------|
| 0   | KONENKOV  | LEON  |  | S  | Date of B   | Birth   | 12-APR-2016   | Meeting   | Date   | 25-AUG-2023                           |
|   | Last  | Firs  | st   | MI<br>Section E  | : Present Level of Perf   | form  | ance  |   |  |                                       |
| rformance   | Area:   |   | Reading  | ~~~~~  |   |   |   |   |  |                                       |
| ategory:  |   |   | Reading  |  | ~   |   |   |   |  |                                       |
| sessment/l  | Monitoring Process  | Used:   | Progress   | report, Work Samp  | les, Teacher Questionnaire  | e, Ob   | servation, Informal   |   |  |                                       |
| ate/District  | t Assessment Result   | s:  | WJ IV, D   | IBELS  |   |   |   |   |  |                                       |
| urrent Perfo  | ormance/Assessmer   | nt Summary  | y (include   | student strengths, st  | tudent needs and impact o   | of disa   | bility on student perform   | mance):   |  |                                       |
| 303-Well I<br>Leon's reco<br>Leon has m<br>eading flue<br>Classroom<br>Cluster/Tes<br>BROAD R<br>Letter-Wor<br>Passage Co | eginning of the Year<br>Below Benchmark (<br>ords indicate that he<br>ade progress in the<br>ency, and comprehe   | 350-Well B<br>demonstra<br>overall cor<br>nsion.<br>esults sugg<br>Score (SS) f<br>2) Very Low<br>ry Low<br>3-78) Low                 | Below Bend<br>ates below<br>mposite sco<br>gest he is no<br>Standard S<br>w  | chmark 387-Well Bo<br>grade level progres<br>ores; however, he co<br>ot meeting grade lev  | s in early literacy skills, as<br>ontinues to need practice i<br>vel expectations for literac   | in his  | phonemic awareness, le  |   |  |                                       |
| bercent of s<br>Broad Read<br>cnows the u<br>Strengths: 1<br>Fhrough the  | seven-year-old child<br>ding is a compreher<br>upper- and lower-ca<br>Leon knows the upp  | ren nationa<br>nsive measu<br>se letters. H<br>per- and low   | ally.<br>ure of Leon<br>His standar<br>wer-case le   | n's reading achiever<br>d score (SS) was 66<br>etters. He decoded t  | HIEVEMENT national pe<br>nent, including letter iden<br>6, which is in the very low<br>he upper-case letters 'L', 'F<br>s 'car', 'sun', and 'dog' whe   | itifica<br>v rang<br>R', 'F'  | tion, passage comprehence.  | nsion, and readi  | ing flu<br>'k', 'y',                                     | ency. He<br>and 'p.'                  |
| erformance  | Area:   |   | Reading  | Continues  |   |   |   |   |  |                                       |
| ategory:  |   |   | Reading  |  | ~   |   |   |   |  |                                       |
| ssessment/l   | Monitoring Process  | Used:   | Progress   | report, Work Samp  | les, Teacher Questionnaire  | e, Ob   | servation, Informal   |   |  |                                       |
| ate/District  | t Assessment Result   | s:  | WJ IV, D   | IBELS  |   |   |   |   |  |                                       |
| Need: Leon<br>awareness s<br>words with<br>automatic. I<br>Leon's stru<br>read the wo<br>word. For e                      | a knows most of the<br>skills and has difficu-<br>accuracy and fluen-<br>His standard score (<br>ggles to blend. He l<br>ords 'man', 'cake', 'gr<br>example, Leon said,<br>test measured Leon'<br>ntence says. His SS | sounds oth<br>alty with le<br>cy. He was<br>SS) was 66<br>has a limite<br>een frog' an<br>'pig' for the<br>s ability to<br>was 70, wh | her than 'e',<br>etter names<br>not able to<br>5, which is<br>ed vocabula<br>nd 'tree an-<br>e word 'cal<br>read sente<br>hich is in t<br>d short sent | g', n, r, u, w, and z.<br>, letter sounds, decc<br>o decode the words,<br>in the very low ran<br>ary and trouble read<br>d chair' correctly. H<br>ke' and 'purple flow<br>nces to himself and<br>he low range on the<br>tences to decide if th | tudent needs and impact o<br>. He had difficulty applyin<br>oding, and word reading. F<br>'and', 'no', 'man', 'she', 'eu<br>ge on the Word Identificat<br>ling whole words hinderin<br>te used word substitution v<br>er' for 'green frog' therefor<br>then supply a missing wo<br>e Passage Comprehension<br>he statement was true, and<br>e reflection of his ability a | ng pho<br>He str<br>ip' and<br>ition s<br>ng his<br>when<br>re had<br>ord. L<br>subte<br>d then | oneme grapheme relatio<br>uggled to blend CVC ar<br>d 'fish.' His ability to ide<br>ubtest.<br>reading comprehension<br>he did not know how to<br>d a tough time locating t<br>eon struggles to read ba<br>ist. | nships. He lack<br>nd CVCC single<br>entify words wa<br>skills. Leon wa<br>blend sounds i<br>the correct imag<br>sic words to co<br>bugh his SS was | e sylla<br>as non<br>as not<br>into a<br>ge. Th<br>mpreh | able to<br>familiar<br>e next<br>lend |
| what the ser<br>Leon was r<br>in the low r  | ange on the Sentend   | ce Reading  |  | Anning Dischilit   | (SLD) makes it difficult fo   | or L  | n to generate econolate   | antanaa wiki-1  | . i  | ote                                   |

| Student  | s Unified School l  | District  | INDIV  | VIDUALIZED ED   | UCATION PROGR  | AM (IEP)   |   | Page  |
|--|---|---|--|---|--|--|---|---|
|  | KONENKOV  | LEON  | S  |   | Date of Birth  | 12-APR-2016  | Meeting Date  | 25-AUG-2023                                   |
|  | Last  | First   | M  |   |  |  | 0   |   |
| Performance  | A rea-  | Wr  | itten Language   | ection E: Present   | Level of Perform   | ance   |   |   |
| Category:  | Alca.   | _   | riting   |   | ~  |  |   |   |
|  | Monitoring Process  |   | U U  | ork Samples Teach   | er Questionnaire, Ob   | servation Sm group   | ]   |   |
|  | Assessment Results  |   | -IV  | on Samples, Teach   |  | Servation, Sin Broup   |   |   |
|  |   |   |  | renoths student nee   | ds and impact of disa  | bility on student perform  | mance).   |   |
| BROAD W<br>Spelling 73<br>Writing Sa<br>Sentence V<br>Broad Writ<br>of writing. O<br>Strengths:<br>can spell an<br>and lower lo<br>Needs: He<br>difficulty w<br>CVC word | Overall, Leon's Broa<br>Leon can draw a hor<br>d print his first nam<br>etters 'Aa', 'Tt', 'Pp',<br>struggled to spell -V<br>ith spelling two to th | AGE 59 (<40-1<br>) Very Low<br>72-98) Low Av<br>road-based me<br>d Written Lan<br>rizontal line, tr<br>e. His penman<br>'Ww', 'L' and 'f<br>'C or CVC wo<br>rree letter photo<br>on wasn't able | 21) Very Low<br>erage<br>asure of Leon's v<br>guage was 59, w<br>ace a line within<br>ship is clear and<br>'.<br>rds one syllable<br>teme and one sy<br>to provide the f | written language ac<br>vhich is in the very<br>n a triangle, and prir<br>l tidy. He can print t<br>words, to write a si<br>yllable words. He cc<br>first and the last con | low range.<br>In the letter H correct<br>he upper- and lower-<br>mple sentence, and to<br>buldn't spell the sight<br>sonant sound of the v | spelling, the quality of<br>ly. Leon can print the up<br>case letters of the alphal<br>o provide the first conso<br>words 'is', 'fun', 'got', 'w<br>word. Spelling is a nona | oper-and lower-case l<br>bet. Leon can print th<br>onant of a given word<br>ith' and 'am.' When g | etters. He<br>le upper<br>. He had<br>given a |
| erformance   | Area:   | Wr  | itten Language (   | Continues   |  |  |   |   |
| Category:  |   | W   | riting   |   | ~  |  |   |   |
| ssessment/]  | Monitoring Process  | Used:   |  |   |  |  |   |   |
| tate/District  | Assessment Results  | :   |  |   |  |  |   |   |
| Current Perfo  | ormance/Assessmen   | t Summary (in   | clude student str  | rengths, student nee  | ds and impact of disa  | bility on student perform  | mance):   |   |
| 'oiln' for 'tre  | ee', 'hat' for 'happy'.<br>e an understanding c<br>ed difficulty with ge  | When asked to<br>f proper spacing   | write a simple s   | sentence about a bo   | y roller-skating, Leor   | first consonant of an ur<br>a printed a list of letters<br>ich is in the very low ra   | on the line. Leon did   | not   |
| Leon show<br>minutes. Th<br>simple sente   | e sentences he wrot<br>ences slowly within<br>rage range on the Se  | e needed to ind<br>5 minutes. The   | lude three provi<br>sentences he w   | ided keywords, with   | nout changing them in  | as many simple sentend<br>n any way. He independ<br>d the correct punctuatio   | ently produced 2 app  | propriate                                     |
| Leon show<br>minutes. Th<br>simple sente<br>the low ave<br>Impact of I   | ences slowly within rage range on the Se  | e needed to ind<br>5 minutes. The<br>intence Writing<br>gibility of Spe   | lude three provi<br>sentences he w<br>Fluency.   | ided keywords, with<br>vrote did begin with<br>Disability (SLD) ma  | nout changing them in<br>a capital nor include   | n any way. He independ   | ently produced 2 app<br>n. His SS was 85, wh  | propriate<br>hich is in                       |

| Student KONENKOV LEON  | C Data of Direth 10 ADD 2017 M-4-B 4 05 ATT   |
|--|---|
| Last Fi  | S Date of Birth 12-APR-2016 Meeting Date 25-AU  |
|  | Section E: Present Level of Performance   |
| Performance Area:  | Math  |
| ategory:   | Math 🗸  |
| ssessment/Monitoring Process Used:   | Math Progress report, Work Samples, Teacher Questionnaire, Observation, Sm grou   |
| ate/District Assessment Results:   | WJ-IV   |
| urrent Performance/Assessment Summar   | ry (include student strengths, student needs and impact of disability on student performance):  |
| Cluster/Test Standard Score (SS) Standard<br>BROAD MATH 92 (86-98) Average<br>Applied Problems 86 (76-96) Low Avera<br>Calculation 98 (92-104) Average<br>Math Facts Fluency 93 (82-105) Average   | e<br>e  |
| simple addition and subtraction quickly.<br>Math is in the average range with a SS of  |   |
| from extended time and math problems r   | ag math facts he had memorized. He used his fingers to figure out problems greater than 10. Leon would benefit<br>ead aloud to him. Leon has good understanding, comprehension, and analytical skills. He solved problems with<br>d subtraction problems (9-3, 7-4, 6-2, 9-0) correctly. Leon's math skills and abilities are consistent. His SS was 98,<br>rulation subtest.   |
| When Leon was presented with a series<br>in the average range on the Math Facts F  | of simple problems to complete in a 3-minute time limit. Leon solved 22 problems slowly. His SS was 93, which is luency subtest.  |
|  | ension, and analytical skills. Leon shared that he enjoys doing math. He understands key words such as 'together',<br>time by the hour. He can find the correct equation to solve the problem read to him. His SS was 86, which is in the<br>m subtest.   |
| Need: None at this time  |   |
|  |   |
| erformance Area:   | ELD   |
|  | ELD       English Language Development  |
| ategory:   |   |
| ategory:<br>ssessment/Monitoring Process Used:   | English Language Development  |
| Category:<br>Assessment/Monitoring Process Used:<br>State/District Assessment Results:   | English Language Development       Image: Comparison of the second |
| Category:<br>Assessment/Monitoring Process Used:<br>State/District Assessment Results:<br>Current Performance/Assessment Summar<br>Leon is classified an LEP (Limited Engli<br>results, he does present with age appropr   | English Language Development               Progress report, Work Samples, Teacher Questionnaire, Observation, Sm group           ELPAC  |
| Leon is classified an LEP (Limited Engli<br>results, he does present with age appropr<br>developing as expected given the amount   | English Language Development           Progress report, Work Samples, Teacher Questionnaire, Observation, Sm group         ELPAC         ry (include student strengths, student needs and impact of disability on student performance):         sh Proficient) student who is demonstrating Somewhat Developed English language skills. Per current assessment iate basic interpersonal communication skills. Cognitive and academic language proficiency skills in English are   |
| Category:<br>Assessment/Monitoring Process Used:<br>State/District Assessment Results:<br>Current Performance/Assessment Summar<br>Leon is classified an LEP (Limited Engli<br>results, he does present with age appropr<br>developing as expected given the amount<br>Strengths: According to the California E<br>Developed' range on 5/26/2023.<br>Leo can interact with his peers and adult   | English Language Development         Progress report, Work Samples, Teacher Questionnaire, Observation, Sm group         ELPAC         ry (include student strengths, student needs and impact of disability on student performance):         sh Proficient) student who is demonstrating Somewhat Developed English language skills. Per current assessment iate basic interpersonal communication skills. Cognitive and academic language proficiency skills in English are to f exposure to English language instruction.  |
| Category:<br>Assessment/Monitoring Process Used:<br>State/District Assessment Results:<br>Current Performance/Assessment Summar<br>Leon is classified an LEP (Limited Engli<br>results, he does present with age appropr<br>developing as expected given the amount<br>Strengths: According to the California E<br>Developed' range on 5/26/2023.<br>Leo can interact with his peers and adult<br>simple questions using phrases and simpl<br>'May 1' and 'You're welcome.' )  | English Language Development         Progress report, Work Samples, Teacher Questionnaire, Observation, Sm group         ELPAC         ry (include student strengths, student needs and impact of disability on student performance):         sh Proficient) student who is demonstrating Somewhat Developed English language skills. Per current assessment iate basic interpersonal communication skills. Cognitive and academic language proficiency skills in English are t of exposure to English language instruction.         nglish Language Development, Leon's ELPAC, Summative assessment, scores were in the '2-Somewhat         ts. He can follow 1 step directions. Leo can communicate his personal needs and ideas. He can ask and answer le sentences. He can use common social greetings and simple repetitive phrases independently (e.g. 'Thank you', the with his teacher and peers. He can communicate his needs clearly and demonstrated knowledge of content  |
| Category:<br>Assessment/Monitoring Process Used:<br>State/District Assessment Results:<br>Current Performance/Assessment Summar<br>Leon is classified an LEP (Limited Engli<br>results, he does present with age appropr<br>developing as expected given the amount<br>Strengths: According to the California E<br>Developed' range on 5/26/2023.<br>Leo can interact with his peers and adult<br>simple questions using phrases and simpl<br>'May I ' and 'You're welcome.' )<br>He can effectively interact and collaborat<br>taught through collaborative conversation<br>Needs: Leon has difficulty with a writing | English Language Development         Progress report, Work Samples, Teacher Questionnaire, Observation, Sm group         ELPAC         ry (include student strengths, student needs and impact of disability on student performance):         sh Proficient) student who is demonstrating Somewhat Developed English language skills. Per current assessment iate basic interpersonal communication skills. Cognitive and academic language proficiency skills in English are t of exposure to English language instruction.         nglish Language Development, Leon's ELPAC, Summative assessment, scores were in the '2-Somewhat         ts. He can follow 1 step directions. Leo can communicate his personal needs and ideas. He can ask and answer le sentences. He can use common social greetings and simple repetitive phrases independently (e.g. 'Thank you', the with his teacher and peers. He can communicate his needs clearly and demonstrated knowledge of content  |

|                | Last F<br>eas discussed related to d         |                 | S                 | Date of Bir                            | th 12-APR-2016     | Meeting I                 | Date 25-AUG-2023       |
|----------------|--|-----------------|-------------------|--|--------------------|---------------------------|------------------------|
| ecific Learnin | eas discussed related to d                   | irst            | MI                | ~                                      |                    |                           |                        |
| ecific Learnin | eas discussed related to d                   |                 |                   | Section F: Eligibility                 |                    |                           |                        |
|                |  |                 | -                 | y:<br>cteristics of dyslexia, Other H  | ealth Impairment ( | OHI) related to character | ristics of             |
|                |  | ung our nor i   |                   | in a province of a province, o ther if |                    |                           |                        |
|                |  |                 |                   |  |                    |                           |                        |
|                |  |                 |                   |  |                    |                           |                        |
| I ' 1 IED '-   |  | 1               |                   |  |                    |                           |                        |
|                | nterventions attempted pu                    |                 |                   | minutes starting in Oct. 2022-         | June 2023 One-01   | one support with teach    | er and                 |
|                | for additional reading su                    |                 | es/ week 101 50 1 | minutes starting in Oct. 2022          | June 2023. One of  | rone support with teach   |                        |
|                | 0  | 1               |                   |  |                    |                           |                        |
|                |  |                 |                   |  |                    |                           |                        |
|                | dent with the disability of                  |                 |                   |  |                    |                           |                        |
|                | SLD  |                 | earning Disabili  | ty                                     |                    |                           |                        |
| _              |  | -               |                   |  |                    |                           |                        |
|                | Not Applicable,<br>Incidence Eligibility (on | OBlind or       |                   | OPartially Sighted                     |                    |                           |                        |
| de:            | Incidence Englotity (on                      | y lor vi, DBI   | 2, DEA, поп, с    | or severe OI):                         |                    |                           |                        |
| _              |  |                 |                   | $\overline{}$                          |                    |                           |                        |
|                | Not Applicable,                              | OBlind or       |                   | OPartially Sighted                     |                    |                           |                        |
| Does not mee   | et eligibility criteria for S                | pecial Educat   | ion Services (In  | iitial IEP).                           |                    |                           |                        |
|                |  |                 |                   |  |                    |                           |                        |
| No Longer E    | ligible for Special Educa                    | tion Services   | (Review IEP).     |  |                    |                           |                        |
|                | ligible (Effective                           |                 |                   |  |                    |                           |                        |
| Date):         |  |                 |                   |  |                    |                           |                        |
| This is a Fina | al IEP. the student remain                   | s eligible for  | Special Education | on Services until the Effective        | e Date below.      |                           |                        |
| al IEP Reason  |  | b englete ter i | Special Dateau    |  | ffective Date:     |                           |                        |
| e IEP Team b   | has considered and agre                      | es that the ec  | lucational need   | ls of the student are not prir         | narily due to:     |                           |                        |
| Social Ma      | -  | es that the eu  |                   | orary Physical Disability              | narny uue to.      | Lack of instruction i     | u usadina              |
|                | nstruction in math                           |                 | 1                 | ed English Proficiency                 |                    | Environmental, Cult       | -                      |
| Lack of ir     | nstruction in math                           |                 | Limite            | ed English Proficiency                 |                    | Environmental, Cult       | ural or Economic Facto |

| T A   |   | INDIVIDUALIZED EDUC   | ATION PROGRAM (IEP)   | Page 11 of  |
|---|---|---|---|---|
| Los Angeles Unified Sch<br>Student KONENKOV                               | LEON S  | S   | Date of Birth 12-APR-2016   | Meeting Date 25-AUG-2023  |
| Last  | First   | MI<br>Section G: Annual G   | oals and Objectives   |   |
| formance Area:  | leading-Decoding  |   | ding  Annual G  | oal #: 1  |
|   | on will decode 7-10 regularl  | y spelled CVC and CVCC wor<br>sured by student work samples             | ds when reading words in isolation and/or in<br>and teacher observation.                    | n text with no more than 1  |
| Progress on annual goals to provided at either Progress F                 |   | ds.   | rogress and Achievement from Current IE   | P" form(s) which will be  |
|   | $\Box$  | Methods of  | $\square$   | $\Box$  |
| <ul> <li>State Assessments</li> <li>Observation</li> <li>Other</li> </ul> | Norm     Portfo   | Referenced  | <ul> <li>Criterion Referenced</li> <li>Work Samples</li> </ul>                              | <ul><li>Curriculum Based</li><li>Informal</li></ul>   |
| CVCC words when reading   | ords<br>-4), Leon will decode 3-5 re<br>g words in isolation and/or in<br>ials with 80% accuracy as n | n text with no more than 3  | words when reading words in isolation a   | ode 5-7 regularly spelled CVC and CVCC<br>and/or in text with no more than 2 verbal<br>racy as measured by student work samples |
| Date to be achieved:  | December V 2023   | RT OF PROGRESS AND A  | Date to be achieved: April CHIEVEMENT FROM CURRENT IEI ON OF MARKS                          | <ul> <li>✓ 2024</li> <li>✓ MO/YR</li> </ul>   |
| 4 GOAL MET OR<br>EXCEEDED   | 3 SUBSTANTIAL PROC<br>met)  | <i>GRESS</i> (50-99% of goal  | 2 PARTIAL PROGRESS (1-49% of go   | al met) <i>1 NO PROGRESS</i>  |
| 1st Reporting Period  | 2nd Reporting Period  | <b>3rd Reporting Period</b>   | 4th Reporting Period (Secondary   | Goal Achievement  |
| Date:   | Date:   | Date:   | Only) Date:   |   |
| Progress Mark:  | Progress Mark:  | Progress Mark:  | Progress Mark:  | Objective 1 Met:  |
| 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?   | $\bigcirc \text{ Yes } \bigcirc \text{ No}$   |
| ○ Yes ○ No  | $\bigcirc$ Yes $\bigcirc$ No  | $\bigcirc$ Yes $\bigcirc$ No  | ○ Yes ○ No  | If "No" please explain:   |
| If "No" please comment:   | If "No" please comment:   | If "No" please comment:   | If "No" please comment:   |   |
| Needs More Time   | Needs More Time   | Needs More Time   | Needs More Time   |   |
| Excess     Absence/Tardy     Assignments Not     Completed     Number     | Excess<br>Absence/Tardy<br>Assignments Not<br>Completed   | Excess     Absence/Tardy     Assignments Not     Completed     Detector | Excess Absence/Tardy     Assignments Not Completed     Need to review/revise Goal     Other |   |
| <ul> <li>Need to<br/>review/revise Goal</li> <li>Other</li> </ul>         | Need to review/revise Goal Other  | <ul> <li>Need to<br/>review/revise Goal</li> <li>Other</li> </ul>       |   |   |
|   | ]   |   | 1   |   |

| Los Angeles Unified Sch   | ool District   |  |  |   |
|---|--|--|--|---|
| Student KONENKOV  | / LEON S   |  | Date of Birth 12-APR-2016  | Meeting Date 25-AUG-2023  |
| Last  | First  | MI<br>Section Co. America I C  |  |   |
|   |  | Section G: Annual G  |  |   |
|   |  | Category: Rea  | ding   Annual G  | ioal #: 2   |
| Decode- Common Vowel Te   |  | d 1.   |  |   |
|   | ing-sound correspondences fo<br>amples and teacher observation   |  | ith no more than 1 verbal prompt in 3 out 5  | trials with 70% accuracy as   |
|   |  |  |  |   |
|   |  |  | rogress and Achievement from Current IE  | P" form(s) which will be  |
| provided at either Progress I   | Report or Report Card period   | ls.<br>Methods of  | Evaluation   |   |
| State Assessments   | Norm   | Referenced   | Criterion Referenced   | Curriculum Based  |
| Observation<br>Other  | Portfol  |  | Work Samples   | ✓ Informal  |
| ncremental objective #1 r   | elated to the goal:  |  | Incremental objective #2 related to the  | he goal:  |
| Decode- Common Vowel T  |  |  | Decode- Common Vowel Teams   | e ·   |
| Leon will decode 3-5 spelli   | ng-sound correspondences fo  | or the common vowel  | Leon will decode 5-7 spelling-sound co   | prrespondences for the common vowel team  |
| teams with no more than 3   | verbal prompts in 3 out 5 tria   | als with 70% accuracy as   | with no more than 2 verbal prompts in 2  | 3 out 5 trials with 70% accuracy as measur  |
| measured by student work  | samples and teacher observat   | tion.  | by student work samples and teacher of   | oservation.   |
|   |  |  |  |   |
|   |  |  |  |   |
|   |  |  |  |   |
|   |  |  |  |   |
|   |  |  |  |   |
|   |  | MO/YR  |  | MO/XR   |
| Date to be achieved:  | December 🗸 2023  | ► MO/YR  | Date to be achieved: April   | <ul> <li>✓ 2024</li> <li>✓ MO/YR</li> </ul>   |
| Date to be achieved:  |  |  |  | • 2024 •  |
| Date to be achieved:  |  |  | Date to be achieved: April CHIEVEMENT FROM CURRENT IE  | • 2024 •  |
| Date to be achieved:  |  | RT OF PROGRESS AND A   |  | • 2024 •  |
| Date to be achieved:<br><i>4 GOAL MET OR</i><br><i>EXCEEDED</i>   |  | RT OF PROGRESS AND A<br>EXPLANATION  | CHIEVEMENT FROM CURRENT IE   | P   |
| 4 GOAL MET OR   | IEP REPO   | RT OF PROGRESS AND A<br>EXPLANATION  | CHIEVEMENT FROM CURRENT IE<br>ON OF MARKS  | P   |
| 4 GOAL MET OR<br>EXCEEDED<br>1st Reporting Period   | IEP REPOR<br><i>3 SUBSTANTIAL PROG</i><br>met)<br><b>2nd Reporting Period</b>  | RT OF PROGRESS AND A<br>EXPLANATION<br>RESS (50-99% of goal<br>3rd Reporting Period  | CHIEVEMENT FROM CURRENT IE<br>ON OF MARKS<br>2 PARTIAL PROGRESS (1-49% of go   | P Dal met) I NO PROGRESS  |
| 4 GOAL MET OR<br>EXCEEDED<br>1st Reporting Period   | IEP REPOI  | RT OF PROGRESS AND A<br>EXPLANATION<br>RESS (50-99% of goal  | CHIEVEMENT FROM CURRENT IE<br>ON OF MARKS<br>2 PARTIAL PROGRESS (1-49% of go<br>4th Reporting Period (Secondary  | P Dal met) I NO PROGRESS  |
| 4 GOAL MET OR<br>EXCEEDED<br>1st Reporting Period<br>Date:  | IEP REPORT<br>3 SUBSTANTIAL PROG<br>met)<br>2nd Reporting Period<br>Date:  | RT OF PROGRESS AND A<br>EXPLANATION<br>RESS (50-99% of goal<br>3rd Reporting Period<br>Date:   | CHIEVEMENT FROM CURRENT IE<br>ON OF MARKS<br>2 PARTIAL PROGRESS (1-49% of go<br>4th Reporting Period (Secondary<br>Only)<br>Date:  | P Doal met) 1 NO PROGRESS Goal Achievement  |
| 4 GOAL MET OR<br>EXCEEDED<br>1st Reporting Period   | IEP REPOR<br><i>3 SUBSTANTIAL PROG</i><br>met)<br><b>2nd Reporting Period</b>  | RT OF PROGRESS AND A<br>EXPLANATION<br>RESS (50-99% of goal<br>3rd Reporting Period  | CHIEVEMENT FROM CURRENT IE<br>ON OF MARKS<br>2 PARTIAL PROGRESS (1-49% of go<br>4th Reporting Period (Secondary<br>Only)   | P Dal met) 1 NO PROGRESS Goal Achievement Objective 1 Met:  |
| 4 GOAL MET OR<br>EXCEEDED<br>1st Reporting Period<br>Date:  | IEP REPORT<br>3 SUBSTANTIAL PROG<br>met)<br>2nd Reporting Period<br>Date:  | RT OF PROGRESS AND A<br>EXPLANATION<br>RESS (50-99% of goal<br>3rd Reporting Period<br>Date:   | CHIEVEMENT FROM CURRENT IE<br>ON OF MARKS<br>2 PARTIAL PROGRESS (1-49% of go<br>4th Reporting Period (Secondary<br>Only)<br>Date:  | P Doal met) 1 NO PROGRESS Goal Achievement  |
| 4 GOAL MET OR<br>EXCEEDED<br>1st Reporting Period<br>Date:  | IEP REPORTING PERIOD   | RT OF PROGRESS AND A EXPLANATIO ERESS (50-99% of goal 3rd Reporting Period Date: Progress Mark:  | CHIEVEMENT FROM CURRENT IE<br>ON OF MARKS<br>2 PARTIAL PROGRESS (1-49% of go<br>4th Reporting Period (Secondary<br>Only)<br>Date:<br>Progress Mark:  | P Dal met) I NO PROGRESS Goal Achievement Objective 1 Met: Yes O No   |
| 4 GOAL MET OR<br>EXCEEDED  1st Reporting Period  Date:  Progress Mark:  Is progress sufficient to   | IEP REPORTING INTERPORTING INTE | RT OF PROGRESS AND A<br>EXPLANATION<br>ERESS (50-99% of goal<br>3rd Reporting Period<br>Date:  | CHIEVEMENT FROM CURRENT IE<br>ON OF MARKS<br>2 PARTIAL PROGRESS (1-49% of go<br>4th Reporting Period (Secondary<br>Only)<br>Date:<br>Progress Mark:<br>Is progress sufficient to meet annual   | P         Dal met)       1 NO PROGRESS         Goal Achievement         Objective 1 Met:         Objective 2 Met: |
| 4 GOAL MET OR<br>EXCEEDED<br>1st Reporting Period<br>Date:<br>Progress Mark:<br>Is progress sufficient to<br>meet annual goal?  | IEP REPORTING PERIOD   | RT OF PROGRESS AND A EXPLANATIO ERESS (50-99% of goal 3rd Reporting Period Date: Progress Mark:  | CHIEVEMENT FROM CURRENT IE<br>ON OF MARKS<br>2 PARTIAL PROGRESS (1-49% of go<br>4th Reporting Period (Secondary<br>Only)<br>Date:<br>Progress Mark:  | P Dal met) I NO PROGRESS Goal Achievement Objective 1 Met: Yes O No   |
| 4 GOAL MET OR<br>EXCEEDED<br>1st Reporting Period<br>Date:  | IEP REPORTING A SUBSTANTIAL PROG<br>met) 2nd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal?   | RT OF PROGRESS AND A<br>EXPLANATION<br>EXPLANATION<br>EXESS (50-99% of goal<br>3rd Reporting Period<br>Date:<br>Progress Mark:<br>Is progress sufficient to<br>meet annual goal?   | CHIEVEMENT FROM CURRENT IE<br>ON OF MARKS<br>2 PARTIAL PROGRESS (1-49% of go<br>4th Reporting Period (Secondary<br>Only)<br>Date:<br>Progress Mark:<br>Is progress sufficient to meet annual<br>goal?  | P<br>Dal met) 1 NO PROGRESS<br>Goal Achievement<br>Objective 1 Met:<br>Yes No<br>Objective 2 Met:<br>Yes No       |
| 4 GOAL MET OR<br>EXCEEDED         1st Reporting Period         Date:         Progress Mark:         Is progress Mark:         Is progress sufficient to<br>meet annual goal?         Yes       No         If "No" please comment:                         | IEP REPORTING A SUBSTANTIAL PROG<br>met) 2nd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment:  | RT OF PROGRESS AND A<br>EXPLANATION<br>EXPLANATION<br>EXPLANATION<br>EXPLANATION<br>EXPLANATION<br>EXPLANATION<br>IS progress Mark:<br>Is progress Mark:<br>Is progress sufficient to<br>meet annual goal?<br>Yes No<br>If "No" please comment:  | CHIEVEMENT FROM CURRENT IE<br>ON OF MARKS<br>2 PARTIAL PROGRESS (1-49% of go<br>4th Reporting Period (Secondary<br>Only)<br>Date:<br>Progress Mark:<br>Is progress sufficient to meet annual<br>goal?<br>Yes No<br>If "No" please comment:   | P<br>Dal met) 1 NO PROGRESS<br>Goal Achievement<br>Objective 1 Met:<br>Yes No<br>Objective 2 Met:<br>Yes No       |
| 4 GOAL MET OR<br>EXCEEDED         1st Reporting Period         Date:         Progress Mark:         Is progress Mark:         Is progress sufficient to<br>meet annual goal?         Yes       No         If "No" please comment:         Needs More Time | IEP REPORTING AND  | RT OF PROGRESS AND A EXPLANATION EXPLANATI | CHIEVEMENT FROM CURRENT IE<br>ON OF MARKS<br>2 PARTIAL PROGRESS (1-49% of go<br>4th Reporting Period (Secondary<br>Only)<br>Date:<br>Progress Mark:<br>Is progress sufficient to meet annual<br>goal?<br>Yes No<br>If "No" please comment:<br>Needs More Time  | P<br>Dal met) 1 NO PROGRESS<br>Goal Achievement<br>Objective 1 Met:<br>Yes No<br>Objective 2 Met:<br>Yes No       |
| 4 GOAL MET OR<br>EXCEEDED         1st Reporting Period         Date:         Progress Mark:   | IEP REPORTING A SUBSTANTIAL PROG<br>met) 2nd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess   | RT OF PROGRESS AND A EXPLANATION EXPLANATI | CHIEVEMENT FROM CURRENT IE<br>ON OF MARKS<br>2 PARTIAL PROGRESS (1-49% of go<br>4th Reporting Period (Secondary<br>Only)<br>Date:<br>Progress Mark:<br>Is progress Mark:<br>Is progress sufficient to meet annual<br>goal?<br>Yes No<br>If "No" please comment:<br>Needs More Time<br>Excess Absence/Tardy | P<br>Dal met) 1 NO PROGRESS<br>Goal Achievement<br>Objective 1 Met:<br>Yes No<br>Objective 2 Met:<br>Yes No       |
| 4 GOAL MET OR<br>EXCEEDED         1st Reporting Period         Date:         Progress Mark:   | IEP REPORTING A SUBSTANTIAL PROG<br>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   | RT OF PROGRESS AND A         EXPLANATION         EXPLANATION         ERESS (50-99% of goal         3rd Reporting Period         Date:         Progress Mark:         Is progress Mark:         Is progress sufficient to meet annual goal?         Yes       No         If "No" please comment:         Needs More Time         Excess         Absence/Tardy   | CHIEVEMENT FROM CURRENT IE ON OF MARKS 2 PARTIAL PROGRESS (1-49% of go 4th Reporting Period (Secondary Only) Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed                                | P Dal met) I NO PROGRESS Goal Achievement Objective 1 Met: Yes O No Objective 2 Met: Yes O No                     |
| 4 GOAL MET OR<br>EXCEEDED         1st Reporting Period         Date:         Progress Mark:   | IEP REPORTING A SUBSTANTIAL PROG<br>met) 2nd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess   | RT OF PROGRESS AND A EXPLANATION EXPLANATI | CHIEVEMENT FROM CURRENT IE ON OF MARKS 2 PARTIAL PROGRESS (1-49% of go 4th Reporting Period (Secondary Only) Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal     | P<br>Dal met) 1 NO PROGRESS<br>Goal Achievement<br>Objective 1 Met:<br>Yes No<br>Objective 2 Met:<br>Yes No       |
| 4 GOAL MET OR<br>EXCEEDED         1st Reporting Period         Date:         Progress Mark:   | IEP REPOI  | RT OF PROGRESS AND A         EXPLANATION         SRESS (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: 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 O No Objective 2 Met: Yes O No                     |
| 4 GOAL MET OR<br>EXCEEDED         1st Reporting Period         Date:         Progress Mark:   | IEP REPOI  | RT OF PROGRESS AND A         EXPLANATION         SRESS (50-99% of goal         Green and the experime of goal         Green and the experime of goal         SRESS (50-99% of goal         Green and the experime of goal         Green and the experime of goal         SRESS (50-99% of goal         Or goal         Or goal         Progress Mark:         Is progress Mark:       Image: Colspan="2">Image: Colspan="2"         Image: Colspan="2"         Image: Colspan="2"         Image: Colspan="2"         Image: Colspan="2"         Image: Colspan="2"  | CHIEVEMENT FROM CURRENT IE ON OF MARKS 2 PARTIAL PROGRESS (1-49% of go 4th Reporting Period (Secondary Only) Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal     | P Dal met) I NO PROGRESS Goal Achievement Objective 1 Met: Yes O No Objective 2 Met: Yes O No                     |
| 4 GOAL MET OR<br>EXCEEDED         1st Reporting Period         Date:         Progress Mark:   | IEP REPOI  | RT OF PROGRESS AND A         EXPLANATION         SRESS (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: 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<br>Dal met) 1 NO PROGRESS<br>Goal Achievement<br>Objective 1 Met:<br>Yes No<br>Objective 2 Met:<br>Yes No       |
| 4 GOAL MET OR<br>EXCEEDED         1st Reporting Period         Date:         Progress Mark:   | IEP REPOI  | RT OF PROGRESS AND A         EXPLANATION         SRESS (50-99% of goal         Green and the experime of goal         Green and the experime of goal         SRESS (50-99% of goal         Green and the experime of goal         Green and the experime of goal         SRESS (50-99% of goal         Or goal         Or goal         Progress Mark:         Is progress Mark:       Image: Colspan="2">Image: Colspan="2"         Image: Colspan="2"         Image: Colspan="2"         Image: Colspan="2"         Image: Colspan="2"         Image: Colspan="2"  | CHIEVEMENT FROM CURRENT IE ON OF MARKS 2 PARTIAL PROGRESS (1-49% of go 4th Reporting Period (Secondary Only) Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed Need to review/revise Goal     | P<br>Dal met) 1 NO PROGRESS<br>Goal Achievement<br>Objective 1 Met:<br>Yes No<br>Objective 2 Met:<br>Yes No       |

| Student   | KONENKOV  | LEON  | 5   | Date of Birth  | 12-APR-2016   | ) Me   | eeting Date   | 25-AUG-2023                                     |
|---|---|---|---|--|---|--|---|---|
|   | Last  | First   | MI<br>Section Co. America   |  |   |  |   |   |
|   |   | Tuitin a  | Section G: Annual   | _  |   | 1 C1 #-  | 2   |   |
| ormance Are   | uage: Encoding  |   | Category:   | /riting  | • Ani   | nual Goal #:   | 3   |   |
| pontaneousl   | y written, classi   | and vowel combination visu<br>room papers and will demons<br>red by student work samples  | strate ability in all settings. (   | -  |   |  |   | 5 trials  |
|   |   | be reported to parents by con-<br>deport or Report Card period  |   | Progress and Achie   | evement from Curr   | ent IEP" form  | (s) which wi  | ll be   |
| _   |   | _   | Methods o   | of Evaluation  |   | _  |   |   |
| <ul> <li>State Ass</li> <li>Observation</li> <li>Other</li> </ul>   | sessments<br>tion   | Norm Portfo   | Referenced<br>lio   | <ul><li>└ Criterion</li><li>✓ Work San</li></ul>   | Referenced<br>nples   |  | Curricului<br>Informal  | m Based   |
| With no mor<br>correctly spe<br>spontaneous<br>settings. (oa,   | e than 2 promp<br>Il words using<br>ly written, class<br>ie, ea, etc. incl  | Elated to the goal:<br>ts and vowel combination v<br>double vowel sounds 5 out of<br>froom papers and will demo<br>usive of all double vowel co<br>measured by student work s | of 10 times in unedited,<br>nstrate ability in all<br>ombinations) in 3 out 5   | With no more<br>spell words us<br>written, classr<br>inclusive of al   | bjective #2 related<br>than 2 prompts and<br>ing double vowel s<br>oom papers and wil<br>l double vowel com<br>tudent work sample           | vowel combin<br>ounds 7 out of<br>ll demonstrate<br>abinations) in 3 | nation visuals<br>10 times in u<br>ability in all<br>3 out 5 trials y | nedited, spontaneo<br>settings. (oa, ie, ea,    |
| Date to be acl  | nieved:   | December V 2023   | , V MO/YR   | Date to be achi  | ieved: Ap   | ril 🗸  | 2024  | ► MO/YI   |
| Date to be acl  | nieved:   |   | RT OF PROGRESS AND  |  |   |  | 2024  | ✓ MO/YI   |
| Date to be acl<br>4 GOAL N<br>EXCEED.   | MET OR  | IEP REPO<br>3 SUBSTANTIAL PROC  | RT OF PROGRESS AND<br>EXPLANAT  | ACHIEVEMENT<br>TION OF MARKS   |   | NT IEP   |   | ✓ MO/YI   |
| 4 GOAL N<br>EXCEED  | MET OR<br>ED  | IEP REPO  | RT OF PROGRESS AND<br>EXPLANAT  | ACHIEVEMENT<br>TION OF MARKS<br>2 PARTIAL F  | FROM CURREN   | of goal met)   |   | I NO PROGRESS                                   |
| 4 GOAL N<br>EXCEED  | MET OR<br>ED  | IEP REPO<br>3 SUBSTANTIAL PROC<br>met)  | RT OF PROGRESS AND<br>EXPLANAT<br>GRESS (50-99% of goal   | ACHIEVEMENT<br>TION OF MARKS<br>2 PARTIAL F<br>4th Reporting<br>Only)  | FROM CURREN   | of goal met)   |   | I NO PROGRESS                                   |
| 4 GOAL N<br>EXCEED  | MET OR<br>ED  | IEP REPO<br><i>3 SUBSTANTIAL PROC</i><br>met)<br><b>2nd Reporting Period</b>  | RT OF PROGRESS AND<br>EXPLANAT<br>GRESS (50-99% of goal<br>3rd Reporting Period   | ACHIEVEMENT<br>TION OF MARKS<br>2 PARTIAL F<br>4th Reporting   | FROM CURREN   | of goal met)   |   | I NO PROGRESS                                   |
| 4 GOAL M<br>EXCEED.<br>1st Reportin<br>Date:  | MET OR<br>ED<br>ng Period   | IEP REPO<br><i>3 SUBSTANTIAL PROC</i><br>met)<br><b>2nd Reporting Period</b>  | RT OF PROGRESS AND<br>EXPLANAT<br>GRESS (50-99% of goal<br>3rd Reporting Period   | ACHIEVEMENT<br>TION OF MARKS<br>2 PARTIAL F<br>4th Reporting<br>Only)  | FROM CURREN PROGRESS (1-49% Period (Secondar  | of goal met)<br>Goa  |   | I NO PROGRESS                                   |
| 4 GOAL M<br>EXCEED.<br>1st Reportin<br>Date:  | MET OR<br>ED<br>ng Period   | IEP REPO<br>3 SUBSTANTIAL PROC<br>met)<br>2nd Reporting Period<br>Date:   | RT OF PROGRESS AND<br>EXPLANAT<br>GRESS (50-99% of goal<br>3rd Reporting Period<br>Date:  | ACHIEVEMENT<br>TION OF MARKS<br>2 PARTIAL F<br>Ath Reporting<br>Only)<br>Date:   | FROM CURREN PROGRESS (1-49% Period (Secondar  | y Goa Ol   | l Achieveme   | I NO PROGRESS                                   |
| 4 GOAL N<br>EXCEED<br>1st Reportin<br>Date:   | MET OR<br>ED<br>ng Period<br>urk:   | IEP REPO<br>3 SUBSTANTIAL PROC<br>met)<br>2nd Reporting Period<br>Date:   | RT OF PROGRESS AND<br>EXPLANAT<br>GRESS (50-99% of goal<br>3rd Reporting Period<br>Date:  | ACHIEVEMENT<br>TION OF MARKS<br>2 PARTIAL F<br>4th Reporting<br>Only)<br>Date:<br>Progress Mark:   | FROM CURREN PROGRESS (1-49% Period (Secondar  | S of goal met)<br>G of goal met)<br>y Goa<br>Ol<br>Ol<br>Ial         | I Achieveme   | <i>l NO PROGRESS</i><br>ent<br>et:<br>No<br>et: |
| 4 GOAL M<br>EXCEED<br>1st Reportin<br>Date:   | MET OR<br>ED<br>ng Period<br>urk:   | IEP REPO  | RT OF PROGRESS AND<br>EXPLANAT<br>GRESS (50-99% of goal<br>3rd Reporting Period<br>Date:<br>Progress Mark:<br>Is progress sufficient to   | ACHIEVEMENT<br>TION OF MARKS<br>2 PARTIAL F<br>4th Reporting<br>Only)<br>Date:<br>Progress Mark:<br>Is progress suff   | FROM CURREN<br>PROGRESS (1-49%<br>Period (Secondary   | ST IEP   | I Achieveme<br>bjective 1 Ma<br>) Yes ○ 1<br>bjective 2 Ma            | I NO PROGRESS<br>ent<br>et:<br>No<br>et:<br>No  |
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| Thit guidance and support from adults, Leon will write 4-5 coherent sentences in which the development' organization are appropriate to the task and/ or purpose it in minimum adult prompt as measured with a teacher-generated writing rubric in 2 out of 3 trials with 80% accuracy.         State Assessments       Norm Referenced         Observation       Ourricultum Based         Othere       Curricultum Based         Othere       Informal         Utili guidance and support from adults, Leon will write 1-2 coherent sentences in thin the development' organization are appropriate to the task and/ or purpose in thin minimum adult prompt as measured with a teacher-generated writing rubric in 2 or 3 trials with 80% accuracy.         It is unit a south prompt as measured writh a teacher-generated writing rubric in 2 or 3 trials with 80% accuracy.       Informal         It is unit a south S0% accuracy.       It is the development' organization are appropriate to the task and/ or purpose in thin the development' organization are appropriate to the task and/ or purpose in thin the development' organization are appropriate to the task and/ or purpose in thin minimum adult prompt as measured writin a teacher-generated writing rubric in 2 or 3 trials with 80% accuracy.         It is be achieved:       December       2023 V       MOVYR   | Student KONENKO  | DV LEON S   |  | Date of Birth 12-APR-2016   | Meeting Date  | 25-AUG-2023   |
|--|--|---|--|---|---|---|
| mance Area:       FLD       Category:       Feglish Language Devel ✓       Annual Geal #:       4         iffi guidace and support from adults. Lear will write 4-5 coherent semences in which the development organization are appropriate to the task and 'or purpose if the initiation adult purpot is measured with a teacher-generated writing rubric in 2 out of 3 trials with 80% accuracy.       State Assessments   | Last   | First   |  |   |   |   |
| with guidance and support from adults, Leon will write 4-5 coherent sentences in which the development' organization are appropriate to the task and' or purpose the minimum adult prompt as measured with a teacher-generated writing rubris in 2 out of 3 trials with 80% accuracy.         egress on annual goals to be reported to parents by completing the "LEP Report of Progress and Achievement from Current IEP" form(s) which will be with a teacher-generated writing rubris in 2 out of 3 trials with 80% accuracy.         State Assessments       Norm Referenced       Curriculum Based         Othervation       Portfolio       Curriculum Based         Othervation       State Assessments       Norm Referenced       With guidance and support from adults, Leon will write 2-4 coherent sentences in thin thin development' organization are appropriate to the task and' or purpose which the development' organization are appropriate to the task and' or purpose of 3 trials with 80% accuracy.       Curriculum Based         Intermental objectithe 21 related to the goal:       Curriculum C   | (  |   |  |   |   |   |
| voided at either Progress Report or Report Card periods.         Norm Referenced       Criterion Referenced         Observation       Portfolio         Observation       Portfolio         Other       Informal         Ith development/organization are appropriate to the task and/ or purpose<br>minimum adult prompt as measured with a teacher-generated writing rubric in<br>out of 3 trials with 80% accuracy.       Informal         Ith evelopment/organization are appropriate to the task and/ or purpose<br>minimum adult prompt as measured with a teacher-generated writing rubric in<br>out of 3 trials with 80% accuracy.       Informal         It to be achieved:       December       2023       MO/YR         Date to be achieved:       December       2023       MO/YR         It to be achieved:       December       2024       MO/YI         IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP         EXPLANATION OF MARKS         4 GOAL MET OR<br>EXCEDEDD       3 SUBSTANTIAL PROGRESS (50-99% of goal<br>ret)       2 PARTIAL PROGRESS (1-49% of goal met)       I NO PROGRESS<br>1 NO PROGRESS         1 st Reporting Period<br>Date:       Date:       Date:       Objective I Met:       Yes No         's Segress sufficient to<br>meet annual goal?       Yes No       Yes No       Objective I Met:       Yes No         's Second Time       Is progress sufficient to<br>meet annual goal?  | rmance Area:   | ELD   | Category: Eng  | lish Language Devel 🖌 🛛 An  | inual Goal #: 4   |   |
| State Assessments       Norm Referenced<br>Portfolio       Criterion Referenced<br>Portfolio       Curriculum Based         Observation       Portfolio       Work Samples       Informal         Teremental objective #1 related to the goal:       Work Samples       Informal         Tremental objective #1 related to the goal:       Teremental objective #2 related to the goal:       With guidance and support from adults, Leon will write 2-4 coherent sentences in<br>which the development/ organization are appropriate to the task and or purpose<br>rith minimum adult prompt as measured with a teacher-generated writing rubric in 2<br>out of 3 trials with 80% accuracy.       With guidance and support from adults, Leon will write 2-4 coherent sentences<br>which the development/ organization are appropriate to the task and or purpose<br>rith minimum adult prompt as measured writing rubric in 2<br>of 3 trials with 80% accuracy.         At to be achieved:       December       2023       MO/YR         Date:       December       2024       MO/YI         IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP<br>EXPLANATION OF MARKS         4 GOAL MET OR<br>EXCEDED         A Reporting Period       2nd Reporting Period       State Acievement:       No         orgerss sufficient to<br>meet annual goal?       Is progress sufficient to<br>meet annual goal?       Is progress sufficient to<br>meet annual   | • …  |   |  |   |   | - The second s |
| State Assessments       Norm Referenced       Portfolio         Observation       Portfolio       Work Samples       Curriculum Based         Mine servation       Portfolio       Work Samples       Informal         The remental objective #1 related to the goal:       Mine servation       With the development' organization are appropriate to the task and or purpose which the development' organization are appropriate to the task and or purpose which the development' organization are appropriate to the task and or purpose which the development' organization are appropriate to the task and or purpose which the development' organization are appropriate to the task and or purpose which the development' organization are appropriate to the task and or purpose which the development' organization are appropriate to the task and or purpose which the development' organization are appropriate to the task and or purpose which the development' organization are appropriate to the task and or purpose which the development' organization are appropriate to the task and or purpose which the development' organization are appropriate to the task and or purpose which the development' organization are appropriate to the task and or purpose which the development' organization are appropriate to the task and or purpose which the development' organization are appropriate to the task and or purpose which the development' organization are appropriate to the task and or purpose which the development' organization are appropriate to the task and or purpose which the development' organization are appropriate to the task and organization are appropriate to the development' and task areacher-generated writing rubris   |  |   |  | rogress and Achievement from Cur  | rent IEP" form(s) which will  | be  |
| Observation       Portfolio       ✓ Work Samples       ✓ Informal         Other       Informal       Informal         With guidance and support from adults, Leon will write 1-2 coherent sentences in which the development organization are appropriate to the task and/ or purpose with minimum adult prompt as measured with a teacher-generated writing rubric in 2 or of 3 trials with 80% accuracy.       Informadulty write 2-4 coherent sentences which the development organization are appropriate to the task and/ or purpose minimum adult prompt as measured with a teacher-generated writing rubric in 2 or of 3 trials with 80% accuracy.         Number of the development organization are appropriate to the task and/ or purpose minimum adult prompt as measured with a teacher-generated writing rubric in 2 or of 3 trials with 80% accuracy.       Informadults, Leon will write 2-4 coherent sentences in minimum adult prompt as measured with a teacher-generated writing rubric in 2 or of 3 trials with 80% accuracy.         Nate to be achieved:       December       2023       MOYR         Date:       Date:       Aprill       2024       MOYI         EXPLANATION OF MARKS         4 GOAL MET OR       3 SUBST/MTALL PROGRESS (50-99% of goal       2 PARTALL PROGRESS (1-49% of goal met)       1 NO PROGRESS         Ist Reporting Period       3rd Reporting Period       3rd Reporting Period       2 de condary       Objective 1 Met:       Yes No         Progress Mark:       Progress sufficient to meet annual goal?       Informal goal?<   | _  | _   | Methods of   | Evaluation  |   |   |
| Other       Incremental objective #1 related to the goal:         With guidance and support from adults, Leon will write 1-2 coherent sentences in which the development/ organization are appropriate to the task and/ or purpose with minimum adult prompt as measured with a teacher-generated writing rubric in 2         Out of 3 trials with 80% accuracy.       With guidance and support from adults, Leon will write 2-4 coherent sentences in which the development/ organization are appropriate to the task and/ or purpose with minimum adult prompt as measured with a teacher-generated writing rubric in 2         Out of 3 trials with 80% accuracy.       Date to be achieved:       April       2024       MO/YR         Date to be achieved:       December ▼       2023       MO/YR       Date to be achieved:       April       2024       MO/YR         Date to be achieved:       December ▼       2023       MO/YR       Date to be achieved:       April       2024       MO/YR         Date to be achieved:       December ▼       2023       MO/YR       Date to be achieved:       April       2024       MO/YR         Is PREPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP       EXPLANATION OF MARKS       Date:       2024       MO/YR         Is Reporting Period       3 Reporting Period       3 Reporting Period       Date Reporting Period       Goal Achievement       Incremental abjective #2 coherent       Date:       Objective 1 Met:       Yes <td< td=""><td></td><td></td><td></td><td></td><td>_</td><td>Based</td></td<>   |  |   |  |   | _   | Based   |
| accremental objective #1 related to the goal:       Incremental objective #2 related to the goal:         With guidance and support from adults, Leon will write 1-2 coherent sentences in which the development/ organization are appropriate to the task and/ or purpose which the development/ organization are appropriate to the task and/ or purpose which the development/ organization are appropriate to the task and/ or purpose minimum adult prompt as measured with a teacher-generated writing rubric in 2 of 3 trials with 80% accuracy.         Date to be achieved:       December ▼ 2023 ▼ MO/YR       Date to be achieved:       April ▼ 2024 ▼ MO/YI         IEP REPORT OF PROGRESS AND ACHIEVEMENT FROM CURRENT IEP EXPLANATION OF MARKS         AGAL MET OR a SUBSTANTIAL PROGRESS (50-99% of goal 2 PARTIAL PROGRESS (1-49% of goal met)       1 NO PROGRESS         AGAL MET OR a SUBSTANTIAL PROGRESS (50-99% of goal 2 PARTIAL PROGRESS (1-49% of goal met)       1 NO PROGRESS         Let Reporting Period Date:       Progress Mark:       Progress Mark:       Progress Mark:       Objective 1 Met:       Objective 1 Met:       Objective 1 Met:       Yes No       No       Yes No       Yes No       No       No  |  | └ Portfo  | lio  | Work Samples  | Informal  |   |
| With guidance and support from adults, Leon will write 1-2 coherent sentences in which the development/organization are appropriate to the task and/ or purpose which the development/organization are appropriate to the task and/ or purpose which the development/organization are appropriate to the task and/ or purpose which the development/organization are appropriate to the task and/ or purpose which the development/organization are appropriate to the task and/ or purpose which the development/organization are appropriate to the task and/ or purpose which the development/organization are appropriate to the task and/ or purpose which the development/organization are appropriate to the task and/ or purpose which the development/organization are appropriate to the task and/ or purpose which the development/organization are appropriate to the task and/ or purpose which the development/organization are appropriate to the task and/ or purpose which the development/organization are appropriate to the task and/ or purpose which the development/organization are appropriate to the task and/ or purpose which the development/organization are appropriate to the task and/ or purpose which the development/organization are appropriate to the task and/ or purpose which the development/organization are appropriate to the task and/ or purpose which the development/organization are appropriate to the task and/ or purpose which the development/organization are appropriate to the task and/ or purpose which the development/organization are appropriate to the task and/ or purpose which the development/organization are appropriate to the task and/ or purpose which the development/organization are appropriate to the task and/ or purpose which the development/organization are appropriate to the task and/ or purpose which the development/organization are appropriate to the task and/ or purpose which the development/organization are appropriate to the development/organization are appropriate to the task and/ o                                | J Other  |   |  |   |   |   |
| Image: or of a define vertex.       Date to be define vertex.       Image: or of a define vertex.  | With guidance and suppor<br>which the development/ o<br>with minimum adult prom  | rt from adults, Leon will write<br>organization are appropriate to<br>npt as measured with a teacher  | the task and/ or purpose   | With guidance and support from<br>which the development/ organiza<br>minimum adult prompt as measu  | adults, Leon will write 2-4 co<br>ation are appropriate to the tas  | k and/ or purpose   |
| Ist Reporting Period       2nd Reporting Period       3rd Reporting Period       4th Reporting Period (Secondary<br>Only)       Goal Achievement         Progress Mark:       Progress Mark:       Progress Mark:       Progress Mark:       Progress Mark:       Objective 1 Met:         Se progress sufficient to<br>nect annual goal?       Is progress sufficient to<br>meet annual goal?       Is progress on No       If "No" please comment:       Needs More Time       Excess<br>Absence/Tardy       Assignments Not<br>Completed       Assignments Not<br>Completed       Need to   | ate to be achieved:  |   |  |   |   | ► MO/YF   |
| Date:       Date:       Only)         Date:       Date:       Only)         Date:       Date:       Only)         Date:       Date:       Objective 1 Met:         Progress Mark:       Progress Mark:       Progress Mark:       Objective 1 Met:         Is progress sufficient to meet annual goal?       Is progress sufficient to meet annual goal?       Is progress sufficient to meet annual goal?       Objective 2 Met:         Yes       No       Yes       No       Yes       No       If "No" please comment:       Needs More Time       Needs More Time       Excess         Assignments Not Completed       Assignments Not Completed       Need to review/revise Goal       Need to review/revise Goal       Other       Other  | 4 GOAL MET OR  | IEP REPO  | RT OF PROGRESS AND A<br>EXPLANATION  | CHIEVEMENT FROM CURRE   | NT IEP  |   |
| Date:       Date: <td< td=""><td>4 GOAL MET OR<br/>EXCEEDED</td><td>IEP REPO<br/>3 SUBSTANTIAL PROC<br/>met)</td><td>RT OF PROGRESS AND A<br/>EXPLANATIO</td><td>CHIEVEMENT FROM CURRE<br/>ON OF MARKS<br/>2 PARTIAL PROGRESS (1-499</td><td>NT IEP<br/>% of goal met) 1</td><td>NO PROGRESS</td></td<>  | 4 GOAL MET OR<br>EXCEEDED  | IEP REPO<br>3 SUBSTANTIAL PROC<br>met)  | RT OF PROGRESS AND A<br>EXPLANATIO   | CHIEVEMENT FROM CURRE<br>ON OF MARKS<br>2 PARTIAL PROGRESS (1-499   | NT IEP<br>% of goal met) 1  | NO PROGRESS   |
| Progress Mark:       Progress Mark:       Progress Mark:       Progress Mark:       Objective 1 Met:         Image: Sufficient to meet annual goal?       Is progress sufficient to meet annual goal?       Objective 1 Met:         Yes       No       Is progress sufficient to meet annual goal?       Is progress sufficient to meet annual goal?       Is progress sufficient to meet annual goal?       Objective 2 Met:         Yes       No       Yes       No       Yes       No         If "No" please comment:         Excess       Absence/Tardy       Absence/Tardy       Absence/Tardy       Assignments Not Completed       Need to review/revise Goal       Need to review/revise Goal       Other         Need to       Need to       Need to       Need to       Need to       Other       Other   | 4 GOAL MET OR<br>EXCEEDED<br>1st Reporting Period  | IEP REPO<br><i>3 SUBSTANTIAL PROC</i><br>met)<br><b>2nd Reporting Period</b>  | RT OF PROGRESS AND A<br>EXPLANATIO<br>GRESS (50-99% of goal<br>3rd Reporting Period  | CHIEVEMENT FROM CURRENT<br>ON OF MARKS<br>2 PARTIAL PROGRESS (1-499<br>4th Reporting Period (Secondar   | NT IEP<br>% of goal met) 1  | NO PROGRESS   |
| Integress Mark.       Progress Mark.       Progress Mark.       Progress Mark.         Image: Strain   | 4 GOAL MET OR<br>EXCEEDED<br>1st Reporting Period  | IEP REPO<br><i>3 SUBSTANTIAL PROC</i><br>met)<br><b>2nd Reporting Period</b>  | RT OF PROGRESS AND A<br>EXPLANATIO<br>GRESS (50-99% of goal<br>3rd Reporting Period  | CHIEVEMENT FROM CURRENT<br>ON OF MARKS<br>2 PARTIAL PROGRESS (1-499<br>4th Reporting Period (Secondar<br>Only)  | NT IEP<br>% of goal met) 1  | NO PROGRESS   |
| Is progress sufficient to meet annual goal?       Objective 2 Met:         Yes       No       Yes       No       Yes       No         If "No" please comment:       If "No" please comment: <td< td=""><td>4 GOAL MET OR<br/>EXCEEDED<br/>Ist Reporting Period</td><td>IEP REPO<br/><i>3 SUBSTANTIAL PROC</i><br/>met)<br/><b>2nd Reporting Period</b></td><td>RT OF PROGRESS AND A<br/>EXPLANATIO<br/>GRESS (50-99% of goal<br/>3rd Reporting Period</td><td>CHIEVEMENT FROM CURRENT<br/>ON OF MARKS<br/>2 PARTIAL PROGRESS (1-499<br/>4th Reporting Period (Secondar<br/>Only)</td><td>NT IEP<br/>% of goal met) 1</td><td>NO PROGRESS</td></td<>  | 4 GOAL MET OR<br>EXCEEDED<br>Ist Reporting Period  | IEP REPO<br><i>3 SUBSTANTIAL PROC</i><br>met)<br><b>2nd Reporting Period</b>  | RT OF PROGRESS AND A<br>EXPLANATIO<br>GRESS (50-99% of goal<br>3rd Reporting Period  | CHIEVEMENT FROM CURRENT<br>ON OF MARKS<br>2 PARTIAL PROGRESS (1-499<br>4th Reporting Period (Secondar<br>Only)  | NT IEP<br>% of goal met) 1  | NO PROGRESS   |
| Is progress sufficient to meet annual goal?       Objective 2 Met:         Yes       No       Yes       No       Yes       No       Is progress sufficient to meet annual goal?       Is progress sufficient to meet annual goal?       Objective 2 Met:       Yes       No         Yes       No       Yes       No       Yes       No       If "No" please comment:       If "No" pleas   | 4 GOAL MET OR<br>EXCEEDED<br>Ist Reporting Period<br>Date:   | IEP REPO  | RT OF PROGRESS AND A<br>EXPLANATION<br>GRESS (50-99% of goal<br>3rd Reporting Period<br>Date:  | CHIEVEMENT FROM CURRENT<br>ON OF MARKS<br>2 PARTIAL PROGRESS (1-499<br>4th Reporting Period (Secondar<br>Only)<br>Date:   | NT IEP % of goal met) 1 ry Goal Achievemen  | NO PROGRESS   |
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| If "No" please comment:       If "No" please comment:       If "No" please comment:       If "No" please comment:         Needs More Time       Needs More Time       Needs More Time       Needs More Time         Excess       Excess       Excess       Excess         Absence/Tardy       Absence/Tardy       Absence/Tardy       Assignments Not         Completed       Ompleted       Ompleted       Other         Need to       Need to       review/revise Goal       Other   | 4 GOAL MET OR<br>EXCEEDED<br>Ist Reporting Period<br>Date:   | IEP REPO  | RT OF PROGRESS AND A<br>EXPLANATION<br>GRESS (50-99% of goal<br>3rd Reporting Period<br>Date:  | CHIEVEMENT FROM CURRENT<br>ON OF MARKS<br>2 PARTIAL PROGRESS (1-499<br>4th Reporting Period (Secondar<br>Only)<br>Date:   | NT IEP % of goal met) ry Goal Achievemen Objective 1 Met Yes N  | NO PROGRESS<br>t<br>:   |
| If "No" please comment:       If "No" please comment:       If "No" please comment:       If "No" please comment:         Needs More Time       Needs More Time       Needs More Time       Needs More Time         Excess       Excess       Excess       Excess         Absence/Tardy       Absence/Tardy       Absence/Tardy       Assignments Not         Completed       Ompleted       Completed       Need to         Need to       Need to       Need to       Need to         review/revise Goal       review/revise Goal       review/revise Goal       Other  | 4 GOAL MET OR<br>EXCEEDED<br>Ist Reporting Period<br>Date:<br>Progress Mark:   | IEP REPO  | RT OF PROGRESS AND A<br>EXPLANATION<br>GRESS (50-99% of goal<br>3rd Reporting Period<br>Date:  | CHIEVEMENT FROM CURRENT<br>ON OF MARKS<br>2 PARTIAL PROGRESS (1-499<br>4th Reporting Period (Secondar<br>Only)<br>Date:<br>Progress Mark:   | NT IEP % of goal met) // ry Goal Achievemen Objective 1 Met Yes N Objective 2 Met   | NO PROGRESS<br>t<br>:<br>o  |
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| Other Other Other  | 4 GOAL MET OR<br>EXCEEDED  Ist Reporting Period  Date:  Progress Mark:  Is progress sufficient to meet annual goal?  Yes No  If "No" please comment:  Needs More Time Excess Absence/Tardy Assignments Not Completed   | IEP REPO  | RT OF PROGRESS AND A         EXPLANATION         GRESS (50-99% of goal         3rd Reporting Period         Date:  | CHIEVEMENT FROM CURRENT<br>ON OF MARKS<br>2 PARTIAL PROGRESS (1-499<br>4th Reporting Period (Secondar<br>Only)<br>Date:<br>Progress Mark:<br>Is progress sufficient to meet ann<br>goal?<br>Yes No<br>If "No" please comment:<br>Needs More Time<br>Excess Absence/Tardy<br>Assignments Not Completed<br>Need to review/revise Goal | NT IEP % of goal met) // ry Goal Achievemen Objective 1 Met Yes N Objective 2 Met Yes N Objective 2 Met Yes N Objective 2 Met If "No" please ez                                     | NO PROGRESS<br>t<br>:<br>o  |
|  | 4 GOAL MET OR<br>EXCEEDED         1st Reporting Period         Date:         Progress Mark:  | IEP REPO  | RT OF PROGRESS AND A         EXPLANATION         GRESS (50-99% of goal         3rd Reporting Period         Date:  | CHIEVEMENT FROM CURRENT<br>ON OF MARKS<br>2 PARTIAL PROGRESS (1-499<br>4th Reporting Period (Secondar<br>Only)<br>Date:<br>Progress Mark:<br>Is progress sufficient to meet ann<br>goal?<br>Yes No<br>If "No" please comment:<br>Needs More Time<br>Excess Absence/Tardy<br>Assignments Not Completed<br>Need to review/revise Goal | NT IEP % of goal met) // ry Goal Achievemen Objective 1 Met Yes N Objective 2 Met Yes N Objective 2 Met Yes N Objective 2 Met If "No" please ez                                     | NO PROGRESS<br>t<br>:<br>o  |
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|   | Page 15 of 23          |
|---|------------------------|
| Los Angeles Unified School District   |                        |
|   | 25-AUG-2023            |
| Last First MI   |                        |
| Section K: Participation in State and District-wide Assessments<br>Assessments administered will conform to those assessments determined for each grade by the California Department of Education and/or the Los<br>District. | Angeles Unified School |
| Student will participate in Regular State and District Assessments.   | ELPAC Subject          |
| (Designated Supports and/or Accommodations identified below are applicable)   | Speaking               |
| Designated Supports:  |                        |
| - Simplified or paraphrased test directions (non-embedded designated support)   |                        |
| - Pause or replay the audio during the administration of test questions (speaking domain only-summarize an academic presentation  | n only)                |
|   |                        |
| <b>Student will participate in Regular State and District Assessments.</b><br>(Designated Supports and/or Accommodations identified below are applicable)   | ELPAC Subject          |
|   | Listening              |
| Designated Supports:<br>- Pause or replay the audio during the administration of test questions (listening domain only)   |                        |
| <ul> <li>Simplified or paraphrased test directions (non-embedded designated support)</li> </ul>   |                        |
| - Simplified of paraphrased test directions (non-embedded designated support)<br>- Noise buffers  |                        |
| - Noise bullets   |                        |
| Student will participate in Regular State and District Assessments.   | ELPAC Subject          |
| (Designated Supports and/or Accommodations identified below are applicable)   | Writing                |
| Designated Supports:  |                        |
| - Noise buffers   |                        |
| - Simplified or paraphrased test directions (non-embedded designated support)   |                        |
| Student will participate in Regular State and District Assessments.   | ELPAC Subject          |
| (Designated Supports and/or Accommodations identified below are applicable)   | Reading                |
| Designated Supports:  |                        |
| - Noise buffers   |                        |
| - Simplified or paraphrased test directions (non-embedded designated support)   |                        |
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| INDIVIDUALIZED EDUC.   | ATION PROGRAM (IEP) Page 16 of 23   |
|--|---|
| Los Angeles Unified School District<br>Student KONENKOV LEON S   | Date of Birth 12-APR-2016 Meeting 25-AUG-2023   |
| Last First MI  | Date  |
| Section N: Procedural Safegu   | ards and Follow-up Actions  |
| ✓ A Parent's Guide to Special Education Services including Procedural R  | tights & Safeguards was provided to the parent in his/her primary language.   |
| ✓ The IEP Team Meeting Introductory Statements were read aloud at the begi   | nning of the IEP Team meeting.  |
| C The parent/guardian was informed of his/her right to a written translation of  | f the IEP.  |
| Is the parent/guardian requesting informal translation? $\bigcirc$ Yes $\bigcirc$ No $\bigcirc$  | Select Preferred Language:  |
| Is the parent/guardian requesting official translation? $\bigcirc$ Yes $\bigcirc$ No Sector | 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) hav<br>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:  | The IEP team has reviewed and discussed student's progress/achievement<br>and considered factors that may have impacted student's learning during<br>the school facility closures as a result of the COVID-19 pandemic. The<br>IEP team has determined: |
| <ul> <li>Student received all of their special education and related aids and services required by their IEP. Compensatory education is not required.</li> <li>Student did not receive all of their special education and related aids</li> </ul>  | Student has made expected progress toward IEP goals and/or<br>progress is in alignment with expectations of progress/goal<br>achievement. No recoupment services are recommended.   |
| <ul> <li>and services required by their IEP. Compensatory education offer details are documented in FAPE 2- Summary of Services.</li> <li>Student did not receive all of the special education and related aids</li> </ul>   | Student experienced learning loss as a result of the school facility<br>closures caused by the COVID-19 pandemic and recoupment<br>services are necessary. The IEP team discussed recoupment services   |
| and services required by their IEP. However, no compensatory<br>education was warranted for the reasons documented by the IEP<br>team in FAPE Part 2 Part 4.   | 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).   |
| <ul> <li>Compensatory education consideration was documented on IEP dated</li> <li>25-AUG-2023 (Inactive) Initial </li> </ul>  | <ul> <li>Recoupment services consideration was documented on IEP dated</li> <li>25-AUG-2023 (Inactive) Initial </li> </ul>  |
| Preschool Only Consideration (Transition IEP)  |   |
| ○ 30-Day IEP Consideration (Out-of-District)   |   |
| Student attends private school within district boundaries and resides outside  | e of district boundaries (Eligibility Determination Only)   |
|  |   |
| THIS SPACE DELIBER   | ATELY LEFT BLANK.   |
|  |   |

| 8/23, 6:40 PM   | Individ                         | dualized Educatio                                 | n Program (IEP)    |  |   |
|---|---------------------------------|---|--------------------|--|---|
|   | INDIVIDUALIZED EDU              |   | AM (IFD)           |  | Page 17 o   |
| Los Angeles Unified School District   | INDIVIDUALIZED EDU              | CALION FRUGR                                      | am (IEF)           |  |   |
| Student KONENKOV LEON<br>Last First   | S<br>MI                         | Date of Birth                                     | 12-APR-2016        | Meeting Date                                   | 25-AUG-2023                                       |
|   | Section Q: Parent Par           | ticipation and O                                  | Consent            |  |   |
| Parent Participation  |                                 |   | Pare               | nt Notification                                |   |
| Parent/Student (18-21) has participated in the IEP  | meeting                         | Metho   |                    | Whom   | When  |
| Parent/Student (18-21) has participated in the Inf<br>Parent/Student (18-21) indicated before the meeti<br>to attend.   |                                 | Email<br>Email                                    |                    | ilie Ljubicic<br>ilie Ljubicic                 | 08-AUG-2023<br>09-MAY-2023                        |
| Parent/Student (18-21) was notified 3 times of the<br>Parent/Student (18-21) did not respond to any of the n<br>meeting was held without the Parent/Student (18-21) p | neeting notifications and the   |   |                    |  |   |
| Parent/Student (18-21) did not attend and gave pe<br>them if they did not attend.   | rmission to proceed without     | I (PARENT) ackno<br>request.<br>meeting be resche | (Parent initials h | meeting was reschedul<br>here ONLY if the PARE | ed to this date at my<br>ENT requested that the f |
| Parent/St   | udent (18-21) Agreement         | 0   | /                  | IEP  |   |
| A Parent/Student (18-21) may agree to all or som  |                                 | -   | -                  |  |   |
| implement those portions of the IEP to which the  |                                 |   |                    | ion and services.                              |   |
| Parent/Student (18-21) AGREES to all compone  | nts of the IEP.                 |   |                    |  |   |
| O Parent/Student (18-21) AGREES to all compone  |                                 | THE SPECIFIC I                                    | EXCEPTION(S) stat  | ed below:                                      |   |
| Assessment Specify  | 1 1                             |   | (-)                |  |   |
| Eligibility Specify   |                                 |   |                    |  |   |
| □ Instructional Setting Specify   |                                 |   |                    |  |   |
| Services Specify  |                                 |   |                    |  |   |
| The Parent/Student (18-21) <b>DOES NOT AGREE</b>  | F with any of the components of | f the proposed IED                                |                    |  |   |
|   | Parent Concern                  | s and Commen                                      | ts                 |  |   |
| Signature(s)  |                                 |   |                    | Date   |   |
|   | lent age 18-21 years age 18-21  | O Surrogate P                                     | arent O Ema        | incipated Minor                                | Foster Parent                                     |
| years<br>Did the school district facilitate parent involvement as   | a means of improving services   | and results for your                              | r child? O Yes O   | No 🔘 No Response                               |   |
| ✓ I certify that I have received a copy of the Pa   |                                 |   |                    |  | rm is voluntary and                               |
| can be done at anytime after the IEP meeting  | 1 , 0 0                         | 1   | -                  | 1  | 2   |
| Signature(s)  |                                 |   |                    | Date 25-AU                                     | JG-2023   |
|   |                                 |   |                    |  |   |
|   |                                 |   |                    |  |   |
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|   |                                 |   |                    |  |   |



# 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.



| Angeles Unified       |                             |            |                                     | Reconve<br>Date | ened Meeting   |             |  |  |  |
|-----------------------|-----------------------------|------------|-------------------------------------|-----------------|----------------|-------------|--|--|--|
| Student KONE          |                             | S          | Date of Birth 12-A                  | PR-2016         | Meeting Date   | 25-AUG-2023 |  |  |  |
| La                    | st First                    | MI         |                                     |                 |                |             |  |  |  |
|                       |                             | Section R: | Names and Signatures (Signatures on | File)           |                |             |  |  |  |
|                       | Team Member                 |            | Print Name                          |                 | Signatu        | ire         |  |  |  |
| arent/Guardian        |                             |            | Lina Fraifeld                       |                 | deed           |             |  |  |  |
| arent/Guardian        |                             |            |                                     |                 |                |             |  |  |  |
| tudent Age 18 - 21    | years                       |            |                                     |                 |                |             |  |  |  |
| tudent Under Age 1    | 8 years                     |            |                                     |                 |                |             |  |  |  |
| urrogate Parent       |                             |            |                                     |                 |                |             |  |  |  |
| oster Parent          |                             |            |                                     |                 |                |             |  |  |  |
| amily Foster Home     | Provider                    |            |                                     |                 |                |             |  |  |  |
| Administrator         |                             |            | Julie Ljubicic                      |                 | Julie Ljubicic |             |  |  |  |
| Administrative Desig  | șnee                        |            |                                     |                 |                |             |  |  |  |
| Special Education Te  | acher                       |            | Kelle Husk                          |                 | R-             |             |  |  |  |
| General Education T   | eacher                      |            | Stacey Boiles                       |                 | Jucy Bolly     |             |  |  |  |
| School Psychologist   |                             |            | Rachel Boyd                         |                 | Rachel Boyd    |             |  |  |  |
| School Nurse          |                             |            |                                     |                 |                |             |  |  |  |
| Related Service Staff |                             |            |                                     |                 |                |             |  |  |  |
| Related Service Staff |                             |            |                                     |                 |                |             |  |  |  |
| elated Service Staff  |                             |            |                                     |                 |                |             |  |  |  |
| nterpreter            |                             |            |                                     |                 |                |             |  |  |  |
| ign Language Inter    | oreter                      |            |                                     |                 |                |             |  |  |  |
| gency Representati    | ve                          |            |                                     |                 |                |             |  |  |  |
| Agency Representati   | ve                          |            |                                     |                 |                |             |  |  |  |
| Agency Representati   | ve                          |            |                                     |                 |                |             |  |  |  |
| Other                 | private school representati | ve         | Amy Dunn                            |                 | and            |             |  |  |  |
| Other                 |                             |            |                                     |                 |                |             |  |  |  |
| Other                 |                             |            |                                     |                 |                |             |  |  |  |
| Other                 |                             |            |                                     |                 |                |             |  |  |  |

|   |   |   |  | INDIVIDU  | JALIZED EDUC  | ATION PROGRAM (IEP)   |   |  | Page 19 of 23  |
|---|---|---|--|---|---|---|---|--|--|
| Los Angeles<br>Student                    | Unified So<br>KONENKO<br>Last                 | DV LEC  |  | S<br>MI   |   | Date of Birth 12-APR-2016   |   | Meeting<br>Date                                  | 25-AUG-2023  |
|   |   |   | LEAS   | ST RESTR  | LICTIVE EN  | VIRONMENT ANALY   | SIS   |  |  |
|   |   |   |  | -   | -   | eam at the IEP Team Meeting   |   |  |  |
|   |   |   |  |   | student's Current   |   |   |  |  |
| -   |   |   | al Education                                     |   |   | O Special Day Program/Gen   | eral Educa                                  | tion Site  |  |
| 0   |   | -   | ducation Ce                                      |   |   | O Nonpublic School  |   |  |  |
|   | -   |   | Care Facility                                    |   |   |   |   |  |  |
| DIRECTION                                 |   |   |  |   |   | ssion regarding placement from<br>t indicates YES, it is also requir  |   |  | A until the team reaches                                       |
| in a more re<br>use of suppl<br>accommoda | estrictive set<br>lementary a<br>ations and n | tting should<br>ids and serv<br>rodifications | only occur i<br>ices cannot b<br>s is not the so | f the nature or<br>be achieved sa<br>ole justificatio | severity of the s<br>tisfactorily. The<br>n for placement i | with disabilities be educated in<br>tudent's disability is such that pl<br>lack of current availability of a s<br>n a more restrictive setting, unlo<br>ial harmful effect on the child o | lacement ir<br>student's re<br>ess there is | n a less restrie<br>equired suppo<br>a compellin | ctive setting with the<br>orts, services,<br>g reason why they |
| Step A.                                   |   | supports, se<br>m/setting?                    | rvices, accoi                                    | mmodations a  | nd/or modificatio   | ns in the student's IEP be made   | available                                   | in a general e                                   | ducation   |
|   | • Yes   | 🔿 No  | If the answ<br>the question                      |   | en a general educ   | cation classroom/setting is the ap  | ppropriate                                  | placement. I                                     | f the answer is NO, go to                                      |
|   | ○ Yes   | () No   | in a gener                                       | al education c  | lassroom/setting?   | d supports, services, accommod<br>P If YES, all required supports, s<br>heline. If the answer is NO, plea   | services, ad                                | commodatio                                       | ons and/or modifications                                       |
| Step B.                                   |   | supports, se<br>lay program                   |  | mmodations a  | nd/or modificatio   | ons in the student's IEP be made  | available o                                 | on a general (                                   | education site in a  |
|   | ○ Yes   | ○ No  | is NO, go  | to the questio  | n below.  | program on a general education  |   |  |  |
|   | () Yes  | ○ No  | in a specia<br>modificati                        | al day progran  | n on a general ed<br>provided within a                      | d supports, services, accommod<br>acation site? If YES, all required<br>reasonable timeline. If the answ  | d supports,                                 | services, aco                                    | commodations and/or  |
|   |   |   |  |   |   |   |   |  |  |
|   |   |   |  |   |   |   |   |  |  |

|         |                                 |                     |               | ]     | INDIVIDU     | ALIZ    | ED EDUCA                  | ATION P   | ROGRA       | M (IEP)    |           |         |                 |       |  |
|---------|---------------------------------|---------------------|---------------|-------|--------------|---------|---------------------------|-----------|-------------|------------|-----------|---------|-----------------|-------|--|
|         | Unified Sch<br>KONENKOV<br>Last |                     |               | S     | MI           |         |                           | Date o    | of Birth    | 12-APR-2   | 2016      |         | Meeting<br>Date | (     | 25-AUG-2023  |
|         | I                               | ANNU                | AL LEAS       | ST F  | RESTRI       | CTIV    | VE ENV                    | /IRON     | MENT        | ΓANA       | LYSIS     | (Cor    | ntinued)        |       |  |
|         |                                 |                     |               | To E  | e Comple     | ted By  | the IEP T                 | eam at th | e IEP Te    | am Meet    | ing       |         |                 |       |  |
| Step C. | Can the su                      | ipports, se         | ervices, acco |       |              |         |                           |           |             |            |           |         |                 |       |  |
|         | ○ Yes                           | 🔿 No                | below.        |       |              | -       |                           |           | -           |            | -         |         |                 |       | ), go to the ques  |
|         | ) Yes                           | ○ No                | in a speci    | al sc | hool settin  | g? If Y | ES, all re                | quired su | pports, s   | ervices, a | accommo   | dations | s and/or mo     | dific | ns be made avail<br>cations must be<br>. Then go to Step |
|         |                                 |                     |               |       |              |         |                           |           |             |            |           |         |                 |       |  |
| Step D. | Can the su                      | ipports, se         | ervices, acco |       |              |         |                           |           |             |            |           |         | n a home/h      | ospi  | tal setting?   |
|         | ○ Yes                           | 🔿 No                |               |       |              |         | ome/hospit<br>question be |           | ; is the ap | opropriate | e placeme | ent.    |                 |       |  |
|         | ○ Yes                           | 🔿 No                | in a home     | e/hos | pital settin | g? If Y | ZES, all re               | quired su | ipports, s  | ervices, a | accommo   | dations | s and/or mo     | dific | ns be made avail<br>cations must be<br>. Then go to Ste  |
|         |                                 |                     |               |       |              |         |                           |           |             |            |           |         |                 |       |  |
|         |                                 |                     |               |       |              |         |                           |           |             |            |           |         |                 |       |  |
| Step E. | Can the su                      | ipports, se         |               |       |              |         |                           |           |             |            |           |         |                 |       | are facility?  |
| Step E. |                                 | ipports, se<br>○ No |               | rentl | y available  |         |                           |           |             |            |           |         |                 |       | are facility?  |
| Step E. |                                 | -                   | If not cur    | rentl | y available  |         |                           |           |             |            |           |         |                 |       | -  |
| Step E. |                                 | -                   | If not cur    | rentl | y available  |         |                           |           |             |            |           |         |                 |       | -  |
| Step E. |                                 | -                   | If not cur    | rentl | y available  |         |                           |           |             |            |           |         |                 |       | -  |
| Step E. |                                 | -                   | If not cur    | rentl | y available  |         |                           |           |             |            |           |         |                 |       | -  |
| Step E. |                                 | -                   | If not cur    | rentl | y available  |         |                           |           |             |            |           |         |                 |       | -  |
| Step E. |                                 | -                   | If not cur    | rentl | y available  |         |                           |           |             |            |           |         |                 |       | -  |
| Step E. |                                 | -                   | If not cur    | rentl | y available  |         |                           |           |             |            |           |         |                 |       | -  |
| Step E. |                                 | -                   | If not cur    | rentl | y available  |         |                           |           |             |            |           |         |                 |       | -  |

| 9/8/23, 6:40 PM |                |                    |                      | Individualized Education Program (IEP)                               |                |                    |
|-----------------|----------------|--------------------|----------------------|--|----------------|--------------------|
| 1               |                |                    | INDIVIDUA            | LIZED EDUCATION PROGRAM (IEP)  |                |                    |
| -               | Unified School | District           |                      |  |                |                    |
| Student         | KONENKOV       | LEON               | S                    | Date of Birth 12-APR-2016  | Meeting        | 25-AUG-2023        |
|                 | Last           | First              | MI                   |  | Date           |                    |
|                 | AN             | INUAL LEAS         | ST RESTRIC           | TIVE ENVIRONMENT ANALYSIS (C   | ontinued)      |                    |
|                 |                |                    | To Be Complete       | d By the IEP Team at the IEP Team Meeting                            |                |                    |
| Step F.         |                | needs as reflected |                      | f this IEP, and the placement being considered by the l that apply): | EP team, outwe | righ any potential |
|                 |                | Diminished acc     | cess to the full rar | ge of the curriculum   |                |                    |
|                 |                | Missed general     | education instruc    | ction taught by highly qualified staff                               |                |                    |
|                 |                | Rate at which s    | student may earn     | credits for graduation   |                |                    |
|                 |                | Lack of opport     | unity for social in  | teraction  |                |                    |
|                 |                | Lack of opport     | unities for age-ap   | propriate peer role models   |                |                    |
|                 |                | Amount of soci     | ialization opportu   | nities with typical peers  |                |                    |
|                 |                | Limited access     | to peers in studer   | nt's home community  |                |                    |
|                 |                | Lack of exposu     | re to appropriate    | behavioral models from peers   |                |                    |
|                 |                | Other:             |                      | -  |                |                    |
|                 |                |                    |                      |  |                |                    |
|                 |                |                    |                      |  |                |                    |
|                 |                |                    |                      |  |                |                    |
|                 |                |                    |                      |  |                |                    |

| Student KONENKOV  | / LEON S  | IEP FAP<br>Date of Birth 12-API   | R-2016 Meeting Date 25-AUG-2023    |
|---|---|---|------------------------------------|
| Last  | First   | MI  | incering Date 25 No.3 2025         |
|   |   |   |                                    |
|   |   | Effective With this IEP   | Future Changes Related to this IEP |
|   | As of Date:   |   |                                    |
| Eligibility:  |   | Eligible (SLD)  |                                    |
| (from Page 4)   | Final IEP Reason<br>Final IEP Effective Date:   |   |                                    |
| Curriculum  |   | General Education   |                                    |
| Placement   | Type of School  | Affiliated Charter  |                                    |
|   | Name of School  | WOODLAKE ECC  |                                    |
|   |   |   |                                    |
| Instructional Setting   | Setting   | General Education   |                                    |
|   | Program   | GE  |                                    |
|   | Special Day Minutes/Wk  |   |                                    |
|   |   |   |                                    |
|   | Addresses Goals   | 4(ELD),1(Reading-<br>Decoding),3(Writing),2(Reading- Decoding)  |                                    |
| Additional Factors  | Low Incident Support  | None  |                                    |
|   | Assistive Technology  | No  |                                    |
|   | Support   |   |                                    |
|   | Transportation  | None  |                                    |
|   | Extended School<br>Year/Intersession  | 🔿 Yes 🜔 No  |                                    |
|   | Parent Counseling and<br>Training (PCT)   | • Yes O No  |                                    |
|   | ESY Transportation  |   |                                    |
| Accommodation,<br>Modifications, Supports   | Instructional<br>Accommodations   | Small group support, chunk assignment,<br>scaffolding instructions and tasks, provide extra<br>time for planning, extended time on classwork,<br>reports and tests as needed, buddy or partner<br>system, shortened homework, graphic organizer,<br>reduce the number of test questions, untimed and<br>small group setting on assessments, test questions<br>read aloud, prompts to stay on task, prompt<br>student to check work for accuracy before<br>submitting, repeat/rephrase/clarify<br>directions/instructions, offer story starters to<br>promote writing, allow student to dictate<br>sentences for essay, provide a sample of what the<br>finished paper/project should look like. |                                    |
|   | Instructional<br>Modifications  |   |                                    |
|   | Other Supports,<br>including Non-Academic<br>and Extra-curricular<br>Activities                                 | The Resource Specialist Teacher and/or Resource<br>Aide will assist the general education teacher in the<br>use of supplementary instructional materials and<br>strategies.   |                                    |
| Preparation for Three<br>Year Review IEP (At the<br>second Annual Review<br>IEP Meeting, the team<br>nust discuss and<br>locument the decision to | Do the Parent and the<br>District (local educational<br>agency) agree that a<br>reassessment is<br>unnecessary? | • Yes O No  |                                    |
| locument the decision to<br>conduct or not conduct a<br>hree-year<br>comprehensive<br>reassessment.)  |   | This is an Initial IEP. At the second annual review the team will discuss reassessment.   |                                    |

| Low Incidence<br>Equipment            |  |
|---------------------------------------|--|
| Assistive Technology<br>Equipment     |  |
| Participation in<br>General Education |  |

| Student KONENKOV LEON                              |   | Date of Birth 12-APR-2016       | Meeting Date 25-AUG-2023              |
|--|---|---------------------------------|---------------------------------------|
| Last Fi  | rst MI                                  |                                 |                                       |
|  |   | Effective With This IEP         | Future Changes Related To This<br>IEP |
| Service 1  | Start Date:                             | Effective on Signature Date     |                                       |
| RSP  | End Date:                               |                                 |                                       |
| RSP  | Service applies to:                     | Regular                         |                                       |
|  | Frequency:                              | 1-5                             |                                       |
| This service addresses the following <b>goals:</b> | Interval:                               | Weekly                          |                                       |
| 4(ELD)   | Minutes/Interval:                       | 120                             |                                       |
| 1(Reading-Decoding)                                | Minutes/Interval (Pullout from Gen Ed): | 120                             |                                       |
| 3(Writing)   | Service Delivery Model:                 | RSP: Collaborative Teaching and |                                       |
| 2(Reading- Decoding)                               |   | Planning*                       |                                       |
|  | RSP Area:                               | Literacy/                       | ELA/ELD                               |
|  | Responsible Personnel:                  | Resource Specialist Teacher     |                                       |
|  |   | General Education Teacher       |                                       |
|  |   |                                 |                                       |
|  |   |                                 |                                       |
|  |   |                                 |                                       |
|  |   |                                 |                                       |
|  |   |                                 |                                       |

Notes:

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

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

|   | Effective With this IEP | Future Changes Related to this IEP |
|---|-------------------------|------------------------------------|
| % of Time per Week outside of General Education | 8                       |                                    |

### Part 4 - Compensatory Education/Recoupment Services Discussion

The IEP team agrees that compensatory education or recoupment services are not required. This is an initial IEP for Leon. Leon was not enrolled in LAUSD during the Pandemic Period.

### Part 4 - Additional Discussion (This section is optional)

Parent participated in-person and asked questions regarding the assessments and supports.

The team discussed and agreed that Leon's Least Restrictive Environment is general education with resource (RSP) support. The offer of FAPE for the 2023-2024 school years is general education with RSP support at Woodlake ECC.

The LAUSD private school policy was shared with parent. The parent agrees that FAPE has been offered and will be implemented upon enrollment in a public school, but declines the offer of FAPE and chooses to place their child in a private school. An ISP will not be developed as Leon attends a private school that it outside of LAUSD boundaries.

|                                    |  |  |  | LIZED EDUCATI   | ON PROGI                                 | RAM (IEP)       |                            |   | Page 22                          |
|------------------------------------|--|--|--|---|--|-----------------|----------------------------|---|----------------------------------|
| tudent                             | Los Ang<br>KONENKOV  | eles Unified Sch   | ool District   |   | ate of Birth                             | 12-APR-201      |                            |   | (SLD, pg. 1 of 1)<br>25-AUG-2023 |
| tuaent                             | Last   | First  | MI   |   | ate of birth                             | 12-APR-201      | 0                          | Meeting Date  | 23-AUG-2023                      |
|                                    |  |  | SPECIFIC LE  | ARNING DISABI   |  |                 |                            |   |                                  |
| ents with<br>the con<br>res as the | th characteristics of<br>isensus of the IEP T<br>e written report of<br>e educationally relevant | f dyslexia. This for<br>Feam that the stude<br>the IEP Team cons | rm is not required a<br>ent meets the eligibi<br>ensus.        | essments for students<br>t Annual Review mee<br>lity criteria for Speci<br>be considered by the | etings.<br>fic Learning I                | Disability base | ed upon the ir             |   |                                  |
|                                    |  |  |  |   |  |                 |                            |   |                                  |
| uring thes, desc                   |  | ne student in the ge   | eneral education set   | ting, was behavior no   | oted that relate                         | s to the stude  | nt's general a             | cademic functioni                                     | ng? 🔿 Yes 🖲 N                    |
|                                    |  |  |  |   |  |                 |                            |   |                                  |
|                                    |  |  |  |   |  |                 |                            |   |                                  |
|                                    |  |  |  |   |  |                 |                            |   |                                  |
|                                    |  |  |  |   |  |                 |                            |   |                                  |
| 🔼 List                             | discrepancy exists<br>tening Comprehens<br>tten Expression                                       |  |  | emic areas: (Check al<br>ills   | l that apply)<br>Oral Expre<br>Math Reas |                 |                            | <ul> <li>Reading Con</li> <li>Reading Flue</li> </ul> |                                  |
| 🔼 Atte                             | ention<br>gnitive abilities incl   |  | ne or more of the fo<br>Visual Processing<br>conceptualization |   | Auditory P                               |                 |                            | Sensory Mote  | or Skills                        |
|                                    | n agrees that the dis<br>nited school experie  |  | imarily the result o   | f:<br>r school attendance   |  |                 |                            | iental, economic c                                    | or cultural                      |
|                                    | ial maladjustment  | Fnolish language   | Inte   | llectually Disabled   |  |                 | lisadvantage<br>Visual, he | earing or motor in                                    | pairment                         |

| os Ange                                | les Unified   | l School  | District  | INI  | DIVIDUAI   | LIZED EDU  | CATION PROGRA<br>IEP FAPE Part   | . ,   | nary of Se   | rvices   | Page   |
|--|---|---|---|--|--|--|--|---|--|--|--|
| udent                                  | KONENKO<br>Last   | DV I  | LEON<br>First   | S  | MI   | EADE S   | Date of Birth 12   | 2-APR-20  | 16   | Meeting Date   | 25-AUG-2023  |
| Ducanon                                |   |   | GE  |  |  | FAFE SU  | mmary Grid   |   | Gamaral  | Education  |  |
| Program                                |   |   |   |  |  |  | Setting:   |   |  |  |  |
| Eligibilit                             | ty:   |   | Eligible  | e (SLD)  |  |  | Curriculum:  |   | General  | Education  |  |
| Transpo                                | rtation:  |   | None  |  |  |  | Low Incident Sup   | port:   | None   |  |  |
|  | strict Rece<br>Signature:   | ived  |   |  |  |  |  |   |  |  |  |
| Service<br>Code                        | Service<br>Desc   | Sta<br>Da                                       |   | Service<br>Applies<br>To   | Interval   | Frequency  | Area   | To<br>Min   |  | Addresses<br>Goal(s)   | No<br>Consent  |
| RSP                                    | RSP   | Effect<br>Signatu                               |   |  | Weekly   | 1-5  | RSP-<br>Literacy/ELA/ELI   | )<br>12   |  | ), Reading-Decodi<br>Writing, Reading-<br>Decoding   | ng,  |
| ergency<br>orcemen                     | conditions<br>it, a transj  | s caused<br>portation                           | oth, can<br>by fire, f<br>services  | not be prov<br>flood, impa<br>s strike by 1  | rided to the<br>ssable roa<br>nonschool  | e pupil eithe<br>ds, epidemic<br>entity, or ot   | g Services During Ei<br>r at the school or in<br>, earthquake, immin<br>her official order iss<br>xtent possible in ligh   | person f<br>lent maj<br>ued to m  | or more th<br>or safety h<br>eet a state   | an 10 school days<br>azard as determin<br>of emergency or  | ned by local lav<br>war, the IEP w   |
| ergency<br>orcemen<br>orovided         | conditions<br>nt, a transp<br>d by one of                             | s caused<br>portation<br>r more o               | oth, can<br>by fire, f<br>1 services<br>f the mea   | not be prov<br>flood, impa<br>s strike by 1<br>ans stated b  | vided to the<br>ssable roa<br>nonschool<br>pelow, to tl  | e pupil eithe<br>ds, epidemic<br>entity, or oth<br>he greatest e   | r at the school or in<br>, earthquake, immir   | person for<br>nent maj<br>ued to m<br>nt of the o   | or more th<br>or safety h<br>eet a state<br>emergency  | an 10 school days<br>azard as determin<br>of emergency or<br>circumstances an  | ned by local law<br>war, the IEP w   |
| ergency<br>orcemen<br>orovideo         | conditions<br>nt, a transp<br>d by one of                             | s caused<br>portation<br>r more o               | oth, can<br>by fire, f<br>a services<br>f the mea<br>test exter<br>lessons<br>asynch            | not be prov<br>flood, impa<br>s strike by p<br>ans stated b<br>nt possible<br>r-posted<br>s,<br>ronous<br>c or other | vided to the<br>ssable roa<br>nonschool<br>pelow, to tl  | e pupil eithe<br>ds, epidemic<br>entity, or oth<br>he greatest entity<br>t could apply<br>l class P<br>ngs, le<br>ronous (1<br>p | r at the school or in<br>, earthquake, immin<br>her official order iss<br>xtent possible in ligh<br>for student, dependin<br>ersonalized<br>earning tools<br>virtual or paper                            | person for<br>tent maj-<br>ued to m<br>at of the of<br>ng on em-<br>Schedule<br>appointm  | or more th<br>or safety h<br>eet a state<br>emergency<br>ergency cir<br>d teacher<br>ents<br>r in-person | an 10 school days<br>azard as determin<br>of emergency or<br>circumstances an<br>cumstances):<br>Scheduled<br>email check-                   | ned by local law<br>war, the IEP w   |
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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**

**W** By clicking this box the IEP team has reviewed the FAPE Summary Page to ensure that it reflects the IEP Team decisions.