			INDIVID	UALIZED E	DUCATION PROGRAM	M (IEP)		Page 1 of 2.
Los Angeles Unified Student Identificati		ct 200191X178		SSID	8370171268		Elio	jible (SLD)
Number							_	
Student KONENI Last		First	S 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 Next Three Year Review will be 24-AUG-20				Annual Review	V	Early St	art Transition
Next Three Year Review conducted by			5		O Three Year Rev	view	Expulsion Analysi	
Three Year Review or E 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 Folder	WOODLAN	OODLAKE ECC Student has no Folder		has no Cum				
Home Language	Hebrew		Student	Language	Hebrew	Alternate M Communic		
Home Address of 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 Parent/Guardian	Lina Fraifel	d/Oren Kone	Telepho	one				
Address								
City		CA	ZIP Coo					
Surogate Parent			Telepho					
Attends CURRENT SC of the following	CHOOL as a re	sult of one	Private S	chool Enrollm	lent	~		
Private School: 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 perior Court		O Department of M O Other	Iental Health	O Departm	ent of Children's Services
Child's family living wir 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 Unified School District	NDIVIDUAL	IZED EDUG	CATION PROGRAM (IEP)		Page 2 of 2
	KONENKOV LEON S 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 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 Category		0	$\bigcirc$			
Category	V Objective 1 met	$\frown$	$\frown$			
	Objective 1 met	0	0			
7	Objective 2 met	0	0			
, Category	<pre></pre>	0	$\bigcirc$			
Category	• Objective 1 met	$\cap$	$\cap$			
	Objective 1 met Objective 2 met	0	0			
8		0	0			
o Category	▼	0	$\bigcirc$			
Category	• Objective 1 met	$\cap$	$\cap$			
	Objective 1 met Objective 2 met	0	0			
9		0	0			
Category		0	U			
Cangoly	• Objective 1 met	0	0			
	Objective 1 met 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 overnight ho	nental milestones v ospitalizations in th	within the ap ne last three	ppropriate years. No	time frame. Leon serious/chronic il	has no known lnesses.	allergies. No rout	fter an unremarkable p ine medications. No ac passed LAUSD's vision	cidents, injuries, su	rgeries or
eon passed	LAUSD's audio s ed: Health is not ar	creening or	May 16, 2					in screening on way	10, 2023.
Impact of I	) 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 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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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): trengths: Results of the current assessment indicate Leon is functioning within the Low Average range 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, equential memory, visual figure ground, and visual closure. He demonstrated Average Visual Motor Integration when asked to copy increasingly complex gures at near point. He earned Low Average scores on overall Auditory Processing tasks. Specifically, he earned a Low 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: formance Area: formance Area: General Ability (cont.) tegory: General Ability (cont.) 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 seessment 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, equential memory, visual figure ground, and visual closure. He demonstrated Average Visual Motor Integration when asked to corp increasingly complex igures at near point. He earned Low Average scores on overall Auditory Processing tasks. Specifically, he earned a Low Average Listening Comprehension kills when asked to respond to literal and inferential listening comprehension questions and respond to orally presented instructions. rformance Area: formance Area: formance Area: formance Area: formance/Assessment /Monitoring Process Used: standardized Assessment, Observations ate/District Assessment Summary (include student strengths, student needs and impact of disability on student performance): leeds: Leon He demonstrated Below Average Phonological Processing when asked to create, use, and modify a plan as needed under timed conditions. He also emonstrated Below Average Attention Processing when asked to sustain attention and ignore distractions under timed conditions. He also emonstrated Below Average Attention Processing when asked to sustain attention and ignore distractions under timed conditions. He also emonstrated Below Average Nenological Process information presented with caution due to variable performance across tasks. uecessive Processing is a measure of one's ability to process information presented in a specific order. Specifically, Leon demonstrated Average abilities shen asked to remember and repeat sequences of words; however, he demonstrated Well Below Average skills when asked to repeat nonsense sentences, as 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 whole. He earned an Average sco sequential memory, visual figure figures at near point. He earned L Memory tasks when asked to rem	onstrated Avera re on Visual Pro ground, and visu ow Average sco ember and repea	ge abilities on Simu cessing activities, v ual closure. He dem res on overall Audi at sequences of nun	ultaneous Proces which included vi nonstrated Averag itory Processing to nbers, words, and	sing tasks which isual discriminati ge Visual Motor I asks. Specifically l sentences. He d	required him to rela on, visual memory, ntegration when asl y, he earned a Low A emonstrated Low A	ate pieces of informate spatial relations, fo ced to copy increasi Average score on Au verage Listening Co	ation to a rm constancy, ngly complex uditory	
sessment/Monitoring Process Used: Standardized Assessment, Observations ate/District Assessment Results: urrent Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Keeds: Leon He demonstrated Below Average Phonological Processing when asked to discriminate between sounds, delete sounds from words, and blend ounds into words. Leon demonstrated Below Average Planning when asked to create, use, and modify a plan as needed under timed conditions. He also emonstrated Below Average Attention Processing when asked to sustain attention and ignore distractions under timed conditions. He also emonstrated Below Average New erges to sustain attention and ignore distractions under timed conditions. He also emonstrated Below Average New erges information presented in a specific order. Specifically, Leon demonstrated Average abilities vhen asked to remember and repeat sequences of words; however, he demonstrated Well Below Average skills when asked to repeat nonsense sentences, as verale a remember numbers presented visually in sequence. Impact of Disability: Leon's disability of Specific Learning Disability (SLD) including but not limited to characteristics of dyslexia with challenges in 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: Internet Performance/Assessment Summary (include student strengths, student needs and impact of disability on student performance): Leeds: Leon He demonstrated Below Average Planning when asked to discriminate between sounds, delete sounds from words, and blend ounds into words. Leon demonstrated Below Average Planning when asked to create, use, and modify a plan as needed under timed conditions. He also emonstrated Below Average Attention Processing when asked to sustain attention and ignore distractions under timed conditions. He aerned a Well Below average score on Successive Processing tasks; however, this overall score should be interpreted with caution due to variable performance across tasks. Successive Processing is a measure of one's ability to process information presented in a specific order. Specifically, Leon demonstrated Average abilities when asked to remember and repeat sequences of words; however, he demonstrated Well Below Average skills when asked to repeat nonsense sentences, as rell as remember numbers presented visually in sequence. Impact of Disability: Leon's disability of Specific Learning Disability (SLD) including but not limited to characteristics of dyslexia with challenges in 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): Weeds: Leon He demonstrated Below Average Phonological Processing when asked to discriminate between sounds, delete sounds from words, and blend ounds into words. Leon demonstrated Below Average Planning when asked to create, use, and modify a plan as needed under timed conditions. He also emonstrated Below Average Attention Processing when asked to sustain attention and ignore distractions under timed conditions. He earned a Well Below werage score on Successive Processing tasks; however, this overall score should be interpreted with caution due to variable performance across tasks. Successive Processing is a measure of one's ability to process information presented in a specific order. Specifically, Leon demonstrated Average abilities when asked to remember and repeat sequences of words; however, he demonstrated Well Below Average skills when asked to repeat nonsense sentences, as were all as remember numbers presented visually in sequence. Impact of Disability: Leon's disability of Specific Learning Disability (SLD) including but not limited to characteristics of dyslexia with challenges in 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 ounds into words. Leon demonstrated Below Average Planning when asked to create, use, and modify a plan as needed under timed conditions. He also emonstrated Below Average Attention Processing when asked to sustain attention and ignore distractions under timed conditions. He earned a Well Below average score on Successive Processing tasks; however, this overall score should be interpreted with caution due to variable performance across tasks. Successive Processing is a measure of one's ability to process information presented in a specific order. Specifically, Leon demonstrated Average abilities when asked to remember and repeat sequences of words; however, he demonstrated Well Below Average skills when asked to repeat nonsense sentences, as well as remember numbers presented visually in sequence.	ate/District Assessment Results:								
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	when asked to remember and rep well as remember numbers preser Impact of Disability: Leon's disa	at sequences of ted visually in s	words; however, h sequence. c Learning Disabilit	ty (SLD) includin	Well Below Avera	age skills when aske	ed to repeat nonsens	e sentences, as 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 tacher input, Leon is able to express his thoughts effectively. According to bilingual Hebrew assessment, Leon demonstrates stronger English speaking and listening skills.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 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:
Assessment/Monitoring Process Used:       Standardized Assessment, Bilingual Assessment, Observation, Parent/Teacher Input         State/District Assessment Results:
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: 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:
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 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. 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: egory: essment/Monitoring Process Used: e/District Assessment Results: rent Performance/Assessment Summa rengths: Some of Leon's strengths are ported that he likes to play soccer, be eeds: Leon's mother reported that he of nflicts within his friend group. On a b	I S Irst MI Section E: Social Emotional Social Emotional Parent/Teacher Input, Record ary (include student strengths, stu- that he is athletic and well-liked	Present Level of Perform		Meeting Date 25-AUC	6-2023
Last F Cormance Area: egory: essment/Monitoring Process Used: e/District Assessment Results: rent Performance/Assessment Summa rengths: Some of Leon's strengths are ported that he likes to play soccer, be eeds: Leon's mother reported that he of inflicts within his friend group. On a b	irst MI Section E: Social Emotional Social Emotional Parent/Teacher Input, Record ary (include student strengths, stu that he is athletic and well-liked	Present Level of Perform	ance		2025
egory: essment/Monitoring Process Used: e/District Assessment Results: rent Performance/Assessment Summa rengths: Some of Leon's strengths are ported that he likes to play soccer, be eeds: Leon's mother reported that he o nflicts within his friend group. On a b	Social Emotional Social Emotional Parent/Teacher Input, Record ary (include student strengths, stu that he is athletic and well-liked	► s, Observations, Rating Scale			
egory: essment/Monitoring Process Used: e/District Assessment Results: rent Performance/Assessment Summa rengths: Some of Leon's strengths are ported that he likes to play soccer, be eeds: Leon's mother reported that he o nflicts within his friend group. On a b	Social Emotional Parent/Teacher Input, Record ary (include student strengths, stu- that he is athletic and well-liked	s, Observations, Rating Scale	S		
essment/Monitoring Process Used: e/District Assessment Results: rent Performance/Assessment Summa rengths: Some of Leon's strengths are ported that he likes to play soccer, be ceds: Leon's mother reported that he a nflicts within his friend group. On a b	Parent/Teacher Input, Record ary (include student strengths, stu- that he is athletic and well-liked	s, Observations, Rating Scale	s		
e/District Assessment Results: rent Performance/Assessment Summa rengths: Some of Leon's strengths are ported that he likes to play soccer, be eeds: Leon's mother reported that he a nflicts within his friend group. On a b	ary (include student strengths, stu that he is athletic and well-liked		s		
rent Performance/Assessment Summa rengths: Some of Leon's strengths are borted that he likes to play soccer, be eeds: Leon's mother reported that he 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 borted that he likes to play soccer, be eeds: Leon's mother reported that he o 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 eeds: Leon's mother reported that he o 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 the areas of Aggression and Conduct laptive skills overall, with At-Risk Ac	broad social emotional rating scal emotional challenges at school. I Problems. She also reported At-I	le (BASC-3), Leon's parent re Leon's teacher reported Clinic Risk Depression, Learning Pro	ported that he is similar ally Significant Externa	to same-age peers in all areas; 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 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 Leon's reco Leon has m eading flue Classroom Cluster/Tes BROAD R Letter-Wor Passage Co	eginning of the Year Below Benchmark ( ords indicate that he ade progress in the ency, and comprehe	350-Well B demonstra overall cor nsion. esults sugg Score (SS) f 2) Very Low ry Low 3-78) Low	Below Bend ates below mposite sco gest he is no Standard S w	chmark 387-Well Bo grade level progres ores; however, he co ot meeting grade lev	s in early literacy skills, as ontinues to need practice i vel expectations for literac	in his	phonemic awareness, le			
bercent of s Broad Read cnows the u Strengths: 1 Fhrough the	seven-year-old child ding is a compreher upper- and lower-ca Leon knows the upp	ren nationa nsive measu se letters. H per- and low	ally. ure of Leon His standar wer-case le	n's reading achiever d score (SS) was 66 etters. He decoded t	HIEVEMENT national pe nent, including letter iden 6, which is in the very low he upper-case letters 'L', 'F s 'car', 'sun', and 'dog' whe	itifica v rang R', 'F'	tion, passage comprehence.	nsion, and readi	ing flu 'k', 'y',	ency. He 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 awareness s words with automatic. I Leon's stru read the wo word. For e	a knows most of the skills and has difficu- accuracy and fluen- His standard score ( ggles to blend. He l ords 'man', 'cake', 'gr example, Leon said, test measured Leon' ntence says. His SS	sounds oth alty with le cy. He was SS) was 66 has a limite een frog' an 'pig' for the s ability to was 70, wh	her than 'e', etter names not able to 5, which is ed vocabula nd 'tree an- e word 'cal read sente hich is in t d short sent	g', n, r, u, w, and z. , letter sounds, decc o decode the words, in the very low ran ary and trouble read d chair' correctly. H ke' and 'purple flow nces to himself and he low range on the tences to decide if th	tudent needs and impact o . He had difficulty applyin oding, and word reading. F 'and', 'no', 'man', 'she', 'eu ge on the Word Identificat ling whole words hinderin te used word substitution v er' for 'green frog' therefor then supply a missing wo e Passage Comprehension he statement was true, and e reflection of his ability a	ng pho He str ip' and ition s ng his when re had ord. L subte d then	oneme grapheme relatio uggled to blend CVC ar d 'fish.' His ability to ide ubtest. reading comprehension he did not know how to d a tough time locating t eon struggles to read ba ist.	nships. He lack nd CVCC single entify words wa skills. Leon wa blend sounds i the correct imag sic words to co bugh his SS was	e sylla as non as not into a ge. Th mpreh	able to familiar e next lend
what the ser Leon was r 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 Spelling 73 Writing Sa Sentence V Broad Writ of writing. O Strengths: can spell an and lower lo Needs: He difficulty w CVC word	Overall, Leon's Broa Leon can draw a hor d print his first nam etters 'Aa', 'Tt', 'Pp', struggled to spell -V ith spelling two to th	AGE 59 (<40-1 ) Very Low 72-98) Low Av road-based me d Written Lan rizontal line, tr e. His penman 'Ww', 'L' and 'f 'C or CVC wo rree letter photo on wasn't able	21) Very Low erage asure of Leon's v guage was 59, w ace a line within ship is clear and '. rds one syllable teme and one sy to provide the f	written language ac vhich is in the very n a triangle, and prir l tidy. He can print t words, to write a si yllable words. He cc first and the last con	low range. In the letter H correct he upper- and lower- mple sentence, and to buldn't spell the sight sonant sound of the v	spelling, the quality of ly. Leon can print the up case letters of the alphal o provide the first conso words 'is', 'fun', 'got', 'w word. Spelling is a nona	oper-and lower-case l bet. Leon can print th onant of a given word ith' and 'am.' When g	etters. He le upper . He had 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'. e an understanding c ed difficulty with ge	When asked to f proper spacing	write a simple s	sentence about a bo	y roller-skating, Leor	first consonant of an ur a printed a list of letters ich is in the very low ra	on the line. Leon did	not
Leon show minutes. Th simple sente	e sentences he wrot ences slowly within rage range on the Se	e needed to ind 5 minutes. The	lude three provi sentences he w	ided keywords, with	nout changing them in	as many simple sentend n any way. He independ d the correct punctuatio	ently produced 2 app	propriate
Leon show minutes. Th simple sente the low ave Impact of I	ences slowly within rage range on the Se	e needed to ind 5 minutes. The intence Writing gibility of Spe	lude three provi sentences he w Fluency.	ided keywords, with vrote did begin with Disability (SLD) ma	nout changing them in a capital nor include	n any way. He independ	ently produced 2 app n. His SS was 85, wh	propriate 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 BROAD MATH 92 (86-98) Average Applied Problems 86 (76-96) Low Avera Calculation 98 (92-104) Average Math Facts Fluency 93 (82-105) Average	e e
simple addition and subtraction quickly. 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 ead aloud to him. Leon has good understanding, comprehension, and analytical skills. He solved problems with d subtraction problems (9-3, 7-4, 6-2, 9-0) correctly. Leon's math skills and abilities are consistent. His SS was 98, rulation subtest.
When Leon was presented with a series 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', 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 m subtest.
Need: None at this time	
erformance Area:	ELD
	ELD       English Language Development
ategory:	
ategory: ssessment/Monitoring Process Used:	English Language Development
Category: Assessment/Monitoring Process Used: State/District Assessment Results:	English Language Development       Image: Comparison of the second
Category: Assessment/Monitoring Process Used: State/District Assessment Results: Current Performance/Assessment Summar Leon is classified an LEP (Limited Engli 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 results, he does present with age appropr 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: Assessment/Monitoring Process Used: State/District Assessment Results: Current Performance/Assessment Summar Leon is classified an LEP (Limited Engli results, he does present with age appropr developing as expected given the amount Strengths: According to the California E Developed' range on 5/26/2023. 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: Assessment/Monitoring Process Used: State/District Assessment Results: Current Performance/Assessment Summar Leon is classified an LEP (Limited Engli results, he does present with age appropr developing as expected given the amount Strengths: According to the California E Developed' range on 5/26/2023. Leo can interact with his peers and adult simple questions using phrases and simpl '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: Assessment/Monitoring Process Used: State/District Assessment Results: Current Performance/Assessment Summar Leon is classified an LEP (Limited Engli results, he does present with age appropr developing as expected given the amount Strengths: According to the California E Developed' range on 5/26/2023. Leo can interact with his peers and adult simple questions using phrases and simpl 'May I ' and 'You're welcome.' ) He can effectively interact and collaborat taught through collaborative conversation 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 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: 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, 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 Student KONENKOV	LEON S	S	Date of Birth 12-APR-2016	Meeting Date 25-AUG-2023
Last	First	MI 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 sured by student work samples	ds when reading words in isolation and/or in 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 -4), Leon will decode 3-5 re g words in isolation and/or in 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 and/or in text with no more than 2 verbal 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 EXCEEDED	3 SUBSTANTIAL PROC 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 Absence/Tardy Assignments Not Completed	Excess     Absence/Tardy     Assignments Not     Completed     Detector	Excess Absence/Tardy     Assignments Not Completed     Need to review/revise Goal     Other	
<ul> <li>Need to review/revise Goal</li> <li>Other</li> </ul>	Need to review/revise Goal Other	<ul> <li>Need to 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 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 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. Methods of	Evaluation	
State Assessments	Norm	Referenced	Criterion Referenced	Curriculum Based
Observation 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: <i>4 GOAL MET OR</i> <i>EXCEEDED</i>		RT OF PROGRESS AND A EXPLANATION	CHIEVEMENT FROM CURRENT IE	P
4 GOAL MET OR	IEP REPO	RT OF PROGRESS AND A EXPLANATION	CHIEVEMENT FROM CURRENT IE ON OF MARKS	P
4 GOAL MET OR EXCEEDED 1st Reporting Period	IEP REPOR <i>3 SUBSTANTIAL PROG</i> met) <b>2nd Reporting Period</b>	RT OF PROGRESS AND A EXPLANATION RESS (50-99% of goal 3rd Reporting Period	CHIEVEMENT FROM CURRENT IE ON OF MARKS 2 PARTIAL PROGRESS (1-49% of go	P Dal met) I NO PROGRESS
4 GOAL MET OR EXCEEDED 1st Reporting Period	IEP REPOI	RT OF PROGRESS AND A EXPLANATION RESS (50-99% of goal	CHIEVEMENT FROM CURRENT IE ON OF MARKS 2 PARTIAL PROGRESS (1-49% of go 4th Reporting Period (Secondary	P Dal met) I NO PROGRESS
4 GOAL MET OR EXCEEDED 1st Reporting Period Date:	IEP REPORT 3 SUBSTANTIAL PROG met) 2nd Reporting Period Date:	RT OF PROGRESS AND A EXPLANATION RESS (50-99% of goal 3rd Reporting Period Date:	CHIEVEMENT FROM CURRENT IE ON OF MARKS 2 PARTIAL PROGRESS (1-49% of go 4th Reporting Period (Secondary Only) Date:	P Doal met) 1 NO PROGRESS Goal Achievement
4 GOAL MET OR EXCEEDED 1st Reporting Period	IEP REPOR <i>3 SUBSTANTIAL PROG</i> met) <b>2nd Reporting Period</b>	RT OF PROGRESS AND A EXPLANATION RESS (50-99% of goal 3rd Reporting Period	CHIEVEMENT FROM CURRENT IE ON OF MARKS 2 PARTIAL PROGRESS (1-49% of go 4th Reporting Period (Secondary Only)	P Dal met) 1 NO PROGRESS Goal Achievement Objective 1 Met:
4 GOAL MET OR EXCEEDED 1st Reporting Period Date:	IEP REPORT 3 SUBSTANTIAL PROG met) 2nd Reporting Period Date:	RT OF PROGRESS AND A EXPLANATION RESS (50-99% of goal 3rd Reporting Period Date:	CHIEVEMENT FROM CURRENT IE ON OF MARKS 2 PARTIAL PROGRESS (1-49% of go 4th Reporting Period (Secondary Only) Date:	P Doal met) 1 NO PROGRESS Goal Achievement
4 GOAL MET OR EXCEEDED 1st Reporting Period 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 ON OF MARKS 2 PARTIAL PROGRESS (1-49% of go 4th Reporting Period (Secondary Only) Date: Progress Mark:	P Dal met) I NO PROGRESS Goal Achievement Objective 1 Met: Yes O No
4 GOAL MET OR EXCEEDED  1st Reporting Period  Date:  Progress Mark:  Is progress sufficient to	IEP REPORTING INTERPORTING INTE	RT OF PROGRESS AND A EXPLANATION ERESS (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	P         Dal met)       1 NO PROGRESS         Goal Achievement         Objective 1 Met:         Objective 2 Met:
4 GOAL MET OR EXCEEDED 1st Reporting Period Date: Progress Mark: Is progress sufficient to 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 ON OF MARKS 2 PARTIAL PROGRESS (1-49% of go 4th Reporting Period (Secondary Only) Date: Progress Mark:	P Dal met) I NO PROGRESS Goal Achievement Objective 1 Met: Yes O No
4 GOAL MET OR EXCEEDED 1st Reporting Period Date:	IEP REPORTING A SUBSTANTIAL PROG met) 2nd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal?	RT OF PROGRESS AND A EXPLANATION EXPLANATION EXESS (50-99% of goal 3rd Reporting Period Date: Progress Mark: Is progress sufficient to meet annual goal?	CHIEVEMENT FROM CURRENT IE ON OF MARKS 2 PARTIAL PROGRESS (1-49% of go 4th Reporting Period (Secondary Only) Date: Progress Mark: Is progress sufficient to meet annual goal?	P Dal met) 1 NO PROGRESS Goal Achievement Objective 1 Met: Yes No Objective 2 Met: Yes No
4 GOAL MET OR EXCEEDED         1st Reporting Period         Date:         Progress Mark:         Is progress Mark:         Is progress sufficient to meet annual goal?         Yes       No         If "No" please comment:	IEP REPORTING A SUBSTANTIAL PROG 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 EXPLANATION EXPLANATION EXPLANATION EXPLANATION EXPLANATION EXPLANATION IS progress Mark: Is progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment:	CHIEVEMENT FROM CURRENT IE ON OF MARKS 2 PARTIAL PROGRESS (1-49% of go 4th Reporting Period (Secondary Only) Date: Progress Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment:	P Dal met) 1 NO PROGRESS Goal Achievement Objective 1 Met: Yes No Objective 2 Met: Yes No
4 GOAL MET OR EXCEEDED         1st Reporting Period         Date:         Progress Mark:         Is progress Mark:         Is progress sufficient to meet annual goal?         Yes       No         If "No" please comment:         Needs More Time	IEP REPORTING AND	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	P Dal met) 1 NO PROGRESS Goal Achievement Objective 1 Met: Yes No Objective 2 Met: Yes No
4 GOAL MET OR EXCEEDED         1st Reporting Period         Date:         Progress Mark:	IEP REPORTING A SUBSTANTIAL PROG 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 Mark: Is progress sufficient to meet annual goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy	P Dal met) 1 NO PROGRESS Goal Achievement Objective 1 Met: Yes No Objective 2 Met: Yes No
4 GOAL MET OR EXCEEDED         1st Reporting Period         Date:         Progress Mark:	IEP REPORTING A SUBSTANTIAL PROG 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 EXCEEDED         1st Reporting Period         Date:         Progress Mark:	IEP REPORTING A SUBSTANTIAL PROG 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 Dal met) 1 NO PROGRESS Goal Achievement Objective 1 Met: Yes No Objective 2 Met: Yes No
4 GOAL MET OR 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
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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				
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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 EXCEEDED 1st Reporting Period	IEP REPO <i>3 SUBSTANTIAL PROC</i> met) <b>2nd Reporting Period</b>	RT OF PROGRESS AND A EXPLANATIO GRESS (50-99% of goal 3rd Reporting Period	CHIEVEMENT FROM CURRENT ON OF MARKS 2 PARTIAL PROGRESS (1-499 4th Reporting Period (Secondar	NT IEP % of goal met) 1	NO PROGRESS
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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 EXCEEDED Ist Reporting Period</td><td>IEP REPO <i>3 SUBSTANTIAL PROC</i> met) <b>2nd Reporting Period</b></td><td>RT OF PROGRESS AND A EXPLANATIO GRESS (50-99% of goal 3rd Reporting Period</td><td>CHIEVEMENT FROM CURRENT ON OF MARKS 2 PARTIAL PROGRESS (1-499 4th Reporting Period (Secondar Only)</td><td>NT IEP % of goal met) 1</td><td>NO PROGRESS</td></td<>	4 GOAL MET OR EXCEEDED Ist Reporting Period	IEP REPO <i>3 SUBSTANTIAL PROC</i> met) <b>2nd Reporting Period</b>	RT OF PROGRESS AND A EXPLANATIO GRESS (50-99% of goal 3rd Reporting Period	CHIEVEMENT FROM CURRENT ON OF MARKS 2 PARTIAL PROGRESS (1-499 4th Reporting Period (Secondar Only)	NT IEP % of goal met) 1	NO PROGRESS
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	4 GOAL MET OR 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 ON OF MARKS 2 PARTIAL PROGRESS (1-499 4th Reporting Period (Secondar Only) Date: Progress Mark: Is progress sufficient to meet ann goal? Yes No If "No" please comment: Needs More Time Excess Absence/Tardy Assignments Not Completed 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 t : 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 Assessments administered will conform to those assessments determined for each grade by the California Department of Education and/or the Los 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> (Designated Supports and/or Accommodations identified below are applicable)	ELPAC Subject
	Listening
Designated Supports: - 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) - 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)	

INDIVIDUALIZED EDUC.	ATION PROGRAM (IEP) Page 16 of 23
Los Angeles Unified School District 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 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 and considered factors that may have impacted student's learning during the school facility closures as a result of the COVID-19 pandemic. The IEP team has determined:
<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 progress is in alignment with expectations of progress/goal 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 closures caused by the COVID-19 pandemic and recoupment services are necessary. The IEP team discussed recoupment services
and services required by their IEP. However, no compensatory education was warranted for the reasons documented by the IEP team in FAPE Part 2 Part 4.	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 Last First	S 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 Parent/Student (18-21) indicated before the meeti to attend.		Email Email		ilie Ljubicic ilie Ljubicic	08-AUG-2023 09-MAY-2023
Parent/Student (18-21) was notified 3 times of the Parent/Student (18-21) did not respond to any of the n meeting was held without the Parent/Student (18-21) p	neeting notifications and the				
Parent/Student (18-21) did not attend and gave pe them if they did not attend.	rmission to proceed without	I (PARENT) ackno request. meeting be resche	(Parent initials h	meeting was reschedul here ONLY if the PARE	ed to this date at my 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 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



# 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 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 Student	Unified So KONENKO Last	DV LEC		S MI		Date of Birth 12-APR-2016		Meeting 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 t indicates YES, it is also requir			A until the team reaches
in a more re use of suppl accommoda	estrictive set lementary a ations and n	tting should ids and serv rodifications	only occur i ices cannot b s is not the so	f the nature or be achieved sa ole justificatio	severity of the s tisfactorily. The n for placement i	with disabilities be educated in tudent's disability is such that pl lack of current availability of a s n a more restrictive setting, unlo ial harmful effect on the child o	lacement ir student's re ess there is	n a less restrie equired suppo a compellin	ctive setting with the orts, services, g reason why they
Step A.		supports, se 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 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 P If YES, all required supports, s heline. If the answer is NO, plea	services, ad	commodatio	ons and/or modifications
Step B.		supports, se 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 modificati	al day progran	n on a general ed provided within a	d supports, services, accommod acation site? If YES, all required reasonable timeline. If the answ	d supports,	services, aco	commodations and/or

				]	INDIVIDU	ALIZ	ED EDUCA	ATION P	ROGRA	M (IEP)					
	Unified Sch KONENKOV Last			S	MI			Date o	of Birth	12-APR-2	2016		Meeting 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 cations must be . Then go to Step
Step D.	Can the su	ipports, se	ervices, acco										n a home/h	ospi	tal setting?
	○ Yes	🔿 No					ome/hospit 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 cations must be . Then go to Ste
Step E.	Can the su	ipports, se													are facility?
Step E.		ipports, se ○ 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 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 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- Decoding),3(Writing),2(Reading- Decoding)	
Additional Factors	Low Incident Support	None	
	Assistive Technology	No	
	Support		
	Transportation	None	
	Extended School Year/Intersession	🔿 Yes 🜔 No	
	Parent Counseling and Training (PCT)	• Yes O No	
	ESY Transportation		
Accommodation, Modifications, Supports	Instructional Accommodations	Small group support, chunk assignment, scaffolding instructions and tasks, provide extra time for planning, extended time on classwork, reports and tests as needed, buddy or partner system, shortened homework, graphic organizer, reduce the number of test questions, untimed and small group setting on assessments, test questions read aloud, prompts to stay on task, prompt student to check work for accuracy before submitting, repeat/rephrase/clarify directions/instructions, offer story starters to promote writing, allow student to dictate sentences for essay, provide a sample of what the finished paper/project should look like.	
	Instructional Modifications		
	Other Supports, including Non-Academic and Extra-curricular Activities	The Resource Specialist Teacher and/or Resource Aide will assist the general education teacher in the use of supplementary instructional materials and strategies.	
Preparation for Three Year Review IEP (At the second Annual Review IEP Meeting, the team nust discuss and locument the decision to	Do the Parent and the District (local educational agency) agree that a reassessment is unnecessary?	• Yes O No	
locument the decision to conduct or not conduct a hree-year comprehensive reassessment.)		This is an Initial IEP. At the second annual review the team will discuss reassessment.	

Low Incidence Equipment	
Assistive Technology Equipment	
Participation in 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 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 KONENKOV	eles Unified Sch	ool District		ate of Birth	12-APR-201			(SLD, pg. 1 of 1) 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 the con res as the	th characteristics of isensus of the IEP T e written report of e educationally relevant	f dyslexia. This for Feam that the stude the IEP Team cons	rm is not required a ent meets the eligibi ensus.	essments for students t Annual Review mee lity criteria for Speci be considered by the	etings. 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 tening Comprehens tten Expression			emic areas: (Check al ills	l that apply) Oral Expre Math Reas			<ul> <li>Reading Con</li> <li>Reading Flue</li> </ul>	
🔼 Atte	ention gnitive abilities incl		ne or more of the fo Visual Processing conceptualization		Auditory P			Sensory Mote	or Skills
	n agrees that the dis nited school experie		imarily the result o	f: r school attendance				iental, economic c	or cultural
	ial maladjustment	Fnolish language	Inte	llectually Disabled			lisadvantage Visual, he	earing or motor in	pairment

os Ange	les Unified	l School	District	INI	DIVIDUAI	LIZED EDU	CATION PROGRA IEP FAPE Part	. ,	nary of Se	rvices	Page
udent	KONENKO Last	DV I	LEON 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 Signature:	ived									
Service Code	Service Desc	Sta Da		Service Applies To	Interval	Frequency	Area	To Min		Addresses Goal(s)	No Consent
RSP	RSP	Effect Signatu			Weekly	1-5	RSP- Literacy/ELA/ELI	) 12		), Reading-Decodi Writing, Reading- Decoding	ng,
ergency orcemen	conditions it, a transj	s caused portation	oth, can by fire, f services	not be prov flood, impa s strike by 1	rided to the ssable roa nonschool	e pupil eithe ds, epidemic entity, or ot	g Services During Ei r at the school or in , earthquake, immin her official order iss xtent possible in ligh	person f lent maj ued to m	or more th or safety h eet a state	an 10 school days azard as determin of emergency or	ned by local lav war, the IEP w
ergency orcemen orovided	conditions nt, a transp d by one of	s caused portation r more o	oth, can by fire, f 1 services f the mea	not be prov flood, impa s strike by 1 ans stated b	vided to the ssable roa nonschool pelow, to tl	e pupil eithe ds, epidemic entity, or oth he greatest e	r at the school or in , earthquake, immir	person for nent maj ued to m nt of the o	or more th or safety h eet a state emergency	an 10 school days azard as determin of emergency or circumstances an	ned by local law war, the IEP w
ergency orcemen orovideo	conditions nt, a transp d by one of	s caused portation r more o	oth, can by fire, f a services f the mea test exter lessons asynch	not be prov flood, impa s strike by p ans stated b nt possible r-posted s, ronous c or other	vided to the ssable roa nonschool pelow, to tl	e pupil eithe ds, epidemic entity, or oth he greatest entity t could apply l class P ngs, le ronous (1 p	r at the school or in , earthquake, immin her official order iss xtent possible in ligh for student, dependin ersonalized earning tools virtual or paper	person for tent maj- ued to m at of the of ng on em- Schedule appointm	or more th or safety h eet a state emergency ergency cir d teacher ents r in-person	an 10 school days azard as determin of emergency or circumstances an cumstances): Scheduled email check-	ned by local law war, the IEP w
rgency rcemen rovidec Aeans o	conditions ht, a transp l by one of f Delivery red Academ	s caused portation r more o , to great	oth, can by fire, 1 a services f the mes test exter lessons asynch (online	not be prov flood, impa s strike by p ans stated b nt possible r-posted s, ronous c or other	vided to the ssable roa nonschool below, to the ("x" all that Virtual meetin	e pupil eithe ds, epidemic entity, or oth he greatest entity t could apply l class P ngs, le ronous (1 p	r at the school or in , earthquake, immin her official order iss stent possible in ligh for student, dependin ersonalized earning tools virtual or paper ackets, as vailable)	person freent majued to m it of the o	or more th or safety h eet a state emergency ergency cir d teacher ents r in-person	an 10 school days azard as determin of emergency or circumstances an cumstances): Scheduled email check- ins (parent or	ned by local law war, the IEP ward District poli Virtual office hours (drop- in; parent or

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.