

PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

Ventura County SELPA IEP

Student Name Chris Michaels

D.O.B. 10-3-93

Meeting Date 5-16-10

Describe present levels of performance in terms of general education expectations. Scores alone are not sufficient. Include specific strengths and weaknesses from the results of all evaluations including any state and/or districtwide assessments, as well as classroom performance. Areas of performance affected by the student's disability must be addressed in IEP; if not, provide rationale in the appropriate box below.

<p>Parent/Student Educational Concerns and Comments: Mother expressed concern that Chris still struggles with algebra and has not yet passed the exit exam in math. She is pleased that he's making progress in English.</p>			
<p>Academic: Reading</p> <p>Reads grade level texts with appropriate comprehension, literary analysis and response.</p> <p style="text-align: right;"><input type="checkbox"/> Annual Goal(s)</p>	<p>Cognitive Functioning</p> <p>According to recent reassessment, Chris functions within the high average range of cognition. Appears to learn new information quickly when not required to use paper & pencil to demonstrate knowledge.</p>	<p>Vocational/Prevocational/Community Access</p> <p>Rides city bus within the community. Does not yet have driver's license but has obtained his learners' permit. Is actively searching for a part-time job. Interested in WorkAbility for next year.</p> <p style="text-align: right;"><input type="checkbox"/> Annual Goal(s)</p>	
<p>Academic: Written Language</p> <p>Able to brainstorm topics with supporting details but has difficulty organizing & editing written work. Spells difficult words phonetically.</p> <p style="text-align: right;"><input type="checkbox"/> Annual Goal(s)</p>	<p>Communication</p> <p>No current concerns with oral communication. Is able to express himself well & make his needs known. Displays occasional dysfluency (mild stutter) especially when excited.</p> <p style="text-align: right;"><input type="checkbox"/> Annual Goal(s)</p>	<p>Self-Care/Independent Living</p> <p>Able to do his own laundry; cooks basic microwave meals. Needs some prompting to keep own room clean.</p> <p style="text-align: right;"><input type="checkbox"/> Annual Goal(s)</p>	
<p>Academic: Mathematics</p> <p>Able to solve equations for basic number operations. Has difficulty identifying the order of operations. Struggling with Algebra class. Current grad is C-. Gives up easily on homework.</p> <p style="text-align: right;"><input checked="" type="checkbox"/> Annual Goal(s)</p>	<p>Motor Abilities and/or Recreation/Leisure</p> <p>Plays basketball after school; enjoys playing guitar with friends. Fine and gross motor skills are within normal limits for his age.</p> <p style="text-align: right;"><input type="checkbox"/> Annual Goal(s)</p>	<p>Health Status/Summary</p> <p>Hearing: Date <u>9-10</u> <input checked="" type="checkbox"/> Passed <input type="checkbox"/> Failed Vision: Date <u>9-10</u> <input checked="" type="checkbox"/> Passed <input type="checkbox"/> Failed Corrective Lenses: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Medication: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Describe: Uses an inhaler occasionally for mild asthma. Good general health; no serious injuries, illnesses or allergies</p>	
<p>STAR Program Test Results</p> <p>CST/Alternate <u>CST</u></p> <p>ELA <u>325</u> <u>Basic</u> Math <u>280</u> <u>Below Basic</u> Other _____</p> <p>CAHSEE</p> <p>ELA <u>353</u> <u>Passed</u> Math <u>321</u> <u>Failed</u></p> <p>CELDT/Alternate _____</p> <p>Listening _____ Speaking _____ Reading _____ Writing _____</p>	<p>Date <u>4/09</u></p>	<p>Social Emotional/Behavioral Functioning</p> <p>Gets along well with adults and peers. Displays occasional moodiness, but more at home than school, according to mother.</p> <p style="text-align: right;"><input type="checkbox"/> Annual Goal(s)</p> <p>Additional Information:</p>	<p>Impact of Disability (Describe how student's disability affects student's involvement and progress in the general education curriculum and/or participation in age appropriate activities):</p> <p>Chris' learning disability in the areas of math and writing affects his ability to produce written work and to participate in grade-level math curriculum and impacts written compositions and math problem solving.</p>

PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

Ventura County SELPA IEP

Student Name Andrew Edward Smith

D.O.B. 4/2/2000

Meeting Date 4/12/2010

Describe present levels of performance in terms of general education expectations. Scores alone are not sufficient. Include specific strengths and weaknesses from the results of all evaluations including any state and/or districtwide assessments, as well as classroom performance. Areas of performance affected by the student's disability must be addressed in IEP; if not, provide rationale in the appropriate box below.

<p>Parent/Student Educational Concerns and Comments: Andy's mother feels that he has made significant progress in social and community skills. She is still concerned about his academics.</p>		
<p>Academic: Reading</p> <p>He has learned to use a three picture card schedule to follow a routine. He has not started to read or recognize any letters of the alphabet. He enjoys listening to stories. He inconsistently recognizes his name.</p> <p style="text-align: right;"><input checked="" type="checkbox"/> Annual Goal(s)</p>	<p>Cognitive Functioning</p> <p>Andy functions as having intellectual disabilities. He is significantly delayed in overall language, communication, memory, reasoning, and perceptual skills.</p>	<p>Vocational/Prevocational/Community Access</p> <p>Andy will wipe tables with prompting and will put away supplies when asked.</p> <p style="text-align: right;"><input checked="" type="checkbox"/> Annual Goal(s)</p>
<p>Academic: Written Language</p> <p>Andy is learning to trace letters of the alphabet and is beginning to write his first name independently.</p> <p style="text-align: right;"><input checked="" type="checkbox"/> Annual Goal(s)</p>	<p>Communication</p> <p>Andy is primarily non-verbal, but communicates by facial expressions (smile, frown) He is beginning to use pictures to request food items: "milk", "orange", "taco", "burrito", and "cereal".</p> <p style="text-align: right;"><input checked="" type="checkbox"/> Annual Goal(s)</p>	<p>Self-Care/Independent Living</p> <p>Andy is becoming more independent in his ability to get along in the community. He can dress himself with physical guidance..</p> <p style="text-align: right;"><input checked="" type="checkbox"/> Annual Goal(s)</p>
<p>Academic: Mathematics</p> <p>Andy met his objective of recognizing numbers from 1 to 4 and is working on 6 to 10. Andy will count and recognize a penny, nickel, and dime.</p> <p style="text-align: right;"><input checked="" type="checkbox"/> Annual Goal(s)</p>	<p>Motor Abilities and/or Recreation/Leisure</p> <p>Andy uses a wheelchair for ambulation. He has improved his head control, and he is learning to ride the adapted tricycle.</p> <p style="text-align: right;"><input checked="" type="checkbox"/> Annual Goal(s)</p>	<p>Health Status/Summary</p> <p>Hearing: Date <u>unable to test</u> <input type="checkbox"/> Passed <input type="checkbox"/> Failed Vision: Date <u>2/3/09</u> <input checked="" type="checkbox"/> Passed <input type="checkbox"/> Failed Corrective Lenses: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Medication: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Describe:</p> <p>Andy is in good health.</p>
<p>STAR Program Test Results</p> <p>CST/Alternate <u>CST</u></p> <p>ELA <u>330</u> <u>Basic</u> Math <u>333</u> <u>Basic</u> Other _____</p> <p>CAHSEE</p> <p>ELA _____ Math _____</p> <p>CELDT/Alternate _____</p> <p>Listening _____ Speaking _____ Reading _____ Writing _____</p>	<p>Date <u>05/09</u></p>	<p>Social Emotional/Behavioral Functioning</p> <p>Andy has improved in his ability to interact socially with peers. He plays cooperatively with peers in structured games.</p> <p style="text-align: right;"><input type="checkbox"/> Annual Goal(s)</p> <p>Additional Information:</p>
		<p>Impact of Disability (Describe how student's disability affects student's involvement and progress in the general education curriculum and/or participation in age appropriate activities):</p> <p>Andy's overall cognitive delays make it difficult for him to retain material without explicit instructions, repetition, and specific application in real-life settings. His physical disabilities impact his ability to participate in many large motor activities.</p>

PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

Ventura County SELPA IEP

Student Name James A Jones

D.O.B. 9/1/97

Meeting Date 4/12/2010

Describe present levels of performance in terms of general education expectations. Scores alone are not sufficient. Include specific strengths and weaknesses from the results of all evaluations including any state and/or districtwide assessments, as well as classroom performance. Areas of performance affected by the student's disability must be addressed in IEP; if not, provide rationale in the appropriate box below.

<p>Parent/Student Educational Concerns and Comments: Jim's parents are concerned that he will be going to high school next year and is still very weak in basic math skills. Jim appears to have the ability to go to college but may not be able to handle college prep math in high school.</p>																																						
<p>Academic: Reading</p> <p>Jim's reading skills are within the expected range for an eighth grader. He can retell main topics from grade level text.</p> <p style="text-align: right;"><input type="checkbox"/> Annual Goal(s)</p>	<p>Cognitive Functioning</p> <p>Jim has average cognitive ability. There is no discrepancy between his verbal and performance skills. Attention is an area of significant weakness for Jim.</p>	<p>Vocational/Prevocational/Community Access</p> <p>Jim comes to school on a regular basis. He needed reminders to record assignments, and he does not complete his homework in a timely manner.</p> <p style="text-align: right;"><input checked="" type="checkbox"/> Annual Goal(s)</p>																																				
<p>Academic: Written Language</p> <p>Jim's written language skills are within the expected range for an eighth grader.</p> <p style="text-align: right;"><input type="checkbox"/> Annual Goal(s)</p>	<p>Communication</p> <p>Jim is able to communicate well both orally and in writing.</p> <p style="text-align: right;"><input type="checkbox"/> Annual Goal(s)</p>	<p>Self-Care/Independent Living</p> <p>Jim makes his own bed, cleans his room, and does some laundry at home. He does his chores willingly but needs to be reminded to do so.</p> <p style="text-align: right;"><input type="checkbox"/> Annual Goal(s)</p>																																				
<p>Academic: Mathematics</p> <p>Jim's math skills are below expectancy. He is proficient with whole number processes and decimals with and without regrouping, but he is not yet proficient computing common fractions. He is ready to learn how to compute common fractions with like denominators and to learn fraction equivalents.</p> <p style="text-align: right;"><input checked="" type="checkbox"/> Annual Goal(s)</p>	<p>Motor Abilities and/or Recreation/Leisure</p> <p>Jim has excellent gross motor skills. He does very well in P.E. and after school sports. His handwriting is messy, but legible.</p> <p style="text-align: right;"><input type="checkbox"/> Annual Goal(s)</p>	<p>Health Status/Summary</p> <p>Hearing: Date <u>5/12/09</u> <input checked="" type="checkbox"/> Passed <input type="checkbox"/> Failed Vision: Date <u>9/15/09</u> <input checked="" type="checkbox"/> Passed <input type="checkbox"/> Failed Corrective Lenses: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Medication: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Describe: Ritalin 20mg SR in the am Jim's general health is good.</p>																																				
<p>STAR Program Test Results</p> <table border="0"> <tr> <td>CST/Alternate</td> <td>CST</td> <td>Date</td> </tr> <tr> <td>ELA <u>390</u></td> <td><u>Proficient</u></td> <td><u>05/09</u></td> </tr> <tr> <td>Math <u>335</u></td> <td><u>Basic</u></td> <td></td> </tr> <tr> <td>Other _____</td> <td>_____</td> <td></td> </tr> <tr> <td>CAHSEE</td> <td></td> <td></td> </tr> <tr> <td>ELA _____</td> <td>_____</td> <td></td> </tr> <tr> <td>Math _____</td> <td>_____</td> <td></td> </tr> <tr> <td>CELDT/Alternate</td> <td></td> <td></td> </tr> <tr> <td>Listening _____</td> <td></td> <td></td> </tr> <tr> <td>Speaking _____</td> <td></td> <td></td> </tr> <tr> <td>Reading _____</td> <td></td> <td></td> </tr> <tr> <td>Writing _____</td> <td></td> <td></td> </tr> </table>	CST/Alternate	CST	Date	ELA <u>390</u>	<u>Proficient</u>	<u>05/09</u>	Math <u>335</u>	<u>Basic</u>		Other _____	_____		CAHSEE			ELA _____	_____		Math _____	_____		CELDT/Alternate			Listening _____			Speaking _____			Reading _____			Writing _____			<p>Social Emotional/Behavioral Functioning</p> <p>Jim is very well-liked by peers. He appears to be happy and well adjusted.</p> <p style="text-align: right;"><input type="checkbox"/> Annual Goal(s)</p>	<p>Impact of Disability (Describe how student's disability affects student's involvement and progress in the general education curriculum and/or participation in age appropriate activities):</p> <p>Jim's difficulties in attention make it hard for him to concentrate in a large group setting, particularly if the work is difficult for him. He often does not record his assignments in his assignment notebook, and many assignments are late or not completed.</p>
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PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

Ventura County SELPA IEP

Student Name Matthew J. Whitesides

D.O.B. 2/20/92

Meeting Date 4/12/2010

Describe present levels of performance in terms of general education expectations. Scores alone are not sufficient. Include specific strengths and weaknesses from the results of all evaluations including any state and/or districtwide assessments, as well as classroom performance. Areas of performance affected by the student's disability must be addressed in IEP; if not, provide rationale in the appropriate box below.

<p>Parent/Student Educational Concerns and Comments: Parents would like to be sure the following areas are addressed: food preparation, use of public transportation, taking telephone messages, writing his signature, and handling illness.</p>			
<p>Academic: Reading</p> <p>Matt recognizes his name and approximately 10 functional words.</p> <p style="text-align: right;"><input checked="" type="checkbox"/> Annual Goal(s)</p>	<p>Cognitive Functioning</p> <p>Matt has moderate intellectual disabilities according to testing done for his 2006 IEP. Relative strength noted in verbal skills.</p>	<p>Vocational/Prevocational/Community Access</p> <p>Matt has received job training at WalMart, the high school cafeteria, and El Torito Restaurant. He remembers his tasks, can follow multiple step directions and can follow through on tasks.</p> <p style="text-align: right;"><input type="checkbox"/> Annual Goal(s)</p>	
<p>Academic: Written Language</p> <p>Matt can print his first and last name. He struggles with written assignments that are longer than one paragraph.</p> <p style="text-align: right;"><input checked="" type="checkbox"/> Annual Goal(s)</p>	<p>Communication</p> <p>Matt communicates using complete sentences. He has some grammar delays in verb tense, subject-verb agreement, and irregular plurals. He is able to use slow speech and eye contact, when reminded, to maintain fluency.</p> <p style="text-align: right;"><input type="checkbox"/> Annual Goal(s)</p>	<p>Self-Care/Independent Living</p> <p>Matt takes care of his own grooming skills. He assists with chores at home, can make pancakes and muffin pizzas independently using a stove/toaster oven. Matt prepares his own breakfast.</p> <p style="text-align: right;"><input type="checkbox"/> Annual Goal(s)</p>	
<p>Academic: Mathematics</p> <p>Matt can perform the basic processes of addition, subtraction, and multiplication using carrying and borrowing, using a calculator. He is learning to pay for items using "next dollar" strategy.</p> <p style="text-align: right;"><input checked="" type="checkbox"/> Annual Goal(s)</p>	<p>Motor Abilities and/or Recreation/Leisure</p> <p>Matt enjoys sports and participates in a variety of extra curricular sports and activities. He can operate a computer independently and enjoys music and dancing.</p> <p style="text-align: right;"><input type="checkbox"/> Annual Goal(s)</p>	<p>Health Status/Summary Hearing: Date <u>5/12/10</u> <input checked="" type="checkbox"/> Passed <input type="checkbox"/> Failed Vision: Date <u>9/15/09</u> <input checked="" type="checkbox"/> Passed <input type="checkbox"/> Failed Corrective Lenses: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Medication: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Describe: Matt has Down Syndrome. General health is average.</p>	
<p>STAR Program Test Results</p> <p>CST/Alternate <u>CAPA</u></p> <p>ELA <u>Basic</u></p> <p>Math <u>Basic</u></p> <p>Other _____</p> <p>CAHSEE</p> <p>ELA _____</p> <p>Math _____</p> <p>CELDT/Alternate _____</p> <p>Listening _____</p> <p>Speaking _____</p> <p>Reading _____</p> <p>Writing _____</p>	<p>Date <u>05/09</u></p>	<p>Social Emotional/Behavioral Functioning</p> <p>Matt enjoys interacting with his peers and with adult staff members. He self-initiates social contact and responds to others in a positive manner.</p> <p style="text-align: right;"><input type="checkbox"/> Annual Goal(s)</p>	<p>Impact of Disability (Describe how student's disability affects student's involvement and progress in the general education curriculum and/or participation in age appropriate activities):</p> <p>Matt's intellectual disabilities impact most academic areas. He needs repeated presentation and practice in order to retain concepts and skills.</p>
		<p>Additional Information:</p> <p>Matt attends Moorpark College 4 hours per week.</p>	