

Student Learning Plan
Perris Union High School
Achieve SAT Test Prep
Learning Plan #1 - 2018-2019

Printed: Monday, October 8, 2018 at 2:58:03 PM (PT)

Name: Burrell, Vo'Kei

Grade: 7

School: Pinacate Middle School

LEP Status: No, Proficient in English

Special Ed. Status: No - Not Special Ed

Enrolled In: Math

Number Of Classes: 0

Hours Per Class: 2

Achievement Goal(s)

- 1) 7.EE.1 - Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.
- 2) 7.EE.2 - Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related. For example, $a + 0.05a = 1.05a$ means that 'increase by 5%' is the same as 'multiply by 1.05.'
- 3) 7.G.5 - Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure.

Service(s) Planned

Customized Individual Instruction: In person, one-on-one setting

Start Date: 10/7/2018

End Date: 5/31/2019

Evaluation / Measurement / Assessment Tools

Grade level, standards based assessment in Math or English/Language Arts

Describe how the student's parents and teachers will be regularly informed of this progress

Parent will be notified monthly with progress report sent home.

Ways to Support Students with Disabilities

Students will be given accommodations and/or modifications to support academic achievement.

Way to support Students that are ELL

All students needing ELL support will receive instruction embedded with SDAIE strategies catered to the individual's specific learning goals and needs.

Is this plan consistent with the provision of an appropriate education under Section 504?Yes

Assessment Name	Pre-Test Score	Pre-Test Date	Post-Test Score	Post-Test Date
AlgebraAssessment20Q	35	10/7/2018		

I understand my child's attendance at this tutoring program is important to his/her academic improvement. If my child has two unexcused absences, the provider has the option of dropping the student from the tutoring program. I agree to call the provider if my child is unable to attend a scheduled session. I also agree to inform the provider when contact or emergency information changes.

Parent Name (Please Print)

Signature

Date

The undersigned provider agrees a) to provide the services listed above in a timely and professional manner, b) not to disclose to the public the identity of a student eligible for or receiving supplemental educational services without the written permission of the student's parents, and c) that it understands that its agreement with the school district can be terminated if the provider fails to meet the student's progress goals.

Provider: Achieve SAT Test Prep

Provider Staff Member (Please Print)

Signature

Date

District Administrator (Please Print)

Signature

Date

Student: Burrell, Vo'Kei

Student Learning Plan

Perris Union High School

Achieve SAT Test Prep

Learning Plan #1 - 2018-2019

Printed: Monday, October 8, 2018 at 2:58:03 PM (PT)

Name: Ellsworth, Jayden

Grade: 7

School: Pinacate Middle School

LEP Status: No, Proficient in English

Special Ed. Status: No - Not Special Ed

Enrolled In: Math

Number Of Classes: 0

Hours Per Class: 2

Achievement Goal(s)

- 1) 7.EE.1 - Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.
- 2) 7.EE.2 - Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related. For example, $a + 0.05a = 1.05a$ means that 'increase by 5%' is the same as 'multiply by 1.05.'
- 3) 7.G.5 - Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure.

Service(s) Planned

Customized Individual Instruction: In person, one-on-one setting

Start Date: 10/7/2018

End Date: 5/31/2019

Evaluation / Measurement / Assessment Tools

Grade level, standards based assessment in Math or English/Language Arts

Describe how the student's parents and teachers will be regularly informed of this progress

Parent will be notified monthly with progress report sent home.

Ways to Support Students with Disabilities

Students will be given accommodations and/or modifications to support academic achievement.

Way to support Students that are ELL

All students needing ELL support will receive instruction embedded with SDAIE strategies catered to the individual's specific learning goals and needs.

Is this plan consistent with the provision of an appropriate education under Section 504? Yes

Assessment Name	Pre-Test Score	Pre-Test Date	Post-Test Score	Post-Test Date
AlgebraAssessment20Q	32	10/4/2018		

I understand my child's attendance at this tutoring program is important to his/her academic improvement. If my child has two unexcused absences, the provider has the option of dropping the student from the tutoring program. I agree to call the provider if my child is unable to attend a scheduled session. I also agree to inform the provider when contact or emergency information changes.

Parent Name (Please Print)

Signature

Date

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Provider: Achieve SAT Test Prep

Provider Staff Member (Please Print)

Signature

Date

District Administrator (Please Print)

Signature

Date

Student: Ellsworth, Jayden

Student Learning Plan
Perris Union High School
Achieve SAT Test Prep
Learning Plan #1 - 2018-2019

Printed: Monday, October 8, 2018 at 2:58:03 PM (PT)

Name: Ellsworth, Jaylen

Grade: 7

School: Pinacate Middle School

LEP Status: No, Proficient in English

Special Ed. Status: No - Not Special Ed

Enrolled In: Math

Number Of Classes: 0

Hours Per Class: 2

Achievement Goal(s)

- 1) 7.EE.1 - Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.
- 2) 7.EE.2 - Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related. For example, $a + 0.05a = 1.05a$ means that 'increase by 5%' is the same as 'multiply by 1.05.'
- 3) 7.G.5 - Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure.

Service(s) Planned

Customized Individual Instruction: In person, one-on-one setting

Start Date: 10/4/2018

End Date: 5/31/2019

Evaluation / Measurement / Assessment Tools

Grade level, standards based assessment in Math or English/Language Arts

Describe how the student's parents and teachers will be regularly informed of this progress

Parent will be notified monthly with progress report sent home.

Ways to Support Students with Disabilities

Students will be given accommodations and/or modifications to support academic achievement.

Way to support Students that are ELL

All students needing ELL support will receive instruction embedded with SDAIE strategies catered to the individual's specific learning goals and needs.

Is this plan consistent with the provision of an appropriate education under Section 504? Yes

Assessment Name	Pre-Test Score	Pre-Test Date	Post-Test Score	Post-Test Date
AlgebraAssessment20Q	42	10/4/2018		

I understand my child's attendance at this tutoring program is important to his/her academic improvement. If my child has two unexcused absences, the provider has the option of dropping the student from the tutoring program. I agree to call the provider if my child is unable to attend a scheduled session. I also agree to inform the provider when contact or emergency information changes.

Parent Name (Please Print)

Signature

Date

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Provider: Achieve SAT Test Prep

Provider Staff Member (Please Print)

Signature

Date

District Administrator (Please Print)

Signature

Date

Student: Ellsworth, Jaylen

Student Learning Plan
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Learning Plan #1 - 2018-2019

Printed: Monday, October 8, 2018 at 2:58:03 PM (PT)

Name: Mazariegos, Jazalynn	Grade: 10	School: Heritage High School
LEP Status: No, Proficient in English	Special Ed. Status: No - Not Special Ed	
Enrolled In: Math	Number Of Classes: 0	Hours Per Class: 2

Achievement Goal(s)

- 1) 10.A.APR.1 - Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.
- 2) 10.A.APR.4 - Prove polynomial identities and use them to describe numerical relationships. For example, the polynomial identity $(x^2 + y^2)^2 = (x^2 - y^2)^2 + (2xy)^2$ can be used to generate Pythagorean triples.
- 3) 10.A.REI.6 - Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.

Service(s) Planned

Customized Individual Instruction: In person, one-on-one setting

Start Date: 10/7/2018

End Date: 5/31/2019

Evaluation / Measurement / Assessment Tools

Grade level, standards based assessment in Math or English/Language Arts

Describe how the student's parents and teachers will be regularly informed of this progress

Parent will be notified monthly with progress report sent home.

Ways to Support Students with Disabilities

Students will be given accommodations and/or modifications to support academic achievement.

Way to support Students that are ELL

All students needing ELL support will receive instruction embedded with SDAIE strategies catered to the individual's specific learning goals and needs.

Is this plan consistent with the provision of an appropriate education under Section 504? Yes

Assessment Name	Pre-Test Score	Pre-Test Date	Post-Test Score	Post-Test Date
AlgebraAssessment20Q	52	10/5/2018		

I understand my child's attendance at this tutoring program is important to his/her academic improvement. If my child has two unexcused absences, the provider has the option of dropping the student from the tutoring program. I agree to call the provider if my child is unable to attend a scheduled session. I also agree to inform the provider when contact or emergency information changes.

Parent Name (Please Print)

Signature

Date

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Provider: Achieve SAT Test Prep

Provider Staff Member (Please Print)

Signature

Date

District Administrator (Please Print)

Signature

Date

Student: Mazariegos, Jazalynn

Student Learning Plan

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Learning Plan #1 - 2018-2019

Printed: Monday, October 8, 2018 at 2:58:03 PM (PT)

Name: Munoz Monrreal, Abraham

Grade: 7

School: Pinacate Middle School

LEP Status: LEP

Special Ed. Status: No - Not Special Ed

Enrolled In: Math

Number Of Classes: 0

Hours Per Class: 2

Achievement Goal(s)

- 1) 7.EE.1 - Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.
- 2) 7.EE.2 - Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related. For example, $a + 0.05a = 1.05a$ means that 'increase by 5%' is the same as 'multiply by 1.05.'
- 3) 7.G.5 - Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure.

Service(s) Planned

Customized Individual Instruction: In person, one-on-one setting

Start Date: 10/7/2018

End Date: 5/31/2019

Evaluation / Measurement / Assessment Tools

Grade level, standards based assessment in Math or English/Language Arts

Describe how the student's parents and teachers will be regularly informed of this progress

Parent will be notified monthly with progress report sent home.

Ways to Support Students with Disabilities

Students will be given accommodations and/or modifications to support academic achievement.

Way to support Students that are ELL

All students needing ELL support will receive instruction embedded with SDAIE strategies catered to the individual's specific learning goals and needs.

Is this plan consistent with the provision of an appropriate education under Section 504? Yes

Assessment Name	Pre-Test Score	Pre-Test Date	Post-Test Score	Post-Test Date
AlgebraAssessment20Q	40	10/5/2018		

I understand my child's attendance at this tutoring program is important to his/her academic improvement. If my child has two unexcused absences, the provider has the option of dropping the student from the tutoring program. I agree to call the provider if my child is unable to attend a scheduled session. I also agree to inform the provider when contact or emergency information changes.

Parent Name (Please Print)

Signature

Date

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Provider: Achieve SAT Test Prep

Provider Staff Member (Please Print)

Signature

Date

District Administrator (Please Print)

Signature

Date

Student: Munoz Monrreal, Abraham

Student Learning Plan

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Learning Plan #1 - 2018-2019

Printed: Monday, October 8, 2018 at 2:58:03 PM (PT)

Name: Ramirez Leyva, Hazel

Grade: 10

School: Heritage High School

LEP Status: LEP

Special Ed. Status: No - Not Special Ed

Enrolled In: Math

Number Of Classes: 0

Hours Per Class: 2

Achievement Goal(s)

- 1) 10.A.APR.1 - Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.
- 2) 10.A.APR.4 - Prove polynomial identities and use them to describe numerical relationships. For example, the polynomial identity $(x^2 + y^2)^2 = (x^2 - y^2)^2 + (2xy)^2$ can be used to generate Pythagorean triples.
- 3) 10.A.CED.2 - Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.

Service(s) Planned

Customized Individual Instruction: In person, one-on-one setting

Start Date: 10/5/2018

End Date: 10/5/2018

Evaluation / Measurement / Assessment Tools

Grade level, standards based assessment in Math or English/Language Arts

Describe how the student's parents and teachers will be regularly informed of this progress

Parent will be notified monthly with progress report sent home.

Ways to Support Students with Disabilities

Students will be given accommodations and/or modifications to support academic achievement.

Way to support Students that are ELL

All students needing ELL support will receive instruction embedded with SDAIE strategies catered to the individual's specific learning goals and needs.

Is this plan consistent with the provision of an appropriate education under Section 504? Yes

Assessment Name	Pre-Test Score	Pre-Test Date	Post-Test Score	Post-Test Date
AlgebraAssessment20Q	45	10/4/2018		

I understand my child's attendance at this tutoring program is important to his/her academic improvement. If my child has two unexcused absences, the provider has the option of dropping the student from the tutoring program. I agree to call the provider if my child is unable to attend a scheduled session. I also agree to inform the provider when contact or emergency information changes.

Parent Name (Please Print)

Signature

Date

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Provider: Achieve SAT Test Prep

Provider Staff Member (Please Print)

Signature

Date

District Administrator (Please Print)

Signature

Date

Student: Ramirez Leyva, Hazel

Student Learning Plan
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Achieve SAT Test Prep
Learning Plan #1 - 2018-2019

Printed: Monday, October 8, 2018 at 2:58:03 PM (PT)

Name: Villegas, Grace

Grade: 9

School: Perris High School

LEP Status: Exited LEP

Special Ed. Status: Yes - Special Ed

Enrolled In: Math

Number Of Classes: 0

Hours Per Class: 2

Achievement Goal(s)

- 1) 9.A.APR.1 - Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.
- 2) 9.A.APR.4 - Prove polynomial identities and use them to describe numerical relationships. For example, the polynomial identity $(x^2 + y^2)^2 = (x^2 - y^2)^2 + (2xy)^2$ can be used to generate Pythagorean triples.
- 3) 9.A.CED.2 - Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.

Service(s) Planned

Customized Individual Instruction: In person, one-on-one setting

Start Date: 10/5/2018

End Date: 5/31/2019

Evaluation / Measurement / Assessment Tools

Grade level, standards based assessment in Math or English/Language Arts

Describe how the student's parents and teachers will be regularly informed of this progress

Parent will be notified monthly with progress report sent home.

Ways to Support Students with Disabilities

Students will be given accommodations and/or modifications to support academic achievement.

Way to support Students that are ELL

All students needing ELL support will receive instruction embedded with SDAIE strategies catered to the individual's specific learning goals and needs.

Is this plan consistent with the provision of an appropriate education under Section 504? Yes

Assessment Name	Pre-Test Score	Pre-Test Date	Post-Test Score	Post-Test Date
AlgebraAssessment20Q	85	10/4/2018		

I understand my child's attendance at this tutoring program is important to his/her academic improvement. If my child has two unexcused absences, the provider has the option of dropping the student from the tutoring program. I agree to call the provider if my child is unable to attend a scheduled session. I also agree to inform the provider when contact or emergency information changes.

Parent Name (Please Print)

Signature

Date

The undersigned provider agrees a) to provide the services listed above in a timely and professional manner, b) not to disclose to the public the identity of a student eligible for or receiving supplemental educational services without the written permission of the student's parents, and c) that it understands that its agreement with the school district can be terminated if the provider fails to meet the student's progress goals.

Provider: Achieve SAT Test Prep

Provider Staff Member (Please Print)

Signature

Date

District Administrator (Please Print)

Signature

Date

Student: Villegas, Grace