

Student Learning Plan

Perris Union High School

Achieve SAT Test Prep

Learning Plan #1 - 2018-2019

Printed: Tuesday, January 29, 2019 at 6:25:33 PM (PT)

Name: Acosta, Romi Jade **Grade:** 12 **School:** Heritage High School
LEP Status: No, Proficient in English **Special Ed. Status:** No - Not Special Ed
Enrolled In: Math **Number Of Classes:** 20 **Hours Per Class:** 1

Achievement Goal(s)

- 1) 12.A.CED.2 - Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.
- 2) 12.A.REI.3 - Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.

Service(s) Planned

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

Start Date: 10/1/2018

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	80	11/7/2018		

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: Acosta, Romi Jade

Student Learning Plan

Perris Union High School

Achieve SAT Test Prep

Learning Plan #1 - 2018-2019

Printed: Tuesday, January 29, 2019 at 6:25:33 PM (PT)

Name: Anderson, Drake **Grade:** 12 **School:** Perris High School

LEP Status: No, Proficient in English **Special Ed. Status:** No - Not Special Ed

Enrolled In: Math **Number Of Classes:** 20 **Hours Per Class:** 1

Achievement Goal(s)

- 1) 12.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) 12.A.CED.1 - Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.

Service(s) Planned

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

Start Date: 10/1/2018

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	30	11/7/2018		

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

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Provider: Achieve SAT Test Prep

Provider Staff Member (Please Print)

Signature

Date

District Administrator (Please Print)

Signature

Date

Student: Anderson, Drake

Student Learning Plan

Perris Union High School

Achieve SAT Test Prep

Learning Plan #1 - 2018-2019

Printed: Tuesday, January 29, 2019 at 6:25:33 PM (PT)

Name: Anderson, Jordan **Grade:** 11 **School:** Perris High School

LEP Status: No, Proficient in English **Special Ed. Status:** No - Not Special Ed

Enrolled In: Math **Number Of Classes:** 20 **Hours Per Class:** 1

Achievement Goal(s)

- 1) 11.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) 11.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: 10/1/2018

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	80	11/7/2018		

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

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Provider: Achieve SAT Test Prep

Provider Staff Member (Please Print)

Signature

Date

District Administrator (Please Print)

Signature

Date

Student: Anderson, Jordan

Student Learning Plan

Perris Union High School

Achieve SAT Test Prep

Learning Plan #1 - 2018-2019

Printed: Tuesday, January 29, 2019 at 6:25:33 PM (PT)

Name: Avila, Ivan	Grade: 8	School: Pinacate Middle School
LEP Status: Exited LEP	Special Ed. Status: No - Not Special Ed	
Enrolled In: Math	Number Of Classes: 20	Hours Per Class: 1

Achievement Goal(s)

- 1) 8.EE.1 - Know and apply the properties of integer exponents to generate equivalent numerical expressions. For example, $32 \cdot 5 = 33 = 1/33 = 1/27$.
- 2) 8.EE.5 - Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways. For example, compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed.
- 3) 8.EE.7 - Solve linear equations in one variable.

Service(s) Planned

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

Start Date: 10/1/2018

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	80	11/27/2018		

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: Avila, Ivan

Student Learning Plan

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Learning Plan #1 - 2018-2019

Printed: Tuesday, January 29, 2019 at 6:25:33 PM (PT)

Name: Barragan, Briana **Grade:** 12 **School:** Heritage High School

LEP Status: No, Proficient in English **Special Ed. Status:** Yes - Special Ed

Enrolled In: Math **Number Of Classes:** 0 **Hours Per Class:** 2

Achievement Goal(s)

- 1) 12.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) 12.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) 12.A.REI.4 - Solve quadratic equations in one variable.

Service(s) Planned

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

Start Date: 10/11/2018

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	60	10/6/2018		

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: Barragan, Briana

Student Learning Plan

Perris Union High School

Achieve SAT Test Prep

Learning Plan #1 - 2018-2019

Printed: Tuesday, January 29, 2019 at 6:25:33 PM (PT)

Name: Benitez, Azahlea **Grade:** 12 **School:** Perris High School

LEP Status: Exited LEP **Special Ed. Status:** No - Not Special Ed

Enrolled In: Math **Number Of Classes:** 10 **Hours Per Class:** 2

Achievement Goal(s)

- 1) 12.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) 12.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: 10/1/2018

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	80	1/23/2019		

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: Benitez, Azahlea

Student Learning Plan

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Learning Plan #1 - 2018-2019

Printed: Tuesday, January 29, 2019 at 6:25:33 PM (PT)

Name: Blanco, Kaylee**Grade:** 12**School:** Heritage High School**LEP Status:** Not LEP**Special Ed. Status:** No - Not Special Ed**Enrolled In:** Math**Number Of Classes:** 20**Hours Per Class:** 1**Achievement Goal(s)**

- 1) 12.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) 12.A.CED.1 - Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.

Service(s) Planned

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

Start Date: 10/1/2018**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	65	10/27/2018		

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: Blanco, Kaylee

Student Learning Plan

Perris Union High School

Achieve SAT Test Prep

Learning Plan #1 - 2018-2019

Printed: Tuesday, January 29, 2019 at 6:25:33 PM (PT)

Name: Bunner, Dennis **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:** 10 **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.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: 10/1/2018

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	75	11/16/2018		

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: Bunner, Dennis

Student Learning Plan

Perris Union High School

Achieve SAT Test Prep

Learning Plan #1 - 2018-2019

Printed: Tuesday, January 29, 2019 at 6:25:33 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: Tuesday, January 29, 2019 at 6:25:33 PM (PT)

Name: Butler, Joy**Grade:** 11**School:** Heritage High School**LEP Status:** No, Proficient in English**Special Ed. Status:** No - Not Special Ed**Enrolled In:** Math**Number Of Classes:** 20**Hours Per Class:** 1**Achievement Goal(s)**

- 1) 11.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) 11.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: 10/1/2018**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	10/26/2018		

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: Butler, Joy

Student Learning Plan

Perris Union High School

Achieve SAT Test Prep

Learning Plan #1 - 2018-2019

Printed: Tuesday, January 29, 2019 at 6:25:33 PM (PT)

Name: Calhoun, Shawn **Grade:** 12 **School:** Heritage High School

LEP Status: No, Proficient in English **Special Ed. Status:** No - Not Special Ed

Enrolled In: Math **Number Of Classes:** 20 **Hours Per Class:** 1

Achievement Goal(s)

- 1) 12.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) 12.A.APR.2 - Know and apply the Remainder Theorem: For a polynomial $p(x)$ and a number a , the remainder on division by $x - a$ is $p(a)$, so $p(a) = 0$ if and only if $(x - a)$ is a factor of $p(x)$.
- 3) 12.A.CED.1 - Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.

Service(s) Planned

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

Start Date: 10/16/2018

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	10/16/2018		

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: Calhoun, Shawn

Student Learning Plan

Perris Union High School

Achieve SAT Test Prep

Learning Plan #1 - 2018-2019

Printed: Tuesday, January 29, 2019 at 6:25:33 PM (PT)

Name: Carrillo, Kira **Grade:** 8 **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) 8.EE.1 - Know and apply the properties of integer exponents to generate equivalent numerical expressions. For example, $32 \cdot 35 = 33 = 1/33 = 1/27$.
- 2) 8.EE.7 - Solve linear equations in one variable.
- 3) 8.EE.8 a. - Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously.

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	35	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: Carrillo, Kira

Student Learning Plan

Perris Union High School

Achieve SAT Test Prep

Learning Plan #1 - 2018-2019

Printed: Tuesday, January 29, 2019 at 6:25:33 PM (PT)

Name: Clever, Joshua**Grade:** 9**School:** Heritage High School**LEP Status:** No, Proficient in English**Special Ed. Status:** Yes - Special Ed**Enrolled In:** Math**Number Of Classes:** 20**Hours Per Class:** 1**Achievement Goal(s)**

- 1) 9.A.CED.1 - Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.
- 2) 9.A.REI.3 - Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.

Service(s) Planned

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

Start Date: 10/1/2018**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	55	11/2/2018		

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: Clever, Joshua

Student Learning Plan

Perris Union High School

Achieve SAT Test Prep

Learning Plan #1 - 2018-2019

Printed: Tuesday, January 29, 2019 at 6:25:33 PM (PT)

Name: Coble, Julia **Grade:** 9 **School:** Heritage High School

LEP Status: No, Proficient in English **Special Ed. Status:** No - Not Special Ed

Enrolled In: Math **Number Of Classes:** 20 **Hours Per Class:** 1

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.CED.2 - Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.
- 3) 9.F.IF.1 - Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then $f(x)$ denotes the output of f corresponding to the input x . The graph of f is the graph of the equation $y = f(x)$.

Service(s) Planned

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

Start Date: 10/1/2018

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?N/A

Assessment Name	Pre-Test Score	Pre-Test Date	Post-Test Score	Post-Test Date
AlgebraAssessment20Q	70	11/12/2018		

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: Coble, Julia

Student Learning Plan

Perris Union High School

Achieve SAT Test Prep

Learning Plan #1 - 2018-2019

Printed: Tuesday, January 29, 2019 at 6:25:33 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

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: Ellsworth, Jayden

Student Learning Plan

Perris Union High School

Achieve SAT Test Prep

Learning Plan #1 - 2018-2019

Printed: Tuesday, January 29, 2019 at 6:25:33 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

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: Ellsworth, Jaylen

Student Learning Plan

Perris Union High School

Achieve SAT Test Prep

Learning Plan #1 - 2018-2019

Printed: Tuesday, January 29, 2019 at 6:25:33 PM (PT)

Name: Galindo Solis, Angel Raul **Grade:** 12 **School:** Perris High School
LEP Status: Exited LEP **Special Ed. Status:** No - Not Special Ed
Enrolled In: Math **Number Of Classes:** 20 **Hours Per Class:** 1

Achievement Goal(s)

- 1) 12.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) 12.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: 10/1/2018

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	55	11/14/2018		

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: Galindo Solis, Angel Raul

Student Learning Plan

Perris Union High School

Achieve SAT Test Prep

Learning Plan #1 - 2018-2019

Printed: Tuesday, January 29, 2019 at 6:25:33 PM (PT)

Name: Gonzalez, Mariah **Grade:** 9 **School:** Perris High School

LEP Status: No, Proficient in English **Special Ed. Status:** No - Not Special Ed

Enrolled In: Math **Number Of Classes:** 10 **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.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: 10/1/2018

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	10	1/16/2019		

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: Gonzalez, Mariah

Student Learning Plan

Perris Union High School

Achieve SAT Test Prep

Learning Plan #1 - 2018-2019

Printed: Tuesday, January 29, 2019 at 6:25:33 PM (PT)

Name: Guerra, Uziel **Grade:** 11 **School:** Perris High School

LEP Status: LEP **Special Ed. Status:** No - Not Special Ed

Enrolled In: Math **Number Of Classes:** 10 **Hours Per Class:** 2

Achievement Goal(s)

- 1) 11.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) 11.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: 10/1/2018

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	12/11/2018		

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: Guerra, Uziel

Student Learning Plan

Perris Union High School

Achieve SAT Test Prep

Learning Plan #1 - 2018-2019

Printed: Tuesday, January 29, 2019 at 6:25:33 PM (PT)

Name: Gutierrez, Jessie **Grade:** 11 **School:** Heritage High School
LEP Status: No, Proficient in English **Special Ed. Status:** No - Not Special Ed
Enrolled In: Math **Number Of Classes:** 20 **Hours Per Class:** 1

Achievement Goal(s)

- 1) 11.F.TF.1 - Understand radian measure of an angle as the length of the arc on the unit circle subtended by the angle.
- 2) 11.F.TF.3 - Use special triangles to determine geometrically the values of sine, cosine, tangent for $\pi/3$, $\pi/4$ and $\pi/6$, and use the unit circle to express the values of sine, cosines, and tangent for x , $\pi+x$, and $2\pi-x$ in terms of their values for x , where x is any real number.
- 3) 11.F.TF.9 - Prove the addition and subtraction formulas for sine, cosine, and tangent and use them to solve problems.

Service(s) Planned

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

Start Date: 10/1/2018

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	10/16/2018		

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: Gutierrez, Jessie

Student Learning Plan

Perris Union High School

Achieve SAT Test Prep

Learning Plan #1 - 2018-2019

Printed: Tuesday, January 29, 2019 at 6:25:33 PM (PT)

Name: Gutierrez, Nicholas **Grade:** 9 **School:** Heritage High School

LEP Status: No, Proficient in English **Special Ed. Status:** Yes - Special Ed

Enrolled In: Math **Number Of Classes:** 20 **Hours Per Class:** 1

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.CED.1 - Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.
- 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: 10/1/2018

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	30	10/16/2018		

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: Gutierrez, Nicholas

Student Learning Plan

Perris Union High School

Achieve SAT Test Prep

Learning Plan #1 - 2018-2019

Printed: Tuesday, January 29, 2019 at 6:25:33 PM (PT)

Name: Herrera, Prisila **Grade:** 8 **School:** Pinacate Middle School
LEP Status: Exited LEP **Special Ed. Status:** No - Not Special Ed
Enrolled In: Math **Number Of Classes:** 20 **Hours Per Class:** 1

Achievement Goal(s)

- 1) 8.EE.4 - Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities (e.g., use millimeters per year for seafloor spreading). Interpret scientific notation that has been generated by technology.
- 2) 8.EE.6 - Use similar triangles to explain why the slope m is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation $y = mx$ for a line through the origin and the equation $y = mx + b$ for a line intercepting the vertical axis at b .
- 3) 8.EE.7 - Solve linear equations in one variable.

Service(s) Planned

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

Start Date: 10/1/2018

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	20	10/21/2018		

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: Herrera, Prisila

Student Learning Plan

Perris Union High School

Achieve SAT Test Prep

Learning Plan #1 - 2018-2019

Printed: Tuesday, January 29, 2019 at 6:25:33 PM (PT)

Name: Heyden, Logan **Grade:** 9 **School:** Heritage High School

LEP Status: No, Proficient in English **Special Ed. Status:** No - Not Special Ed

Enrolled In: Math **Number Of Classes:** 10 **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.CED.1 - Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.

Service(s) Planned

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

Start Date: 10/1/2018

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	65	12/19/2018		

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: Heyden, Logan

Student Learning Plan

Perris Union High School

Achieve SAT Test Prep

Learning Plan #1 - 2018-2019

Printed: Tuesday, January 29, 2019 at 6:25:33 PM (PT)

Name: Horowitz, Jacob**Grade:** 9**School:** Heritage High School**LEP Status:** LEP**Special Ed. Status:** Yes - Special Ed**Enrolled In:** Math**Number Of Classes:** 20**Hours Per Class:** 1**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) 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 Jacob has "holes" in his math skills which are preventing him being successful with grade level standards. Tutor will work with him one-on-one, and will begin each lesson by reinforcing basic multiplication facts.

Start Date: 10/23/2018**End Date:** 10/23/2018**Evaluation / Measurement / Assessment Tools**

Grade level, standards based assessment in Math or English/Language Arts. Multiplication quizzes given at each lesson.

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	20	10/22/2018		

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: Horowitz, Jacob

Student Learning Plan

Perris Union High School

Achieve SAT Test Prep

Learning Plan #1 - 2018-2019

Printed: Tuesday, January 29, 2019 at 6:25:33 PM (PT)

Name: Johnston, Joshua **Grade:** 9 **School:** Heritage High School

LEP Status: No, Proficient in English **Special Ed. Status:** No - Not Special Ed

Enrolled In: Math **Number Of Classes:** 20 **Hours Per Class:** 1

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.REI.3 - Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.
- 3) 9.A.REI.4 - Solve quadratic equations in one variable.

Service(s) Planned

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

Start Date: 10/1/2018

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	50	10/18/2018		

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: Johnston, Joshua

Student Learning Plan

Perris Union High School

Achieve SAT Test Prep

Learning Plan #1 - 2018-2019

Printed: Tuesday, January 29, 2019 at 6:25:33 PM (PT)

Name: Kristall, Gabriel **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:** 20 **Hours Per Class:** 1

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.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: 10/1/2018

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	11/4/2018		

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: Kristall, Gabriel

Student Learning Plan

Perris Union High School

Achieve SAT Test Prep

Learning Plan #1 - 2018-2019

Printed: Tuesday, January 29, 2019 at 6:25:33 PM (PT)

Name: Lucero, Lesly **Grade:** 10 **School:** Perris High School
LEP Status: Exited LEP **Special Ed. Status:** No - Not Special Ed
Enrolled In: Math **Number Of Classes:** 20 **Hours Per Class:** 1

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.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: 10/1/2018

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	55	11/1/2018		

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: Lucero, Lesly

Student Learning Plan

Perris Union High School

Achieve SAT Test Prep

Learning Plan #1 - 2018-2019

Printed: Tuesday, January 29, 2019 at 6:25:33 PM (PT)

Name: Lupercio, Justine **Grade:** 10 **School:** Perris High School

LEP Status: Exited LEP **Special Ed. Status:** No - Not Special Ed

Enrolled In: Math **Number Of Classes:** 20 **Hours Per Class:** 1

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.REI.3 - Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.

Service(s) Planned

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

Start Date: 10/1/2018

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	25	10/20/2018		

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: Lupercio, Justine

Student Learning Plan

Perris Union High School

Achieve SAT Test Prep

Learning Plan #1 - 2018-2019

Printed: Tuesday, January 29, 2019 at 6:25:33 PM (PT)

Name: Masters, Kayla **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.2 - Know and apply the Remainder Theorem: For a polynomial $p(x)$ and a number a , the remainder on division by $x - a$ is $p(a)$, so $p(a) = 0$ if and only if $(x - a)$ is a factor of $p(x)$.
- 3) 10.A.CED.1 - Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.

Service(s) Planned

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

Start Date: 10/11/2018

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	65	10/6/2018		

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: Masters, Kayla

Student Learning Plan

Perris Union High School

Achieve SAT Test Prep

Learning Plan #1 - 2018-2019

Printed: Tuesday, January 29, 2019 at 6:25:33 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

Perris Union High School

Achieve SAT Test Prep

Learning Plan #1 - 2018-2019

Printed: Tuesday, January 29, 2019 at 6:25:33 PM (PT)

Name: Mentis, Cheyenne **Grade:** 10 **School:** Heritage High School

LEP Status: No, Proficient in English **Special Ed. Status:** Yes - 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.CED.1 - Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.
- 3) 10.A.SSE.1 a. - Interpret parts of an expression, such as terms, factors, and coefficients.

Service(s) Planned

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

Start Date: 10/9/2018

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	10	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: Mentis, Cheyenne

Student Learning Plan

Perris Union High School

Achieve SAT Test Prep

Learning Plan #1 - 2018-2019

Printed: Tuesday, January 29, 2019 at 6:25:33 PM (PT)

Name: Meza, Zenaida**Grade:** 11**School:** Heritage High School**LEP Status:** LEP**Special Ed. Status:** No - Not Special Ed**Enrolled In:** Math**Number Of Classes:** 20**Hours Per Class:** 1**Achievement Goal(s)**

- 1) 11.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) 11.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: 10/1/2018**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	25	10/29/2018		

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: Meza, Zenaida

Student Learning Plan

Perris Union High School

Achieve SAT Test Prep

Learning Plan #1 - 2018-2019

Printed: Tuesday, January 29, 2019 at 6:25:33 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

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: Munoz Monrreal, Abraham

Student Learning Plan

Perris Union High School

Achieve SAT Test Prep

Learning Plan #1 - 2018-2019

Printed: Tuesday, January 29, 2019 at 6:25:33 PM (PT)

Name: Navarro Mendoza, Luis**Grade:** 11**School:** Perris High School**LEP Status:** LEP**Special Ed. Status:** No - Not Special Ed**Enrolled In:** Math**Number Of Classes:** 10**Hours Per Class:** 2**Achievement Goal(s)**

- 1) 11.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) 11.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: 10/1/2018**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	1/11/2019		

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: Navarro Mendoza, Luis

Student Learning Plan

Perris Union High School

Achieve SAT Test Prep

Learning Plan #1 - 2018-2019

Printed: Tuesday, January 29, 2019 at 6:25:33 PM (PT)

Name: Nelson, Rosie **Grade:** 11 **School:** Heritage High School

LEP Status: No, Proficient in English **Special Ed. Status:** No - Not Special Ed

Enrolled In: Math **Number Of Classes:** 20 **Hours Per Class:** 1

Achievement Goal(s)

- 1) 11.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) 11.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: 10/1/2018

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	20	10/25/2018		

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: Nelson, Rosie

Student Learning Plan

Perris Union High School

Achieve SAT Test Prep

Learning Plan #1 - 2018-2019

Printed: Tuesday, January 29, 2019 at 6:25:33 PM (PT)

Name: Norales, Diana**Grade:** 9**School:** Perris High School**LEP Status:** Pending**Special Ed. Status:** No - Not Special Ed**Enrolled In:** Math**Number Of Classes:** 20**Hours Per Class:** 1**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.REI.3 - Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.

Service(s) Planned

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

Start Date: 10/1/2018**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	25	11/14/2018		

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: Norales, Diana

Student Learning Plan

Perris Union High School

Achieve SAT Test Prep

Learning Plan #1 - 2018-2019

Printed: Tuesday, January 29, 2019 at 6:25:33 PM (PT)

Name: Nunez, Macy	Grade: 9	School: Perris High School
LEP Status: LEP	Special Ed. Status: No - Not Special Ed	
Enrolled In: Math	Number Of Classes: 10	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.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: 10/1/2018

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	0	1/25/2019		

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: Nunez, Macy

Student Learning Plan

Perris Union High School

Achieve SAT Test Prep

Learning Plan #1 - 2018-2019

Printed: Tuesday, January 29, 2019 at 6:25:33 PM (PT)

Name: Paloma, Kyle Matthew**Grade:** 12**School:** Heritage High School**LEP Status:** LEP**Special Ed. Status:** No - Not Special Ed**Enrolled In:** Math**Number Of Classes:** 10**Hours Per Class:** 2**Achievement Goal(s)**

- 1) 12.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) 12.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: 10/1/2018**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	30	1/23/2019		

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: Paloma, Kyle Matthew

Student Learning Plan

Perris Union High School

Achieve SAT Test Prep

Learning Plan #1 - 2018-2019

Printed: Tuesday, January 29, 2019 at 6:25:33 PM (PT)

Name: Peralta, Braldo**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.2 - Know and apply the Remainder Theorem: For a polynomial $p(x)$ and a number a , the remainder on division by $x - a$ is $p(a)$, so $p(a) = 0$ if and only if $(x - a)$ is a factor of $p(x)$.
- 3) 10.A.REI.2 - Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise.

Service(s) Planned

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

Start Date: 10/11/2018**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	60	10/6/2018		

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: Peralta, Braldo

Student Learning Plan

Perris Union High School

Achieve SAT Test Prep

Learning Plan #1 - 2018-2019

Printed: Tuesday, January 29, 2019 at 6:25:33 PM (PT)

Name: Perez, Nadia **Grade:** 10 **School:** Heritage High School

LEP Status: Exited LEP **Special Ed. Status:** No - Not Special Ed

Enrolled In: Math **Number Of Classes:** 10 **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.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: 10/1/2018

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	50	11/16/2018		

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: Perez, Nadia

Student Learning Plan

Perris Union High School

Achieve SAT Test Prep

Learning Plan #2 - 2018-2019

Printed: Tuesday, January 29, 2019 at 6:25:33 PM (PT)

Name: Perkins, Nakia **Grade:** 9 **School:** Perris High School
LEP Status: No, Proficient in English **Special Ed. Status:** Yes - Special Ed
Enrolled In: Math **Number Of Classes:** 10 **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.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: 10/1/2018

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	30	12/5/2018		

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

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: Perkins, Nakia

Student Learning Plan

Perris Union High School

Achieve SAT Test Prep

Learning Plan #1 - 2018-2019

Printed: Tuesday, January 29, 2019 at 6:25:34 PM (PT)

Name: Prieto Gutierrez, Edgard**Grade:** 9**School:** Perris High School**LEP Status:** LEP**Special Ed. Status:** No - Not Special Ed**Enrolled In:** Math**Number Of Classes:** 20**Hours Per Class:** 1**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.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: 10/1/2018**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	11/29/2018		

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: Prieto Gutierrez, Edgard

Student Learning Plan

Perris Union High School

Achieve SAT Test Prep

Learning Plan #1 - 2018-2019

Printed: Tuesday, January 29, 2019 at 6:25:34 PM (PT)

Name: Queponds, Rebeca**Grade:** 9**School:** Heritage High School**LEP Status:** Exited LEP**Special Ed. Status:** No - Not Special Ed**Enrolled In:** Math**Number Of Classes:** 20**Hours Per Class:** 1**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.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: 10/1/2018**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	0	11/5/2018		

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

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: Queponds, Rebeca

Student Learning Plan

Perris Union High School

Achieve SAT Test Prep

Learning Plan #1 - 2018-2019

Printed: Tuesday, January 29, 2019 at 6:25:34 PM (PT)

Name: Ramirez, Pedro**Grade:** 9**School:** Perris High School**LEP Status:** LEP**Special Ed. Status:** No - Not Special Ed**Enrolled In:** Math**Number Of Classes:** 20**Hours Per Class:** 1**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.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: 10/1/2018**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	25	11/14/2018		

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: Ramirez, Pedro

Student Learning Plan

Perris Union High School

Achieve SAT Test Prep

Learning Plan #1 - 2018-2019

Printed: Tuesday, January 29, 2019 at 6:25:34 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

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: Ramirez Leyva, Hazel

Student Learning Plan

Perris Union High School

Achieve SAT Test Prep

Learning Plan #1 - 2018-2019

Printed: Tuesday, January 29, 2019 at 6:25:34 PM (PT)

Name: Rodriguez, Jayson **Grade:** 11 **School:** Heritage High School
LEP Status: No, Proficient in English **Special Ed. Status:** No - Not Special Ed
Enrolled In: Math **Number Of Classes:** 20 **Hours Per Class:** 1

Achievement Goal(s)

- 1) 11.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) 11.A.CED.2 - Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.
- 3) 11.F.IF.4 - For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.

Service(s) Planned

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

Start Date: 10/1/2018

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	80	10/25/2018		

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: Rodriguez, Jayson

Student Learning Plan

Perris Union High School

Achieve SAT Test Prep

Learning Plan #1 - 2018-2019

Printed: Tuesday, January 29, 2019 at 6:25:34 PM (PT)

Name: Romero, Gilbert**Grade:** 9**School:** Heritage High School**LEP Status:** Exited LEP**Special Ed. Status:** Yes - Special Ed**Enrolled In:** Math**Number Of Classes:** 20**Hours Per Class:** 1**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.CED.1 - Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.

Service(s) Planned

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

Start Date: 10/1/2018**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	15	11/2/2018		

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: Romero, Gilbert

Student Learning Plan

Perris Union High School

Achieve SAT Test Prep

Learning Plan #1 - 2018-2019

Printed: Tuesday, January 29, 2019 at 6:25:34 PM (PT)

Name: Sanchez, Jesus**Grade:** 10**School:** Perris High School**LEP Status:** Pending**Special Ed. Status:** No - Not Special Ed**Enrolled In:** Math**Number Of Classes:** 20**Hours Per Class:** 1**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.REI.2 - Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise.
- 3) 10.A.REI.3 - Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.

Service(s) Planned

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

Start Date: 10/1/2018**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	70	10/15/2018		

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: Sanchez, Jesus

Student Learning Plan

Perris Union High School

Achieve SAT Test Prep

Learning Plan #1 - 2018-2019

Printed: Tuesday, January 29, 2019 at 6:25:34 PM (PT)

Name: Silva, Melanie **Grade:** 9 **School:** Heritage High School

LEP Status: Exited LEP **Special Ed. Status:** No - Not Special Ed

Enrolled In: Math **Number Of Classes:** 20 **Hours Per Class:** 1

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.CED.2 - Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.
- 3) 9.A.REI.10 - Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).

Service(s) Planned

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

Start Date: 10/1/2018

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	10/18/2018		

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: Silva, Melanie

Student Learning Plan

Perris Union High School

Achieve SAT Test Prep

Learning Plan #1 - 2018-2019

Printed: Tuesday, January 29, 2019 at 6:25:34 PM (PT)

Name: Smith, Keith **Grade:** 9 **School:** Perris High School
LEP Status: No, Proficient in English **Special Ed. Status:** No - Not Special Ed
Enrolled In: Math **Number Of Classes:** 20 **Hours Per Class:** 1

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.CED.2 - Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.
- 3) 9.A.REI.2 - Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise.

Service(s) Planned

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

Start Date: 10/1/2018**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	30	10/16/2018		

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: Smith, Keith

Student Learning Plan

Perris Union High School

Achieve SAT Test Prep

Learning Plan #1 - 2018-2019

Printed: Tuesday, January 29, 2019 at 6:25:34 PM (PT)

Name: Valdovinos, Alexis**Grade:** 10**School:** Perris High School**LEP Status:** LEP**Special Ed. Status:** Yes - Special Ed**Enrolled In:** Math**Number Of Classes:** 20**Hours Per Class:** 1**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.2 - Know and apply the Remainder Theorem: For a polynomial $p(x)$ and a number a , the remainder on division by $x - a$ is $p(a)$, so $p(a) = 0$ if and only if $(x - a)$ is a factor of $p(x)$.
- 3) 10.A.CED.1 - Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.

Service(s) Planned

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

Start Date: 10/16/2018**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
Pre Assessment English/Language Arts	30	10/16/2018		

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: Valdovinos, Alexis

Student Learning Plan

Perris Union High School

Achieve SAT Test Prep

Learning Plan #1 - 2018-2019

Printed: Tuesday, January 29, 2019 at 6:25:34 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

Student Learning Plan

Perris Union High School

Achieve SAT Test Prep

Learning Plan #1 - 2018-2019

Printed: Tuesday, January 29, 2019 at 6:25:34 PM (PT)

Name: Williams, Hannah **Grade:** 9 **School:** Heritage High School

LEP Status: No, Proficient in English **Special Ed. Status:** No - Not Special Ed

Enrolled In: Math **Number Of Classes:** 20 **Hours Per Class:** 1

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.REI.10 - Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).

Service(s) Planned

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

Start Date: 10/1/2018

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	45	10/19/2018		

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: Williams, Hannah

