



# Santa Ana Unified School District Supplemental Educational Services

## Individual Services Agreement 2007-08

**Provider Name: Maximum Educational Services Providers (MESP)**

**Note:** This is a fill-in enabled document. Please complete electronically and print out for signature.  
Address all areas. Do not leave blanks; write "not applicable" or NA.

### I. STRUCTURE OF SERVICES

**a. Instructional Format:**

- 1-to-1 online     1-to-1 in-person
- small group, in-person: # of students per group    4    to    8

**b. Location of Services:**

- student's home** *If changed to a different location, the complete name, address and telephone of the new location is required prior to payment of subsequent invoices.*

*Tutoring at the following sites requires the complete name, address and telephone of the location.*

- public library:** Tutoria Public Library, 123 Main St., Tutoria CA 888-555-1212
- community center:** Tutoria Community Center, 123 Broadway Ave., Tutoria CA 888-555-1212
- provider learning center:** MESP Learning Center, 123 Elm Ave., Tutoria CA 888-555-1212
- other location:**
- SAUSD school-site/s** *Approval of the SAUSD Civic Center Office for each site is required prior to beginning of tutoring sessions.*

- c. 8 Number of tutors with DOJ and FBI clearance currently available to provide services**  
*Individual tutor clearance information is required prior to release of student information.*

- d. CDE-approved grade levels for tutoring:**    3    -    12

- e. \$00.00    Hourly fee per student**

- f. 30    Total # of hours of tutoring each student will receive through SES**

- g. Additional services to be offered to parents at an additional charge: (include cost)**     none

After a student completes the allotted SES hours, parents may contract privately for MESP services at a cost of \$00.00 per hour.

**II. CURRICULAR SERVICES**

\* = *requires supporting forms or documents*

a. **\*CDE-approved content areas/subjects:**  Reading/Language Arts       Math

b. **\* Explain how services will be aligned with the grade-level California Content Standards.**

Our focus on language development, reading, and math reflects research on student achievement in 25 California districts, and demonstrates the skills students need but may not acquire in time to meet the state standards.

c. **Explain how tutors will coordinate services with the student's academic program at school.**

Our standards-based, research-supported services are designed to increase student achievement in the regular academic program. This requires close alignment and continuous communication with parents and classroom teachers to ensure that instruction is coherent and effective. Tutors will request a brief meeting with their students' teachers prior to beginning services. Schools will receive progress reports after every 15 hours of instruction.

d. **\* Describe your tutor training program. Include copies of tutor guidelines or instructions.**

e. **\* Explain how you inform tutors of required procedures for reporting missing/abused children.**

All tutors receive in-service training that increases their recognition and awareness of suspected child abuse, as well as reporting procedures for suspected child abuse and missing children.

f. **\* Explain how tutors are provided with consistent, current *program* information.**

g. **\* Explain how tutors are provided with consistent, current *student* information.**

h. **Explain how services for Special Education students are coordinated with their Individual Education Plan (IEP), including any necessary accommodations.**

In order to align our instruction with IEP goals and 504 plans, we first ask parents for information concerning the students academic needs and accommodations. We consult with the student's Special Education or resource teacher concerning the student's special needs, IEP, or any accommodations mandated by a 504 plan.

i. **\* Explain how tutors will provide meaningful access to services for English Learner students, including appropriate primary language support.**

MESP will hire bilingual staff members who are 1) fluent in the primary language/s of the majority of the district's students, and 2) trained or experienced in effective instructional strategies for English Learners. In addition, all materials for English Learners are aligned with the state's ELD standards.

**III. ASSESSMENT AND ACCOUNTABILITY**

\* = requires supporting forms or documents

**a. \* Legal title /version of assessment/s used to monitor and evaluate student progress:**

We use assessments developed by our company, unless instructed otherwise by the district. CST Practice Tests may be also be used for secondary students.

**b. Explain how this assessment relates to the California state content standards.**

Our assessments reflect our company's research on the specific grade-level language arts and math skills that students need but may not acquire in time to meet the California state standards.

**c. \* Describe your timeline for monitoring and evaluating student progress.**

Our company assesses students and issues progress reports after every 15 hours of instruction. Reports are sent to the district and to the student's parents and teachers.

**d. \* Describe your process for monitoring student attendance.**

Students sign their individual attendance sheet at the beginning of each session. Tutors enter attendance records into our secure web site immediately following a session. They also contact parents of absent students to encourage student attendance and remind parents of their contractual SES responsibilities. Our office generates an electronic record of student attendance and parent contacts based on this data.

**e. \* Describe your process to remedy student non-attendance.**

Our electronic attendance system generates a weekly list of students with two or more consecutive absences. Bilingual members of our office staff then contact parents to determine the cause of absenteeism and to remind them of our policy to drop a student after the third consecutive absence. As a proactive measure, MESP conducts a series of Parent Education Workshops to provide parents with strategies to "Maximize" their child's tutoring experience. These workshops also stress the importance of consistent attendance in improving student achievement.

**f. \* List any incentives used to promote student attendance.**  none

To encourage attendance and motivate achievement, students will receive school supplies (pencils, erasers, rulers, etc.) at the end of each session. Students with perfect attendance for the month or who meet their academic goals for the month shall receive a "Maximum Learning +" certificate. Students who do both will receive a "Maximum Learning ++" certificate, valid for one free additional tutoring session at the end of the program. All students who successfully complete the program shall also receive the "Maximum Learning ++" certificate.

**Total value of incentives per student: \$50.00**

**g. \* Local education agencies may terminate agreements with providers that fail to meet the goals or timelines of the parent agreement. What "guarantee" do you offer parents and districts as to the effectiveness of your services? Attach relevant sections of your CDE-approved application.**

Our assessments are linked to the to the goals and objectives of the Student Learning Agreement (SLA). By conducting regular (bi-monthly) assessments and issuing a progress report after each 15 hours of instruction, we will be able to accurately monitor student progress and guarantee improvement of student achievement after receiving our services. If a student shows no improvement, we will schedule a conference with the parent to identify a solution for learning improvement in a fair and just manner.

**IV. COMMUNICATION**

\* = requires supporting forms or documents

**a. \* Explain how tutors will report progress to the student’s school:**

Schools will receive progress reports after each 15 hours of instruction. Schools can also access their students' assessment and attendance records on our secure web site.

**b. \* Explain how tutors will report progress to the student’s parents:**

Parents will receive progress reports after each 15 hours of instruction. Parents can also access their child's assessment and attendance records on our secure web site.

**c. \* Explain how you will inform parents of the required complaint procedures:**

Tutors will give parents a copy of our company's complaint procedures (available in 18 languages) when they meet with the parent to develop the SLA..

**d. \* Explain how you will report student progress to the SAUSD SES Program Office:**

A completed SAUSD Student Learning Agreement, including goals and objectives, will be developed for each student and sent to the district SES program coordinator prior to payment of the first invoice. The district will receive student progress reports after each 15 hours of service, as well as a final progress report documenting the academic progress of all of the district's SES students who received services from our company. Districts can also access assessment and attendance records on our secure web site.

<b>Prepared by:</b>	
_____	_____
Printed/Typed Name	Title
_____	_____
Signature	Date
<b>Approved by:</b>	
_____	_____
Signature of Authorized SAUSD Representative	Date