

Newport-Mesa Unified School District RFP #120-23 Expanded Learning Opportunities Programs (ELOP) Spanish Heritage Language Program



CONFIDENTIAL

Attn: Jonathan Geiszler - Director Purchasing & Warehouse

Re: RFP #120-23 Expanded Learning Opportunities Programs (ELOP) Spanish Heritage Language Program

June 22, 2023

Dear Mr. Geiszler,

On behalf of Tutor Me LA LLC dba Tutor Me Education (TME), I am pleased to be writing this letter in response to "RFP #120-23" to show our interest in providing Expanded Learning Opportunities Programs (ELOP) Spanish Heritage Language Program to students part of the Newport-Mesa Unified School District. Our company has been vetted by the Department of Education and is an official vendor for the TEA tutor corps to provide tutoring in response to learning loss. Our program follows evidence-based criteria behind effectively designed tutoring programs outlined by the EdResearch for Recovery Project, J-PAL, etc. Additionally, our company has vast knowledge and experience supporting students from all walks of life through in-person and virtual instruction for over 12 years, including current distance-learning protocol. We are a leader in educational services for large school districts and provide high quality, effective support, and enrichment through our home instruction services. Our partnerships with 150+ districts and institutions are geared towards serving over 1,000,000+ PreK-12 Youth and include Magnolia Science Academy Schools (MSAS), Los Angeles Unified School District (LAUSD), Los Angeles County of Education (LACOE), San Diego Unified School District (SDUSD), King-Chavez Neighborhood of Schools, Alhambra Unified School District (AUSD), Claremont Unified School District (CUSD), San Francisco Unified School District (SFUSD), Sacramento City Unified School District (SCUSD), Twin Rivers Unified School District (TRUSD), Fairfield Suisun Unified School District (FSUSD), Roseland Unified School District (RUSD), Madera County Superintendent of Schools (MCSOS), San Francisco County Office of Education, Tulare County Department of Education (TCDOE), Sonoma County Office of Education (SCOE), and many more.

We have successively provided reputable in-person and virtual instruction services to a wide demographic of populations including migrant youth, foster youth, homeless youth, disadvantaged youth, students with learning differences, special needs (including dyslexia, autism, ADHD) and ELD support for over 12 years. Furthermore, our curriculum is designed by experienced educators and language specialists who possess a deep understanding of Spanish language instruction and cultural nuances. We take pride in our team of tutors, many of whom are fluent Spanish speakers themselves. This has allowed us to collect extensive data and insight which we have used to create individualized strategies needed to see impactful improvement and student success. Regarding demonstrated effectiveness, we have conducted case studies and collected data that suggests our interventions have led to higher attendance and matriculation rates, acceptance to colleges, and improved state scores. We take a comprehensive approach on learning which is constructed through facilitation of engaging, individualized instruction as well as collaboration with teachers, schools, social workers, parents, and experienced instructors with proven track records. Our approach consists of implementing research-backed pre-assessments to set a baseline of each student's knowledge, create an individual learning plan to target weaknesses following the district's goals and state standards, and measure progress through post-assessments.

Sincerely,



Dr. Daniel Mak

Senior Director of School Partnerships

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Attachment A - Validity Report

Attachment B - Pre-Assessment Diagnostic

Attachment C - Individualized Learning Plan

Attachment D - Progress Report

A. Agency Profile

- i. Include legal form of Agency, number of years in operation, home office location, local office location (if different).*
- ii. Include history, vision, and mission of the organization, including number of years the agency has provided similar services for other districts or partners.*

Tutor Me LA LLC dba Tutor Me Education is a for-profit Limited Liability Corporation and has been a leader in supporting students who are struggling with their educational success due to learning-loss through in-person and virtual instruction services for over 12 years. Our headquarters is located at 1093 Broxton Ave. #240, Los Angeles, CA 90024.

TME has extensive experience working with elementary, middle, highschool, college, and graduate students in 40+ states across the U.S. Our partnerships with 150+ districts and institutions are geared towards serving over 1,000,000+ PreK-12 Youth and include large school districts (100K+ student population) like Montgomery County Public Schools (MCPS), North Carolina Department of Public Instruction, Dallas Independent School District (DISD), Los Angeles Unified School District (LAUSD), and many more. The methods of facilitating an effective program that aims to address the educational needs and the academic achievement of youth are guided by the knowledge and experience of our expert staff and instructors. TME understands the challenge of addressing the social-emotional needs required to ensure the student's overall well-being. TME has over 3,300 tutors available in California and other adjacent areas. Our instructors specialize in tutoring youth in every subject for all preK-12 levels including GED, CAHSEE, ACT, & SAT Test-Preparation; we also cater to college and graduate level students. TME also has over 8,800 instructors which students can access remotely through our proprietary online platform at any given time. Average instructor turnover rate ranges between 11% to 18% per year. A strong majority of our instructors are bilingual in Spanish but many are also versed in Mandarin, Russian, Tagalog, & many more. Our infrastructure enables us to easily serve over 110,000 more students in the Shelby County Schools this year.

Services will be focused around the the following:

- Spanish language development differentiated for student levels, and Spanish culture and art.
- General Skills Support
- Subject-specific Course Preparation (*Math, English, Chemistry, Physics, & 250+ more subjects*)
- Test Preparation
- Organizational Skills
- Executive Function Skills & Time Management
- In collaboration and with District approval, develop bilingual marketing materials to inform the students and parents of the enrichment services, as needed.

Our team has strategically been structured to include leadership from essential backgrounds in education management, social work, and district success. Our approach includes a research-based methodology which includes pre/interim/post assessments, individualized

lesson plans (ILP), and progress reporting. This has and continues to be the reason why our program is effectively tailored for all K-12 students.

As a Senior Partnership Director, Dr. Daniel Mak is determined to ensure operational success of this program by serving as a liaison and main point of contact. His experience in academia reaches beyond graduate level instruction at the University of California, Los Angeles (UCLA) and University of California, San Francisco (UCSF). He has successfully collaborated with programs to systematically provide quality services at the federal, state, university, and district level. The efficacy of teaching methodology and alignment of core curriculum is guided by multiple educational consultants who have served in key educational roles in the U.S. Department of Education, US house of representatives, and multiple foster youth programs for over 20 years.

We ensure an inclusive program that caters to all students including those with learning disabilities. Dr. Provenzano, who received his Ph.D., from the joint doctoral program in Special Education with University of California, Berkeley, and San Francisco State University (SFSU), specializes and conducts research at the intersection of quantitative methods, literacy, and autism. He is a graduate student instructor for measurement in the social sciences, and currently, adjunct faculty at SFSU.

Finally, our Foster Youth/Special Needs/Homeless Youth Educational Director, Elliot Farahnik, has countless years of experience serving at-risk youth through both educational services and by collaborating with social workers.

Mission	Vision
Our mission at Tutor Me Education is to empower and inspire students to unlock their full academic potential. Since we started in 2013, we firmly believe that every student deserves the opportunity to succeed. We are dedicated to providing personalized, high-quality tutoring, enrichment, and test preparation services that address the unique needs of each student. Through our carefully selected team of exceptional tutors, we strive to instill confidence, motivation, and a lifelong love for learning in our students. By doing so, we enable them to overcome challenges, master their subjects, and excel academically.	Our vision is to be the leading provider of exceptional educational support, recognized for our unwavering commitment to student success. We envision a future where no student is left behind, where every struggling learner is equipped with the necessary tools and guidance to thrive academically. We aim to revolutionize the way education is delivered by harnessing the power of technology and personalized instruction. Through this innovative approach, we create a seamless learning experience that caters to each student's individual learning style, fostering engagement and accelerating progress. Our ultimate goal is to transform lives, unlock untapped potential, and shape a generation of empowered learners who can confidently navigate their academic journeys and achieve their dreams.

B. Program Design

- i. Describe the structure of courses and outline for service delivery for each 8-week session for grade specific classes.*
- ii. Describe the curriculum the agency will offer that includes expert knowledge, experience and ability in Spanish Heritage Language instruction, arts, and culture for elementary students.*

a. Understanding of The Scope of Work

Tutor Me Education's program is designed to consider a comprehensive approach to recruitment, communication, teaching methodology, overall welfare, measures, and student success. This approach is used to increase the academic achievement of identified students on assessments, and specifically, to attain proficiency in meeting grade requirements for level in California State. We prefer to work with all age groups/levels including PreK-12, college, and graduate levels. Areas covered include but are not limited to General Skills Support, Organizational Skills, Test-Preparation, Subject-specific Course Preparation, and College and Postsecondary Exposure and Preparation. We provide tutoring for Reading, Writing, Math, Science, Social Studies, Government, Economics, and Test-Preparation for the SAT, ACT, CAHSEE and GED. All materials including assessment tools, supplemental curriculum, and test preparation booklets are provided as needed. This includes tools for 1-1 and group tutoring, ELL and ESL students, students with disabilities, prep for state/college entry exams, "Push In" Interventions, and much more. Instruction can be provided in English and Spanish. Learning gains through our tutoring services are achieved by:

- Well-trained, consistent tutor who builds a strong relationship with students
- High quality instructional material aligned to standards and core classwork
- One-to-one or small group for individualized support
- Embedded in the school day or immediately before or after, or during an LEA-partnered summer program, to maximize student access and attendance
- Data-driven, utilizing aligned formative assessments, with tutors building sessions around student strengths and needs and adjusting approach based on data over time

TME is continuously striving to stay abreast of the most up-to-date, COVID-impacted learning loss research, high-impact tutoring research, and California LEAs' key priorities and strategies given unfinished learning. TME is continually researching and reviewing the newest and most up-to-date educational news, youth statistics, and research studies through the Consortium for Policy Research in Education, National Center for Education Statistics, EdSurge *Education Week*, US Public School Data, and Center for Reinventing Public Education (CRPE). We have also noted all the newest updates of the state standards for mentoring and tutoring on the California State Education Department's webpage, as well as researched through educational websites such as: Governor's Office - Office of Education, College and Career Ready Standards, State Board of Education, and Common Core to name a few, for the newest and most up to date information. Tutor Me Education tutoring program bases its tutoring on the state standards in correlation with what the TEA education specialist, resource parents, biological parents, school personnel specifications are in regards to the educational needs of that student and strategies for STEM subjects, SAT, ACT, and GED exams. Curriculum may vary from school to school which is why tutor

communication with teacher, social worker, and admin staff are essential to filling these gaps in learning.

Private 1-1 tutoring and group tutoring can take place in-person at the student's/school's preferred location or online via our cloud-based easily accessible proprietary platform. Our online tutors are specialists in virtual learning which ensures an engaging experience for students. Our platform includes face-to-face live instruction and chatbox, session recording functionality for playback, interactive online whiteboard functionality, document screen sharing and editing, and much more. Virtual instructors can also utilize any preferred platform required by the institution as needed. The number of students for both in-person and virtual instruction can range between 1-15. Sessions can occur before school, during school, after school, and/or summer school. Tutoring sessions can take place 7 days a week at any time throughout the calendar and academic year. Instruction and/or related services will also be provided in the event of suspension or illness. Because we work with such a wide diversity of programs, institutions, districts, and schools, the session duration, length of services, and modality vary. Tutoring sessions typically last between 30 minutes and 2 hours but are dictated by the institution. Generally, younger students have shorter tutoring sessions. Session schedules typically can range from 1-3 times per week for 10-40 weeks per year. Ultimately, our instructors have the capability to provide any instruction length per the request of the school, district, and/or student. Students work with the same tutor every session in order to build rapport. Our program is flexible and can be tailored to fit the needs of each organization within the Newport-Mesa Unified School District. Tutors are meticulously hand picked and matched with each student based on multiple factors including learning type, personality, location, specialty, and much more.

Contact with parents will begin as soon as possible to implement an evidence based pre-assessment. Tutoring instruction, content, and curriculum is aligned to California State Standards and keeps in mind the learning and emotional differences of each student. However, data driven diagnostics, measures, and curriculum are still implemented to ensure instructional strategies are of high quality, based upon research, and specifically designed to increase the achievement and proficiency of low-achieving students to meet California Academic standards at or above grade level. TME prides itself on the quality and experience of our instructors who ensure that each program follows an established plan of instruction built upon initial assessment and recorded to show effectiveness in improving student academic achievement.

Instructors have a Valid California Teaching Certification and/or Bachelor's Degree or 24 college credit hours and a valid DPS fingerprint clearance card. Tutors shall pass fingerprinting requirements with the DOJ and TB tests. Tutors will implement supplemental materials and tutoring methods based on their expertise to accommodate student needs and ensure engagement throughout the sessions. Tutors will provide appropriate accommodations and support to students to ensure students with disabilities, mental health instability, and students covered under Section 504 will benefit; consistent with a student's individualized education program under Section 614 of the Individuals with Disabilities Education Act (IDEA). Instructors are typically paid by the hour.

Once students are tested for Math, Reading, and Language Arts proficiency through a pre-assessment, tutors are generally matched within a couple days and create an Individualized Learning Plan (ILP) to target weakness areas following state standards. ILP's identify student's strengths and weaknesses, and goals for academic progress. A copy of the pre-assessment is typically sent to the Newport-Mesa Unified School District within 5 business days. Although turnaround times for student matching are generally quick, they are multidimensional and carefully hand-selected. Our tutor-matching directors go beyond just considering location, subject matter expertise, schedule, educational needs, and family preference to incorporate personality traits, experience with executive functioning, emotional distress, and youth in care. Throughout the student's tutoring journey evidence based interim and post-assessments are implemented on a consistent basis and upon discharge. Also, a progress report regarding student achievement of objectives as per report card schedules is sent to the referrer on a monthly basis or as needed to measure student improvement. Reassessment will be conducted, to determine if a student is making progress towards their educational goals. *Assessment validity report (Attachment A), Pre-assessment (Attachment B), Learning-Plan (Attachment C), Progress Report (Attachment D), and Post Assessment are attached.*

b. Spanish Heritage Language Instruction

Tutor Me Education, as an agency specializing in tutoring and academic support, is well-equipped to offer a comprehensive curriculum that incorporates expert knowledge, experience, and ability in Spanish Heritage Language instruction, arts, and culture for elementary students. Our organization understands the importance of providing culturally relevant and engaging educational experiences to students, especially when it comes to language learning.

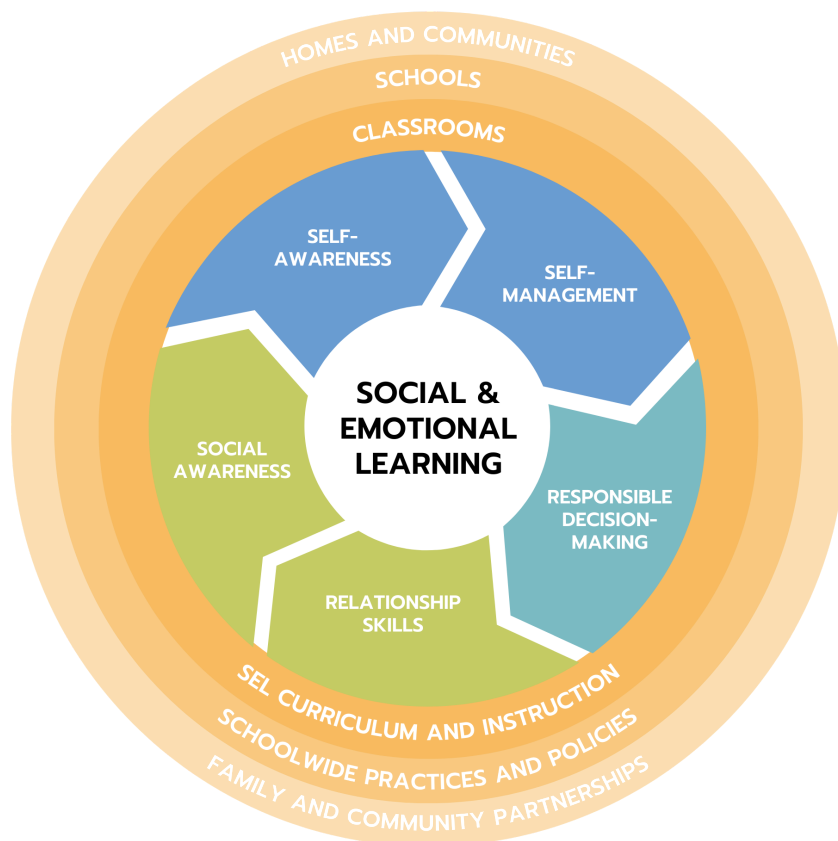
Our curriculum is designed by experienced educators and language specialists who possess a deep understanding of Spanish language instruction and cultural nuances. We take pride in our team of tutors, many of whom are fluent Spanish speakers themselves. Their expertise in the language, combined with their passion for teaching, enables them to effectively guide students through the process of language acquisition. Moreover, Tutor Me Education has a wealth of experience working with underprivileged youth from diverse backgrounds, including Spanish-speaking demographics and those with limited literacy skills. We understand the unique challenges these students may face and are committed to providing them with the support they need to succeed academically.

In our extensive network of tutors, we have thousands of professionals who are not only proficient in Spanish but also possess the necessary skills to engage and connect with young learners. Their ability to create a positive and inclusive learning environment ensures that students feel comfortable and motivated to explore Spanish language and culture. By leveraging our expertise, experience, and diverse pool of tutors, Tutor Me Education is well-positioned to deliver a curriculum that fosters language development, artistic expression, and an appreciation for Spanish heritage. We are dedicated to empowering elementary students with the necessary skills to thrive academically while nurturing their cultural identity and fostering a lifelong love for language learning.

iii. Describe the ways in which the agency will ensure a quality enrichment program in the following quality standards for expanded learning: a. Safe & Supportive Environments, b. Active & Engaged Learning, c. Skill Building, d. Youth Voice & Leadership, e. Diversity, Access, and Equity, f. Quality Staff, g. Collaborative Partnerships, h. Program Management

c. Enrichment Program

TME's enrichment program offers a diverse range of activities that integrate STEAM to support student learning and development. Our virtual activities, such as Intro to Coding, 2D/3D Animation, etc. provide opportunities for students to explore technology and develop essential skills. Additionally, our physical and outdoor activities, such as Tennis, Cycling, and Gardening, integrate principles of physics and mathematics to provide hands-on learning experiences for students. Our program includes both virtual and physical activities, as well as indoor and outdoor settings to meet the diverse needs of students throughout the school year. We understand the importance of Social Emotional Learning (SEL) in the development of well-rounded individuals, and have incorporated its five main components to ensure that students can build essential skills such as Self-Awareness, Self-Management, Social Awareness, Relationship Building, and Responsible Decision Making. By integrating STEAM and SEL principles, our enrichment program provides opportunities for students to engage in learning experiences beyond the traditional classroom setting.



TME has served approximately 10,000 students across California and other states through our enrichment program. This recent offering, in addition to our years of tutoring services, has received positive feedback from students, teachers, and parents, and we are committed to expanding our reach to support even more students and school districts. We believe that our programs can make a positive impact on student learning and development which keeps us motivated and dedicated to providing high-quality, engaging activities that support diverse student needs.

In a virtual setting, students can learn about the fundamentals and introduction to coding, design visually using programs such as Canva or Photoshop; create and edit videos with EdPuzzle, and delve into the world of 2D/3D animation. They can also work on research projects and presentations around a topic of their choosing which will improve their critical thinking and presentation skills. Meanwhile, our physical/outdoors setting includes sports such as basketball, soccer, and tennis, as well as dodgeball, and cycling. Students can also learn about gardening, which is a wonderful opportunity to connect with nature and develop their green thumbs. Our indoor setting offers a variety of activities that students can enjoy regardless of the weather, including SEL-focused discussions, Lego design challenges, board games, crafts, storytelling, foreign language learning, drawing/painting, and music lessons. They can also improve their creative writing, debating, and public speaking skills while participating in fun quizzes and book clubs. Additionally, they can learn to prepare their own meals through cooking and baking if the school facilities allow. For students who enjoy a mixed setting, we offer photography and editing, movie making, stop motion, various exercises, dance lessons with performance, business and merchandise (Biz Kids), science experiments, and learn more about different histories and cultures (World Explorers) which explores a different time period each day from various cultures through food, music, and activities. All students are offered nutritious and tasty meals throughout these enrichment activities.

The wide-array of activities through our enrichment program will provide students with the opportunity to explore their interests, develop their skills, and grow as individuals. These activities are designed to be fun, challenging, and interactive, which can help them develop a love for learning and cultivate a growth mindset. The program can also support student development by providing opportunities to explore their interests, develop new skills, and build their social and emotional competencies. For example, activities such as creative writing, drawing and painting, and music can help students develop their artistic skills, while debate, foreign language learning, and public speaking can support the development of critical thinking, communication, problem-solving skills, and leadership. Our goal is to help students develop a sense of belongingness and community by connecting them with peers who share their interests and passions, in addition to supporting their social and emotional development and creating a positive learning environment.

Tutor Me Education shares the mission of advocating for students to develop a well-rounded set of skills and competencies that can leverage their academic success and personal growth. By providing a diverse range of learning opportunities and a space to develop youth voices– TME can support students in reaching their full potential and becoming lifelong learners.

Example of a 4-week program that covers activities of various settings:

Week	Activities
1	• Virtual: Introduction to Coding (Computer Science) • Physical/Outdoors: Soccer (Physical Education) • Indoors: Lego Design Challenge (Engineering, Mathematics) • Mixed: Photography Fundamentals (Visual Arts)
2	• Virtual: Research & Presentation (Language Arts/Social Studies) • Physical/Outdoors: Cycling (Physical Education) • Indoors: Drawing and Painting (Visual Arts) • Mixed: History & Culture (Social Studies)
3	• Virtual: 2D/3D Animation (Computer Science/Visual Arts) • Physical/Outdoors: Tennis (Physical Education) • Indoors: Creative Writing (Language Arts) • Mixed: Science Experiments (Science)
4	• Virtual: EdPuzzle (Language Arts/Technology) • Physical/Outdoors: Gardening (Science) • Indoors: Board Games / Chess (Mathematics) • Mixed: Survival and Practical Skills (Life Skills)

**Note that this is a sample schedule. It is essential to customize the enrichment program and activities to fit the specific needs of the school district and students.*

Safe & Supportive Environments

At Tutor Me Education, we always prioritize creating safe and supportive environments for students. In addition to maintaining a 20:1 student to staff ratio, we implement comprehensive safety protocols to ensure their physical and emotional well-being. Our staff members are carefully screened and undergo background checks to ensure they are qualified and suitable for working with students. We provide ongoing training to our staff on topics such as child protection, emergency procedures, and conflict resolution to equip them with the necessary skills to create a nurturing environment. We also encourage open communication and establish positive relationships with students, promoting a sense of trust and belonging.

Active & Engaged Learning

Our program design is centered around promoting active and engaged learning experiences for students. We believe that learning should be meaningful and relevant to students' lives. We incorporate a variety of interactive and hands-on activities that encourage student participation, collaboration, and critical thinking. Our curriculum includes projects, group discussions, problem-solving tasks, and creative exercises that help students apply their

knowledge and engage with the content. We also leverage technology and multimedia resources to enhance learning experiences and provide opportunities for students to explore new horizons and perspectives.

Skill Building

At Tutor Me Education, we are committed to supporting students' skill building and mastery. We align our program goals and curricula with 21st-century skills such as critical thinking, communication, collaboration, and creativity. Our activities are designed to provide opportunities for students to develop and practice these skills. We offer scaffolded learning experiences that cater to different learning styles and abilities, ensuring that each student has the chance to grow and achieve success. We provide targeted feedback and guidance to help students track their progress and set goals for continuous improvement.

Youth Voice & Leadership

We strongly believe in empowering elementary students and providing them with meaningful opportunities for youth voice and leadership within our program. We actively involve students in decision-making processes, allowing them to contribute ideas, provide feedback, and shape their learning experiences. Students have the chance to participate in program planning committees, student councils, and leadership roles where they can take ownership of their learning journey. By fostering student agency and promoting their voices, we aim to cultivate confident and engaged learners who feel a sense of ownership and pride in their educational experiences.

Diversity, Access, and Equity

Diversity, access, and equity are fundamental values embedded in our program. We strive to create an inclusive environment where all students feel valued, respected, and supported, regardless of their background. We celebrate and embrace diversity in all its forms, including race, color, religion, sex, age, income level, national origin, physical ability, sexual orientation, and gender identity and expression. Our curriculum incorporates diverse perspectives, experiences, and cultural references to promote understanding and appreciation of different backgrounds. We actively address any barriers to access and provide accommodations or additional resources to ensure equitable participation for all students.

Quality Staff

Our commitment to quality extends to our staff members. We employ highly qualified individuals who are not only knowledgeable in their respective fields but also passionate about education and fostering a positive learning environment. We carefully select staff members who demonstrate empathy, professionalism, and a genuine dedication to student success. We provide ongoing professional development opportunities to our staff based on their assessed needs. This includes training sessions, workshops, and resources that enhance their instructional strategies, classroom management skills, and cultural competency. By investing in the continuous growth of our staff, we ensure that they are equipped with the latest research-based practices and are prepared to meet the evolving needs of our students.

Collaborative Partnerships

Collaborative partnerships are crucial for the success of our program. We actively engage with internal and external stakeholders, including students, parents/guardians, schools, and the community. We maintain open lines of communication with families to keep them informed about their child's progress, goals, and areas for improvement. We collaborate with schools to align our program with the academic curriculum, ensuring a seamless integration of learning experiences. Additionally, we establish connections with community organizations and resources to enrich our program offerings and provide students with diverse learning opportunities beyond the classroom. By fostering these collaborative partnerships, we create a network of support that enhances the overall program experience and facilitates the holistic development of our students.

Program Management

Our program management is characterized by sound fiscal and administrative practices, as well as well-defined policies and procedures. We adhere to strict financial guidelines to ensure transparency and accountability in our budgeting, spending, and reporting processes. We maintain comprehensive documentation of policies and procedures that cover areas such as student safety, staff qualifications, program evaluation, and data privacy. These policies are regularly reviewed and updated to stay current with best practices and legal requirements. By implementing strong program management practices, we ensure the efficient and effective operation of our program, allowing us to focus on delivering high-quality services to our students.

d. Instruction Aligned with California State Standards

While Tutor Me Education's instructional program and curriculum are tailored for students, they are aimed to align with California state standards and grade level in Math, Reading, Language Arts as well as test-preparation requirements following the College Board and ACT inc, etc. TME has successfully shown an increase in overall grade scores and SAT/ACT exam scores per our research-backed pre/post assessments and test-prep diagnostic. Part of our success is attributed to our strategies for engaging students and our ability to maintain quality and consistency among our instructors.

TME is continuously striving to stay abreast of the newest educational standards and tutoring/teaching/learning and test-taking strategies. TME is continually researching and reviewing the newest and most up-to-date educational news, youth statistics, and research studies through the Children's Bureau, Resource Library from the American Academy of Pediatrics, and the Child Welfare Information Gateway. We have also noted all the newest updates of the state standards for ELA and Math on the California Department of Education's State webpage, as well as researched through educational websites such as: Governor's Office - Office of Education, College and Career Ready Standards, State Board of Education, and Common Core to name a few, for the newest and most up to date information. Tutor Me Education tutoring program bases its tutoring on the state standards in correlation with what the Newport-Mesa Unified School District education specialist, resource parents, biological parents, school personnel specifications are in regards to the educational needs of that student and strategies for STEM subjects, SAT, ACT, and GED exams. Curriculum may

vary from school to school which is why tutor communication with teacher, social worker, and admin staff are essential to filling these gaps in learning.

e. Content and Curriculum

Tutor Me Education implements a personalized teaching strategy and curriculum as suggested by multiple studies which conclude that several curriculum sources when personalized lead to higher positive educational outcomes. TME believes in tailoring the material to each student's needs rather than utilizing a "cookie-cutter" and "one size fits all" approach. In a 2011 study, McClure, Yonezawa, & Jones suggested that personalization of curriculum played a major role in student improvement; the importance of personalization has been overlooked by schools. The material we use has been hand selected to not only align with K-12 state standards but also is tailored to the students school, level, and learning style. The materials we implement are from publishers McGraw-Hill, Steck-Vaughn, Teacher Created Materials, Triumph Publishing, and others. TME is continually researching and reviewing the newest and most up-to-date materials based on research that we add to our curriculum. *(Please review our examples of the curriculum we use for Math and Reading attached (Chart 1 and Chart 2))*

Tutor Me Education Reading/Language Arts Curriculum

PreK-3rd Pearson • ReadyGEN Steck-Vaughn Company • <i>Inference</i> • <i>Steck-Vaughn Comprehension Skills- Main Idea</i> • <i>Steck-Vaughn Comprehension Skills- Sequence</i> • <i>Steck-Vaughn Comprehension Skills- Conclusion</i> • <i>Steck-Vaughn Core</i> Carson-Dellosa Publishing LLC • <i>Reading for Understanding</i> • <i>Spectrum Reading</i> Evan-Moor Educational Publishers • <i>Daily Reading Comprehension</i> • <i>Read and Understand</i> • <i>Reading Engagement</i> McGraw-Hill Children's Publishing	4th & 5th Pearson • ReadyGEN Teacher Created Materials, Inc. • <i>Reading Comprehension Practice Makes Perfect</i> Carson-Dellosa Publishing LLC • <i>Reading for Understanding</i> • <i>Spectrum Reading</i> Remedia Publications, Inc. • <i>Remedia Skill Based</i> Steck-Vaughn Company • <i>Steck-Vaughn Comprehension SkillsConclusion</i> • <i>Steck-Vaughn Comprehension SkillsContext</i> • <i>Steck-Vaughn Comprehension SkillsFacts</i> • <i>Steck-Vaughn Comprehension SkillsInference</i> • <i>Steck-Vaughn Comprehension SkillsMain Idea</i> • <i>Idea</i> • <i>Steck-Vaughn Comprehension SkillsSequence</i>	6th-12 Pearson • myPerspectives Carson-Dellosa Publishing LLC & Steck-Vaughn Company • <i>Spectrum Reading Grade 6</i> • <i>Comprehension Skills: Conclusion</i> • <i>Spectrum Reading Grade 7</i> • <i>Comprehension Skills: Context</i> • <i>Spectrum Reading Grade 8</i> • <i>Level F</i> • <i>Spectrum Reading Grades 9-12</i> • <i>Comprehension Skills: Facts</i> Evan-Moor Educational Publishers • <i>Reading Comprehension Fundamentals</i> • <i>Comprehension Skills: Inference</i> • <i>Grade 6 Level F</i> • <i>Reading Comprehension Fundamentals</i> • <i>Comprehension Skills: Main Idea Level F Grade 7</i> • <i>Comprehension Skills:</i>
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• <i>Basic Skills Reading Comprehension</i> Remedia Publications, Inc. • <i>Famous Actresses - Comp. Skills</i> • <i>Famous Female Sports Stars</i> • <i>Famous Male Sports Stars</i> • <i>Hi/Lo Reading</i> • <i>High Interest Mini Mysteries</i> • <i>Read to Understand</i> • <i>Teacher Created Resources, Inc.</i> • <i>Reading Comprehension Practice Makes Perfect</i>	• <i>Steck-Vaughn Core</i> Carson-Dellosa Publishing LLC • <i>High-Interest! Low Readability Amazing Kids</i> • <i>High-Interest/ Low Readability Fascinating</i> • <i>Machines</i> • <i>High-Interest/ Low Readability Strange and Unexplained</i> • <i>Spectrum Reading</i> • <i>Remedia Publications, Inc. Comprehension Collection</i> • <i>High Interest Non-Fiction</i> • <i>Remedia Skill Based</i> Teacher Created Materials, Inc. • <i>Teacher Made Reading Comprehension</i> • <i>Teacher</i>	<i>Sequence</i> • <i>Reading Comprehension Fundamentals Level F</i> • <i>Grade 8</i> • <i>Core Skills: Reading Comprehension Grade 6</i> • <i>Reading Comprehension Fundamentals</i> • <i>Core Skills: Reading Comprehension Grade 7</i> • <i>Grade 9-12</i> • <i>Core Skills: Reading Comprehension Grade 8</i> Frank Schaffer Publications • <i>Core Skills: Reading Comprehension Grade 9-12</i> • <i>The Test Connection: Reading Grade 6-12</i> • <i>Exploring Comprehension Skills: Middle School</i> • <i>Instructional Fair</i> • <i>Reading Comprehension Grades 7+ Across the</i> Carson-Dellosa Publishing, LLC- • <i>Reading Genres: Going Beyond Literal Comprehension</i> • <i>Comprehension Grades 7-8 Reading Comprehension Grades 8+ Across the</i> • <i>Frank Schaffer Publications- Reading Genres: Going Beyond Literal Comprehension</i> • <i>Skills: Language Arts Grades 7-8</i>
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Tutor Me Education Mathematics Curriculum

<u>Kindergarten</u> Pearson • SuccessMaker Carson-Dellosa Publishing LLC • Home Workbooks- Shapes Grades Pre-K to JSI	<u>1st Grade</u> Pearson • SuccessMaker Instructional Fair • Mathematics: A Step by Step Approach Grade 1	<u>2nd Grade</u> Pearson • SuccessMaker Carson-Dellosa Publishing Group • Spectrum Word Problems Grade 2 • Spectrum Math	<u>3rd Grade</u> Pearson • SuccessMaker McGraw-Hill Children's Publishing • Math Made Simple Grade 3 • Rainbow Bridge Publishing
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• Spectrum Math Grade K • Spectrum Critical Thinking for Math Grade K Frank Schaffer Publications • Telling Time Grades K-2 • Instructional Fair • Frank Schaffer Publications Using the • Standards: Data Analysis/ Probability Grade K Kelley Wingate Publications • Math Practice Grades K-1 Kumon Publishing North America • My Book of Number Games 1-150: Connect-the-Dots & Color-by-Number Ages 4, 5, 6 Steck-Vaughn Company • Steck-Vaughn Comprehension Skills	Kelley Wingate Publications • Math Practice Grades K-1 Rainbow Bridge Publishing • Skill Builders: Time & Money Grade 1-3 Carson-Dellosa Publishing LLC • Spectrum Math Grade 1 Evan-Moore Publishing • Daily Word Problems: Math Grade 1 Frank Schaffer Publications	Grade 2 • Spectrum Math Grade 2: Focused Practice for • Math Mastery Chalkboard Publishing Inc. • Essential Math Skills- Addition • Houghton Mifflin • Heath Mathematics Grade 2 • Instructional Fair • Word Problems Grade 2 McGraw-Hill Book Company • McGraw-Hill Mathematics School Zone Publishing Co. • Addition and Subtraction Math Grade 2 Steck-Vaughn Company • Core Skills Math Grade 2 • Teacher Created Resources • Addition and Subtraction Grade 2 Rainbow Bridge Publishing • Skill Builders: Time & Money Grade 1-3	• Skill Builders: Time & Money Grade 1-3 Steck-Vaughn Company • Core Skills: Math Grade 3 Teacher Created Resources • Practice Makes Perfect: Fractions Grade 3 • Practice Makes Perfect: Number Puzzles Grade 3 Carson-Dellosa Publishing LLC • Word Problems with Instant Assessment Grade 3 • 3 • Classroom Complete Press • Algebra: Task & Drill Worksheets- Principals • & Standards of Math Series Grades 3-5 Evan-Moor Educational Publishers • Daily Math Practice Grade 3 • Edu press • Multiplication 1: Facts 0-81
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4th Grade Pearson • SuccessMaker Classroom Complete Press • Algebra- Task &	5th Grade Pearson • SuccessMaker Classroom Complete Press	6th-12th Grade Pearson • SuccessMaker Carson-Dellosa Publishing LLC • Math Achievement- Enriching Activities Based
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Drill Sheets: Principals and - Standards of Math Series Grades 3-5 Frank Schaffer Publications - Place Value Grade 4 - Houghton Mifflin Harcourt - Core Skills: Math Grade 4 - Instructional Fair - Frank Schaffer Publications- Mathematics: A - Step by Step Approach Grade 4 Kelley Wingate Publications - Math Practice Grades 4-5 - McGraw-Hill Children's Publishing - Master Skills Series: Math Grade 4 - Spectrum Math Grade 4 - Steck-Vaughn Company - Another Look at Math Activities: Fractions, - Placeholders and Decimals Grades 4-5 Teacher Created Materials, Inc . - Practice Makes Perfect: Word Problems Grade 4	- Algebra: Task & Drill Worksheet s- Principals & Standards of Math Series Grades 3-5 Evan-Moore Educational Publishers - Daily Math Practice Grade 5 Instructional Fair - A Step-by-Step Approach: Mathematics Grade Kelley Wingate Publications - Math Practice Grades 4-5 Steck-Vaughn Company - Another Look at Math Activities: Fractions, Placeholder s and Decimals Grades 4-5 - Core Skills: Math Grade 5	on NCTM Standards Grade 6 - Spectrum Algebra Grades 6-8 Creative Teaching Press - Advantage Math: High Interest Skill Building • - for Home & School Grade 8 Frank Schaffer Publications Algebra Made Simple: High School - Good Apple- Algebra Puzzlers Houghton Mifflin Harcourt - Core Skills: Math Grade 6 - Core Skills: Math Grade 7 - Core Skills: Math Grade 8 Instructional Fair - Frank Schaffer Publications - Mathematical Mind Series: Pre-Algebra Grades 6-8 - Frank Schaffer Publications- A Step by Step - Approach: Mathematics Grade 7 - TS Denison- Middle School Mastery Skills: - Pre-Algebra - Ts Denison- Middle School Mastery Skills: - Decimals, Fractions, and Percents Mark Twain Media Publishing Company - Carson-Dellosa Publishing LLC Daily Skill - Builders: Word Problems Middle Grades & Up - Carson-Dellosa Publishing LLC Helping Students Understand: Algebra Grades 7+ Milliken Publishing Company - Trigonometry Reproducibles Grades 10-12 McDonald Publishing Company, Inc - Upper Grades Algebra Word Problems McGraw-Hill Children's Publishing - Fractions, Decimals, & Percents: Math Grades 7-8 Rainbow Bridge Publishing - Skill Builders Algebra II Grades 6-8 - Skill Builders Math Grade 6 Steck-Vaughn Company - Core Skills: Math Grade 7 - Sixth Grade Math
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f. Evidence Based Methodology

Achieve Math and Language Arts Assessments

"Achieve" is a criterion-reference test which meets the generally accepted standards of validity and reliability set forth in "Standards for Educational and Psychological Testing" (1999), published by The American Research Association. The test is multiple choice in nature and covers areas in Reading/Language Arts and Mathematics for grades K-12. The test was developed by a group of educational experts and designed to meet state curriculum standards. In selecting test items, consideration was given to test validity and reliability. Validity refers to how well a test measures what it is designed to measure (Mason, 1989). According to Van Dalen (1979) an investigator may check one or more types of validity (content, criterion-related validity, and construct validity) in order to determine the test validity. Van Dalen further asserts that content validity is most widely used in achievement tests and mostly concerned with the degree to which a test measures an intended content area. To ensure content validity, Achieve considered the amount of testing time and types of test items based on compatible standardized test used in the state. The group of educational experts who wrote the test items examined both the state curriculum adapted by the Department of Education and released items from previously used standardized test that the state has used for assessing student achievement. Test items are then written based on these considerations because the questions were appropriate for the target population, clearly worded, and contained appropriate vocabulary. Each item is carefully designed to align with a state standard as dictated by the K-12 grade Reading/Language Arts and Mathematics curriculum. In developing the test, a list of objectives on each unit was compiled to determine subject validity for these test items. A matrix was constructed linking objectives and test questions. To determine an index as it relates to criterion-related validity, the test was administered to a group of students for comparison with a previous administered achievement test that had been adapted by the state. A statistical test was performed on the test scores of the students. The statistical analyses determined the predictive validity coefficient range for the Reading/Language Art tests (Words/Phrases, Main Idea/Purpose, Comparison, and Reference/Research) as 0.819 to 0.878. A second important characteristic of a test is reliability, the dependability and the consistency, or trustworthiness of the score. Reliability is the degree to which a test consistently measures what it proposed to measures. That is if one used a test several times with the same sample population under the same treatment conditions, and the test was reliable, then one would get approximately the same score each time. The reliability of the test was determined from the application of one of the Kuder-Richardson formulas, which are based on the proportion of persons correctly answering each item and the standard-deviation of the scores. The results were analyzed by statistical software package and the reliability coefficient was 0.81 for the Reading/language Arts and 0.79 for the Mathematic Assessment test.

Inclusive and Comprehensive Student-Staff-Tutor Approach

We ensure an inclusive program that caters to all students including those with learning disabilities. Dr. Provenzano who received his Ph.D., from the joint doctoral program in Special Education with University of California, Berkeley, and San Francisco State University (SFSU) serves as a consultant to ensure methods and strategies are aligned to serve students with disabilities. His specialty and research lies at the intersection of quantitative methods, literacy, and autism. He is a graduate student instructor for measurement in the social sciences, and currently, adjunct faculty at SFSU. There, he teaches two courses, The Nature of Autism Spectrum and Introduction to Disability. In addition, he serves as an

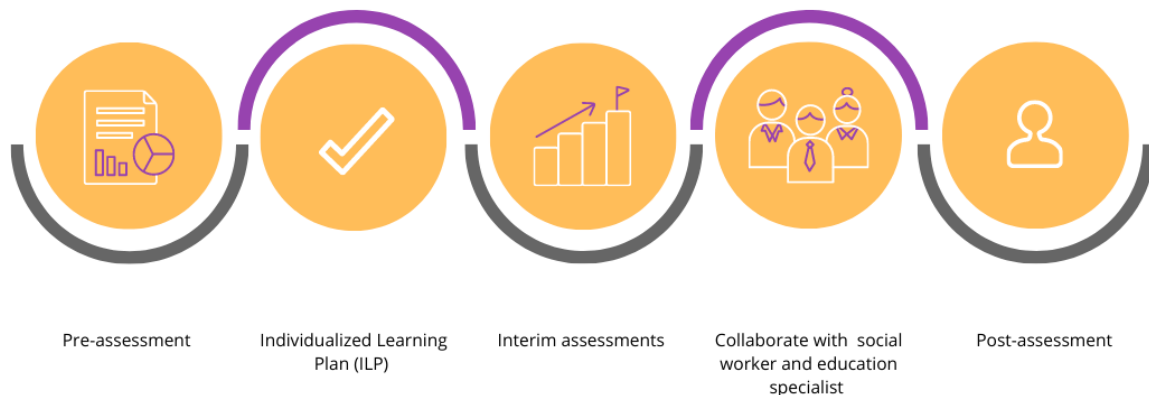
instructor and advisor for Project ALLIES – Autism Language and Learning in Inclusive Educational Settings – A program that benefits educational professionals in working with learners on the autism spectrum. As a high school special education teacher, he uses inclusive practices to bridge his own research with comic interventions and implementing universal design in the classroom. Dr. Provenzano uses his speciality and experience to ensure tutors working with students with disabilities are specialized in their approach and accommodation following the most recent research.

Members of our staff speak Spanish fluently and our organization has experience with underprivileged youth from both Spanish-speaking demographics as well as those with limited literacy-skills. For languages that we cannot directly communicate, we have translators for and will work hand in hand with school admin and staff to accommodate needs for those families. This includes any communication such as mail, email, phone, or in-person meetings. Providing all forms of communication will ensure that lower-income families without access to technology or lacking technological skills are also accommodated.

g. Established Plan of Instruction

- a. If tutoring is provided virtually, the student will need to have access to a computer with an active internet connection. In-person tutoring typically takes place at the student's home. Should the tutoring be requested on-campus, the institution will need to provide a designated space for the tutoring. For in-person services, it generally takes 2 weeks to create a custom webpage, designate instructors, assign staff, and begin instruction with students part of a new district. Each district will be assigned an educational director who will supervise tutors, provide needed support, and serve as a point of contact. If the instruction is virtual, a new district is able to be onboarded and students can start receiving tutoring within just 5 days. Student's can be added to receive tutoring as needed at any time throughout the duration of our services. We expect instructors to tutor and assist students in their learning by helping students in developing their knowledge of the specific subject matter, setting student goals, assist students in understanding the specific standard/strand and reaching their target goal. In addition to metrics from Pre & Post Assessments, we also spend time observing the students and analyzing what their understanding is of the subject they are being tutored, and to master the subject standard they are being tutored. TME starts the tutoring program with a research-based pre-test based on the grade level and subject matter (or SAT/ACT/GED/CAHSEE Diagnostic) in which the student/parent is requesting tutoring. The assessment and evaluations of students can be provided as per the request of the Director of Special Education and/or the Director of Pupil Services on an as needed basis. Once the pre-test is scored we have a better understanding of the area and level of need. An Individualized Learning Plan (ILP) is then created. TME adds to the curriculum books by added learning manipulatives that are directly related to the tutoring standard/strand for which the student is being tutored. Learning manipulatives will vary depending on the grade level, subject matter and the educational need, but some examples are: Educational Activity Cards and Flash Cards for both STEM subjects and SAT/ACT/GED/CAHSEE test-preparation. Finally, a post-assessment will be implemented to track progress and measure improvement.

- b. Our staff has experience with youth from both spanish-speaking demographics as well as those with limited literacy-skills. For languages that we cannot directly communicate, we have translators for and will work hand in hand with school admin and staff to accommodate needs for those families. This includes any communication such as mail, email, phone, or in-person meetings. Providing all forms of communication will ensure that students without access to technology or lacking technological skills are accommodated. TME takes many measures to ensure that the communication with family members or teachers is ongoing through check-in's by phone, emailed notes after each session, and much more. Communication does not stop with family and case-workers. Establishing communication with school teachers and necessary admin is crucial. A meeting is set up between the teacher/the Newport-Mesa Unified School District education specialist to discuss academic standing, scope of services, and create an ongoing reporting plan. The tutor will then be included in the conversation and communication will continue through email with the participation of all parties. We shall notify the school director after three failed attempts to reach the resource parent, placement provider and/or student to schedule an assessment (including pre or post-assessments) or tutoring session and seek their assistance and/or intervention. *Please see, Pre-assessment, Learning-Plan, Progress Report, and Post Assessment Attached.*



h. Tailored Teaching Strategies

- Determining the student's academic, social and emotional level
- The enormous emotional burdens of grief, loss and uncertainty about the future can also impair a child's ability to concentrate, learn and acquire new skills. Supporting the student's development by ensuring routines are regular and that he or she has opportunities to practice needed skills and is alerted to any schedule changes.
- Structure materials and tasks to help the student achieve success, even if academics are a problem. Helping to offset the chaos in the student's life by providing structure and predictability in the classroom.
- Encouraging students to participate in holistic educational opportunities like after school programs, extra curricular activities, and special school events.

- Broaden the diversity of families depicted in the books and materials to include foster, adoptive and relative caregiving families.
- Keeping in mind that a youth in foster care (or one who has been adopted) may not be able to complete certain assignments as easily as their peers. For example, constructing a family tree or bringing in a baby picture may be difficult for a child who has been frequently and suddenly moved or has little contact with his or her birth family.
- Securing permission for a special activity such as a field trip can be problematic when the current caregivers do not have legal authority to give permission. It may take more lead-time than normal to get approval through the appropriate channels.

Tutor Me Education will inform the school district immediately if we are unable to connect with a student for services. We will also be documenting all attempts to connect with each student and family for the district's reference and review.

i. Group Tutoring

TME group tutoring sessions are designed to assist a small group of students with Math, Language Arts, Science, & More. Student collaboration is used to investigate topics and lead to those "aha" moments. Group sessions aim to increase motivation and student engagement; leading to better attitudes about learning. We follow a research-backed model that focuses on guided peer opportunities which still preserves a positive personalized experience for each student. Our proprietary tutoring technology allows small groups to collaborate online face-to-face with an instructor through an interactive learning environment that includes an online whiteboard, document manipulation, screen sharing and recording, and much more.

j. Parent Workshops/Engagement

TME may offer multiple forms of outreach for parent involvement through in-person and virtual workshops. Tools and strategies are provided to assist families with ongoing support outside of the classroom. Based on each student's assessment results, the parent workshops will help direct parents to appropriate involvement needed to aid student improvement. Workshop topics include and are not limited to:

- Assisting With Math and Beyond
- Looking Forward To Reading Time
- English Do's and Don'ts
- How To Get Your Child Hooked On Reading
- Learning Does Not Stop At School

Additionally, if requested TME acknowledges that we can:

- Obtain required signed parent permission forms for every student participating in tutoring.
- Organize a Parent Meeting for families of participating students near the commencement of services. Vendors may be required to provide meeting

invitations/flyers announcing meetings, meeting agendas, sign-in records, as well as family engagement documents/forms (policies, compacts, permission).

- Meet with parents, at least once per semester, to provide student progress information including assessment data, as well as to explain key concepts students are working on and to provide strategies for parents to work with their child(ren) at home.

k. Learning Kits

TME Learning Kits help aid students by promoting a unique learning environment that sparks student's interest in learning. Each Learning Kit has been designed for student level and subject matter. Example of one of our Learning Kits include:

- 1 2D Shape Sorting Game (Cardboard. 45 pcs. per unit. Includes 5 boxes and 40 cards. Boxes, 3" x 3" x 3"; cards, 2" x 2-1/2".)
- 10 Jumbo Colorful Chubby Paintbrushes (Plastic. 7 1/2")
- 26 Giant Dry Erase Traceable Letters (Cardboard. Dry erase markers sold separately. 7")
- 1 STEAM Challenge Kit: Jack & the Beanstalk (Includes coffee filters, yarn, baker's twine, paper, stickers, clear plastic bags, chenille stems and cotton sheets. 75 pcs. per unit. Story card, 8-1/2" x 11".)
- 1 Life Cycle Magnetic Activity Set (Cardstock and vinyl. 33 pcs. per set. For use with the magnetic Kidboard™ (13762259), sold separately. Includes 8-1/2" x 11" activity mats and 3/4" - 4-1/4" x 1" x 4-1/4" magnets.)
- 19 Math Number Stampers (Plastic. Safe and non-toxic. Conforms to ASTM D-4236. 1")
- 1 Nifty Nuts & Bolts Set (Plastic. 96 pcs. per set. 1 3/4" - 2 1/2")
- 1 10-Color Washable Classic Tempera Paint Set (Safe and non-toxic. Conforms to ASTM D-4236. 8" bottles, 16 oz. each.)

l. Transparent Technology, Reporting, and Case Management

We have previous experience with working with 40+ campuses and can easily serve beyond that amount. Additionally, we can serve up to 250+ students from each campus. Each campus will have a custom webpage and log in which students and faculty can access to request tutoring, conduct online video sessions, and review reports. We pride ourselves on providing transparency and are able to provide all the needed documentation that is expected. Tutor Me Education uses a powerful and reputable tutoring information platform and database that is used with dozens of school districts across the United States for over 20 years. Tutor Me Education will provide all the needed documentation such as Certificate of Supplemental Instructions, attendance logs, session notes about what was covered in the session and all tutor requirements, qualifications, and documentation as needed and specified in this RFP. Each student will have a well maintained and up-to-date file with progress reports and assessment scores stored securely. Tracking all tutor sessions and tutoring lessons as well as providing custom metrics and monthly reports of student tutoring usage, notes of what was covered during each session, and invoices to the department staff as requested that match the sessions/hours input and reported by the tutors. We will submit

summary and progress reports for each student on a quarterly basis (or as required) electronically to the contract manager. Reports will also include information on the number of referrals received, number of children served, number of tutoring hours provided, number of children who completed the tutoring program, and other information to measure progress towards program outcomes that address three basic questions:

- i. How much work was done?
- ii. How well was it done?
- iii. Who benefitted as a result of the work?

C. Organizational Operations

- i. Describe your agency's capacity to hire, train and retain staff.*
- ii. Describe your agency's capacity to ensure that substitutes are provided in the event of a staff member's absence.*
- iii. Describe the types of professional development and ongoing coaching/support you offer to staff, how often, and when and to whom.*
- iv. Describe how your agency will communicate information about the enrichment programs, including evaluation results and on-going opportunities to interact with your agency to parents, school personnel and the community.*

Tutor Me Education's (TME) qualifications to provide tutoring services to migrant students part of the Newport-Mesa Unified School District are extensive in experience, demographics, and modality. TME has over 12 years of experience working with elementary, middle, highschool, college, and graduate students in conjunction with contracted programs through the Magnolia Science Academy Schools (MSAS), Los Angeles Unified School District (LAUSD), Los Angeles County of Education (LACOE), San Diego Unified School District (SDUSD), King-Chavez Neighborhood of Schools, Alhambra Unified School District (AUSD), Claremont Unified School District (CUSD), San Francisco Unified School District (SFUSD), Sacramento City Unified School District (SCUSD), Twin Rivers Unified School District (TRUSD), Fairfield Suisun Unified School District (FSUSD), Roseland Unified School District (RUSD), Madera County Superintendent of Schools (MCSOS), San Francisco County Office of Education, Tulare County Department of Education (TCDOE), Sonoma County Office of Education (SCOE), and many more. Our responsibilities and services have included but were not limited to:

- Successfully understanding and adapting to students educational needs per differences in ethnicity, culture, and privilege.
- Ability to successfully recruit and retain youth from both English and Spanish speaking backgrounds.
- Helping both traditional and non-traditional learners meet their educational goals by providing customized and innovative educational tutoring services that go beyond academic achievement and also consider social, behavioral, and emotional strengths.
- Using current, research-based curriculum to enhance tutoring services. TME has provided tutoring services and worked with schools, students, social workers, and their families utilizing the most current curriculum and learning methods. TME has used measures to evaluate youth success and shown improvement in students testing skills, matriculation rates, college acceptance rates, and career readiness.
- Using the most current curriculum and pre/post assessments that are aligned with the Academic State Standards, we are able to measure improvement from the start to the end of tutoring.
- Utilizing experienced staff and tutors who not only provide their knowledge, understanding and experience when tutoring but they also build communication with the school, social worker and the parents to ensure that at-risk youth receive strong support while successful students transition out.
- Providing the necessary legwork and travel to provide tutoring services where they are most needed and/or requested. Tutor Me Education has provided tutoring in very remote areas as well as Online. We have the ability to find highly qualified tutors

where needed, as well as build relationships with the schools for which we provide tutoring services.

- Having the ability to be financially sound and able to function as an individual financially sound tutoring company and compensate our tutors as specified by the contract for as long as needed. We also provide all the educational tutoring supplies needed for our tutors to be able to provide high quality tutoring services.

Enhancing communication between the school, the parent and the student. We provide SAT/ACT Diagnostic Exams, practice tests, session notes, monthly progress reports and communication between all parties as well as progress reports that are individualized and give feedback on the students' progress and/or ideas on how to enhance their student's learning at home.

With all of our partnerships we have been able to see significant improvement at the student, school, and district level. Our expertise lies in creating a seamless A-Z solution for our partners that is tailored to their goals and provides systematic monitoring and transparent reporting.

a. Tutor Qualifications and Professional Development

TME highly qualified tutors go through an array of qualifications and clearances. Tutor Me Education tutors are certified and must have a BA or BS degree and California teaching certificate from a world-renowned or competitive university, 4 years' experience tutoring students, and require academic background checks or background checks through; Life Scan Clearance, Central Registry, LEIE Office of Inspector General Exclusions Database, Notarized Criminal Self Disclosure, DPS "IVP" Fingerprint Clearance. This is required under Education Code Section 45125.1 through procedures established by the California Department of Justice and FBI, and the results of those fingerprints reveal that none of these tutors have been arrested or convicted of a serious felony, as defined by the California Penal Code. Tutors are required to clear TB testing requirements and we maintain on file the certificates from the examining physicians showing that each of the tutors was examined and found free from active tuberculosis. All TME tutors also go through a rigorous tutor orientation on trauma enforced practices, compliance/quality management review of all documentation: sign code of conduct/ethics policies, complete free online Child Abuse Mandated Reporter Training provided by the California Department of Social Services, review personalized placement process, to be able to meet the individual student and school's specific tutoring needs. In addition to pre-service training, tutors participate in ongoing training seminars, courses, and conferences, and they are encouraged to attend regional education conferences. Tutors will attend CSE or annual review meetings as required by the Newport-Mesa Unified School District staff. Topics include: tutoring students with special needs, adult learners, and other student populations; emotional intelligence; learning styles; communication techniques; mandated reporter training; understanding the Child Welfare System; impacts of trauma on learning and behaviors; tutor program guidelines; expectations and best practices.

Furthermore, we are always dedicated to providing ongoing professional development and coaching/support to our staff to enhance their skills, knowledge, and effectiveness in

delivering quality enrichment programs. We recognize that continuous growth and learning are essential for our staff to meet the evolving needs of our students. We offer a comprehensive range of professional development opportunities tailored to different staff roles and responsibilities. This includes regular training sessions, workshops, webinars, and conferences focused on various aspects of education, instructional strategies, classroom management, cultural competency, and student engagement. Our professional development sessions are led by experienced educators, subject matter experts, and consultants who bring expertise and up-to-date insights to enrich our staff's professional practice.

The frequency and timing of professional development sessions vary based on the specific needs and availability of our staff members. We conduct regular sessions throughout the year, typically on a quarterly basis, to ensure continuous learning and growth. These sessions may be scheduled during dedicated professional development days or integrated into staff meetings or planning periods to maximize accessibility and minimize disruption to program delivery.

Our professional development offerings are available to all staff members, including program administrators, teachers, tutors, and support staff. We recognize the diverse roles and responsibilities within our organization and tailor the professional development opportunities accordingly. We also provide targeted coaching and support for staff members who may require additional assistance in specific areas. This may include one-on-one coaching sessions, mentoring programs, or peer collaboration opportunities to foster a culture of continuous improvement and knowledge-sharing.

Additionally, we encourage our staff to participate in external professional development opportunities such as conferences, workshops, and online courses. We support their attendance by providing financial assistance and flexible scheduling options to ensure their professional growth aligns with our program goals. By offering a variety of professional development options, ongoing coaching, and support, we strive to empower our staff with the knowledge, skills, and resources they need to excel in their roles and create a positive learning environment for our students. We believe that investing in the professional growth of our staff ultimately enhances the quality and impact of our enrichment programs.

b. Contingency Plan

Ensuring the provision of substitutes in the event of a staff member's absence is a crucial aspect of our operational capacity. We have established a robust substitute system/protocol to ensure adequate coverage and continuity of services. In the event of a staff member's absence, we maintain a pool of trained and qualified substitute educators who can seamlessly step in and deliver the planned instructional activities. Our substitute educators receive training and orientation to familiarize them with our program, curriculum, and instructional methods. Additionally, we maintain effective communication channels to promptly inform substitutes about any changes or updates to the program schedule. By having a well-organized substitute system in place, we can minimize disruptions to the learning experience and ensure that students continue to receive high-quality instruction and support even when regular staff members are unavailable.

c. Contact List

The efficacy of teaching methodology and alignment of core curriculum is guided by multiple educational consultants who have served in key educational roles in the U.S. Department of Education, US house of representatives, and multiple at-risk youth programs for over 20 years. The following team will be dedicated to serving your students.

Dr. Daniel Mak

Principal/Partnership Director

As a Senior Partnership Director, Dr. Daniel Mak is determined to ensure operational success of this program by serving as a liaison, at-risk youth advocate, and main point of contact. His experience in academia reaches beyond graduate level instruction at the University of California, Los Angeles (UCLA) and University of California, San Francisco (UCSF). He has successfully collaborated with programs to systematically provide quality services at the federal, state, university, and district level.

Elliot Farahnik

At-Risk Youth Educational Director

Elliot Farahnik has spent countless years of experience serving foster youth through school districts, educational services, and by collaborating with social workers. He has planned, developed and implemented trauma-informed curriculum lessons for instructors tutoring at-risk students and severely profound special education self-contained students. Also, he has created individualized education plans consistent with the district's educational philosophy for supporting student needs. Planned, developed and implemented behavior intervention for SED and emotionally disturbed (ED) students. Planned and identified student's needs consistent with the IEPs and in accordance with the California state philosophy to support student's needs. Finally, he has utilized scientific, research-based State designated curricula and strategies to increase student outcomes academically, behaviorally, and socially.

Kevin C.

Director Of Academic Services

Kevin has worked as a director in education for over 12 years. Education and mentorship has always been his passion. Throughout his career, he has worked with hundreds of students to help them achieve their academic and personal goals through tutoring and preparing students for the college application process. In addition to tutoring, he holds on-site school workshops for over a decade from elementary to high school level.

Julia P.

Tutor Placement Director

Julia has worked in academia for over a decade by serving as both a reading specialist and curriculum developer for special needs students. More importantly she has helped facilitate thousands of successful tutor-student placements for dozens of at-risk youth partnerships through multiple districts. Julia has mastered the nuances behind creating an engaging and meaningful experience for disadvantaged students by securing them with quality instructors and mentors; she continues to monitor each student's progress and feedback to ensure the success of each one of our programs.

Dr. Provenzano

Special Education Curriculum Director

Carl has received his Ph.D., from the joint doctoral program in Special Education with University of California, Berkeley, and San Francisco State University (SFSU), specializes and conducts research at the intersection of quantitative methods, literacy, and autism. He is a graduate student instructor for measurement in the social sciences, and currently, adjunct faculty at SFSU.

Jennifer C.

Educational Director

Jennifer spent several years as a private tutor of English, history, writing, and test prep. She later served as a private homeschool teacher for students in middle and high school, teaching full curriculum for 8th, 9th and 12th grade. Jenn is also a Lindamood-Bell trained reading specialist and has worked one on one with reading students of all ages and learning levels. She has written and implemented learning plans for students of all ages including pre-k and adults. Jenn has extensive experience working with children on the Autism spectrum and other learning differences such as dyslexia, dyscalculia and ADHD.

d. Communication

TME recognizes the importance of effective communication to keep parents, school personnel, and the community informed about our enrichment programs and to foster ongoing engagement and collaboration. We have a comprehensive communication strategy in place to ensure that information is shared in a timely and accessible manner.

We will develop bilingual marketing materials, in collaboration with the District's approval, to inform students and parents about the enrichment services. These materials will be designed to highlight the benefits of the program, provide details on session dates and times, and include contact information for further inquiries. Additionally, we will establish open lines of communication with school personnel through regular meetings, both in-person and virtual, where we will discuss program updates, evaluation results, and any specific concerns or feedback. We value the input and insights of school staff and seek to foster a collaborative partnership with them to ensure the success of the program.

To engage parents and the community, we will conduct regular information sessions, workshops, or parent orientations to provide an overview of the enrichment program and address any questions or concerns. We will also make use of digital platforms, such as our website, social media channels, and email newsletters, to share updates, important announcements, and opportunities for interaction with our agency.

Furthermore, we will proactively share evaluation results with parents, school personnel, and the community to provide transparency and demonstrate the impact of our programs. These reports will include session dates, schools served, the number of students assessed, pre- and post-assessment results, skills/enrichment provided, student outcomes, and goals for the next session. By sharing evaluation findings, we aim to foster trust, accountability, and continuous improvement.

e. Vendor Experience Summary

TME has extensive experience working with K-12, College, and Graduate level students in conjunction with programs part of other school districts, non-profit organizations, private institutions, colleges and universities with similar needs. Our total number of recent contracts within the last two years alone is beyond 60. The demographic of students we serve ranges from native English speakers, Spanish and foreign speaking students, foster youth, low-income, disadvantaged, native american, those with learning disabilities and much more. Although our tutors tailor their services to meet the needs of each student and their cultural background, the quality of services remains the same; the disadvantaged youth we work with receive the same quality tutors and services as the more fortunate families we cater private services to.

Tutor Me Education declares that it is an independent entity and does not have any conflict of interest that may arise from the submission of this proposal. Further, in case of any form of conflict of interest (in fact and/or in appearance) which may inadvertently emerge during the process of evaluation and/or period of the contract– TME will duly report it to the Newport-Mesa Unified School District for immediate action.

D. Program Evaluation

- i. Describe your evaluation plan to measure the programs impact on students, including: a. Goals / b. Methods / c. Metrics*
- ii. Describe how the evaluation information will be used for Continuous Quality Improvement.*

Our goals include promoting Spanish language development, enhancing cultural understanding, and fostering academic growth among students. We aim to assess their progress in language proficiency, cultural knowledge, and overall academic performance. We employ a multi-faceted evaluation approach that combines qualitative and quantitative methods. This includes pre- and post-assessments, student surveys, observations, and performance evaluations. We may utilize standardized language assessments, culturally relevant assignments, and project-based assessments to gauge student learning and growth.

a. Virtual Tutoring Platform – Reporting & Metrics

Our proprietary platform includes multiple communication formats and alerts through email and sms text. This includes an early alert system that emails teachers and administrators session notes and identifies follow-up needed for struggling students.

Students, teachers, and admin can access our platform through any desktop or on a mobile device through a mobile browser as well as through our mobile apps for the Android and IOS devices. All features on the platform, such as test prep and drop off review services, should be accessible through the mobile device. Our platform can be accessed seamlessly with a (Single Sign On) through Clever, Schoology, Google, or any other Learning Management System (LMS). It also provides accessibility for students with unique needs and learning challenges. Users will be able to see and speak to the tutor in a virtual face-to-face setting. (an audio component with an optional voice feature for learners not comfortable using a keyboard or text feature). Users also have access to an online whiteboard, resources, and private document storage. Additionally, users are able to share and upload documents in multiple formats (PDF, word document, Excel, PowerPoint etc.)

Students have the option to create an anonymous, personalized account that unlocks extra learning and reinforcement features in order to provide continuity in learning. Students who set up a personalized account, the ability to tag and reconnect with their favorite tutors, access and review their previous online sessions and store homework files and assignments in a virtual locker for quick access both in and out of their learning sessions. Tutor Me Education provides a stable and secure learning environment that ensures full compliance with applicable privacy and security laws. Spanish speaking students can access the Tutor Me Education platform to easily access bilingual tutoring supports, including a language toggle that translates the full pre-session questionnaire and fact finding for English and non-English speaking school constituents.

b. Demonstrated Effectiveness (Study 1)

Our approach in evaluating growth consists of implementing research-backed pre-assessments to set a baseline of each student's knowledge, create an individual learning plan targeting weaknesses following the Newport-Mesa Unified School District goals and state standards, and measure progress through post-assessments. Please view the findings of our study below. We are happy and willing to engage in additional research studies of our program (or aspects of your program) with external evaluators.

- a. Analysis of assessment data from tutoring programs by a third party evaluator, examined the impact of our tutoring and test-prep program on student achievement and is described below.
- b. During the 2018-2019 academic calendar, grade 4-12 students enrolled in our tutoring program completed pre and post assessments in Math, Reading & Language Arts. Parents also completed anonymous satisfaction surveys online at the end of the program. Sample size and levels of statistical significance are listed in tables below. Statistically significant differences (denoted by p-values) are highlighted in green. For statistical analysis of program effectiveness, non-parametric Wilcoxon Signed-rank tests were conducted to analyze data. In this case, these tests evaluate the difference between pre and post assessment scores and "parent satisfaction survey scores" using paired sample data collected at two points in time. This test selection was appropriate to determine the level of significance in student gain scores because the data were paired and the sample sizes were not uniform, often too small to run classical tests of hypotheses. Significance levels based on overall student gains for 2018-2019 were analyzed and were highly significant beyond the .0001 level, meaning these differences would happen by chance less than 1 time in 10,000 observations. See analysis of the data in the charts below.

c.

2018-2019 Analysis Evidence of Academic Growth			
Subject	Grade	N Value	P Value
Mathematics	4	35	0.001
Reading and Language Arts	4	28	0.001
Mathematics	5	54	0.001
Reading and Language Arts	5	13	0.001
Mathematics	6	26	0.001
Reading and Language Arts	6	12	0.001
Mathematics	7	29	0.001
Reading and Language Arts	7	18	0.001
Mathematics	8	31	0.001
Reading and Language Arts	8	35	0.001
Mathematics	9	24	0.001
Reading and Language Arts	9	55	0.001

Mathematics	10	34	0.001
Reading and Language Arts	10	27	0.001
Mathematics	12	24	0.001
Reading and Language Arts	12	14	0.001

d.

Parent Satisfaction Survey Results	N=142 Parents		2018-2019
Question	Disagree	Neutral	Agree
I received a progress report every month	0	2	140
I felt my student benefited from this program	0	0	142
I was happy with my child's tutor	1	0	141
My child's tutors were courteous and professional	0	0	142
My child is doing better in school as a result of tutoring	0	2	140
I was able to contact my child's tutor whenever I needed assistance	2	0	140
The progress report was easy to understand	1	11	130

c. Demonstrated Effectiveness (Foster Youth Case Study)

- a. Analysis of data from foster youth programs by internal evaluation, examined the impact of our tutoring program on foster youth matriculation rates, (high school degree and college degree), and career readiness. When compared to a baseline and national statistics our students did exceptionally better. This study evaluated the impact of Tutor Me Education's Tutoring Program on outcomes during highschool and college for foster youth. Foster youth includes collection and analysis of information from three sources: (1) High School Foster Youth, (2) College Foster Youth, and (3) National Foster Youth Statistics. The study examined whether extending Tutor Me Education's Tutoring Program influenced youths' outcomes.

Tutor Me Education Intervention Effects On Foster Youth Matriculation	N=762 Students 2017	N=813 Students 2019	Matriculation Improvement
Foster Youth	Pre Tutor Me Education Intervention	Post Tutor Me Education Intervention	
Program-Specific High School Foster Youth Matriculation	63%	94%	31%

Program-Specific College Foster Youth Matriculation	54%	88%	34%
National Foster Youth Matriculation	~50%	~50%	

Book an on-demand session with a tutor below or schedule a session with a hand-picked tutor

Select Subject Search first name...

Pacific Daylight Time



Subjects: Test Prep (SAT Math, SAT Reading), Math: (AP Calculus AB, AP Calculus BC, AP Statistics, Algebra 1, Algebra 2, Algebra 3/4, Arithmetic, Calculus 1, Calculus 2, Calculus 3, Differential Equations, Discrete Math, Elementary, Finite Mathematics, Geometry, Multivariable Calculus, Pre-Calculus, Pre-Algebra, Statistics, Trigonometry), English (Reading, Essay/Writing Support, Literature, ESL/ELL), Science: (Biology, Chemistry), Social Studies: (Social Studies, History - Middle School, History - High School)

Profile:
Hi! My name is Aakansha. I graduated from BU in 2019 with a dual degree in Medical Sciences and Psychology. I have plenty of younger family members that I've helped with schoolwork since childhood and have been formally tutoring since high school. I love working with students, and I know how to a

See More

[Book Aakansha \(Kanchi\)](#)

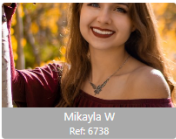


Subjects: Math: (Arithmetic, Elementary), English (Reading, Essay/Writing Support, Literature, ESL/ELL)

Profile:
Hello, I have been teaching K-12 online and offline for over 23 years. In that role I have taught students how to communicate effectively with each other, develop critical thinking skills, foster good self esteem and resolve conflicts peacefully.

I am interested in this job because recent res See More

[Book Patsy](#)



Subjects: Math: (Arithmetic, Elementary), English (Reading, Essay/Writing Support, Literature, ESL/ELL)

Profile:
Hello, my name is Mikayla I am currently a high school teacher and have been a tutor for about 6 years, working with students in subjects like English, Reading, Spanish (all levels up to AP and college), English and Reading ACT Prep, essay writing, ESL, and grammar and linguistics! I receiv

See More

[Book Mikayla](#)



Subjects: Math: (Algebra 1, Algebra 2, Elementary, Geometry, Pre-Calculus, Pre-Algebra), English (Reading, Essay/Writing Support, Literature, ESL/ELL), Science: (Biology, Chemistry), Social Studies: (Social Studies, History - Middle School, History - High School), French

Profile:
I'm a Brown University educated tutor who loves getting to know her students while sharing her passion for learning. I've lived and taught in France, Providence, Austin, and LA. I love to travel, read, and visit art museums. Students tell me that my ability to clearly outline complex ideas and help See More

[Book Hadley](#)

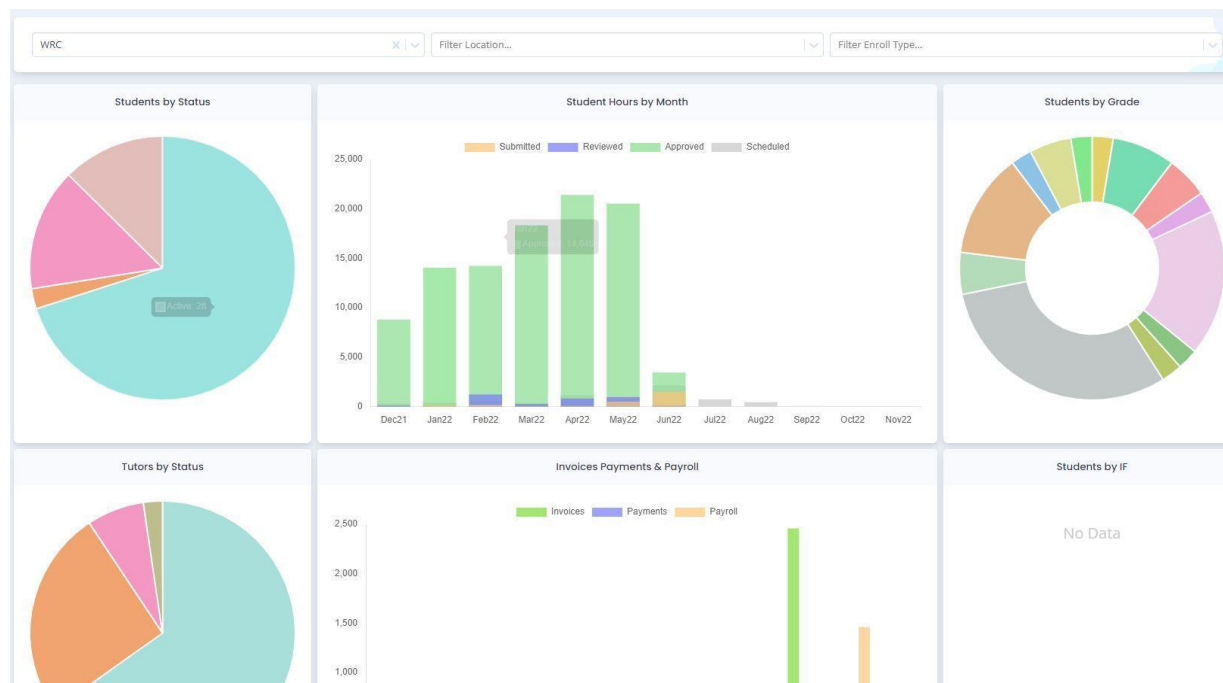
Our program records all student sessions and all audio transcripts are recorded and available for review, as well as transcribed. Tutoring session transcripts include all interactions between the tutor and student, with content from the interactive whiteboard, voice communications, text chat, file sharing, graphing calculator tool, text editor tool and code editor tool to ensure a safe and secure environment. The quality of our services are maintained through a comprehensive feedback system based on metric reporting, student reviews, and academic improvement. In addition to a rigorous vetting and onboarding process, tutors must maintain a high student satisfaction rate (95% or better) for a tutor to continue on the platform. Our vetting process validates subject matter expertise through testing and we provide a tutor quality control program/professional development to maintain tutor quality.

Our company and services are extremely data driven. School districts and admin will have instant access to over 185+ metrics. Easy access to usage data for the district's faculty and staff can be accessed through an on-demand dashboard and on-demand reporting system. Our reports are broken down by district, school building, grade, etc and include:

- Charts, Graphs and Trend Analysis
- Grade level & Subject

- By granular scope/topic
- Exit survey results
- Student comments and feedback
- Ability to add a custom survey to collect additional information
- Ad-hoc reporting of sessions by day and hour upon request
- Ad-hoc reporting of sessions by subject by request
- Any support issues can be directed to our in-house technology team, 24/7

Any support issues can be directed to our in-house technology team, 24/7. Additionally, we have a team of professionals dedicated to providing technical support via phone and email, 7 days a week, including evening hours.



d. Continuous Quality Improvement

The evaluation information gathered will be used for Continuous Quality Improvement (CQI) purposes. We will analyze the data to identify strengths, areas for improvement, and trends in student outcomes. The findings will inform our program enhancements, curriculum adjustments, and instructional strategies. Through data-driven decision-making, we can refine our program delivery, identify professional development needs for staff, and tailor our offerings to better meet the needs of the students we serve. By utilizing evaluation information for CQI, we ensure that our program continuously evolves and remains responsive to the changing needs of students, resulting in improved outcomes and a high-quality learning experience.

E. General Budget Information – **CONFIDENTIAL**

- i. Include a completed program budget, using the Program Budget Template provided in your proposal.
 ii. Include a program budget narrative and address the following items:
 a. Indicate the estimated cost per participant per day. / b. Provide evidence that there is a commitment of adequate resources for all identified participants. / c. Administrative costs cannot exceed 10% of your overall proposed budget. / d. Proposed budgets cannot exceed \$100,000.
 iii. Describe any "in-kind" resources to be provided, including but not limited to, outside grants, volunteers, services, or other resources.
 iv. Include an organization chart.

a. Indicate the estimated cost per participant per day. **\$26/Participant/Day**

b. Provide evidence that there is a commitment of adequate resources for all identified participants. **We currently have 3,000+ In-Person Instructors and service over 20+ nearby districts including LAUSD. Resources are not a challenge for us.**

DESCRIPTION	BUDGET REQUEST
STAFF SALARIES (Direct Service)	\$90,005.00
<i>Instructor</i>	
STATUTORY	\$995.00
<i>Payroll Tax & Insurance</i>	
SUPPLIES & EQUIPMENT (Recurring Cost)	\$2,100.00
<i>Curriculum and Enrichment Materials</i>	
PROFESSIONAL DEVELOPMENT	\$1,900.00
<i>Spanish language development or Spanish Heritage Language</i>	
OTHER	\$N/A
<i>Insert Description Here</i>	
ADMIN SALARIES (In-Direct Service)	\$4,995.00
<i>Program Director, Curriculum Director, Data Analyst</i>	
TOTAL AMOUNT	\$99,995.00

In-Person & Virtual Mentoring/Tutoring Rates

Mentoring/Tutoring may include Pre & Post Assessments, Comprehensive Online Platform, Lesson Plans, Progress Reports, Session Notes, Test-Prep Diagnostics, Monthly District Reporting & Metrics, **Mandated Reporter Training, Trauma Informed Training**, and dedicated 24/hr support. Hourly cost for instruction and tutoring is calculated by hourly commitment made from the school/district.

Pre & Post Assessments - \$0
 Lesson Plans - \$0
 Progress Reports - \$0
 Test-Prep Diagnostics - \$0
 Cost for curriculum - \$0
 Travel Cost- \$0
 Live Scan fingerprinting - \$0
 Online learning platform - \$0
 Hardware/software costs - N/A
 Connecting devices costs - N/A
 Software customization costs - N/A

Other Rates

In-Person High-Dosage/Expanded Learning Tutor

- 38+ Tutors: \$49/hr
- 30-37 Tutors: \$59/hr
- 1-29 Tutors: \$69/hr

In-Person Before/After School Instructional Provider

- 115+ Instructors: \$45/hr
- 80-114 Instructors: \$59/hr
- 1-79 Instructors: \$69/hr

In-Person Before/After School Assistant Instructional Provider

- 215+ Instructors: \$45/hr
- 100-214 Instructors: \$59/hr
- 1-99 Instructors: \$69/hr

*Renewal pricing would follow the same licensing rates above. The district has the ability to purchase any of the licensed packages for renewal.

*Tutoring rates are based on a 20-hour week

*Group tutoring sessions are charged based on scheduled hours regardless of student attendance.

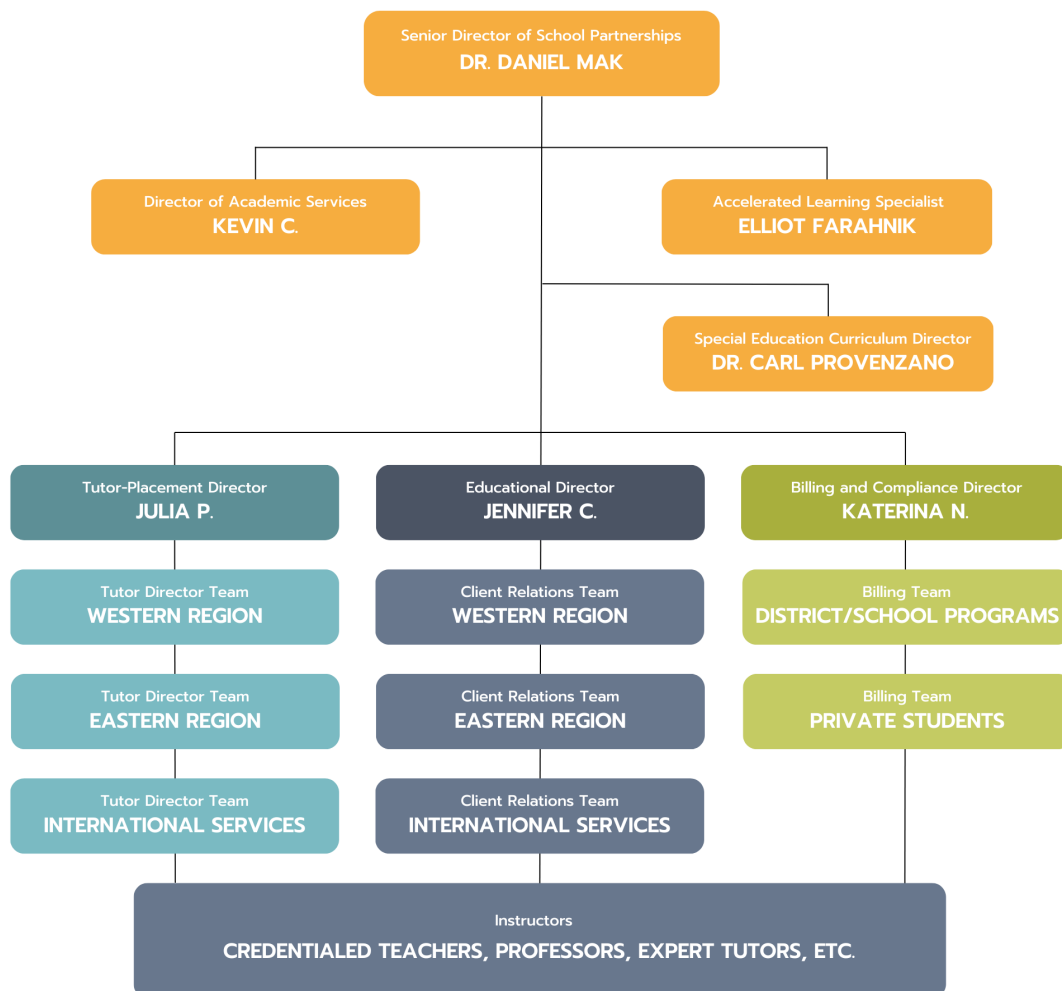
a. In-Kind Resources

Tutor Me Education is dedicated to maximizing the resources available to support the Expanded Learning Opportunities Program (ELOP). In addition to the contracted services, we actively seek and leverage in-kind resources from various sources. These resources may include outside grants, partnerships with community organizations, and volunteers who contribute their time and expertise to enrich the program. We also explore collaborations with local businesses and professionals who can offer specialized services or resources to enhance the learning experience of students. By tapping into these in-kind resources, we strive to augment the program's offerings and provide comprehensive support to the students and schools we serve.

f. Organizational Capacity/Financial Soundness

Tutor Me Education has been providing tutoring with private clients, programs, school districts, universities and other institutions for over 12 years to almost every metropolitan city in the United States. TME is a for-profit, financially sound company that is profitable, and has never had any liabilities. Our company has multiple revenue streams including technology and the private market. Thus, our organization has been structured to ensure consistent quality of services and instructors for all clients and partnerships. The majority of our services are provided remotely at off-site locations like student homes with a limited amount of on-site tutoring at our offices. Tutor Me Education assigns a full-time program educational director who will be dedicated to working around the clock to ensure students are satisfied, the program is effective, and provide 24/hour support. With over 87 team members and 8,800 instructors, TME is equipped with leadership and support needed to ensure student success and transparent reporting with each of our partners. We plan to allocate 5 full time staff exclusively for your program which will include a Liason, Educational Specialist, Curriculum Development Director, Tutor-Placement Director, and Billing Director. Below, please find our organizational chart showing the structure of TME's tutoring and special education division:

ORGANIZATIONAL CHART



F. Other Contracts (Limited List) – CONFIDENTIAL

- **Los Angeles County Department of Education (LACOE)**
2020/2022
- **San Diego Unified School District (SDUSD)**
2018/2022
- **Sonoma County Office of Education (SCOE)**
2020/2021
- **Bernal Heights Neighborhood Centers (BHNC)**
2019/2022
- **American University - Los Angeles/ Washington D.C. (AU)**
2016/2022
- **Edinburg Consolidated Independent School District (ECISD)**
2021/2022
- **La Academia de Estrellas Charter School (LAECS)**
2021/2022
- **King-Chavez Neighborhood of Schools (KCNS)**
2018/2022
- **Fairfield-Suisun Unified School District (FSUSD)**
2020/2022
- **University of California, Los Angeles (UCLA)**
2015/2022
- **University of San Diego, Los Angeles (UCSD)**
2018/2022
- **Dallas Independent School District (DISD)**
2020/2022
- **Florida Department of Education (FDOE)**
2020/2022
- **Miami-Dade County Public Schools (MDCPS)**
2021/2022
- **Aurora Public Schools (APS)**
2020/2022

- **Magnolia Science Academy Schools (MSAS)**
2020/2021
- **New York City Department of Education (NYCDOE)**
2020/2022
- **New Yorkers For Children (NYFC)**
2017/2021

And over 150+ more districts in over 40+ U.S. States.

G. References

Provide a total of three (3) references for projects with emphasis in California K-12 school systems of similar size and production model as NMUSD. For each project profiled, include a brief scope of work performed, award dates, contract values, and governmental references with name, title, telephone numbers, and email address.

Client Name	Magnolia Science Academy Schools (MSAS)
Address	1254 E Helmick St. Carson, CA 90746
Contact Person	Mia Murray, Coordinator
Email	mmurray@magnoliapublicschools.org
Phone	O: 310-637-3806 / C: 424-226-6038
Term	2020/2021
Scope of Work	In-Person and Virtual Tutoring Instruction

Client Name	Los Angeles Unified School District (LAUSD)
Address	333 South Beaudry Ave. Los Angeles, CA 90017-1466
Contact Person	Carlen Powell
Email	carlen.powell@lausd.net
Phone	(213) 241-5333
Term	Current
Scope of Work	In-Person Group Extended Learning/ High-Dosage Tutoring for over 70 schools

Client Name	Alhambra Unified School District (AUSD)
Address	1515 West Mission Rd., Alhambra, CA 91803
Contact Person	Brian P. Wagner, Ed. D.
Email	wagner_brian@ausd.us
Phone	(626) 943-3433
Term	Current
Scope of Services	1-1 In-Person & Online Instruction for K-12 students in all subjects to help mitigate learning-loss.

H. Legal Issues

i. Is there now pending any legal action against the firm or any employee of the firm alleging violations of the law? If so, please describe such pending action.

ii. Have there been any settlements or judgments involving such actions within the last five (5) years? Please describe each such settlement or judgment, including the nature of the action and the amount of recovery.

iii. Are there pending legal or disciplinary matters involving such actions against the firm by any state or federal regulatory agency? If yes, describe. Include information about any criminal indictments or convictions against the firm or its attorneys where the charges involved municipal securities in the United States. Also include information about any material pending legal action, settlement, or judgment involving a claim of fraud, whether civil or criminal.

No, Tutor Me Education has not been involved in any pending legal action, settlements, or judgments alleging violations of the law within the last five (5) years. There are no pending legal or disciplinary matters against the firm by any state or federal regulatory agency, and there have been no criminal indictments or convictions related to municipal securities or material pending legal actions, settlements, or judgments involving claims of fraud, whether civil or criminal. The company upholds a commitment to legal compliance and ethical practices throughout its operations.

I. Other Forms

- i. Offerors shall execute and submit with any proposal/offer, the Attachment 1 "Firm Proposal/Offer Form."*
- ii. Offerors shall execute and submit with any proposal/offer, the Attachment 2 "Noncollusion Declaration Form."*
- iii. Offerors shall execute and submit with any proposal/offer, the "RFP Evaluation" RFP Document page # 7.*

- *Please see the attached forms.*

ATTACHMENT 1

FIRM PROPOSAL / OFFER FORM

This Proposal/Offer Form must be duly executed and submitted with any proposal/offer to NMUSD.

The Offeror hereby agrees that its proposal/offer is subject to all RFP 120-23 provisions, terms and conditions, attachments, exhibits, amendments and other applicable materials which are attached or incorporated by reference. Offeror hereby agrees to promptly enter into an agreement in substantial accordance with such RFP provisions, terms and conditions, and secure a performance bond within five (5) days of the Districts intent to award the contract.

The Offeror hereby agrees that its attached proposal/offer of which this is part, is a firm and irrevocable offer and valid for acceptance by NMUSD for the period sixty (60) days after closing. The Offeror hereby agrees that if its proposal/offer is accepted by NMUSD that it shall provide all of the services in accordance with the RFP, as it may be amended.

Name of Person Duly Authorized to Execute this Proposal/Offer: Dr. Daniel Mak

Duly Authorized Signature: 

Title: Senior Director of School Partnerships

Date of this Proposal/Offer: 06/30/2023

Offeror Name: Tutor Me LA LLC dba Tutor Me Education

Offeror Address: 1093 Broxton Ave. #240
Los Angeles, CA 90024

Offeror Telephone: 415-367-3853

Offeror Email: Daniel@TutorMeEducation.com

ATTACHMENT 2

NONCOLLUSION DECLARATION

Public Contract Code § 7106

TO BE EXECUTED BY SUBMITTER AND SUBMITTED WITH RFP

The undersigned declares:

I am the Senior Director of School Partnerships **[PRINT YOUR TITLE]**

of Tutor Me LA LLC dba Tutor Me Education **[PRINT FIRM NAME]**,
the party making the foregoing Contract.

The RFP is not made in the interest of, or on behalf of, any undisclosed person, partnership, company, association, organization, or corporation. The RFP is genuine and not collusive or sham. The submitter has not directly or indirectly induced or solicited any other submitter to put in a false or sham RFP. The submitter has not directly or indirectly colluded, conspired, connived, or agreed with any submitter or anyone else to put in a sham RFP, or to refrain from submitting. The submitter has not in any manner, directly or indirectly, sought by agreement, communication, or conference with anyone to fix the RFP price of the submitter or any other submitter, or to fix any overhead, profit, or cost element of the RFP price, or of that of any other submitter. All statements contained in the RFP are true. The submitter has not, directly or indirectly, submitted his or her RFP price or any breakdown thereof, or the contents thereof, or divulged information or data relative thereto, to any corporation, partnership, company, association, organization, RFP depository, or to any member or agent thereof, to effectuate a collusive or sham RFP, and has not paid, and will not pay, any person or entity for such purpose.

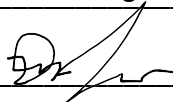
Any person executing this declaration on behalf of a submitter that is a corporation, partnership, joint venture, limited liability company, limited liability partnership, or any other entity, hereby represents that he or she has full power to execute, and does execute, this declaration on behalf of the submitter.

I declare under penalty of perjury under the laws of the State of California that the foregoing is true and correct and that this declaration is executed on the following date:

Date: 06/26/2023

Proper Name of Submitter: Tutor Me LA LLC dba Tutor Me Education

City, State: LoLos Angeles, CA 90024,

Signature: 

Print Name: Dr. Daniel Mak

Title: Senior Director of School Partnerships

NEWPORT-MESA UNIFIED SCHOOL DISTRICT
Expanded Learning Opportunities Programs (ELOP) Spanish Heritage Language Program
RFP EVALUATION

Evaluation of Firms: All responses will be scored using this evaluation sheet. A minimum score of 80% is required to qualify for the 2nd round of evaluation which includes review by a panel. Up to 10 additional points may be awarded in the second round based on subjective determination of the Firm's ability to carry out the required work. NMUSD will select the top-rated firm to be awarded the contract for these services.

Instructions: Fill-in a response for each question in Sections 1-4 below and include with your RFP submission.

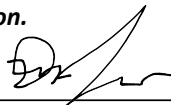
Firm: Tutor Me LA LLC dba Tutor Me Education

1. Location/Accessibility	Write in:	Max. Pts.
a. Firm's location - Write in city and county of headquarters or local office, whichever is closest to the District	1093 Broxton Ave. #240 Los Angeles, CA 90024	5
2. Past Performance	Write in:	Max. Pts.
a. Identify the Firm's number of years' experience in providing services for K-12	Tutor Me Education has been providing services for K-12 for more than 10 years.	5
b. Project listing - Identify the number of K-12 projects the Firm has worked on within last 3 years	Approximately 90-100 for the last 3 years	5
c. Industry experience - Circle the type of projects the Project Team has worked on within the last 3 years (circle all that apply)	K-12 Community College Charter/ Private School Non-school District Other Project Types	5
3. Claims, Lawsuits, Arbitrations	Write in:	Max. Pts.
a. Identify the number allegations against the firm or any employee for any violations of law	None. Tutor Me Education nor its employees has not been involved in any allegations or violations of law.	5
b. Identify the number of settlements or judgments involving such actions within the last five (5) years	None. Tutor Me Education nor its employees has not been involved in any allegations or violations of law.	5
4. Record of Past Performance	Write in:	Max. Pts.
a. Identify the number of client references from a K-12 school district included in the Response (0-3)	3 references	3
Responses will also be evaluated on the following criteria (Section to be completed by NMUSD Evaluator)		
5. Completeness of Response	Write in:	Max
Response organized as outlined		1
Includes all items listed in Response Format section		1
Grammatical errors		3

I hereby certify that the above information is true and correct to the best of my knowledge. By signing below, I further acknowledge that should any of the information I provide be found to be false, the Firm's Response shall be considered nonresponsive and ineligible for consideration.

Daniel Mak

Printed Name



Signature

06/27/2023

Date



Dr. Donald Snead
Associate Professor of Education
Department of Educational Leadership
Box 536

Achieve is a criterion-reference test which meets the generally accepted standards of validity and reliability set forth in "Standards for Educational and Psychological Testing" (1999), published by The American Research Association. The test is multiple-choice in nature and covers areas in Reading/Language Arts and Mathematics for grades K-12. The test was developed by a group of educational experts and designed to meet state curriculum standards. In selecting test items, consideration was given to test validity and reliability. Validity refers to how well a test measures what it is designed to measure (Mason, 1989). According to Van Dalen (1979) an investigator may check one or more types of validity (content, criterion-related validity, and construct validity) in order to determine the test validity. Van Dalen further asserts that content validity is most widely used in achievement tests and mostly concerned with the degree to which a test measures an intended content area.

To ensure content validity, Achieve considered the amount of testing time and types of test items based on compatible standardized test used in the state. The group of educational experts who wrote the test items examined both the state curriculum adapted by the Department of Education and released items from previous used standardized test that the state has used for assessing student achievement. Test items are then written based on these considerations because the questions were appropriate for the target

population, clearly worded, and contained appropriate vocabulary. Each item is carefully designed to align with a state standard as dictated by K-12 grade Reading/Language Arts and Mathematics curriculum. In developing the test, a list of objectives on each unit was compiled to determine subject validity for these test items. A matrix was constructed linking objectives and test questions.

To determine an index as it relates to criterion-related validity, the test was administered to a group of students for comparison with a previous administered achievement test that had been adapted by the state. A statistical test was performed on the test scores of the students. The statistical analyses determined the predictive validity coefficient range for the Reading/Language Art tests (Words/Phrases, Main Idea/Purpose, Comparison, and Reference/Research) as 0.819 to 0.878.

A second important characteristic of a test is reliability, the dependability and the consistency, or trustworthiness of the score. Reliability is the degree to which a test consistently measures what it proposed to measures. That is if one used a test several times with the same sample population under the same treatment conditions, and the test was reliable, then one would get approximately the same score each time. The reliability of the test was determined from the application of one of the Kuder-Richardson formulas, which are based on the proportion of persons correctly answering each item and the standard-deviation of the scores. The results were analyzed by statistical software package and the reliability coefficient was 0.81 for the Reading/language Arts and 0.79 for the Mathematic Assessment test.

Test Result - Achieve Pre Test 03-25-20

██████████s

Student: ██████████
Student ID: 1786
Grade: U (tested grade , LAMA)
School: Online
School#:

Homeroom Teacher:
Provider Contact: Daniel C. Mak Tel: 310-896-8625 Email:

 Mastery (M)

 Partial Mastery (PM)

 Non Mastery (NM)

Benchmarks	Mastery Level	Question Number	Correct Answer	Student Answer	Correct? Y or N	Number Correct	% Correct
Algebraic Thinking	NM	45	B	B	Y	1	25%
		46	D	A	N		
		47	C	A	N		
		48	A	D	N		
Author's Purpose & Plot	M	9	D	D	Y	3	75%
		23	A	A	Y		
		28	C	C	Y		
		40	D	A	N		
Cause & Effect	M	5	D	D	Y	4	100%
		19	D	D	Y		
		27	A	A	Y		
		36	C	C	Y		
Compare & Contrast	M	4	A	A	Y	4	100%
		12	C	C	Y		
		18	B	B	Y		
		35	B	B	Y		
Data Analysis	PM	77	C	C	Y	2	50%
		78	A	B	N		
		79	D	B	N		
		80	B	B	Y		
Drawing Conclusions	M	7	C	C	Y	3	75%
		21	B	B	Y		
		30	D	D	Y		
		38	D	A	N		
Geometry	NM	61	B	D	N	1	25%
		62	D	C	N		
		67	B	D	N		
		68	A	A	Y		
Library Reference Skills	M	13	A	A	Y	3	75%
		14	A	A	Y		
		31	B	B	Y		
		44	C	D	N		
Main Idea	M	1	C	C	Y	3	75%
		11	D	B	N		
		15	B	B	Y		
		32	C	C	Y		

Making Inferences	M	6	A	A	Y	4	100%
		20	B	B	Y		
		25	D	D	Y		
		37	B	B	Y		
Measurement	PM	57	A	A	Y	2	50%
		58	D	B	N		
		59	D	D	Y		
		60	C	A	N		
Number Sense & Concepts	NM	63	A	D	N	0	0%
		64	C	D	N		
		65	D	A	N		
		66	C	A	N		
Operations	NM	73	C	A	N	1	25%
		74	C	C	Y		
		75	D	C	N		
		76	A	B	N		
Problem Solving	NM	69	B	C	N	1	25%
		70	C	C	Y		
		71	D	B	N		
		72	D	A	N		
Sequencing	NM	3	B	B	Y	1	25%
		17	C	A	N		
		34	D	B	N		
		42	A	C	N		
Spatial Sense	PM	53	C	A	N	2	50%
		54	B	B	Y		
		55	A	A	Y		
		56	B	A	N		
Statistics & Probability	PM	49	D	D	Y	2	50%
		50	C	D	N		
		51	A	A	Y		
		52	C	A	N		
Summarizing	M	10	D	D	Y	3	75%
		24	D	C	N		
		41	C	C	Y		
		43	D	D	Y		
Supporting Details	PM	2	C	C	Y	2	50%
		16	A	A	Y		
		26	C	D	N		
		33	A	B	N		
Vocabulary	M	8	B	B	Y	4	100%
		22	C	C	Y		
		29	A	A	Y		
		39	B	B	Y		
Student Totals	Total No. Of Questions	Total No. Of Correct Answers	Overall % Correct	Total No. of Incorrect Answers	Overall % Incorrect		
	80	46	58%	34	43%		

Learning Plan (LP)

Student: [REDACTED]
Student ID: 1786
Grade: U
School: Online, Tutor Me LA
School#:

Homeroom Teacher:

Provider Contact: Daniel C. Mak Tel: 310-896-8625 Email:

Test Results:

Date	Test	Score	GE	Area
03-25-20	Achieve Pre Test - LAMA	46/80 (58%)	9.9	
Notes: Online test started:01:51 PM ended:09:14 AM				

Student Learning Plan Goals

CC.A.Algebra: By the end of service the student will demonstrate increased mastery with targeted Algebra benchmarks as measured by performance assessment and portfolio work sample.

CC.A.Algebra: By the end of service the student will demonstrate increased mastery with targeted Algebra benchmarks as measured by performance assessment and portfolio work sample.

CC.F.Functions: By the end of service the student will demonstrate increased mastery with targeted Functions benchmarks as measured by performance assessment and portfolio work sample.

CC.G.Geometry: By the end of service the student will demonstrate increased mastery with targeted Geometry benchmarks as measured by performance assessment and portfolio work sample.

CC.N.Number and Quantity: By the end of service the student will demonstrate increased mastery with targeted Number and Quantity benchmarks as measured by performance assessment and portfolio work sample.

Objective for CC.A.Algebra

Instructional Focus: Mathematics (Algebra)

Progress Monitoring and Assessment Methods

Work Samples, Tutor Observations, Student Portfolio

Standards

- 1) Use the structure of an expression to identify ways to rewrite it. For example, see $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$, thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$. (A-SSE.2.)
- 2) Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression. (A-SSE.3.)
- 3) Rewrite simple rational expressions in different forms; write $a(x)/b(x)$ in the form $q(x) + r(x)/b(x)$, where $a(x)$, $b(x)$, $q(x)$, and $r(x)$ are polynomials with the degree of $r(x)$ less than the degree of $b(x)$, using inspection, long division, or, for the more complicated examples, a computer algebra system. (A-APR.6.)

Objective for CC.A.Algebra

Instructional Focus: Mathematics (Algebra)

Progress Monitoring and Assessment Methods

Work Samples, Tutor Observations, Student Portfolio

Standards

- 1) Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales. (A-CED.2.)
- 2) 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. (F-IF.4.)

Objective for CC.F.Functions

Instructional Focus: Mathematics (Functions)

Progress Monitoring and Assessment Methods

Work Samples, Tutor Observations, Student Portfolio

Standards

- 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. (A-APR.1.)
- 2) Solve quadratic equations in one variable. (A-REI.4.)
- 3) Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers. For example, the Fibonacci sequence is defined recursively by $f(0) = f(1) = 1$, $f(n+1) = f(n) + f(n-1)$ for n greater than or equal to 1. (F-IF.3.)

Objective for CC.G.Geometry

Instructional Focus: Mathematics (Geometry)

Progress Monitoring and Assessment Methods

Work Samples, Tutor Observations, Student Portfolio

Standards

- 1) Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables. (A-REI.6.)
- 2) Solve a simple system consisting of a linear equation and a quadratic equation in two variables algebraically and graphically. For example, find the points of intersection between the line $y = -3x$ and the circle $x^2 + y^2 = 3$. (A-REI.7.)
- 3) Expressing Geometric Properties with Equations (G-GPE.)
- 4) Use geometric shapes, their measures and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder). (G-MG.1.)
- 5) Apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy constraints or minimize cost; working with typographic grid systems based on ratios). (G-MG.3.)

Objective for CC.N.Number and Quantity

Instructional Focus: Mathematics (Number and Quantity)

Progress Monitoring and Assessment Methods

Work Samples, Tutor Observations, Student Portfolio

Standards

- 1) The Real Number System (N-RN.)
- 2) Extend the properties of exponents to rational exponents.
- 3) Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents. For example, we define $5^{1/3}$ to be the cube root of 5 because we want $(5^{1/3})^3 = 5^{(1/3) \cdot 3} = 5^1$ to hold, so $(5^{1/3})^3$ must equal 5. (N-RN.1.)
- 4) Rewrite expressions involving radicals and rational exponents using the properties of exponents. (N-RN.2.)
- 5) Use properties of rational and irrational numbers.
- 6) Explain why the sum or product of two rational numbers is rational; that the sum of a rational number and an irrational number is irrational; and that the product of a nonzero rational number and an irrational number is irrational. (N-RN.3.)
- 7) Quantities (N-Q.)
- 8) Reason quantitatively and use units to solve problems.
- 9) Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays. (N-Q.1.)
- 10) Define appropriate quantities for the purpose of descriptive modeling. (N-Q.2.)

Created by: _____

Parent Signature: _____

Student Progress Report 12-01-19 to 01-31-20

Student: [REDACTED]

Student ID: 1468

Grade: U

School: In Home, American Collegiate - LA

School#:

Homeroom Teacher:

Provider Contact: Elliot Farr Tel: 310-896-8625 Email: info@tutormela.com

Service Date	Tutor	Hours	Location
2019-12-02	Yung Kim	2:15	In Home

Stella has made a lot of strides on the Verbal sections of the exam. Focusing on timed sets, I'm having Stella as well as my other students focus on perfecting the Writing section because it is the wisest investment of time at this point as we are so close to the test.

The secondary focus should be Reading because we can gain more points on the Writing which is a more "logical" and predictable section rather than the analytical and more dense Reading section which requires a huge amount of speedreading, markouts, and very precise technique.

This week, Stella has also been working on improving her essay technique. Organizing her ideas into a listing thesis with 3 points is the foundational structure of the essay. She had some concerns about analytical interpretation within the short timeframe given, but I encouraged her to memorize some analytical template phrases to use as a more predictable writing model.

Overall, good work.

2019-12-03	Yung Kim	5:00	In Home
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Today was quite a cram session! Stella wanted more grounding on the essay so we analyzed another successful writing response as a model of a high scoring essay. I emphasized the fundamentals that the exam readers will be looking out for since they are grading on a very specific rubric: Thesis, Structure, Mechanics, Persuasive interpretation/analysis, Topic Sentences, Rhetorical devices, Literary devices and knowledge of literary or rhetorical terms, Writing voice and style, Proof of thesis, strong textual evidence, transitions, diction, tone, avoidance of repetition, and substantive content plus conclusion. Quite a lot to keep track of!

I showed Stella again how to write up a very quick keyword outline and how to collect keyword phrases and moments in the text while quickly reading it. The preliminary stage of looking at the long text and marking out the passage is very important to the quick brainstorming process. Without this, the thesis formulation will not be on point or pertinent to the passage. Since the essay is a stylistic exercise, I had Stella mark out passages, come up with keywords / a quick thesis under timed conditions.

Then I had Stella write out 2 essays under time and then I analyzed it. She is definitely improving and writing more interesting analytical material. Also, she has improved her thesis and doing a better job of ordering the paragraphs from most important and compelling analysis first. Readers make snap judgments b/c they probably have many essays to read, so it's best to get the most persuasive interpretation earlier in the essay rather than later. Her topic sentences needed work since they tended to begin with a detail rather than with a concept for the paragraph which would connect and prove part of the thesis.

We spent about 3 hours of the session working on essay. The other 2 hours were spent on the Reading and Writing sections, one hour each.

2019-12-04	Yung Kim	3:15	In Home
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Stella's essay cram preparation for the exam continued today! Although we have done essay work in the past, about 80% of our time was spent on improving the Reading / Writing sections.

I noticed that Stella's writing style is quite clean and efficient. She tends to have a knack for writing concisely and her communication is becoming more clear. In the past, Stella had the concern that she did not have enough to write about or say analytically. I reassured her that writing on this exam is a bit like jazz -- improvisation, but the "melody" of the writing needs to be pleasing to the mind and ears. In terms of grammar, Stella is solid. She doesn't tend to have too many mechanical difficulties.

I gave her a list of the most productive rhetorical techniques and the "easier" ones to write about under time constraints. This would include: image, narrative mood, author's tone, diction, and symbol. Looking for patterns is essential and marking them out is important because they are the fodder for what is going to be proved in the essay. They serve as the basis of the argument.

Overall, Stella is doing a really fine job of bringing together all the techniques for all 3 sections. Admirable work!

2019-12-05	Yung Kim	2:00	In Home
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Today we began with timed sets in Writing. Top focus because the highest points can be gained here in the little time that's left. Stella's error rate is about -2 to -6 which is very good.

For Reading, the score is overall better than where Stella started, but a bit inconsistent because of the time pressure and a little anxiety about the test itself. However, Stella always makes her best effort and gives it her all regardless. Sometimes, on the last 2 answer choices, she's not doing a full process of elimination and noting the wrong keyword. Correction of this should turn around some of the errors.

For Essay, I'm seeing some really nice work and more confidence from Stella about it. I encouraged her to "recycle" past analytical ideas if it applies to the current essay passage in terms of similarity.

Stella did her best and truly gave it a final strong push of effort this week right before the test.

2020-01-14	Yung Kim	1:30	In Home
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Stella and I began the process of starting the brainstorming, concepting, and outlining of her USC application essays. I talked to Stella about her background, her interest in her entrepreneurship major, her soccer interest, memories with family/friends. Listening to her, I was able to concept some initial ideas for her essays.

For the Personal Statement, I encouraged Stella to write about the idea that she write about a future idea about being an entrepreneur. I thought a productive story angle to take was to talk about a future vision that I thought would fit her. She mentioned that she wanted to start a bakery cafe in the future so I put a social entrepreneurship angle to it about how customers could buy a pastry and get 1 free to give away to charity. We used this in the outline as an angle that would combine her business major with social impact.

We also wrote up some notes about her other essays. She did a great job of coming up with some interesting fragments for her other essays.

A good start already, Stella. Good work!

2020-01-27	Yung Kim	2:00	In Home
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Stella and I continued work on the USC essays. She executed the Personal Statement outline we discussed, and so I read her draft and made revisions and comments on it. She's writing in the right direction, but the story needs to just be refined and the themes need to be reinforced better.

Also, I directed Stella on how to approach the Why USC essay and had her look at the faculty / research / courses of the Entrepreneurship department and had her look further into the Marshall School. She found some interesting material about the project of a USC student who's doing some interesting work that aligns with what Stella would like to do in the future too. Stella showed me a draft of an essay she did about meeting Indonesian business women sisters and this was quite a nice essay! It was aspirational and inspirational, and although it's an optional essay topic that USC says is not mandatory, I encouraged Stella to keep working on it because it shows a valuable side of her.

Overall, wonderful effort Stella!

2020-01-29	Yung Kim	1:30	In Home
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I worked on doing final polishes and final edits on all of Stella's USC essays. Overall, I can see all the good effort that Stella put into the essays. Taken as a whole, all the essays are showing very interesting and offering unique & productive information about Stella and her candidacy. She's on a very good track with these stories and I mostly discussed with Stella how we could improve the voice, style, and small details.
Excellent work, Stella!

TOTAL: 17:30

Student Learning Plan Goals

Tutor Suggestions: Ways to Support Learning at Home/School:

Parent/Guardian Comments

Tutor's Signature / Date	Parent's Signature / Date

<i>By signing I attest that the information on this page is correct and verifiable</i>
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Reviewed by Company Representative: _____



CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)

5/17/2023

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must have ADDITIONAL INSURED provisions or be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER Foundation Risk Partners 23161 Ventura Blvd Woodland Hills CA 91364	CONTACT NAME: Jacilyn Scurti PHONE (A/C, No, Ext): 818-302-3060 FAX (A/C, No): E-MAIL: ADDRESS:
License#: 0G66626 TUTOMEL-01	INSURER(S) AFFORDING COVERAGE INSURER A: Hartford Financial Services Group Inc INSURER B: Lloyds INSURER C: Hiscox Insurance Company Inc. INSURER D: INSURER E: INSURER F:
INSURED Tutor Me LA, LLC 1093 Broxton Avenue #240 Los Angeles CA 90024	NAIC # 914 0 10200

COVERAGES**CERTIFICATE NUMBER:** 1493292880**REVISION NUMBER:**

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
C	☒ COMMERCIAL GENERAL LIABILITY ☐ CLAIMS-MADE ☒ OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: ☒ POLICY ☐ PRO-JECT ☐ LOC OTHER:			P100.942.016.2	3/6/2023	3/6/2024	EACH OCCURRENCE \$ 1,000,000 DAMAGE TO RENTED PREMISES (Ea occurrence) \$ 100,000 MED EXP (Any one person) \$ 5,000 PERSONAL & ADV INJURY \$ 1,000,000 GENERAL AGGREGATE \$ 3,000,000 PRODUCTS - COMP/OP AGG \$ 3,000,000 PROFESSIONAL LIABILITY \$ SEE BELOW
C	☐ AUTOMOBILE LIABILITY ☐ ANY AUTO ☐ OWNED AUTOS ONLY ☒ HIRED AUTOS ONLY ☐ SCHEDULED AUTOS ☒ NON-OWNED AUTOS ONLY			P100.942.016.2	3/6/2023	3/6/2024	COMBINED SINGLE LIMIT (Ea accident) \$ 1,000,000 BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$ \$
	☐ UMBRELLA LIAB ☐ EXCESS LIAB DED ☐ RETENTION \$						OCCUR CLAIMS-MADE \$ \$ \$
A	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below	Y / N ☐	N / A	72WECAM2W1R	9/1/2022	9/1/2023	☒ PER STATUTE E.L. EACH ACCIDENT \$ 1,000,000 E.L. DISEASE - EA EMPLOYEE \$ 1,000,000 E.L. DISEASE - POLICY LIMIT \$ 1,000,000
B	SEXUAL ABUSE & MISCONDUCT LIAB			B0621PTUTO000922	11/18/2022	11/18/2023	EACH CLAIM/AGGREGATE 1000000/3000000
C	Professional Liability Cyber Liability			P100.941.966.2 HCXCYP-P-5057075	3/6/2023 5/2/2023	3/6/2024 5/2/2024	EACH CLAIM/AGGREGATE 1000000/3000000 EACH CLAIM/AGGREGATE 2000000/2000000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)

This policy includes a blanket endorsement- The Certificate Holder is included as Additional Insured with respects to the General Liability if required by written contract. Please refer to the attached endorsement.

CERTIFICATE HOLDER**CANCELLATION**

Proof of Insurance

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.

AUTHORIZED REPRESENTATIVE

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**UNITED STATES LIABILITY INSURANCE GROUP
WAYNE, PENNSYLVANIA**

This endorsement modifies insurance provided under the following:

COMMERCIAL GENERAL LIABILITY COVERAGE FORM

BLANKET ADDITIONAL INSURED ENDORSEMENT

Section II – Who Is An Insured is amended to include as an insured any person(s) or organization(s) who you are required to add as an additional insured under written contract(s), written permit(s) or written agreement(s), that require such person(s) or organization(s) to be added as an additional insured on your policy. Such person(s) or organization(s) is an insured only with respect to liability for “bodily injury”, “property damage” or “personal and advertising injury” occurring after the effective date of such written contract(s), written permit(s) or written agreement(s) that is caused, in whole or in part by:

1. Your acts or omissions; or
2. The acts or omissions of those acting on your behalf;

EXCLUSIONS

There is no coverage under this endorsement for loss or expense, including but not limited to the cost of defense for “bodily injury”, “property damage” or “personal and advertising injury” occurring:

- (1) After all of “your work”, including materials, parts or equipment furnished in connection with “your work” and performed under the above referenced written contract(s), written permit(s) or written agreement(s) has ended; or
- (2) When that portion of “your work” out of which the “bodily injury”, “property damage” or “personal and advertising injury” arises and performed under the above referenced written contract(s), written permit(s) or written agreement(s) has been put to its intended use by any person(s) or organization(s);

whichever occurs first.

Coverage is not provided for “bodily injury”, “property damage” or “personal and advertising injury” arising out of the sole negligence of an additional insured under this endorsement.

Coverage provided by this endorsement will be excess over any insurance available to any additional insured under this endorsement unless a written contract(s), written permit(s) or written agreement(s) specifically requires that coverage under this endorsement is primary.

All other terms and conditions of this policy remain unchanged. This endorsement is a part of your policy and takes effect on the effective date of your policy unless another effective date is shown.

Request for Taxpayer Identification Number and Certification

Give Form to the
requester. Do not
send to the IRS.

► Go to www.irs.gov/FormW9 for instructions and the latest information.

Print or type.
See Specific Instructions on page 3.

1 Name (as shown on your income tax return). Name is required on this line; do not leave this line blank.

Tutor Me LA LLC

2 Business name/disregarded entity name, if different from above

3 Check appropriate box for federal tax classification of the person whose name is entered on line 1. Check only **one** of the following seven boxes.

☐ Individual/sole proprietor or single-member LLC

☐ C Corporation

☐ S Corporation

☐ Partnership

☐ Trust/estate

☒ Limited liability company. Enter the tax classification (C=C corporation, S=S corporation, P=Partnership) ► **S**

Note: Check the appropriate box in the line above for the tax classification of the single-member owner. Do not check LLC if the LLC is classified as a single-member LLC that is disregarded from the owner unless the owner of the LLC is another LLC that is **not** disregarded from the owner for U.S. federal tax purposes. Otherwise, a single-member LLC that is disregarded from the owner should check the appropriate box for the tax classification of its owner.

☐ Other (see instructions) ►

4 Exemptions (codes apply only to certain entities, not individuals; see instructions on page 3):

Exempt payee code (if any) _____

Exemption from FATCA reporting code (if any) _____

(Applies to accounts maintained outside the U.S.)

5 Address (number, street, and apt. or suite no.) See instructions.

1093 Broxton Ave. #240

Requester's name and address (optional)

6 City, state, and ZIP code

Los Angeles, CA 90024

7 List account number(s) here (optional)

Part I Taxpayer Identification Number (TIN)

Enter your TIN in the appropriate box. The TIN provided must match the name given on line 1 to avoid backup withholding. For individuals, this is generally your social security number (SSN). However, for a resident alien, sole proprietor, or disregarded entity, see the instructions for Part I, later. For other entities, it is your employer identification number (EIN). If you do not have a number, see *How to get a TIN*, later.

Note: If the account is in more than one name, see the instructions for line 1. Also see *What Name and Number To Give the Requester* for guidelines on whose number to enter.

Social security number

			-			-				
--	--	--	---	--	--	---	--	--	--	--

or

Employer identification number

4	6	-	4	2	0	1	9	2	8
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Part II Certification

Under penalties of perjury, I certify that:

1. The number shown on this form is my correct taxpayer identification number (or I am waiting for a number to be issued to me); and
2. I am not subject to backup withholding because: (a) I am exempt from backup withholding, or (b) I have not been notified by the Internal Revenue Service (IRS) that I am subject to backup withholding as a result of a failure to report all interest or dividends, or (c) the IRS has notified me that I am no longer subject to backup withholding; and
3. I am a U.S. citizen or other U.S. person (defined below); and
4. The FATCA code(s) entered on this form (if any) indicating that I am exempt from FATCA reporting is correct.

Certification instructions. You must cross out item 2 above if you have been notified by the IRS that you are currently subject to backup withholding because you have failed to report all interest and dividends on your tax return. For real estate transactions, item 2 does not apply. For mortgage interest paid, acquisition or abandonment of secured property, cancellation of debt, contributions to an individual retirement arrangement (IRA), and generally, payments other than interest and dividends, you are not required to sign the certification, but you must provide your correct TIN. See the instructions for Part II, later.

Sign
Here

Signature of
U.S. person ►

Date ► **03/27/2023**

General Instructions

Section references are to the Internal Revenue Code unless otherwise noted.

Future developments. For the latest information about developments related to Form W-9 and its instructions, such as legislation enacted after they were published, go to www.irs.gov/FormW9.

Purpose of Form

An individual or entity (Form W-9 requester) who is required to file an information return with the IRS must obtain your correct taxpayer identification number (TIN) which may be your social security number (SSN), individual taxpayer identification number (ITIN), adoption taxpayer identification number (ATIN), or employer identification number (EIN), to report on an information return the amount paid to you, or other amount reportable on an information return. Examples of information returns include, but are not limited to, the following.

- Form 1099-INT (interest earned or paid)

- Form 1099-DIV (dividends, including those from stocks or mutual funds)
- Form 1099-MISC (various types of income, prizes, awards, or gross proceeds)
- Form 1099-B (stock or mutual fund sales and certain other transactions by brokers)
- Form 1099-S (proceeds from real estate transactions)
- Form 1099-K (merchant card and third party network transactions)
- Form 1098 (home mortgage interest), 1098-E (student loan interest), 1098-T (tuition)
- Form 1099-C (canceled debt)
- Form 1099-A (acquisition or abandonment of secured property)

Use Form W-9 only if you are a U.S. person (including a resident alien), to provide your correct TIN.

If you do not return Form W-9 to the requester with a TIN, you might be subject to backup withholding. See What is backup withholding, later.