



ALPHABEST EDUCATION

ALPHABEST STATEMENT OF QUALIFICATIONS

SUBMITTED TO:

**Newport-Mesa Unified School District
Spanish Heritage Language Program**



AlphaBEST is proud to be an ACSA Partner. ACSA connects members to vetted, trustworthy school solution providers who offer thoughtful, contemporary and time-saving products and services.

TABLE OF CONTENTS

COVER LETTER

AGENCY PROFILE	1
PROGRAM DESIGN	3
ORGANIZATIONAL OPERATIONS	7
PROGRAM EVALUATION	9
BUDGET INFORMATION	10
REFERENCES	11
LEGAL ISSUES	12

APPENDICES:	13
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A - Sample Curriculum/Lesson Plans

REQUIRED ATTACHMENTS:

RFP Evaluation

Attachment 1

Attachment 2

June 30, 2023

Thank you for the opportunity to present you with AlphaBEST Education's proposal for the Newport-Mesa Unified School District (NMUSD) Spanish Heritage Language Program as outlined in RFP #120-23. AlphaBEST's mission is to lead the way in shaping the future generation to be **problem solvers and collaborators, to be thoughtful and curious, by showing them that learning can be fun, engaging, and can happen anywhere.**

At AlphaBEST, we believe in the power of wonder, enabling and encouraging children to use their innate sense of imagination as we expand their horizons. We do far more than provide a safe, nurturing environment for children before and after school – we create **rich, immersive learning experiences** in a variety of educational areas, with a **focus on world languages and culture**. Our partnerships with *Global Language Project*, *Art in Action*, and *Little Global Citizens*, allows us to offer the most culturally relevant, innovative and research-based curricula available.

AlphaBEST is proud to be an Association of California School Administrators (ACSA) Partner. ACSA connects members to **vetted, trustworthy school solution providers** who offer thoughtful, contemporary and time-saving products and services. Our Chief Development Officer, Dawn Hosni, resides in Riverside County, CA and will be the main point of contact for this contract. **Currently, we provide services in Portola Valley, CA and are an approved provider in Natomas, CA.**

We're excited to be a part of your selection process, and we would be honored to bring our unique **Spanish Language and Culture program** to the families served by the NMUSD. Our proposal details AlphaBEST's proven ability to deliver – and often overdeliver – the requested services with the competence and commitment all schools deserve. Within this detailed response, you'll learn about our organization's experience, program quality, staff qualifications, enrichment curriculum, and more.

We look forward to answering any questions you have and providing any additional information you may need.

Best Regards,

Dawn Hosni, Chief Development Officer

40548 La Costa Circle East
Palm Desert, CA 92211
Office: 480.815.7014
dhosni@alphabest.org

PROPOSAL FOR SPANISH HERITAGE LANGUAGE PROGRAM

AGENCY PROFILE - PROVIDE A PROFILE OF YOUR COMPANY

Include legal form of Agency, number of years in operation, home office location, local office location (if different).

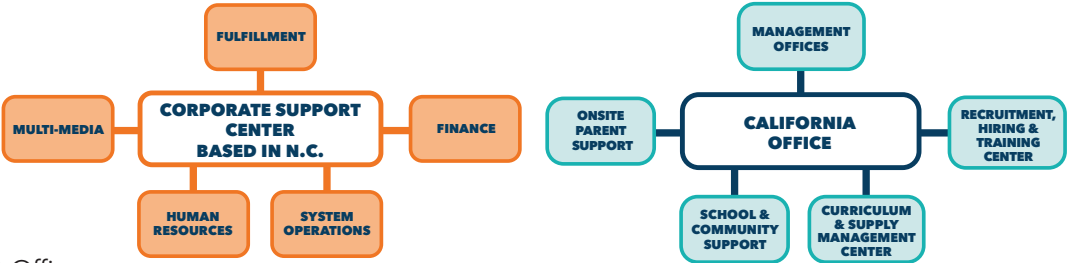
AlphaBEST Education, Inc. is wholly owned by *Kaplan Early Learning Company, Inc.*, a leading international provider of products and services that enhance children’s learning. AlphaBEST Education began in 2005 and currently provides services in 18 states (**California**, Arizona, Colorado, Oregon, Texas, Oklahoma, Washington, Massachusetts, Rhode Island, New Jersey, Maryland, Virginia, West Virginia, North Carolina, South Carolina, Kentucky, Alabama, and Mississippi) and Washington, DC. **Our team is experienced in operating within public schools and works closely with school staff. We recently began operating programs in Portola Valley, CA and are an approved provider for Natomas, CA schools for the 2023-24 school year.** AlphaBEST prioritizes its relationship with the school administration through input on staff recruitment and selection, consultations on operations, and ongoing communication. Also, AlphaBEST ensures that its programs align to the priorities of its partner school districts.

Corporate/Home Office:

AlphaBEST Education, Inc.
Winston Salem, NC 27101
Office: 480.815.7014
Fax: 336.712.3223

California Office:

Dawn Hosni, Chief Development Officer
40548 La Costa Circle East
Palm Desert, CA 92211



Include history, vision, and mission of the organization, including number of years the agency has provided similar services for other districts or partners.

Our oldest **contracts are 17 years old**, and we have **never lost a contract** due to inadequate service. We now provide before school, after school and/or summer programs to more than 25,000 students at more than 550 schools, and we employ more than 1,850 staff nationwide. **Our team is highly experienced in operating within public schools and works closely with school staff.**

WHO WE ARE

AlphaBEST’s program is backed by **exclusive partnerships with national curriculum experts**, enabling us to deliver the most groundbreaking, research-based curricula available, all centered around our vision: **to shape future generations of thoughtful, curious problem solvers and collaborators by showing them that learning can be fun, engaging and can happen anywhere.**

Our Core Beliefs:

We believe in the power of wonder to connect us to a world of endless possibilities. We believe the world is a better place when we feel connected to it.

Our Mission:

We engage children's minds and expand their horizons in safe and discovery-filled environments.

Our Vision:

We will shape the future generations of thoughtful, curious problem-solvers and collaborators by showing them that learning can be fun, engaging, and can happen anywhere.



PROPOSAL FOR SPANISH HERITAGE LANGUAGE PROGRAM



ALPHABEST CORE VALUES

AlphaBEST's excellence is driven by its core values, which are infused throughout our curricula specifically and our organization as a whole. These values play a key role in the way our programs operate in each school district and at each individual school.



We put children first. Using the power of wonder is a serious business. It's how we influence and educate thousands of students across the country every single day, ensuring they develop lifelong skills that will enable them to thrive as they grow.

We value connection. AlphaBEST fosters connection at every turn. You'll see it between our employees, within the schools and district partners we serve, and with our students and their families. We provide safe, discovery-filled environments that encourage experimentation, collaboration and teamwork.

We are driven by innovation. We do more than embrace change – we drive it. By keeping a pulse on the latest educational developments, we create and implement cutting-edge curricula that are as fun and engaging as they are innovative and educational.

We are the BEST at what we do. Since our inception, AlphaBEST has won many accolades for our innovative approach to before and after school care. We accomplish this by not just sticking with curricula that have worked previously, but by maintaining a commitment to continuous improvement. This dedication to program betterment enables us to deliver the highest quality of service, year after year.

We lead with a "yes" mindset. Every school is different, which is why we never lose focus on the individual needs of our partner schools. This is why we challenge ourselves to step outside our comfort zones and to have a can-do attitude – to ensure each school gets the most out of our program.

We make it right. Perfection is our goal, and you'll see it in every facet of our operation. When things don't go as planned, we double our efforts to make sure any unexpected situation is handled seamlessly, and we take the time to learn from any missteps to avoid repeating them.



PROPOSAL FOR SPANISH HERITAGE LANGUAGE PROGRAM

PROGRAM DESIGN

Describe the structure of courses and outline for service delivery for each 8-week session for grade specific classes.

AlphaBEST will provide:

- Carefully trained and screened staffing to offer program services at 2 elementary schools for 8-week sessions, 3 times per year (fall, winter, and spring).
- Enrichment sessions per school site, once per week, beginning right after school dismissal for 90 minutes. Each 90-minute lesson will include 45 minutes of language and culture lessons, followed by 45 minutes of hands-on visual arts lessons based on famous artists from Spanish speaking countries and/or, dance/music/and crafts from around the Spanish speaking cultures around the globe.

The exact dates of program services will be determined by NMUSD as will the times and days of enrichment services.

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.

All enrichment curricula in our programs promote skill building and mastery. Because the lessons are all hands-on, primarily open-ended, students are naturally curious about what happens next.. Students are encouraged to explore content designed to stretch their thinking and learning as we set high expectations for all.

Thanks to our **exclusive partnerships with Global Language Project, Art in Action, and Little Global Citizens**, we are able to provide world class enrichment curriculum in the area of Spanish language development and Spanish Heritage Language programs.

GLOBAL LANGUAGE PROJECT:

The GLP Spanish curriculum is a communicative and interactive teacher-created curriculum guaranteed to engage, empower and educate students grades K-5.

- ☑ Detailed lessons include lesson plans, worksheets, flashcards, and video resources.
- ☑ Assessments aligned to the three modes of communication
- ☑ Alignment to ACTFL, Common Core Math, Next Generation Science, and State Social Studies standards
- ☑ Please see **Appendix A** for sample lessons

ART IN ACTION:

Art in Action is a California-based non-profit dedicated to ensuring arts remain in the elementary classroom.

- ☑ Through hands-on learning, students expand their knowledge in art & art techniques, cultural understanding, and technology, so every student builds the skills they need to succeed.
- ☑ Each lesson is aligned to National Core Art Standards, by grade level, in the areas of Creating, Performing, Responding, and Connecting.
- ☑ Please see **Appendix A** for sample lessons and a sample curriculum alignment

PROPOSAL FOR SPANISH HERITAGE LANGUAGE PROGRAM

LITTLE GLOBAL CITIZENS:

Fostering open-mindedness, compassion & global awareness in children has never been more important than it is today. Little Global Citizens activity kits foster a love of learning about our world in young learners.

- ☑ The culture of everyday citizens is explored through stories, the arts, foods, and cultures
- ☑ Units in the countries of Mexico, Spain and Peru each contain activities in art, games, food, music, and more.
- ☑ Each unit starts with a story by a native author, laying the groundwork for our immersive exploration of another culture.

Describe the ways in which the agency will ensure a quality enrichment program in the following quality standards for expanded learning:

SAFE & SUPPORTIVE ENVIRONMENTS

The program provides a safe and nurturing environment that supports the developmental, social-emotional, and physical needs of all students, including a 20:1 student to staff ratio.

Safe and Supportive Environment

Maintaining **child safety is our number one priority**. Health and safety begin with student enrollment, continue on a daily basis in a variety of staff practices, and are reinforced through ongoing safety activities and staff training. AlphaBEST uses an **iPad-based Student Management System** to monitor participants and their schedules. At the start of each day, staff hold roll call, which includes seeing and hearing each child. **If a child does not arrive as scheduled, the program staff contacts the school office to verify attendance that day.** If the child was in attendance, but not in the program, parents or guardians are contacted immediately. If the parent cannot be reached, program staff contact the emergency contacts listed on the enrollment form.

PICK-UP/SIGN-OUT POLICY

Prior to closing each day, **a pre-authorized person must sign out each child using their photo identification card and unique PIN/QR code** in AlphaBEST's Parent Portal. Any changes to the list of pre-authorized people must be executed in-person. The Portal maintains an electronic record of every student who has been picked up, when they were picked up, and by whom. **All sign-in/sign-out data are time stamped and digitally stored for a minimum of five (5) years. Attendance reports can be provided each week by site and student.**

ACTIVE & ENGAGED LEARNING

Program design and activities reflect active, meaningful, and engaging learning methods that promote collaboration and expand student horizons.

Active & Engaged Learning

AlphaBEST implements **engaging, hands-on curricula designed to spark wonder in curious young minds. AlphaBEST's curriculum is intentionally designed to reinforce essential 21st century skills.** Our instructors are facilitators, and students have the opportunity to explore as they learn to connect to the world around them. Our students learn, collaborate, and work in teams. Instructors are provided with guiding questions and reflections to **engage the students in the learning process.** Sample curricula/lesson plans are included with our proposal.

NEW: to ensure curriculum fidelity across program sites, AlphaBEST has developed **video-based lessons to introduce students to new content**, followed by plenty of time off-video to explore activities with their peers, facilitated by their Group Leader.

PROPOSAL FOR SPANISH HERITAGE LANGUAGE PROGRAM

SKILL BUILDING

The program maintains high expectations for all students, intentionally links program goals and curricula with 21st-century skills and provides activities to help students achieve mastery.

Skill Building

AlphaBEST enrichment curriculum promotes skill building and mastery. Because the lessons are all hands-on, primarily open-ended, students are naturally curious about what happens next. Our student-centered lessons encourage students to pace themselves according to their interest and comfort. Students are encouraged to explore content designed to stretch their thinking and learning as we set high expectations for all.

YOUTH VOICE & LEADERSHIP

The program provides and supports intentional opportunities for elementary students to play a meaningful role in program design and implementation and provides ongoing access to authentic leadership roles.

Youth Voice and Leadership

At AlphaBEST, we view all our students as potential leaders. To that end, we build into our curriculum opportunities to lead and collaborate with others.

DIVERSITY, ACCESS, AND EQUITY

The program creates an environment in which students experience values that embrace diversity and equity regardless of race, color, religion, sex, age, income level, national origin, physical ability, sexual orientation and/or gender identity and expression.

Diversity, Access and Equity

AlphaBEST will not discriminate against children on the basis of gender, race, religion, national origin, ancestry, creed, parental status, homeless status, sexual orientation, or physical, mental, emotional, or learning disability in its education programs or activities. **All curriculum partners have been vetted by AlphaBEST to affirm that their content is culturally diverse and responsive; uses multi-racial visuals and references; and emphasizes the voice and experience of various cultural groups.**

Also, **AlphaBEST partners with KIT (Kids Included Together)**, the leading national organization for teaching inclusive practices to youth serving organizations. KIT has trained AlphaBEST staff, reviewed our accommodations plan and policies, and provided consultation on individual cases. We currently have KIT on retainer to continue our partnership. If a parent believes that their child has any special needs or requirements, including dietary issues, allergies, physical limitations, or emotional/cognitive issues, that could affect his/her participation in our program in any way, they are asked to share that information.



QUALITY STAFF

The program recruits and retains high quality staff who are focused on creating a positive learning environment and provides ongoing professional development based on assessed staff needs.

Quality Staff

Typically, AlphaBEST programs are staffed with a local Area Manager, Site Director, and Group Leaders (number to be determined based on number of students). A Regional Director oversees the work of these site-based individuals. The Area Manager has a BA or BS in education or related field, prior experience in an elementary school setting with 3 to 5 years of multi-site experience preferred. The Site Director has education and experience consistent with state child care regulations, must be CPR and First Aid certified, and minimum of two years' experience managing before/after school program preferred. Group Leaders have education and experience consistent with state child care regulations, must be CPR and First Aid certified, and experience supervising students in a group environment, knowledge of state policies and procedures and more.

PROPOSAL FOR SPANISH HERITAGE LANGUAGE PROGRAM

AlphaBEST provides a comprehensive staff training program. It includes pre-service/new hire training, onboarding, start-of-year training, monthly group leader site seminars, area manager monthly institutes, quarterly leadership retreats, and an annual leadership summit. All staff are trained in social emotional learning, developed by the Committee for Children. Continuing education & professional development opportunities include hundreds of online, blended learning courses on various general learning subjects, along with **36 Out-of-School Time Certificate Series Courses**.

COLLABORATIVE PARTNERSHIPS

The program intentionally builds and supports collaborative relationships among internal and external stakeholders, including families, schools, and community, to achieve program goals.

Collaborative Partnerships

In each region where we work, we also reach out to local partners who can provide important services to children and families and/or our staff. For example, we have worked with nonprofit organizations to provide training in working with special needs students; we have partnered with local venues for field trip experiences in the summer, and we have partnered with local businesses to raise funds to scholarship students into AlphaBEST programs. Upon contracting with the District, we meet with school and community representatives to establish relationships and partnerships. **We sit on local foundation and fund-raising boards and in some cases, sponsor events that raise funds for District initiatives.**

Financial and Administrative Practices

Kaplan Early Learning Company (KELC), Inc. has been an industry leader for forty years in providing products and services that lay the foundation for early learning and education. This helps students prepare for life-long success. AlphaBEST Education services extend that work. **Both KELC and AlphaBEST Education are financially sound and have demonstrated fiscal responsibility.** AlphaBEST uses NetSuite, an Oracle ERP product for its' financial accounting software. This cloud based platform is a national leader in enterprise management, leveraging best in class for internal controls from a systems perspective. CFO, Melissa Moreano, maintains oversight of all fiscal controls and manages a finance team of three individuals. Further, AlphaBEST Education has used and continues to use a third party, nationally recognized accounting firm to perform annual financial audits, of which the opinion from the auditors include an evaluation of financial performance, internal controls and management and oversight practices

PROPOSAL FOR SPANISH HERITAGE LANGUAGE PROGRAM

ORGANIZATIONAL OPERATIONS

Describe your agency’s capacity to hire, train and retain staff.

Assembling a high-quality team for an exceptional student experience.

STAFFING

At AlphaBEST, we pride ourselves on our incredible staff members. Handpicked with care and professionally trained to meet our remarkably high standards, you can rest easy knowing your students are being educated by a team that is equal parts qualified, enthusiastic, dedicated and caring. **Our culture creates a positive, welcoming and inspiring place to work.** Leaders, supervisors and staff support and celebrate each other regularly. This, coupled with our careful selection of team members, contributes to better than average staff consistency. Currently we retain almost 70% of our staff from year to year. We reach out to existing staff in the spring with an Intent to Return form for the upcoming fall, and make their offer and assignments at that time.

Our staff will always be immediately visible for school administration, parents and students. You’ll recognize them by:

- ☒ **AlphaBEST identification badge**
- ☒ **AlphaBEST-branded T-shirt, sweatshirt or polo**

STAFF SCREENING AND SELECTION

Your students are our top priority, and we only hire the best. That’s why we advertise our open positions with an **emphasis on recruiting local teachers and paraprofessionals**, where possible. AlphaBEST also participates in **local job fairs** at colleges and other community venues and will, if necessary, conduct our own job fair. Additionally, we offer **incentives** for staff to refer other candidates for consideration. Potential candidates submit resumes and complete applications for review by the selection team.



RECRUIT	SELECT	TRAIN	EVALUATE
Staff Size based on Staff-to-Child Ratio Seek recommendations from school districts Website, Online Job Boards, Job Fairs	Pre-Screen Interview Verify references, Academic certificates and Prior Employment Drug screen and Criminal background check Assemble required state licensing documents	Pre-Service information and training New Hire Orientation and Onboarding Continuing Education and Professional Development	90-Day Evaluate Ongoing feedback from program specialists Coaching Conversations

AlphaBEST performs background checks on all its applicants. All applicants must pass the state’s criminal history check and a federal fingerprint screening process. AlphaBEST also has a drug screening process in place with an independent third-party provider. Based on program and licensing requirements, employment offers are contingent upon successful completion of all required screenings, thorough reference checks, and previous employment verifications. AlphaBEST requires the following information:

- | | |
|--|--|
| ☒ Copy of 2 IDs for employee’s I9 | ☒ Copy of Physical within the past year |
| ☒ Copy of immunizations | ☒ Copy of current CPR/First Aid |
| ☒ Work Verification Form | ☒ Completed Tax forms |
| ☒ I9 form | |

PROPOSAL FOR SPANISH HERITAGE LANGUAGE PROGRAM

STAFF TRAINING

PRE-SERVICE TRAINING

The goal of pre-service training is to provide a strong foundation of knowledge and skills for the job the employee is about to begin. This pre-service training lays the groundwork for further in-service training and produces staff members who are more effective and content because they have the knowledge and skills needed to excel in their work environment.

ONBOARDING

The new hire orientation and onboarding builds upon Pre-Service training by focusing on the staff member's **specific site and job role**. This is accomplished through an in-person orientation period, as well as multiple points of contact within the AlphaBEST program to provide needed training and support.

Describe your agency's capacity to ensure that substitutes are provided in the event of a staff member's absence.

SUBSTITUTES AND FLOATERS

AlphaBEST utilizes both **substitutes and floaters**. **Our floater positions are permanent employees that are hired to work at various sites within a designated area**. We strive to have at least one floater to work in each area. AlphaBEST also builds a **substitute list** of part-time employees who can work on an as-needed basis within a specific cluster of schools. These substitutes usually come from the schools themselves but don't want to commit to a permanent position. We strive to have at least one substitute per site.

Consistent with CA requirements, AlphaBEST Education will provide a 1:20 staff-to-student ratio for students in grades 1 - 8 and 1:10 for TK and K students. However, AlphaBEST, **in many instances, may provide lower staff to student ratios with a goal of having ratios** that are less than the required minimum. Lower staff to student ratios provide flexibility in the event of an unexpected or emergency staff absence.

Describe the types of professional development and ongoing coaching/support you offer to staff, how often, and when and to whom.

CONTINUING EDUCATION & PROFESSIONAL DEVELOPMENT

AlphaBEST believes in supporting our staff with ongoing opportunities for professional development. These **trainings are targeted to meet the specific licensing requirements** and to ensure our staff grow as individuals, teams and programs. By using a blended learning model, AlphaBEST provides a diverse range of training programs around **child growth and development, curriculum, staff and site management, communication, health and safety, and more in online and in-person settings**. Our learning management system includes hundreds of online, blended learning courses on various general learning subjects, along with **36 Out-of-School Time Certificate Series Courses**.

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.

AlphaBEST prioritizes its relationship with school administration through input on staff recruitment, consultations on operations, and ongoing communication, including regular updates by the Site Director.

AlphaBEST has multiple strategies to maintain regular contact with parents, such as newsletters, reports and informal conversations as parents arrive to pick up their children. AlphaBEST's **online parent portal also** enables us to keep in constant communication through **customized email messages** from staff, as well as automatic emails sent by the system. AlphaBEST can use the system's other communication tools, such as **calendars, bulletins, and alerts**, which appear on the home screen. We are also able to add alerts that appear on-screen during the checkout process. Parents are able to send messages to the AlphaBEST's Customer Service team by using the **Contact Us feature** on our Parent Portal. Most recently AlphaBEST implemented use of **Remind, a two-way text messaging service used by many school districts. AlphaBEST is the only national after school program enrolling all parents in Remind.**

PROPOSAL FOR SPANISH HERITAGE LANGUAGE PROGRAM

PROGRAM EVALUATION

Describe your evaluation plan to measure the programs impact on students, including Goals, Methods and Metrics

Describe how the evaluation information will be used for Continuous Quality Improvement.

Prior to the start of each new session, AlphaBEST will submit a summary of its program plan and evaluation. This will include program goals, assessment plan, including pre- and post-assessment questions/tools.

AlphaBEST will measure the impact of the program based on the following plan:

- GOAL 1:** 85% of students will regularly participate during the 8-week session.
- Method:** Electronic Attendance Monitoring System
- Metric:** % of students attending during the 8-week session.
- GOAL 2:** Students will expand their learning by engaging in challenging Spanish language and Spanish heritage enrichment sessions.
- Method:** Provide research-based, quality enrichment each day in Spanish language and Spanish heritage.
- Metric:** Pre/Post surveys of enrichment interest and knowledge, administered before and after each 8-week session.
- GOAL 3:** 85% of parents will be satisfied with AlphaBEST services.
- Method:** Engagement of and communication with parents
- Metric:** Parent satisfaction surveys

QUALITY IMPROVEMENT

AlphaBEST continuously examines its programs with a critical eye to ensure we live up to our promise of a safe environment, qualified staff, and engaging learning activities. **AlphaBEST has developed monitoring and feedback tools for staff, programs, parents, and schools.** We believe that each school plays an instrumental role in providing key feedback through surveys. The results of AlphaBEST’s Quality Assurance Instruments (available upon request) help us identify areas in need of improvement and specific staff development needs. The AlphaBEST Management Team uses the instruments as the framework for ongoing training, continuous improvement, and technical assistance initiative.

PROPOSAL FOR SPANISH HERITAGE LANGUAGE PROGRAM

GENERAL BUDGET INFORMATION

- 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.**

The completed program budget, using the provided template, is provided below.

The cost per student, per day, is \$20.00 for 90-minutes of Spanish Heritage Language instruction. We have budgeted based on one instructor and one aide for each class of 20 students, plus a supervisor to oversee programs at both schools. Our budget includes additional two additional instructional aides to be utilized as floaters and substitutes, as needed. Our administrative/overhead costs do not exceed 10% of the overall budget and the overall budget is less than half of the \$100,000 limit.

Please note that the number of classes and students used for this budget scenario came from the provided notes from the pre-bid meeting. Those notes indicated fewer students than the original RFP. AlphaBEST is able to scale the budget and provide services to more students if necessary.

AlphaBEST Education

Newport Mesa USD
Budget and Expense Summary

BUDGET MODEL BASED ON:	
2 participating elementary schools	
2 classes at one, 3 classes at the other	
20 students per class	
Total: 100 students at 5 classes for 3 8-week sessions	
90 minutes per day, one time per week	

Total Annual Budget

100 students @ \$160 per 8-week session X 3 sessions	\$	48,000.00
Total Revenue	\$	48,000.00

LABOR COSTS

Direct Labor		
(5) instructors at \$40.00/hour		
(7) aides at \$25.00 / hour		
(1) Program Manager at \$50.00 per hour		
* includes professional development hours	\$	18,000.00
Benefits (statutory)	\$	3,960.00
Professional Development	\$	2,400.00
Total Labor Costs	\$	24,360.00 51%

OTHER EXPENSES

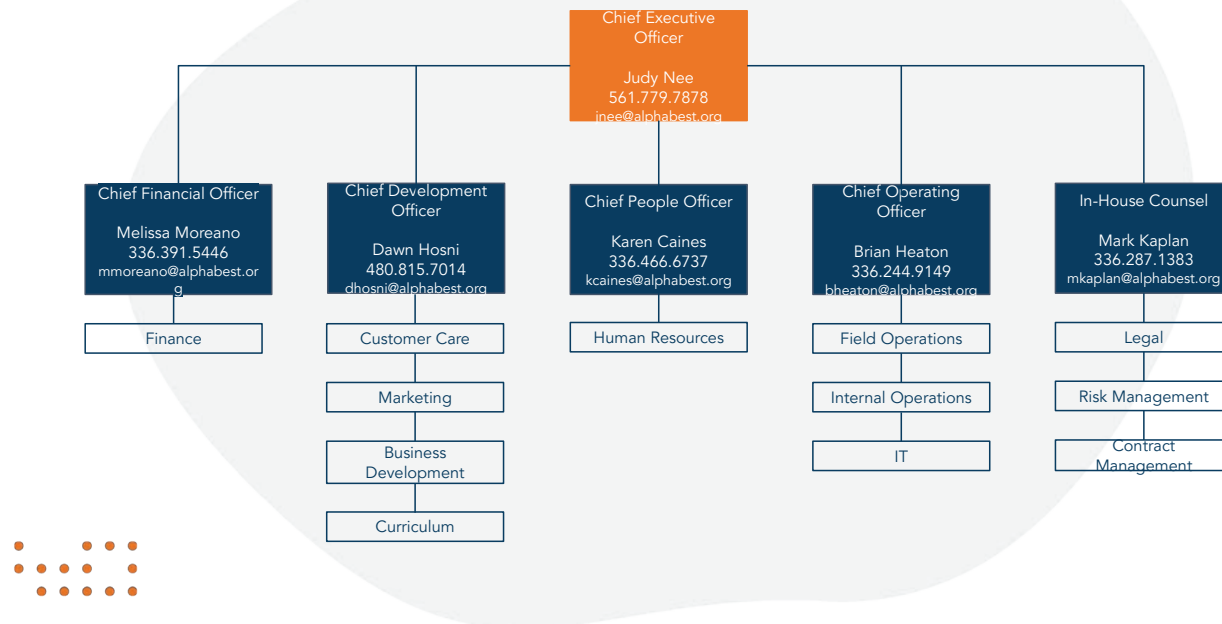
Curriculum Licensing & Development	\$	1,850.00
Program Materials & Supplies	\$	9,300.00
Student Snacks	\$	550.00
Technology & Equipment (including student iPads)	\$	5,300.00
Overhead (office space, customer service, marketing, shipping)	\$	2,760.00
Indirect Labor (Admin)	\$	1,950.00
Total Operating Expenses:	\$	21,710.00 45%
Net from Operations:	\$	1,930.00 4%

PROPOSAL FOR SPANISH HERITAGE LANGUAGE PROGRAM

iv. Include an organization chart.



Senior Leadership Team



REFERENCES

Portola Valley School District

Scope of Work: Provide Going Places Spring and Summer Break Camp
Award Date: Jan 2023
Contract Amount: \$21,000
Name: Roberta Zarea
Title: Superintendent
Phone: (650) 851-1777
Email: rzarea@pvsd.net

Amphitheater Public Schools

Scope of Work: Provide before and after school programming to over 450 students
Award Date: August 2020
Contract Amount: \$1,960,251
Name: Tassi Call
Title: Associate Superintendent for Elementary Education
Phone: 520-696-5174
Email: Tcall@amphi.com

Hillsboro School District

Scope of Work: Provide after school programming to over 75 students
Award Date: August 2021
Contract Amount: \$200,000
Name: Alma Hernandez
Title: Program Development Supervisor
Phone: 503-844-1525 | Ext. 5825
Email: hernanda@hsd.k12.or.us

PROPOSAL FOR SPANISH HERITAGE LANGUAGE PROGRAM

LEGAL ISSUES

Please respond to each of the following questions:

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.

None to report.

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.

None to report.

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.

None to report.

OTHER FORMS

Offerors shall execute and submit with any proposal/offer, the Attachment 1 "Firm Proposal/Offer Form."

An executed **Attachment 1** is included with the AlphaBEST proposal.

Offerors shall execute and submit with any proposal/offer, the Attachment 2 "Noncollusion Declaration Form."

An executed **Attachment 2** is included with the AlphaBEST proposal.

Offerors shall execute and submit with any proposal/offer, the "RFP Evaluation" RFP Document page # 7.

The **RFP Evaluation** is included with the AlphaBEST proposal.

APPENDICES

A - SAMPLE CURRICULUM/LESSON PLANS

REQUIRED ATTACHMENTS

RFP EVALUATION

ATTACHMENT 1

ATTACHMENT 2



NEWPORT-MESA UNIFIED
SCHOOL DISTRICT
APPENDIX A

SAMPLE CURRICULUM/LESSON PLANS



Elementary School

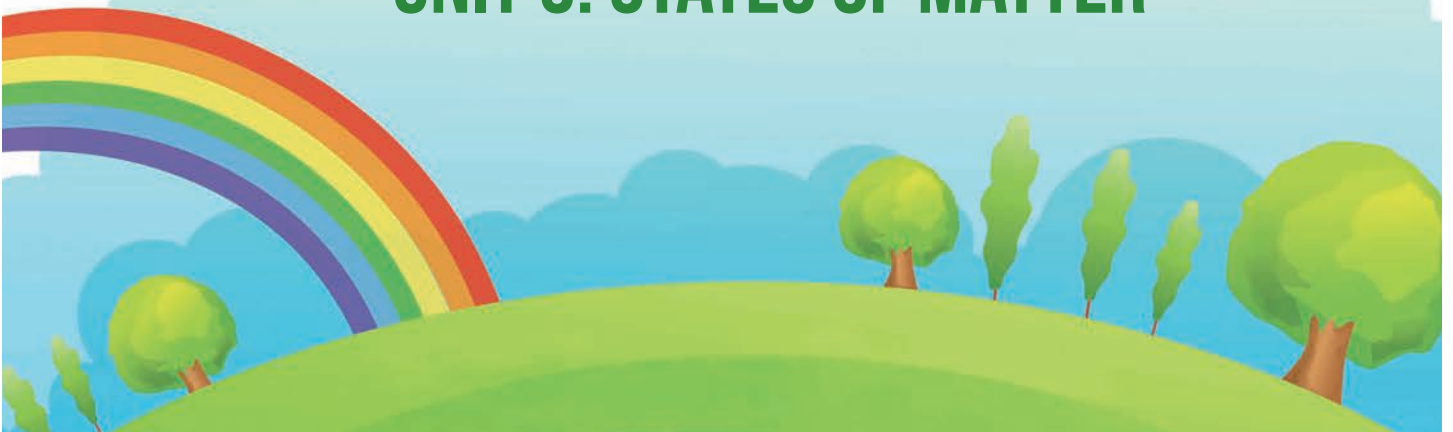


Curriculum

Spanish

YEAR 2

UNIT 5: STATES OF MATTER



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GLOBAL
LANGUAGE
PROJECT



About Global Language Project

Global Language Project (GLP) is an educational nonprofit that partners with schools to develop and grow world language programs that empower students to compete in a globalized world and workforce. Additionally, GLP offers professional development sessions for teachers, administrators, schools, and families on topics including how to organize, implement, and maintain effective Foreign Language in the Elementary School (FLES) and dual language programs. GLP also offers Arabic and Mandarin Chinese curriculum. To learn more, visit us at www.glpny.org.

About the Authors and Designers

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	UNIT 1	UNIT 2	UNIT 3	UNIT 4	UNIT 5	UNIT 6	UNIT 7
YEAR 1	Greetings and Introductions EQ: How can we talk about ourselves and our friends?	Emotions and Health EQ: How do we tell someone how we are feeling and find out how they are feeling?	Mexico EQ: What is Mexico like and what can we do there?	Candy Shop EQ: How can numbers, colors, and shapes help us have fun and make special treats?	Winter Weather Fun EQ: How can we have fun in the winter?	My Family and Home EQ: How are families the same and different?	Pets EQ: What characteristics do pets have and how can we take care of them?
YEAR 2	Review of Year 1 EQ: What can we remember and use?	Transportation EQ: How do people get around in different locations?	Time and Routines EQ: How do we measure time in our lives?	Spain EQ: What is Spain like and what can we do there?	States of Matter EQ: How can we describe different states of matter?	My School EQ: What can we find at school and how can we make it a better place?	Forces and Motion EQ: How do the planet's forces affect us and the objects around us?
YEAR 3	Review of Year 1 and 2 EQ: What can we remember and use?	All About Me EQ: How do we describe ourselves and our friends?	My Neighborhood EQ: What is special about our neighborhood?	The Market EQ: What sorts of measurements can we use for different items at the market?	Argentina EQ: What is the history of Argentina and its immigrant populations?	Life Cycles EQ: How are plant and animal life cycles similar and different?	Colombia EQ: Who and what make up the unique culture of Colombia?
YEAR 4	Review of Years 1, 2, and 3 EQ: What can we remember and use?	Stories EQ: What can we learn and debate from the stories we read?	Cooking EQ: How can we measure ingredients and cook a food we like?	Puerto Rico EQ: What is Puerto Rico like and what can we do there?	The Amazon EQ: How do plant and animal structures serve different functions?	Guatemala and the Maya Who were the Maya and how has their culture influenced modern Guatemala?	The World in Danger EQ: Why do natural disasters happen and how can we prepare for them?
YEAR 5	Review of Years 1, 2, 3, and 4 EQ: What can we remember and use?	Aztecs EQ: Who were the Aztecs and which of their traditions do we still follow?	Banking EQ: How can we plan a budget for a fun trip abroad?	Human Impacts on Earth EQ: How have humans impacted the Earth?	Costa Rica EQ: How does Costa Rica care for its natural resources?	Nutrition and Health EQ: How can balanced eating and exercise be a part of our lives?	Hispanic Communities in the United States EQ: What do Hispanic communities bring to the United States?

■ Science ■ Math ■ Social Studies ■ General

States of Matter

Essential Question: How can we describe different states of matter?

PROFICIENCY TARGET: NOVICE MID

PERFORMANCE TARGET: NOVICE MID



LESSONS

1. What is Matter?	6
2. Describing Matter	8
3. Solids, Part A	10
4. Solids, Part B	12
5. Liquids	14
6. Gases	16
7. Changing States of Matter	18
8. Synthesis and Review	20

UNIT ASSESSMENTS	22
------------------------	----

IMAGE LIST	24
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SUPPLEMENTAL MATERIALS

Lesson 1 - Activity D: States of Matter Worksheet	27
Lesson 1 - Activity E: Matter Song Chart	29
Lesson 2 - Activity C: Molecules Handout	30
Lesson 2 - Activity E: Molecule Breakfast Worksheet	31
Lesson 3 - Activity D: Texture Exploration Worksheet	32
Lesson 4 - Activity C: Textures Vocabulary Plate	33
Lesson 4 - Activity F: Textures Memory Game	34
Lesson 5 - Activity C: Liquids Density Experiment Data Sheet	35
Lesson 6 - Activity D: Examples of Matter Worksheet	36
Lesson 7 - Activity B: Changes in Matter Chart	37
Lesson 7 - Activity E: Changes in States of Matter Worksheet	38
Lesson 8 - Activity D: What We Have Learned Worksheet	39

RECOMMENDED RESOURCES

Books

- Caliente o frío by Charlotte Guillain (ISBN 9781432942397)
- Duro o blando by Charlotte Guillain (ISBN 9781432942380)
- Es rígido o se dobla by Charlotte Guillain (ISBN 9781432942441)
- Flota o se hunde by Charlotte Guillain (ISBN 9781432942434)
- Liso o áspero by Charlotte Guillain (ISBN 9781432942427)
- Pesado o liviano by Charlotte Guillain (ISBN 9781432942403)

Lesson

1

What is Matter?

Language Objectives

- I can name the three states of matter.

Content Objectives

- I can differentiate between the three states of matter.

A Greeting Routine

Sing a greeting song in a circle. Identify the date and weather using a morning meeting calendar. As students remember the routine from the previous year, have them take ownership for leading the different tasks. Review “I Can” statements on page 22. In addition to the present date, add the day before and the next day. Throughout the unit, add additional dates.

B Show and Ask

Show students six plastic bags, two containing solids, like a pebble and cotton balls; two containing water and oil; and two inflated containing air, one puffier than the other. Tell students: “Toca cada bolsa,” and ask what makes them different: “Cómo son diferentes?” Explain that all six bags contain matter: “Cada bolsa contienen materia, pero unas contienen un sólido, unas contiene un líquido, y unas contienen un gas.”

C Further Exploration

Using only a bag with a solid in it, have students touch the content. Ask: “¿Cómo es?” Use words like “duro,” “suave” and “tiene forma.” Say that this bag

contains “un sólido” and have students repeat this with you. Empty the bag and place the pebble in the jar. Say: “Si un sólido se coloca en un frasco, no toma la forma del frasco y no corre.” Now have students touch the bag containing water. Ask: “¿Cómo es?” Use words like, “no tiene forma,” “propia,” and “corre de un lado a otro.” Repeat that this bag contains “un líquido” and have students say it with you. Empty the bag and pour the water in the jar. State: “Cuando se pone el líquido en el frasco y corre según lo muevas, el líquido toma la forma del frasco.” Finally have the students touch the bag with the air in it. Ask: “¿Cómo es?” Use words like “no tiene forma propia.” Repeat that this bag contains “un gas” and have students say it with you. Empty the bag and “place” the air in the jar. State: “Cuando se pone el gas en el frasco, el gas toma la forma del frasco add y rellena todo el espacio o el vacío.”

D Examine Examples

Group students into pairs and give each student the *States of Matter Worksheet*. Have students discuss with each other why they are putting different pictures in particular categories with each other as they complete the chart.

While students are working, draw a three-column

New Words and Phrases

• la materia	matter	• la piedra	pebble
• el estado	state	• el agua	water
• diferente	different	• el aire	air
• el sólido	solid	• el frasco	jar
• el líquido	liquid	• correr	flow
• el gas	gas	• rellenar el	fill the
• la bolsa	bag	espacio	space

Structures

- **X contiene X.**
X contains X.
- **X tiene forma propia.**
X has a fixed shape.
- **X no tiene forma.**
X does not have a shape.

chart on the board similar to the one on the handout. When everyone is finished, ask groups to present what they chose for the three columns, and to explain their choices. Assist as necessary.

E Matter Chant

Distribute the *Materia Song Chart*, display it on chart paper or project it on the board. Have students chant, using gestures:

“Materia, materia, en todas partes!”
(point around the room)
“Materia aquí, material allá.”
(point here; point there)
“Puede ser sólida,”
(tap hands)
“Liquida,”
(wave hands)
“O puede ser gas.”
(blow air)
“¡En todas partes, materia, materia!”
(point around the room)

F Dismissal Routine

Sing the class goodbye song as students return to their seats or line up to exit.

Teacher's Notes

ASSESSMENTS

INTERPRETIVE ASSESSMENT - ACTIVITY D

Students discuss their opinions about how to sort the different objects.

PRESENTATIONAL ASSESSMENT - ACTIVITY B

Students recite the chant.

NEXT GENERATION SCIENCE STANDARDS

PHYSICAL SCIENCE

Structure of matter (PS1.A)

Matter exists as different substances that have observable different properties. Different properties are suited to different purposes. Objects can be built up from smaller parts.

ACTFL STANDARDS Refer to User Guide

- **COMMUNICATION - STANDARDS 1.1, 1.2 AND 1.3**
- **CONNECTIONS - STANDARD 3.1**

Materials

- Hello or good morning song chart
- Morning meeting calendar
- Weather and date cards
- 6 plastic zipper bags containing objects specified in Activity B
- Large clear jar
- *States of Matter Worksheet* (Activity D Supplemental)
- Glue
- Scissors
- *Materia Song Chart* (Activity E Supplemental)

Lesson

2

Describing Matter

Language Objectives

- I can name the properties of matter.

Content Objectives

- I can discuss the different properties of matter.

A Greeting Routine

See previous lessons.

B Properties of Matter

Using a scale, or the image card of the scale, explain that a block and a glass of water can have similar weights or mass: “Es posible que un bloque y un vaso de agua tengan la misma cantidad de masa pero ocupan distinta cantidad de sitio.” Using a balance beam borrowed from the science lab, show that the block and the glass with water weigh about the same. Then show that if the ball is dropped in a container of water, it displaces the water: “Al sumergir un bloque en la taza, un bloque desplaza el agua. El bloque tiene masa.” Complete this activity over a tray or paper towels.

C What is Matter Made Of?

State that all matter is comprised of small particles called molecules. Explain that for solids, the molecules are very close together, or dense: “La materia se compone de pedazos muy pequeños que se llaman moléculas. En los sólidos, las moléculas están muy concentradas, o densos.” Show the *Molecules Handout* to illustrate the point. Now explain that for liquids, the molecules are not close together: “En los líquidos, las moléculas no están tan

concentradas, están más separadas.” Refer again to the handout to illustrate the point. Finally explain that in gases, the molecules are even farther apart: “En los gases, las moléculas están muy separadas.”

D Molecule Dance

Using masking tape, section off a large area on the floor. Tell students they are molecules and have them state: “Yo soy una molécula.” Ask students to move about freely while you play music. Stop the music and tell the students to collect together as if they were a solid (they should all congregate close together). State: “En un sólido, las moléculas están concentradas (muy cercas unas al lado de las otras).” Again, ask students to move about freely while the music plays. When the music stops, ask students to gather as if they were a liquid: “Ustedes son un líquido.” State: “En un líquido, las moléculas están menos concentradas que las moléculas de un sólido.” Finally, play the music again and have students move about. When the music stops, ask students to stand as if they were a gas: “Ahora ustedes son un gas.” State: “En un gas, las moléculas están separadas, más que las moléculas de un líquido.”

New Words and Phrases

- los minutos minutes
- la masa mass
- el volumen volume
- la partícula particle
- la molécula molecule
- el átomo atom

- denso dense
- concentrado concentrated
- pesa weight
- separado separate, far apart

Structures

- En un X, las moléculas están X.
In a X, the molecules are X.

E Molecule Breakfast

Distribute the *Molecule Breakfast Worksheet*, a small handful of round cereal, and liquid glue. Print the handout on cardstock. In each of the circles, “el sólido,” “el líquido,” and “el gas,” have students glue the cereal pieces as if they were molecules. The picture representing solids should have the cereal pieces closest together, the picture representing liquids should have the cereal pieces farther apart, and the picture representing gases should have the cereal pieces spaced the farthest apart. When students are done, have them pair up and explain which states of matter have which properties.

F Dismissal Routine

See previous lessons.

Teacher's Notes

ASSESSMENTS

INTERPRETIVE ASSESSMENT - ACTIVITY E

Students follow directions during the Molecule Dance.

INTERPERSONAL ASSESSMENT - ACTIVITY E

Students explain their Molecule Breakfast craft to a partner.

NEXT GENERATION SCIENCE STANDARDS

PHYSICAL SCIENCE

Structure of matter (PS1.A)

Matter exists as different substances that have observable different properties. Different properties are suited to different purposes. Objects can be built up from smaller parts.

ACTFL STANDARDS

- COMMUNICATION - STANDARDS 1.1 AND 1.2
- CONNECTIONS - STANDARD 3.1

2

Materials

- Scale or image of scale
- Dense wooden block
- Glass (filled with water that equals the weight of the block)
- Water
- Sink, deep tray, or paper towels
- *Molecules Handout* (Activity C Supplemental)
- Music
- Masking tape
- *Molecule Breakfast Worksheet* (Activity E Supplemental)
- Cardstock
- Round cereal
- Glue

Materials List for GLP Spanish Core Curriculum:

Year 2 Unit 4: Spain

(Broken Down by Lesson)

Please note:

*All materials listed as (Supplemental) are included with the unit, and will need to be printed and copied.

**All materials listed as (Online Resource) can be found at:

<http://www.glpny.org/resources/spanish/year-2/>

Lesson 1: Introduction to the Geography of Spain

Materials

- Vocabulary Image Cards
- Puppet
- Meeting calendar
- Weather and Date Cards
- [Spanish Flag](#)
- **To be done by teacher:** Images of the world, Europe, and Spain (A few copies of the countries per group)
- [Inflatable globe](#)
- Large-sized [map of Spain](#) with geographic points labeled
- Labels for mountains, oceans, capital, bordering countries (with flags), compass points
- **To be done by teacher:** Shower liner outline of Spain, 1 per class
- [Adhesive dots](#)
- Large Pocket Chart, 1 per class
- *Question and Answer Cards* (Activity E Supplemental)
- [Blank maps of Spain](#)
- Colored pencils, 3 per student
- Online Resource: Interactive Map: Search "[Mapas Interactivos de Didactalia](#)"

Lesson 2: Virtual Trip to Spain

Materials

- Vocabulary Image Cards
- [Puppet](#)
- Morning Meeting Calendar
- *Virtual Tour of Spain Sentence Strips* (Activity C Supplemental)
- Selected sounds and props for virtual tour listed in the narration script

- Use Youtube or teacher can produce sounds
- Realia for the tourist site stations (optional)
- *Traveler's Brochure* (Activity D Supplemental)
- *Fanny Pack Worksheet* (Activity E Supplemental)
- [Construction paper](#)
- Glue, 1 per student

Lesson 3: Music of Spain

Materials

- Flamenco Tutorial: Search online for "Compás flamenco" or on Youtube for "[How to do palmas](#)
- or hand clapping in flamenco"
- [Flamenco music](#) 1 CD per class
- *Cante Flamenco Song Chart* (Activity C Supplemental)
- Tissue boxes, cardboard boxes, shoe boxes (1 per student)
- [Paper towel tubes](#), 1 per student
- Pencils
- Scissors, 1 per student
- [Rubber bands](#), 3 per student
- Optional: [Quiero bailar Flamenco](#) by Azucena Huidobro

Lesson 4: Food of Spain

Materials

- Vocabulary image cards
- Puppet
- Morning Meeting Calendar
- *Spanish Restaurant Menu* (Activity C Supplemental)
- *Exploring the Menu Worksheet* (Activity C Supplemental)
- *Plate Activity Worksheet* (Activity E Supplemental)
- Markers or colored pencils

Lesson 5: Arroz con Leche

Materials

- Vocabulary Image Cards
- [Puppet](#)
- *Arroz con Leche Song Chart* (Activity B Supplemental)
- Image cards for food vocabulary
- 2-3 [fly swatters](#)
- Video of “[Arroz con leche](#)”
- *Arroz con Leche Recipe* (Activity F Supplemental)
- **If you have access to a kitchen:**
 - Mixing Bowl
 - Spatula
 - Cooked Rice
 - Evaporated Milk
 - Sugar
 - Ground Cinnamon
- **For teachers:** Make sure the directions are written on a large sheet of chart paper for students to read. Suggest the students to try this at home if they do not have access to a kitchen at home

Lesson 6: Emotions Color Our World

Materials

- Vocabulary Image Cards
- Image cards for emotions vocabulary from Year 1, Unit 2
- [Pocket cube](#) (1 per class)
- *Emotions Vocabulary Plate* (Activity D Supplemental)
- [Clothespins](#)
- Sticky notes
- Markers or crayons
- *Color Review Worksheet* (Activity E Supplemental)

Lesson 7: Picasso and Dali

Materials

- Vocabulary Image Cards
- [Puppet](#)
- *Vocabulary Cards* (Activity B Supplemental)
- **For Teachers:** Copies of Dalí and Picasso paintings can be found online through Google Images
- [Self Portrait with a Palette](#) / Autoretrato con la Paleta en la Mano

- [Self Portrait](#) / Autoretrato
- [Harlequin](#) / Arlequín
- [Violin and Guitar](#) / Violín y Guitarra
- [Dora Maar](#) / Dora Maar
- [The Persistence of Memory](#) / La Persistencia de la Memoria
- [The Elephants](#) / Los Elefantes
- [The Burning Giraffe](#) / La Jirafa en Llamas
- [Mae West Lips Sofa](#) / Sofa Labios de Mae West
- [The Meditative Rose](#) / La Rosa Meditativa.
- Sticky notes - give each student as many sticky notes as paintings
- Tape
- Construction paper
- Magazine and newspaper cutouts
- Art supplies
- Markers
- Glue
- Rulers

Lesson 8: Centers

Materials

- Vocabulary Image Cards
- [Puppet](#)
- Markers
- *Vehicles of the Future Chart* (Activity E Supplemental)
- Tape or [magnets](#)
- *Transportation Board Game* (Lesson 5, Activity B Supplemental)
- Game pieces
- [Foam dice](#), 1 per class

SPANISH INNOVATION EXPLORATION

SESSION 6: HAND OF HOPE



HAND OF HOPE

CHALLENGE: As you create this hand, think about what materials you would need to change and add in order for this hand to be able to pick up a ball.

MATERIALS Per Group

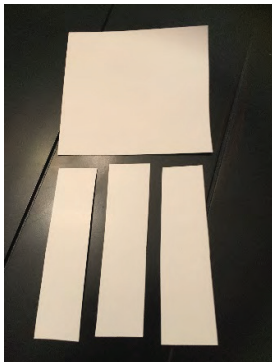
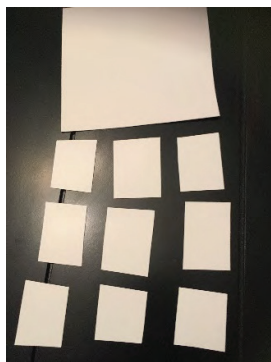
- 3 Straws
- 2 index cards
- Scissors
- Masking tape
- 3 pieces String, each 2 feet long
- Pencil

DIRECTIONS

STEP ONE: Use one index card as the palm of your hand. Then cut the other index card into three long strips. These are your fingers.

STEP TWO: Cut the fingers into three pieces. This creates joints. They don't have to be exact. See below.

STEP THREE: Use masking tape to attach the three pieces to make jointed fingers.



STEP FOUR: Cut each straw into three pieces.

TIP: Cut each straw in half, then cut one of the halves in half again.

Trim straw pieces to fit your finger pieces.

You will need:

- 3 pieces that are about 3-4 " inches long.
- 6 pieces that are the size of your finger pieces.



STEP FIVE: Tape the small straw pieces to the top two pieces of each finger. Tape the large straw pieces to connect the bottom finger piece to the palm of the hand.



SPANISH: Explorers, Innovators and Scientists

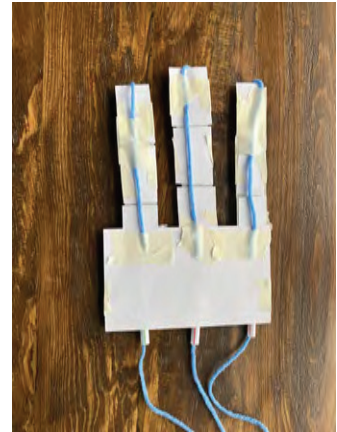
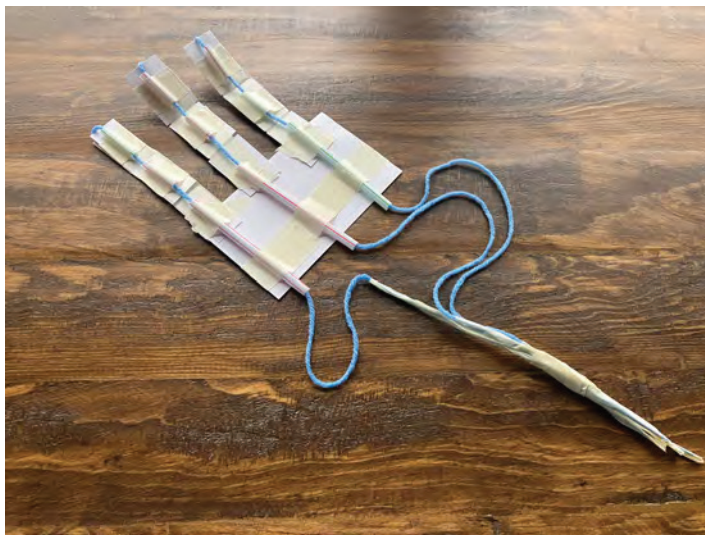
HAND OF HOPE INSTRUCTIONS (page 2)

STEP SIX: Wrap the ends of the string with masking tape to make a **5 to 8-inch** needle.

STEP SEVEN: Thread the string through the straws. One string per finger. Start at the top of the finger and end at the long straw on the palm.

STEP EIGHT: Loop the string over the fingers to the other side of the hand and tape in place.

STEP NINE: Tape the 3 needles from each finger together to make a handle. Pull the handles to make the fingers move.



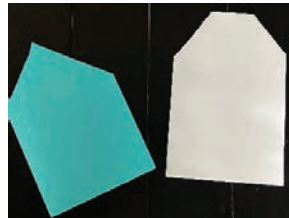
DISCUSSION:

1. What materials would you need to use so that you could pick things up with your robot hand?
2. What changes might you try if you were to make this again?
3. What works? What's wonky? What if you had \$1,000,000?

MAKE A PANAMÁ CANAL BOAT WITH MULAS



STEP ONE:
Cut foam in
half.



STEP TWO:
Cut off the top
corners on both
halves to make a
boat shape.

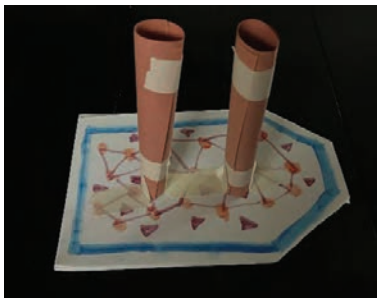
STEP THREE:
Glue pieces
together and
decorate with
markers.



STEP FOUR:
Fold and cut
construction
paper into
quarters.



STEP FIVE:
Roll two of the pieces to make
smokestacks. Attach them to the top
of your boat.



STEP SIX:
Decorate the other
two pieces to make
"mulas" that look
like train cars. Use
yarn and tape to
attach "mulas" to
pull your boat.



SNEAK-A-PEEK

SPANISH 3: IMAGINATION CELEBRATION

SESSION 1: GETTING READY TO EXPLORE

ACTIVITY: Imagination Puzzle

SESSION SUMMARY:

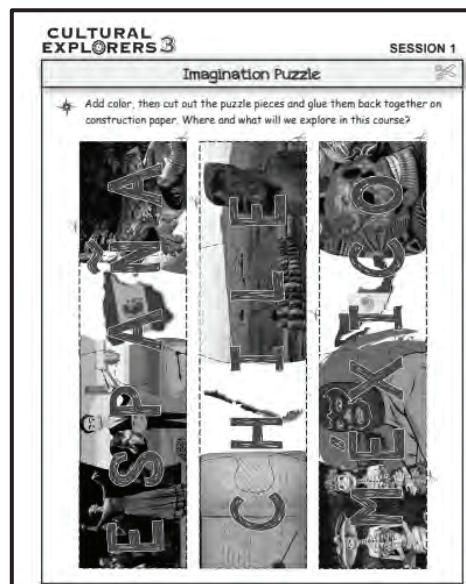
1. Welcome to Spanish 3: Imagination Celebration
2. ASK: ¿Adónde quieres ir? (Where do you want to go?)
3. ANSWER: Quiero ir al _____. (I want to go to _____.)
4. Color and cut Imagination Puzzle sheet.
5. Glue puzzle together on construction paper.

MATERIALS:

- Scissors
- Construction paper
- Glue stick
- Crayons/markers/colored pencils
- PRINT: Imagination Puzzle

PREPARATION AND SETUP:

- Make sure you have enough materials for everyone.



SESSION 2: SURREALISM IN SPAIN

ACTIVITY: Surrealist Animal Sculptures

SESSION SUMMARY:

1. Hola Spain!
2. Learn about Salvador Dali and Surrealistic art.
3. Make surrealistic animal sculptures.

MATERIALS:

SHARED:

- Extra craft sticks and toothpicks
- Pipe cleaners

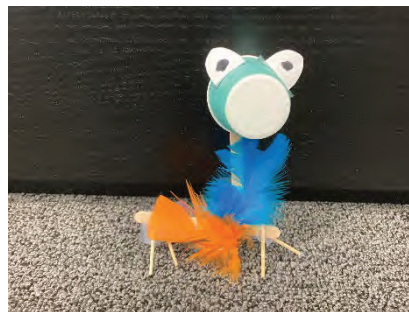
PER PERSON:

- 1 paper cup
- 3 feathers
- 5 toothpicks
- 2 craft sticks
- 5 beads or buttons
- Quart zipper bag

PREPARATION AND SETUP:

TIP! Remind students that some of them studied Salvador Dali in Session 1 of our Modern Art Course. See what they remember about Dali, Surrealism and creating Surrealistic animals. Tell them that this time they are going to make a Surrealistic animal *sculpture* inspired by Salvador Dali.

1. Set up a Maker Buffet with all the shared materials.
Provide each person with the Per Person materials listed. (You can create a Per-Person Kit beforehand by putting everything in the zipper bag.)
2. Make 1 or 2 examples for inspiration.



SESSION 3: MIXING THINGS UP WITH CUBISM

ACTIVITY: Cubist Elephant Art

SESSION SUMMARY:

1. Hola Spain!
2. Learn about Pablo Picasso and Cubism.
3. Make a Cubist elephant

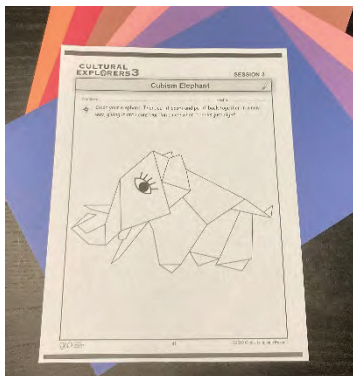
MATERIALS:

- Scissors
- Crayons/markers/colored pencils
- Construction paper
- Glue sticks
- PRINT: Cubism Elephant

PREPARATION AND SETUP:

TIP! Let students know that Pablo Picasso is the featured artist in Modern Art session 4.

- Make sure you have enough materials for everyone.
- Set up materials for everyone to share.
- Make a sample of a finished project.



SESSION 4: MULTICOLORED DRAGONS

ACTIVITY: Dragon Mosaic

SESSION SUMMARY:

1. Hola Spain!
2. Learn colors in Spanish.
3. Learn about the art and architecture of Antoni Gaudí.
4. Make mosaic dragons.
5. Practice Spanish colors and present art: "Mi dragon es ____, ____, y ____."

MATERIALS:

- Scissors
- **Construction** paper
- Glue stick
- PRINT: Mosaic Dragon

PREPARATION AND SETUP:

- Make sure you have enough materials for everyone.
- Put out materials for everyone to share.
- Make a sample of the Dragon Mosaic.
- If you plan on doing the extension project, make an example or share the images below.



EXTENSION PROJECT:

Challenge students to create a poster that shows the Spanish words for at least 5 colors.



SESSION 5: FLAMENCO FLAIR

ACTIVITY: Learn about Flamenco music and dance. Practice counting in Spanish and play a Spanish Number game.

SESSION SUMMARY:

1. Hola Spain!
2. Learn about Flamenco music and dancing.
3. PLAY: So You Think You Can Clap? (Led by Brian.)
4. PLAY: Spanish Number game (Led by the group leader after the video.)

MATERIALS:

- PRINT: Number Flashcards (Color laminated cards are in your materials kit.)
- AUDIO APP: Flamenco Music (This is on the course app for Session 5.)

PREPARATION AND SETUP:

- Have enough space to play the Number game.
- Practice your Spanish numbers.
- Find the Flamenco Music app. This is on the iPad under Session 5.

SESSION 6: MYSTERY OF THE GIANT HEADS

ACTIVITY: Make moai (Easter Island Giant Heads) out of clay.

SESSION SUMMARY:

1. Welcome to Chile!
2. Learn about Easter Island and the Big Heads. Cabezas gigantes.
3. Make Mini Moai. Cabezas pequeñas.

MATERIALS:

- Clay
- Large paper plates (to be used as the work mat)
- Toothpicks (carving tools)
- Quart zipper bags (for bringing projects home)

PREPARATION AND SETUP:

1. Provide each person with 1 oz of clay and 2 toothpicks on a large paper plate.



SESSION 7: ODES TO COMMON THINGS

ACTIVITY: Illustrate a book of Pablo Neruda's poetry.

SESSION SUMMARY:

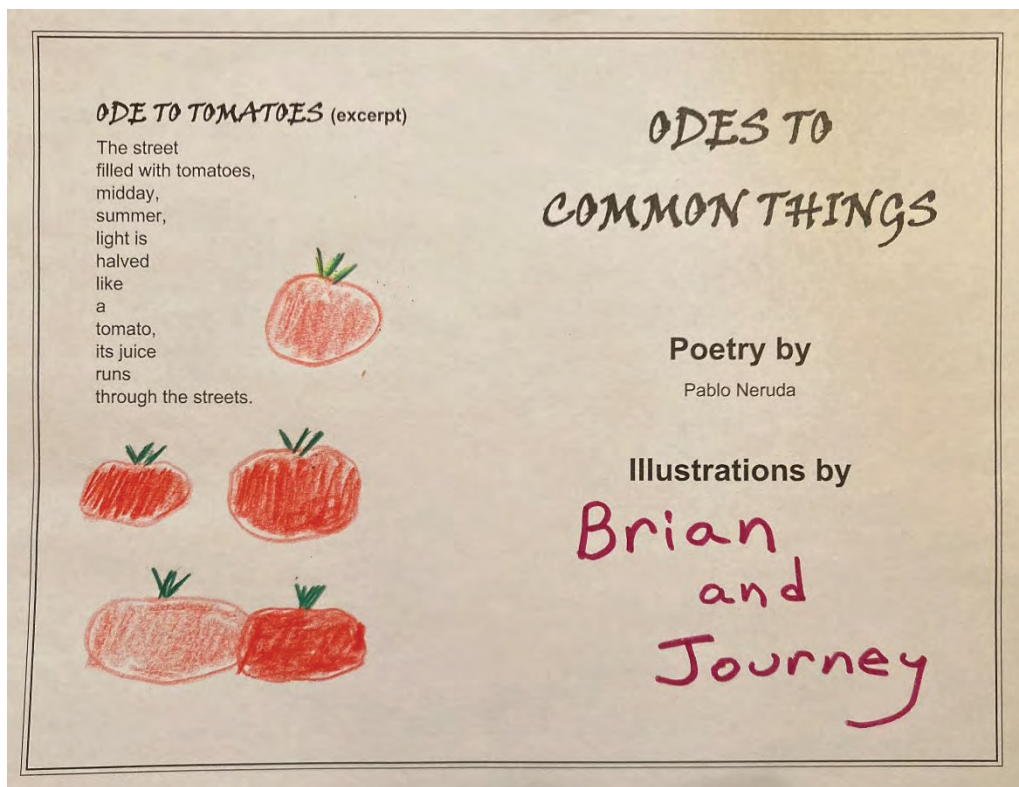
1. Hola Chile!
2. Learn about Chilean poet Pablo Neruda and his famous *Odes to Common Things*
3. Read three odes.
4. Illustrate a short book of Neruda's Odes.

MATERIALS:

- PRINT: *Odes to Common Things* (1 per person)
- Markers/crayons/colored pencils
- Pencils and erasers

PREPARATION AND SETUP:

- Set out materials for everyone to share.
- Make sure you have enough copies of the poetry books for each person to have their own.
- Remind students to add their name to the cover.



SESSION 8: IMAGINATIVE SKELETONS

ACTIVITY: Color Calaveras and add clothes and props.

SESSION SUMMARY:

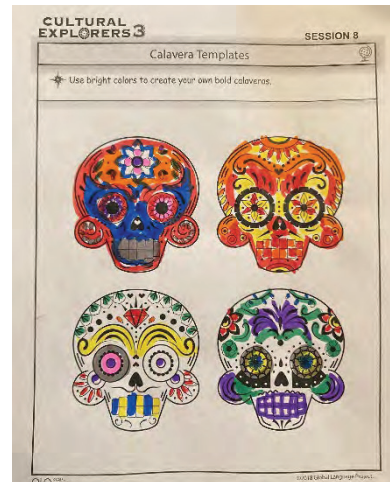
1. Welcome to Mexico!
2. Review Colors
3. Color calaveras and add clothes and props.

MATERIALS:

- PRINT: Calavera Handout
- Markers/crayons/colored pencils
- Construction paper
- White paper
- Scissors
- Glue sticks

PREPARATION AND SETUP:

1. Set out materials to share.
2. Make sure you have enough print for everyone.
3. Make Examples.
 - a. Color calaveras.
 - b. Add clothes and props to one.
 - c. Mount one on black paper.



TIPS:

Brainstorm as a group all the different things they like to do that their calaveras can do too.

- Play the trumpet
- Play volleyball
- Play video games
- Bake a cake
- Walk the dog



SESSION 9: LUCHA LIBRE

ACTIVITY: Create Lucha Libre characters and masks

SESSION SUMMARY:

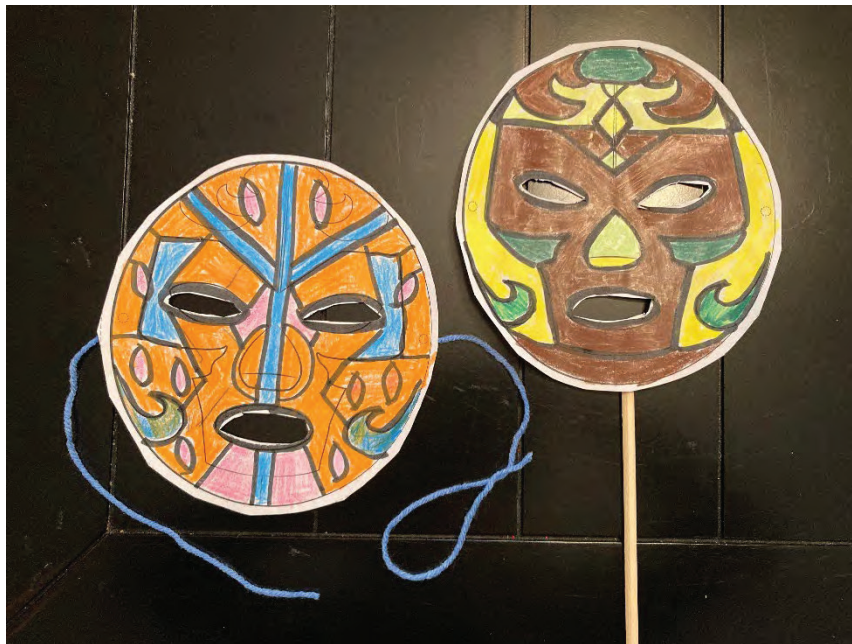
1. Hola Mexico!
2. Learn about Lucha Libre
3. Create Lucha Libre characters and masks

MATERIALS:

- PRINT: Lucha Libre masks
- Markers/crayons/colored pencils
- Pencils and erasers
- Single hole punch
- Yarn
- Craft sticks

PREPARATION AND SETUP:

1. Set out materials for everyone to share.
2. Consider cutting out eyes and mouths for everyone.
3. TIP: Instead of punching holes on the sides, tape yarn to the back of the mask.



National Core Arts Standards for Visual Arts - Program 2

Lesson: 1 2 3 4 5 6 7 8 9 10 11 12

Artistic Process: CREATING		Conceiving and developing new artistic ideas and work.											
Investigate, plan, make	Anchor Standard #1: Generate and conceptualize artistic ideas and work.												
	Brainstorm collaboratively multiple approaches to an art or design problem.	x	x	x	x	x	x	x	x	x	x	x	x
	Make art or design with various materials and tools to explore personal interests, questions and curiosities.	x	x	x	x	x	x	x	x	x	x	x	x
Investigate	Anchor Standard #2: Organize and develop artistic ideas and work.												
	Experiment with various materials and tools to explore personal interests in a work of art or design.	x	x	x	x	x	x	x	x	x	x	x	x
	Demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces.	x	x	x	x	x	x	x	x	x	x	x	x
	Repurpose objects to make something new.	x		x									
Reflect, refine, continue	Anchor Standard #3: Refine and complete artistic work.												
	Discuss and reflect with peers about choices made in creating art work.	x	x	x	x	x	x	x	x	x	x	x	x
Artistic Process: PRESENTING		Interpreting and sharing artistic work.											
Select	Anchor Standard #4: Select, analyze, and interpret artistic work for presentation.												
	Categorize artwork based on a theme or concept for an exhibit.	x	x	x	x	x	x	x	x	x	x	x	x
Analyze	Anchor Standard #5: Develop and refine artistic techniques and work for presentation.												
	Distinguish between different materials or artistic techniques for preparing artwork for presentation.	x	x	x	x	x	x	x	x	x	x	x	x
Share	Anchor Standard #6: Convey meaning through the presentation of artistic work.												
	Analyze how art exhibited inside and outside of schools (such as in museums, galleries, and virtual spaces) contributes to communities.	x	x	x	x	x	x	x	x	x	x	x	x
Artistic Process: RESPONDING		Understanding and evaluating how the arts convey meaning.											
Perceive	Anchor Standard #7: Perceive and analyze artistic work.												
	Perceive and describe aesthetic characteristics of one's natural world and constructed environments.	x		x	x	x		x		x	x	x	
	Categorize images based on expressive properties.		x			x	x		x		x	x	x
Analyze	Anchor Standard #8: Interpret intent and meaning in artistic work.												
	Interpret art by identifying the mood suggested by a work of art and describing relevant subject matter and characteristics of form.	x	x	x	x	x	x	x	x	x	x	x	x
Interpret	Anchor Standard #9: Apply criteria to evaluate artistic work.												
	Use learned art vocabulary to express preferences about artwork.	x	x	x	x	x	x	x	x	x	x	x	x
Artistic Process: CONNECTING		Relating artistic ideas and work with personal meaning and external context.											
Synthesize	Anchor Standard #10: Synthesize and relate knowledge and personal experiences to make art.												
	Create works of art about events in home, school, or community life.				x	x		x		x	x	x	
Relate	Anchor Standard #11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.												
	Compare and contrast cultural uses of artwork from different times and places.	x		x				x	x	x	x	x	



NEWPORT-MESA UNIFIED
SCHOOL DISTRICT
REQUIRED ATTACHMENT
RFP EVALUATION



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.

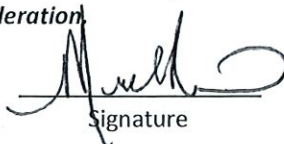
Instructions: Fill-in a response for each question in Sections 1-4 below and include with your RFP submission.

Firm: AlphaBEST Education, Inc.

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	Palm Desert, CA	5
2. Past Performance	Write in:	Max. Pts.
a. Identify the Firm's number of years' experience in providing services for K-12	17 years	5
b. Project listing - Identify the number of K-12 projects the Firm has worked on within last 3 years	78	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	0	5
b. Identify the number of settlements or judgments involving such actions within the last five (5) years	0	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	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.

Melissa Moreano
 Printed Name


 Signature

6.22.23
 Date



NEWPORT-MESA UNIFIED
SCHOOL DISTRICT
REQUIRED ATTACHMENT

ATTACHMENT 1



ATTACHMENT 1

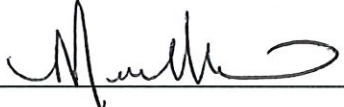
FIRM PROPOSAL / OFFER FORM

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: Melissa Moreano

Duly Authorized Signature: 

Title: CFO

Date of this Proposal/Offer: 6.22.23

Offeror Name: AlphaBEST Education, Inc.

Offeror Address: 620 N Patterson Ave, Winston Salem, NC 27101

Offeror Telephone: (480) 815-7014

Offeror Email: dhosni@alphabest.org



NEWPORT-MESA UNIFIED
SCHOOL DISTRICT
REQUIRED ATTACHMENT

ATTACHMENT 2



ATTACHMENT 2

NONCOLLUSION DECLARATION

Public Contract Code § 7106

TO BE EXECUTED BY SUBMITTER AND SUBMITTED WITH RFP

The undersigned declares:

I am the CFO [PRINT YOUR TITLE]

of AlphaBEST Education, Inc. [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: 6.22.23

Proper Name of Submitter: AlphaBEST Education, Inc.

City, State: Winston Salem, NC

Signature: 

Print Name: Melissa Moreano

Title: CFO



CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)

6/28/2023

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 Scott Insurance 400 Bellemeade Street, Suite 201 Greensboro NC 27401	CONTACT NAME: Carrie Sowards PHONE (A/C, No, Ext): 336-510-0073 E-MAIL ADDRESS: csowards@scottins.com	FAX (A/C, No): 434-455-8549
INSURER(S) AFFORDING COVERAGE		NAIC #
INSURER A: Philadelphia Indemnity Insurance Company (A++)		18058
INSURER B: The Travelers Indemnity Company (A++)		25658
INSURER C: Zurich		
INSURER D:		
INSURER E:		
INSURER F:		

COVERAGES**CERTIFICATE NUMBER:** 285946906**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
A	☒ COMMERCIAL GENERAL LIABILITY ☐ CLAIMS-MADE ☒ OCCUR ☒ Abuse/Molestation GEN'L AGGREGATE LIMIT APPLIES PER: ☐ POLICY ☐ PRO-JECT ☐ LOC ☐ OTHER:			PHPK2524334	3/1/2023	3/1/2024	EACH OCCURRENCE \$ 1,000,000 DAMAGE TO RENTED PREMISES (Ea occurrence) \$ 300,000 MED EXP (Any one person) \$ 5,000 PERSONAL & ADV INJURY \$ 1,000,000 GENERAL AGGREGATE \$ 2,000,000 PRODUCTS - COMP/OP AGG \$ 2,000,000 Abuse/Molestation \$ 1,000,000
A	☐ AUTOMOBILE LIABILITY ☐ ANY AUTO ☐ OWNED AUTOS ONLY ☒ SCHEDULED AUTOS ☒ HIRED AUTOS ONLY ☒ NON-OWNED AUTOS ONLY			PHPK2524334	3/1/2023	3/1/2024	COMBINED SINGLE LIMIT (Ea accident) \$ 1,000,000 BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$ \$
A	☒ UMBRELLA LIAB ☒ OCCUR ☐ EXCESS LIAB ☐ CLAIMS-MADE ☐ DED ☒ RETENTION \$ 10,000			PHUB853363	3/1/2023	3/1/2024	EACH OCCURRENCE \$ 10,000,000 AGGREGATE \$ 10,000,000 \$
C	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? ☐ Y / N (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below		N / A	WC 3433384-00	3/1/2023	10/1/2023	☒ PER STATUTE ☐ OTH-ER E.L. EACH ACCIDENT \$ 1,000,000 E.L. DISEASE - EA EMPLOYEE \$ 1,000,000 E.L. DISEASE - POLICY LIMIT \$ 1,000,000
A	Edu. Legal Liability			PHPK2524335	3/1/2023	3/1/2024	Legal Liability Limit \$ 11,000,000
B	Cyber/Crime			106742187	3/1/2023	3/1/2024	Cyber/Crime \$ 2,000,000
A	Blanket Accident			PHPA123740	3/1/2023	3/1/2024	Accident \$ 50,000

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

CERTIFICATE HOLDER**CANCELLATION**

Newport-Mesa Unified School District
2985 Bear Street
Costa Mesa CA 92626
United States

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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