Request for Proposal No. 024-049-02

AFTER SCHOOL PROGRAMS

FOR SELECT ALAMEDA USD SCHOOLS:

Love Elementary School
Maya Lin Elementary School
Ruby Bridges Elementary School

Proposal Due Date: February 07, 2024, by 2:00 pm

ALAMEDA UNIFIED SCHOOL DISTRICT
REQUEST FOR PROPOSAL - RFP NO. 024-049-02
AFTER SCHOOL PROGRAMS FOR SELECT DISTRICT SCHOOLS
Love Elementary School
Maya Lin Elementary School
Ruby Bridges Elementary School

NOTICE IS HEREBY GIVEN that the Alameda Unified School District, hereinafter referred to as DISTRICT, invites and will receive sealed bid proposals from interested and qualified vendors for furnishing the After School Program at select Elementary Schools for the 2024-2025 school year.

The bid package will be posted on December 15, 2023 on the DISTRICT website, Fiscal page and can be accessed at https://www.alamedaunified.org/fiscalservices under "Current Bids".

Sealed proposals shall be delivered and addressed to **Alameda Unified School District, Attn: Purchasing Department, 2060 Challenger Drive, Alameda, CA 94501** no later than **2:00 PM on February 07, 2024**. Proposals received after the scheduled Submittal Deadline will be rejected. Proposals must bear original signatures and figures.

The DISTRICT reserves the right to accept or reject any and all proposals and to waive any informality in bidding as deemed to be in the best interest of the DISTRICT. Proposals will remain open and valid for ninety (90) days after the date set for the opening. Any bidder may withdraw their proposal, either personally or by written request, at any time prior to the scheduled closing time for receipt of proposals. No objections concerning the application, meaning, or interpretation of these specifications will be considered after the opening of the subject proposals.

Shariq Khan
Assistant Superintendent, Business Services
Legal – East Bay Times
Publish Dates: **12/15/2023 & 12/22/2023**

REQUEST FOR PROPOSAL

INTRODUCTION

The Alameda Unified School District (the "District" or "AUSD") invites interested organizations and other entities to submit proposals to provide on-site after school services and programs for TK-5th grade three (3) District schools (collectively referred to as "the Schools"): The chosen After School Programs vendor(s) will provide **priority** registration to students who qualify for Free and Reduced Price Meals, Foster or Unhoused. The program provider can also accept fee-based families who don't qualify for the program. These programs are funded by ASES and ELOP after-school program grants.

Vendors can refer to AUSD's School Calendars, Bell Schedules and Modified School Schedule to assess the hours needed in the school year. All after school programs are to begin immediately after the school day ends. Note that Kindergarten will be an all-day program starting next year. They will follow the same schedule as 1-5th grade.

Love Elementary School
2025 Santa Clara Avenue
Priority Student Enrollment Target: 251

Maya Lin Elementary School
825 Taylor Street
Priority Student Enrollment Target: 205

Ruby Bridges Elementary School
351 Jack London Avenue
Priority Students Enrollment Target: 314

OBJECTIVES

The intent of this request for proposal ("RFP") is to contract with an after-school provider who will be selected to 1) to provide a safe, secure on-site after school environment for children and 2) deliver an enriching, enjoyable after school program format that blends a combination of the following depending on the site: youth development, homework help, extracurricular activities, enrichment, music, recreation, physical activities and arts. The services will be delineated below under Scope of Services. The District, on behalf of the Elementary Schools listed, intend to enter a one (1) year contract for services in the 2023-2024 with an option to extend the contract on a yearly basis for an additional two (2) years based on satisfactory service/performance. The contract will also provide for a cancellation provision 60 days prior with written notice.

The District reserves the right to accept the proposal that it considers to be in the best interest of the District. The District further reserves the right to accept all or part of any proposal, to award to one or more vendors for a single site or to cancel in part or in its entirety the Request for Proposals. Awards made under this RFP are subject to the approval of the AUSD Board of Education.

TIMELINE

Release of RFP	December 15, 2023
Mandatory meeting/instructional session: Program Cost Calculator, Exhibit A. Meeting details on Page 12.	January 8, 2024, at 3:00pm-4:00pm
Last Day to Submit Questions and Seek Clarifications	January 10, 2024, by 5:00pm
Answers posted to District website	January 12, 2024
RFP Proposals Due	February 7, 2024, by 2:00pm
Interviews, if applicable	February 15, 2024, 2:00pm-4:00pm
Notice of Intent to Award	March 15, 2024
Board Approval	March 26, 2024
Contract Year	July 1, 2024-June 30, 2025

INSTRUCTIONS

Interested firms are invited to submit one original signed proposal, two (2) hard copies, and a USB flash drive copy. The proposal shall be made in the format provided and the complete proposal, together with any and all additional materials, shall be enclosed in a sealed envelope addressed and delivered no later than 2:00 p.m. on February 7th, 2024, to the following address:

Alameda Unified School District
Attn: Purchasing Dept.
2060 Challenger Drive
Alameda, CA 94501

The bid envelope should be clearly marked with **RFP # 024-049-02**, After School Program. It is the vendor's sole responsibility to ensure that the proposal is received prior to the scheduled closing time for receipt of proposals. No proposal will be accepted after the deadline. All proposals shall become the property of the District. Incomplete proposals will not be considered.

ADDENDA AND QUESTIONS ABOUT THE RFP

Changes and addenda to a solicitation may occur prior to the solicitation opening date and time. Any questions should be emailed with the title **RFP 024-049-02** and sent to Marilou Tirona at mtirona@alamedaunified.org by **January 10, 2024 by 5:00pm.** Answers to any written questions will be posted to the website as an addendum by January 12, 2024. It is the bidder's responsibility to check under "Current Bids" on the Purchasing page of the District website to verify whether addenda have been issued. The District website is: https://www.alamedaunified.org/fiscal-services.

1. Program Requirements

A. Program Elements

The after-school program has two required elements, in addition to providing a safe, secure and supportive environment for students: 1) an academic development/ academic assistance with homework and 2) enrichment and physical activities. Program must meet the following standards as established by the California Department of Education: Expanded Learning Program Quality https://www.cde.ca.gov/ls/ba/as/documents/qualitycrosswalk.pdf

B. Academic Assistance

After school programs must include homework support. This academic assistance must be aligned with the pupils' regular academic programs and must assist students in meeting and exceeding grade level Common Core Standards in core academic subjects, such as English language arts, mathematics, and science.

C. Enrichment & Physical Fitness

After school programs must provide an enrichment element that offers participating students a broad array of additional services, programs, and activities that are designed to reinforce and complement the regular academic program. Proposed enrichment activities may include, but are not limited to, the following:

- Mentoring opportunities (with cross-age peers and business and community partners)
- Service-learning/Project based learning
- Art
- Music
- Computer and technology training
- Youth development
- Physical fitness, games and activities
- Recreational activities
- Leadership and entrepreneurial skills development
- Character education programs
- School safety, including violence, drug, and tobacco use prevention

Each school currently offers after-school enrichment and physical activity programs. The bidder should indicate if it will maintain the existing programs or offer new/different enrichment programs. CDE Physical activity guidelines: https://www.cde.ca.gov/ls/ex/as/documents/paguidelines.pdf

2. Agency Requirements

A. Staff

Staff and agents who directly supervise students and are included in the 1:10 staff to student ration for TK and K students, and 1:20 staff to student ratio for 1-5th grades, must meet the following minimum qualifications for an instructional aide: a high school diploma or its equivalency and one of the following: (a) an AA degree; or completion of 48 semester units in college; or (b) successful completion of the Instructional Assistant exam, administered by the Alameda County Office of Education.

- Child Abuse and Neglect Reporting Act guidelines for Mandated Reporters as required by California Penal Code § 11164 – 11174;
- Fingerprinting and background checks for all employees, contractors, agents and volunteers before they have contact with any District students (Education Code Section 45125.1(e).), and
- Have on file current documentation of Tuberculosis Screening and negative TB Test results for all employees, contractors, agents and volunteers who have contact with District students.
- The cost of training, fingerprinting and health screening is the responsibility of the successful Bidder.

B. Insurance

The successful Bidder will be required to maintain the following insurance coverage throughout the life of the contract.

1. COMMERCIAL GENERAL LIABILITY insurance which shall include contractual, products and completed operations, corporal punishment and sexual misconduct and harassment coverage, and bodily injury and property damage liability insurance with combined single limits of not less than Two Million Dollars ($2,000,000) per occurrence and Five Million Dollars ($5,000,000) aggregate.
2. WORKERS' COMPENSATION and EMPLOYERS LIABILITY coverage providing statutory benefits for all persons employed by the contractor, or its contractors and subcontractors at or in connection with the Work.
3. AUTO LIABILITY including Hired and Non-Owned Auto Liability not less than One Million Dollars ($1,000,000) for each occurrence for bodily injury and property damage.

The above policies of insurance shall be endorsed to name Alameda Unified School District, its officers, employees, volunteers or agents, as additional insured. Said Additional Insured endorsement shall be provided to the DISTRICT upon successful Bidder's execution of the contract and before work commences. If at any time said policies of insurance lapse or become canceled, the contract shall become void. All insurance shall be placed with insurers that are reasonably acceptable to the District and with an A.M. Best's rating of not less than A- (Excellent). All such insurers shall be licensed/approved to do business in California.

The acceptance by the DISTRICT of the above-required insurance does not serve to limit the responsibility of the insurer or successful Bidder to the DISTRICT.

C. School Site Key/Security Requirements

For security and access purposes, the successful bidder will be required to manage keys as appropriate, including a school master key when necessary. Successful bidder will be required to execute an AUSD Key Policy Agreement prior to the issuance of such keys, such policy requires that the loss of keys will require re-keying at the cost of the successful bidder. Successful bidder shall prove insurance coverage in place for this loss/expense or procure a surety in the amount of $30,000 to effectively protect the district for this particular loss.

3. AFTER SCHOOL PROGRAMS GOALS

The after-school program will meet the community need for a physically and emotionally safe, strengths based, affordable, fun, educationally enriching and academically sound program.

A high priority need at these schools is to boost positive learning outcomes by providing supplemental academic support, and promote high academic self-efficacy (Schunk, 1989). The Program Goals of the after-school programs at the elementary school sites are:

Sustained high levels of educational achievement and/or improved academic performance.

- Align Academic Assistance and Enrichment activities with the school day curriculum and California content standards. Complement the school day without replicating it.
- Spark the desire for lifelong learning; encourage development of college/career goals.
- Maintain strong and collaborative working relationships with school day personnel.
- Identify and provide targeted support for struggling learners.
- Identify and understand the needs of English Language Learners and struggling students and provide tailored support.

Youth learn new skills and build confidence through challenging activities.

- Build 21st Century skills by emphasizing the following approaches in activities: working with others, communicating clearly in speaking and listening, solving problems-including how to get help when needed, managing time.
- Promote meaningful student engagement by providing continuous and consistent opportunities for youth to have choice, make decisions, develop their voice, hone leadership skills and feel a sense of belonging.
- Promote inclusive multicultural environment that values diversity.
- Provide resources and strategies to caretakers and parents to help support the positive academic and social-emotional development of their students.

Research on best practices in after school programming reveals success with a dual emphasis on youth development principles *and* academic standards (Moran, 2008).

Academic Assistance, Literacy and Enrichment:

Homework Help and Support

- Provide homework assistance, either individually or in cooperative, collaborative groups.
- Provide materials; establish a conducive workspace and consistent routines (Beck, 1999).
- Pay attention to strengthening students' study skills, work habits, and organizing practices, in addition to homework content (Eilam, 2001).
- Create homework contracts and communication structures with families (Epstein, 1995).

Alignment with School Day

- Principals will work with site After School Program team and staff to align programs and homework expectations.
- Youth leaders will keep student homework and communication logs to enhance partnership with school day teachers. Teachers communicate content standards to reinforce.
- Site Coordinators will attend all school day faculty meetings.

- Staff will attend relevant collaboration meetings, professional development days with grade level teams, and Student Success Team meetings for enrolled students.
- Principals will share data and promote understanding of data, including test scores, grades, behavior reports and other important student information, with staff.

Specialized Support of English Learners

- Provide intentional inclusive social-emotional support of English Learners by knowing demographic and academic proficiency level data of students, ensuring emotional safety for immigrants and English Learners, acting as cultural brokers for families and communities, incorporating activities and programming that is relevant to students' lives and cultures and building cross-cultural leadership skills among students (Bhattacharaya & Quiroga, 2011).
- Support English development by using graphic organizers (charts, graphs and diagrams), taking advantage of homework help to teach academic vocabulary, and intentionally creating time and space for English Learners to practice English (*ibid.).*
- Partner with the school day English Language Development program to identify students needing additional ELD support. Partner with school day teachers to plan and implement strategies to meet individual students' needs.

After School Curricula

All curricula provided in After School should be research-based, standards aligned, and have been designed to allow students to practice 21st Century skills of solving complex, multidisciplinary, open-ended problems in group settings. Research shows that combining academic and social activities in afterschool programs has positive effects on student achievement (Lauer at al., 2004). The following are samples to consider in developing an after-school curricula:

- Implement a STEM initiative that provides inspiring math and science experience to prepare participants for tomorrow's workforce.
- Develop literacy skills and the joy of reading
- Provide staff with initial and ongoing training with curricula. Develop a learning community among staff for professional development in implementing curricula.

Enrichment

After school enrichment and recreational activities will be varied and reflect input from students and staff at each school. They will address broad interrelated needs, including youth development, recreation, wellness and fitness, and applied learning opportunities.

- *Youth Development*: Provide youth opportunities to establish relationships that provide emotional and practical support from adults; participate in challenging and interesting activities relevant to their lives; and engage in decision making (Gambone et al, 2002).
  For example, establish an elected student leadership structure (e.g. After School Student Council). Provide explicit leadership development training. Create other developmentally appropriate leadership positions, such as Yard Monitors at the elementary level whose training and responsibility include peer conflict resolution. Other youth development activities include public speaking opportunities with coaching integrated with other after school activities, community service, and multicultural celebrations. Students learn 21st Century skills such as problem solving, leading by influence, effective communication and collaboration, and interacting competently and respectfully with a diversity of others.
- *Recreation*: Provide varied daily physical activity through guided and structured sports and recreation activities. Recreation and play is a good place to practice 21st Century skills of communicating, collaborating

and interactive problem solving. CDE guidelines can be found here: Physical activity guidelines: https://www.cde.ca.gov/ls/ex/documents/paguidelines.pdf

- *Wellness and Fitness*: Students practice 21st Century skills such as taking charge of health and making wise choices, as well as thinking critically and making judgments as with evaluating advertisements and promotion of food items.
- *Applied Learning*: Students will engage in enjoyable, hands-on opportunities to explore various subject areas related to the core curriculum. After school clubs and enrichment classes extend school day learning in a project-based format in which students can engage in new areas of learning, like art projects, managing community building initiatives, community service and more. Students develop 21st Century skills such as creativity and entrepreneurial thinking, making innovative use of knowledge, information and opportunities.

4. PROPOSAL REQUIREMENTS

Proposal

Describe your history, vision, and philosophy. Indicate the number of years you have provided services similar to those requested in the RFP and any specific qualifications you may have.

Include how your proposal will meet program needs, program design, elements of high-quality programing, how you will evaluate program progress. Include a program budget (Exhibit A) in spreadsheet format on the submitted zip drive and the signed certified assurances (Exhibit B).

References and Additional Information

a) Provide at least three references, Unified School District references preferable.
b) Describe your evaluation plan and how the evaluation information will be used to provide feedback to stakeholders and staff and to guide project direction.
c) Provide parent survey responses demonstrating the satisfaction of the services you offer families, if available. Surveys must be current within the last year.
d) Provide a Parent Handbook, or similar document/brochure.

5. EVALUATION OF PROPOSALS

After the proposals are evaluated, vendors may be invited to an interview as part of the evaluation process at the discretion of the RFP committee.

Proposals will be reviewed and evaluated based on the following evaluation criteria:

A.	Addressing Program Needs	(20 points)
B.	Program Design	(20 points)
C.	Elements of High-Quality Programming	(20 points)
D.	Professional Development	(10 points)
E.	Program Evaluation	(10 points)
F.	Program Funding	(20 points)

A. Addressing Program Needs (20 Points)

Describe how the proposed program's components will address the needs of AUSD students and families. Especially the needs of our Unduplicated Students (Unhoused, Foster, and ELD who qualify for FRPM). Describe how your program will address these needs. The After-School Program will support the AUSD Board of Education approved Strategic Goals for the District by providing systems and structures for student support (Focus Area 2), the program also aligns with our LCAP goal 2 focused on building relationships with between families, students and staff to ensure schools are supportive, inclusive, and safe environments that maximize learning.

1. Describe the range and type of programs that will be offered.
2. Describe how your program proposes to attract youth and their families. Also, explain how you will maintain student enrollment throughout the school year (180 days)
3. Please describe the organizational structure that will support the program and specifically the program manager/site director.
4. Describe methods used to communicate with parents of children in your program? Describe how parent and youth feedback will be included in the ongoing development of the program.
5. Describe how you provide program information to the school board, principals and other administrative personnel?
6. Describe how you collaborate and communicate with school site leadership and staff about the program and student needs?
7. Describe how you market the program to the school community?
8. Describe what actions will be taken to ensure that every child is physically and emotionally safe in the program.
9. Provide a timeline indicating steps required and time needed to establish the after school program.
10. Describe staff training and resources available to deescalate disputes and resolve differences and conflicts between students and between students and adults.

B. Program Design (20 Points)

Describe how the proposed programs' unique features will address the needs of AUSD students and their families, especially for our students of color, and how the programs are expected to improve student learning, including learning in core academic areas such as reading/language arts, mathematics or science. What efforts will be made to ensure that programming is student-centered and that every participant has a high interest in what he/she is doing? What efforts will be made to ensure appropriate grade level and/or developmental level programming? The program provider would engage students in activities that support and increase their social emotional well-being, allowing for less stress and therefore a greater capacity to engage in learning.

1. Fees: Cannot charge fees to Unduplicated Students: homeless youth, foster youth, ELD students eligible for Free & Reduced Price Meals
2. Providers will maintain all records of enrolled families and will review enrollment and attendance data regularly to evaluate capacity needs and program success.
3. Ratios: 1-5th staff ratio 20:1, TK/K staff ratio 10:1
4. Attendance policy: The program is required to stay open for a minimum of 15 hours per week, and until at least 6:00 p.m. everyday school is open. Attendance is mandated by CDE and Program is to be monitored daily and logged into a 3rd party after school attendance system provided by the school district.
5. Early Release Policy: The program shall establish a policy regarding reasonable early daily release of pupils from the program. (Early Release Waver Sample)

6. Core Year 180 Days
7. Promotion and registration applications are to be in the students' home language top five languages: Chinese, Spanish, Vietnamese, Mongolian, Arabic.

C. Elements of High-Quality Programming (20 Points)

Describe how the proposed program's mission, vision, and purpose will align with our After school Program goals.

Goal 1: Partner with After School Program providers to deliver programming that is hands-on, engaging, student-centered, results-driven, and most importantly, that fosters childhood joy.
Goal 2: Provide enrichment, educational program elements, especially literacy to assist students' academic advancement.
Goal 3: Improve attendance of participating students during the school day and the after-school program.
Goal 4: Increase positive student behaviors during school hours by providing significant Social Emotional Learning opportunities for all students in a safe, inclusive and caring environment.
Goal 5: Support a well-trained and caring staff to develop positive relationships and build connections between students, parents, and the school community.

Describe how the proposed program meets the Quality Standards for Expanded Learning in California: https://www.afterschoolnetwork.org/sites/main/files/file-attachments/quality_standards.pdf

Program provider must :

- Ensure all program requirements are followed and met as outlined by the Program Plan Guide. Please reference the CDE website.
- Ensure spaces and grounds used by the afterschool program are kept clean and orderly.
- Ensure that all provider employees meet the minimum qualifications.
- Ensure that all provider employees have completed Tuberculosis (TB) test and Federal and state fingerprint clearance.
- Ensure that the student discipline policy is in alignment with the school day by working with the school principal.
- Demonstrated ability to participate in required program evaluation activities, including collection of reliable and valid outcomes measures.

D. Professional Development (10 Points)

1. Describe how ongoing professional development will be conducted based on staff needs. Include the types of professional development that will be offered, how often and for whom.
2. The program provider will ensure the program manager/site director/site coordinator attend required professional development and seek out professional development for all staff they supervise on site.
3. Describe how professional development offerings will be continually assessed and evaluated.
4. The program provider will collect reliable and valid data and outcomes measures, as determined by collaborative process with the District, that address the performance indicators for the program. (Aspects of data collection and reporting are subject to change based on state requirements.)

5. Describe how the program will enlist, utilize, orient and train volunteers. How will the organization ensure supervision and student safety when volunteers are on site?
6. Volunteers who support the program will need to follow AUSD volunteer procedures and practices.

E. Program Evaluation (10 points)

Describe how the organization will collaborate with the district to develop continuous improvement tools. Reference Quality Standards in Expanded Learning Here: https://www.afterschoolnetwork.org/sites/main/files/file-attachments/quality_standards.pdf

The program will work with AUSD School Leadership to demonstrate that progress has been made toward meeting the program goals as outlined in the service agreement.

1. The provider will work with the school community and School Leadership to create, refine, and modify the site after school program plans as needed.
2. Describe how the organization will implement what they have learned from the implementation of the continuous improvement tools.
3. In partnership with AUSD the program will collect reliable and valid data and outcomes measures, as determined by collaborative process with the District, that address the performance indicators for the program. (Aspects of data collection and reporting are subject to change based on state requirements.)
4. The program will maintain and submit accurate recording of the following documentation: program plan, late arrival early release policy, attendance policies, students' sign in/sign out records, staff personnel records, monthly attendance reports. They will use AUSD adopted tools for monitoring and evaluating the program on a monthly basis.

F. Program Funding (20 points)

Utilizing the Program Cost Calculator spreadsheet (Exhibit A Pricing Sheet for ASES ELOP RFP.xlsx), also incorporated as Exhibit A, and all provided resources including schedules, required ratios per grade level, and eligible student counts, provide the total cost of operating your program for 180 days at the specific school site. Actual number of students requiring after school services may vary depending on actual school enrollment in 2024-2025 and parental interest in the program and both parties agree that the submitted cost is subject to change due to this variable and this format is being utilized only for bid selection purposes.

The district will provide a mandatory meeting/instructional session for all potential bidders on Monday, January 8, 2024, 3:00pm – 4:00pm. This will be regarding utilizing the Program Cost Calculator (Exhibit A) for proposal submission.

Microsoft Teams meeting
Click here to join the meeting
Meeting ID: 247 056 362 121
Passcode: onAHAy

***The completed spreadsheet must be submitted with your proposal. No other cost proposal format will be accepted for consideration.**

GENERAL TERMS AND CONDITIONS

1. **Reject All Bids:** The District reserves the right to reject any or all proposals and to waive any informality in the proposal process. The District may select proposals to serve one or more of the listed school sites – or none at all. Once selected, a contract will be negotiated between the District, the school community and the selected agency. Selection of an agency based on its proposal does not constitute a binding agreement until the contract is approved by the District Board of Education.

2. **Terms of the Offer:** The District's acceptance of Bidder's offer shall be limited to the terms herein unless expressly agreed in writing by the District. Proposals offering terms other than those shown herein will be declared non-responsive and will not be considered.

3. **Bidder Agreement to Terms and Conditions:** Submission of a signed proposal will be interpreted to mean Bidder has agreed to all the terms and conditions set forth in the pages of this solicitation.

4. **Laws Governing Contract:** This contract shall be in accordance with the laws of the State of California. The parties stipulate that this contract was entered into in the County of Alameda, in the State of California. The parties further stipulate that the County of Alameda, California, is the only appropriate forum for any litigation resulting from a breach hereof or any questions raised here from.

5. **Non-Discrimination**: It is the policy of AUSD that in connection with all work performed under Contracts there be no discrimination against anyone engaged in the work because of race, color, ancestry, national origin, religious creed, physical disability, medical condition, marital status, sexual orientation, gender, or age; therefore, CONTRACTOR agrees to comply with applicable Federal and California laws including, but not limited to, the California Fair Employment and Housing Act beginning with Government Code Section 12900 and Labor Code Section 1735 and AUSD policy. In addition, CONTRACTOR agrees to require compliance by all its subcontractor(s). CONTRACTOR shall not engage in unlawful discrimination in employment on the basis of actual or perceived; race, color, national origin, ancestry, religion, age, marital status, pregnancy, physical or mental disability, medical condition, veteran status, gender, sex or sexual orientation.

6. **Excluded Parties Certification**: **Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion:** The District certifies to the best of its knowledge and belief, that it and its officials: Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency according to Federal Acquisition Regulation Subpart 9.4, and by signing this contract, certifies that this vendor does not appear on the Excluded Parties List. https://www.sam.gov/portal/public/SAM

Exhibit A

Program Cost Calculator

Vendor Name					Only enter in yellow highlighted cells			$ -
Love Elemtnary								
	Number of Students	**Students covered in Fixed Cost**	**Additional Students**	**Net Additional Students assuming less than 100% participation**	**Number of Section**	**Cost per Section (10:1 in TK/K, and 20:1 in other grades)**	**No of Months**	**Total**
						Fixed Cost		
Fixed Cost							10	$ -
Regular School Year: 180 Days								
Section						Cost for each additional section		
Grade TK/K (10:1)	63		63	63	7		10	$ -
Grade 1-5 (20:1)	188		188	188	19		10	$ -
Total Students	251							
Total								**$ -**
Maya Lin Elementary								
	Number of Students	**Students covered in Fixed Cost**	**Additional Students**	**Net Additional Students assuming less than 100% participation**	**Number of Section**	**Cost per Section**	**No of Months**	**Total**
						Fixed Cost		
Fixed Cost							10	$ -
Regular School Year								
Cost per section						Cost for each additional section		
Grade TK/K (10:1)	40		40	40	4		10	$ -
Grade 1-5 (20:1)	165		165	165	9		10	$ -
Total Students	205							
Total								**$ -**
Ruby Bridges Elementary								
	Number of Students	**Students covered in Fixed Cost**	**Additional Students**	**Net Additional Students assuming less than 100% participation**	**Number of Section**	**Cost per Section**	**No of Months**	**Total**
						Fixed Cost		
Fixed Cost							10	$ -
Regular School Year								
Cost per section						Cost for each additional section		
Grade TK/K (10:1)	65		65	65	7		10	$ -
Grade 1-5 (20:1)	249		249	249	13		10	$ -
Total Students	314							
Total								**$ -**

Exhibit B

Assurances to Meet Requirements for AUSD After School Programs

CERTIFIED ASSURANCES	
Program Elements	
	The program will include an educational and literacy element designed to provide tutoring and/or homework assistance in one or more of the following subject areas: language arts, mathematics, history and social science, science, and computer training.
	The program will have an educational enrichment element that may include, but is not limited to, fine arts, career technical education, recreation, physical fitness, and prevention activities. Such activities might involve the arts, music, physical activity, health promotion, general recreation, technology, career awareness, and activities to support positive youth development.
	The program will provide a safe physical and emotional environment and opportunities for relationship-building and will promote active student engagement.
	The program will collaborate and integrate with the regular school day program and other extended learning opportunities.
	The program will provide a snack that conforms to the nutrition standards in the California *Education Code*, Part 27, Chapter 9, Article 2.5, commencing with Section 49430.
	The program will provide opportunities for physical activity.
Program Plan	
	Partners to this proposal, as well as school staff, have demonstrated commitment to supporting the program and sharing responsibility for the planning and quality of the program at the designated site(s).
	The program is planned through a collaborative process that includes parents, youth, and representatives of participating public school sites, governmental agencies (e.g., city and county parks and recreation departments), local law enforcement, community organizations, and the private sector.
Program Operations	
	The program will maintain a student-to-staff member ratio of no more than 20:1 for 1-6th Grade and 10:1 for TK/K.
	The program will begin operation immediately upon the end of the regular school day. (Note: A regular school day is any day that students attend and instruction takes place.)
	The program will operate for a minimum of 15 hours per week.
	The program will operate until at least 6:00 p.m., on every regular school day.
	The program will establish a reasonable early release policy for students attending the after school component.
	Elementary students should participate every day that the after school program operates.
	Every student attending a school operating a program is eligible to participate in the program, subject to program capacity.
	The program is not required to charge family fees or conduct individual eligibility determination based on need or income.
	The program will provide all notices, reports, statements, and records to parents or guardians in English and the student's primary language when 15 percent of the students enrolled at the school site speak a single primary language other than English as determined by language census data from the preceding year.

The agency will comply and work collaboratively with AUSD to uphold certified assurances.

The agency will comply and work collaboratively with AUSD to uphold certified assurances.

Authorized Signature: _____ Date:_____