

RFP No. 026-049-05

Addendum No. 1

The following are the questions, clarifications, interpretations, corrections, and answers.

1. Question:

Does a potential bidder need to register with the district in order to submit a proposal for this project?

Answer:

No registration or prequalification is required to submit a proposal.

2. Question:

In the cycle-in/cycle-out model, what happens next when a seat opens up, is the expectation that we're coordinating directly with site administrators to bring in the next student, or will the District be managing that referral process on their end?

Answer:

It is expected that the provider will work directly with the individual school sites' literacy team to coordinate students who will be added to the program.

3. Question:

With the 15-30 minute tutoring structure, are these sessions going to consist of small groups of 1-4 students? Or is each student to have their designated time of day to log on for instruction? Who determines the time of day?

Answer:

Tutoring shall be a one-on-one setting. The provider should provide enough tutors so that tutoring occurs simultaneously at each school site's selected time. The provider will work with sites to determine the time of day.

4. Question:

If it's during the school day, where and how are students logging on?

Answer:

Students generally log-on in the computer lab. Students will be rostered in Clever (digital learning platform and single-sign-on (SSO)) and use that system to access the tutoring application.

5. Question:

Would we have a back table with a computer monitor and the teacher of record cycles students from the table?

Answer:

Sites will manage supervision. Sites will not provide a work area for the provider as the program shall be run remotely.

6. Question:

Is 1 teacher per ELM school needed? Will there be a teacher needed for each class at each elementary school?

Answer:

There will need to be one tutor per student so that tutoring can happen simultaneously at each individual school site. Schools will provide staff to oversee in person and assist students in logging in or remedying any technology issues.

7. Question:

How will students be identified and relayed to the provider?

Answer:

Schools will use the district's early reading difficulty screener data to determine students who need tier 3 support. The focus will be on first graders and foundational reading skills (phonics, phonemic awareness, vowel teams, multi-syllabic words, etc.). Students selected for tutoring support will be rostered through Clever.

8. Question:

Can you confirm the expected group size (1:1 vs 2:1 etc)?

Answer:

The group size shall be 1:1.

9. Question:

Is there a preferred session length (15 vs 30 minutes) and total dosage expectation per student?

Answer:

The preferred session length is 15 minutes.

10. Question:

How is student exit determined in the cycle-in/cycle-out model, and who makes that decision (the district vs. the provider)?

Answer:

Student exit in a cycle-in/cycle-out model is determined through site-based MTSS

processes using valid and reliable assessments aligned to the science of reading. Students may exit when they meet established literacy benchmarks and demonstrate sustained progress in foundational skills over time. Exit decisions are made collaboratively between the provider and the site literacy team.

11. Question:

What percentage of tutoring is expected during the school day vs after school vs intersession?

Answer:

This will be determined by the site, as it is based upon the sites overall all schedules. Intersession is only one site and will take place during the program day which runs from 8-5.

12. Question:

Are sessions expected to be consistent with weekly time slots or flexible based on-site needs?

Answer:

Sessions are expected to be consistent with weekly time slots. However, the time of day is determined by the individual school site at the beginning of programming.

13. Question:

What is the expected average number of active students at any given time?

Answer:

20 students each at three schools during the regular school year, and 15-25 students during intersession with a maximum of 120 student licenses in a school year.

14. Question:

How many school sites are expected at launch, and will expansion occur during the contract term?

Answer:

Three sites will be operational at launch with the possibility of expansion during the first and subsequent years following negotiation with provider and available funding.

15. Question:

Should pricing assume full enrollment (100 students) or variable participation?

Answer:

Variable participation throughout the school year, with the district paying a per license cost regardless of the number of students actively participating.

16. Question:

For the cycle-in/cycle-out model, should pricing be based on each student served or per reserved seat?

Answer:

Per reserved seat. The district shall pay a per license cost for the year, regardless of the actual number of students participating during cycle-out transitions.

17. Question:

How should pricing account for student turnover throughout the program?

Answer:

We are expecting to see a price per seat (license) that may be used by more than one student in the school year per cycle-in and cycle-out structure.

18. Question:

Is pricing expected to be fully inclusive, or should service components itemize costs?

Answer:

Fully Inclusive

19. Question:

Are there expectations around minimum participation levels per site?

Answer:

15 students minimum

20. Question:

Are there attendance thresholds or no-show policies that impact service delivery or billing?

Answer:

The district shall be charged a per license rate regardless of the student's absences. No-shows by tutor personnel or providers inability to assign the number of tutors needed shall result in a reduction of payment.

21. Question:

What assessment tools and benchmarks are providers expected to use, and how does the District define "meeting assessment goals" for purposes of exiting students?

Answer:

The District expects providers to use valid, reliable assessment tools aligned to foundational literacy skills (e.g., phonemic awareness, phonics, decoding, and fluency) and consistent with the science of reading. Progress should be measured regularly against grade-level benchmarks and individual student growth targets, with

data shared with site teams to inform MTSS decisions. "Meeting assessment goals" is defined as demonstrating sufficient progress toward grade-level proficiency and sustained skill mastery, as determined in collaboration with site staff using multiple data points.

22. Question:

What are the expectations for alignment with site-based core literacy instruction (e.g., reinforcing current lessons vs implementing a structured intervention sequence)?

Answer:

Structured intervention sequence.

23. Questions:

Page 3, Section II states "The District requires a program model that allows students to exit the program once they meet their assessment goals, with new students able to fill those available seats at no additional cost to the District." Is the district ONLY considering license/seat-based pricing models?

Or are consumption-based models based on the number of hours of tutoring delivered also acceptable?

In other words, if a student exits the program and is replaced by a new student, the new student's hours of tutoring would also require an additional cost. Is this something the district would consider?

Answers: No, the district does not want to manage a variable rate for the school sites, rather, the set per license rate for 180 days of tutoring 100 students and 30 days of tutoring 20 students in intersession, that doesn't adjust based on the actual number of pupils participating during a transition period.

24. Question:

Does the district currently work with a tutoring provider for these services?

Answer:

Yes. The district currently works with Ignite Reading PBC for literacy tutoring.

25. Questions:

How will students be supported on the receiving end of instruction? Will there be paraprofessionals or other staff on hand to support the students with logging in, instructional support, etc.?

Related to question #1, will students be able to utilize hands-on materials and supplies provided by our program (sand boxes, phonics tiles and other manipulatives) per research on the value of kinesthetic learning in early literacy development?

Answers:

Sites will provide staff to supervise and help students log on, however, not for instructional support. Tutors should provide instruction.

Students would be able to utilize hands-on materials provided by the provider.

26. Question:

Does the possibility exist for in-person parent workshops to support literacy development at home?

Answer:

Yes, and this type of opportunity would be welcomed.

27. Question:

What districtwide formative assessments are used by the district - iReady, Star, etc.?

Answer:

Star, Amira

28. Question:

Will the district share internal and or state student data with us as part of a data sharing agreement? This would include CAASP and districtwide benchmark data, EL status, home language, etc.

Answer:

Yes, with the execution of a data sharing agreement with the provider, the district will share useful and relevant data to assist in program efficacy.

29. Question:

Will the district provide the technology for student use or will the provider? If district-provided, what technology will students utilize to access our program - iPads, Chromebooks, etc.?

Answer: Yes, the district will provide students with Chromebooks and headsets for program use.

30. Question:

How will AUSD identify and recommend students for Tier 2 and Tier 3 tutoring?

Answer:

Sites will use the district early reading difficulty screener and district benchmark data

to determine students who need tier 2-3 support.

31. Question:

For intersession (30 days), will the 20 students be the same students or a rotating cohort?

Answer:

Both: The same cohort during intersessions during the school year (typically a week during President's week, and one week during the December holiday or Spring Break) and a new cohort during summer intersession (20 days occurring over June and July).

32. Question:

Who will coordinate scheduling-district staff, site administrators, or the awarded provider?

Answer:

Site administrators

33. Question:

What virtual platforms are currently approved by AUSD?

Answer: This [link](#) contains a list of applications currently used by the district for students in this age group.

34. Question:

What core literacy curriculum is used in K-3 at each school?

Answer:

The district currently uses CCC, but will be implementing a newly adopted curriculum in the fall. We are finalizing the pilot process and do not know yet which curricula will be selected for adoption in May/June.

35. Question:

What data formats does AUSD require for monthly and quarterly reports?

Answer:

We would like to know about the efficacy of the program. For example, students use pre and post-tests. Format can be negotiated.

36. Question:

Does AUSD prefer per student pricing, per session pricing, or flat program pricing?

Answer:

Per seat pricing.

37. Question:

How frequently does AUSD expect communication with families?

Answer:

After each assessment/progress monitoring cycle, with a strong preference for communications administered in the family's preferred language.

38. Question:

What types of family engagement does AUSD prefer (workshops, newsletters, virtual sessions)?

Answer:

Workshop is preferred.

39. Question:

What are the expectations for renewal-year performance metrics?

Answer:

The District expects renewal-year performance to be based on demonstrated student growth in foundational literacy skills, as measured by valid, reliable assessments aligned to the science of reading. Providers should show consistent progress monitoring data, evidence of students meeting or progressing toward established benchmarks, and indicators of sustained skill development over time. Continued partnership will be based on overall program effectiveness, including fidelity of implementation and impact on student outcomes.

40. Question:

On the RFP requirement: the weekly 15-30 minutes sessions, 4-5 days/week - Will you accept a program that provides one 30-minute virtual lesson per week with a structured literacy tutor, followed by 4 days of 15-minute daily, tutor-customized, independent student practice games, coordinated with the lesson objectives? So it would look like this:

Day 1: 30-minute virtual lesson with the tutor

Days 2-5: 15 minutes of customized independent practice, monitored by the tutor

Answer:

The district wants direct instructional support, and does not want to have students using apps, AI, or other non-direct instruction approaches.

41. Questions:

On Page 12, Virtual Service Delivery Requires Section:

Can the District please provide more information about the platform(s) for virtual tutoring that are currently in use?

Is Lessonspace an approved platform for virtual tutoring?

Answers:

The district does not use Lessonspace.

42. Clarification/Questions:

a. Insurance Requirements

"3. Insurance: Ability to meet AUSO insurance and liability requirements:

3.1 Commercial General Liability (CGL) Minimum limits: \$1,000,000 per occurrence and \$3,000,000 general aggregate Alameda Unified School District, its officers, employees, agents, and volunteers must be named as Additional Insureds via endorsement.

3.2 Professional Liability / Errors & Omissions Insurance Minimum limits: \$1,000,000 per claim / \$2,000,000 aggregate coverage must apply to instructional/tutoring services and claims arising from negligent educational practices or professional acts.

3.3 Workers' Compensation / Employers' Liability Required for all contractors with employees, even if work is performed remotely. "

Question:

We have Workers' Compensation/Employers' Liability insurance as a CPD-accredited institute; however, our teachers are not covered under this policy. Would this be acceptable?

Answer:

No. This would not be acceptable.

Under RFP and California law, all contractors with employees regardless of whether services are provided remotely or internationally must carry Workers' Compensation and Employers' Liability insurance that covers all personnel performing services under the contract.

California Education Code and District risk management standards require that if an

individual is classified as an employee (not an independent contractor), they must be covered by the contractor's Workers' Compensation policy. Coverage limited to administrative staff or excluding instructional staff does not meet District requirements.

If personnel are classified as independent contractors, the District will review the classification for compliance with California labor standards; misclassification may result in disqualification. The District reserves the right to require proof of coverage or require that tutors be added to the policy prior to contract execution

b. Fingerprinting and Background Checks

"All personnel who will interact with District students-virtually or otherwise-must, prior to providing services: Complete fingerprinting & criminal background checks in compliance with California Education Code §45125.1."

Question:

What is the general approved process for fingerprinting and background checks for international (non-US-based) personnel?

Answer:

California Education Code §45125.1 requires contractors' employees who interact with students to have a valid criminal records summary. The statute contemplates California Department of Justice (DOJ) and FBI fingerprint-based checks as the standard mechanism. For non-U.S. based personnel, there is no automatic exemption from this requirement. Each case must be reviewed individually, and approval is not guaranteed.

Question:

Does the District require California DOJ/FBI fingerprint submission, or are equivalent international background checks acceptable?

Answer:

The District requires DOJ/FBI fingerprint-based background checks that meet California Education Code §45125.1 requirements. Fingerprint submission through California DOJ is the default and preferred standard.

Fingerprint based background checks conducted through another U.S. state DOJ may be considered only if all of the following conditions are met:

- The background check is fingerprint based (name-based checks are not acceptable);
- The check is conducted through an official state law enforcement DOJ or equivalent agency;
- The scope of review is substantially equivalent to California DOJ/FBI checks;

- The contractor provides written certification that no employee has disqualifying felony convictions;
- International background checks are unlikely to be considered due to the necessity of district legal and risk management review as well as investigation to determine that the alternative provides substantially equivalent protection.

Question:

Would the following alternatives work:

Pakistan Police Character Certificates

Verified identity documentation (CNIC/passport)

Third-party background verification subject to district approval of equivalency.

Answer:

These documents do not satisfy California Education Code §45125.1.

c. Mandated Reporter Training and Student Safety

"All personnel who will interact with District students-virtually or otherwise-must, prior to providing services:

Complete Mandated Reporter Training under the Child Abuse and Neglect Reporting Act (CANRA)."

Question:

Can non-US citizens complete the CANRA training, and are there any district-specific modules or certifications required in addition?

Answer:

Yes. Non-U.S. citizens may complete CANRA Mandated Reporter Training. Citizenship or residency status does not restrict participation.

All contractor personnel who interact with students must successfully complete a California-approved CANRA Mandated Reporter Training, appropriate for school-based personnel. Training must be completed prior to assignment, and documentation must be maintained by the provider.

43. Question:

Can the District clarify the expected level of alignment between the tutoring program and site-specific core literacy curricula across participating schools?

Answer:

The District is currently concluding its ELA pilot, with final curriculum selection and adoption planned for May/June. While full alignment will be established in

partnership with the selected provider following adoption, the District expects tutoring programs to be grounded in an evidence-based, science of reading-aligned, systematic approach to early literacy. Providers should be prepared to collaborate with the District and sites to ensure coherence with the adopted core curriculum.

44. Question:

How does the District operationally define Tier 2 and Tier 3 interventions (e.g., group size, instructional intensity, and expected outcomes)?

Answer:

Tier 2 supports are designed for students who fall between the 11th and 25th percentile and are not meeting grade-level expectations based on universal screening and progress monitoring data. These interventions are typically delivered in small groups and focus on specific skill gaps in foundational literacy.

Tier 3 supports are designed for students who fall below the 11th percentile and are showing significant and persistent reading difficulties. Interventions are more intensive and individualized. Instruction is typically delivered in one-to-one or in very small groups, with increased frequency, explicitness, and instructional time. Interventions are highly diagnostic and responsive to student data, with frequent progress monitoring.

45. Question:

Are there specific assessment tools or benchmarks the District requires for progress monitoring, or may providers use validated systems aligned to District expectations?

Answer:

Providers may use validated systems that align to District expectations.

46. Question:

How does the District define success for this program (e.g., grade-level proficiency, growth benchmarks, or reading level gains)?

Answer:

Growth and reading level gains.

47. Question:

Can the District provide additional details on the student population, including proportions of multilingual learners, students with IEPs, and distribution of reading proficiency across Tier 2 and Tier 3 groups?

Answer:

The District serves a diverse student population, including multilingual learners and students with IEPs. For 24-25 district wide data is as follows:

English Learners: 910 Students
with an IEP: 1,202

However, the specific composition of students participating in the tutoring program will vary at Love, Maya Lin and Ruby Bridges Elementary Schools, and for intersession, which may include students from any elementary school at the district.

Student identification for Tier 2 and Tier 3 support is determined through site-based MTSS processes, and providers should anticipate serving a range of student needs across early literacy skill levels. More detailed student population data will be shared with selected provider(s) during implementation planning in collaboration with participating school sites. General student data for our individual schools may be found at www.ed-data.org.

48. Question:

Will tutoring sessions primarily occur during the school day, or is there flexibility for before- and after-school scheduling?

Answer:

There is flexibility; however, the district does not operate before-school care.

49. Question:

Does the District prefer fully tutor-led instruction, or is a blended model incorporating technology-supported learning acceptable?

Answer:

Fully tutor-led.

50. Question:

Can the District clarify expectations for reporting student progress, including required formats, level of detail, and frequency of submission?

Answer:

The District expects providers to report student progress on a regular basis, including attendance, skill-based progress monitoring data, and growth toward identified literacy goals. At a minimum, providers should submit monthly reports to school sites and the District, with more frequent data sharing encouraged to support MTSS decision-making. Reports should be clear, student-level, and usable by site staff, and include summary information that can be shared with families.

51. Question:

What are the District's expectations for onboarding new students as others exit the program, including timing and assessment protocols?

Answer:

The District expects providers to maintain continuous enrollment by onboarding new students as openings occur, in coordination with site-based MTSS teams and student selection processes. New students should be assessed promptly using the provider's diagnostic tools to establish baseline data and inform individualized instruction. Providers should ensure minimal disruption to scheduling and maintain consistent program intensity while transitioning students in and out of services.

52. Question:

Can the District provide guidance on anticipated per-student cost expectations or budget parameters?

Answer:

The District has not established a fixed per-student cost and is seeking proposals that demonstrate strong value aligned to the intensity and quality of services described in the RFP. Providers should submit transparent, detailed cost proposals that reflect a high-dosage, evidence-based tutoring model, including staffing, materials, assessment, and program management.

53. Question:

Will students have consistent access to devices and internet connectivity, and will the District provide these resources if needed?

Answer:

Yes, all necessary resources for the students will be provided by the district.

54. Question:

For sessions conducted during the school day, what level of on-site supervision and support will be available (e.g., staff, aides, facilitators)?

Answer:

Site staff will provide supervision and support for student log-on and technical issues.

55. Question:

For sessions conducted outside school hours, are there expectations regarding student supervision or family involvement?

Answer:

District or contracted programming staff will provide supervision. There is no expectation for families.

56. Question:

Can the District provide additional details on intersession programming, including structure, scheduling, location, and student participation expectations?

Answer:

The District anticipates offering intersession programming during President's Week in the 2026-27 school year, and a week during the December holiday or Spring Break, and the summer programming at one school site each year, totaling 30 days. For 2025-26 the program will be held at Paden Elementary School, and is subject to change each summer. Programming will provide continued opportunities for targeted early literacy support aligned to the tutoring model.