



# **REQUEST FOR PROPOSAL**

**FOR**

## **SUBCONTRACTING FY 2019-20 ASES GRANT MIDDLE SCHOOL AFTER SCHOOL PROGRAM ADMINISTRATION**

**OF**

## **MAGNOLIA SCIENCE ACADEMY 1 & MAGNOLIA SCIENCE ACADEMY 3**

**MAGNOLIA PUBLIC SCHOOLS (MPS)**

**2019**

## **About Magnolia Public Schools (MPS) and After Schools Programs Offered**

The Magnolia Educational & Research Foundation (“Foundation”) dba Magnolia Public Schools (MPS) is a non-profit organization established in August 1997. The Foundation is granted tax-exemption status (501(c)(3)) by the IRS and the State of California. The headquarters of the Foundation is located in Westminster, California. MPS oversees a network of charter schools throughout California dedicated to inspiring students to choose career paths in science, technology, engineering, art, and math (STEAM), while providing a robust, standards-based education program within a supportive culture of excellence.

In 1998, the Foundation began organizing volunteer tutors for middle and high schools, especially in math, science and computer technology areas by utilizing their connections to major research universities throughout Southern California.

In 1999, the Foundation organized and implemented a joint program with Culver City Unified School District to provide tutoring for students all around the city. It also started a free tutoring program in the Sherman Oaks/Van Nuys Area of the San Fernando Valley. These programs resulted in cooperation with school districts to develop partnerships to support educational initiatives.

In the fall of 2002, the Foundation established its first charter school, Magnolia Science Academy-1 (“MSA-1”), in the San Fernando Valley. Since then, the Foundation has successfully replicated its educational program and philosophy at 10 other charter school sites throughout California:

- 8 in Los Angeles Area
- 1 in San Diego
- 1 in Santa Ana

Magnolia Public Schools dba Magnolia Science Academy (MSA) currently runs After School Education and Safety (ASES) Programs at five campuses (MSA-1, MSA-3, MSA-5, MSA-7, MSA-8, MSA Santa Ana, MSA San Diego). Each after school program has the ability to serve approximately 50 to 500 students, depending on the size of the school, and is open from the time school ends until 6:00 p.m. No before school. Students participating in the after school program receive both academic assistance and enrichment activities such as computer training, homework assistance, athletics, and college preparation counseling.

The after school programs are offered at no cost to school families and each student is provided with a nutritious snack daily. MPS is accepting bids from qualified organizations for the two sites mentioned in the cover page to administer the after school program for the 2019-20 academic year. School can extend the contract for an additional school year. School will notify

the subcontractor within the last 30 calendar days of the school year for extending the contract for an additional school year.

### **ABOUT THE After School Education & Safety Program (ASES)**

ASES Grant provides funds to schools and districts that collaborate with community partners to provide safe and educationally enriching alternatives for children and youths during non-school hours. Please [click here](#) to learn more about the ASES grant.

### **ABOUT THE MSA 1 & MSA 3 AFTER SCHOOL PROGRAM**

This RFP aims to find a subcontractor to run the ASES After School Programs of **MSA 1 at Reseda and MSA 3 at Carson**. The programs will solely depend on the availability of the ASES grants for MSA 1 and MSA 3. In case of any kind of unavailability of ASES funds for these sites, then the Foundation can terminate the contracts signed for running the ASES After School Programs of MSA 1 and MSA 3 immediately up on the ASES funds being cut off.

#### **MSA 1**

MSA 1 currently serves 600+ students 6<sup>th</sup> through 12<sup>th</sup> grade. MSA 1 currently runs a construction project on the adjacent land which will enable the school to serve up to 900+ students starting from 2019-20 school year. Based on the historical data 60% of MSA 1 students make up the middle school student body who will benefit from ASES after school services.

#### **MSA 3**

MSA 3 currently serves 500+ students 6<sup>th</sup> through 12<sup>th</sup> grade. Based on the historical data 60% of MSA 3 students make up the middle school student body who will benefit from ASES after school services. School is collocated with Curtiss Middle School of LAUSD.

### **Program Goals**

MPS' overarching goal is to ensure that our students are college ready, college bound. Our after school program partnership is established to focus on college preparation through academic and enrichment supports. MPS partners with the ASES program to close gaps in academic achievement and motivate our students to succeed. In order to reach this goal, MPS targets after school program enrollment on students currently performing at the Basic or Below Basic level on state standardized tests. The after school program should further this goal through three primary structures: homework support, a daily intervention or skill-building lesson, and enrichment activities. The bidders will be required to make sure there is a reasonable staff to student ratio and there are separate administrative personnel not providing instruction to the students in the after school program.

Homework support is included as a way of ensuring alignment between the school's daily grade-level and content instruction and the after school program. This is also a time when students are taught good study habits which are modeled and reinforced so that over time, they increase their independence and prepare for the rigor of independent college-level assignments. In order to align the academic support provided in the after school program and the content taught during the school day, MPS will share quarterly benchmark data and ongoing assessment results with after school program coordinators. The after school program should use the data to implement a systematic, structured approach to meet the needs of students who struggle with mathematics, reading and English language development.

Given the high levels of enrollment of English Language Learners and in particular considering the impact of their language development on their overall academic success, the after school program should incorporate enrichment activities designed to enhance the language development of students as well as integrate the arts, technology and fitness. The purpose of enrichment is to foster students' abilities to develop problem-solving skills, flexibility, creativity, cooperation, persistence and responsibility in an environment that is geared towards building self-confidence. We know that in order for our students to sustain their motivation and find success in the face of challenges en route to and in college, they need to have a strong sense of self. This includes having confidence in their academics and developing a range of skills. Students enrolled in our after school program should have the opportunity to participate in a variety of enrichment programs to define their passions and expand their knowledge.

### **PROPOSED PROGRAM CONTENT**

MPS has identified the following core values, which are reinforced through its Life Skills curriculum, student learning outcomes (SLOs), and all school activities.

#### **§ Scholarship**

Scholarship is the desire to pursue knowledge and excellence and to contribute original and provocative ideas in a learning environment, in diverse settings, and as a catalyst to future academic knowledge. We foster scholarship through project based learning using a constructivist approach, student portfolios, assessments of and for learning and academic discourse and argumentative writing. Scholars learn where and how to access the needed information to advance their academic pursuits and societal contributions.

#### **§ Innovation**

Students will have the freedom to choose how and what they learn. Flexible scheduling, early identification of learning styles, personalities, interest and career plans will support students' college and career readiness. This will include student participation in their four-year plans, after school enrichment programs, STEAM program choice options, adaptive assessments and blended learning strategies, differentiated instruction and differentiated and adaptive assessments.

#### **§ Connection**

School communities are integrated partnerships with the school site staff, families, students and all other stakeholders. This sense of connection creates a safe place for all learners and stakeholders to affirm individual strengths, celebrate character, provide academic support through mentorship and internship, promote unity and better decision making through the implementation of restorative justice practices. Additionally, community cultivates identity and gives each member a sense of belonging and pride. MPS utilizes home visits, student surveys, field trips, life skills classes and coaching to support our overall community-based goals. We work with community partners to establish mentoring relationships and other social capital to support our students' development of personal and academic networks for long term resilience and connection.

### **§ Literacy**

MPS students develop strong foundations in literacy. Students learn to select books at their level on an A-Z scale that they can independently comprehend. The after school program facilitators will be trained in and given access to the school library where students can find books already sorted into these different levels.

The primary goal of our reading program is to encourage students to value reading as a source of information and to develop as life-long readers for both academic and personal pursuits. In the after school program all students should be given the opportunity to choose literature and topics they find meaningful and interesting.

### **§ Arts**

The incorporation of visual and performing arts into the curriculum during and after school exposes students to different art forms and encourages them to appreciate art as a form of communication and to express ideas with proficiency and effectiveness.

The arts component for the after school program should be aligned with the Common Core standards. MPS is committed, through instruction and exploration, to providing students with many artistic avenues for creative self-expression. The curriculum should allow students to channel emotions into creative forms, with the objective of instilling value and lifelong pursuit of the arts into students as well as tolerance and respect for diversity.

Specific learning visual design: By engaging in visual and performing arts, students will enhance their knowledge of core academic subjects, such as language arts and social studies, apply critical thinking skills and acquire artistic skill and style.

### **§ Technology**

MPS seeks to improve the literacy skills of its student population through technological access, which is found to have a critical link to literacy development. Working towards our mission and vision, students have equal access to information, to other people, and to other resources through greater access to technology. MPS seeks the inclusion of VEX Robotics, Lego Robotics etc. as part of the offered clubs.

## § Physical Fitness

The goal for the physical fitness curriculum is to promote healthy lifestyles among students and to reinforce cooperation and good sportsmanship. Activities should be organized to cover the following strands from the physical education standards: movement skills and knowledge, self-image and personal development, and social development. The educational enrichment component of the program should also continue to offer quality programs such as those we have already established (chess, drama, soccer, karate, martial arts, urban art, and various sports), and offer more targeted English Language Learner programs and other high interest programs that will enrich the lives of our students.

### SCOPE OF WORK

Organizations must have experience working with the ASES program to run after school programs, and must have experience working with at-risk youth in Los Angeles. Partnering organizations will employ all program staff and will work with MPS to develop/ enhance the program design and content.

Proposals must include:

- Program
- Description of services Program curriculum
- Management Oversight Plan
- Memorandum of Understanding
- Budget (including matching funds. 30% matching funds is required by ASES)
- Instructor credentials
- Clearance of background check for each instructor
- Number of instructors provided
- Proof of liability insurance
- Materials/ supplies provided Program schedule
- 2-3 professional references

MPS reserves the right to terminate services if the service is unsatisfactory or MPS needs change. MPS reserves the right to reject all proposals.

Interested vendors must submit 1 copy of their response to this Request for Proposal no later than the RFP deadline to submit mentioned below to:

Magnolia Public Schools, **250 E. 1<sup>st</sup> St., Suite 1500, Los Angeles, CA 90012**. Attention: *Suat Acar*, or via e- mail to [sacar@magnoliapublicschools.org](mailto:sacar@magnoliapublicschools.org)

Vendors are requested to submit any questions regarding the RFP in writing, to Suat Acar via email at [sacar@magnoliapublicschools.org](mailto:sacar@magnoliapublicschools.org) within the Q&A time frame stated in the RFP timeline at the last page of this RFP.

Magnolia Public Schools Board of Directors will decide on the winning bid on the date mentioned in the RFP Timeline below. Vendor with winning bid will be notified of the decision in 30 days after the board decision.

Submittals must be valid for at least for 90 days following the RFP deadline to submit.

The subcontractor agrees to provide the reports as outlined below:

- Monthly attendance reports for each school site (the attendance target the school will need to meet in order to keep the entirety of the grant vs. the actual amount of students who are attending school’s after-school programs)
- The names of all staff per site so that the school can measure continuity and consistency of staffing per school.
- All the after-school programs offered per site. The subcontractor agrees to notify in advance in case any program change throughout the year or get closed. Subcontractor will communicate updated program schedule should there be a change throughout the year.

**2019-20 SCHOOL YEAR ASES MSA 1 & MSA 3 RFP TIMELINE**

<b>RFP Posted date</b>	April 5 <sup>th</sup> , 2019
<b>RFP Q&amp;A Period</b> Please email all your questions to <a href="mailto:sacar@magnoliapublicschools.org">sacar@magnoliapublicschools.org</a>	Between <u>April 5<sup>th</sup>, 2019</u> and <u>April 26<sup>th</sup> 2019 5pm.</u>
<b>RFP Deadline to submit</b>	April 29 <sup>th</sup> 2019 Monday 5pm
<b>Evaluation Committee Meeting Date (Subject to change)</b>	April 30 <sup>th</sup> , 2019, 1pm (subject to change)
<b>MPS Board Meeting Date to decide winning bidder (subject to change)</b>	May 9 <sup>th</sup> , 2019 MPS Regular Board Meeting (subject to change)