



REQUEST FOR PROPOSAL

FOR

SUBCONTRACTING FY 2023-24 ASES GRANT ELEMENTARY SCHOOL AFTER SCHOOL PROGRAM ADMINISTRATION

OF

MAGNOLIA SCIENCE ACADEMY Santa Ana

MAGNOLIA PUBLIC SCHOOLS (MPS)

2023

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 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 nine campuses (MSA-1, MSA-2, MSA-3, MSA-5, MSA-6, MSA-7, MSA-8, MSA Santa Ana, MSA San Diego). Each school location has the capacity and features to run the programs, depending on the size of the school, and is open from the time school ends until 6:00 p.m. 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 Magnolia Science Academy-Santa Ana mentioned in the cover page to administer the after school program for the 2023-24 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-SANTA ANA AFTER SCHOOL PROGRAM

This RFP aims to find a subcontractor to run the ASES After School Programs of MSA Santa Ana in alignment with CDE-ASD's Quality Standards for Expanded Learning Programs. The programs will solely depend on the availability of the ASES grants for MSA Santa Ana. 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 Program of MSA Santa Ana immediately on the date the ASES funds are being cut off.

MSA Santa Ana

MSA Santa Ana currently serves 500+ students in Transition Kindergarten through 12th grade. Based on the historical data, 50% of MSA Santa Ana students make up the elementary school student body who will benefit from ASES after school services.

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 support. 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.

PROGRAM TO COMPLEMENT MPS COMPETENCIES AND SLOs

MPS has identified six competencies and corresponding student learning outcomes (SLOs) for all school activities as part of the Portrait of an MPS Graduate.

Literacy with a Learners' Mindset

1. Develop and implement literacy skills that impact all content areas so that they can be well-rounded individuals within society.
2. Meaningfully engage in learning activities by knowing their readiness levels, interests, backgrounds, and making informed decisions about their learning pathways.
3. Students take ownership of their learning by creating long and short-term academic goals and reflecting on them throughout the school year.

Critical Thinking

1. Apply, analyze, identify, synthesize and evaluate information and experiences and connect the skills and content learned across the curriculum.
2. Students are inspired to be lifelong readers and critical thinkers.
3. Be able to take a variety of sources and viewpoints, evaluate them critically, and make judgments that reflect an understanding of the possible consequences of those decisions.

Creativity

1. Apply innovative skills and practices which connect to their learning experiences.
2. Students have opportunities for multiple methods of the expression of ideas in a project (ex. writing, drawing, creating video, slide presentations, memes).
3. Incorporate new and meaningful ideas and methods through cross-curricular STEAM activities.

Effective Communication

1. Demonstrate effective oral and written communication skills, using the expected academic language for the purpose, audience, and setting.
2. Develop listening skills and exhibit empathy through awareness, sensitivity, concern, and respect for self and others' feelings, opinions, experiences, and cultures.

3. Use technology effectively and respectfully to access, organize, research, and present information to become proficient communicators.

Adaptability

1. Develop self-awareness and self-advocacy skills and maintain physical, mental, social, and emotional well-being to guide in their pursuit towards a college degree and career choices.
2. Collaborate, work effectively, and manage interpersonal relationships within diverse groups and settings. Respond productively to feedback, praise, setbacks, and criticism.
3. Demonstrates consideration of others' ideas by keeping an open mind, questioning ideas, and demonstrating flexible thinking.

Global Citizenship

1. Contribute to the improvement of life in their school and local community by demonstrating leadership skills and participating in community-based projects.
2. Understand and reflect on connections between their local community and the broader world, through both current events and historical context.
3. Students are internationally-minded individuals who recognize and value other perspectives and cultures.

SCOPE OF WORK

Organizations must have experience working with the ASES program to run after school programs, and must have experience working with impacted communities and youth in Orange County. 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(one) 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. 1st St., Suite 1500, Los Angeles, CA 90012**. Attention: *Andross Milteer*, or via e- mail to akmilteer@magnoliapublicschools.org

Vendors are requested to submit any questions regarding the RFP in writing, to Andross Milteer via email at akmilteer@magnoliapublicschools.org within the Q&A time frame stated in the RFP timeline at the last page of this RFP.

Upon recommendation by staff, Magnolia Public Schools Board of Directors will decide on the winning bid on the date mentioned in the RFP Timeline below. The vendor with the winning bid will be notified of the decision within 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:

- Submit all required reports including the monthly attendance reports for the school (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.
- Be available and attend School and Home Office collaboration meetings.
- The subcontractor agrees to notify in advance in case any program changes throughout the year or gets closed. Subcontractor will communicate updated program schedule should there be a change throughout the year.

2023-24 SCHOOL YEAR ASES MSA Santa Ana RFP TIMELINE

RFP Posted date	September 1st, 2023
RFP Q&A Period Please email all your questions to akmilteer@magnoliapublicschools.org	September 1st through September 8th, 2023

RFP Deadline to submit	September 11th, 2023
Evaluation Committee Meeting Date (Subject to change)	September 12th, 2023
MPS Board Meeting Date to decide winning bidder (subject to change)	September 14th, 2023 MPS Regular Board Meeting (subject to change)