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| Board Agenda Item # | Agenda # III B- Action Item |
| Date: | 05.09.2019 |
| To: | Magnolia Public Schools Board of Directors |
| From: | Alfredo Rubalcava, CEO & Superintendent |
| Staff Lead: | Suat Acar, COO |
| RE: | ASES Subcontractor RFP for MSA 1 (only) Winning bid |

Proposed Board Motion

I move that the board approves the Youth Policy Institute (YPI) as the new vendor to provide after school services to Middle School of **MSA 1** using the ASES After school grant monies.

Introduction

Magnolia Public Schools (MPS) 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 accepted all bids from qualified organizations for MSA 1 & MSA 3 to administer the after school program for the 2019-20 academic year. MSA 1 & MSA 3 principals were set free to continue with a vendor or run their own in-house programs. In case the school selects a vendor for 2019-20 school year and they are pleased with the quality of service they receive then the 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 aimed to see our options to find a subcontractor to run the ASES After School Programs of **MSA 1 at Reseda and/or 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 MPS can terminate the contract(s) signed for running the ASES After School Programs immediately up on the ASES funds being cut off.

MSA 1

MSA 1 currently serves 600+ students 6th through 12th 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 6th through 12th 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 being planned to establish the focus on college preparation through academic and enrichment supports. Our after school programs are open and free for all of our students. 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.

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.

To be able to run all the programs mentioned herein, the bidders were 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.

PROPOSED PROGRAM CONTENT REQUESTED FROM BIDDERS

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.

Analysis (If applicable)

The evaluation committee meeting took place on April 30, 2019 as mentioned in the posted RFP timeline ([the link](#) to the posted RFP). The evaluation committee consisted the following MPS Staff:

Suat Acar, COO
Mustafa Sahin, MSA 1 Principal
Shandrea Daniel, MSA 3 Principal

Meeting started at 12:30PM on April 30, 2019.

Team went over the 2 RFP responses sent by the “YPI” and the “arc” companies within the RFP timeline. No other response has been received. Responses of the YPI and arc seem to be similar in many aspects such as number of staff to be used because they are going to use the same amount of funding for each school expected to be received for 2019-20 school year. The academic and extracurricular support structures of these two companies are well known by the two principals because they both worked/have been working with both companies for several years.

Team mentioned that there are 3 options to go with:

1. In-housing the ASES After school programs (for MSA 3 because they are working with a vendor now. MSA 1 already runs its own program for this school year)
2. Switch to a vendor (for MSA 1 because they run an in-house program. MSA 3 already uses arc)
3. Switch to a new vendor (for MSA 3, because they already have a vendor and may want to try another vendor)

Decisions:

- Mustafa mentioned he does not want to run an in-house program anymore. He mentioned that that he wants to deal with only 1 company instead of 2. Therefore, he selected YPI.
- Shandrea mentioned that she already works with arc and does not want to work with another vendor at this point. Therefore, MSA 3 will run its own in-house program for 2019-20 school year.

Conclusion:

Team proposes move the board to award **the YPI** to run the MSA 1 ASES Middle School Grant driven after school program for 2019-20 school year.

Award is only for MSA 1. MSA 3 does not want to continue with any of the 2 responding vendor.

Budget Implications

- Amounts/ Funding Source: The funding source for this program is the ASES Grant monies MSA 1 will receive for 2019-20 school year. The expected ASES funds for 2019-20 school is \$109,513.40. All the funds will be paid to the vendor throughout the 2019-20 school year upon completion of tasks.
- CFO Review: Pending

Exhibits (attachments):

- Appendix items: None