

Request for Proposals #ASP 26-27 HDT

After School Program

2026-2027 School Year



Pittsburg Unified School District
Educational Services
2000 Railroad Avenue
Pittsburg, CA 94565

Date of Issuance: September 10, 2026

Non-Mandatory Pre-Proposal Conference: September 23, 2026, 1:00 p.m.

RFP Proposals Due: October 8, 2026, 10:00 a.m.

Award Notification: October 30, 2026

Board Approval: December 11, 2026

Notice of Invitation

Notice is hereby given that the Board of Trustees of Pittsburg Unified School District (the "District") of Contra Costa County, State of California, will accept responses for the Request for Proposals (RFP) for furnishing high-dosage tutoring services in for selected K-6 grade scholars at various elementary and junior high schools during the 2026-2027 school year in the After School Program.

Respondents to this RFP must submit one original signature proposal and three additional hard copies (**total of 4**) with a USB drive of their proposal in PDF format with all other required documents outlined in this RFP. Such proposals shall be delivered and addressed to Pittsburg Unified School District, Educational Services, Attn: Anthony Molina, 2000 Railroad Avenue, Pittsburg, CA 94565. Envelopes shall be sealed and clearly marked with **RFP #ASP 26-27 HDT**. Proposals received after the scheduled submittal deadline will be rejected. Proposals must bear original signatures and figures.

RFP DUE:
October 8, 2026, 10:00 p.m. PST
Pittsburg Unified School District
Educational Services
Attn: Anthony Molina
2000 Railroad Avenue
Pittsburg, CA 94565

Email questions to

Expanded Learning Programs District Coordinator, Dr. Laura Francis, lfrancis@pittsburgusd.net.

This Request for Proposal does not commit the District to award a contract or pay any costs incurred in the preparation of a response to this request. The District reserves the right to accept all or part of any Proposal or to cancel in part or in its entirety this RFP. The District further reserves the right to accept the Proposal(s) it considers to be in the best interest of the District.

The services will be delineated below under the Program Requirements. The District, on behalf of the elementary and junior high schools, intend to review proposals and potentially enter a one (1) year contract for services during the 2026-2027 school year with an option to extend the contract on a yearly basis for up to two (2) additional school years based on satisfactory service/performance of the provider as assessed by the District, and pursuant to mutual written agreement by the Parties. The contract shall include a provision for a quarterly reevaluation, during which the District will assess service needs and determine whether any modifications,

including reductions or additions to the terms, are necessary. Additionally, the contract will include a cancellation provision requiring sixty (60) days' prior written notice.

The District reserves the right to accept or reject any proposal in whole or in part, as deemed in its best interest, and may award contracts to one or multiple vendors for single or multiple sites. The District may also cancel the RFP in whole or in part. All awards are subject to Board of Education approval. Additionally, the District may seek proposals from or contract with Providers outside this process. Proposals remain valid for thirty (30) days after the submission deadline. Providers may withdraw their proposals in person or by written request before the submission deadline. No objections regarding the interpretation of these specifications will be considered after proposals are opened.

Answers to written questions and common questions from the Non-Mandatory Pre-Proposal Virtual Conference will be posted on the District website by September 25, 2026. It is the Providers' responsibility to check under "Current Proposals" on the Purchasing page of the District website to verify whether addenda have been issued <https://tinyurl.com/yc7hdwt3>.

The District also reserves the right to amend this RFP as necessary. The notice of addenda, errors, discrepancies herein, or clarifications will be issued by a written addendum posted on the District After School Programs RFP webpage link <https://tinyurl.com/bde3xvji>. It is the responsibility of the interested Providers to check the aforementioned web page prior to submitting the Proposal.

Potential Providers interested in submitting a response to this RFP are not to contact by any means, any District Board of Trustee, administrator, or staff member of the District other than the Expanded Learning Programs District Coordinator, Dr. Laura Francis, lfrancis@pittsburgusd.net, identified above regarding this RFP. If this directive is violated, the District may deem the Firm's "submittal" to be "Non-Responsive," and no further consideration will be given. ***No phone calls for information concerning this RFP will be accepted.***

Timeline

Activity	Date
Release of RFP	September 10, 2026
Non-Mandatory Pre-Proposal Virtual Conference Topic: Non-Mandatory Pre-Proposal Virtual Conference RFP#ASP 26-27 HDT Time: Sep 23, 2026 01:00 PM Pacific Time (US and Canada) Join Zoom Meeting https://pittsburg-k12-ca-us.zoom.us/j/83336904923?pwd=bx9VDBKdBuarobMaUkLkvy6aNMbW8x.1 Meeting ID: 833 3690 4923 Passcode: PcBC1r	September 23, 2026, 1:00 p.m.
Common Questions and Answers from Pre-Proposal Conference Posted on District Website	September 25, 2026
Last Day to Issue Addenda	September 30, 2026
RFP Proposals Due	October 8, 2026, 10:00 a.m.
Notice of Intent to Award	October 30, 2026
PUSD Board Approval	December 11, 2026
Contract School Year	January 5, 2027 - June 2, 2027

I. Purpose and Background

Pittsburg Unified School District After School Program seeks one or more established organizations to provide high-dosage tutoring to selected K-5 scholars. The District seeks a targeted, evidence-based intervention that accelerates learning in English Language Arts/literacy and mathematics and is integrated with school-site priorities and the District's expanded learning program.

Services may be delivered in person, through live synchronous virtual tutoring, or through a blended model. Proposers may offer one or more delivery models. The District may select different providers or models by school site, grade span, subject area, or program need.

The District is seeking an organizational program model, not individual tutoring services. A successful Provider must demonstrate established administrative infrastructure, trained and supervised tutoring personnel, quality-control systems, data systems, and the capacity to provide consistent services across one or more school sites.

II. Program Goals

- Accelerate academic growth for selected K-5 scholars who need additional support in literacy and/or mathematics.
- Improve early literacy outcomes, including phonemic awareness, phonics, decoding, fluency, vocabulary, and reading comprehension.
- Strengthen grade-level reading comprehension and ELA skills through targeted, standards-aligned instruction.
- Improve foundational numeracy, conceptual understanding, computational fluency, mathematical reasoning, and problem solving.
- Use frequent, consistent tutoring and ongoing progress monitoring to respond to individual scholar needs.
- Provide District and site administrators with clear quantitative and qualitative evidence of implementation, scholar participation, progress, and outcomes.
- Ensure tutoring is coherent with school-day instruction, District priorities, and the After School Program.

III. Eligible Providers and Minimum Organizational Qualifications

To be eligible for consideration, a proposer must be an established organization capable of entering into a contract with the District. The District is not seeking proposals from individual independent tutors or proposals substantially dependent upon the services of a single individual.

Independent Contractor Agreement

As a condition of submitting a Proposal and receiving an award under this RFP, the Provider shall review and agree to comply with the Pittsburg Unified School District Independent Contractor Agreement for Professional Services, including applicable exhibits, certifications, insurance requirements, fingerprinting requirements, confidentiality requirements, and other District contracting requirements. The District's current agreement is available at:

PUSD Independent Contractor Agreement for Professional Services

By submitting a Proposal, the Provider acknowledges that it has reviewed the Agreement and agrees, if selected, to execute and comply with the District's then-current Agreement as a condition of providing services. Any requested exception must be clearly identified in the Proposal. The District is under no obligation to accept an exception or modification. No services may begin until all required agreements and documents have been fully executed and approved by the District.

IV. Scope of Services and Program Requirements

A. Academic Focus

The Provider shall deliver targeted instruction in one or both of the following areas:

- English Language Arts / Literacy: early literacy and foundational reading skills, including phonemic awareness, phonics, decoding, fluency, vocabulary, reading comprehension, and other grade-appropriate literacy skills.
- Mathematics: foundational numeracy, conceptual understanding, computational fluency, mathematical reasoning, problem solving, and grade-level mathematics standards.

Instruction shall supplement and support, rather than replace, the scholar's regular instructional program. The Provider shall describe how its instructional approach aligns with California academic standards and can be coordinated with District instructional priorities and school-site needs.

B. High-Dosage Tutoring Model

The Provider shall propose a structured high-dosage tutoring model and clearly identify the research base supporting the model. At minimum, the proposal shall address:

- Recommended number of sessions per scholar per week, session length, total duration, and minimum dosage needed to reasonably expect measurable growth.
- Proposed scholar-to-tutor ratio by grade level and subject area, with rationale.
- Procedures for maintaining consistent tutor-scholar assignments whenever practicable.
- Diagnostic and instructional processes used to target skill gaps and adjust instruction.
- Curriculum, intervention materials, instructional routines, and evidence supporting their use.
- Tutor qualifications, initial training, ongoing professional development, coaching, observation, and performance management.
- Procedures for scholar attendance, engagement, make-up sessions, and continuity of services.
- How the model can support scholars with varying academic needs, including multilingual learners and scholars with disabilities when appropriate and consistent with District direction.

C. Virtual and In-Person Delivery

Providers may propose in-person, live synchronous virtual, or blended tutoring. Asynchronous-only tutoring models will not satisfy the core service requirement unless specifically approved as a supplemental component.

For virtual services, the Provider shall describe the technology platform, device/browser requirements, live tutor interaction, attendance verification, safeguards for student privacy and safety, technical support, accessibility features, and procedures for responding to connectivity or platform failures. For in-person services, the Provider shall describe staffing, supervision, materials, site coordination, arrival/departure procedures, and space or technology needs.

D. Collaboration with District and School Sites

- Work collaboratively with the Expanded Learning Programs District Coordinator, school-site administrators, After School Program staff, teachers, and other District-designated personnel.
- Participate in implementation, data review, and problem-solving meetings as requested by the District or site administrator.
- Coordinate tutoring schedules, student rosters, instructional priorities, and site logistics with District personnel.
- Use District-provided information, when authorized and appropriate, together with Provider-generated assessment data to identify scholar needs and adjust instruction.
- Provide a designated organizational representative for each participating site and a central program manager for District-level coordination.
- Respond promptly to concerns regarding staffing, scholar safety, attendance, instructional quality, technology, or program performance.
- Recognize that the District and/or site administrator retains authority regarding scholar placement, scheduling, location of services, instructional priorities, continuation of services, and other site-level operational decisions.

E. Pre-, During-, and Post-Program Data

The Provider shall maintain a comprehensive progress-monitoring system that demonstrates individual scholar growth and overall program effectiveness. Data requirements are a material component of this RFP.

Phase	Required Evidence
Pre / Baseline	Establish a baseline for each participating scholar using District-approved measures and/or Provider assessments approved by the District. Identify skill needs and initial performance level.
During / Formative	Monitor progress at regular intervals; use results to adjust instruction; report attendance, dosage, engagement, skills addressed, progress toward goals, and implementation concerns.

Post / Summative	Measure end-of-program performance using District-approved outcome measures and compare results to baseline. Provide individual and aggregate growth analyses and a narrative evaluation of outcomes.
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Reports shall include, at minimum, scholar participation and attendance; tutoring dosage scheduled and actually received; baseline performance; interim progress; post-program performance; individual growth; aggregate growth by school, grade level, and subject area when appropriate; and analysis of progress toward program goals. The Provider shall also include qualitative indicators such as scholar engagement, administrator/teacher feedback, implementation observations, or other approved measures.

The District may require reasonable modifications to reporting formats, assessment schedules, or data elements during the contract term to support program evaluation and decision-making.

F. Existing Evidence of Success

Proposals must include evidence from prior implementation of the proposed program or a substantially similar model. Marketing claims alone are insufficient. Providers should submit concise, verifiable evidence, including outcome tables, evaluation summaries, assessment results, or independent research where available. The proposal must explain the population served, sample size, duration/dosage, measures used, and results. The District may verify submitted evidence and references.

G. Staffing and Personnel

- Provide the minimum qualifications and preferred qualifications for tutors, supervisors, instructional coaches, and program managers.
- Describe tutor recruitment and selection standards and the process used to verify qualifications.
- Identify whether tutors are employees, subcontractors, or other personnel of the Provider.
- Maintain sufficient substitute or replacement capacity to avoid extended interruptions in tutoring.
- Ensure all personnel comply with District student-safety requirements before contact with scholars.
- Provide ongoing supervision and quality assurance, including observations or review of tutoring sessions and corrective action when performance does not meet expectations.

V. Student Safety, Legal Compliance, and Data Privacy

The selected Provider shall comply with all applicable federal and California laws, District policies, and the requirements of the District's Independent Contractor Agreement. Without limiting those obligations, the Provider shall comply with the following:

- California Live Scan Clearance - MANDATORY: Every tutor and instructional staff member assigned to PUSD must have California Department of Justice Live Scan fingerprint clearance acceptable to the District before any contact with scholars. This requirement applies equally

to in-person and virtual/remote tutors. Out-of-state background checks or clearances are not acceptable substitutes.

- Mandated reporter obligations and any District-required training applicable to personnel serving scholars.
- District rules concerning campus safety, security, visitor procedures, emergency procedures, professional conduct, and appropriate adult-student interactions.
- Confidentiality of student information and all applicable student data privacy requirements, including FERPA and other applicable federal and California requirements.
- Reasonable administrative, technical, and physical safeguards for student information, including information accessed or generated through virtual tutoring platforms.
- No sale, advertising-based use, or unauthorized disclosure of student information.
- Prompt notification to the District of any suspected or confirmed security incident, unauthorized disclosure, safety concern, or other material compliance issue.

The District's Independent Contractor Agreement specifically requires approved submittal documents before work begins, insurance coverage, compliance with laws, safety and security obligations, fingerprinting of employees, confidentiality, and permits District evaluation of the Contractor and its employees/subcontractors. The selected Provider will be required to satisfy the Agreement in addition to this RFP.

VI. District Responsibilities

- Identify participating school sites and scholars, subject to District discretion and available funding.
- Coordinate access to District facilities and/or approved technology as applicable to the selected service model.
- Provide reasonable school-site coordination and identify District contacts.
- Provide available student information reasonably necessary for services when authorized and legally permissible.
- Review Provider reports, invoices, implementation data, and program performance.
- Determine whether services will continue, expand, decrease, or be modified based on scholar need, funding, performance, and District priorities.

VII. Proposal Submission Requirements

Proposals should be clear, concise, and organized in the order below. Failure to provide required information may result in a proposal being deemed non-responsive.

1. Cover Letter and Certification: Signed by an authorized representative; identify legal entity name, address, primary contact, telephone, email, and proposed delivery model(s).

2. Executive Summary: Briefly describe the organization, proposed tutoring model, academic focus, expected outcomes, and distinguishing qualifications.

3. Organizational Qualifications: Provide history, legal status, years in operation, organizational structure, relevant experience, capacity, and evidence that the organization is established and reputable.

- 4. Evidence of Prior Success:** Provide quantitative and qualitative evidence from prior implementations, including methodology and results.
- 5. Program Design and Research Base:** Describe dosage, ratios, curriculum/materials, instructional practices, research basis, differentiation, and alignment to K-5 literacy and/or mathematics.
- 6. Staffing Plan:** Describe tutor qualifications, hiring, screening, training, supervision, coaching, performance evaluation, substitutes/replacements, and program management.
- 7. Data, Assessment, and Reporting Plan:** Describe pre-, during-, and post-program measures; progress-monitoring schedule; reporting tools; sample reports; and how data will inform instruction.
- 8. School-Site Collaboration Plan:** Describe coordination with site administrators, After School Program staff, teachers, and District leadership.
- 9. Virtual/In-Person Implementation Plan:** Describe the proposed modality or modalities, logistics, technology, site needs, supervision, safety, and contingency plans.
- 10. References:** Provide at least three relevant organizational references, preferably California public school districts or comparable educational agencies.
- 11. Cost Proposal:** Provide transparent pricing, including cost per scholar, per session/hour where applicable, implementation/start-up costs, materials, technology/platform fees, assessment/reporting costs, travel, and all other anticipated charges. Identify any minimum purchase or enrollment requirements.
- 12. Required Certifications and Exceptions:** Complete the certifications in this RFP and clearly identify any requested exception to the RFP or District Independent Contractor Agreement.

VIII. Cost Proposal Requirements

The District seeks pricing that is transparent, scalable, and tied to actual services delivered. Proposers shall provide sufficient detail for the District to compare total program cost and cost effectiveness across different service models.

Cost Element	Proposed Rate / Amount	Notes / Assumptions
Per-scholar cost		
Per-session or per-hour rate		
Program management / implementation		
Curriculum / materials		
Assessment / data reporting		
Technology / platform		

Travel / other		
Total proposed not-to-exceed cost		

The District may negotiate final scope, enrollment, dosage, sites, schedule, and pricing with the selected Provider(s). No reimbursable expense shall be allowed unless authorized by the final executed agreement.

IX. Evaluation and Selection

Proposals will be evaluated by a District review team. The District may request clarification, conduct interviews or demonstrations, verify references and outcome claims, and negotiate with one or more proposers. The District may award to the proposer(s) determined to provide the best overall value and program fit; award need not be based on lowest price alone.

Evaluation Criterion	Points
Organizational reputation, qualifications, capacity, and relevant experience	15
Demonstrated prior success: quantitative and qualitative evidence	20
Quality and research basis of high-dosage tutoring model	20
Pre-, during-, and post-program assessment/data/reporting plan	15
Staffing, training, supervision, and quality assurance	10
School-site collaboration and implementation plan	10
Cost effectiveness and pricing transparency	10
TOTAL	100

The District may determine that a proposal is non-responsive if the proposer fails to satisfy minimum organizational qualifications, does not provide required evidence of prior success, refuses material District contract requirements, or otherwise fails to meet mandatory RFP requirements.

X. References and Verification

Provide at least three references for similar services performed within the last five years, when available. The District may contact any reference and may consider other documented past performance information reasonably available to the District.

Organization	Contact Name/Title	Email/Phone	Services / Dates

XI. Terms and Conditions

Right to Reject or Waive. The District reserves the right to reject any or all proposals, waive minor informalities or irregularities, request clarification, accept any portion of a proposal, or cancel this RFP when deemed in the District's best interest.

No Commitment / Proposal Costs. This RFP does not commit the District to award a contract or reimburse any costs incurred in preparing or submitting a proposal.

Multiple Awards. The District may award to one or multiple Providers and may allocate sites, grades, subjects, or service modalities among Providers.

Proposal Validity. Proposals shall remain valid for thirty (30) days after the submission deadline unless otherwise agreed in writing.

Contract Formation. Selection or notice of intent to award does not create a binding contract. Any award is subject to required District approvals, execution of the District Independent Contractor Agreement, and issuance of any required purchase order or notice to proceed.

Contract Term and Renewal. The anticipated initial term is January 5, 2026 through June 2, 2027. The District may renew annually for up to four additional school years, subject to applicable law, funding, District need, satisfactory performance, and mutual written agreement.

Quarterly Reevaluation. The District may review service needs and Provider performance quarterly and may seek mutually agreed modifications, including reductions or additions to scope, sites, scholars, dosage, schedule, or services.

Termination. Termination rights will be governed by the final executed agreement. The District's Independent Contractor Agreement includes District termination rights and a sixty-day notice provision for termination without cause by the Contractor.

Funding. Any award and continuation of services are contingent upon the availability and appropriation of sufficient funds and may be modified or discontinued if funding or program needs change.

Addenda. It is the proposer's responsibility to monitor the District webpages identified in this RFP for addenda and clarifications before submission.

Public Records. Proposal materials may be subject to disclosure under applicable public records law. Proposers are responsible for appropriately identifying information they contend is protected from disclosure and for supporting any such claim.

No Unauthorized Contact. Proposers shall comply with the communication restrictions stated in the Notice of Invitation.

Governing Agreement. In the event of a conflict between a final executed District Independent Contractor Agreement and this RFP, the final executed agreement will govern to the extent of the conflict unless the agreement expressly provides otherwise.

XII. Required Proposal Certifications

The undersigned certifies, on behalf of the proposing organization, that the information submitted is true and complete to the best of the undersigned's knowledge and that the undersigned is authorized to bind the organization for purposes of this proposal.

☐ Provider is an established legal organization and is not submitting solely as an individual tutor.

☐ Provider has reviewed and agrees to the requirements of this RFP, subject only to exceptions expressly identified in the proposal.

☐ Provider has reviewed the Pittsburgh Unified School District Independent Contractor Agreement for Professional Services and, if selected, agrees to execute and comply with the District's then-current agreement, subject only to exceptions expressly identified in the proposal.

☐ Provider certifies that every tutor and instructional staff member proposed or assigned to PUSD, including virtual/remote tutors, has or will have verified California DOJ Live Scan clearance acceptable to the District before any contact with scholars; Provider understands that out-of-state background checks are not acceptable substitutes and that organizations without California Live Scan-cleared tutors available for assignment should not submit a proposal.

☐ Provider authorizes the District to verify references, organizational qualifications, and evidence of prior program outcomes submitted with the proposal.

Authorized Representative	
Title	
Organization	
Signature	
Date	

Appendix A - Cover Page



Expanded Learning Opportunities Program 2026-2027 School Year Request for Proposals High-Dosage Tutoring Cover Page

Check All Boxes that Apply:

- ☐ In-Person Tutoring
- ☐ Virtual Tutoring

Organization: _____ Contact Person: _____

Address: _____

Phone Number: _____ Email Address: _____

The undersigned authorized chief administrative official submits this proposal on behalf of the applicant agency, attests to the appropriateness and accuracy of the information contained therein, and certifies that this proposal will comply with all relevant requirements of the applicable laws and regulations.

In addition, funds obtained through this source will be used solely to support the purpose, goals and objectives as stated herein. The following signatures and other printed information are required.

Authorized Signature: _____ Date: _____

Name & Title: _____

Appendix B - Proposal Checklist and Table of Contents

This document will serve as a checklist and the Table of Contents for the Proposal submittal. To be considered, proposals must be clear, concise, complete, and well-organized, demonstrating the respondent's qualifications and ability to follow instructions. The quality of the answers is more important than the length of the response or visual exhibits. Proposals shall be structured according to the format outlined below to ensure consistency and facilitate the review process. Proposals that do not adhere to this format will be disqualified.

- ☐ One original signed proposal
- ☐ Three additional hard copies (four total)
- ☐ USB drive containing complete proposal in PDF format
- ☐ Cover letter and certification
- ☐ Executive summary
- ☐ Organizational qualifications and legal entity information
- ☐ Evidence of prior success, including quantitative and qualitative data
- ☐ Program design and research base
- ☐ Staffing and supervision plan
- ☐ Pre-, during-, and post-program data plan
- ☐ School-site collaboration plan
- ☐ Virtual and/or in-person implementation plan
- ☐ Three references
- ☐ Detailed cost proposal
- ☐ Required certifications and signature
- ☐ Clearly identified exceptions, if any
- ☐ All other required supporting documents

Attachment A - Provider Response Summary

Item	Provider Response
Legal organization name	
DBA, if applicable	
Entity type	
Years providing tutoring/intervention services	
Primary contact	
Email / phone	
Proposed modality	☐ In-Person ☐ Live Virtual ☐ Blended
Subject area(s)	☐ ELA/Literacy ☐ Mathematics
Grades served	K-5
Proposed scholar:tutor ratio	
Recommended sessions/week	
Recommended minutes/session	
Minimum recommended program duration	
Maximum scholars/site or program capacity	

Attachment B - Independent Contractor Agreement Acknowledgment

The District's Independent Contractor Agreement for Professional Services is incorporated into this RFP by reference. Providers must review the current agreement before submitting a proposal.

Pittsburg Unified School District Independent Contractor Agreement

The uploaded/current District agreement states that it is intended for individuals or entities performing services and requires District review of contractor status and insurance requirements. It also requires specified documents before work begins and includes provisions addressing independent-contractor status, standard of care, termination, indemnification, insurance, compliance with laws, safety and security, fingerprinting, District evaluation, confidentiality, and other contractual obligations.

☐ I certify that the proposing organization has reviewed the District Independent Contractor Agreement and agrees, if selected, to execute and comply with the District's then-current agreement, subject only to exceptions specifically identified below.

Exceptions (write "None" if none):

Authorized Representative	
Title	
Signature	
Date	

Attachment C - Cost Proposal

Complete the following and attach additional pricing details if necessary. All costs required to deliver the proposed services should be disclosed.

Pricing Category	Rate / Cost	Basis / Assumptions
Per scholar		
Per session		
Per tutor hour		
Implementation / start-up		
Curriculum / materials		
Assessment / reporting		
Other		
Total not-to-exceed proposed amount		

END OF RFP