

Pittsburg Unified School District After School
Program Request for Proposals #ASP 26-27 HDT
Non-Manadatory Pre-Proposal Virtual Conference
September 23, 2026, 1:00 p.m.
Questions and Answers

1. Please provide more information about the expected tutoring schedule, including session length and frequency.

The 11 schools have different dismissal schedules. High-dosage tutoring will be offered as part of the After School Program Academic Hour, which is most often scheduled directly after school dismissal. Depending on the school, dismissal times generally range from approximately 1:30–3:00 p.m. Additional information about individual school schedules is available on school websites.

Organizations should recommend session length and frequency based on their experience, program model, and evidence of successful scholar outcomes. The District will consider proposals that include one session per day or multiple sessions per day. Organizations may also provide multiple scheduling and pricing scenarios for consideration.

The District does not recommend proposing tutoring five days per week. Fridays are typically lower-attendance days in the After School Program, and organizations should take expected scholar attendance into consideration when developing their proposed schedule.

After a proposal is approved, After School Program leadership will work with the selected provider(s) to determine a schedule that best meets the needs of the program and participating scholars.

2. What grade levels should proposals serve: K–5 or K–6?

The District is seeking proposals to serve scholars in kindergarten through 6th grade.

3. What is the required scholar-to-tutor ratio?

After School Program ratios may not exceed 10:1 for kindergarten scholars and 20:1 for scholars in grades 1–6. The District recognizes that high-dosage tutoring models may use significantly smaller instructional groups. Organizations should clearly identify the scholar-to-tutor ratio proposed for their model and explain how that ratio supports the effectiveness of the proposed high-dosage tutoring services.

4. What is the District looking for in a high-dosage tutoring proposal?

PUSD has experienced success with multiple tutoring models and providers. The District is not issuing this RFP because of a negative experience with a current or previous provider. The District is opening the competitive RFP process because it is an appropriate time to evaluate available high-dosage tutoring options and identify services that can best meet the needs of PUSD scholars.

The RFP identifies the required components of the proposal. Organizations should clearly describe their proposed program and provide evidence supporting the effectiveness of their

model. This may include expected scholar outcomes, available outcome data, culturally relevant materials and practices, demonstrated success in the local area, experience serving school districts with demographics similar to PUSD, and evidence of success using the proposed tutoring model.

5. What is the District's budget for high-dosage tutoring?

The District has some flexibility regarding the high-dosage tutoring budget. Organizations are encouraged to provide multiple pricing scenarios or service models for the District's consideration. Pricing should clearly identify the services, staffing, number of scholars, frequency, and/or level of support associated with each scenario.

6. Is the vendor expected to provide the tutoring curriculum?

Yes. The provider is expected to provide the curriculum and instructional materials necessary to implement its proposed high-dosage tutoring model.

7. Should the provider administer assessments, or will the District provide assessment data?

The District may use existing assessment data, such as i-Ready or DIBELS, to assist with identifying scholars for participation. However, proposals must include a plan for measuring scholar progress through provider-administered pre-, mid-, and post-program assessments or other appropriate progress-monitoring measures.

The District values consistent communication about scholar progress. Proposals should explain how the organization will communicate progress and outcomes with families, scholars, teachers, and administrators throughout the tutoring program.

8. Does the proposal need to include laptops and headphones?

No. The District has Chromebooks and headphones available for scholar use.

9. What are the California Livescan and TB clearance requirements, and who is responsible for the associated costs?

Provider staff must meet California Livescan and TB clearance requirements. The agency will be required to sign the appropriate affidavit and provide the dates staff members received the required clearances in accordance with the District's Independent Contractor Agreement.

All anticipated expenses associated with meeting these requirements and providing the proposed services should be included in the organization's proposal.

10. Is the District open to an organization hiring PUSD staff to provide tutoring services?

The After School Program already has a process in place that allows PUSD teachers and aides to provide tutoring and academic support. One reason the District is seeking proposals for high-dosage tutoring is that there are not enough available District teachers to meet the current need. Organizations should propose a staffing model that allows the agency to provide the necessary tutoring staff that does not include District staff.

11. What District staff support will be provided before, during, and after tutoring sessions?

The District will provide staff to bring scholars to the tutoring location and support dismissal.

For in-person tutoring, the District does not anticipate providing additional staff during the tutoring session. For virtual tutoring, the District will provide staff to supervise scholars while they participate in the virtual sessions.

12. What happens if scholars do not attend tutoring consistently?

Scholar attendance and engagement are important components of the program. If participating scholars are not attending consistently, the District intends to work collaboratively with the selected agency to identify strategies to improve attendance and engagement.

The District also reserves the right to exercise the applicable contract provision allowing the District to terminate the contract with 30 days' notice.

13. What happens if a tutor is late or unavailable for a scheduled session?

The District is asking organizations to include in their proposals their procedures for maintaining consistent tutor-scholar assignments whenever practical. Proposals should describe how the organization will address tutor absences, late arrivals, substitutions, and other staffing issues to minimize disruptions to scholars' tutoring services.

14. Can the District provide an example of the daily After School Program schedule?

Yes. A detailed example of the After School Program schedule is available on the PUSD After School Program website. The program includes four primary components: academic support, enrichment, clubs, and supper/snack. High-dosage tutoring is intended to supplement the Academic Hour component of the After School Program.

15. How will providers communicate and coordinate with school site administrators?

After School Program leadership will support communication and coordination between selected providers and school site administration. Providers should not independently contact site administrators to solicit participation or encourage them to enroll scholars.

After proposals are approved, After School Program leadership and the selected provider(s) will discuss strategies for communicating with sites and increasing scholar participation.

16. Once the District issues a Notice of Intent to Award, may an organization begin recruiting staff?

The District recommends waiting for confirmation from the After School Program following School Board approval before moving forward with recruitment specifically for this program.

17. Is there flexibility regarding the service start date?

Yes. Services do not have to begin on January 5, 2027. A start date during the first week of February would be acceptable and would still provide sufficient time to collect program and scholar outcome data.

18. May potential proposers continue to submit questions in writing?

Yes. Potential proposers may continue to submit questions in writing until the RFP is due on **October 8, 2026, at 10:00 a.m.**