



Request for Proposals Issued: June 6, 2011

Deadline for Submittal of Proposals: July 5, 2011



Request for Proposals for Bridging the Student Learning Gap

The Sacramento City Unified School District is seeking proposals from qualified firms to assist the District in bridging the student learning gap.

Interested firms are invited to submit one original signed proposal and five (5) separate digital copies (individual CDs or flash drives) in PDF format. The proposal shall be made in the format provided and the complete proposal, together with any and all additional materials, shall be enclosed in a sealed envelope addressed and delivered no later than 4:30 p.m. on Tuesday, July 5, 2011 to the following address:

Sacramento City Unified School District
Contracts Office
5735 47th Avenue
Sacramento, CA 95824

The sealed envelope shall be marked on the outside lower left corner with the words Bridging the Student Learning Gap RFP . It is the Proposer's sole responsibility to ensure that their proposal is received prior to the scheduled closing time for receipt of proposals. No corrected or resubmitted proposals will be accepted after the deadline.

This Request for Proposals does not commit the Sacramento City Unified School District to award a contract or pay any costs incurred in the preparation of a proposal responsive 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 Request for Proposals. The District further reserves the right to accept the proposal that it considers to be in the best interest of the District.

All requirements must be addressed in your proposal. Non-responsive proposals will not be considered. All proposals, whether selected or rejected, shall become the property of the District. Firms are responsible for checking the website periodically for any updates or revisions to the RFP.

Questions related to this RFP should be submitted in writing to Kimberly Teague, Contract Specialist, at kimt@scusd.edu no later than Wednesday, June 15, 2011. Specify RFP for Bridging the Student Learning Gap in the subject line. Responses to all questions received w12 TnJET 91 0 0

In the Sacramento City Unified School District (SCUSD), there is enormous potential to improve the lives of underserved children. SCUSD is the 12th largest school district in California and one of the 100 largest in the United States, serving 47,890 students on 81 campuses. Neighborhoods served range from leafy affluent areas around the Capitol to federal housing projects. Sixty-nine percent of SCUSD students qualify for a free or reduced-price lunch; at 26 schools, 90-100% of students meet this federal poverty threshold, in part because Sacramento's unemployment rate hovers around 12.4% – almost 3% higher than the national average.

[The Civil Rights Project at Harvard University](#), in conjunction with Time magazine, has named Sacramento America's Most Integrated City, a place where everyone's a minority—including whites. Our student population is 36% Hispanic or Latino; 18.3% Asian; 16.3% African American; and 19% White. About 7% of students are of two or more races or ethnicities. Residents within SCUSD speak more than 40 languages; 38% of students do not speak English at home.

Targeted technology-based K-6 Interventions

English Language Arts support for Grades 7-10

- High interest texts (literary and informational)
- Targeted comprehension strategies
- Writing Integration
- Touch screen-based (such as iPod touch, iPad, netbook, etc.) assessments; pre-post assessment; on-going assessment
- Readability measure, etc.

Targeted intervention based on diagnostic data and designed to address student misconceptions in Grades 2-6 mathematics, with built-in progress-monitoring tools

Algebra support for Grades 7-9: Hands on, relevant, and technology integrated

Identified research-based instructional strategies that have shown measureable improvement in student learning

- Strategies that can be replicated and taken to scale across the District
- Strategies that are compatible to the Harvard Data Wise methodology

Professional development geared to address ELs, SWD, Economically Disadvantaged students, and struggling students: ongoing, coaching, reflection, feedback

In order for proposals to be considered, said proposal must be clear, concise, complete, well organized and demonstrate both respondents qualifications, and its ability to follow instructions. The quality of answers, not length of responses or visual exhibits is important in the proposal.

The proposal shall be organized in the format listed below and shall be limited to twenty (20) pages (excluding attachments and appendices) on 8 ½ x 11 paper with all responses bound with tabs separating each section. Respondents shall read each item carefully and answer each of the following items accurately to ensure compliance with District requirements. Failure to provide all requested information or deviation from the required format may result in disqualification. Restate each item prior to addressing said item.

Include the RFP's title and submittal due date, the name, address, fax number and telephone number of the responding firm. Include a contact person and corresponding e-mail address. The letter shall state that the proposal shall be valid for a 60-day period and that the staff proposed is available immediately to work on this project. The person authorized by the firm to negotiate a contract with the District shall sign the cover letter.

This section should provide information regarding the size, location, nature of work performed, years in business and the approach that will be used in meeting the needs of the District.

Past experience in assisting California school districts in implementing intervention supports, assessments, systemic data inquiry methodology for learning from student results, designing and implementing instruction improvements, and professional development targeted to improve student achievement.

Describe your company's commitment and ability to provide each item outlined in the Scope of Work (Section III). Include historical impact data for similar demographics and student performance.

Project understanding and approach including an understanding of the District.

Satisfaction of previous clients. Provide three (3) references that reflect similar demographics and student perfor