SCUSD RFP: Bridging Student Learning Gaps
Bidders' Questions

Question	Answer
1. Does the District envision working with a sole provider for all aspects of the RFP or may the District choose to use multiple providers that specialize in the various components of the Scope of Work?	The District will consider multiple providers.
2. Can you please confirm that SCUSD is interested in proposals from vendors who are qualified to provide for components of (but not the entire) scope as expressed in the RFP?	The District will consider multiple providers.
3. Can a list of the schools that are designed to receive support be provided?	Elementary o Bowling Green McCoy & Chacon o CP Huntington o Ethel Phillips o Freeport o John Still o Joseph Bonnheim o Mark Hopkins o Pacific Middle/High o American Legion o California o John Still o Kit Carson o Sam Brannan
4. Technology is mentioned as an important intervention tool. Is the technology (e.g., iPod touch, iPad, netbook, etc.) currently in use at schools, or will it be a new initiative of the district?	Most of the sites involved in this RFP do not have hand-held technologies currently in use at their school sites. Each classroom has at least one (Windows based) network connected desktop and a printer. Many of the school sites have LCD projectors either on carts or installed. Some of the school sites have teacher laptops and Interactive white boards (IWB). A few of the school sites have purchased some hand-held technologies but have not implemented them yet.

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5. Have teachers at the 14 schools been trained on the use of instructional technology? If so, what training was provided and did all or just some teachers at the affected school participate?	There has not been a comprehensive Instructional Technology Program or training attempted at the school sites involved in this RFP. The technology expertise can range from beginner to expert and the training programs they have been involved in could range in depth and quality.
6. Has the district selected "targeted technology based K-6 interventions" or "high interest texts" for grades 7-10? If not, is the district expecting the contractor to facilitate the selection of such materials?	This is to be included in the submission.
7. What is the total budget available from the district to support this work?	$2,000,000
8. What is the anticipated timeline for this project? Start date, end date?	Start: August 2011 End: June 2012
9. Has the district conducted a needs assessment on any or all of these schools? If yes, are the reports available to prospective bidders?	There are no formal reports.
10. Section B asks for a description of our approach as does Section E. Is one just an introduction with detail in the other? Please clarify	Section B is about your firm, who you are, and Section E is about the work to be implemented in the district, what you will do.
11. Do the Cover, table of contents, submittal letter, resumes and budget detail count against the 20 page limit?	No, they do not.
12. What is the anticipated contract term or duration?	Start: August 2011 End: June 2012
13. When will proposals be reviewed and awarded?	Review: July 15-19 Award: July 21
14. Do you anticipate making one or multiple awards?	The district will consider multiple providers.
15. If multiple awards, is it permissible to respond only to the areas to which a Proposer's support tools and services apply?	Yes
16. Is the RFP looking for respondents to provide a global integrated solution that is aligned to the 3 pillars of SCS strategic plan and will be to foundation of the integrated approach? Or would SCS prefer respondents to integrate their products with the existing integrative initiative SCS has already launched? Or both?	The focus is outlined in the Scope of Work.

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17. Is the district only looking at assessment, or is there also a need for early intervention materials?	The Scope of Work calls for both.
18. Is the district including behavior in response to intervention?	No
19. How many teachers and/or administrators will need to be trained?	At the most 218 (202 teachers and 16 administrators) for both ELA and math at all levels.
20. Does the district currently use a specific touch-screen device? If so, what?	The district does not currently have one specific touch screen device. The device range can be from iPod Touch, iPad or tablet with a touch screen. Many of the school sites do not have any hand-held technology in place.
21. Is the district looking for specific 'readability measures'? If so, what?	Yes, Lexile.
22. Does the call for "Targeted technology-based K-6 Interventions" include literacy and math?	Yes
23. Will the district be using digital, touchscreen assessment for Universal screening, benchmarks and progress monitoring for K-6 math?	Yes
24. How will the district determine which students will receive targeted technology-based K-6 interventions?	The District will use multiple measures including a Universal Screening.
25. How much time per day will be allocated for Targeted technology-based K-6 interventions?	A minimum of 30 minutes
26. How many days per week will be allocated for Targeted technology-based K-6 interventions?	At least four days per week
27. Is this a pull-out class?	It will vary based on the needs of the students.
28. Is this a before or after school class?	No, this is during the school day.
29. Are the instructors for targeted technology-based K-6 interventions certified or para-professional?	Both
30. What type of devices or hardware is available to students receiving targeted technology-based K-6 intervention?	Each classroom has at least one (Windows based) network connected desktop and a printer. Many of the school sites have LCD projectors either on carts or installed. Some of the school sites have teacher laptops and Interactive white boards (IWB). A few of the school sites have purchased some hand-held technologies but have not implemented them yet. A few of the schools have Mac laptops in carts for use as a mobile lab.

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31. Will all students have individual access to hardware or devices? Computers? PC or Mac? Touchscreen Technology? etc.	Currently not every student at the targeted sites has individual access to technology.
32. What type of devices or hardware is available to teachers in this course? e.g. LCDs, SMART Boards, etc.	Each classroom has at least one (Windows based) network connected desktop and a printer. Many of the school sites have LCD projectors either on carts or installed. Some of the school sites have teacher laptops and interactive white boards (IWB). A few of the school sites have purchased some hand-held technologies but have not implemented them yet. A few of the schools have Mac laptops in carts for use as a mobile lab.
33. Is the district considering tech-only interventions, or will it consider one with both print and digital components?	Both
34. Will English Language Learners be part of this intervention group, or will they have separate ELD support?	They will be included.
35. Is the district looking for Gifted and Talented interventions?	No, we are not, this is to support our lowest performing students
36. How many teachers and/or administrators will need to be trained in targeted technology-based K-6 intervention?	At the most 200 (190 teachers and 10 administrators).
37. Will the district be using digital, touchscreen assessment for Universal screening, benchmarks and progress monitoring for 7-10 ELA?	If possible, yes
38. Will the district be using digital, touchscreen assessment for Universal screening, benchmarks and progress monitoring for K-6 math?	Yes
39. Is the district going to continue using the current Core materials for 7-10 ELA in the 4 middle schools and 1 high school?	Yes
40. How will the district determine which students will receive ELA support for grades 7-10?	The District will use multiple measures including a Universal Screening.
41. How much time will be allocated per day for ELA support grades 7-10?	Approximately 55 minutes per day
42. How many days per week will be allocated for ELA support grades 7-10?	One class period per day
43. Is this a pull-out class or within the core class time?	This is a separate class in addition to the core.
44. Is this a before or after school class?	No, it is during the school day.

45. Are the instructors in ELA support grades 7-10 certified or para-professional?	Certified teachers
46. What type of hardware is available to students in this course?	Each classroom has at least one (Windows based) network connected desktop and a printer. Many of the school sites have LCD projectors either on carts or installed. Some of the school sites have teacher laptops and Interactive white boards (IWB). A Few of the school sites have purchased some hand-held technologies but have not implemented them yet. A few of the schools have Mac laptops in carts for use as a mobile lab.
47. Will all students have individual access to hardware or devices? e.g., Computers? PC or Mac? Touch screen Technology? Etc.	Currently not every student at the targeted sites has individual access to technology.
48. What type of devices or hardware or is available to teachers in this course? e.g., LCDs, SMART Boards, etc.	Each classroom has at least one (Windows based) network connected desktop and a printer. Many of the school sites have LCD projectors either on carts or installed. Some of the school sites have teacher laptops and Interactive white boards (IWB). A few of the school sites have purchased some hand-held technologies but have not implemented them yet. A few of the schools have Mac laptops in carts for use as a mobile lab.
49. Will English Language Learners be part of this intervention group, or will they have separate ELD support?	They will be included.
50. Is the district looking for digital, print, or a combination?	Both
51. Does the California High School Exit Exam play a role in the district's decision?	Very little
52. How many teachers and/or administrators will need to be trained in ELA Support, grades 7-10?	At the most 12 (6 teachers, 6 administrators)
53. How many teachers and/or administrators will need to be trained in targeted intervention-based diagnostic data and addressing mathematical misconceptions for grades 2-6?	At the most 175 (155 teachers and 20 administrators)
54. Will the district be using digital, touchscreen assessment for Universal screening, benchmarks and progress monitoring for 7-9 Algebra?	Yes, where possible
55. How will the district determine which students will receive Algebra Support for grades 7-9?	The District will use multiple measures including a Universal Screening.

Did we hear question R.f. 6 ?

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56. How does the district define 'hands on?'	Kinesthetic engaging techniques including manipulatives used by students to make meaningful representations and develop conceptual understanding.
57. How does the district define 'relevant?'	Authentic application to real-world problems and situations
58. What type of devices or hardware is available to students receiving targeted technology-based k-6 intervention?	Each classroom has at least one (Windows based) network connected desktop and a printer. Many of the school sites have LCD projectors either on carts or installed. Some of the school sites have teacher laptops and Interactive white boards (IWB). A few of the school sites have purchased some hand-held technologies but have not implemented them yet. A few of the schools have Mac laptops in carts for use as a mobile lab.
59. Will all students have individual access to hardware or devices? e.g.. Computers? PC or Mac? Touchscreen Technology? Etc.	Currently not every student at the targeted sites has individual access to technology.
60. What type of devices or hardware is available to teachers in this course? e.g. LCDs, SMART Boards, etc.	Each classroom has at least one (Windows based) network connected desktop and a printer. Many of the school sites have LCD projectors either on carts or installed. Some of the school sites have teacher laptops and Interactive white boards (IWB). A few of the school sites have purchased some hand-held technologies but have not implemented them yet. A few of the schools have Mac laptops in carts for use as a mobile lab.
61. How much time will be allocated per day for Algebra Support, grades 7-9?	Approximately 55 minutes per day
62. How many days per week will be allocated for Algebra Support, grades 7-9?	One class period per day
63. How many teachers and/or administrators will need to be trained in Algebra Support for grades 7-9?	At the most 12 (6 teachers, 6 administrators)
64. Will the students receiving Algebra Support grades 7-9 be taking Algebra 1, or will they be in different core courses?	Possibly different courses
65. What is the district's goal for the 7th graders in receiving Algebra support?	These students should be at the advanced performance level and will not be considered the primary target audience.
66. What is the district's goal for the 8th graders in receiving Algebra support?	Some of these students will receive this support.

Outside core instruction. Supplementing, not supplanting

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67. What is the district's goal for the 9th graders in receiving Algebra support?	They are ideal for this support.
68. Will the district be working with a DAIT provider?	No
69. Does the district want a dedicated consultant from the chosen firm overseeing and/or assisting with the implementation?	No
70. Will the Common Core Standards play a role in the district's decision?	No
71. The RFP scope of work includes professional development...?	Yes