CASCADE UNION ELEMENTARY SCHOOL DISTRICT

REQUEST FOR PROPOSALS (RFP)

Expanded Learning Services

2026-2027 School Year

RFP Number	RFP 2026-01
RFP Release Date	October 30, 2026
Deadline for Questions	November 10, 2026
Proposal Due Date/Time	November 15, 2026
Anticipated Board Approval	November 18, 2026
Anticipated Service Start	November 30, 2026
District Contact	Jason Provence, Superintendent (530) 378-7000

Cascade Union Elementary School District ("CUESD" or "District") invites qualified organizations to submit proposals to provide an integrated continuum of Expanded Learning services, including up to fifteen (15) full days of programming (November 2026 - May 2026 non-school days), and 15 half days of programming in June and July 2027 (30 half-days Total).

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I. NOTICE OF INVITATION AND RFP OVERVIEW

Cascade Union Elementary School District is soliciting proposals from qualified organizations with demonstrated experience providing high-quality expanded learning, enrichment, curriculum, and staffing services in K-8 educational settings. The District seeks a provider that serves with excellence.

The selected provider(s) will service all components described in this RFP. CUESD reserves the right to award all service components to one proposer, make multiple awards, award by service component, or make no award if determined to be in the District's best interest.

A. Service Components

Component	Requested Services
Fifteen (15) days November 2026-May 2027, 8:30 am to 5:30 pm. **Fifteen (15) half days in June and July 2027, 12:30 pm to 5:30 pm.**	Fifteen (15) days of ELOP during non-school days from November 2026 to May 2027. Fifteen (15) half days in June and fifteen (15) half days in July 2027.
Staffing Services	Recruitment, screening, hiring/employment or subcontractor management as applicable, training, scheduling, supervision, substitute/coverage systems, site leadership, and ongoing staff support.
Curriculum & Program Design	Development, adaptation, implementation, and/or licensing of age-appropriate curriculum, activity plans, materials lists, schedules, staff guides, student projects, and assessment/evaluation tools.

II. DISTRICT BACKGROUND AND PURPOSE

CUESD seeks to provide safe, engaging, inclusive, and high-quality learning environments that extend opportunities for students beyond the traditional classroom. Expanded Learning services should support the academic, social-emotional, physical, and developmental needs of students through meaningful relationships, hands-on experiences, mentorship, enrichment, and consistent program structures.

Programs are anticipated to serve students in grades TK-8, with priority populations and final eligibility determined by CUESD in accordance with applicable funding requirements and District priorities. The District's tentative RFP identifies Anderson Heights Elementary School, Meadow Lane Elementary School, North State Aspire Academy, and Anderson Middle School as potential program locations. CUESD may add, remove, or modify sites based on enrollment, facilities, funding, and program needs.

Program Goals

- Provide a safe, welcoming, physically and emotionally supportive environment for students.
- Increase students' sense of belonging, connection to caring adults, confidence, self-regulation, and readiness to learn.
- Offer high-interest enrichment and experiential learning that extends learning beyond the traditional classroom.
- Provide consistent, qualified staffing and reliable operational systems across program periods.
- Support attendance, engagement, positive behavior, social-emotional wellness, and academic readiness through mentorship.
- Provide equitable access to age-appropriate programming for diverse learners, including students with disabilities and other high-priority student groups.
- Use data, feedback, and continuous quality improvement to strengthen services throughout the contract term.
- Expand each learner's knowledge of their self, others, community, state, country, and world.

III. RFP SCHEDULE AND COMMUNICATIONS

Event	Date/Time
RFP Release / Advertisement	October 30, 2026
Optional Pre-Proposal Conference	None
Deadline for Written Questions	November 10, 2026
District Response / Addendum	November 12, 2026
Proposal Submission Deadline	November 15, 2026
Evaluation / Interviews if Needed	none
Notice of Intent to Award	November 20, 2026
Board Approval	November 18, 2026
Anticipated Contract Start	November 30, 2026

All questions regarding this RFP must be directed only to the District contact identified on the cover page. Proposers shall not contact Board members, school-site staff, or other District employees regarding this solicitation except as expressly authorized by the District. CUESD may issue written addenda to clarify or modify this RFP. Proposers are responsible for reviewing all addenda before submission.

IV. SCOPE OF WORK

A. Integrated Service Model

CUESD is seeking a provider capable of delivering a coordinated continuum of expanded learning services across the school year. Proposers should explain how staffing, curriculum, supervision, training, data collection, and program quality systems will function consistently across all service components while remaining flexible to site-specific needs.

B. Non-School Days – 15 Full Days (November 2026 to May 2027) & 15 Half Days (June and July 2027)

The District anticipates up to fifteen (15) full days (November 2026-May 2027 non-school days), fifteen (15) half-days in June 2027, and 15 half days in July 2027 of programming during the 2026-27 school year. CUESD will establish final dates, sites, enrollment, and daily hours. Full-day camps may operate up to nine (9) hours per day, and half-days up to four and a half (4.5) hours. The District's tentative planning document anticipates approximately 100-200 students per site; actual enrollment may vary.

Intersession proposals should include a robust combination of enrichment, youth development, mentorship, physical activity, structured transitions, student choice where feasible, and culminating projects/showcases when appropriate. Providers must be capable of adjusting staffing and schedules to enrollment and facility conditions.

- Daily site leadership and program supervision.
- Qualified instructional/mentorship staff at required ratios.
- Age/grade-level grouping and differentiated programming.
- Opening/closing community-building or rally activities when appropriate.
- Hands-on enrichment rotations and/or specialized program experiences.
- Physical activity and movement opportunities.
- Student behavior support and positive youth development practices.
- Attendance support and District-required documentation.

- Materials, supplies, curriculum, equipment, and setup/cleanup as proposed.
- Family communication and/or culminating showcases when requested by CUESD.

C.Enrichment Services

Proposers may offer one or more enrichment areas. The District is interested in broad, engaging opportunities that may include, but are not limited to:

- Academic enrichment and academic extension
- STEM/STEAM, robotics, engineering, coding, 3D design, science and technology
- Visual and performing arts, music, media, filmmaking, photography, mural/art experiences
- Sports, fitness, movement, outdoor recreation and wellness
- Career exploration, work-based learning, trades and entrepreneurship
- Culinary, nutrition, gardening and healthy lifestyle
- Financial literacy, study skills, leadership, character and life skills
- Civics, community involvement, cultural awareness and service learning
- Experiential learning, field trips, project-based learning and special events
- Other innovative enrichment aligned with CUESD goals

D. Staffing Services

The provider must demonstrate a scalable staffing system that can recruit, screen, onboard, train, deploy, supervise, and retain sufficient qualified personnel for all awarded services. The proposal should identify leadership structure, site-level roles, instructor/mentor roles, substitute/coverage systems, escalation procedures, and how vacancies or call-outs will be addressed without compromising required ratios or program quality.

E. Curriculum and Program Design

The provider must supply or develop curriculum and program materials sufficient to support consistent implementation. Curriculum should be developmentally appropriate, engaging, inclusive, adaptable to varied student needs, and aligned to the proposed outcomes. The proposal must clearly identify any pre-existing/proprietary curriculum, newly developed curriculum, third-party licensed content, and the rights CUESD will have to use deliverables created specifically under the contract.

V. PROGRAM STANDARDS AND SERVICE REQUIREMENTS

A. Student-to-Staff Ratios

Unless CUESD establishes a more restrictive ratio for a specific activity or student need, providers must plan for the following minimum supervision ratios:

Grade Level	Minimum Ratio
TK / Kindergarten	**1 qualified staff: 10 students**
Grades 1-8	**1 qualified staff: 20 students**

Ratios are minimum program standards and do not relieve the provider of responsibility to increase staffing when required by student needs, activity risk, facility layout, transitions, field trips, or applicable law.

B. Program Hours and Calendar

CUESD will establish final schedules. Proposers should demonstrate flexibility to operate before school, during the school day, after school, and on non-school/intersession days. The provider must be able to adjust schedules based on school calendars, minimum days, site needs, enrollment, and District direction.

C. Meals, Snacks, Transportation, and Facilities

CUESD may provide meals/snacks and may provide transportation consistent with District plans and applicable law. Unless otherwise stated in the final agreement, CUESD will identify available program spaces and facility limitations. Providers are responsible for identifying space, power, technology, storage, setup, equipment, and transportation assumptions necessary for their proposed services.

D. Equity, Inclusion, and Accessibility

Programs must be welcoming and accessible to eligible students. Providers must describe how programming will support diverse learners and provide reasonable accommodations in coordination with CUESD, including students with disabilities, multilingual learners, foster youth, students experiencing homelessness, and other student groups identified by the District. Providers may not exclude a student solely because additional support may be required without first coordinating with CUESD and following applicable law and District procedures.

E. Behavior, Safety, and Student Support

Providers must use positive, developmentally appropriate behavior-support practices and maintain written procedures for incident response, bullying, physical aggression, medical/safety concerns, parent/guardian communication, and escalation to District leadership. Staff must understand mandated reporting responsibilities and District emergency procedures.

VI. STAFFING, SAFETY, AND COMPLIANCE REQUIREMENTS

A. Minimum Staff Qualifications

At minimum, personnel providing direct services to students must satisfy CUESD requirements and all applicable state/federal requirements. CUESD may require evidence of the following before an individual begins work:

- High school diploma or equivalent and, when required for the assigned role, at least 48 college units or a passing instructional aide/paraprofessional competency examination or compliant equivalent.
- Department of Justice/FBI fingerprint clearance in the manner required by CUESD.
- Current TB risk assessment and/or TB test clearance as required.
- Mandated Reporter training and compliance with child abuse reporting laws.
- Any District-required harassment prevention, safety, emergency, or student-services training.
- CPR/First Aid certification for site leadership and/or other positions as required by CUESD or the final contract.
- Role-specific licenses, credentials, certifications, or demonstrated expertise for specialized activities.

B. Staff Training and Ongoing Support

The proposal must describe initial and ongoing training in staff professionalism, youth development, program/curriculum delivery, classroom and behavior management, emergency procedures, mandated reporting, inclusion/accommodations, cultural responsiveness, attendance/data procedures, and site-specific expectations. Providers must also describe coaching, observation, performance management, and replacement procedures.

C. Site Leadership and Supervision

Each active intersession site must have an identified on-site lead/coordinator responsible for daily operations, safety, staffing, District communication, schedule execution, attendance processes, and incident escalation. Mentorship programs must identify an accountable supervisor and clear reporting structure. CUESD may require removal or replacement of provider personnel for performance, conduct, safety, or compliance concerns.

D. Insurance and Regulatory Matters

Proposers must provide evidence of insurance appropriate to the services proposed. Final limits and endorsements will be established by CUESD and incorporated into the agreement. At minimum, proposers should identify current coverage for commercial general liability, workers' compensation/employer's liability, automobile liability when applicable, professional liability when applicable, and sexual abuse/molestation coverage for services involving students. CUESD shall be named as an additional insured where required by the final agreement.

The successful provider must comply with all applicable federal and California laws, regulations, CDE Expanded Learning requirements, Education Code requirements, District policies, nondiscrimination requirements, conflict-of-interest laws, and funding-source requirements applicable to the awarded services.

VII. CURRICULUM, PROGRAM QUALITY, AND CONTINUOUS IMPROVEMENT

A. Curriculum/Lesson Plan Expectations

- Clear learning/development objectives and age-appropriate activities.
- Session plans or scope-and-sequence sufficient for consistent staff implementation.
- Hands-on, project-based, experiential, and student-centered learning where appropriate.
- Integration of literacy, communication, problem solving, teamwork, life skills, or other transferable skills when appropriate to the content.
- Adaptations for age, skill level, group size, student needs, facilities, and session length.
- Materials/supplies/equipment lists and procedures for safe use.
- Methods for staff preparation, fidelity, observation, and feedback.

B. Outcomes and Data Monitoring

Proposers must provide a practical evaluation plan tied to the services proposed. Measures may include attendance/participation, student engagement, belonging/connection, self-regulation, goal progress, behavior indicators, student/family/staff feedback, program quality observations, completion of projects, and other agreed indicators. Any academic claims must be appropriately supported and should not attribute outcomes solely to the provider where multiple factors influence results.

C. Continuous Quality Improvement

The provider must participate in regular collaboration with CUESD to review student engagement, attendance, staffing, implementation quality, safety, curriculum effectiveness, and stakeholder feedback. The provider should identify how data will be used to make timely adjustments and how recurring issues will be escalated and corrected.

D. Required Deliverables

- Program implementation plan and site-specific schedule(s).
- Staff roster and evidence of required clearances/certifications before services start.
- Curriculum overview/scope and sequence and sample lesson/activity plans.
- Materials/equipment plan.
- Attendance and participation records in the format required by CUESD.
- Incident and safety documentation as applicable.
- Periodic program/data reports at a frequency established by CUESD.
- Family/student/staff feedback or survey results when requested.
- End-of-cycle or end-of-year summary identifying outcomes, challenges, improvements.

VIII. VENDOR QUALIFICATIONS AND CAPACITY

Proposers must demonstrate sufficient organizational, operational, fiscal, and programmatic capacity to perform the requested services. The District is particularly interested in organizations that can scale staffing and programming while maintaining quality across multiple sites and service periods.

- At least two (2) years of successful experience delivering youth development, mentorship, expanded learning, enrichment, staffing, or comparable K-8 services; additional relevant experience is preferred.
- Demonstrated experience working with public school districts or similarly regulated youth-serving organizations.
- Strong systems for recruiting, screening, training, supervising, retaining, and replacing staff.

- Ability to provide qualified leadership and sufficient administrative infrastructure.
- Fiscal stability and capacity to carry startup/payroll/program costs pending District payment.
- Experience implementing curriculum and measuring program quality/outcomes.
- Ability to collaborate with school administrators, teachers, families, District staff, and community partners.
- Three or more relevant professional references.

IX. PROPOSAL CONTENT AND SUBMISSION REQUIREMENTS

Proposals should be clear, complete, and organized in the order below. CUESD may deem a proposal nonresponsive if required information is omitted. Unless otherwise specified by the District, proposers should submit one consolidated PDF and clearly label appendices.

1. Cover Letter and Executive Summary - Identify the legal name of the proposer, primary contact, service components proposed, and why the organization is well suited to CUESD.
2. Organization Description - Mission, vision, values, organizational history, California presence, services, governance/ownership, and approach to equitable and culturally responsive youth development.
3. Relevant Experience and Qualifications - Describe comparable work during the past five years, including districts/sites served, grade levels, service types, scale, and results.
4. Integrated Project Approach - Explain how the proposer will implement and coordinate intersession, before-school, school-day, and after-school mentorship; enrichment; staffing; and curriculum services.
5. Intersession Program Plan - Provide a sample full-day schedule, proposed enrichment model, staffing structure, transitions, student grouping, site leadership, and approach for up to 30 service days.
6. Mentorship Program Plan - Describe before-school, school-day, and after-school mentorship models, including curriculum, session frequency/length, group sizes, referral/participation processes, staffing, supervision, and expected outcomes.
7. Curriculum and Enrichment - Provide curriculum framework, sample activities, enrichment categories, differentiation approach, and materials/equipment requirements.
8. Staffing and Workforce Plan - Provide organizational chart, role descriptions, qualifications, clearance process, training plan, supervision/coaching, substitute coverage, and contingency plan for vacancies.
9. Safety, Compliance, and Student Support - Describe fingerprint/TB compliance, mandated reporting, incident response, behavior support, bullying prevention, emergency response, student accommodations, and communication with CUESD.
10. Data, Evaluation, and Continuous Improvement - Identify proposed measures, reporting cadence, feedback tools, quality assurance process, and examples of how data has improved prior programs.
11. Fiscal Capacity and Pricing - Complete the pricing requirements in Section X and provide sufficient information to demonstrate fiscal capacity.
12. References - Provide at least three references for comparable K-12 or youth-serving work.
13. Insurance and Disclosures - Provide current certificates or coverage summary, disclose material claims/litigation that could affect performance, and identify any exceptions to District requirements.
14. Required Forms and Attachments - Complete all District forms included with the final solicitation.

Recommended Supporting Documentation

- Sample intersession schedule
- Sample enrichment curriculum/activity plan
- Organizational chart
- Job descriptions for key leadership and direct-service roles
- Staff training outline
- Sample evaluation/reporting tool
- Evidence of insurance
- Three references
- Pricing form

X. PRICING PROPOSAL

CUESD seeks transparent pricing that allows the District to evaluate the cost of each service component independently and in combination. All pricing must identify what is included and any assumptions or exclusions. Unless expressly identified, pricing should include all labor, supervision, payroll burden, administration, curriculum, standard supplies/materials, equipment, travel, mileage, lodging, training, and other costs necessary to perform the proposed services.

Proposers may include alternative bundled pricing or volume discounts via their own materials and breakdowns, but must still provide sufficient component-level detail for comparison. CUESD reserves the right to negotiate final scope and pricing and to order services only as needed and authorized in writing.

Service Component	Pricing Unit
Intersession - full-service program	per day and/or per 5-day week
Intersession - specialized enrichment experience	Per program/week

XI. EVALUATION AND SELECTION PROCESS

Responsive proposals will be evaluated by a District committee using a best-value approach. CUESD may request clarification, conduct interviews, request demonstrations, check references, negotiate scope/pricing, or request a best and final offer. Award is subject to Board approval when required.

Evaluation Category	Maximum Points
Organizational Capacity, Experience, and District Alignment	20
Integrated Program Approach and Understanding of Scope	20
Staffing Infrastructure, Training, Safety, and Compliance	20
Mentorship, Curriculum, Enrichment, and Program Quality	20
Data, Evaluation, Continuous Improvement, and References	10
Pricing / Overall Best Value	10
TOTAL	100

Evaluation Considerations

- Demonstrated ability to successfully implement multiple service components.
- Quality, creativity, feasibility, and developmental appropriateness of the proposed model.
- Strength and reliability of staffing and operational systems.
- Alignment with CUESD goals and ability to collaborate with school sites.
- Evidence of safety, compliance, fiscal responsibility, and quality assurance.
- Reasonableness, transparency, and overall value of pricing.
- Quality of prior performance and references.

CUESD reserves the right to reject any or all proposals, waive minor irregularities, make multiple awards, award fewer than all service components, negotiate with one or more proposers, or cancel/reissue the solicitation when in the District's best interest.

XII. GENERAL TERMS AND CONDITIONS

15. Proposal Costs. All costs of preparing and submitting a proposal are the proposer's responsibility and will not be reimbursed by CUESD.
16. Proposal Validity. Proposals shall remain valid for at least ninety (90) days after the submission deadline unless otherwise stated by CUESD.
17. Public Records. Proposals may be subject to disclosure under the California Public Records Act. Proposers should clearly identify specific information claimed to be confidential, proprietary, or trade secret; blanket designations may not be accepted. CUESD cannot guarantee nondisclosure where disclosure is required by law.
18. Independent Contractor. The selected provider will perform as an independent contractor and not as an employee, officer, or agent of CUESD.

19. Non-Exclusive Award. Any resulting agreement may be non-exclusive. CUESD may obtain similar services from other sources as needed.
20. Assignment/Subcontracting. The provider may not assign the agreement or materially subcontract awarded responsibilities without prior written approval from CUESD. Approved subcontractors remain subject to all applicable safety, clearance, insurance, and performance requirements.
21. Compliance with Law. The provider must comply with all applicable federal, state, and local laws, regulations, Education Code provisions, CDE requirements, and CUESD policies.
22. Nondiscrimination. Services must be provided without unlawful discrimination, harassment, intimidation, or bullying and in accordance with applicable law and District policy.
23. Conflicts of Interest / Non-Collusion. Proposers must disclose actual or potential conflicts and certify that the proposal was prepared independently and without collusion.
24. Insurance / Indemnification. Final insurance, additional insured, indemnification, and hold-harmless requirements will be stated in the District's contract documents.
25. Background Clearances. No provider personnel may have student contact until all required fingerprint, TB, and other clearances have been completed and accepted in the manner required by CUESD.
26. Term and Renewal. CUESD anticipates an initial agreement for the 2026-27 school year, with any extension or renewal subject to satisfactory performance, funding, District need, mutual agreement, and Board approval where required.
27. Termination. The final agreement will state termination rights, including termination for cause and any District right to terminate for convenience.
28. Funding Availability. All services and payments are contingent on lawful availability and authorization of funds. CUESD makes no guarantee of minimum purchase volume unless expressly stated in the final agreement.
29. Right to Modify. CUESD may amend this RFP by written addendum and may modify the final scope based on enrollment, site needs, calendar changes, facilities, funding, and program priorities.

XIII. REQUIRED FORMS AND ATTACHMENTS

The following forms are recommended for inclusion in the final public solicitation.

Attachment A - Proposal Signature Page

Field	Response
Legal Name of Proposer	
DBA (if any)	
Address	
Primary Contact / Title	
Phone / Email	
Federal Tax ID	
Authorized Signatory / Title	
Signature / Date	

By signing, the proposer certifies that it has reviewed the RFP and all addenda, that the information submitted is true and complete to the best of its knowledge, and that the signer is authorized to bind the organization to its proposal.

Attachment B - Service Component Selection

Service Component	Proposing? (Yes/No)	Notes
Up to 30 Days Intersession		
Curriculum / Program Design		

Attachment C - References

Reference	Organization / Contact	Email / Phone	Services / Dates
1			
2			
3			

Attachment D - Exceptions and Deviations

List every exception, deviation, requested modification, or assumption related to this RFP or the District's contract terms. If none, state "NONE." Failure to identify an exception may be treated as acceptance of the applicable requirement.

RFP/Contract Section	Requested Exception or Clarification	Reason

Attachment E - Non-Collusion / Conflict Certification

The proposer certifies that its proposal has been prepared independently, without collusion, and that it has disclosed any actual or potential conflict of interest that could affect the proposed work. CUESD may require its standard statutory non-collusion declaration and conflict-of-interest forms before award.

Attachment F - Pricing Certification

The proposer certifies that the pricing submitted is complete and accurately reflects the assumptions identified in its proposal. Any additional charges not expressly disclosed are subject to District approval and may be disallowed.

Attachment G - District Finalization Checklist

- ☐ Assign RFP number and final title.
- ☐ Insert official District address, procurement contact, email, and submission method.
- ☐ Finalize release, question, proposal, interview, notice, and Board dates.
- ☐ Confirm exact school sites and whether North State Aspire Academy is included.
- ☐ Confirm 2026-27 intersession calendar and whether "30 days" is a maximum, guaranteed amount, or estimated quantity.
- ☐ Confirm student grade eligibility and expected enrollment by site/service.
- ☐ Confirm insurance limits and required endorsements with risk management/legal counsel.
- ☐ Insert District standard contract, fingerprinting/TB certification, non-collusion, W-9/vendor forms, debarment/lobbying forms if federal funds are involved, and any ELO-P/ASES/21st CCLC certifications that apply.
- ☐ Confirm pricing method, available budget/funding source, invoicing rules, and whether proposer pricing should include travel, supplies, and equipment.
- ☐ Confirm evaluation committee/scoring and protest procedure.