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Introduction Date	6/29/16
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Enactment Date	6/29/16



OAKLAND UNIFIED
SCHOOL DISTRICT

Community Schools, Thriving Students

Memo

To Board of Education

From Devin Dillon, Chief Academic Officer

Board Meeting Date June 29, 2016

Subject **Selection and Purchase of Instructional Materials**

Action Requested **Approval of Resolution 1516-0279 to Select and Purchase instructional Materials**

Background and Discussion

Approval by the Board of Education of the Resolution to Select and Purchase Instructional Materials and Approval of the Purchase. Under the Education Code, Board Policy 6161.1(a), and Administrative Regulation 6161.1, the Board has the authority to select for use in District schools instructional materials, including without limitation, textbooks, technology-based materials, and other educational materials that are aligned with the state academic content standards. The recommendations are based on a thorough review process by a committee comprised predominantly of teachers, but also teacher leaders and content experts. The recommendation is to adopt the following: "Engage New York" by EL Education and the Elementary ELA curriculum "Lucy Calkins Units of Study" by Heinemann, "Words Their Way" by Pearson, "SIPPS" by Center for the Collaborative Classroom and Classroom Libraries for Elementary curriculum; Spanish, "¡Qué Chévere!" EMC School, Spanish for Spanish Speakers, "Taller," "Revista," and "Imagina," Vista Higher Learning and French, "T'es branché?" EMC School.

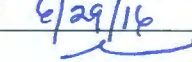
The resolution also authorizes the purchase of such instructional materials in accordance with the price quotes for a sum not to exceed \$2,207,598 with Lottery Funding.

Recommendation Approval of Resolution 1516-0279 to select and purchase instructional materials

Fiscal Impact \$2,207,598 to be paid from Lottery Funding

Attachments Resolution number 1516-0279

- Exhibit A Reports of Review Process
- Exhibit B Price Quotes

Legislative File	
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By:	

**RESOLUTION OF THE BOARD OF EDUCATION OF THE
OAKLAND UNIFIED SCHOOL DISTRICT
RESOLUTION 1516-0279**

SELECTION AND PURCHASE OF INSTRUCTIONAL MATERIALS

WHEREAS, pursuant to Board Policy 6161.1(a), the Governing Board is responsible for selecting textbooks and other instructional materials for use in District schools;

WHEREAS, the State Board of Education has approved standards for curriculum, certain curriculum frameworks, and has approved a list of basic instructional materials for use in Kindergarten through 8th grade;

WHEREAS, the Governing Board shall select instructional materials for use in grades Kindergarten through 8th grade or have otherwise been determined to be aligned with the state academic content standards;

WHEREAS, the Governing Board shall select instructional materials for grades 9-12 upon determining that the materials are:

- Aligned to applicable academic content standards;
- Are provided by publishers that comply with legal requirements;
- Do not reflect adversely upon persons because of their race or ethnicity, gender, religion, disability, nationality, sexual orientation, occupation, or other characteristic listed in Education Code 220, nor contain any sectarian or denominational doctrine or propaganda contrary to law;
- Are accurate, objective, current , and suited to the needs and comprehension of district students at their respective grade levels;
- With the exception of literature and trade books, use proper grammar and spelling;
- Do not expose students to a commercial brand name, product, or corporate or company logo unless the Board makes a specific finding that the use is appropriate;
- Support the district's adopted courses of study and curricular goals
- Contribute to a comprehensive, balanced curriculum
- Demonstrate reliable quality of scholarship as evidenced by:
- Provide for a wide range of materials at all levels of difficulty, with appeal to students of varied interests, abilities and developmental levels
- Include materials that stimulate discussion of contemporary issues and improve students' thinking and decision-making skills

- Contribute to the proper articulation of instruction through grade levels
- Have corresponding versions available in languages other than English as appropriate
- Include high-quality teacher's guides
- Meet high publishing standards in terms of the quality, durability and appearance of paper, binding, text and graphics
- Upon adoption of standards by the SBE, not exceed maximum textbook weight standards
- Meet the standards for social content that portray in a realistic manner democratic values, cultural pluralism, and the diversity of the state's population, and emphasize people in varied, positive, and contributing roles;

WHEREAS, as summarized in Attachment A, instructional review committees comprised predominantly of teachers, teacher leaders and central office content specialists, with the majority of the participants being teachers, reviewed instructional materials for potential use in District schools and found the following to meet the standards for adoption. Therefore, the following instructional materials are recommended for adoption by the Governing Board:

Middle School English Language Arts: Expeditionary Learning/ EngageNY

Spanish, "¡Qué Chévere!" EMC School

Spanish for Spanish Speakers, "Taller," "Revista," and "Imagina," Vista Higher Learning

French, "T'es branché?" EMC School

Units of Study for Teaching Reading, Heinemann

Units of Study for Teaching Writing, Heinemann

Leveled Classroom Libraries, BookSource

SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words), Center for Collaborative Classrooms

Words Their Way, Pearson

NOW, THEREFORE, BE IT RESOLVED that the Board of Education hereby finds that the instructional materials listed in Attachment A meet the standards for adoption and hereby selects the instructional materials listed in Attachment A for use in District schools.

BE IT FURTHER RESOLVED, that the Board further authorizes the issuance and payment of purchase orders in conformity with the price quotes attached as Exhibit B for the purchase of the instructional materials as summarized below, with the asterisked purchases to be paid with deferred payment over three years:

Vendor	# of Books	Description	Total Price
Copyrite	8859	English & Spanish Open Court Decodables	\$131,903.97
Follett	38505	EngageNY Middle School Novels	\$269,837.23
Pearson	75000*	Words Their Way (25000 for 3 years)	\$574,925*
HWTears	8873	Handwriting Without Tears	\$86,573.94
Collaborative classroom	7125	SIPPS	\$401,338.00
VISTA	1630	Taller, Revista, Imagina,	\$163,597.08
EMC Publishing	16719*	Que Chevere (purchase over 3 years)	\$455,938.56*
EMC Publishing	3819*	T'es Branché? (purchase over 3 years)	<u>\$123,483.36*</u>
			<u>\$2,207,597.14</u>

PASSED AND ADOPTED by the Board of Education of the Oakland Unified School District this 22nd day of June, 2016 by the following vote:

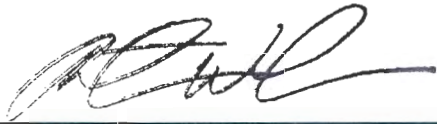
AYES: Jody London, Aimee Eng, Jumoke Hinton Hodge, Shanthi Gonzales, Vice President
Nina Senn, President James Harris

NOES: None

ABSTAINED: None

ABSENT: Roseann Torres

CERTIFICATION I hereby certify that the foregoing is a full, true and correct copy of a Resolution passed at a Special Meeting of the Board of Education of the Oakland Unified School District held June 29, 2016.

A handwritten signature in black ink, appearing to read 'Antwan Wilson', is written over a horizontal line.

Antwan Wilson
Superintendent and Secretary, Board of
Education

Exhibit A
Summary of Review Processes

Elementary Literacy Proposed Adoption 2016-17

Department of Teaching and Learning, Literacy Unit

Summary Recommendation

The Elementary Language and Literacy Unit of the Department of Teaching and Learning recommends adoption of the following curricula for Elementary Literacy:

- Units of Study for Teaching Reading, Heinemann
- Units of Study for Teaching Writing, Heinemann
- Leveled Classroom Libraries, BookSource
- SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words), Center for Collaborative Classrooms
- Words Their Way, Pearson

Background and Needs

The Elementary ELA Open Court textbooks currently in elementary classrooms are outdated and based on the previous California State Standards. As teachers shift their instructional practice to implement the Common Core State Standards, and our instruction and materials become more aligned with the standards, our district needs strong curricular resources developed to address these new standards. The new materials will provide students with the literacy content and learning experiences they need to develop their language fluency, reading and writing skills, and overall competency. It is essential that our elementary schools continue to provide quality balanced literacy instruction in order to prepare all students for success in their academic careers.

Fiscal Impact

INSTRUCTIONAL MATERIALS	COST
Calkin's Units of Study, Heinemann -Replacement Costs Only	\$10,000.00
Leveled Classroom Libraries, BookSource -Replacement Costs Only	\$10,000.00
Words Their Way, Pearson (3 year commitment)	\$183,000.00
SIPPS, Center for Collaborative Instruction	\$539,550.00
TOTAL COST	\$742,550

Elementary Language and Literacy Theory of Action

Purpose: The district is shifting toward a Balanced Approach to Literacy to support students meeting or exceeding the demands of the CCCSS.

GOAL: Through our work with CCTLs, TSAs, classroom Teacher Leaders, Principals, Centralized PD we will Increase elementary teacher capacity around reading, writing and language instruction with a focus on Small Group Instruction and the 4Ts .

Problem of Practice: If all elementary sites support teacher capacity to implement a Balanced Approach to Literacy Instruction (Word Study, Reading and Writing Workshop with Small Group/Conferring, Shared/Close Reading, Interactive Read Aloud, Interactive/Shared Writing) through collaborative, data-based professional learning cycles, **then** the number of students who are below benchmark on the F & P and SRI assessments will decrease by 20% from BOY to EOY for 2015-16.

By: *How will we know if we have done this?*

Expected outcomes:

1. Increase students' engagement and capacity to read, and write independent, instructional and grade-level complex text, as measured by F & P, SRI, and On-Demand Writing Assessments and other on-going formative assessments (running records, conference notes).
2. Increase teacher capacity to offer assessment-based differentiated instruction at students' independent and instructional levels as measured by F & P scores, SRI, and On-Demand Writing Assessments
3. Teachers will see a progression in their own practice of teaching Balanced Literacy as measured by surveys in November and June.
4. We will see an increase in the number of literacy components that are consistently implemented at every school site as measured from the Implementation survey BOY to the EOY.

Context (where we've been)

OUSD's Balanced Approach to Literacy is an amalgamation of best practices from Teacher's College Reading and Writing Project and Fountas and Pinnell. Since 2012, the number of schools implementing Balanced Literacy has grown from 6 to 53, with the degree of implementation varying greatly from site to site. We have supported this shift with materials, assessment, curriculum, coaching, and professional development.

2012-2013

- 6 BAL cohort schools were chosen. Emerson, TCN, Acorn Woodland, Redwood Heights, Reach, Sankofa. These schools were supported by having teacher leaders attend the Reading and Writing Workshop training offered by Teachers College Reading and Writing Project (TCRWP)
- Summer of 2012 TCRWP came to Oakland and provided training in Reading Workshop to 100+ teachers in the BAL cohort.
- ELA central specialists supported these sites with continued coaching and professional development.

- ELA central specialists supported the other 47 schools in the district with a teacher leader model. Every school had a literacy teacher leader who attended a 4 day summer training as well as monthly trainings. These meetings focused on the implementation of the interactive read aloud component.

2013-2014

- 6 additional schools were added to the BAL cohort. These schools were Grass Valley, Chabot, Laurel, Bella Vista, La Escuelita, Markham.
- Spring of 2013 the newly published Teachers College Writing Units of Study were purchased for every elementary teacher.
- August, October, and January BBD the ELA central team provided half day district wide trainings to support Writing Workshop.
- The ELA central team continued to provide coaching and professional development support to the BAL cohort schools.
- Summer of 2014 BAL 101, a 3 day training that introduces the different components that make up a Balanced Approach to Literacy, was offered by the central ELA team. Approximately, 400 teachers attended these trainings.

2014-2015

- The implementation of BAL was rolled from 12 cohort schools to the whole district. At the same time the central ELA department was cut in half. This reduction in staff, as well as the increase in schools, meant that the central ELA department had a very "light touch" strategy with schools. However, central specialist did have focus schools that they supported half a day a week. These schools were: Laurel, Lincoln, New Highland, Rise, Montclair, Fruitvale, and Hoover.
- To support the "light touch strategy" we rolled out our Next Steps to BAL 101 (BAL 201) to our all elementary school sites by providing monthly professional learning modules to our school site TSAs. These professional developments were largely focused on conferring with readers. Although open to all sites through TSAs and sub release we had about 30 sites who regularly participated.
- Our support for our Teacher Leaders focused on deepening their content knowledge around BAL in their own classrooms.
- OUSD leadership supported the purchase of, and the ELA Central Team, coordinated the selection and distribution of:
 - leveled classroom libraries, guided reading libraries, Benchmark Assessment System Kits, Interactive Read Aloud books
- The central ELA team began a website and monthly newsletter in order to reach the entire district and increase awareness and understanding the importance of BAL

Summer 2015

- OUSD leadership financially supported and the central ELA team coordinated the contract with TCRWP to provide a Training of Trainers for Reading Workshop. Over 200 + teachers and administrators attended from 90% of our school sites.
- The ELA Team provided 3 trainings in June that were the next steps to BAL 101 so we named BAL 201. Each training had approximately 100 teachers attend. These trainings were:
 - Going Deeper with Informational and Opinion Writing

- Engaging ELLS in Reading and Writing Workshop
 - Conferring and Small Group Instruction Within Reading and Writing Workshop.
- The ELA Team provided a 1 day BAL 101 training in August for about 100 teachers
- The ELA Team provided a 1 day F&P BAS training in August for about 80 teachers
- OUSD leadership supported the purchasing and central ELA supported the selection and distribution of the Reading Units of Study, Words Their Way, LLI , and classroom libraries.

Central Professional Learning

Since August 2013 The Central Elementary ELA Team has trained:

- 200 elementary teachers in Writing Workshop
 - 800 elementary teachers in BAL 101
 - 200 elementary teachers BAL 201 (See June, 2015 description)
 - 200 elementary teachers in BAS training, the diagnostic assessment for Fountas & Pinnell
- In addition, since August 2014, the Central Elementary ELA Team has coordinated training provided by Heinemann trainers for:
 - 500 elementary teachers for the BAS training
 - 300 elementary teachers for the Guided Reading Training
 - 100 LLI teachers

Context (Results)

- In surveying our ELA Leads with the BAL Implementation Survey ([Fall](#)) ([Mid-Year](#)) and through our observation, Balanced Literacy is firmly in place in 10 schools, with 80-100 % of teachers implementing all components and established cycles for continuous improvement. Two of these schools (Garfield and Think College Now were accepted as TCRWP Lab Schools for the 15-16 school year). Balanced Literacy is partially being implemented in 23 schools. BAL is not being implemented on a wide scale at 14 sites.
- Based on an implementation survey completed by elementary TSAs:
 - The structure Reading and Writing Workshop (Minilessson, Independent Work Time, Share/Closing), is happening in a majority of classrooms , but small group instruction is only happening in half the classrooms, and conferring instruction is happening in less than half of the classrooms.
 - Half of our sites are implementing Word Study in most to all classrooms. At the other half of our sites, Word Study is only happening in 50% or less of the classrooms.
 - Interactive Read Aloud and Shared/Close Reading is occurring on a weekly basis in most classrooms
 - Interactive/Shared Writing is happening on a weekly basis in a few schools.

Elementary Curriculum Adoption Timeline

Date	Action	Publisher
5/13	Former Chief Academic Officer, Maria Santos purchased the Writing Units of Study with Mentor Texts for every elementary classroom. This was purchased out of one time funds.	Heinemann
5/14	Former Chief Academic Officer Maria Santos purchased the leveled libraries for every elementary classroom. This was purchased out of one time funds. We had 6-7 different vendors out to present collections to selection committee made up of teachers and TSAs.	Booksource for English K-5 and Lectorum for Spanish Mondo for K
5/14	Former Chief Academic Officer Maria Santos purchased F&P BAS Kit for every English elementary teacher. We had a selection committee that looked at DRA, F&P and Amplify. The committee chose the F&P for English and Spanish, but DRA was chosen for DUAL Language because spanish assessments go up to fifth grade.	Heinemann Scott Foresman
5/14	Former Chief Academic Officer Maria Santos purchased 2 Scholastic Guided Reading Libraries for every elementary school. Each library contains 10 titles of sets of 6 books per level A-Z. 520 titles x 6 books. These were purchased out of one time funds.	Scholastic
Spring 2015	A call went out to all teachers that wanted to help select the Reading comprehension curriculum. A selection committee of about 50 teachers were presented curriculum from: <ul style="list-style-type: none"> • Schoolwide • Core Ready-Pearson • TCRWP Reading Units of Study-Heinemann The selection committee chose TCRWP Reading Units of Study. Devin Dillon purchased the RUOS out of one time funds	Heinemann
Spring 2015	There was an ask to look at other word study curriculum. As a team we knew that Pearson's Words Their Way was an excellent curriculum, but we also knew that it was not enough for our K/1 teachers. As a team we looked at the following curriculum for our K-1 classrooms: <ul style="list-style-type: none"> • Reading Horizons 	Pearson

	<ul style="list-style-type: none"> • Bookshop • New OCR • Mondo Phonics • F&P Word Study • SIPPS <p>We narrowed it down to Mondo and Reading Horizons, and had a selection committee made up of K/1 teachers. This group of teachers selected the Reading Horizons. The team decided that it was too much to adopt 2 new word study programs in one year, and that OCR covered a lot of what was missing in the WTW program.</p>	
Spring 2016	<p>The team was asked to look at replacements for OCR for K-2. The team looked at:</p> <ul style="list-style-type: none"> • SIPPS • Reading Horizons • Mondo Phonics <p>The team chose SIPPS.</p>	Center for Collaborative Classrooms

The World Language Spanish & French Proposed Adoption 2016-17

Office of English Language Learner and Multilingual Achievement

February 2016

Summary Recommendation

The ELLMA office recommends adoption of the following curricula for Spanish, Spanish for Spanish Speakers, and French instruction in our secondary schools:

- Spanish, "¡Qué Chévere!" EMC School
- Spanish for Spanish Speakers, "Taller," "Revista," and "Imagina," Vista Higher Learning
- French, "T'es branché?" EMC School

Background and Needs

The *World Language* textbooks currently in secondary language classrooms are outdated and based on the previous California State Standards. As teachers shift their instructional practice to implement the Common Core State Standards, and our instruction and materials become more aligned with the standards for the Advanced Placement Exam, our district needs strong curricular resources developed to address these new standards. The new materials will provide students with the language content and learning experiences they need to develop their language fluency, cross-cultural knowledge, and overall competency. It is essential that our high schools continue to provide quality world language instruction in order to meet our obligation to provide access to A-G requirements for all students.

Fiscal Impact

Spanish and Spanish for Spanish Speakers are by far the most common World Language courses in OUSD and as a result the fiscal impact of this adoption is significant. Originally intended for 2015-16, this adoption has already been delayed one year for fiscal reasons. See detailed quotes [here](#).

LANGUAGE	COST
Spanish, "¡Qué chévere!"	\$962,818.56
Spanish for Spanish Speakers, "Taller," "Revista," and "Imagina."	\$203,977.35
French, "T'es branché"	\$260,763.36

	TOTAL COST	\$1,427,559.27
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Selection Committee & Process

District World Language Teacher Leaders, with the support of Teacher Leader Jose Espinoza at Oakland High School and the English Language Learner & Multilingual Achievement Office, continue on an 18-month process of instructional materials review and classroom-based analysis with extensive participation from OUSD secondary World Language teachers.

Twenty-three World Language teachers at the secondary level and one from middle school comprised the World Languages Instructional Materials Selection Committee. A smaller Teacher Leader Committee spent four months examining various instructional programs appropriate to each language and instructional level. The twenty-four teachers were involved in piloting for a period of four to eight weeks between January and March 2015 for the purpose of selecting the final materials by rubric. Upon selection, the teachers continued using the selected textbooks and online resources in their classrooms, having meaningful conversations about them with a counterpart and providing written feedback to the World Languages leadership and sharing out their experiences with the rest of the World Languages teachers until the end of the 2014-2015 school year.

Further training on the Spanish and French materials was provided during the Summer of 2015 and continued support and discussions have been held related to the books being used until present, January 2016. New teachers were added to the piloting list according to the level and language they teach. Currently there are 16 piloting teachers using textbooks of one or more levels of a language.

On Wednesday PDs, group work has been done on Scope and sequence using the new materials; questions, observations, suggestions on what to use was discussed by level and language groups. Piloting teachers served as leaders in this PD and their findings were presented to the rest of the participating group. Crucial PD will be delivered on January 29 at the request of piloting teachers to use Passport which allows the use of all online resources for the piloting curriculum in one place. Currently teachers access different resources from different portals. Additionally, piloting teachers share best practices using the instructional materials to acquaint other teachers with the textbooks.

Book reviews have been submitted by the piloting teachers for the Fall semester; all positive and with pertinent questions as we get to know the books better. More reviews and conversations will continue throughout the Spring semester on developing a common scope and sequence and district wide assessments.

The adoption process was based on *Revised Publisher's Criteria for CCSS in ELA and Literacy*, developed by the Council of Great City Schools, and adapted in part by the World Languages Teacher Leader group. There are three analysis tools contained in the framework (partially adapted by the group) that were used to evaluate each set of instructional materials, creating a common criteria regardless of the language and level:

- o Tool 1: World Languages Metrics Scoring Sheet
- o Tool 2: Non-negotiable and Alignment Criteria Narrative
- o Tool 3: Important Additional Considerations on Instructional Technology, Intervention, and Professional Development

World Languages Pilot and Adoption Timeline

- In August 2014, World Languages Teacher Leaders reviewed the current options in World Languages curriculum offered by various publishers and developed a World Languages Pilot and Adoption Timeline (Appendix A).
- From September 2014 to December 2014, the World Languages Teacher Leaders met on a monthly basis to discuss in part World Languages Instructional Materials options and to plan engagement days with publishers and World Languages teachers in OUSD. These engagements with publishers and World Language teachers took place in October and December 2014. From the first engagement a list of possible curriculum to be piloted at various levels of each language was created. (Appendix B). The second engagement was a continuation of the process, and allowed teachers from the same language groups to collaborate on selecting the best materials and deciding which teachers would pilot which curriculum.
- On January 29th, 2015, a total of 29 teachers across OUSD were invited to the World Languages Instructional Materials Piloting Committee, with 24 teachers comprising the final group (Appendix C). The World Language Pilot teachers (Appendix D), guided by World Languages Coordinator Jose Espinoza of Oakland High School, collaborated to give their analysis and feedback on the particular language and level of World Languages Instructional Materials they piloted (Appendix E). This feedback, along with the three tools connected to the Revised Publisher's Criteria for CCSS in ELA and Literacy mentioned above, was utilized to make the final recommendation for the instructional materials adoption (Attachment A). A Google Drive folder containing the comprehensive feedback from all World Languages Selection Committee members, including reviews of curriculum materials that are not in this recommendation, can be found at [here](#).
- From February-May 2015, selected materials continued being used by 14 teachers representing 6 different sites. Teachers paired with counterparts, highlighting pros and cons. Reviews were submitted and are kept in the drive (above).
- In August 2015 further training for piloting and non piloting teachers was provided for both Spanish and French. Discussion took place with World languages Leadership team representing various schools to reaffirm continuation of selected Instructional materials.

- In September-October 2015, new sets of textbooks were received by teachers teaching different levels according to their new teaching assignments and new piloting teachers were added to the list. Currently we have 16 teachers representing 6 schools throughout the district.
- In October 2015 a discussion of re-opening the pilot to other materials with department chairs from all sites was held based on concerns from one site. Decision was to continue with selected texts was approved by the leadership with all in favor. further training and conversations continued on experiences using the new books.
- December 2015, A new set of book reviews by piloting teachers was submitted and extension of pilot for the next semester with the publishers.
- January 2016, a new set of discussions by language and level on a Wednesday PD on scope and sequence and sharing observations. PD on Passport by publishers to have access to all teachers' online resources on one portal.

2015-16 Middle School ELA Pilot and Adoption

Executive Summary

This report describes the pilot and evaluation process for our Oakland Unified School District (OUSD) English Language Arts curriculum adoption for grades six through eight. Our process included central office vetting and analysis, extensive teacher implementation and assessment, and feedback from principal administrators, supervisors, and parents. Links to data, agendas, and excerpts of the final three curricula contenders can be found within this document. This report concludes that Expeditionary Learning/EngageNY is the best candidate for a high-quality curriculum adoption, and includes further recommendations regarding its implementation. All teacher materials, from curriculum maps to daily lessons, can be found digitally on the open source [EL Education website](#).

Context

By the 2016-17 academic year, it will be more than a decade since we adopted the Holt Literature & Language Arts textbooks, and six years since California adopted our Common Core State Standards. Our secondary English Language Arts teachers have largely been left alone to create and borrow teaching materials. While this freedom has led to the development of innovative and compelling units, this curricular “Wild Wild West” has not given clear guidance or support to our relatively novice teacher population. As of this writing, our overall OUSD average yearly turnover rate is 18%, a percentage that nearly doubles in our middle schools, which lose 33.2% of their teachers every year (more information can be found in Appendix A). The result? More than one-third of our middle school teachers have three or fewer years of experience. Nearly 75% of our students who took the end-of-year SBAC in 2015 scored below standard. Our January 2016 Mid-Year Scholastic Reading Inventory data identifies that of the 6,562 sixth through eighth grade students who took the assessment, 55.6% (N=3,646) scored multiple years below grade level, and another 9.9% (N=648) scored one year below grade level. Given these conditions, it is time for us to adopt a curriculum that meets the needs of both our teachers, who enter the profession and our district with aspirations to change student lives, and our diverse students, who are more brilliant, resilient, and talented than currently reflected in assessment data.

Goals and Process

We do not believe in a “teacher-proof” curriculum. Rather, we want curriculum to be professional “campfire” around which teachers gather to build community and a shared understanding of the complex process of teaching. Importantly, though we know that teachers derive great professional satisfaction from designing their own units, we also recognize that the work of a teacher extends well past the school day, and want to reduce the exhaustive scramble that Susan Moore Johnson, principal investigator for the Project on the Next Generation of Teachers and professor at the Harvard Graduate School of Education, describes in her article “[Lost at Sea: Without a Curriculum, Navigating Instruction Can Be Tough—Especially for New Teachers](#).” She writes that novice teachers “struggled day-to-day to prepare content and materials instead of developing a coherent plan to address long-term objectives. Rather than lamenting a lack of freedom or expressing a need to assert their autonomy, they longed for greater specification of their curriculum—both what to teach

and how to teach it.” Time is a valuable commodity. In adopting a curriculum, we seek not to decrease autonomy, but to provide a resource so that teachers can spend their already limited time to reflect on student work, and make appropriate accommodations and modifications to instruction and curriculum.

Some considerations and positions we came to as we moved through the pilot and adoption process:

- We wanted to avoid adopting textbooks that can quickly become stale, and that frequently include texts in the public domain--we suspect in some part because of cost-savings for the publisher--and ultimately fail to engage students.
- At the same time, we were looking for curricula that provide opportunities students to grapple with complex texts, and includes short texts that allow for deep investigation across themes and topics, without sacrificing deep, immersive experiences with full-length texts.
- No single curriculum will be able to meet all desired criteria, and regardless of which curriculum is ultimately adopted, ongoing planning time, collaboration, and teacher input will be necessary to our collective success.
- The California Curriculum and Instruction Steering Committee does not in fact stipulate that teachers implement the pilot curricula in their classes as part of program evaluation. However, as a central team we did not believe a “committee review” of materials, absent a structured and monitored pilot process with teachers, would provide sufficient data about whether the curricula would meet our district’s needs. All interested sixth through eighth grade English Language Arts and Core/Humanities teachers were eligible and invited to participate as piloting teachers. We are extremely proud and grateful to those participating teachers, principals and administrators, and parents who went above and beyond to attend additional meetings, study and analyze new curricula, and provide feedback.
- Teachers and administrators should be aware of our central [Core Curriculum Waiver Request Form](#). Please direct questions regarding this process to Deputy Chief of Teaching & Learning, David Chambliss.

Pilot and Adoption Timeline (2015 - 2016)

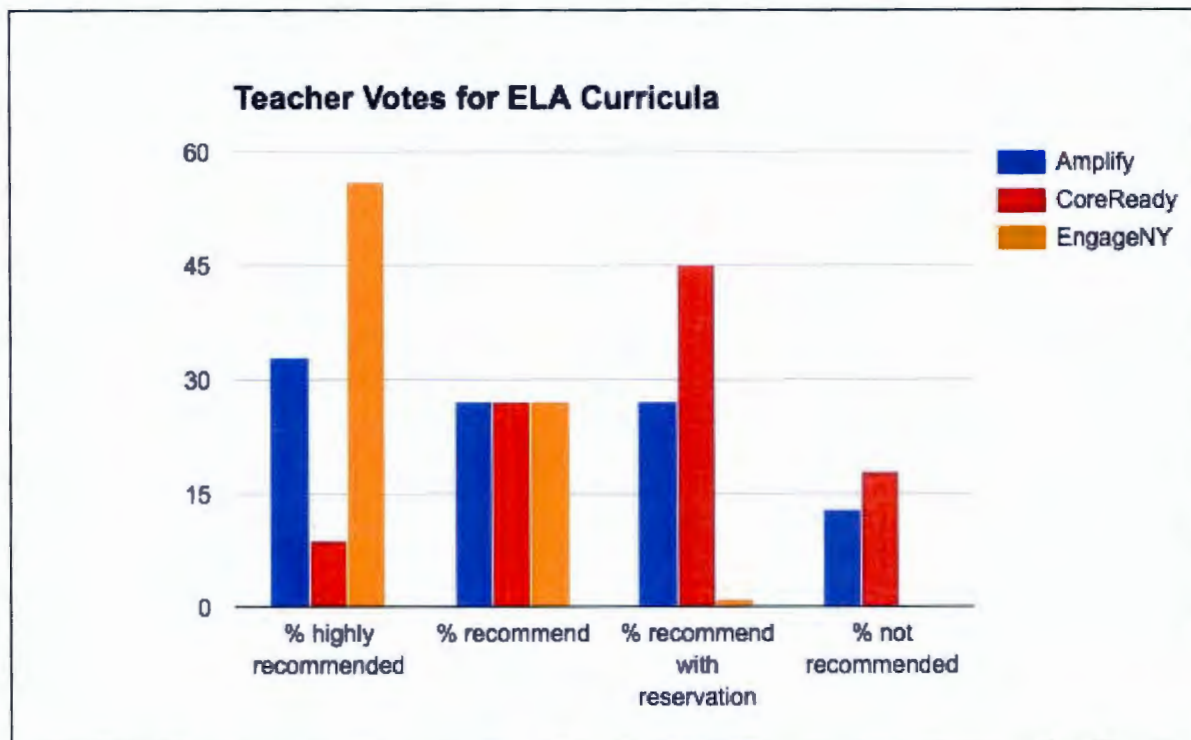
We began engaging our teacher community around our 2016 ELA Curriculum Adoption in the Spring of 2014. What follows is a timeline of stakeholder engagements in this process.

October 2015	Central specialists and administrator began reviewing available curricular options.
February 2015	ELA Teacher Leaders reviewed and revised a curriculum survey to identify our English Teacher needs for a curriculum adoption.
March 2015	ELA Teacher Leaders finalized and implemented curriculum survey with their site departments.
April 2015	ELA Teacher Leaders reviewed survey data, identified patterns and implications for piloting, and defined Curricular Criteria we would like to collectively see in our adopted materials. Embedded in our Criteria is the Social Content Review of curricular materials.

May 2015	Principals and networks invited to provide input via surveys for curriculum adoption. ELA Teacher Leaders provided initial feedback about curricula.
June 2015	"Request for Information" sent to curriculum publishers. Application to participate in pilot released. All who applied were accepted as piloting teachers.
August 2015	Pilot Day 1: Publishers presented their curricula to teachers, and teachers ranked their preferences. (Agenda) All teachers were matched with their first or second choice curriculum.
September 2015	Pilot Day 2: Teachers trained by publishers in their selected curricula, and received materials when available. (Agenda)
November 2015	Pilot Day 3: Teachers brought implementation questions and challenges to receive support from publishers and fellow teachers. Teachers completed first round of evaluations against the Curricular Criteria . (Agenda)
September - December 2015	All piloting teachers were observed implementing the curricula by central ELA specialists at least once, with observation data collected in "Selective Scripting" notes, and debriefed with the central specialists.
December 2016	Teachers brought student work to analyze the the degree to which the curricula meet/do not meet student needs. Teachers completed second round of evaluations against the Curricular Criteria . (Agenda)
January 2016	Teachers created and delivered presentations to share the strengths and weaknesses of their curricula with each other, and submitted final votes on all curricula. (Agenda) Teachers received and delivered a student survey to collect student feedback about their experience with the curricula. Began coordinating parent engagement opportunities.
February 2016	Central ELA team review of final three contenders, Amplify , Core Ready , Expeditionary Learning/EngageNY , against the Curricula Criteria.
March 2016	ELA Specialists presented pros and cons (based on teacher and central office review) of the three final contenders: Amplify, Core Ready, and Expeditionary Learning/EngageNY to Principals (PPT) . Principals viewed videos, a powerpoint with summaries of the curricular options, and reviewed unit maps. After a discussion, principals voted on their preferred option.
April 2016	Parent Review: Parent Agenda (English and Spanish)

Teacher Data

Teachers who participated in the ELA curricular pilot rated the five different curricular options using our [Curricular Criteria](#). Of the five we piloted one was deemed not appropriate as a tier one curriculum, and recommended it as a tier two intervention. A second was eliminated as it did not meet many of the rubric criteria.



This graph illustrates the percentage of “highly recommended” ratings, “recommended” ratings, “recommended with reservation” ratings, and “not recommended” ratings.

Amplify:

Amplify is a digital curriculum embedded with text annotation and interactive, graphic activities. For example, in one lesson about Poe’s *Tell-Tale Heart*, students “cartoon” the plot of the short story. The program also encourages extensive writing, a skill we are seeking to build as we prepare students for the Common Core State Standards, and ultimately, success in college and career.

Thirty-three percent of teachers “highly recommended” Amplify, coded blue in the graph, twenty-seven percent of teachers “recommended,” twenty-seven percent “recommended with reservation,” and thirteen percent “did not recommend” Amplify for adoption.

Amplify Strengths	Amplify Weaknesses
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<ol style="list-style-type: none"> 1. Writing Practice <ol style="list-style-type: none"> a. Focus on skills like “show not tell,” “use vivid verbs,” etc. b. Writing in every single lesson 2. Spotlight Wall <ol style="list-style-type: none"> a. Program allows you to easily cut and paste student work to spotlight it for the class. It also tracks who you have spotlighted, so it’s more equitable, and students are motivated. 3. Reporting Data <ol style="list-style-type: none"> a. Tracks teacher feedback and how many WPM students write b. Generates teacher friendly reports 	<ol style="list-style-type: none"> 1. Lack of Diversity and Unexamined Bias <ol style="list-style-type: none"> a. For example, Raisin in the Sun and Langston Hughes’ poems are totally decontextualized and are missed opportunities to connect to history, students’ lives, larger world. 2. Backward Design Elements <ol style="list-style-type: none"> a. No learning targets, no essential questions, difficult to identify the summative task, no student exemplars. 3. Language <ol style="list-style-type: none"> a. Limited opportunities for student discussion. b. Inconsistent scaffolds and supports to foster oral output and academic discussions using academic language.
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In addition to our own OUSD feedback, we were also put in contact with a curriculum coordinator for Miami-Dade County, Florida. Ten schools out of five hundred are currently participating in a pilot of Amplify there, and two of those schools have similar demographics to Oakland. Each school selected one sixth grade teacher to pilot this year, and will expand to seventh grade in 2016-17. Miami-Dade will only be adopting digital curriculum and 100% of all their curricula is delivered via computers or tablets. When asked how students and teachers felt about this intensive computer time, the coordinator told us that this is the expected format and district policy for instruction.

The benefits they saw from implementation of Amplify were increased high-stakes test scores for a sample group of students, as well as an increase in writing production. The two challenges the curriculum coordinator shared with us were that the comprehension questions provided in Amplify are not rigorous, and that the curriculum focuses too heavily on narrative.

Since we heard from our teachers that one of their concerns about Amplify is its lack of cultural responsiveness, we were careful to ask how Miami-Dade was experiencing this gap. The response was, “Not all schools need to focus on that [cultural responsiveness],” so it appears that this is not a priority for their district. When questioned about opportunities for authentic student conversation and discussion, it did not appear that academic discussion as a high-impact language practice for English and Academic Language Learners was a priority either. Amplify initially received the second most positive response from piloting teachers, in large part because of a teacher’s presentation of its strengths on our final, January 2016 Teacher Vote Day (see: Timeline on pages 2-3 of this document). However, six weeks later, the same teacher voiced major concerns about the curriculum. According to her, while some units were relevant, activity-based, and engaging to

students, others were “not usable at all” because the lessons were “boring and repetitive,” and missing basic scaffolding for challenging texts. When units are organized around culturally relevant texts, for instance, one focused on the writing of Frederick Douglass, lessons ignored historical context entirely, which has implications for our Social Content Review of curriculum, Education Code Sections 60040-60045 (although Amplify is on the approved California adoption list, we do not believe the curriculum meets the spirit of the Education Code). As a general pattern, the teacher noticed that while the Common Core calls for our students to engage deeply in short, complex texts, Amplify’s repetitive use of the strategy led to, in the words of Kylene Beers and Bob Probst, “rigor mortis, not rigor.” This teacher ended up abandoning Amplify’s online platform in the instance of the Frederick Douglass unit because she was spending so much time creating her own materials. Another teacher described Amplify as “Open Court for Middle School,” which is certainly not our desired orientation for a curriculum adoption.

Core Ready:

Core Ready is a reading and writing workshop approach to curriculum designed by Pam Allyn out of Teachers College. It provides units of study for the following genres: Literary Analysis, Narrative, Expository, and Argumentative. One reason Core Ready was selected as a curriculum to pilot because it provides autonomy for teachers in terms of which texts they want to teach within each unit of study. Core Ready provides genre specific lessons that are generalizable to specific texts.

Nine percent of teachers “highly recommended” Core Ready, coded red in the graph, 27 percent of teachers “recommended,” 45 percent “recommended with reservation,” and 18 percent “did not recommend” Core Ready as the curriculum of choice for OUSD adoption.

Core Ready Strengths	Core Ready Weaknesses
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<ol style="list-style-type: none"> 1. Focused & Generalizable <ol style="list-style-type: none"> a. Has teacher and student-friendly learning targets. Each lesson clearly drives toward a learning goal. b. Students can apply previous learning and concepts to next lesson and individual texts, which can build to independence. 2. Flexibility <ol style="list-style-type: none"> a. Teachers can choose texts they will use to make more culturally relevant and appropriate for student reading levels. 3. Ease of Implementation <ol style="list-style-type: none"> a. Core Ready lesson sets are easy to follow, routinized, and manageable. b. Lessons follow consistent format and structure. c. "This is how you teach the writing process." 	<ol style="list-style-type: none"> 1. Differentiation <ol style="list-style-type: none"> a. Lacks authentic supports and scaffolds for special education and ELLs. Suggested modifications are generic and provide lesson specific supports. b. Limited opportunities for independent leveled reading. 2. Language <ol style="list-style-type: none"> a. Word attack skills and determining vocabulary meaning from context not addressed. b. Limited scaffolds and supports to facilitate oral output and academic discussions. 3. Flexibility <ol style="list-style-type: none"> a. With great amount of choice there is danger of decreasing rigor. How will teachers find grade level text? Does flexibility lead to decreased rigor?
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We were connected with a site-based instructional coach in a Wisconsin school district to learn more about their implementation of Core Ready. The district only has a single middle school. The school is a Title I (low-income) school, with 800 students, and although there are some Native American and Latino students, it is not very diverse. Because elementary teachers in the district thought so highly of their pilot of Core Ready, the middle school began to pilot the 6-8 materials this year. They are fully implementing two units this year, and plan to add two more in 2016-17, and the final (fifth) unit in 2017-18.

Prior to the using Core Ready, the teachers in the school did not have common language and framework for content and instruction. For example, teachers discussing argumentative writing had different definitions for it, and the use of Core Ready helped them achieve a more collective and coherent understanding. In terms of implementation, teachers found that Core Ready's spiraling approach of repetition and practice helped students internalize and use key English content language and verbiage. The curriculum does provide more teacher choice because the lessons are not necessarily "text-dependent." Teachers can swap in more high-interest texts for those suggested in Core Ready's appendix, which the Wisconsin coach also acknowledged as more work for teachers to identify which texts would serve as effective replacements. Finally, the coach also noted that teachers found insufficient direct grammar instruction in the curriculum, and their district is in the process of identifying how best to address grammar.

We also observed and interviewed a third-year teacher at local K-8 charter school, ASCEND, using the Core Ready materials. According to her, because the lessons are both focused and generalizable, and are structured in a workshop model, Core Ready, in its design, gives students the opportunity to take what they're learning in the whole class and apply it to their own texts and tasks. The time with this teacher was particularly rich because she had also implemented Expeditionary Learning/EngageNY, our third contender. She preferred the generalizable structures in CoreReady, but missed the richness of the text and some of the activities and structures in Expeditionary Learning/EngageNY. She also shared that the complexity of Expeditionary Learning/EngageNY required more professional support than she had received. Finally, she told us she would skip a number of lessons within EngageNY, a suggestion we will see repeated as we explore Expeditionary Learning/EngageNY below.

Expeditionary Learning/EngageNY:

Expeditionary Learning/EngageNY curriculum provides six possible modules that focus on reading, writing, listening, and speaking in response to high-quality, highly engaging texts. A complete year-long implementation involves four modules, and teachers and English departments have choice within two of those modules. The modules sequence and scaffold content that is aligned to the CCSS for ELA & Literacy and also include daily lesson plans, guiding questions, recommended texts, scaffolding strategies, examples of proficient student work, and other classroom resources. Their approach to curriculum makes standards come alive for students by connecting learning to real-world issues and needs like the refugee crisis or an investigation of the food industry. Academically rigorous, project-based learning expeditions, and projects contributing high-quality work to authentic audiences beyond the classroom.

Fifty-six percent of teachers "highly recommended" Expeditionary Learning/EngageNY, coded orange in the graph, 27 percent of teachers "recommended," one percent "recommended with reservation," and zero percent "did not recommend" Expeditionary Learning/EngageNY as the curriculum of choice for OUSD adoption.

Expeditionary Learning/EngageNY Strengths	Expeditionary Learning/EngageNY Weaknesses
<ol style="list-style-type: none"> 1. Common Core Alignment <ol style="list-style-type: none"> a. Standards Aligned b. Frequent opportunities for close reading and annotation of fiction/non-fiction texts c. Opportunities for partner/group discussions in most lessons 2. Engagement/Cultural Responsiveness <ol style="list-style-type: none"> a. High quality, engaging, and culturally relevant texts 	<ol style="list-style-type: none"> 1. Pacing <ol style="list-style-type: none"> a. Lessons are dense and tightly timed\Difficulty staying on-track with pacing especially in classes with struggling readers 2. Language <ol style="list-style-type: none"> a. Limited instruction around independent vocabulary development (i.g., word attack skills, vocabulary in context)

3. Unit Design <ul style="list-style-type: none"> a. Year long overarching, essential questions for each unit, and daily learning targets b. Builds background knowledge and focuses on progressive skill development 	<ul style="list-style-type: none"> b. No grammar instruction c. Limited supports to foster oral output and academic discussions using academic language
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For further insight into Expeditionary Learning/EngageNY, we spoke to a K-8 assistant principal in San Jose. His school is currently in its second year of implementation, after extensive coaching and professional development support from Expeditionary Learning. The school has a 76% ELL population, and is also a Dual Immersion school. There are two sixth grade ELA teachers, two seventh grade, and one eighth grade. Teachers and students are currently in the midst of module three (of four), and they intend to complete module four because of its focus on research.

Similar to our OUSD teachers, the assistant principal also noted that “pacing is the number one issue” of this curriculum. Because of its density, it is demanding of both teachers and students, and the assistant principal described how lessons sometimes need to be extended beyond the single suggested class period or “excess” curricular materials eliminated. Connected to pacing, another challenge he mentioned was that Expeditionary Learning/EngageNY requires extensive support of teachers--to sift through the curriculum and make instructional decisions. This is especially true if students do not have the prerequisite skills to meet the learning targets and if school sites, like his, have small or singleton grade level departments that preclude teachers from participating in grade-alike collaboration.

Strengths the assistant principal cited were Expeditionary Learning/EngageNY’s ability to both engage students and simultaneously meet the demands of SBAC and, even more importantly, college and career. The curriculum promotes evidence-based reading and writing, discussion, and rich learning, and compared to their previous basal, allows teachers to go into depth. Since our central analysis of Expeditionary Learning/EngageNY was that its language supports were insufficiently integrated in all the lessons and would need further augmentation, should we choose to adopt it, we were careful to ask about the curriculum’s effectiveness with English Language Learners (ELLs). According to the assistant principal, many of the lessons include language scaffolding and activities that are engaging for ELLs. Finally, he cited that fact that one of their teachers is personally translating the modules into Spanish as speaking to “the power of the curriculum.”

Eliminated from Contention

iLit (eliminated):

Although iLit is a core intervention reading course designed for students who are two or more years below grade level in reading, we decided to include this in the pilot curriculum because we were informed that some schools and school districts decided to use this as their core instructional

material, especially given the student assessment data that tells us that our students need reading supports. We believed iLit might be able to better help us differentiate for our struggling readers, and the program additionally addresses the instructional needs of ELLs as well. The five premises of iLit are motivation, explicit instruction and modeling, vocabulary instruction, authentic reading and writing experiences, and differentiated monitoring and instruction. iLit is no longer a contender because while piloting teachers expressed how beneficial it was as a supplementary resource to individualize instruction, particularly for struggling readers, they believed it was not rigorous enough to be used as a core curriculum. We recommend iLit to be included in our supplemental “suite of materials” to meet the needs of students highlighted in our Local Control Accountability Plan.

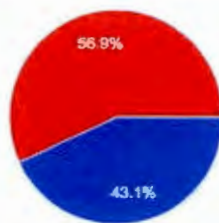
Schoolwide (eliminated):

Schoolwide Reading Fundamentals and Writing Fundamentals is curriculum that focuses on key Units of Study. The course mission is to develop, expand, and enhance the skills, strategies, and tools students can use to make meaning of and interact with text. Schoolwide was originally selected for the pilot because of the balanced literacy workshop and student-centered approach embedded in the Fundamentals curriculum: mentor and short texts, interactive read alouds, formative and summative assessments, and digital resources. Piloting teachers shared that the strengths of Schoolwide were in its encouragement of independent reading, exemplars and models provided, and the variety of text types and forms. However, they expressed that the materials were not “teacher friendly” because it was difficult to integrate the reading and writing lessons. The lessons were organized in separate binders, and while the publisher suggested and encouraged integration there was no guidance provided on how to do so effectively. The approach is also predicated on deep implementation of Readers and Writers Workshop. We are still building capacity in this area. As a result, Schoolwide is no longer a contender as a core curriculum.

Student Data

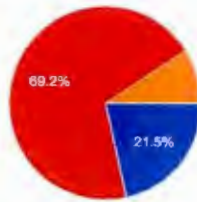
Amplify Student Feedback

Think about today's English lesson. Was the lesson interesting and engaging?



Yes	28	43.1%
No	37	56.9%

Think about the reading material in your most recent lesson, was it



Too easy - I read the text fast, knew all the words, didn't need any supports, and was bored	14	21.5%
Just right - I understood most of what I read on the first read, there were new words in the reading, the text was interesting	45	69.2%
Too difficult - I did not understand the majority of the words, after reading I couldn't remember what I read, I was frustrated while reading	6	9.2%

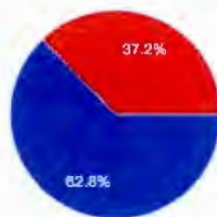
Overall, what do you rate the lesson?



Not very good : 1	7	10.8%
2	15	23.1%
3	33	50.8%
Excellent : 4	10	15.4%

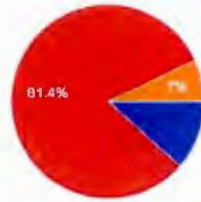
Core Ready Student Data

Think about today's English lesson. Was the lesson interesting and engaging?



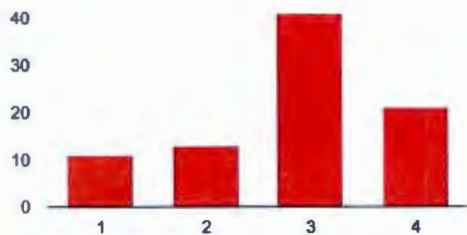
Yes	54	62.8%
No	32	37.2%

Think about the reading material in your most recent lesson, was it



Too easy - I read the text fast, knew all the words, didn't need any supports, and was bored	10	11.6%
Just right - I understood most of what I read on the first read, there were new words in the reading, the text was interesting	70	81.4%
Too difficult - I did not understand the majority of the words, after reading I couldn't remember what I read, I was frustrated while reading	6	7%

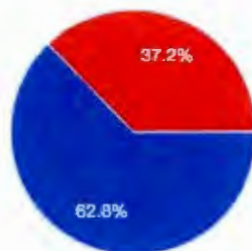
Overall, what do you rate the lesson?



Not very good : 1	11	12.8%
2	13	15.1%
3	41	47.7%
Excellent : 4	21	24.4%

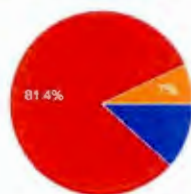
Expeditionary Learning/EngageNY Student Feedback

Think about today's English lesson. Was the lesson interesting and engaging?



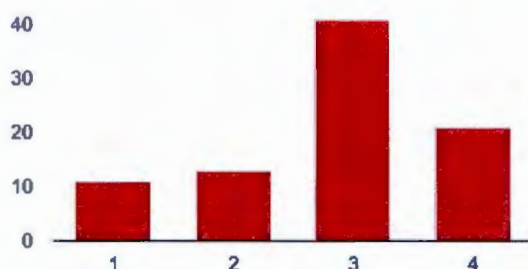
Yes	54	62.8%
No	32	37.2%

Think about the reading material in your most recent lesson, was it



Too easy - I read the text fast, knew all the words, didn't need any supports, and was bored	10	11.6%
Just right - I understood most of what I read on the first read, there were new words in the reading, the text was interesting	70	81.4%
Too difficult - I did not understand the majority of the words, after reading I couldn't remember what I read, I was frustrated while reading	6	7%

Overall, what do you rate the lesson?



Not very good : 1	11	12.8%
2	13	15.1%
3	41	47.7%
Excellent : 4	21	24.4%

Principal Data:

After reviewing curricular materials from Amplify, Core Ready, and Expeditionary Learning/EngageNY, principals in attendance at the March 2016 Principal Walkthrough voted unanimously to recommend Expeditionary Learning/EngageNY.

Feedback about Amplify included concerns about limited talk time for students, lack of relevancy and diversity in texts, and poor reviews from teachers currently piloting the material. However, principals thought the technology would be engaging for students and liked some of the features like immediate data and the "eyes up" function that directed attention back to the teacher.

When discussing Core Ready, principals were concerned about the lack of support resources. Principals also voiced concern with alignment. With so many different options for text and unit topics, it would make strong cross-site teacher collaboration challenging.

Principals voted unanimously to recommend Expeditionary Learning/EngageNY because of its strong alignment to Common Core Standards, cultural responsiveness, constructivist pedagogy, high rigor, and units that build on previous skills. Although highly recommended, principals had reservations about the level of scaffolding needed for our students, printing costs of online materials, and pacing.

Principals advocated for training in the summer, ongoing training during the school year, and suggested teachers be trained in using Google applications as part of their professional development.

Parent Data

We were given the opportunity to present to parents at the Network 2 Regional Monthly Meeting at Bridges Academy at Melrose. These parents meet regularly to discuss education topics of their choosing. Within the agenda, parents were provided digital [agendas](#) (in both English and [Spanish](#)) which contain folders ([Amplify](#), [Core Ready](#), [Expeditionary Learning/EngageNY](#)) with links to videos, lessons, and curriculum maps, which we will make available more broadly to the larger parent and stakeholder community on our website.

The parent responses were outliers--with Core Ready receiving the majority of votes at 61.5%, Expeditionary Learning/EngageNY at 30.8%, and Amplify only 7.7%. The reasons provided for the preferences are as follows:

- Amplify: “most of the work is on the computer” and writing in every lesson
- Core Ready: teacher choice, comparatively more support with grammar, clear objectives and opportunities for students to apply their learning
- Expeditionary Learning/EngageNY: Common Core alignment and opportunities for students to read and participate in discussion

What was most helpful about the parent engagement was the opportunity to hear where parents felt concerns. Parents were particularly interested in implications for ELLs and Students with Special Needs, as well as the absence of grammar instruction, and strongly recommended that clear guidelines be provided for supporting ELLs and SPED students in our adopted curriculum.

Teaching & Learning Data

The following chart represents our central office analysis of the three curricula. One middle school literacy specialist, one high school literacy specialist, one secondary language specialist (focused on Long Term English Learners), and one content administrator participated in the process, which involved close reading of the same single unit in each of the curricula. More detailed analysis, including evidence for the red, yellow, green scores can be found here: [Amplify](#), [Core Ready](#), [Expeditionary Learning/EngageNY](#). Teacher analysis using the [Curricular Criteria](#) can be found in this folder.

	Amplify	Core Ready	Expeditionary Learning/ EngageNY
Common Core Aligned Rigorous Tasks			
1. Aligned to Common Core standards and objectives			
2. Built in opportunities for academic discussion and collaboration			
3. Students synthesize multiple sources and read complex texts to support effective writing across text types and genres			
4. Annotation and close reading are embedded practices			
Differentiation			
1. Supports and scaffolds for differentiation (special ed, ELLs, etc.)			
2. Variety of text types (including newspaper and magazine articles, blogs, op-eds, websites) and text complexity			
3. Promotes small group and individualized/personal learning opportunities			
4. Balances grade-level, complex texts with time for students to participate in leveled independent reading			
Engagement/Cultural Responsiveness			
1. Culturally and developmentally relevant texts and topics that reflect student identities and experiences			
2. Content includes multiple perspectives and provides exposure to larger world			
3. Real world connections with civic engagement opportunities and a social justice lens			
4. Opportunities for student choice and decision-making			
Language			
1. Word Study, ie. analysis of word families, affixes, roots, tone, diction, antonyms/synonyms			
2. Tier 2 and 3 academic and disciplinary vocabulary Instruction			
3. Grammar, usage, and mechanics is taught within context of authentic written and oral communication.			
4. Structured listening opportunities embedded in the content, for example, "listening to one minute of a podcast to identify the cause and effect language."			
5. Oral Language Practice and opportunities for presentation and academic discussion			
6. Scaffolds to support "content language objectives." For example:			

practicing cause and effect language with student friendly topics before applying to content.			
Materials/Technology			
1. Allows for Blended Learning--small group or individualized computer-based learning and practice along with with teacher-directed instruction			
2. Media resources embedded in the lessons, e.g., videos and interactive websites			
3. Balance of fiction and nonfiction			
Unit Design/ Lesson Design			
1. Interdisciplinary connections			
2. Vertical articulation and scope and sequence			
3. Daily activities designed to support students in successfully completing project-based and authentic tasks			
4. Formative assessment (checks for understanding along the way) and summative assessment (for mastery)			
5. Year-long overarching questions, essential questions for each unit, daily learning targets/objectives			
6. Student exemplars or models			

Recommendation

Because of the consensus around the Expeditionary Learning/EngageNY curriculum, we are recommending its adoption as our English curriculum for grades six through eight. As teachers who piloted this year said, "EngageNY is a curriculum with soul," and we have high hopes for its ability to engage both students and teachers with substantive and engaging texts and topics that ask our middle schoolers to examine the world and literature with a social justice lens.

We also want to be balanced and measured in our expectations for a curriculum and return to a qualifying statement in the criteria developed in Spring 2015. We wrote, a year ago, that "no single curriculum will be able to meet all criteria, and that ongoing collaboration and teacher input will be necessary to our work." We still hold this to be true, and provide the following recommendations for implementation:

- While Expeditionary Learning/EngageNY provided the most guidance for ELL access, it is still insufficient. We will need to continue to modify the curriculum and instruction to ensure ELLs are adequately supported. The same holds true for supporting students with IEPs.

- Transfer the short texts and excerpts embedded in the Expeditionary Learning/EngageNY curriculum onto Google, to decrease the need for printing and allow students to annotate text digitally, particularly as some schools are building their Blended Learning programs.
- Work closely with teachers and analyze the CCSS and summative tasks to identify which lessons can be effectively "cut" from Expeditionary Learning/EngageNY without eroding the architecture of the formative tasks. For instance, within each module, the third unit is typically a "transfer" activity, which may not be vital.
- Provide onboarding professional development for current teachers, administrators, and site and central literacy leads in late June and the same for teachers new to OUSD in early August.
- Provide ongoing, site-based professional development to allow teachers to, in the words of a piloting teacher, collaboratively build their "capacity to become experts of their craft, not deliverers of a pre-packaged lesson" through data-based inquiry. The Bay Area administrator we spoke to strongly suggested that we partner with Expeditionary Learning/EngageNY coaches because of their depth of knowledge about the curriculum, and ability to make strategic decisions about possible changes based on student need.
- Provide sites with full-length texts from all six modules so they have the opportunity to decide which modules will best meet the specific needs of their students.
- Provide high interest classroom libraries and leveled sets so teachers have adequate resources to support Scaffolded Independent Reading and small group Guided Reading instruction.
- We suggest that sites focus on implementing three of four total modules well in our first year, then increasing their implementation to four complete modules in our second year of adoption.

Acknowledgements

The OUSD Teaching and Learning Department of Language and Literacy wishes to acknowledge those individuals who contributed to our piloting process.

Pilot Teachers and Site Coaches

Alliance Academy: Wanda Reynolds

Bret Harte: Nora Gutierrez and Lila Morris

Claremont: Lacy Lefkowitz, Lizzie Salzfass
Coliseum College Prep Academy: Tyjun Mack
Elmhurst Community Prep: Shula Bien, Curt Douglas, and Malinda Morales
Frick Middle School: DeWanna Slaughter and Elsa Varela
La Escuelita: Christina Hsin-yi Cotham
Madison: Elaina Amos and Nicole Green
Montera: Ammon Torrence and Eric Pettingill
Roots: Shannon Bennett
Sankofa: Ashley Sewell
United for Success Academy: Candice Fukumoto-Dunham, Shartresa Nixon, Maha Nusrat, Abel Vera
West Oakland Middle School: Kathy Love, Sharon Thomas, Jessica Wright-Davis

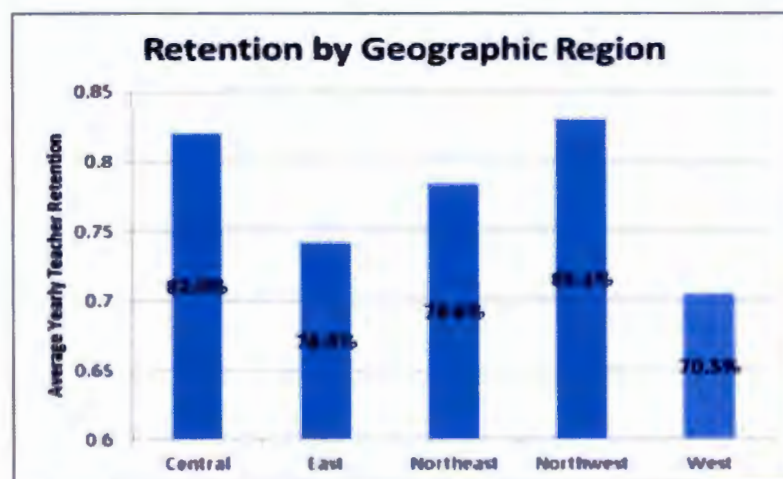
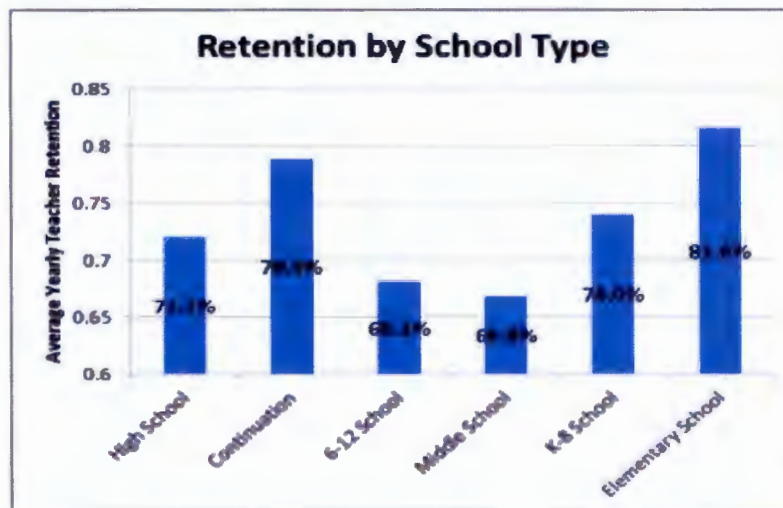
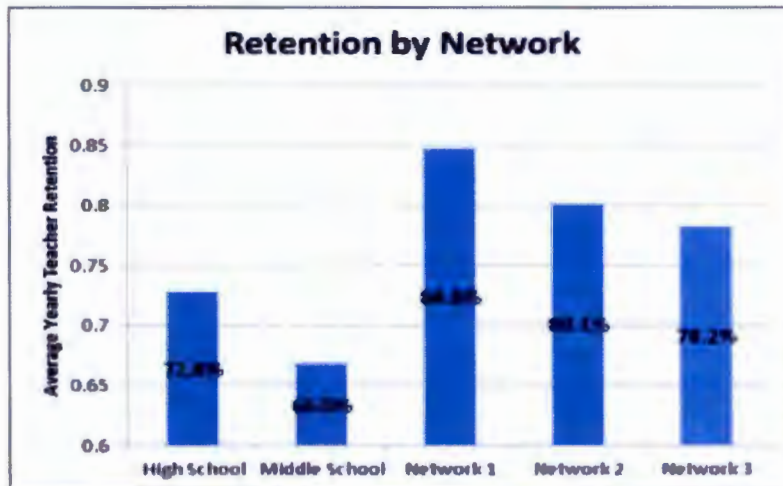
Principals

Alliance: Stacey Wyatt
Bret Harte: Bianca D'Allesandro
Elmhurst Community Prep: Kilian Betlach
Claremont: Jonathan Mayer
Coliseum College Prep: Amy Carozza
Westlake: Misha Karigaca
United for Success: Nicole Pierce

Central Office Coaches and Administrators

Melissa Fully, high school literacy specialist
Nancy Lai, Literacy Manager
Michelle Perkins, secondary language specialist
Amy Stauffer, middle school literacy specialist
Charles Wilson, Deputy Network Superintendent

Appendix A: OUSD teacher average yearly retention since 2006.



As of January 2016, OUSD employs 253 middle school teachers (not including those in K-8 or 6-12). Middle School teachers by years of experience:

- 1st year: 30 (11.9%)
- 2nd year: 50 (19.8%)
- 3rd year: 12 (4.7%)
- 4th year: 20 (7.9%)
- 5th year: 9 (3.6%)
- 6th year: 14 (5.5%)
- 7 - 31th year: 109 (43%)

Exhibit B
Price Quotes for Authorized Purchase Orders

- Follett -

May 4, 2016

OAKLAND UNIF SCHOOL DISTRICT
ATTN:SEAN KIMBLE/ NOVEL MODULES

900 HIGH STREET
OAKLAND, CA 94601

Dear Customer:

Educational Materials on the attached list are **on hold** for you and awaiting your authorization to ship.

Order Number: 1952263A

Hold Expiration Date: 06/12/16

Order Total: \$246,426.70

Sales Tax: 23,410.53

Shipping/Handling: 0.00

=====

TOTAL: \$269,837.23

x

Publisher/Manufacturer Price: \$443,936.15

Your FSS Price: \$246,426.70

=====

Total Maximum \$197,509.45

Savings:
(If all items ship)

Don't miss your opportunity for these significant savings!

E-mail, fax, mail, or call us with your purchase order, procurement/credit card or authorization to ship.

Please note, until FSS receives authorization to ship, quantities are subject to change. Please provide us with your authorization to ship as soon as possible.

Thank You!

Sandra Rice

Sales Consultant

srice@follett.com

1-877-899-8550 ext. 46195

Follett School Solutions, Inc. • Phone 877.899.8550 • Fax 800-852-5458

1340 Ridgeview Drive, McHenry, IL 60050 • www.fes.follett.com

Follett School Solutions

Order Status

ORDER	ORDER DATE	MEDIA	HELD BY	ORDER STATUS
2263A	04/28/16	PHONE	SANDRAG	HOLD FOR PO

LE 416

O.

LL

O:

8216462

OAKLAND UNIF SCHOOL DISTRICT
1000 BROADWAY STE 450
OAKLAND, CA 94607
PO# NONE

SHIP

TO:

OAKLAND UNIF SCHOOL DISTRICT
ATTN:SEAN KIMBLE/ NOVEL MODULES
900 HIGH STREET
OAKLAND, CA 94601

	Description	Qty Ordered	Qty	Status	FSS \$	Total \$
1)	HYPE 2006 LIGHTNING THIEF 5-8 (P) ISBN: 0-7868-3865-5 ISBN-13: 9780786838653 Book	2500	2,500	IN TRANSIT TO FSS (NEW)	3.91	9,775.00

2)	. RAND 1992 DAULAIRES BOOK OF GREEK MYTHS 5-8 (P) ISBN: 0-440-40694-3 ISBN-13: 9780440406945 Book	50	50	IN TRANSIT TO FSS (NEW)	10.95	547.50
3)	RAND 2002 BUD NOT BUDDY 5-8 (P) ISBN: 0-440-41328-1 ISBN-13: 9780440413288 Book	2500	2,500	IN TRANSIT TO FSS (NEW)	4.39	10,975.00
4)	CAND 2011 GOOD MASTERS SWEET LADIES VOICES FROM A 3-6 (P) ISBN: 0-7636-5094-3 ISBN-13: 9780763650940 Book	2500	2,500	IN TRANSIT TO FSS (NEW)	3.76	9,400.00
5)	CLRN 2007 BLUE LIPSTICK CONCRETE POEMS 5-8 (P) ISBN: 0-618-85132-1 ISBN-13: 9780618851324 Book	250	250	IN TRANSIT TO FSS (NEW)	4.00	1,000.00
6)	CLRN 2004 TECHNICALLY ITS NOT MY FAULT CONCRETE POEMS 5-8 (P) ISBN: 0-618-50361-7 ISBN-13: 9780618503612 Book	250	250	IN TRANSIT TO FSS (NEW)	3.50	875.00
7)	HARP 1977 DRAGONWINGS 5-8 (P) ISBN: 0-06-440085-9 ISBN-13: 9780064400855 Book	2500	2,500	IN TRANSIT TO FSS (NEW)	4.27	10,675.00
8)	WORK 2014 WORLD WITHOUT FISH 3-6 (P)	2500	2,500	IN TRANSIT TO FSS (NEW)	8.21	20,525.00

ISBN: 0-7611-8500-3
ISBN-13: 9780761185000
Book

9)	RAND 2005 FLUSH 5-8 (P) ISBN: 0-375-86125-4 ISBN-13: 9780375861253 Book	2500	2,500	IN TRANSIT TO FSS (NEW)	3.84	9,600.00
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Follett School Solutions

Order Status

ORDER	ORDER DATE	MEDIA	HELD BY	ORDER STATUS
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2263A	04/28/16	PHONE	SANDRAG	HOLD FOR PO
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LE 416

LL 8216462

O: OAKLAND UNIF SCHOOL DISTRICT
1000 BROADWAY STE 450
OAKLAND, CA 94607
PO# NONE

SHIP OAKLAND UNIF SCHOOL DISTRICT
TO: ATTN:SEAN KIMBLE/ NOVEL MODULES
900 HIGH STREET
OAKLAND, CA 94601

Description	Qty Ordered	Qty	Status	FSS \$	Total \$
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0)	PENG 1997 FRIGHTFULS MOUNTAIN 5-8 (P) ISBN: 0-14-131235-1 ISBN-13: 9780141312354 Book	2500	2,500	IN TRANSIT TO FSS (NEW)	3.84	9,600.00
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1)	HOUG 2011 LONG WALK TO WATER 5-8 (P) ISBN: 0-547-57731-1 ISBN-13: 9780547577319 Book	2500	2,500	IN TRANSIT TO FSS (NEW)	4.00	10,000.00
2)	PENG 2004 LYDDIE (PUFFIN MODERN CLASSICS) 5-8 (P) ISBN: 0-14-240254-0 ISBN-13: 9780142402542 Book	2500	2,500	OUT OF STOCK	0.00	0.00
3)	PRES 2005 PYGMALION LITERARY TOUCHSTONE CLASSIC Y/A (P) ISBN: 1-58049-399-8 ISBN-13: 9781580493994 Book	2500	2,500	IN TRANSIT TO FSS (NEW)	2.44	6,100.00
4)	BOYD 2010 NADIAS HANDS K-3 (P) ISBN: 1-59078-784-6 ISBN-13: 9781590787847 Book	35	35	IN TRANSIT TO FSS (NEW)	5.47	191.45
5)	RAND 1997 PEOPLE COULD FLY AMERICAN BLACK FOLKTALES 3-6 (P) ISBN: 0-679-84336-1 ISBN-13: 9780679843368 Book	35	35	IN TRANSIT TO FSS (NEW)	7.13	249.55
6)	PENG 2005 NARRATIVE OF THE LIFE OF FREDERICK DOUGLASS Y/A (P) ISBN: 0-451-52994-4 ISBN-13: 9780451529947 Book	2500	2,500	IN TRANSIT TO FSS (NEW)	2.48	6,200.00

7)	AREC 2014 TURNING THE PAGE FREDERICK DOUGLASS LEARNS TO READ 3-6 (P) ISBN: 1-61406-683-3 ISBN-13: 9781614066835 Book	315	315	IN TRANSIT TO FSS (NEW)	5.18	1,631.70
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8)	LEE 1996 FREDERICK DOUGLASS THE LAST DAY OF SLAVERY K-3 (P) ISBN: 1-880000-42-3 ISBN-13: 9781880000427 Book	35	35	IN TRANSIT TO FSS (NEW)	5.47	191.45
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Follett School Solutions

Order Status

ORDER	ORDER DATE	MEDIA	HELD BY	ORDER STATUS
2263A	04/28/16	PHONE	SANDRAG	HOLD FOR PO

LE O. LL O:	416 8216462 OAKLAND UNIF SCHOOL DISTRICT 1000 BROADWAY STE 450 OAKLAND, CA 94607 PO# NONE	SHIP TO:	OAKLAND UNIF SCHOOL DISTRICT ATTN:SEAN KIMBLE/ NOVEL MODULES 900 HIGH STREET OAKLAND, CA 94601
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Description	Qty Ordered	Qty	Status	FSS \$	Total \$
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9)	FPRE 2012 BIG THIRST THE SECRET LIFE AND TURBULENT FUTURE AD (P) ISBN: 1-43910-208-2 ISBN-13: 9781439102084	2500	2,500	IN TRANSIT TO FSS (NEW)	9.33	23,325.00
----	--	------	-------	----------------------------	------	-----------

Book

!0)	HARP 2013 INSIDE OUT AND BACK AGAIN 3-6 (P) ISBN: 0-06-196279-1 ISBN-13: 9780061962790 Book	2500	2,500	IN TRANSIT TO FSS (NEW)	4.88	12,200.00
!1)	WARN 1988 TO KILL A MOCKINGBIRD Y/A (P) ISBN: 0-446-31078-6 ISBN-13: 9780446310789 Book	2500	2,500	IN TRANSIT TO FSS (NEW)	3.95	9,875.00
!2)	SIMO 2004 MIDSUMMER NIGHTS DREAM {FOLGER} Y/A (P) ISBN: 0-7434-7754-5 ISBN-13: 9780743477543 Book	2500	2,500	IN TRANSIT TO FSS (NEW)	3.30	8,250.00
!3)	SIMO 1994 SHAKESPEARE SET FREE TEACHING A MIDSUMMER PF (P) ISBN: 0-7432-8850-5 ISBN-13: 9780743288507 Book	35	35			

...

Follett

May 4, 2016

OAKLAND UNIF SCHOOL DISTRICT

ATTN:SEAN KIMBLE/ NOVEL MODULES

900 HIGH STREET

OAKLAND, CA 94601

Dear Customer:

Educational Materials on the attached list are **on hold** for you and awaiting your authorization to ship.

Order Number: 1952263A

Hold Expiration Date: 06/12/16

Order Total: \$246,426.70

Sales Tax: 23,410.53

Shipping/Handling: 0.00

=====

TOTAL: **\$269,837.23**
x

Publisher/Manufacturer Price: \$443,936.15

Your FSS Price: \$246,426.70

=====

Total Maximum Savings: **\$197,509.45**
(If all items ship)

Don't miss your opportunity for these significant savings!

E-mail, fax, mail, or call us with your purchase order, procurement/credit card or authorization to ship.

Please note, until FSS receives authorization to ship, quantities are subject to change. Please provide us with your authorization to ship as soon as possible.



COST PROPOSAL

Quote Prepared On June 9, 2016
Quote Valid Through September 7, 2016
Payment Terms Net 30 Days
Quote No. 160610414

Prepared For

Sean Kimble
Oakland Unified School District
1025 Second Ave.
Oakland CA, 94606

Prepared By

Steve Santoro
ssantoro@vistahigherlearning.com
(617) 728-9359
Vista Higher Learning
500 Boylston St, Suite 620
Boston, MA 02116-3736

Imagina 3e

Qty	Item Number	Description	Unit Price	Total Value	Total Cost
596	978-1-62680-430-2	Imagina 3e Student Edition(Hardcover) + Supersite Plus(vText (Online)) (3 year license)(eDelivery)	\$95.00	\$56,620.00	\$56,620.00
9	978-1-62680-993-2	Imagina 3e National Teacher Resource Box	\$257.00	\$2,313.00	\$0.00

Revista 4e

Qty	Item Number	Description	Unit Price	Total Value	Total Cost
502	978-1-62680-414-2	Revista 4e Student Edition + Supersite (3 year license)(eDelivery)	\$100.00	\$50,200.00	\$50,200.00
7	978-1-61857-084-0	Revista 4e Film Collection DVD	\$154.00	\$1,078.00	\$0.00
7	978-1-61857-077-2	Revista 4e Instructor Annotated Edition	\$138.00	\$966.00	\$0.00

Taller 2e

Qty	Item Number	Description	Unit Price	Total Value	Total Cost
502	978-1-68004-017-3	Taller 2e Student Edition + Supersite Plus(vText (Online)) (3 year license)(eDelivery)	\$100.00	\$50,200.00	\$50,200.00
7	978-1-68004-014-2	Taller 2e Instructor Resource Pack	\$150.00	\$1,050.00	\$0.00

Service

Qty	Item Number	Description	Unit Price	Total Value	Total Cost
1	TRNG006	Professional Development Workshop onsite – full day	\$2,000.00	\$2,000.00	\$0.00

Total Value	\$164,427.00
Total Gratis	\$7,407.00
Total Cost	\$157,020.00
Est. Shipping (4%)	\$6,577.08
Est. Grand Total Cost	\$163,597.08



COST PROPOSAL

Quote Prepared On June 9, 2016
Quote Valid Through September 7, 2016
Payment Terms Net 30 Days
Quote No. 160610414

Special Instructions

- Please include a copy of your signed and dated tax exemption certificate when sending in your purchase order.
- Shipping rates shown here are only estimates and may be different than the actual charges invoiced for your shipment.

To Order Contact Customer Service

Phone (800) 269-6311 ext. 1 | **Fax** (617) 426-5215

Email sales@vistahigherlearning.com

Vista Higher Learning

500 Boylston St. Suite 620 Boston, MA 02116

Thank you for your business!



12657 Alcosta Blvd. Suite 170
Bishop Ranch 15
San Ramon, CA. 94583
Ph. 925.242.1200 Fx. 925.242.1212

Invoice

DATE 6/3/2016
INVOICE # 30196

BILL TO

Oakland Unified School District
Sean Kimble
1000 Broadway Suite 398
Oakland, CA 94607

SHIP TO

OPEN COURT

P.O. NUMBER	TERMS	REP	SHIP	VIA	PROJECT
2016 / 2017	Net 20 Days		6/3/2016	COPYRITE	
QUANTITY	ITEM CODE	DESCRIPTION	PRICE EACH	AMOUNT	
8,859	11	English & Spanish Decodables for 2016 / 2017	12.95	114,724.05T	
1	11	Freight	11,472.40	11,472.40T	
1	11	Discount on Freight	-5,736.20	-5,736.20T	
		Oakland Sales Tax	9.50%	11,443.72	

All past due accounts are subject to a late charge of 1 1/2% per month or the maximum rate permitted by law, whichever is less.

Total

\$131,903.97

Words Their Way Cost Summary

Student Book (10-Pack)		
Year	Cost Per Year	Cost Per Book
1-Year	\$95.97	\$9.57
2-Year	\$86.49 (10% discount)	\$8.65
* 3-Year	\$76.66 (20% discount)	\$7.66

One-Year WTW Option		
Item	Cost	Total Cost
2,500 10-packs of student books	\$95.97	\$239,925

2 & 3 Year WTW Options					
Year	Item	Unit Cost	Total Cost	Discount	Savings
2-Year	2,500 10-packs	\$172.97	\$432,425	10%	\$47,425
* 3-Year	2,500 10-packs	\$229.97	<u>\$574,925</u>	20%	\$144,850

Program Activation Training	
Years Purchased	For Year One of Implementation, the following trainings will be included based on the number of years purchased:
1-Year	10 Activation Trainings (5 Days) 2 sessions each day; 3 hours a session
2-Year	18 Activation Trainings (9 Days) 2 sessions each day; 3 hours a session
3-Year	24 Activation Trainings (12 Days) 2 sessions each day; 3 hours a session

Handwriting Without Tears[®]
quotes@hwtears.com
 806 W. Diamond Ave., Suite 230
 Gaithersburg, MD 20878
 301-263-2700
 Fax 301-263-2707
www.hwtears.com

QUOTATION

Oakland USD
 Quote # - CA160994
 Option A- 4 Manipulatives



6/9/2016

Dear Mr. Kimble,

Thank you for your quote request! When you are prepared to submit your order, I have included a small list below of our different ordering methods. You are welcome to use whichever method is most convenient.

1. **Billed & Invoiced:** You can use a Purchase Order form or a school letter head which will need to include your billing and shipping address on it. You can attach this quote as well. We will need this scanned and emailed to emailorders@hwtears.com or you can fax it to 301-263-2707.

2. **Credit Card Payment:** You can submit your order online using a Visa or MasterCard. For HWT products, please visit www.hwtears.com. If you're only ordering Keyboarding licenses, you can visit www.kwtears.com. You can also order over the phone by calling us at 301-263-2700.

3. **Mailing a Check:** You can mail us a check for your order. Please include a copy of this quote with your check. "We will also need to know where to ship your order", so be sure to include a school letter head or a document that indicates where to send your products.

FREE Adopted Teacher Kits. Customer needed display of breakdown. Highlighted in green = No Cost

Order is being split and shipped to Individual School sites at time of order

Item	QTY	Price	Ext Price	Savings
TTK - Transition to Kindergarten	1,018	\$9.70	\$9,874.60	
STK - Transicion a Kindergarten (Spanish)	143	\$9.70	\$1,387.10	
WP - Wood Piece Set for Capital Letters	188	\$29.50	\$5,546.00	
SLT - Slate Chalkboard	188	\$4.35	\$817.80	
TKPK13 - Pre-K Teacher's Kit	47	FREE	FREE	47 Pre-K Kits
TGRW - Teachers Guide Readiness & Writing	47	\$17.95	FREE	at no charge.
SING - Sing Along CD Get Set for School	47	\$12.95	FREE	Value of \$2,274.80
WCCPK - Color Pre-K Wall Cards	47	\$17.50	FREE	
LN - Letters and Numbers For Me student workbook	3,546	\$7.70	\$27,304.20	
SKLY - Letras y Números Para Mí student workbook K 2013 ed	792	\$7.70	\$6,098.40	
WP - Wood Piece Set for Capital Letters	696	\$29.50	\$20,532.00	
SLT - Slate Chalkboard	696	\$4.35	\$3,027.60	
TKK13 - Kindergarten Teacher's Kit A	174	FREE	FREE	174 Kinder Kits
TGK - Kindergarten Teacher's Guide	174	\$8.70	FREE	at no charge.
ROCK - Rock, Rap, Tap & Learn CD	174	\$12.95	FREE	Value of \$6,812.10
CPWC - Color Print & Number Wall Cards	174	\$17.50	FREE	
Additional Resources				
DTT - Digital Teaching Tool license (Included in teacher kits)	221	\$25.95	FREE	Value of \$5,734.95
1 Day of Professional Development included	1	\$1,250.00	FREE	Value of \$1,250.00
Total of items	8373			
Subtotal			\$74,587.70	
S&H (Discounted 6% S&H per code SP150150)			\$4,475.26	
CA State Tax as of 5/16/16. Subject to change based on date.			\$7,510.98	
Total			\$86,573.94	

Order must match quote exactly. Prices cannot be used for any order other than this quoted order.

Quote valid through December 31, 2016. If order does not match the quote, or if you need any adjustments made to your quote, you can contact us at: —> mailto:quotes@hwtears.com

Best regards,

Sean Parks

Center for the Collaborative Classroom

1001 Marina Village Pkwy, Suite 110, Alameda, CA 94501-1042 • 510-533-0213

Our name has changed. Developmental Studies Center is now the
Center for the Collaborative Classroom. Learn more at
collaborativeclassroom.org.

Quote

40131

Page: 1

Printed By: Jacqui Frankle

SOLD TO

OAKLAND UNIFIED SCHOOL DIST
900 HIGH STREET
OAKLAND, CA 94601

Tele: (510) 879-8200

Fax: 510-879-1857

SHIP TO

OAKLAND UNIFIED SCHOOL DIST
SEAN KIMBLE
900 HIGH STREET
OAKLAND, CA 94601 USA

Ship: FDX-GD-2

Quote #	Quote Date	Tax Code	Account Manager	Your PO	Requested By
40131	05/31/16	Oakland,Alameda,CA	Emily Cremidis		

Part Number / Memo	Product Name	um	Quantity	Sell	Extended	Tx
SPS3-CPRS	SIPPS 3e Reading Specialist's Pkg	Each	153.00	1,850.00	\$283,050.00	X
SPS3-CPB	SIPPS 3E Beg. Class Pkg	Each	22.00	950.00	\$20,900.00	X
SPS3-CPE	SIPPS 3E Ext. Class Pkg	Each	26.00	550.00	\$14,300.00	X
SPS3-RBB	SIPPS 3E Beg. Reproducibles Bk	Each	3,439.00	12.00	\$41,268.00	X
SPS3-SBE	SIPPS 3E Ext. Story Book	Each	3,485.00	12.00	\$41,820.00	X

Special Instructions

***Please note this quote will be honored within 90 days of quote issue date towards one purchase order shipping to one site. Please refer to Quote ID# on purchase order to expedite processing and avoid duplication. To place an order, fax your purchase order to 510-842-0348, telephone 800-666-7270 x 5 to speak to Customer Service, or email to clientsupport@collaborativeclassroom.org.

Total Before Tax	Sales Tax	S&H	Quotation Total
\$401,338.00	\$36,120.42	0.00	\$437,458.42

Balance Due: 00/00/00

OAKL00

NONPROFIT. MISSION DRIVEN. RESEARCH BASED. SINCE 1980.

Sales Doc ID 158122

Center for the Collaborative Classroom

1001 Marina Village Pkwy, Suite 110, Alameda, CA 94501-1042 • 510-533-0213

Our name has changed. Developmental Studies Center is now the
Center for the Collaborative Classroom. Learn more at
collaborativeclassroom.org.

Quote

40131

Page: 1

Printed By: Jacqui Frankle

SOLD TO

OAKLAND UNIFIED SCHOOL DIST
900 HIGH STREET
OAKLAND, CA 94601

Tele: (510) 879-8200

Fax: 510-879-1857

SHIP TO

OAKLAND UNIFIED SCHOOL DIST
SEAN KIMBLE
900 HIGH STREET
OAKLAND, CA 94601 USA

Ship: FDX-GD-2

Quote #	Quote Date	Tax Code	Account Manager	Your PO	Requested By
40131	05/31/16	Oakland,Alameda,CA	Emily Cremidis		

Part Number / Memo	Product Name	um	Quantity	Sell	Extended	Tx
SPS3-CPRS	SIPPS 3e Reading Specialist's Pkg	Each	153.00	1,850.00	\$283,050.00	X
SPS3-CPB	SIPPS 3E Beg. Class Pkg	Each	22.00	950.00	\$20,900.00	X
SPS3-CPE	SIPPS 3E Ext. Class Pkg	Each	26.00	550.00	\$14,300.00	X
SPS3-RBB	SIPPS 3E Beg. Reproducibles Bk	Each	3,439.00	12.00	\$41,268.00	X
SPS3-SBE	SIPPS 3E Ext. Story Book	Each	3,485.00	12.00	\$41,820.00	X

Special Instructions

***Please note this quote will be honored within 90 days of quote issue date towards one purchase order shipping to one site. Please refer to Quote ID# on purchase order to expedite processing and avoid duplication. To place an order, fax your purchase order to 510-842-8348, telephone 800-666-7270 x 5 to speak to Customer Service, or email to clientsupport@collaborativeclassroom.org.

	Total Before Tax	Sales Tax	S&H	Quotation Total
	\$401,338.00	\$36,120.42	0.00	\$437,458.42
	<i>Balance Due: 00/00/00</i>			
OAKL00	NONPROFIT. MISSION DRIVEN. RESEARCH BASED. SINCE 1980.			
	Sales Doc ID 158122			

OUSD Mail - Chromebooks PICKUP

4/18/2016

Belinda
End User Support Specialist
Technology Services Helpdesk

https://mail.google.com/mail/u/0/?ui=2&ik=22208e9d62&view=pt&search=inbox&th=1541ba361724b244&siml=1541ba361724b244

School Name: Oakland Unified School District
 Contact Name: Sean Kimble
 School Address: 1000 Broadway Suite 680
 City, State, Zip: Oakland, CA 94607
 School Phone: (510) 879-8200
 Contact's Email: sean.kimble@ousd.org
 Purchase Order Number:



Please Attach a Copy of this Pricing Proposal to Purchase Order

***Date: 06/07/16**

DESCRIPTION-LEVEL					
ISBN	T'es branché? Level 1	2016 COST PER UNIT	QTY	EDUCATOR PRICE	EMC OFFER
Student Resources					
Custom OUSD TEB Level 1 Bundle 3****	Print Text with three year eBook license and three year i-Culture license	\$89.95	768	\$69,081.60	\$69,081.60
	Workbook Student Edition (no charge, each year, for three years)	\$17.95	768 per year for 3 years (2304 total over 3 years)	\$41,356.80	GRATIS
Teacher Resources					
9780821958537	Annotated Teacher's Edition	\$90.95	5	\$454.75	GRATIS
9780821964897	Workbook Teacher's Edition	\$20.95	5	\$104.75	GRATIS
9780821964910	Teacher Resources DVD	\$528.95	5	\$2,644.75	GRATIS
Assessment Resources					
9780821964903	Assessment Program	\$22.95	5	\$114.75	GRATIS
Technology Resources					
9780821959909	DVD Program: Rendez-vous à Nice!	\$423.95	5	\$2,119.75	GRATIS
DESCRIPTION-LEVEL					
ISBN	T'es branché? Level 2	2016 COST PER UNIT	QTY	EDUCATOR PRICE	EMC OFFER
Student Resources					
Custom OUSD TEB Level 2 Bundle 3****	Print Text with three year eBook license and three year i-Culture license	\$89.95	320	\$28,784.00	\$28,784.00
	Workbook Student Edition (no charge, each year, for three years)	\$17.95	320 per year for 3 years (960 total over 3 years)	\$17,232.00	GRATIS
Teacher Resources					
9780821959985	Annotated Teacher's Edition	\$90.95	5	\$454.75	GRATIS
9780821965054	Workbook Teacher's Edition	\$20.95	5	\$104.75	GRATIS
9780821965078	Teacher Resources DVD	\$528.95	5	\$2,644.75	GRATIS
Assessment Resources					
9780821965061	Assessment Program	\$22.95	5	\$114.75	GRATIS
Technology Resources					
9780821965085	DVD Program: Rendez-vous à Nice!	\$423.95	5	\$2,119.75	GRATIS
DESCRIPTION-LEVEL					
ISBN	T'es branché? Level 3	2016 COST PER UNIT	QTY	EDUCATOR PRICE	EMC OFFER
Student Resources					
Custom OUSD TEB Level 3 Bundle 3****	Print Text with three year eBook license and three year i-Culture license	\$89.95	160	\$14,392.00	\$14,392.00
	Workbook Student Edition (no charge, each year, for three years)	\$17.95	160 per year for 3 years (480 total over 3 years)	\$8,616.00	GRATIS
Teacher Resources					
9780821960004	Annotated Teacher's Edition	\$90.95	5	\$454.75	GRATIS
9780821965177	Workbook Teacher's Edition	\$20.95	5	\$104.75	GRATIS
9780821965191	Teacher Resources DVD	\$528.95	5	\$2,644.75	GRATIS
Assessment Resources					
9780821965184	Assessment Program	\$22.95	5	\$114.75	GRATIS
Technology Resources					
9780821965108	DVD Program: Rendez-vous à Nice!	\$227.95	5	\$1,139.75	GRATIS
SUBTOTAL				\$194,798.65	\$112,257.60
Shipping & Handling 10%				\$19,479.87	\$11,225.76

TOTAL EDUCATOR PRICE	\$214,278.52
TOTAL SCHOOL / DISTRICT SAVINGS	\$90,795.16

AMOUNT SCHOOL / DISTRICT PAYS (EMC OFFER)	\$123,483.36
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Send with PO to: EMC Publishing
 Attn: Customer Service
 875 Montreal Way
 St. Paul, MN 55102
 Fax: 800-328-4564
 E-mail: educate@emcp.com

*Note: Pricing on this proposal valid until Oct. 1, 2016
 This contract is void without a date presented.

**Unless otherwise specified, gratis items are for 1st year only

Please be sure to include the date delivery is required by on the purchase order

Local Sales Representative:
 Name: Adam Meah
 Phone Number: (800) 395-3149
 Email: ameah@emcp.com

****Contact Local Sales Representative for order instructions before submitting purchase order

School Name: Oakland Unified School District
 Contact Name: Sean Kimble
 School Address: 1000 Broadway Suite 680
 City, State, Zip: Oakland, CA 94607
 School Phone: (510) 879-8200
 Contact's Email: sean.kimble@ousd.org
 Purchase Order Number:



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Custom OUSD QC Level 3 Bundle 3****	Print Text with three year eBook license and three year i-Culture license	\$89.95	544	\$48,932.80	\$48,932.80
	Workbook Student Edition (no charge, each year, for three years)	\$17.95	544 per year for 3 years (1632 total over 3 years)	\$29,294.40	GRATIS
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SUBTOTAL					
Shipping & Handling	10%			\$1,316,716.05	\$414,489.60
				\$131,671.61	\$41,448.96

TOTAL EDUCATOR PRICE	\$1,448,387.66
TOTAL SCHOOL / DISTRICT SAVINGS	\$992,449.10

AMOUNT SCHOOL / DISTRICT PAYS (EMC OFFER)	\$455,938.56
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