Board Office Use: **Legislative File Info.**	
File ID Number	26-1058
Introduction Date	05/27/26
Enactment Number	
Enactment Date	

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Board Cover Memorandum

To Board of Education

From Dr. Denise Saddler, Interim Superintendent
Sondra Aguilera, Chief Academic Officer
Julie McCalmont, Coordinator, Summer Learning Programs

Meeting Date May 27, 2026

Subject Services Agreement - Springboard Collaborative – Summer Learning Programs – Community Schools and Student Services Department

---

Ask of the Board

☒ Approve Services Agreement
☐ Ratify Services Agreement

Description of Services & Background

Springboard Collaborative will provide a comprehensive summer literacy intervention program serving approximately 900 students across eight OUSD elementary sites through a five-week in-person model that combines targeted reading instruction, family engagement, educator training, and student incentives. Services include curriculum, classroom and take-home books, professional development, coaching, enrollment and communication support, data tracking systems, and program management. Springboard Collaborative will support OUSD in implementing the program, monitoring student progress and participation, and delivering site-level impact reports to assess program effectiveness.

Springboard Collaborative was selected through a competitive OUSD RFP process based on demonstrated effectiveness in improving student literacy outcomes through integrated instruction, family engagement, and educator support. OUSD summer learning programs are designed to address literacy gaps and prevent summer learning loss, particularly for students requiring targeted academic intervention. Springboard Collaborative provides a structured, research-based model that has historically resulted in accelerated reading growth within a short program duration. In addition to supporting student outcomes, the program builds capacity among OUSD

	educators through training in literacy instruction, assessment, and family engagement strategies, and strengthens partnerships with families to sustain learning beyond the summer program.
Term	Start Date: 05/28/2026 End Date: 05/28/2027
Not-To-Exceed Amount	$318,500.00
Funding Source(s)	Resource 2600 – Expanded Learning Opportunities Program in the amount of $318,500.00
Competitively Bid	☒ Yes ☐ No RFP#22-137ExLO If the Service Agreement was not competitively bid and the not-to-exceed amount is more than $114,800, list the exception(s) that applies (requires Legal approval and may require a resolution):
District In-Kind Contributions	None.
Specific Outcomes	As a result of these services, students participating in the Summer 2026 program are expected to achieve an average of approximately 2.9 months of reading growth as measured by district assessments. Students will maintain average daily attendance of at least 85 percent. At least 80 percent of participating families will receive a home visit or equivalent engagement, and families will attend weekly engagement sessions at a rate of at least 70 percent. OUSD will receive site-level data reports to evaluate program effectiveness, including student progress, attendance, and family participation metrics.
SPSA Alignment (required if using State or Federal Funds)	☐ Action Item included in Board Approved SPSA (no additional documentation required). If so, enter Item Number: _____ ☐ Action Item added as modification to Board Approved SPSA. If so, school site must submit the following documents to the Strategic Resource Planning for approval through the Escape workflow process: • Meeting announcement for meeting in which the SPSA modification was approved. • Minutes for meeting in which the SPSA modification was approved indicating approval of the modification.

- Sign-in sheet for meeting in which the SPSA modification was approved.

Attachment(s)

- Services Agreement with Springboard Collaborative
- Data Impact Report
- Request for Proposals 22-137ExLO and Vendor Response

Waiver Attachments (if applicable)

☐ Written confirmation of Commercial General Liability Insurance waiver
☐ Written confirmation of Workers' Compensation Insurance waiver.
☐ Written confirmation of Tuberculosis Screening wavier.
☐ Written confirmation of Fingerprinting/Criminal Background Investigation waiver.

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

SERVICES AGREEMENT

This Services Agreement ("AGREEMENT") is a legally binding contract entered into between the Oakland Unified School District ("OUSD") and the entity or individual ("VENDOR," together with OUSD, "PARTIES") named in **Exhibit A**, attached hereto and incorporated herein by reference. Unless otherwise stated herein, "VENDER INDIVIDUAL" includes (to the extent they exist): VENDOR Board members, officers, trustees, and directors; VENDOR employees, agents, consultants, contractors and subcontractors, representatives, and other similar individuals; and volunteers and others unpaid persons under VENDOR's direction, invitation, or control.

The PARTIES hereby agree as follows:

1. **Services**. VENDOR shall provide the services ("SERVICES") as described in **Exhibit A**.

2. **Term**. The term ("TERM") of this AGREEMENT is established in **Exhibit A.**

3. **Compensation**.
   a. Over the TERM, OUSD agrees to pay VENDOR the amount of money stated in **Exhibit A** for satisfactorily performing the SERVICES. OUSD shall not pay and shall not be liable to VENDOR for any costs or expenses paid or incurred by VENDOR not described in **Exhibit A**.
   b. Compensation for SERVICES performed outside of the TERM (e.g., prior to execution of this AGREEMENT or after its termination) shall be at OUSD's sole discretion and in an amount solely determined by OUSD. VENDOR agrees that it shall not expect or demand compensation for the performance of such SERVICES.
   c. VENDOR acknowledges and agrees not to expect or demand compensation for any SERVICES performed prior to the PARTIES, particularly OUSD, validly and properly executing this AGREEMENT and VENDOR shall not rely on verbal or written communication from any individual, other than the OUSD Superintendent or the OUSD Legal Counsel, stating that OUSD has validly and properly executed this AGREEMENT.
   d. Payment for SERVICES shall be made for all undisputed amounts no more frequently than in monthly installment payments within sixty (60) days after VENDOR submits an invoice to OUSD, in accordance with Paragraph 4 (Invoicing), for the SERVICES actually performed and after OUSD's written approval that the SERVICES were actually performed. The granting of any payment by OUSD, or the receipt thereof by VENDOR, shall in no way lessen the liability of VENDOR to correct unsatisfactory performance of SERVICES, even if the unsatisfactory character of the performance was not apparent or detected at the time a payment was made. If OUSD determines that VENDOR's performance does not conform to the requirements of this AGREEMENT, VENDOR agrees to correct its performance without delay.

4. **Invoicing**. Invoices furnished by VENDOR under this AGREEMENT must be in a form acceptable to OUSD.
   a. All amounts paid by OUSD shall be subject to audit by OUSD. Invoices shall include, without limitation: VENDOR name, VENDOR address, invoice date, invoice number, purchase order number, name of school or department to which the SERVICES were provided, name(s) of the person(s) performing the SERVICES, date(s) the SERVICES were performed, brief description of the SERVICES provided on each date, total invoice amount, and the basis for the total invoice amount (e.g., if hourly rate, the number of hours on each date and the rate for those hours).
   b. If OUSD, at its sole discretion, determines an invoice fails to include the required elements, OUSD will not pay the invoice and will inform VENDOR of the missing items; VENDOR shall resubmit an invoice that includes the required elements before OUSD will pay the invoice.
   c. Invoices must be submitted no more frequently than monthly, and within 30 days of the conclusion of the applicable billing period. OUSD reserves the right to refuse to pay untimely invoices.
   d. OUSD reserves the right to add or change invoicing requirements. If OUSD does add or change invoicing requirements, it shall notify VENDOR in writing and the new or modified requirements shall be mandatory upon receipt by VENDOR of such notice.
   e. To the extent that VENDOR has described how the SERVICES may be provided both in-person and not in-person, VENDOR's invoices shall—in addition to any invoice requirement added or changed under subparagraph (d)—indicate whether the SERVICES were provided in-person or not.
   f. All invoices furnished by VENDOR under this AGREEMENT shall be delivered to OUSD via email unless OUSD requests, in writing, a different method of delivery.

5. **Suspension.** If OUSD, at its sole discretion, develops health and safety concerns related to VENDOR's provision of SERVICES, then the OUSD Superintendent or an OUSD Chief may, upon approval by OUSD legal counsel, issue a notice to VENDOR to suspend this AGREEMENT, in which case VENDOR shall stop providing SERVICES under this AGREEMENT until further notice from OUSD. OUSD shall compensate VENDOR for the SERVICES satisfactorily provided through the date of suspension.

6. **Termination**. Upon termination consistent with this Paragraph (Termination), VENDOR shall provide OUSD with all data and materials produced, maintained, or collected by VENDOR pursuant to this AGREEMENT, whether or not such materials are complete or incomplete or are in final or draft form.
   a. For Convenience by OUSD. OUSD may at any time terminate this AGREEMENT upon thirty (30) days prior written notice to VENDOR. OUSD shall compensate VENDOR for SERVICES satisfactorily provided through the date of termination. Upon approval by OUSD legal counsel, the OUSD Superintendent or an OUSD Chief may issue the termination notice without prior approval by the OUSD

Governing Board, in which case this AGREEMENT would terminate upon ratification of the termination by the OUSD Governing Board or thirty (30) days after the notice was provided, whichever is later. VENDOR shall immediately stop providing SERVICES upon receipt of the termination notice from the OUSD Superintendent or OUSD Chief.

b. For Cause. Either PARTY may terminate this AGREEMENT by giving written notice of its intention to terminate for cause to the other PARTY. Written notice shall contain the reasons for such intention to terminate, which shall include (i) material violation of this AGREEMENT or (ii) if either PARTY is adjudged bankrupt, makes a general assignment for the benefit of creditors, or a receiver is appointed on account of its insolvency. Upon approval by OUSD legal counsel, the OUSD Superintendent or an OUSD Chief may issue the termination notice without prior approval by the OUSD Governing Board, in which case this AGREEMENT would terminate upon ratification of the termination by the OUSD Governing Board or three (3) days after the notice was provided, whichever is later, unless the condition or violation ceases or satisfactory arrangements for its correction are made. VENDOR shall immediately stop providing SERVICES upon receipt of the termination notice from the OUSD Superintendent or OUSD Chief.

c. Due to Unforeseen Emergency or Acts of God. Notwithstanding any other language of this AGREEMENT, if there is an unforeseen emergency or an Act of God during the TERM that would prohibit or limit, at the sole discretion of OUSD, the ability of VENDOR to perform the SERVICES, OUSD may terminate this AGREEMENT upon seven (7) days prior written notice to VENDOR. The OUSD Governing Board may issue this type of termination notice or the OUSD Superintendent, upon approval by OUSD legal counsel, may issue this type of the termination notice without the need for approval or ratification by the OUSD Governing Board. VENDOR shall immediately stop providing SERVICES upon receipt of the termination notice from the OUSD Superintendent.

d. Due to Failure to Ratify by OUSD Board. If, consistent with Paragraph 41 (Signature Authority), this AGREEMENT is executed on behalf of OUSD by the signature of the Superintendent, a Chief, a Deputy Chief, or an Executive Director, and the Board thereafter declines to ratify this AGREEMENT, this AGREEMENT shall automatically terminate on the date that the Board declines to ratify it. OUSD shall compensate VENDOR for the SERVICES satisfactorily provided through the date of termination.

7. **Data and Information Requests**.

a. VENDOR shall timely provide OUSD with any data and information OUSD reasonably requests related to the provision of the SERVICES.

b. VENDOR shall register with and maintain current information within OUSD's Community Partner database unless OUSD communicates to VENDOR in writing otherwise, based on OUSD’s determination that the SERVICES are not related to community school outcomes. If and when VENDOR’s programs and school site(s)

change (either midyear or in subsequent years), VENDOR shall promptly update the information in the database.

8. **Confidentiality and Data Privacy**.
   a. OUSD may share information with VENDOR pursuant to this AGREEMENT in order to further the purposes thereof. VENDOR and VENDOR INDIVIDUALS shall maintain the confidentiality of all information received in the course of performing the SERVICES, provided such information is (i) marked or identified as "confidential" or "privileged," or (ii) reasonably understood to be confidential or privileged.
   b. VENDOR understands that student data is confidential. VENDOR or VENDOR INDIVIDUALS may only access or receive identifiable student data, other than directory information, in connection with this AGREEMENT only after VENDOR and OUSD execute (i) a California Student Data Privacy Agreement ("CSDPA") or CSDPA Exhibit E, if VENDOR is a software vendor, or (ii) the OUSD Data Sharing Agreement, if VENDOR is not a software vendor. Notwithstanding Paragraph 24 (Indemnification), should VENDOR or VENDOR INDIVIDUALS access or receive identifiable student data, other than directory information, without first executing such an agreement, VENDOR shall be solely liable for any and all claims or losses resulting from its access or receipt of such data.
   c. All confidentiality requirements, including those set forth in the separate data sharing agreement, extend beyond the termination of this AGREEMENT.

9. **Copyright/Trademark/Patent/Ownership**. Except for any intellectual property owned by VENDOR that existed prior to execution of this AGREEMENT, VENDOR understands and agrees that all other matters produced under this AGREEMENT shall be works for hire as defined under Title 17 of the United States Code, and all copyrights in those works are the property of OUSD. These matters include, without limitation, drawings, plans, specifications, studies, reports, memoranda, computation sheets, the contents of computer diskettes, artwork, copy, posters, billboards, photographs, videotapes, audiotapes, systems designs, software, reports, diagrams, surveys, source codes or any other original works of authorship, or other documents prepared by VENDOR in connection with the SERVICES performed under this AGREEMENT. VENDOR cannot use, reproduce, distribute, publicly display, perform, alter, remix, or build upon matters produced under this AGREEMENT without OUSD's express written permission. OUSD shall have all right, title and interest in said matters, including the right to register the copyright, trademark, and/or patent of said matter in the name of OUSD. OUSD may, with VENDOR's prior written consent, use VENDOR's name in conjunction with the sale, use, performance and distribution of the matters, for any purpose and in any medium.

10. **Alignment and Evaluation**.

a. VENDOR agrees to work and communicate with OUSD staff, both formally and informally, to ensure that the SERVICES are aligned with OUSD's mission and are meeting the needs of students as determined by OUSD.
b. OUSD may evaluate VENDOR or VENDOR INDIVIDUALS in any reasonable manner which is permissible under the law. OUSD's evaluation may include, without limitation: (i) requesting that OUSD employee(s) evaluate the performance of VENDOR or VENDOR INDIVIDUALS, and (ii) announced and unannounced observance of VENDOR or VENDOR INDIVIDUALS.

11. **Inspection and Approval.** VENDOR agrees that OUSD has the right and agrees to provide OUSD with the opportunity to inspect any and all aspects of the SERVICES performed including, but not limited to, any materials (physical or electronic) produced, created, edited, modified, reviewed, or otherwise used in the preparation, performance, or evaluation of the SERVICES. In accordance with Paragraph 3 (Compensation), the SERVICES performed by VENDOR must meet the approval of OUSD, and OUSD reserves the right to direct VENDOR to redo the SERVICES, in whole or in part, if OUSD, in its sole discretion, determines that the SERVICES were not performed in accordance with this AGREEMENT.

12. **Equipment and Materials**. VENDOR shall provide all equipment, materials, and supplies necessary for the performance of this AGREEMENT.

13. **Legal Notices**. Based on contact information set forth in **Exhibit A**, all legal notices provided for under this AGREEMENT shall be sent via email and either (i) personally delivered during normal business hours or (ii) sent by U.S. Mail (certified, return receipt requested) with postage prepaid to the other PARTY. Notice shall be effective when received if personally served or emailed or, if mailed, three days after mailing. Either PARTY must give written notice of a change of mailing address or email.

14. **Status**.
a. This is not an employment contract. VENDOR, in the performance of this AGREEMENT, shall be and act as an independent contractor.
b. If VENDOR is a natural person, VENDOR verifies all of the following:
(i) VENDOR is free from the control and direction of OUSD in connection with VENDOR's work;
(ii) VENDOR's work is outside the usual course of OUSD's business; and
(iii) VENDOR is customarily engaged in an independently established trade, occupation, or business of the same nature as that involved in the work performed for OUSD.
c. If VENDOR is a business entity, VENDOR understands and agrees that it and any and all VENDOR INDIVIDUALS shall not be considered employees of OUSD, and are not entitled to benefits of any kind or nature normally provided employees of OUSD and/or to which OUSD's employees are normally entitled, including, but not limited to, State Unemployment Compensation or Worker's Compensation.

VENDOR shall assume full responsibility for payment of all Federal, State, and local taxes or contributions, including unemployment insurance, social security and income taxes with respect to VENDOR INDIVIDUALS. VENDOR verifies all of the following:

(i) VENDOR is free from the control and direction of OUSD in connection with the performance of the work;
(ii) VENDOR is providing the SERVICES directly to OUSD rather than to customers of OUSD;
(iii) the contract between OUSD and VENDOR is in writing;
(iv) VENDOR has the required business license or business tax registration, if the work is performed in a jurisdiction that requires VENDOR to have a business license or business tax registration;
(v) VENDOR maintains a business location that is separate from the business or work location of OUSD;
(vi) VENDOR is customarily engaged in an independently established business of the same nature as that involved in the work performed;
(vii) VENDOR actually contracts with other businesses to provide the same or similar services and maintains a clientele without restrictions from OUSD;
(viii) VENDOR advertises and holds itself out to the public as available to provide the same or similar services;
(ix) VENDOR provides its own tools, vehicles, and equipment to perform the SERVICES;
(x) VENDOR can negotiate its own rates;
(xi) VENDOR can set its own hours and location of work; and
(xii) VENDOR is not performing the type of work for which a license from the Contractor's State License Board is required, pursuant to Chapter 9 (commencing with section 7000) of Division 3 of the Business and Professions Code.

15. Qualifications, Training, and Removal.

a. VENDOR represents and warrants that VENDOR and all VENDOR INDIVIDUALS have the necessary and sufficient experience, qualifications, and ability to perform the SERVICES in a professional manner, without the advice, control or supervision of OUSD. VENDOR will perform the SERVICES in accordance with generally and currently accepted principles and practices of its profession for services to California school districts and in accordance with applicable laws, codes, rules, regulations, and/or ordinances.

b. VENDOR represents and warrants that all VENDOR INDIVIDUALS are specially trained, experienced, competent and fully licensed to provide the SERVICES identified in this AGREEMENT in conformity with the laws and regulations of the State of California, the United States of America, and all local laws, ordinances and/or regulations, as they may apply.

c. VENDOR agrees to immediately remove or cause the removal of any VENDOR INDIVIDUAL from OUSD property upon receiving notice from OUSD of such

desire. OUSD is not required to provide VENDOR with a basis or explanation for the removal request.

16. **Certificates/Permits/Licenses/Registration**. VENDOR shall ensure that all VENDOR INDIVIDUALS secure and maintain in force such certificates, permits, licenses, and registration as are required by law in connection with the furnishing of the SERVICES pursuant to this AGREEMENT.

17. **Insurance**.
    a. Commercial General Liability Insurance. VENDOR shall maintain Commercial General Liability Insurance, including automobile coverage, with limits of at least one million dollars ($1,000,000) per occurrence, and two million dollars ($2,000,000) aggregate, sexual misconduct, harassment, bodily injury and property damage. Coverage for sexual misconduct and harassment may either be provided through General Liability Insurance or Professional Liability Insurance. The coverage shall be primary as to OUSD and shall name OUSD as an additional insured with the additional insured endorsement provided to OUSD within 15 days of effective date of this AGREEMENT (and within 15 days of each new policy year thereafter during the TERM). Evidence of insurance shall be attached to this AGREEMENT or otherwise provided to OUSD upon request. Endorsement of OUSD as an additional insured shall not affect OUSD's rights to any claim, demand, suit or judgment made, brought or recovered against VENDOR. The policy shall protect VENDOR and OUSD in the same manner as though each were separately issued. Nothing in said policy shall operate to increase the Insurer's liability as set forth in the policy beyond the amount or amounts shown or to which the Insurer would have been liable if only one interest were named as an insured. The requirements of this subparagraph may be specifically waived as noted in **Exhibit A**.
    b. Workers' Compensation Insurance. VENDOR shall procure and maintain, at all times during the TERM of this AGREEMENT, Workers' Compensation Insurance in conformance with the laws of the State of California (including, but not limited to, Labor Code section 3700) and Federal laws when applicable. Employers' Liability Insurance shall not be less than one million dollars ($1,000,000) per accident or disease. The requirements of this subparagraph may be specifically waived as noted in **Exhibit A**.

18. **Testing and Screening**.
    a. Tuberculosis Screening. VENDOR shall ensure that all VENDOR INDIVIDUALS who will be working at OUSD sites for more than six hours in total during the TERM or who work with students (regardless of the length of time) have submitted to a tuberculosis risk assessment as required by Education Code section 49406 within the prior 60 days. If tuberculosis risk factors were identified for a VENDOR INDIVIDUAL, that VENDOR INDIVIDUAL must submit to an intradermal or other approved tuberculosis examination to determine if that VENDOR INDIVIDUAL is

free of infectious tuberculosis. If the results of the examination are positive, VENDOR shall obtain an x-ray of the lungs. VENDOR, at its discretion, may choose to submit a VENDOR INDIVIDUAL to the examination instead of the risk assessment. The requirements of this subparagraph may be specifically waived as noted in **Exhibit A**.

b. Fingerprinting/Criminal Background Investigation. For all VENDOR INDIVIDUALS providing the SERVICES, VENDOR shall ensure completion of fingerprinting and criminal background investigation and shall request and regularly review subsequent arrest records. VENDOR confirms that no VENDOR INDIVIDUAL providing the SERVICES has been convicted of a felony, as that term is defined in Education Code section 45122.1. VENDOR shall provide the results of the investigations and subsequent arrest notifications to OUSD. For purposes of this subparagraph, VENDOR shall use either California Department of Justice or Be A Mentor, Inc. (http://beamentor.org/OUSDPartner) finger-printing and subsequent arrest notification services. The requirements of this subparagraph may be specifically waived as noted in **Exhibit A**.

19. **Incident/Accident/Mandated Reporting**.

a. VENDOR shall notify OUSD, via email pursuant to Paragraph 13 (Legal Notices), within twelve (12) hours of learning of any significant accident or incident in connection with the provision of the SERVICES. Examples of a significant accident or incident include, without limitation, an accident or incident that involves law enforcement, or possible or alleged criminal activity, or possible or actual exposure to a communicable disease such as COVID-19. VENDOR shall properly submit required accident or incident reports within one business day pursuant to the procedures specified by OUSD. VENDOR shall bear all costs of compliance with this Paragraph.

b. To the extent that a VENDOR INDIVIDUAL is included on the list of mandated reporters found in Penal Code section 11165.7, VENDOR agrees to inform that VENDOR INDIVIDUAL, in writing, that they are a mandated reporter, and describing the associated obligations to report suspected cases of abuse and neglect pursuant to Penal Code section 11166.5.

20. Health and Safety Orders and Requirements; Site Closures.

a. VENDOR shall adhere to any health or safety orders or requirements issued at the time of the execution of this AGREEMENT or in the future by OUSD or other public entities ("Orders").

b. Except as possibly stated otherwise in **Exhibit A**, VENDOR is able to meet its obligations and perform the SERVICES required pursuant to this AGREEMENT in accordance with any Order; to the extent that VENDOR becomes unable to do so, VENDOR shall immediately inform OUSD in writing.

c. Except as possibly stated otherwise in **Exhibit A**, to the extent that there may be a site closure (e.g., due to poor air quality, planned loss of power, strike) or similar event in which school sites and/or District offices may be closed or

otherwise inaccessible, VENDOR is able to meet its obligations and perform the SERVICES required pursuant to this AGREEMENT; to the extent that VENDOR becomes unable to do so, VENDOR shall immediately inform OUSD in writing.

d. VENDOR shall bear all costs of compliance with this Paragraph, including but not limited lost compensation for failure to provide SERVICES.

21. **Conflict of Interest**.

a. VENDOR and all VENDOR INDIVIDUALS shall abide by and be subject to all applicable, regulations, statutes, or other laws regarding conflict of interest. VENDOR shall not hire, contract with, or employ any officer or employee of OUSD during the TERM without the prior approval of OUSD Legal Counsel.

b. VENDOR affirms, to the best of his/her/its knowledge, that there exists no actual or potential conflict of interest between VENDOR's family, business, or financial interest and the SERVICES provided under this AGREEMENT, and in the event of any change in either private interest or the SERVICES under this AGREEMENT, any question regarding a possible conflict of interest which may arise as a result of such change will be immediately brought to OUSD's attention in writing.

c. Through its execution of this AGREEMENT, VENDOR acknowledges that it is familiar with the provisions of section 1090 *et seq.* and section 87100 *et seq.* of the Government Code, and certifies that it does not know of any facts which constitute a violation of said provisions. In the event VENDOR receives any information subsequent to execution of this AGREEMENT which might constitute a violation of said provisions, VENDOR agrees it shall immediately notify OUSD in writing.

22. **Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion**. VENDOR certifies, to the best of its knowledge and belief, that it and its principals are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency according to Federal Acquisition Regulation Subpart 9.4, and by signing this AGREEMENT, certifies that neither it nor its principals appear on the Excluded Parties List (https://www.sam.gov/).

23. **Limitation of OUSD Liability**. Other than as provided in this AGREEMENT, OUSD's financial obligations under this AGREEMENT shall be limited to the compensation described in Paragraph 3 (Compensation). Notwithstanding any other provision of this AGREEMENT, in no event shall OUSD be liable, regardless of whether any claim is based on contract or tort, for any special, consequential, indirect or incidental damages, including, but not limited to, lost profits or revenue, arising out of, or in connection with, this AGREEMENT for the SERVICES performed in connection with this AGREEMENT.

24. **Indemnification**.

a. To the furthest extent permitted by California law, VENDOR shall indemnify, defend and hold harmless OUSD, its Governing Board, agents, representatives, officers, consultants, employees, trustees, and volunteers ("OUSD Indemnified Parties") from any and all claims or losses accruing or resulting from injury, damage, or death of any person or entity arising out of VENDOR's performance of this AGREEMENT. VENDOR also agrees to hold harmless, indemnify, and defend OUSD Indemnified Parties from any and all claims or losses incurred by any supplier or subcontractor furnishing work, services, or materials to VENDOR arising out of the performance of this AGREEMENT. VENDOR shall, to the fullest extent permitted by California law, defend OUSD Indemnified Parties at VENDOR's own expense, including attorneys' fees and costs, and OUSD shall have the right to accept or reject any legal representation that VENDOR proposes to defend OUSD Indemnified Parties.

b. To the furthest extent permitted by California law, OUSD shall indemnify, defend, and hold harmless VENDOR and VENDOR INDIVIDUALS from any and all claims or losses accruing or resulting from injury, damage, or death of any person or entity arising out of OUSD's performance of this AGREEMENT. OUSD shall, to the fullest extent permitted by California law, defend VENDOR and VENDOR INDIVIDUALS at OUSD's own expense, including attorneys' fees and costs.

25. **Audit**. VENDOR shall establish and maintain books, records, and systems of account, in accordance with generally accepted accounting principles, reflecting all business operations of VENDOR transacted under this AGREEMENT. VENDOR shall retain these books, records, and systems of account during the TERM and for three (3) years after the earlier of (i) the TERM or (ii) the date of termination. VENDOR shall permit OUSD, its agent, other representatives, or an independent auditor to audit, examine, and make excerpts, copies, and transcripts from all books and records, and to make audit(s) of all billing statements, invoices, records, and other data related to the SERVICES covered by this AGREEMENT. Audit(s) may be performed at any time, provided that OUSD shall give reasonable prior notice to VENDOR and shall conduct audit(s) during VENDOR'S normal business hours, unless VENDOR otherwise consents.

26. **Non-Discrimination**. It is the policy of OUSD that, in connection with all work performed under legally binding agreements, there be no discrimination because of race, color, ancestry, national origin, religious creed, physical disability, medical condition, marital status, sexual orientation, gender, or age; therefore, VENDOR agrees to comply with applicable Federal and California laws including, but not limited to, the California Fair Employment and Housing Act beginning with Government Code section 12900 and Labor Code section 1735 and OUSD policy. In addition, VENDOR agrees to require like compliance by all its subcontractor (s). VENDOR shall not engage in unlawful discrimination in employment on the basis of actual or perceived: race, color, national origin, ancestry, religion, age, marital status, pregnancy, physical or mental disability, medical condition, veteran status, gender, sex, sexual orientation, or other legally protected class.

27. **Compliance with California and Federal Laws.** VENDOR shall comply with all applicable California and Federal laws, regulations, and ordinances. This includes, but is not limited to, compliance with the California Labor Code 6401.9 (Workplace Violence Prevention Plans), as well as any other laws related to labor, employment, safety, health, and environmental regulations. The VENDOR shall ensure that all activities and services conducted under this AGREEMENT are in strict compliance with such laws and regulations. Any violation of these laws, regulations, or ordinances by the VENDOR or any of its employees, subcontractors, volunteers, or agents shall constitute a material breach of this AGREEMENT.

28. **Drug-Free/Smoke Free Policy**. No drugs, alcohol, and/or smoking are allowed at any time in any buildings and/or grounds on OUSD property. No students, staff, visitors, VENDORS, or subcontractors are to use controlled substances, alcohol or tobacco on these sites.

29. **Waiver**. No delay or omission by either PARTY in exercising any right under this AGREEMENT shall operate as a waiver of that or any other right or prevent a subsequent act from constituting a violation of this AGREEMENT.

30. **Assignment**. The obligations of VENDOR under this AGREEMENT shall not be assigned by VENDOR without the express prior written consent of OUSD and any assignment without the express prior written consent of OUSD shall be null and void.

31. **No Rights in Third Parties**. This AGREEMENT does not create any rights in, or inure to the benefit of, any third party except as expressly provided herein.

32. **Litigation**. This AGREEMENT shall be deemed to be performed in Oakland, California and is governed by the laws of the State of California, but without resort to California's principles and laws regarding conflict of laws. The Alameda County Superior Court shall have jurisdiction over any litigation initiated to enforce or interpret this AGREEMENT.

33. **Incorporation of Recitals and Exhibits**. Any recitals and exhibits attached to this AGREEMENT are incorporated herein by reference. VENDOR agrees that to the extent any recital or document incorporated herein conflicts with any term or provision of this AGREEMENT, the terms and provisions of this AGREEMENT shall govern.

34. **Integration/Entire Agreement of Parties**. This AGREEMENT constitutes the entire agreement between the PARTIES and supersedes all prior discussions, negotiations, and agreements, whether oral or written. This AGREEMENT may be amended or modified only by a written instrument executed by both PARTIES.

35. **Severability**. If any term, condition, or provision of this AGREEMENT is held by a court of competent jurisdiction to be invalid, void or unenforceable, the remaining provisions will

nevertheless continue in full force and effect, and shall not be affected, impaired or invalidated in any way.

36. **Provisions Required By Law Deemed Inserted**. Each and every provision of law and clause required by law to be inserted in this AGREEMENT shall be deemed to be inserted herein and this AGREEMENT shall be read and enforced as though it were included therein.

37. **Captions and Interpretations**. Paragraph headings in this AGREEMENT are used solely for convenience, and shall be wholly disregarded in the construction of this AGREEMENT. No provision of this AGREEMENT shall be interpreted for or against a PARTY because that PARTY or its legal representative drafted such provision, and this AGREEMENT shall be construed as if jointly prepared by the PARTIES.

38. **Calculation of Time**. For the purposes of this AGREEMENT, "days" refers to calendar days unless otherwise specified and "hours" refers to hours regardless of whether it is a work day, weekend, or holiday.

39. **Counterparts and Electronic Signature**. This AGREEMENT, and all amendments, addenda, and supplements to this AGREEMENT, may be executed in one or more counterparts, all of which shall constitute one and the same amendment. Any counterpart may be executed and delivered by facsimile or other electronic signature (including portable document format) by either PARTY and, notwithstanding any statute or regulations to the contrary (including, but not limited to, Government Code section 16.5 and the regulations promulgated therefrom), the counterpart shall legally bind the signing PARTY and the receiving PARTY may rely on the receipt of such document so executed and delivered electronically or by facsimile as if the original had been received. Through its execution of this AGREEMENT, each PARTY waives the requirements and constraints on electronic signatures found in statute and regulations including, but not limited to, Government Code section 16.5 and the regulations promulgated therefrom.

40. **W-9 Form**. If VENDOR is doing business with OUSD for the first time, VENDOR acknowledges that it must complete and return a signed W-9 form to OUSD.

41. **Agreement Publicly Posted**. This AGREEMENT, its contents, and all incorporated documents are public documents and will be made available by OUSD to the public online via the Internet.

42. **Signature Authority**.
    a. Each PARTY has the full power and authority to enter into and perform this AGREEMENT, and the person(s) signing this AGREEMENT on behalf of each PARTY has been given the proper authority and empowered to enter into this AGREEMENT.

b. Notwithstanding subparagraph (a), VENDOR acknowledges, agrees, and understands (i) that only the Superintendent, and the Chiefs, Deputy Chiefs, and Executive Directors who have been delegated such authority, may validly sign contracts for OUSD and only under limited circumstances, and (ii) that all such contract still require ratification by the OUSD Governing Board. VENDOR agrees not to accept the signature of another other individual as having the proper authority to enter into this AGREEMENT on behalf of OUSD.

43. **Contract Contingent on Governing Board Approval**. The PARTIES acknowledge, agree, and understand that OUSD shall not be bound by the terms of this AGREEMENT unless and until it has been (i) formally approved by OUSD's Governing Board or (ii) validly and properly executed by the OUSD Superintendent, a Chief, or a Deputy Chief authorized by the Education Code or Board Policy, and no compensation shall be owed or made to VENDOR absent such formal approval or valid and proper execution.

REST OF PAGE INTENTIONALLY LEFT BLANK

IN WITNESS WHEREOF, the PARTIES hereto agree and execute this AGREEMENT and to be bound by its terms and conditions:

VENDOR

Name: Shelly Shires Signature: Signed by: Michelle Shires 18008BCEB2774DD...

Position: President Date: 4/27/2026

One of the terms and conditions to which VENDOR specifically agrees by its signature is subparagraph (c) of Paragraph 3 (Compensation), which states that VENDOR acknowledges and agrees not to expect or demand compensation for any SERVICES performed prior to the PARTIES, particularly OUSD, validly and properly executing this AGREEMENT and shall not rely on verbal or written communication from any individual, other than the OUSD Superintendent or OUSD Legal Counsel, stating that OUSD has validly and properly executed this AGREEMENT.

OUSD

Name: Jennifer Brouhard Signature: _____

Position: President, Board of Education Date: _____

☒ Board President (for approvals)
☐ Chief/Deputy Chief/Executive Director (for ratifications)

Name: Denise G. Saddler Signature: _____

Position: Interim Superintendent and Interim Secretary, Board of Education

Date: _____

Template Approved as to form by OUSD Legal Department

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

SERVICES AGREEMENT
EXHIBIT A
(Each Listed Clause below Corresponds to the Clause in the Agreement.)

VENDOR: Springboard Collaborative

Clause 1: **Services**. Describe the SERVICES VENDOR will provide: see attached scope of work.

Clause 2: **Term**.

a. This AGREEMENT shall start on the below Start Date. If no date is entered, then this AGREEMENT shall start on the latest of the dates on which each of the PARTIES signed this AGREEMENT.
Start Date: 05/28/2026

b. Unless terminated earlier, this AGREEMENT shall end on the below End Date. If no date is entered, then this AGREEMENT shall end on the first June 30 after the start date listed in subparagraph (a). If the dates set forth in this subparagraph and subparagraph (a) would cause this AGREEMENT to exceed the limits set forth in state law (e.g., Education Code section 17596), this AGREEMENT shall instead automatically end upon reaching said limit.
End date: 05/28/2027

Clause 3: **Compensation**.

a. The basis for payment to VENDOR shall be:
- ☐ Hourly Rate: _____ per hour
- ☐ Daily Rate: _____ per day
- ☐ Weekly Rate: _____ per week
- ☐ Monthly Rate: _____ per month
- ■ Per Student Served Rate: $384.00 per student served
- ☐ Performance/Deliverable Payments: Describe below the performance and/or deliverable(s) as well as the associated rate(s): _____

b. Over the TERM, the total compensation under this AGREEMENT shall not exceed the below amount. This sum includes (but is not limited to) compensation for the full performance of this AGREEMENT and all fees, costs, and expenses incurred by VENDOR including (but not limited to) labor, materials, taxes, profit, overhead, travel, insurance, permitted subcontractor costs, and other costs.

Not-To-Exceed Amount: $318,500.00

NOTE: Each Listed Clause below Corresponds to the Clause in the Agreement

Clause 13: **Legal Notices**.

OUSD
Site/Dept: Legal Department
Address: 1011 Union Street, Site 946
City, ST Zip: Oakland, CA 94607
Phone: 510-879-5060
Email: ousdlegal@ousd.org

VENDOR
Name/Dept: Shelly Shires
Address: 2 Penn Center, Ste 1615 1500 JFK Blvd.
City, ST Zip: Philadelphia, PA 19102
Phone: 302- 319-3106
Email: s.shires@springboardcollaborative.org

Clause 17: **Insurance**. OUSD has waived the following insurance requirements. Written confirmation of a waiver (e.g., email from OUSD Risk Management Officer) is attached hereto. Failure to attach such written confirmation voids any such waiver even if otherwise properly given.

☐ *Commercial General Liability Insurance*. Waiver typically available by OUSD if no VENDOR INDIVIDUAL interacts or has contact with OUSD students (in-person or virtual) and the not-to-exceed amount is $25,000 or less.

☐ *Workers' Compensation Insurance*. Waiver typically available by OUSD if VENDOR has no employees.

Clause 18: **Testing and Screening**. OUSD has waived the following testing and screening requirements. Written confirmation of a waiver (e.g., email from OUSD Risk Management Officer) is attached hereto. Failure to include such written confirmation voids any such waiver even if otherwise properly given.

☐ *Tuberculosis Screening*. Waiver typically available by OUSD if VENDOR INDIVIDUALS will have no in-person contact with OUSD students.

☐ *Fingerprinting/Criminal Background Investigation*. Waiver typically available by OUSD if no VENDOR INDIVIDUAL interacts or has contact with OUSD students (in-person or virtual).

Clause 20: **Health and Safety Orders and Requirements; Site Closures.** If there is an Order or event in which school sites and/or District offices may be closed or otherwise inaccessible, would the SERVICES be able to continue?

☐ Yes, the SERVICES would be able to continue as described herein.

☐ No, the SERVICES would not be able to continue.

☐ Yes, but the SERVICES would be different than described herein, they would be as follows:

Scope of Work

Exhibit A

Springboard Collaborative

Springboard Collaborative will provide Oakland Unified School District with targeted literacy acceleration services delivered through an in-person, five-week summer learning program serving approximately 900 students across eight elementary school sites. The program will integrate structured literacy instruction, family engagement, educator training, data tracking, and student incentives to improve reading outcomes and strengthen family-school partnerships.

Responsibilities of Springboard:
Springboard Collaborative will provide program implementation, coordination, and support services necessary to deliver the Summer 2026 literacy program in partnership with OUSD.
Professional Management:
Springboard Collaborative will provide dedicated program management support, including planning key program milestones, developing implementation timelines, coordinating with OUSD staff, and supporting overall program execution. This includes guidance for program readiness, development of calendars, and coordination of logistics across all sites.
Enrollment Support:
Springboard Collaborative will support student and family enrollment efforts by providing recruitment guidance, communication templates, informational materials, and marketing resources. The vendor will assist with outreach strategies to support participation and engagement in the summer program.
Professional Development:
Springboard Collaborative will provide professional development, training, and coaching to approximately 60 OUSD teachers, 8 site leaders, 2 cluster leaders, and the OUSD program director. Training will include literacy instruction, curriculum implementation, student assessment practices, family engagement strategies, and program operations.
Professional development will be delivered through a combination of synchronous sessions, ongoing coaching, and asynchronous modules available through an online learning management system.
Program Resource Site:
Springboard Collaborative will provide access to a digital Program Resource Site that houses curriculum materials, instructional guides, program resources, and family

engagement tools. This platform will support educators and staff in implementing program components with fidelity.

Connect Educator App:

Springboard Collaborative will provide access to the Connect Educator web-based application, which enables educators to track student attendance, reading progress, literacy goals, and family engagement. The platform supports goal setting, progress monitoring, student action planning, and documentation of program participation and outcomes.

Curriculum:

Springboard Collaborative will provide a comprehensive literacy curriculum addressing phonemic awareness, phonics, fluency, vocabulary, comprehension, and social-emotional learning. Curriculum includes daily lesson guides, shared reading and read-aloud instruction, and instructional materials designed to support data-driven literacy instruction and student engagement.

Books:

Springboard Collaborative will provide classroom read-aloud libraries and access to site-based book collections to support daily literacy instruction. Each teacher will receive classroom sets of books for whole-group instruction. Students and families will receive take-home books aligned to individual reading levels, and access to digital libraries in multiple languages for the duration of the program.

Literacy Support Materials:

Springboard Collaborative will provide supplemental literacy materials, including read-aloud book sets, printed family tip sheets, and instructional supports designed to reinforce literacy learning both in the classroom and at home. Materials will be available in both digital and print formats to support accessibility.

Family Workshops:

Springboard Collaborative will facilitate interactive family workshops designed to build caregiver capacity to support student literacy at home. Workshops will provide strategies, tools, and opportunities for families to engage in their student's reading development and strengthen family-school partnerships.

Connect Family App:

Springboard Collaborative will provide families with access to a web-based platform that offers reading tips, tracks reading activity, and supports ongoing family engagement in student learning throughout the program.

Student Achievement:

Springboard Collaborative will provide student incentives to promote engagement and achievement, including recognition of progress toward literacy goals. Incentives may include materials, rewards, and recognition aligned to program participation and

outcomes.
Data and Communications:
Springboard Collaborative will provide data systems and communication tools to support program implementation, including tracking of attendance, family engagement, assessment results, and student progress. The vendor will support communication between educators, families, and program staff to ensure consistent engagement.
Data Collection:
Springboard Collaborative will collect and manage program data, including student demographics, attendance, reading progress, assessment scores, and family participation. Data will be entered and maintained within the vendor's data systems and used to monitor program effectiveness and inform instruction.
Site Level Impact Report:
At the conclusion of the program, Springboard Collaborative will provide OUSD with site-level impact reports summarizing student reading growth, attendance, family engagement, and program outcomes. Springboard will conduct a review meeting with OUSD to analyze results, identify successes, and inform future program planning.

SCHOOL REGISTRATION INFORMATION:

Springboard will provide programming across 8 sites for the below indicated number of days:
School Location Total Enrollment # of days

Elem Site 1, Lockwood STEAM, East Oakland, 90 students, 23 days
Elem Site 2, MLK Jr Elem, West Oakland Hub, 60 students, 23 days
Elem Site 3, Allendale Elem, Central Oakland Hub, 135 student, 23 days
Elem Site 4, Emerson North Oakland Hub, 120 students, 23 days
Elem Site 5, Montclair Elem, North Oakland Hub, 105 students, 23 days
Elem Site 6 Acorn Woodland Elem, East Hub, 135 students, 23 days
Elem Site 7 Bella Vista Elem, Central Hub, 120 students, 23 days
Elem Site 8, Franklin Elem, Central Oakland Hub, 120 students, 23 days

Springboard Summer (2026) Expected Enrollment: 900 students
Total Number of Classes: 60 classes

Payment Adjustment: Total payment due will be adjusted if Enrollment represents a 10% or more reduction from expected enrollment. The payment adjustment will be the per student

resources fee ($385) multiplied by the difference between expected enrollment and enrollment.

Impact Report

Oakland Unified School District

Winter/Spring 2025

springboard COLLABORATIVE

Oakland Unified School District

springboard COLLABORATIVE

Executive Summary

What we did together

184 students attended at least one day of programming

21 teachers and leaders participated in professional development sessions enhancing skills in literacy instructions and family engagement

4 school partners participated

What you achieved

64% of students achieved their individualized reading growth goals

77% average family workshop attendance across 4 workshops facilitated

84% average attendance across 17 small-group instructional sessions

3.3 average months of reading growth in essential literacy skills ***in just 8 weeks***

What comes next

- Provide flexible options for attending workshops, such as offering sessions at different times, alternate locations, and a virtual option.
- Continuously evaluate and identify which incentive structures are most effective for motivating students and families. Consider the specific behaviors we want to encourage, such as increased engagement, regular reading, and active participation.
- Strengthen our classroom observation processes and continue utilizing PLC sessions to ensure all educators have access to effective strategies that boost student engagement. By providing targeted feedback and sharing successful techniques, we'll help teachers create even more interactive learning environments where all students actively participate.

Oakland Unified School District

springboard COLLABORATIVE

What we did together | What you achieved | What comes next

Oakland Unified School District

springboard COLLABORATIVE

Program overview & milestones

What we did together | What you achieved | What comes next

Milestone	Date	Data
Contract Signed	1/17/2025	Session dates 2/24/2025 - 4/25/2025; Contract Investment: $127,476
Teachers & Staff Trained*	2/11/2025 - 2/13/2025	21 Teachers/staff trained; 7 hours of teacher training; 8 hours of leader training
Students Enrolled	2/8/2025 - 3/8/2025	191 Students registered; 184 attended one day
Goals Set	2/20/2025	181 Beginning assessments given to set individual growth goals
Team Building Huddles	2/3/2025	163 Team building huddles conducted; 90% participation rate
Student Instruction	2/25/2025 - 4/24/2025	8 Weeks; 2 sessions / week; 23 hours of instruction
Family Workshops	2/25/2025 - 4/24/2025	4 Workshops held, with in-person and virtual sessions ensuring accessibility
Growth Assessed	4/25/2025	181 Ending assessments administered to gauge student growth
Achievements Celebrated	4/24/2025	160 Students attended celebration; 181 Incentives distributed

*The number of training hours each teacher/staff member received varied based on their prior experience with the programming.

Oakland Unified School District

springboard COLLABORATIVE

Reading growth

What we did together | **What you achieved** | What comes next

How we measured

Students' reading progress is measured using the DIBELS 8th reading assessment.

Assessments are given at the beginning and end of programming.

Assessments inform instruction and measure growth in reading fluency.

Growth goals met

64%

of students met assessment-based reading GROWTH goals

54%

of students met assessment-based reading STRETCH goals

Notes: N = 179 students. See appendix for details.

Average growth

Grade	Subtest & Reading domain	Average growth
TK	**PSF** Phonological awareness	**1.7** months
K-3rd	**NWF-CLS** Letter-sound knowledge, blending	**3.3** months
4th+	**ORF** Reading connected text	**3.6** months

Notes: N = 177 students. See appendix for details.

Reading growth - additional detail

How we interpret growth

Growth on **PSF**: The change in the number of correct phonemes students identified in one minute.

Growth on **NWF**: The change in the number of correct letter sounds students pronounced correctly in one minute.

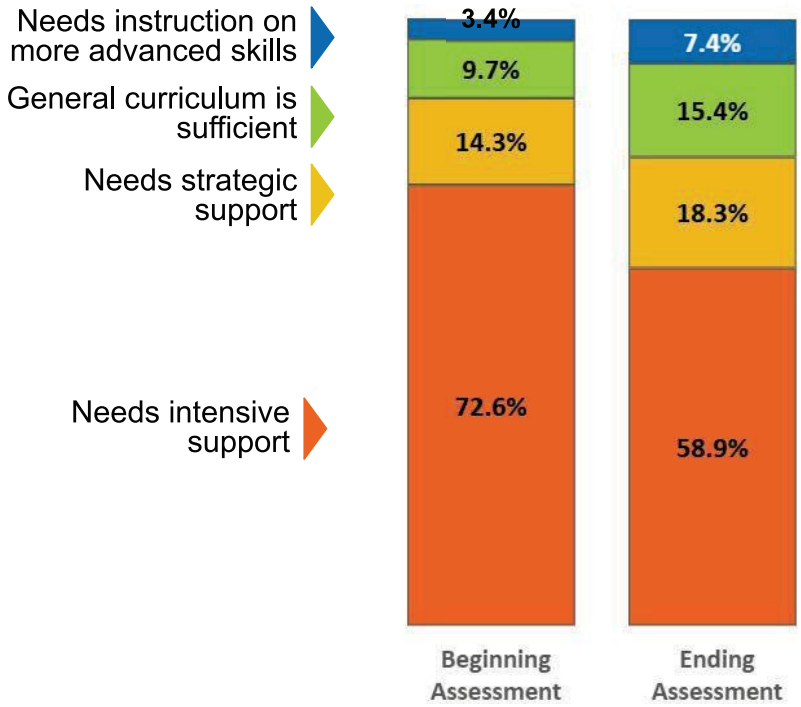
Growth on **ORF**: The change in the number of correct words students read in one minute.

Raw growth vs. expectation

Notes: N = 179 students. See appendix for details.

Reading growth - additional detail

Proficiency band progress



28%
Moved up proficiency bands

50%
Increased score within same proficiency band

Notes: N = 175 students. See appendix for details.

Oakland Unified School District

springboard COLLABORATIVE

Student and family engagement

What we did together | **What you achieved** | What comes next

Student attendance

184
students attended at least one day

84%
average instructional attendance

Family engagement

90%
team building huddle participation

83%
of families attended at least one workshop

77%
average family workshop attendance

Note: Internal and external evaluations consistently showed a significant positive link between huddle participation and improved student outcomes.

Oakland Unified School District

springboard COLLABORATIVE

Stakeholder feedback

What we did together | What you achieved | What comes next

Teachers

"Honestly, as a first year teacher and first time teaching Springboard, it was pretty cool. I love that everything is planned out for you, so it's less stress at planning. Can definitely get boring, but because we had enough time to gamify more parts, it was really fun and engaging for the kids."
- Bella Vista Elementary Teacher

"The program was extremely rewarding. I enjoyed working in small groups with students and watching their growth."
- Brookfield Elementary Teacher

92%

of Families agreed that Springboard Collaborative helped me to learn new reading strategies to help my child

Students and Families

"I loved this program my younger son and was very pleased to see it expanded to the older kids this year. Many of them need support too."
- Martin Luther King Jr. Elementary Family member

"I really appreciate how workshops were able to be made up. Education is very important to me and the more I can do with my granddaughter the better. The reading tips are all new and very informative. I also appreciate how my TKer could relate and understand the reading tips."
- Grass Valley Elementary Family member

100%

of Families agreed that their family's reading routine improved during Springboard Collaborative programming

How we can improve

Our shared observations

- Family workshop attendance is low due to the inconvenient timing and location for families.
- Engagement levels among students vary significantly, with some students more motivated by the current incentive structures than others.
- Students show strong engagement in the classroom. They actively talk with teachers and each other, eagerly join discussions, and volunteer to read aloud.

Proposed next steps

- Provide flexible options for attending workshops, such as offering sessions at different times, alternate locations, and a virtual option.
- Continuously evaluate and identify which incentive structures are most effective for motivating students and families. Consider the specific behaviors we want to encourage, such as increased engagement, regular reading, and active participation.
- Strengthen our classroom observation processes and continue utilizing PLC sessions to ensure all educators have access to effective strategies that boost student engagement. By providing targeted feedback and sharing successful techniques, we'll help teachers create even more interactive learning environments where all students actively participate.

How we can continue, and grow our impact

Short term

- Establish a more targeted enrollment strategy to identify and prioritize students who need support the most for program participation.
- Implement regular check-in meetings between our team and district representatives to engage in data-driven conversations and make informed decisions that enhance our programming.
- Establish a more targeted enrollment strategy to identify and prioritize students who need support the most for program participation.

Long term

- Establish processes for continuous improvement, regularly reviewing and refining our strategies and practices based on feedback and outcomes.
- Develop a strategic expansion plan to leverage the observed program success and extend support to more students at the site.

Appendix

1. Program size and makeup
2. Major activities
3. Analytics sample breakdown

Oakland Unified School District

Program size and makeup

What we did together | What you achieved | What comes next

Size

184 Students Attended

21 Teachers/session staff

Grade Levels

2% TK

13% Kindergarten

15% 1st Grade

11% 2nd Grade

22% 3rd Grade

36% 4th+ Grade

0% Unreported

Race / Ethnicity

1% American Indian / Alaska Native

6% Asian

53% Black

39% Hispanic / Latino

9% Other

0% Native Hawaiian or Other Pacific Islander

30% Unreported

4% White

Oakland Unified School District

Major activities

What we did together | What you achieved | What comes next

Training & Coaching

21 Teachers/staff trained

2 Training sessions

7 Total hours of teacher training

8 Total hours of staff training

Materials Distributed

184 Raz-Kids ebook licenses

184 Book sets

100 Tango rewards $20

Instruction

17 Instructional sessions

23 Hours of instruction

4 Family Workshops

163 Team Building Huddles

Oakland Unified School District

Analytic sample breakdown

What we did together | What you achieved | What comes next

Sample size	Notes for records excluded
184 students attended at least one day	
	3 students attended at least one day but later withdrew.
181 active students	
	2 students did not complete beginning or ending assessments.
179 students with complete assessment records	
179 students with raw growth	
	2 students were not tested on chronological grade level.
177 students with months growth	
	4 TK students were excluded because DIBELS 8th does not have benchmark goals for this grade level.
175 students with proficiency bands	

OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

Request for Proposal (RFP) 22-137ExLO

SUMMER LEARNING LITERACY INTERVENTION FOR COMMUNITY SCHOOLS/EXPANDED LEARNING

*** Submit proposals and all questions/inquiries to:**

OAKLAND UNIFIED SCHOOL DISTRICT
Attention: Procurement Department
900 High Street, 2nd Floor
OAKLAND, CA 94601

email: francisco.flores@ousd.org
phone: (510) 879-2990

Proposals Due:
APRIL 17, 2023 at 2:00 P.M. PST

THE TERMS AND CONDITIONS OF THIS RFP ARE GOVERNED BY THE APPLICABLE STATE AND FEDERAL CODES.

Table of Contents

Table of Contents 2
RFP Schedule Of Events 3
Background Information 4
Introduction and Overview 4
Objectives 5
Scope Of Work 6
Term of Contract 7
Specific Activities Required (Minimum Qualifications) 7
What Are The Outcomes From Provider Services 8
Why Are Provider Services Needed 8
Proposal Evaluations And Scoring 9
Best Value Scoring 9
Proposal Format 11
Proposed Cost 14
Submission Instructions 15
List Of Exhibits 16
- Exhibit A : Acknowledgement of Reading and Understanding OUSD's Contracts 17
- Exhibit B: Standard Response Form 18
- Exhibit C: References 20
- Exhibit D: Terms and Conditions 22
- Exhibit F: Insurance 27
- Exhibit G: Workers Compensation Certificate 28
- Exhibit H: Fingerprinting/Criminal Background Investigation 30
- Exhibit I: Non-Collusion Declaration 35
- Exhibit J: Authorized Vendor Signature 36

Evaluation Process 37
Selection Process 37
Protest Selection Procedure 37

RFP Schedule Of Events

The following schedule will be used by the District for this RFP.

DATE	ACTION
RFP Posting/First Advertisement:	March 17, 2023
Pre-Bid Conference:	March 30, 2023 @ 10:00 a.m. pst (Zoom link on Procurement Website)
Deadline for Questions:	April 6 , 2023 @ 2:00 p.m. pst
Proposal/Bid Submitted to District:	**April 17, 2023 @ 2:00 p.m. pst**
Proposal/Bid Opening:	April 18, 2023 @ 2:00 p.m pst (Zoom link on Procurement Website)
Potential Interviews (If Necessary):	April 24 - 26, 2023
Final Award of RFP (BOE):	April 28, 2023
Contract Start Date:	May, 2023

OUSD will use every effort to adhere to the schedule. However, OUSD reserves the right to amend the schedule, as it deems necessary, and will post a notice of amendment at www.ousd.org/procurement.

Proposers are advised that the District reserves the right to amend this RFP at any time. Amendments will be done formally by providing written amendments to all potential Proposers known to have received a copy of the RFP. Proposers must acknowledge receipt of any and all RFP amendments. This shall be done by signing the Acknowledgement of Amendment(s) to RFP form. If a Proposer desires an explanation or clarification of any kind regarding this RFP, the Proposer must make a written request for such explanation. Requests should be addressed via email to:

Rosaura M. Altamirano
Senior Manager, Supply Chain & Logistics
rosaura.altamirano@ousd.org

The District will advise all Proposers known to have received a copy of the RFP of the explanation or clarification, by email or by formal RFP amendment via email as the District may in its sole discretion deem appropriate.

Background Information

The Oakland Unified School District (the "District" or "OUSD") is located in and is approximately coterminous with the City of Oakland, California, located on the east side of the San Francisco Bay, approximately 10 miles from San Francisco. The District's boundaries also include small portions of the neighboring cities of Emeryville and Alameda.

The Oakland Unified School District (District) operates under a locally-elected seven member Board form of government and provides educational services to grades CDC/Pre-K - Adult. The District operates eighteen (18) child development centers, forty-seven (47) elementary schools, eleven (11) middle schools, ten (10) high schools, five (5) K-8, four (4) K-12, six (6) alternative ed and other programs as well. The District serves approximately 34,700 students. We encourage you to visit our website (http://www.ousd.org) for more information about the District.

The District reserves the right to issue other contracts to meet its requirements. Contract award does not preclude the District from using any other service providers for the same contracted services as those secured through this RFP. An underlying principle of this RFP is best value. Best value is determined through a process that evaluates strengths, weaknesses, risks and exemplary customer service.

Introduction and Overview

The District is seeking proposals from qualified organizations ("Organizations," "Respondents," "Bidders," "Proposers" or "Contractors") to provide TK-5 Literacy intervention services as part of the District's Summer Learning programming. The services will supplement regular literacy instruction.

Organizations choosing to serve in this role must be financially stable and demonstrate the capacity to leverage other resources in support of summer programming.

Summer Learning brings together certificated teachers and community based enrichment providers to offer a full day of learning. For Summer 2022, OUSD Served 2,400 students TK-4th grade.

The Expanded Learning Office support of summer programming is founded in these local, and national data points:

- Under-resourced children often do not have the same opportunities to learn and

participate in enriching activities during summer, which increases the opportunity gap.
- Utilization of summer learning programs leads to lower violence, higher physical and mental health, improved social skills, and a heightened sense of self.
- When school ends, some students and families struggle to get their basic needs met; summer programming provides meals for students and a safe space to thrive.
- Students can typically lose up to 2 months of reading progress and 2.6 months of math progress over the summer. High-quality Summer Learning programs can turn that potential for loss into an opportunity to accelerate learning.

Goals of Summer Learning Programs:
Rich learning experiences and knowledge development that incorporates:
- Academic intervention to combat summer learning loss.
- Enrichment integration with sports, STEAM and other enrichment activities that allow for acceleration of skills, habits and mindsets.
- Culturally relevant youth development in service of promoting and maintaining joyful schools which builds a culture of affirmation, inclusion and belonging.
- Equity: Programs create opportunity and engagement with our high priority students and their families, including students with disabilities, English language learners, Foster Youth, unhoused youth, and newcomer students.

As we look to Summer 2023, we want summer learning programs to build upon the strategies in early literacy that the school year has already put into place and wish to capitalize on our K-2 Literacy Tutoring strategy which has proven supportive of our vision for Literacy and connect with our Superintendent's Strategic Plan Initiative 1: Ensuring Strong Readers by Third Grade.

We are looking for organizations that can complement and build off of these strategies rather than offer a new program. We want programs that align with our LCAP goals, our superintendent strategic plan and adopted OUSD Language and Literacy Framework (TK-5).

Objectives

The Summer Learning department is looking to partner with an organization that can help with the vision, coordination and implementation of intervention services across 15 sites, serving up to 2500 students. We are looking for an organization that

can support in the project mgmt aspects of this endeavor as well as engage the district in a cycle of inquiry that includes setting goals, collecting data and reflecting on areas for improvement in future summers. The objectives of this RFP is for 2500 students enrolled in Summer learning programs to have access to a systematic intervention program that pulls these elements together. This program will utilize district employees and incorporate the use of literacy tutors and include special education students.

We want teachers to walk away from their summer experience with even more tools for implementing the district literacy strategy and for students and families to feel empowered and confident that they have gained the skills to move forward more effectively towards the next school year.

We want an organization that can work with and support current OUSD structures and staffing configurations including district principals, teachers, early literacy tutors, and special education support staff.

We want an organization that creates culturally relevant implementation that takes into consideration the engagement and inclusion of African American students, english learners, and students with disabilities.

Scope Of Work

The selected Organization will be responsible for providing programmatic supports for daily literacy intervention services for up to twelve (12) OUSD Summer Learning sites in service of approximately 2500 students, with the opportunity to expand. The intervention services must be offered for 4-6 weeks during the Summer Learning period. The programming must include up to 180 minutes of direct instruction.

The selected Organization must develop and implement a targeted program at each school at the same level of implementation.

The selected Organization must provide strategies and collaborate with the District to effectively recruit and engage a diverse population (English Language Learners, Students with disabilities, Latinx and African American students).

The selected Organization must generally demonstrate and document summer reading growth in terms of months of growth among students served within the intervention window, as measured by pre/post assessment data from District-approved assessment tools including: **DIBELS** (Dynamic Indicators of Basic Early Literacy Skills), **SIPPS**

(Systematic Instruction in Phoneme Awareness, Phonics, and Sight Words), or **i-Ready**

The selected Organization must provide an integrated platform that brings together:

- Targeted instruction
- OUSD Certificated Teacher professional development
- Family engagement
- Home visits
- District aligned pre/post assessments
- Year round wrap around services during after school programming

The selected Organization must utilize District employees to deliver the intervention services.

The selected Organization will provide all elements of the literacy curriculum, professional development, and family engagement curriculum.

The selected Organization will provide year round coordination support to the District to support recruitment of staff and recruitment and enrollment of students into the program.

Term of Contract

Contingent upon funding, the District anticipates the service term to be a maximum of five (5) years, May 2023 - April 2028. Contracts with OUSD are valid on a yearly basis and are renewed annually for up to a five (5) year span.

Specific Activities Required (Minimum Qualifications)

A demonstrable experience in coordinating a summer learning intervention program is strongly preferred, and all Organizations must provide acceptable documents demonstrating three (3) years of experience with school districts in the following areas:

- Successfully running literacy intervention summer learning programming.
- Documented reading growth from participating students utilizing the following District-approved assessment tools: **DIBELS** (Dynamic Indicators of Basic Early Literacy Skills), **SIPPS (**Systematic Instruction in Phoneme Awareness, Phonics, and Sight Words), or **i-Ready**
- Utilizing curriculum in summer learning programs that is aligned with California common core state standards, preferably CDE-approved.
- Effectively developing strategies and collaborating to recruit and engage a diverse population of students (*e.g.,* English Language Learners,

students with disabilities, Latinx and African-American students).

- The Organization should also illustrate specific examples and strategies it has developed that actively engage parents and family members throughout the school year.
- Maintaining collaborative relationships with school site leadership in the development and implementation of a quality summer learning program that supports Districts' and schools' goals.

What Are The Outcomes From Provider Services

We would like to see several outcomes due to these services:

- Increased satisfaction from TK-4 Summer Learning teachers regarding their coaching support and professional development.
- Increased retention of K-2 Literacy Tutors and Teachers
- Increased K-2 Student Achievement in the area of Foundational Reading Skills (specifically Phonological Awareness, Phonics and Sight Word Domains in i-Ready and SIPPS Mastery Test Participation)
- Increased family engagements and partnership around students' literacy goals

Why Are Provider Services Needed

The provider services are needed as we have limited capacity as a district to coordinate and implement the level of curriculum design, coaching support and professional development that our summer teachers and participating students and families deserve and require to continuously improve their practice and deepen their impact during the summer learning session.

Proposal Evaluations And Scoring

This request is designed to select the Proposer that works best for the District. Proposals will be reviewed for content, completeness, experience, qualifications, price, means of providing service and ability to provide the best solution for the District. By responding to this request, proposer acknowledges that selection will be based on a comprehensive submission that meets or exceeds District requirements.

The District reserves the right without limitation to:

- Reject any or all proposers and to waive any minor informalities or irregularities
- Interview one or more proposers
- Enter into negotiations with one or more proposers
- Execute an agreement with one or more proposers
- Enter into an agreement with another proposer in the event that the original selected proposer defaults or fails to execute an agreement with the district

Best Value Scoring

A. Proposals may earn a maximum of 1,000 best value points, as indicated in the table below.

Best Value Points	
Value Category	**Maximum Points**
Scope of Services	300
Program Accountability, Program Plans and Results, Staffing, Experience and Performance	300
Ability To Deliver/ References	200
Annual Cost To The District	200
Total	**1000**

B. Each best value category shall be scored separately using the scoring guide below.

Scoring Guide					
	QUALITY OF RESPONSE	**STRENGTHS**	**WEAKNESSES**	**CONFIDENCE IN RESPONSE**	**POINTS**
EXCEPTIONAL RESPONSE	Addresses the requirements completely, exhibits outstanding knowledge, creativity, innovation or other justifying factors	Meets all Requirements - numerous strengths in key areas.	None	**VERY HIGH**	**100%**
GOOD RESPONSE	Addresses the requirements completely and some elements in an outstanding manner.	Meets all requirements - some strengths in key areas	Minor; not in key areas	**HIGH**	**75%**
ADEQUATE RESPONSE	Addresses most elements of the requirements.	Meets most requirement s – some strengths provided	Moderate: does not outweigh strengths	**ADEQUATE**	**50%**
MARGINAL RESPONSE	Meets some of the requirements	Meets some requirements with some strengths.	Exist in key areas; outweighs strengths	**LOW**	**25%**
INADEQUATE RESPONSE	Meets a few to none of the RFP requirements.	Few or no clear strengths.	Significant and numerous	**NONE**	**0%**

Proposal Format

Proposal submissions shall include, at minimum:

Cover Letter:

Explain your interest in this body of work and why you wish to work with Oakland Unified School District students. Include your agency/organization name and core contacts with names, title(s), emails and phone numbers.

Scope of Services (300 Points)

All agencies will be awarded maximum points in accordance with criteria questions and score is based solely on the assessment of the written narrative:

1) **School Relationships - (50 points)**
    a) Describe in detail the agency's experience partnering with Oakland Schools.

2) **Professional Development - (50 points)**
    a) Describe in detail the agency's experience implementing summer literacy programs. What is the full scope of Staff training for this program? How does the agency currently or plan to partner with current school teams?

3) **Program Quality--Instructional core - (100 points)**
    a) Describe, in detail, the early literacy components and strategies the agency will implement and how the agency will monitor for success.
    b) Description of overall literacy program design to include:
        (1) Teacher/Staff training scope and sequence
        (2) Overview of instructional design model,
        (3) Overall scope and sequence
        (4) Sample lesson plans describing 180 minutes of daily instruction
        (5) List of curriculum (publishers/titles).

4) **Family Engagement - (100 points)**
    a) Describe, in detail, the procedures and the resources the agency currently uses or will implement, to ensure supportive family outreach and engagement is a component of the program. Describe capacity to implement family workshops and plans to support Oakland's diverse family community.Family Engagement Plan
        (1) training modules scope and sequence

Program Accountability, Program Plans and Results, Staffing, Experience and Performance (300 Points)

Vendor's response shall describe its program accountability, program plans and result, staffing, experience and performance.

1) **Agency Capacity - (100 points)**
    a) Describe the agency's experience and capacity to work with multiple schools. Describe the number of schools [and specific schools if applicable] the agency intends to partner with under this proposal and how the agency will manage school relationships. Describe the number of students the agency intends to serve under this program.

    b) Student/Staff recruitment and enrollment strategy

        (1) Timeline for outreach
        (2) Sample recruitment publications for staff, students, and families

    c) Year round schedule for wrap around services

        (1) Any additional interventions your Organization offers in addition to Summer Learning.

2) **Program Accountability - (50 points)**
    a) Describe, in detail, the roles and responsibilities of the core administrative staff responsible for fiscal and programmatic components of the contract.

3) **Data Sharing and Monitoring - (50 points)**
    a) Describe, in detail, how the agency will utilize data to monitor the success of the program.

4) **Experience and Performance- (100 points)**

    a) Assessment Reports showcasing track record of reading growth (the District is seeking an Organization that shows 2.9 months of growth) from participating students with demographics similar to OUSD utilizing one or more of the following assessment tools:
        i) **DIBELS** (Dynamic Indicators of Basic Early Literacy Skills)
        ii) **SIPPS** **(**Systematic Instruction in Phoneme Awareness, Phonics, and Sight Words),
        iii) **i-Ready**

    b) Attendance Records showing attendance rate (ADA) of 85% or higher

at summer learning programs Organization has served and/or operated for the past three (3) years.

Ability To Deliver Proposed Solution And Reference (200 Points)

Company Profile

- Provide the following information about your company:
  - The full company name (and any former name or dba names used), address, location, and phone number for your headquarters, branch and area offices that would support the District.
  - List the name(s), telephone number(s), and locations of your representatives who can be contacted regarding this proposal and any future business.
  - Include company web address, if available.
- Please attach a short history of the company including whether it is local, national, or international, as well as the approximate number of employees, firm offices, and locations
- Please attach evidence that supports the viability of the company for the duration of the contract.
- Submittal letter: Include the RFP's title, RFP Number, and submittal due date, the name, address, telephone number of the Respondent. Include a contact person and corresponding e-mail address. The letter shall state that the proposal shall be valid for a 90-day period and that the staff proposed will be immediately available to work if they are awarded the contract. The person authorized by the Respondent to negotiate a contract with the District shall sign the cover letter.

Professional Qualifications

- Provide a succinct summary of the organization's overall qualifications and capacity to provide the services requested in this RFP.
- Complete Exhibit C ("References") provide three (3) references, preferably from school districts, government agencies or similar entities. Include the entity's name and address, and name, title, telephone number and email address of the person to contact, along with a brief summary of the service provided.

Annual Cost To The District (200 Points)- (Template Sample)

- The District is interested in a Fee for Services arrangement under this RFP. All respondents must include a fee for services proposal.

- Fee proposals should enumerate any costs the District can expect to be charged and specify the types of materials and services that would generate any additional charges; including ongoing costs, maintenance fees, technical support costs, and professional development costs.

Proposed Cost

[Note to Vendors: The cost of teachers and District operations support staff (e.g., attendance specialists and custodial staff) will be borne and paid directly by the District. Further, The District is interested in costs that are both in line with the specific services provided the District and are comparable to those paid by other school districts on similar programs.]

Provide the proposed costs (on an annual basis) for serving up to 2500 OUSD students across twelve (12) OUSD summer sites for 5 weeks. Bidders must break their cost proposal down in four (4) ways:

i. Proposed Summer Learning Programs cost per student

ii. Itemization of how the per student cost was determined by breaking the cost down in the following categories:

- Curriculum/books
- Staff Development
- Program Management
- Communications
- Technology/Data Systems

iii. List separately any costs associated with additional services (*i.e.,* after school interventions) your program offers outside of the summer learning program that your program plans to implement during the school year. This should be described in the same manner as the summer learning cost (per pupil cost + category breakdown of how that per pupil price is determined)

iv. List by category and cost any other types of services payable by the District during each contract year that are not included in the above price quotes, plus a formula and/or description as to how said additional costs will be determined and billed to the District.

Please attach each Exhibit to your response. Exhibits begin on page 17.

Submission Instructions

Bids must be received prior to **April 17, 2023 at 2:00 P.M. PST**

Provider to submit:
(1) Hardcopy Proposal & (1) USB - Electronic RFP version
OR via email to procurement@ousd.org

Proposal shall be clearly marked: **"Response to RFP No. 22-137ExLO"**
Mailed Proposal shall be submitted to:

OAKLAND UNIFIED SCHOOL DISTRICT
SUMMER LEARNING LITERACY INTERVENTION
Attention: PROCUREMENT DEPARTMENT
900 High Street
OAKLAND, CA 94601

Sealed Proposal packages shall be delivered to the **Procurement Department** no later than **April 17, 2023 at 2:00 P.M. PST.**

Proposals submitted by mail in sealed envelope(s) should be submitted sufficiently in advance to ensure delivery to the Procurement Department prior to the specified time. The District assumes no responsibility for delay in delivery of the proposal either by the United States Post Office or overnight package delivery services. If submission time is a factor, the District encourages hand delivery of the proposal directly to the **Procurement Department, 900 High Street 2nd Floor Oakland, CA 94601 between the hours of 9:00am - 2:00pm.** All proposals delivered after scheduled closing time for receipt of proposals will not be considered. Incomplete proposals may be deemed non-responsive and therefore not considered.

The District reserves the right to reject any or all proposals. The award of this solicitation is conditional on the winning bidder accepting the terms of the contracts available to view in Exhibit A. Proposals and any other information submitted by respondents in response to this RFP shall become the property of the District. Notwithstanding any indication by Contractor of confidential contents, and with the exception of bona fide confidential information, contents of proposals are public documents subject to disclosure under the California Public Records Act after award. The District will not provide compensation to Contractors for any expenses incurred by the Contractors for proposal preparation or for any demonstration that may be made. Contractors submit proposals at their own risk and expense.

Local and Small Local Business Program

In order to provide economic opportunity for Oakland residents and businesses and stimulate economic development in Oakland, the District has implemented a Local, Small Local and Small Local Resident Business Enterprise Program ("Local Business Program"). The District encourages Local, Small and Small Local Resident Businesses to apply.

Contractors claiming preference as a ***certified*** Oakland Small Business must attach a copy of their certification letter to their bid. This RFP, and subsequent amendments and/or updates will be available at: https://www.ousd.org/procurement. **Contractors are responsible for checking this website for information and changes to this RFP.**

List Of Exhibits

Exhibit A Acknowledgement of Reading and Understanding OUSD's Contracts
Exhibit B Standard Response Form
Exhibit C Reference Worksheet (3 minimum)
Exhibit D Terms and Conditions
Exhibit E Certification regarding Debarment, suspension, ineligibility
Exhibit F Insurance
Exhibit G Worker's Compensation Certificate
Exhibit H Fingerprinting Certificate
Exhibit I Non- Collusion Declaration
Exhibit J Authorized vendor Signature

Proposer shall furnish all the following information accurately and completely. Failure to comply with this requirement may cause a proposal rejection. Additional sheets may be attached, if necessary.

Exhibit A : Acknowledgement of Reading and Understanding OUSD's Contracts

By signing this Exhibit, you acknowledge that you have read and understand Oakland Unified School District's Professional Services Agreement and Data Sharing Agreement. Proposer understands that if selected you will be required to sign these agreements which will ultimately be approved by the Oakland Unified School Board before work can begin.

To view click here: SERVICES AGREEMENT & DATA SHARING AGREEMENT

_____
Signature

_____
Print Name

_____
Title

_____
Date

Exhibit B: Standard Response Form

A. GENERAL INFORMATION

1. Company name, address and point of contact for this proposal (including prior business or operating names and dba names):

_____

_____

2. Tel:_____ Website**:** _____ Email: _____

3. Is the Company a Certified Oakland Small Business? Yes No

4. Type of Company: (check one)

   Individual Partnership Corporation

5. Names and titles of all principals/officers/partners of the company:

Name, Title	Location	Phone Number

6. Point of Contact if Contract is Awarded:

Name, Title	Location	Phone Number

B. LEGAL INFORMATION

1. Has your company ever been in litigation or arbitration involving service for any public, private or charter K-12 schools during the prior five (5) years?

   Yes No

If yes, provide the name of the school district or school and briefly detail the dispute.

_____
_____

2. Has your company ever had a contract terminated for convenience or default in the prior five years?

   Yes No

   If yes, provide details including the name of the other party:

_____
_____

3. Is/are your company, owners, and/or principal, partner or manager involved in or is your company aware of any pending litigation regarding professional misconduct, bad faith, discrimination, or sexual harassment?

   Yes No

   If yes, provide details:

_____
_____

4. Is/are your company, owners, and/or principals or partners involved in or aware of any pending disciplinary action and/or investigation conducted by any local, state, or federal agency?

   Yes No

   If yes, provide details:

_____
_____

Exhibit C: References

To be submitted for each of the three (3) references required.

Reference 1:

Customer Name: _____

Contact Name: _____

Title: _____

Address: _____

Phone Number: _____

Email: _____

Services Provided: _____

_____

Reference 2:

Customer Name: _____

Contact Name: _____

Title: _____

Address: _____

Phone Number: _____

Email: _____

Services Provided: _____

_____

Reference 3:

Customer Name: _____

Contact Name: _____

Title: _____

Address: _____

Phone Number: _____

Email: _____

Services Provided: _____

_____

Exhibit D: Terms and Conditions

By virtue of submitting a proposal, each Bidder confirms that (a) it is agreeable to each and every provision of Attachment 1 – Contract Template and (b) that the District has the absolute right to delete existing and/or to include additional provisions in any resulting contract with a Bidder prior to execution of said contract(s) by the parties. In addition, consistent with Attachment 1 – Contract Template, by virtue of submitting a proposal each Bidder confirms the following:

1. Equal Opportunity – The Bidder must be an Equal Opportunity Employer, and shall be in compliance with the Civil Rights Act of 1964, the State Fair Employment Practice Act, and all other applicable Federal and State laws and regulations relating to equal opportunity employment. It is the policy of OUSD that in connection with all work performed under Contracts there be no discrimination against anyone because of race, color, ancestry, national origin, religious creed, physical disability, medical condition, marital status, sexual orientation, gender, or age; therefore, Bidder agrees to comply with applicable Federal and California laws including, but not limited to, the California Fair Employment and Housing Act beginning with Government Code Section 12900 and Labor Code Section 1735 and OUSD policy. In addition, Bidder agrees to require like compliance by all its subcontractors. Bidder shall not engage in unlawful discrimination in employment on the basis of actual or perceived; race, color, national origin, ancestry, religion, age, marital status, pregnancy, physical or mental disability, medical condition, veteran status, gender, sex or sexual orientation.

2. Errors and Omissions – If a bidder discovers any ambiguity, conflict, discrepancy, omission, or other error in the RFP, the bidder shall immediately notify the District of such error in writing and request clarification or modification of the document. Modifications will be made by addenda. Such clarification shall be given by written notice to all parties who have been furnished an RFP for bidding purposes, without divulging the source of the request for the same. Insofar as practicable, the District will give such notices to other interested parties, but the District shall not be responsible therefor. If a bidder fails to notify the District, prior to the date fixed for submission of bids, of an error in the RFP known to them, or an error that reasonably should have been known to them, they shall bid at their own risk; and if awarded the contract, the bidder shall not be entitled to additional compensation or time by reason of the error or its later correction. The bidder should carefully examine the entire RFP and addenda thereto, and all related materials and data referenced in the RFP or otherwise available to them, and should become fully aware of the nature and location of the work, the quantities of the work, and the conditions to be encountered in performing the work.

3. Bidder Agreement – In compliance with this RFP, the bidder will propose and agree to furnish all labor, materials, transportation, and services for the work

described and specifications and for the items listed herein. A bid is subject to acceptance at any time within sixty (60) days after opening of the same, unless otherwise stipulated. Bids cannot be corrected or altered after opening by the District.

4. Bid Signee – If the bidder is an individual or an individual doing business under a company name, the bid must, in addition to the company name, be signed by the individual. If the bidder is a partnership, the bid should be signed with the partnership name by one of the partners. If a corporation, with the name of the corporation by an officer authorized to execute a bid on behalf of the corporation.

5. Bidders' Understanding – It is understood and agreed that the bidder has been, by careful examination, satisfied as to the nature and location of the work; the character, quality and quantity of the materials to be provided; the character of equipment and facilities needed preliminary to and during the prosecution of the work; and general and local conditions, and all other matters which can in any way affect the work under the contract. No verbal agreement or conversation with any officer, agent or employee of the District, either before or after the execution of the contract, shall affect or modify any of the contractual terms or obligations.

6. Intent of Specifications – All work that may be called for in the specifications shall be executed and furnished by the successful bidder(s), and should any work or materials be required which is not denoted in the specifications, either directly or indirectly but which is nevertheless necessary for the execution of the contract, the bidder is to understand the same to be implied and required, and shall perform all such work and furnish any such material as fully as if it were particularly delineated or described.

7. Extra Work – No bill or claim for extra work or materials shall be allowed or paid unless the doing of such extra work or the furnishing of such extra materials shall have been authorized in writing by the District's Director of Transportation.

8. Defense, Indemnity & Hold Harmless – Contractor shall indemnify, hold harmless and defend OUSD and each of its officers, officials, employees, volunteers and agents from any loss, liability, fines, penalties, forfeitures, costs and damages (whether in contract, tort or strict liability, including but not limited to personal injury, death at any time and property damage) incurred by OUSD, Contractor or any other person and from any claims, demands and actions in law or equity (including attorney's fees and litigation expenses), arising or alleged to have arisen directly or indirectly out of performance of this Agreement. Contractor's obligations under the preceding sentence shall apply jointly and severally regardless of whether OUSD or any of its officers, officials, employees, volunteers or agents are actively or passively negligent, but shall not apply to any loss or liability, fines, penalties, forfeitures, costs or damages caused solely by the active negligence or by the willful misconduct of OUSD. If Contractor should subcontract all or any portion of the work or activities to be performed under this MOU, Contractor shall require each subcontractor to indemnify, hold harmless and

defend OUSD, its officers, officials, employees, volunteers or agents in accordance with the terms of the preceding paragraph. Contractor also agrees to hold harmless, indemnify, and defend the District and its elective board, officers, agents, and employees from any and all claims or losses incurred by any supplier, Contractor, or subcontractor furnishing work, services, or materials to Contractor in connection with the performance of this Agreement. This provision survives termination of this Agreement.

9. Disposition of Proposals – All materials submitted in response to this RFP will become the property of the District, and will be returned only at the District's option and at the bidder's expense. The original copy shall be retained for official files and will become a public record after the date and time for final bid submission as specified.

10. Terms of the Offer – The District's acceptance of Bidder's offer shall be limited to the terms herein unless expressly agreed in writing by the District. Proposals offering terms other than those shown herein will be declared non-responsive and will not be considered.

11. Awards – The District reserves the right of determination that items bid meet or do not meet bid specifications. Further, the Board of Education reserves the right to accept or reject any or all bids and to waive any informality in the bidding.

12. District's Alternative Providers – The District reserves the right to solicit, purchase and obtain from providers other than the successful Bidder(s) certain products and services, of a nature similar or equivalent to those products and services solicited in this RFP.

13. Bidder Agreement to Terms and Conditions – Submission of a signed proposal will be interpreted to mean Bidder has agreed to all the terms and conditions set forth in the pages of this solicitation, including the terms of the exemplar contract included herewith.

14. Laws Governing Contract – This contract shall be in accordance with the laws of the State of California. The parties further stipulate that the County of Alameda, California, is the only appropriate forum for any litigation arising here from.

15. Notices – Any notices relevant to this Agreement may be served effectually upon either the District or the Successful Bidder, one to the other, by delivering such notice in writing, or sending such notice by certified mail, traceable overnight letter or email.

16. Changes to the Agreement – The Agreement may be changed or amended by written, mutual consent of the District and each successful Bidder. No alteration or variation of the terms of the Agreement shall be valid unless made in writing and signed by the parties thereto, and no oral understanding or agreement not

incorporated therein shall be binding on the parties thereto.

17. Nomenclatures – The terms Successful Bidders, Suppliers, Vendors, Providers, Service Providers, Awarded Contractors and Contractors may be used interchangeably in this solicitation and shall refer exclusively to the person, company, or corporation with whom the District enters into a contract as a result of this solicitation. The terms District, OUSD, Oakland Unified School District, Board and Board of Education may be used interchangeably in this solicitation and shall refer exclusively to the Oakland Unified School District. The terms Proposals, Bids and Offers may be used interchangeably in this solicitation and shall refer exclusively to the response made to this solicitation by any bidder. The terms RFP and Request For Proposals may be used interchangeably in this solicitation and shall refer exclusively to this solicitation. The terms Contract and Agreement may be used interchangeably in this solicitation.

18. Time – Time is of the essence.

19. Severability – If any provisions, or portions of any provisions, of the contract are held invalid, illegal, or unenforceable, they shall be severed from the contract and the remaining provisions shall be valid and enforceable.

20. Assignment – The Agreement entered into with the District shall not be assigned without the prior written consent of the District.

21. No Rights in Third Parties – The Agreement entered into with the District does not create any rights in or inure to the benefit of any third party.

22. Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion – Bidder must complete and return with its proposal the Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion form, which is attached hereto as Exhibit E

Signature: _____

Date: _____

<u>Exhibit E:</u> Certification Regarding Debarment, Suspension, Ineligibility And Voluntary Exclusion

I am aware of and hereby certify that neither_____nor [Name of Bidder] its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency. I further agree that I will include this clause without modification in all lower tier transactions, solicitations, proposals, contracts and subcontracts. Where the bidder/offer or/contractor or any lower participant is unable to certify to this statement, it shall attach an explanation to this solicitation proposal.

IN WITNESS WHEREOF, this instrument has been duly executed by the Principal of the above named bidder on the_____day of_____[PLACEHOLDER FOR DATE] for the purposes of submission of this bid.

By

_____

(Signature)

_____

Typed or Printed Name

_____

Title

As the awardee under this Bid, I hereby certify that the above certification remains valid as of the date of contract award, specifically, as of the_____day of _____
[PLACEHOLDER FOR DATE] for the purposes of award of this contract.

By

_____

(Signature)

_____

Typed or Printed Name

_____

Title

Exhibit F: Insurance

All Bidders must submit with its proposal evidence that the Bidder can meet the following insurance requirements:

Unless specifically waived by OUSD, the following insurance is required:

i. If CONTRACTOR employs any person to perform work in connection with this Agreement, CONTRACTOR shall procure and maintain at all times during the performance of such work, Workers' Compensation Insurance in conformance with the laws of the State of California and Federal laws when applicable. Employers' Liability Insurance shall not be less than One Million Dollars ($1,000,000) per accident or disease.

ii. CONTRACTOR shall maintain Commercial General Liability insurance, including automobile coverage with limits of no less than Five Million Dollars ($5,000,000) per occurrence for bodily injury and property damage. The coverage shall be primary as to OUSD and shall name OUSD as an additional insured. Evidence of insurance must be attached. Endorsement of OUSD as an additional insured shall not affect OUSD's rights to any claim, demand, suit or judgment made, brought or recovered against CONTRACTOR. The policy shall protect CONTRACTOR and OUSD in the same manner as though each were separately issued. Nothing in said policy shall operate to increase the Insurer's liability as set forth in the policy beyond the amount or amounts shown or to which the Insurer would have been liable if only one interest were named as an insured.

Exhibit G: Workers Compensation Certificate

Labor Code § 3700

"Every employer except the state shall secure the payment of compensation in one or more of the following ways:

(a) By being insured against liability to pay compensation in one or more insurers duly authorized to write compensation insurance in this state.

(b) By securing from the Director of Industrial Relations a certificate of consent to self-insure either as an individual employer, or as one employer in a group of employers, which may be given upon furnishing proof satisfactory to the Director of Industrial Relations of ability to self-insure and to pay any compensation that may become due to his or her employee.

(c) For any county, city, city and county, municipal corporation, public district, public agency, or any political subdivision of the state, including each member of a pooling arrangement under a joint exercise of powers agreement (but not the state itself), by securing from the Director of Industrial Relations a certificate of consent to self-insure against workers' compensation claims, which certificate may be given upon furnishing proof satisfactory to the Director of ability to administer workers' compensation claims properly, and to pay workers' compensation claims that may become due to its employees. On or before March 31, 1979, a political subdivision of the state which, on December 31, 1978, was uninsured for its liability to pay compensation, shall file a properly completed and executed application for a certificate of consent to self-insure against workers' compensation claims. The certificate shall be issued and be subject to the provisions of Section 3702."

I am aware of the provisions of Section 3700 of the Labor Code which require every employer to be insured against liability for workers' compensation or to undertake self-insurance in accordance with the provisions of the code, and I will comply with such provisions before commencing the performance of the work of this contract.

Contractor Name: _____

By _____

Signature of Authorized Signer _____

Title of Signor _____

By _____

_____

Signature of Authorized Signor

_____

Title of Signor

(In accordance with Article 5 (commencing at Section 1860), Chapter 1, Part 7, Division 2 of the Labor Code, the above certificate must be signed and filed with the District prior to performing any work under this contract.)

NOTE: If contractor is a corporation, the legal name of the corporation shall be set forth above together with the signature(s) of the authorized officers or agents as more particularly described in section 20 of this Solid Waste and Recycling Services Agreement; and if contractor is a partnership or joint venture, the true name of the firm shall be set forth above together with the signature of the individual or individuals authorized to sign contracts on behalf of and bind the partnership or joint venture.

<u>Exhibit H:</u> Fingerprinting/Criminal Background Investigation

TO BE SUBMITTED WITH BID

<u>FINGERPRINTING NOTICE AND ACKNOWLEDGEMENT</u>
<u>FOR ALL CONTRACTS EXCEPT WHEN CONSTRUCTION EXCEPTION IS MET</u>
(Education Code Section 45125.1)

Other than business entities performing construction, reconstruction, rehabilitation, or repair who have complied with Education Code section 45125.2, business entities entering into contracts with the District must comply with Education Code sections 45125.1. Such entities are responsible for ensuring full compliance with the law and should therefore review all applicable statutes and regulations. The following information is provided simply to assist such entities with compliance with the law:

1. You (as a business entity) shall ensure that each of your employees who interacts with pupils outside of the immediate supervision and control of the pupil's parent or guardian or a school employee has a valid criminal records summary as described in Education Code section 44237. (Education Code §45125.1(a).) You shall do the same for any other employees as directed by the District. (Education Code §45125.1(c).) When you perform the criminal background check, you shall immediately provide any subsequent arrest and conviction information it receives to the District pursuant to the subsequent arrest service. (Education Code §45125.1(a).)

2. You shall not permit an employee to interact with pupils until the Department of Justice has ascertained that the employee has not been convicted of a felony as defined in Education Code section 45122.1. (Education Code §45125.1(e).) See the lists of violent and serious felonies in ***Attachment A*** to this Notice.

3. Prior to performing any work or services under your contract with the District, and prior to being present on District property or being within the vicinity of District pupils, you shall certify in writing to the District under the penalty of perjury that neither the employer nor any of its employees who are required to submit fingerprints, and who may interact with pupils, have been convicted of a felony as defined in Education Code section 45122.1, and that you are in full compliance with Education Code section 45125.1. (Education Code §45125.1(f).) For this certification, you shall use the form in ***Attachment B*** to this Notice.

4. If you are providing the above services in an emergency or exceptional situation, you are not required to comply with Education Code section 45125.1, above. An "emergency or exceptional" situation is one in which pupil health or safety is endangered or when repairs are needed to make a facility safe and habitable. The District shall determine whether an emergency or exceptional situation exists. (Education Code §45125.1(b).)

5. If you are an individual operating as a sole proprietor of a business entity,

you are considered an employee of that entity for purposes of Education Code section 45125.1, and the District shall prepare and submit your fingerprints to the Department of Justice as described in Education Code section 45125.1(a). (Education Code §45125.1(h).)

I, as _____ [insert "owner" or officer title] of _____ [insert name of business entity] , have read the foregoing and agree that _____ _____ [insert name of business entity] will comply with the requirements of Education Code §45125.1 as applicable, including submission of the certificate mentioned above.

Dated: _____

Name: _____

Signature: _____

Title: _____

ATTACHMENT A

Violent and Serious Felonies

Under Education Code sections 45122.1 and 45125.1, no employee of a contractor or subcontractor who has been convicted of or has criminal proceedings pending for a violent or serious felony may come into contact with any student. A violent felony is any felony listed in subdivision (c) of Section 667.5 of the Penal Code. Those felonies are presently defined as:

(1) Murder or voluntary manslaughter.

(2) Mayhem.

(3) Rape as defined in paragraph (2) or (6) of subdivision (a) of Section 261 or paragraph (1) or (4) of subdivision (a) of Section 262.

(4) Sodomy as defined in subdivision (c) or (d) of Section 286.

(5) Oral copulation as defined in subdivision (c) or (d) of Section 288a.

(6) Lewd or lascivious act as defined in subdivision (a) or (b) of Section 288.

(7) Any felony punishable by death or imprisonment in the state prison for life.

(8) Any felony in which the defendant inflicts great bodily injury on any person other than an accomplice which has been charged and proved as provided for in Section 12022.7, 12022.8, or 12022.9 on or after July 1, 1977, or as specified prior to July 1, 1977, in Sections 213, 264, and 461, or any felony in which the defendant uses a firearm which use has been charged and proved as provided in subdivision (a) of Section 12022.3, or Section 12022.5 or 12022.55.

(9) Any robbery.

(10) Arson, in violation of subdivision (a) or (b) of Section 451.

(11) Sexual penetration as defined in subdivision (a) or (j) of Section 289.

(12) Attempted murder.

(13) A violation of Section 18745, 18750, or 18755.

(14) Kidnapping.

(15) Assault with the intent to commit a specified felony, in violation of Section 220.

(16) Continuous sexual abuse of a child, in violation of Section 288.5.

(17) Carjacking, as defined in subdivision (a) of Section 215.

(18) Rape, spousal rape, or sexual penetration, in concert, in violation of Section 264.1.

(19) Extortion, as defined in Section 518, which would constitute a felony violation of Section 186.22 of the Penal Code.

(20) Threats to victims or witnesses, as defined in Section 136.1, which would constitute a felony violation of Section 186.22 of the Penal Code.

(21) Any burglary of the first degree, as defined in subdivision (a) of Section 460, wherein it is charged and proved that another person, other than an accomplice, was present in the residence during the commission of the burglary.

(22) Any violation of Section 12022.53.

(23) A violation of subdivision (b) or (c) of Section 11418.

A serious felony is any felony listed in subdivision (c) Section 1192.7 of the Penal Code. Those felonies are presently defined as:

(1) Murder or voluntary manslaughter; (2) Mayhem; (3) Rape; (4) Sodomy by force, violence, duress, menace, threat of great bodily injury, or fear of immediate and unlawful bodily injury on the victim or another person; (5) Oral copulation by force, violence, duress, menace, threat of great bodily injury, or fear of immediate and unlawful bodily injury on the victim or another person; (6) Lewd or lascivious act on a child under the age of 14 years; (7) Any felony punishable by death or imprisonment in the state prison for life; (8) Any felony in which the defendant personally inflicts great bodily injury on any person, other than an accomplice, or any felony in which the defendant personally uses a firearm; (9) Attempted murder; (10) Assault with intent to commit rape, or robbery; (11) Assault with a deadly weapon or instrument on a peace officer; (12) Assault by a life prisoner on a non-inmate; (13) Assault with a deadly weapon by an inmate; (14) Arson; (15) Exploding a destructive device or any explosive with intent to injure; (16) Exploding a destructive device or any explosive causing bodily injury, great bodily injury, or mayhem; (17) Exploding a destructive device or any explosive with intent to murder; (18) Any burglary of the first degree; (19) Robbery or bank robbery; (20) Kidnapping; (21) Holding of a hostage by a person confined in a state prison; (22) Attempt to commit a felony punishable by death or imprisonment in the state prison for life; (23) Any felony in which the defendant personally used a dangerous or deadly weapon; (24) Selling, furnishing, administering, giving, or offering to sell, furnish, administer, or give to a minor any heroin, cocaine, phencyclidine (PCP), or any methamphetamine-related drug, as described in paragraph (2) of subdivision (d) of Section 11055 of the Health and Safety Code, or any of the precursors of methamphetamines, as described in subparagraph (A) of paragraph (1) of subdivision (f) of Section 11055 or subdivision (a) of Section 11100 of the Health and Safety Code; (25) Any violation of subdivision (a) of Section 289 where the act is accomplished against the victim's will by force, violence, duress, menace, or fear of immediate and unlawful bodily injury on the victim or another person; (26) Grand theft involving a firearm; (27)carjacking; (28) any felony offense, which would also constitute a felony violation of Section 186.22; (29) assault with the intent to commit mayhem, rape, sodomy, or oral copulation, in violation of Section 220; (30) throwing acid or flammable substances, in violation of Section 244; (31) assault with a deadly weapon, firearm, machine gun, assault weapon, or semiautomatic firearm or assault on a peace officer or firefighter, in violation of Section 245; (32) assault with a deadly weapon against a public transit employee, custodial officer, or school employee, in violation of Sections 245.2, 245.3, or 245.5; (33) discharge of a firearm at an inhabited dwelling, vehicle, or aircraft, in violation of Section 246; (34) commission of rape or sexual penetration in concert with another person, in violation of Section 264.1; (35) continuous sexual abuse of a child, in violation of Section 288.5; (36) shooting from a vehicle, in violation of subdivision (c) or (d) of Section 26100; (37) intimidation of victims or witnesses, in violation of Section 136.1; (38) criminal threats, in violation of Section 422; (39) any attempt to commit a crime listed in this subdivision other than an assault; (40) any violation of Section 12022.53; (41) a violation of subdivision (b) or (c) of Section 11418; and (42) any conspiracy to commit an offense described in this subdivision.

ATTACHMENT B

Form for Certification of Lack of Felony Convictions

Note: This form must be submitted by the owner, or an officer, of the contracting entity before it may commence any work or services, and before it may be present on District property or be within the vicinity of District pupils.

Entity Name: _____
Date of Entity's Contract with District: _____
Scope of Entity's Contract with District: _____

I, _____ [insert name] , am the _____ [insert "owner" or officer title] for _____ [insert name of business entity] ("Entity"), which entered a contract on _____, 20__, with the District for _____.

I certify that (1) pursuant to Education Code section 45125.1(f), neither the Entity, nor any of its employees who are required to submit fingerprints and who may interact with pupils, have been convicted of a felony as defined in Education Code section 45122.1; and (2) the Entity is in full compliance with Education Code section 45125.1, including but not limited to each employee who will interact with a pupil outside of the immediate supervision and control of the pupil's parent or guardian having a valid criminal background check as described in Education Code section 44237.

I declare under penalty of perjury that the foregoing is true and correct to the best of my knowledge.

Date: _____, 20__ Signature: _____
Typed Name: _____
Title: _____
Entity: _____

Exhibit I: Non-Collusion Declaration

I,_____, declare that I am the party making the foregoing proposal, that the proposal is not made in the interest of, or on behalf of, any undisclosed person, partnership, company, association, organization, or corporation; that the proposal is genuine and not collusive or sham; that the proponent has not directly or indirectly induced or solicited any other proponent to put in a false or sham proposal and has not directly or indirectly colluded, conspired, connived, or agreed with any proponent or anyone else to put in a sham proposal, or that anyone shall refrain from responding; that the proponent has not in any manner, directly or indirectly, sought by agreement, communication, or conference with anyone to fix any overhead, profit, or cost element of the proposal price, or of that of any other proponent, or to secure any advantage against the public body awarding the Contract of anyone interested in proposed Contract; that all statements contained in the proposal are true, and, further, that the proponent has not, directly or indirectly, submitted his or her proposal price of any breakdown thereof, or the contents thereof, or divulged information or data relative thereto, or paid, and will not pay, any fee to any corporation, partnership, company association, organization, bid depository, or to any member or agent thereof to effectuate a collusive or sham bid.

I declare under penalty of perjury under the laws of the State of California that the foregoing is true and correct.

_____

Date

_____

Name of Vendor

_____

Printed Name of Authorized Company Representative

_____

Signature of Authorized Company Representative

Exhibit J: Authorized Vendor Signature

Prime Point of Contact

Proposal Submitted by:

The undersigned declares under penalty of perjury under the laws of the State of California that the presentations made in this bid are true and correct.

Date	Signature/Title	Type or Print Name
Name of Company	Address	City and State
Area Code	Telephone #	Fax #

Federal Tax ID Number

Evaluation Process

Upon receipt of proposals, the District's personnel also known as the RFP Selection Committee will review each provider's response to the RFP. Proposals will be opened privately to assure confidentiality and to avoid disclosure of the contents to competing providers prior to and during the review and evaluation process.

The District reserves the right to issue other contracts to meet its requirements. Contract award does not preclude the District from using any other service providers for the same contracted services as those secured through this RFP. An underlying principle of this RFP is best value. Best value is determined through a process that evaluates strengths, weaknesses, risks and exemplary customer service.

Selection Process

Upon conclusion of the evaluation process, the District will combine the scores for each of the providers value categories. Following selection of a provider(s) pursuant to this RFP, proposals may be subject to disclosure in accordance with applicable law and may post the final scoring tabulation results online at https://www.ousd.org/procurement. Notice(s) of "Intent of Award" will be emailed to the awardee(s) and notice(s) of "Not To Award" will be emailed to the non award provider(s).

Protest Selection Procedure

Any provider may protest the Districts issuance of a notice of "Not To Award" if it believes that the District has incorrectly selected another proposer for award. Notice of protest shall be filed with the District within five (5) business days after the notice of "Not to Award" is received. The notice of protest must include the name of the protesting bidder, a detailed description of specific grounds for protest, and copies of all supporting documents. Provider should submit the protest electronically by email to:

Rosaura M. Altamirano
Senior Manager, Supply Chain & Logistics
rosaura.altamirano@ousd.org

Providers will receive a written notice of the outcome of their appeal within five (5) business days after submitting the protest to the District.

Due Date: April 17, 2023

springboard COLLABORATIVE

Oakland Unified School District RFP 22-137ExLO - Summer Learning Literacy Intervention for Community Schools/ Expanded Learning

Proposer: Springboard Collaborative

Table of Contents

Table of Contents **1**
Cover Letter **2**
Scope of Services **3**
1) School Relationships 3
2) Professional Development 3
Professional Development for Teachers 6
3) Program Quality--Instructional core 8
4) Family Engagement 11
Program Accountability, Program Plans and Results, Staffing, Experience and Performance **14**
1) Agency Capacity 14
2) Program Accountability 17
3) Data Sharing and Monitoring 19
4) Experience and Performance 19
Ability To Deliver Proposed Solution And Reference **21**
Company Profile 21
Professional Qualifications 23
Annual Cost To The District **25**
Site Support and Set-up 26
Seasonal Staffing 26
Literacy Curriculum 26
Family Partnership and Workshop Resources 26
Educator Data Portal and Impact Reporting 27

Cover Letter

To Whom It May Concern:

Springboard Collaborative is excited for the opportunity to provide high-quality literacy programs to students in grades TK-4 in Oakland Unified School District because of our deep history with the district and our shared values and alignment in driving student reading growth and combatting learning loss. Springboard's intensive literacy programs maximize student and family engagement and accelerate learning to support students in reading on grade level. Students become stronger readers by receiving rigorous literacy instruction in a joyful and engaging environment. Our results reflect this:

In the summer of 2022, students who participated in our 5-week intensive programming averaged **3.2 months of reading growth as measured by DIBELS, which was more than 2x the expected growth**. Springboard Collaborative has the experience and expertise necessary to deliver high-quality summer literacy programming to students across OUSD.

Founded in 2012, Springboard Collaborative closes the literacy gap by closing the gap between home and school. We coach educators and family members to help kids learn to read by 4th grade. Our literacy tutoring programs are 4-6 week summer engagements that combine personalized instruction for students in grades TK-4, workshops that support parents in teaching reading at home, and professional development for teachers.

Springboard served over 21,000 students in 2022 alone, serving students and families across the country, including partnerships with Oakland, Fresno, Los Angeles, Alum Rock, and San Francisco. Springboard serves those most disproportionately impacted by academic achievement gaps—namely TK-4th grade students from low-income households who are behind in reading. The vast majority of our partner schools receive Title I funding, and 96% of students who reported their race identify as people of color. We know these students face the greatest disparity in academic achievement and we are excited for the opportunity to support OUSD students in reading on grade level by 4th grade.

Sincerely,

Andrew Karas

Andrew Karas, *Assistant Vice President of Regional Partnerships*

Organization: Springboard Collaborative
Partnerships contact: Teresa Arriaga, *Executive Director*
t.arriaga@springboardcollaborative.org; 415-218-0723

Scope of Services

1) School Relationships

a) Springboard's experience partnering with Oakland Schools.

Founded in Philadelphia in 2012, Springboard Collaborative expanded to the west coast in 2015 with Oakland Unified School District as our founding partner. In 2016, a Harvard researcher led a comparative, multi-year study in OUSD and found that Springboard was the district's most effective and cost-effective investment in literacy. Springboard Collaborative has now partnered with OUSD for over 7 years, providing high-quality summer literacy programming and serving roughly 1,500 students and families annually. Last summer, Springboard worked with multiple elementary schools in the district including Acorn Woodland, Bella Vista, Burkhalter, Garfield, Hoover, La Escuelita, Laurel, Lockwood, Madison, REACH, and Sankofa. The following paragraph summarizes recent program results from the past few years.

In 2019, OUSD students who participated in Springboard's summer literacy program achieved an average reading gain of 3.9 months in just 5 weeks, and 83.1% of students met or exceeded their growth goal. In 2021, over 900 OUSD students and families participated in Springboard's summer program. According to assessment data, 86% of students increased their reading proficiency and the average student reading gain was 2.8 months. Springboard served over 1,700 students throughout 2022. DIBELS results from summer 2022 show that K-3rd grade students who were tested on Nonsense Word Fluency (NWF) reported an average reading achievement equivalent to 2.3 months of reading growth in decoding words based on alphabetic principle. We expect to serve a similar number of students throughout 2023.

In addition to strong reading results, teachers, students, and family members that participate in our programming share glowing reviews:

- "I appreciate SB for giving us confidence to help my child read at home with every reading tip. I've noticed that she has now started to pick up the book to read by herself." - *Springboard parent at REACH Academy*
- "I have learned how to sound out words which has helped me to read!" - *Springboard student at Laurel Elementary*
- "This program offers a wonderful opportunity for school and family to collaborate in a very immediate way. The students really benefited from our partnership." - *Springboard teacher in Oakland*

2) Professional Development

a) Springboard's experience implementing summer literacy programs.

Springboard Collaborative has been implementing summer literacy programs for students, families and educators for over 10 years. In 2015, we launched our first partnership in California with Oakland Unified. Since then, Springboard has built a strong presence in California through our partnerships in Fresno and the Bay Area, as well as through a recent partnership with Los Angeles Unified, which allows us to reach thousands more students and families across the

state. The following examples highlight Springboard's extensive experience implementing summer literacy programs in California and across the country:

Fresno Unified School District, CA (FUSD)
Springboard's partnership with Fresno Unified began in 2018. In summer 2018, FUSD and Springboard implemented a 5-week summer literacy program to serve roughly 200 TK-4th grade students as part of the African-American Academic Acceleration (A4) Initiative. The partnership yielded 4.9 months of reading gains with 82.6% of students meeting their reading growth goal. Weekly family literacy workshops yielded an 87% attendance rate. These gains outpaced Springboard averages across the country that summer.

In 2020, Springboard served 450 students in the spring and 735 students in the summer. With a total of 37,311 books read/listened to, FUSD participants beat the Springboard national averages for every grade level for that metric. Family workshop attendance during this time averaged 92%. During summer 2021, 267 students and their families participated in Springboard programming. Family engagement was at an all-time high: 100% of families completed a team-building huddle and family workshop attendance averaged 98%.

Starting in summer 2022, Springboard collaborated with A4 and Expanded Learning to create a unique program model aligned with FUSD's vision of a 3-week summer academic program. In summer 2022, 93% of students in Springboard's Expanded Learning program met or exceeded their reading growth goals.

Los Angeles Unified School District, CA
Springboard has grown our partnership with LAUSD over the past 3 years, beginning with a summer pilot in 2020, expanding our local presence through partnerships with local institutions (e.g., LA County Office of Education) in spring 2021, and returning to district summer programming in 2021. At a time of year when many students' skill sets atrophy due to lack of practice and instruction, 70% of LAUSD students in summer 2021 increased their reading proficiency as a result of participating in our program.

In 2022, LAUSD approved a 3-year partnership with Springboard to serve tens of thousands of students in 2022-24. In our first year of partnership, we served 4,809 students across LAUSD. Students participating in our recently completed fall program achieved an average of 3.3 months of reading growth with 94% of students increasing their proficiency. Impressively 90% of students met the attendance minimum, a standard by which we gauge students benefiting from participation. We anticipate serving an additional 5,000+ students by September 2023.

San Francisco Unified School District, CA
San Francisco Unified School District (SFUSD) first partnered with Springboard in 2018. Since then, we've continued to serve hundreds of students across the city each year. In summer 2021,

SFUSD students who participated in Springboard's program achieved 3.3 months of reading growth in just 5 weeks!

In 2022, over 1,700 students participated in Springboard programming throughout the year, averaging 3.3 months growth across 5-10 week sessions. Families also engaged with our programming at record rates. Our workshops had an average attendance rate of 78%. In post-program survey responses, 96% of families strongly agreed that their family reading routine improved after participating in Springboard programming. And teachers, the backbone of our programming, continue to give us high scores on post-programming surveys with 77% saying they grew as teachers during Springboard.

External evaluation

Springboard's summer program was evaluated and named an evidence-based intervention under ESSA Tier II – *Moderate Evidence* following a 2019 external evaluation conducted by McClanahan Associates and impactED. This study revealed that Springboard's intensive summer programming had a statistically significant, positive impact on student literacy, and there were no strong negative findings.

The evaluation included reading growth goal achievement data from more than 600 participants across 5 school districts and charter networks. High-level findings from the study include: 1) Across all grades, students who participated in Springboard's program showed improvement on their reading assessment score between the end of the school year before Springboard to the start of the following school year. The largest gains were for students who started below grade level; and 2) Springboard students showed larger improvements in reading scores when compared to similar students who did not participate.

Staff training

Springboard Collaborative knows that when teachers grow, students grow. That's why we invest in the professional development of each Springboard teacher and leader. Teachers receive up to 16 hours of professional development and coaching before and during programming. Local Springboard leaders provide individualized coaching based on teachers' personal goals and group coaching in Professional Learning Communities. Our Springboard Professional Development team provides ongoing professional development.

Springboard's professional development is based on the belief that the best way to learn how to do something is to do it. So we don't just tell teachers how to engage families. Our programs give teachers the tools they need to effectively engage families and the time they need to reflect on their experience, leading to increased family engagement and partnership around students' literacy goals.

We provide teachers with a literacy curriculum that helps them use the best practices in literacy instruction and the training they need to internalize them, specifically increasing their

knowledge of Phonological Awareness, Phonics, and Sight Word Domains. The following table outlines the baseline of required professional development for teachers involved in Springboard programming:

Professional Development for Teachers	
Course and length	**Description**
Connect Module *Asynchronous - 30 minutes*	Self-paced module that helps staff learn how to use Connect, our online database platform
Springboard Orientation *In-person - 2 hours*	Introduces programming resources, navigate lesson plans and learn how to administer DIBELS
Springboard Literacy Practices I *In-person - 2 hours*	Discusses Springboard's approach to instruction and explains our Reading Readiness & Phonics curriculum, including how to find lesson materials.
Springboard Literacy Practices II *In-person or virtual - 2 hours*	Introduces teachers to our Shared Reading, Read Aloud, Writing, and Small Groups with Stations curriculum; this includes time to access resources and review instructional materials.
Springboard Family Engagement *Virtual - 2 hours*	Provides an overview of family workshops, and guidance on how to host them. Participants then prepare for the first family workshop.
Welcome Back to Springboard *Virtual - 1 hour*	Reviews components of FELA journey and how to implement with fidelity and discusses updates to Summer program

Springboard Collaborative's professional development for teachers directly connects to the Outcomes From Provider Services listed on page 8 of the RFP:

- Increased satisfaction from TK-4 Summer Learning teachers regarding their coaching support and professional development; and
- Increased retention of K-2 Literacy Tutors and Teachers

We measure teacher satisfaction and engagement with our program following each session. Data from our summer 2022 teacher survey showed that teachers were satisfied with the professional development and coaching they received from Program leaders, with 83% of respondents agreeing or strongly agreeing that they developed as a teacher. Satisfaction with professional development and learning opportunities also directly relates to job satisfaction and retention.

Teachers with more years of teaching experience noted how working with Springboard was a great experience to continue their development as an educator. Less experienced teachers

enjoyed learning more about the program. Said one Springboard teacher, “Springboard has been one of my greatest teaching experiences.”

Teachers also stated that they saw their students grow as they read and become more confident in their ability to continue their reading growth after programming ended. Said one Springboard teacher, “All the lesson plans we had helped our students get a better understanding of the sounds and the words. Many of them have gotten better at reading.”

One area teachers enjoyed about the program was the opportunity to work with students and families and strengthen their chances to communicate about the students’ reading goals and growth throughout the program. Said one Springboard teacher, “Engaging families around learning goals for reading proved to be an effective strategy in developing a partnership and collaborative efforts to promote student achievement.”

How Springboard partners with current school teams

Similar to the ways in which Springboard communicates with families, we also communicate with our school and district staff on student progress, information, and resources at every step of our program. We are a matrixed organization that has multiple full-time and seasonal staff at the school and district level to ensure strong communication and alignment.

With our long history and roots in Oakland, Springboard has a very customized approach to working with OUSD and individual schools. At the district level, Springboard stays abreast of OUSD literacy and family engagement initiatives and uses that information to ensure that our programs are aligned. Specifically, Springboard aligns our support with the OUSD’s vision for Literacy and with the Superintendent’s Strategic Plan Initiative 1: Ensuring Strong Readers by Third Grade. We strive for all of our students to not only make reading gains, but also develop a joyful curiosity and a love of reading.

From there we work closely with both the Expanded Learning and literacy teams to further support specific initiatives such as SIPPS implementation, literacy tutors, and integrated summer programming. Our Senior Director of Partner Success, Desiree Caliguiran Marks, has a long history of working with Oakland and carefully designs and customizes each program so that it is implemented with enough fidelity to drive impact but also meets the unique needs of young learners in Oakland.

In order to ensure the program execution proceeds smoothly, Springboard works with school sites to identify a Program Leader who will serve as the liaison between the school’s leadership team, the tutor staff, and Springboard. Program Leaders lead the Springboard program at each school by coaching teachers, partnering with family members, and driving student reading growth. The Program Leader is responsible for supporting instruction and ensuring that best practices in literacy are being implemented.

In addition to the Program Leader, each school partner will be assigned a Springboard Program Director who will serve as their dedicated coach and Springboard point of contact for the duration of the engagement. Yareni Carrasco is the current Program Director assigned to this potential partnership. These staff members are responsive to outreach within 24 working hours and will check in with school teams at least once per week.

We are particularly mindful not to play the role of outsider swooping into a school to implement a top-down, outside-in intervention. Instead, our focus is on building capacity within schools by helping them to better leverage the people and assets who are already a part of the fabric of their school communities. This means regularly soliciting feedback from and responding to the concerns of partners by adopting interventions that best fit their needs--not ours. Ultimately, we take a consultative approach to our engagements: Program Directors are able to draw upon years of experience and a strong evidence base to support partners in implementing the model with fidelity, while at the same time ensuring it is tailored to the unique needs of each partner community.

3) Program Quality--Instructional core

a) Early literacy components and strategies how we Springboard will monitor for success.
Springboard has developed a comprehensive solution to children's language and literacy development that aligns to best practices in early literacy and hinges on two primary beliefs: 1) Effective classroom literacy instruction involves teaching to standards-based objectives using evidence-based practices and strategies; and 2) Engaging families in their children's language and literacy development is vital to improving student achievement.

Springboard uses a proprietary curriculum that combines classroom literacy curriculum with a customizable at-home family curriculum. Our offerings embrace a philosophy of partnership where stakeholders share agency and responsibility. Springboard's approach to foundation skills for early literacy instruction follows an explicit and systematic scope and sequence of skills informed by evidenced-based research. This ensures skills and concepts are built upon a continuum from simple to more complex sound and letter connections. We assess students and use this diagnostic information to differentiate instruction.

Springboard programming promotes instruction in code-based aspects of reading (e.g., phonemic awareness, alphabet knowledge, letter-sound association, fluency in word recognition) and meaning-based aspects of reading (e.g., vocabulary, background knowledge, comprehension). Our curriculum explicitly incorporates recommendations from the National Reading Panel (NRP) and aligns with the Science of Reading.

Springboard measures the quality of our program's tutoring services using three key metrics: 1) student reading growth, 2) family member engagement, and 3) teacher development. Following each program, Springboard will share an impact report at the school and district level that shows growth and effectiveness aligned to our three key metrics. Springboard has a team of

data and reading experts responsible for compiling, analyzing, and reporting on all of our program data to ensure data consistency and accuracy. Included below are sample metrics; however, we like to work alongside our partners to create specific metrics that align to their unique context and need.

1. **Student Reading Growth** - Student reading growth is the primary metric through which we gauge impact. Schools assess at the beginning and end of programming to measure reading growth. Springboard provides a report that shows reading growth by grade. In some programs, we also track books read, minutes read, and reading goals.
2. **Family Engagement** - Parents and families learn how to be effective home literacy coaches. We track weekly attendance at family workshops and use family participation as an indication of the value families saw in our program and as a predictor of impact. Families also participate in an end-of-program survey.
3. **Teacher Development** - Teachers receive training on a variety of technical and strategic topics (e.g., how to differentiate instruction, early literacy best practices, and improving communication with families) and participate in weekly PLCs led by a Program Leader. We measure teacher professional growth through teacher surveys to gauge the value and efficacy of the program.

b) Literacy program design, including:
(1) Teacher/Staff training scope and sequence
Please see "Staff training" in section (2a) above.

(2) Overview of instructional design model
Springboard's recipe for impact is a method we call the Family-Educator Learning Accelerator (FELA), which consists of equal parts literacy curriculum and instruction, teacher professional learning, and family engagement. During Springboard programming, family members, students, and teachers team up to support student reading growth as part of the FELA method. This methodology measurably improves academic outcomes while strengthening family-educator relationships, student literacy, and family engagement practices. The FELA has 5 essential steps:

1. **Build a team (student, teacher, and family member):** Prior to programming, teachers lead a family-educator huddle with each student and family member to build relational trust. Teachers typically work with approximately 15 students in need of academic support.
2. **Set a goal:** Springboard partners use existing assessment data or administer a research-based assessment, DIBELS, to understand each student's individual needs and baseline and set an ambitious, but achievable goal for the program cycle.
3. **Practice -** Students practice with their teachers during the program, receiving between 30 minutes to 180 minutes of daily literacy instruction. Families and students practice together at up to 5 workshops throughout programming, and students practice at home for at least 15 minutes each day.

4. **Assess growth:** At the end of the cycle, teachers readminister an assessment to measure student's progress relative to their goals.
5. **Celebrate progress:** The FELA concludes with a celebration. This helps students, families, and teachers crystallize lasting habits. Teachers distribute educational incentives - including school supplies, backpacks, and tablets - during a capstone celebration.

(3) Overall scope and sequence
Springboard Collaborative provides all of our school partners with a comprehensive scope and sequence, including all scripted lesson plans for educators. Click here to see a full scope and sequence that also includes links to sample lesson plans. We have also included a copy of this document in this proposal packet.

(4) Sample lesson plans describing 180 minutes of daily instruction
The following links include a sample lesson and teacher lesson guide for Reading Readiness and Phonics, PR Level (Pre-Reading), Unit 2, Lesson 2. We have included the URLs below as well as attached the documents to this proposal packet.

- Link to sample lesson
- Teacher lesson guide
- Curriculum implementation guide

The following is a sample summer schedule for a Kindergarten class that includes 180 minutes of daily instruction:

- **8:00-8:30 - Teacher Prep Time**
- **8:30-8:45 - Breakfast -** Providing some breakfast, even if it's a granola bar, can set students up for success.
- **8:45-9:00 - Daily Message** - Allow 15 minutes to cultivate a positive classroom culture, make announcements, celebrate success, take attendance, etc. Provides instruction with an explicit focus on academic vocabulary development, social-emotional learning, and collaborative discussion; students learn from their own and others' stories.
- **9:00-9:30 - Reading Readiness and Phonics or SIPPS curriculum** - Focus is highest first thing in the morning in most classrooms; prioritize intensive, interactive decoding instruction. Provides instruction with an explicit focus on phonemic awareness, letter formation, and articulation. Students strengthen early literacy skills through sound-letter connections. Phonics provides an explicit focus on orthographic mapping of sounds; students increase their ability to read more words with automaticity and accuracy.
- **9:30-10:00 - Read Aloud** - This cozy, interactive read aloud is focused on additional comprehension instruction. Provides instruction with an explicit focus on interactive read alouds to provide opportunities for student discussion. Students read and learn from texts that are both complex per grade-level standards and align to a compelling topic that will help students build word and world knowledge.

- **10:00-10:30 - Writing** - Students have been reading a lot; it's time to switch from input to output. It's their turn to become authors! Provides instruction with an explicit focus on the writing process for multiple genres. Students apply their thinking and learning from complex text through writing.
- **10:30-10:45 - Recess**
- **10:45-11:15 - Shared Reading** - Build on Reading Readiness and Phonics instruction by providing students reinforcement of phonics skills through the rereading of texts (used during Reading Readiness and Phonics) to build fluency. Lessons are focused on improving children's fluency and comprehension skills, and can be a great time for teachers to address misconceptions they may have seen. Students build their automaticity, accuracy, and intonation skills.
- **11:15-11:30 - Small Groups with Stations** - After coming back inside, use that high energy and channel it toward small group literacy instruction and student-led, independent stations and centers. A reteach or additional practice for "Reading Readiness and Phonics," for example, could be provided to small groups during this time.
- **11:30-12:00 - Lunch/Recess**
- **12:00-12:15 - Small Groups with Stations** - After coming back inside, use that high energy and channel it toward small group literacy instruction and student-led, independent stations and centers. A reteach or additional practice for "Reading Readiness and Phonics," for example, could be provided to small groups during this time.
- **12:15-12:30 - Dismissal** - This may be the end of the day or activity, or time to transition to an afternoon enrichment program, depending on your site.

(5) List of curriculum (publishers/titles)
Springboard Collaborative provides proprietary curricula aligned to the California Common Core State Standards and the Science of Reading including: Reading Readiness and Phonics, Daily Message, Read Alouds, Shared Reading, Writing, and Small-Groups with Stations. We also support our partners in implementing their own chosen curricula, including SIPPS.

4) Family Engagement

a) Family engagement plan

(1) training modules scope and sequence
Springboard's summer literacy programming is anchored on two core elements: 1) supporting students in reading on grade level in a joyful and engaging environment, and 2) supporting families to be involved in their students' reading journey through building powerful home-school partnerships. Family workshops are a critical component of both of these.

During family workshops, families learn and practice reading tips alongside their student. Each reading tip teaches adults how to read with their child purposefully and ask questions as they support their child to understand what they read, figure out new words, read more fluently, and engage with the reading process. These reading tips are bite-sized and actionable. Families use the reading tips in the workshop with support from the teacher and receive a tip sheet that

summarizes what they've learned. Families leave workshops motivated to increase at-home reading time and confident they can effectively help their struggling readers.

Family workshops are also a time for educators and families to check in about reading goals and student progress. Throughout the program, 45-60 minute family workshops become a crucial touch point for adults to form a literacy partnership. Educators need to know how students are using their reading skills at home, and families need to know the strategies they can use to double the literacy efforts of the classroom and catapult their child toward reading growth. These more formal "academic exchanges" have been shown to increase reading gains.

Family workshops support families regardless of their reading level or English language proficiency. The highly scaffolded teacher-facing materials help educators differentiate family workshops for the variety of experiences and expertises that families embody. Any caring adult or family member is welcome to attend family workshops with a student.

Springboard family workshops are different from literacy nights or a parent training event because they work as a cohesive series. We systematically build families' capacity as at-home reading coaches and promote confidence in their ability to advocate for their child. While each family workshop is different, the learning outcomes for families are the same: to learn and practice a reading tip directly tied to a reading skill and to internalize questions they can ask to support their child in developing four key reading skills.

Springboard family workshops benefit school communities in three ways:

1. **Workshops increase reading time for students** by training and equipping family members to be effective reading coaches, delivering one-on-one literacy support at home (where children spend 75% of their waking hours).
2. **Workshops strengthen academic partnerships** by giving educators and families a structure to check-in, one-on-one about each student's reading.
3. **Workshops build a culture of family engagement** by infusing your school community with an energetic, academic-focused activity that both educators and families love!

Family workshops generally last between 45-60 minutes and follow a four-part structure.

1. **Welcome**: To start off, the group shares and gets to know one another and the facilitator orients everyone toward the purpose of the family workshops.
2. **Reading tip**: Facilitators explain and model the reading tip, and provide guided practice. Showing families the reading tip in action, rather than just telling them about a reading strategy, is crucial to the success of a family workshop.
3. **Practice time**: Next, family members practice reading together using the reading tip. During this time, the facilitator is circulating to check in with families, providing feedback, or discussing the student's reading at home.

4. **Reflection**: In the final block of time, facilitators encourage group reflection and gather feedback from families.

High-quality family workshops begin with high-quality materials. We've created slide decks, workshop guides, reading tips sheets, and a feedback form to accompany each family workshop. All of our other family-facing materials are available in English, Spanish, Chinese, Haitian-Creole, Portuguese, Arabic, Vietnamese, and Amharic. A limited library of resources is also available in Urdu, Bengali, and Somali. In each workshop guide (and in the "Notes" feature of the slide deck), teachers can find specific ideas for differentiating the content of each workshop, including guidance for ELL families and for adapting the content for higher or lower grades and in a virtual context. In the end, however, we trust that partners know their families and students, and we encourage teachers to adapt the editable family workshops materials in a way that best serves their students.

Program Accountability, Program Plans and Results, Staffing, Experience and Performance

1) Agency Capacity

a) Springboard's experience and capacity to work with multiple schools.

Springboard Collaborative has the experience and capacity to work with multiple schools in the district, up to 15 sites and 2500 students as needed. As highlighted above, Springboard has over 10 years of experience serving large-scale partners across the country, including serving roughly 1,500 students annually in Oakland over multiple years, and serving over 4,800 students across Los Angeles Unified in 2022. We are adept at scaling our programming to meet the needs of our partners.

b) Student/Staff recruitment and enrollment strategy

(1) Timeline for outreach

Springboard's school partners know which students and families would most benefit from our programming, often using existing literacy assessments to support identification. Families then decide whether to enroll in Springboard through their child's school. To support this recruitment effort, Springboard provides training and resources to schools on student and family recruitment. Sometimes this will include hiring a member of the school community to serve as each site's Enrollment Coordinator (EC). ECs ensure that targeted students and families receive the information they need to make an informed enrollment decision.

Springboard works alongside our school and district partners to recruit, hire, and train qualified teachers and seasonal staff who are already embedded within the school community. This builds capacity, as they can continue to leverage the skills and training they receive during Springboard programming long after the program ends. Springboard also provides recruitment materials and support, including providing draft teacher job descriptions aligned with the specific program being offered in the district, and hosting info sessions for school leaders to aid in teacher recruitment.

Below is a sample schedule that includes approximate planning dates for student and teacher recruitment, registration and professional development all prior to program implementation:

Milestone	Approximate Date(s)	Details
District planning meetings	*March-April*	***Planning:*** *we begin planning early to ensure strong alignment.*
Principal planning meeting	*Early April*	***Recruitment & Planning:*** *we engage school site leaders early to ensure strong outcomes.*

Identify and register teachers	*Mid-May*	***Recruitment:*** *determine students/teachers are a good fit for Springboard, then recruit and register them.*
Enroll students	*By June 5*	
Professional development	*May*	***Training****: educators receive training on Springboard programming, literacy instruction, and family engagement.*
Programming	*June 5 - July 7*	***Instruction:*** *students receive daily literacy instruction.*

(2) Sample recruitment publications for staff, students, and families
The screenshot below is an example of our online student enrollment form that families can translate into different languages. We also offer paper enrollment forms if districts prefer.

Springboard also provides sample job descriptions for teachers, Program Leaders, and other seasonal staff to support hiring efforts. See below for sample language from a Program Leader job description:

Program Leader

Position purpose:

To lead the Springboard Summer program by coaching teachers, partnering with family members, and driving student reading growth. The Summer Program Leader is responsible for supporting instruction and ensuring that best practices are being implemented in the classroom.

Who we're looking for:

- A literacy expert with extensive PreK-3rd grade content knowledge.
- A problem solver who uses data and builds relationships to reach goals.
- A coachable leader with a desire to grow as a professional.
- A manager with exceptional communication, organization, and critical thinking skills.
- A believer in our collective opportunity to close the literacy achievement gap through hard work and meaningful collaboration with families.

Responsibilities:

Lead programming

- Set a positive, achievement-driven culture with a focus on student reading growth, family collaboration, and program fidelity.
- Communicate program expectations and results regularly with families, teachers, and the Springboard team.
- Coordinate pre-programming preparation including materials delivery, family orientation, team building huddles, class rostering, and student assessment.
- Collaborate with Springboard colleagues to proactively plan for success and to address challenges.
- Plan the end-of-program Learning Bonus Celebration.

Coach and manage Teachers

- Support teachers to accomplish personal-professional goals.
- Lead weekly Professional Learning Community (PLC) meetings to prepare Teachers for family workshops and high-quality instruction.
- Observe instruction and review lesson plans and action plans, providing frequent feedback to Teachers.
- Conduct make-up PD for Teachers as needed.

Build partnerships with family members

This work is supported by Site Support at sites.

- Support enrollment and team building huddles for 100% completion.
- Create a welcoming environment for families and scholars.
- Communicate program details and expectations to families.
- Conduct outreach for family workshops, follow-up with families who do not attend, and conduct make-up workshops as needed.

Utilize data to meet performance metrics

- Review baseline and ending assessments for completeness and fidelity of administration.
- Participate in weekly solutions-oriented meetings to review data and address challenges: School-Wide Action Plan meetings, All-Staff meetings, 1:1 check-ins with support staff.
- Ensure every scholar receives a high-quality Student Action Plan.
- Keep complete and timely data on all aspects of programming.
- Participate in mid-programming reflection and an end of programming debrief with your staff.

Additional responsibilities

- Assist Site Support staff in packing, distributing, and organizing program materials, as needed.
- Assist school administrators with identifying teachers, Site Support Staff and an Enrollment Coordinator.
- Communicate with school leaders during planning and assist in scheduling meetings with administrators.
- Respond to unforeseen needs and challenges.

How we measure success:

- **Reading Progress:** Are students meeting reading growth goals? Do students have action plans?
- **Family Engagement:** Did all families participate in a team building huddle? Are families attending our weekly workshops? Are families cultivating new reading habits?
- **Program Enrollment and Attendance:** Did the school reach its target enrollment? Are enrolled students attending regularly?
- **Site Success:** Are teachers achieving their growth goals? Is inventory organized and returned?

c) Year round schedule for wrap around services

(1) Any additional interventions your Organization offers in addition to Summer Learning.

Springboard Collaborative also offers our literacy and family engagement program as an abridged afterschool offering. Our afterschool offering follows the same methodology and curriculum as our summer programming. We work with school and district partners to provide at least 90 minutes of direct instruction each week after school. Partners can decide the daily and weekly dosage aligned to their school schedule.

2) Program Accountability

a) Key personnel

Teresa Arriaga - *Executive Director - California*

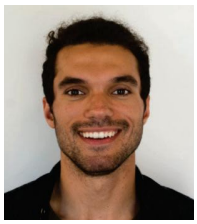
As an Executive Director, Teresa is charged with managing relationships with district partners, establishing new partnerships, ensuring partner satisfaction and program success, and fundraising to supplement district costs associated with program implementation from California to Colorado. Teresa was a Coro

Fellow in Public Affairs and holds a Masters degree in Public Administration. She has devoted her career to moving the needle on educational equity. Teresa spent nearly a decade at the University of California, Berkeley where she led the Early Academic Outreach Program, and has invested many years at grassroots youth development organizations in San Francisco. Prior to joining Springboard, Teresa focused on increasing school-family collaboration as the Executive Director of Parents for Public Schools of San Francisco.

Desiree Caliguiran Marks - *Senior Director of Partner Success - California*
Desiree supports our Springboard team and district partners to design a program that best meets the needs of students, families, and educators. She began her career as a special education teacher in the Bronx (2008-11). Next, she transitioned into the nonprofit world, where she worked to design and implement programs that maximize out-of-school time for students and families. She has trained staff and led teams to strengthen academic intervention, case management, STEM and literacy exposure, social-emotional learning, and family engagement. She earned her Bachelor's degree in Psychology from San Jose State University and her Master's degree in Urban Education from Mercy College.

Yareni Carrasco - *Program Director*
As a Program Director, Yareni works directly with our Springboard school and district partners in planning, implementing, and evaluating programming, including Oakland Unified, Alum Rock, and Los Angeles Unified. Yareni will support OUSD principals and Program Leaders with implementing programming and ensuring its success. Before joining the Springboard team full-time in 2020, Yareni worked seasonally to support Springboard programming in the Bay Area, filling roles of Operations Lead, Site Leader, Operations Manager, and Program Manager. She has over 9 years of experience in youth development and community engagement experience.

Mariya Del Rio - *Project Manager, Contracts*
Mariya believes in the importance of equity vs. equality and that every student should have access to their own tailored needs, especially in education. Since graduating with a B.A. in Sociology, Mariya has spent her time in education in various capacities ranging from an After School Program Instructor to an Associate Dean. Working in urban communities and observing behavior trends, she made the connection that a contributing factor to behavior is avoidance, often due to a lack of literary skills, which uplifts the appreciation for Springboard Collaborative's Mission.



Thiago Lima - *Director of Professional Development - California*
As Springboard's Director of Professional Development, Thiago is responsible for creating differentiated professional development experiences for partners

that drive impact in student reading growth and family engagement. Thiago's career in education began as a middle school teacher in San Francisco and the greater Boston area. Most recently, he worked on Teach for America's program staff where he coached teachers and created professional development training on instructional strategies, curriculum, and DEI topics. Thiago holds a Bachelor's degree from Tufts University and a Master's degree in Curriculum and Teaching from Boston University.

3) Data Sharing and Monitoring

a) How Springboard will utilize data to monitor the success of the program.

As mentioned above, Springboard measures the quality of our program's tutoring services using three key metrics: 1) student reading growth, 2) family member engagement, and 3) teacher development. Following each program, Springboard will share an impact report at the school and district level that shows growth and effectiveness aligned to our three key metrics. Springboard has a team of data and reading experts responsible for compiling, analyzing, and reporting on all of our program data to ensure data consistency and accuracy. Included below are sample metrics; however, we like to work alongside our partners to create specific metrics that align to their unique context and need.

1. **Student Reading Growth** - Student reading growth is the primary metric through which we gauge impact. Schools assess using DIBELS at the beginning and end of programming to measure reading growth. Springboard provides a report that shows reading growth by grade. In some programs, we also track books read, minutes read, and reading goals.
2. **Family Engagement** - Parents and families learn how to be effective home literacy coaches. We track weekly attendance at family workshops and use family participation as an indication of the value families saw in our program and as a predictor of impact. Families also participate in an end-of-program survey.
3. **Teacher Development** - Teachers receive training on a variety of technical and strategic topics (e.g., how to differentiate instruction and improve communication with parents) and participate in weekly PLCs led by a Program Leader. We measure teacher professional growth through teacher surveys to gauge the value and efficacy of the program.

4) Experience and Performance

a) Assessment reports showcasing track record of reading growth.

Springboard Collaborative has a long track record of driving reading growth of 2.9 months of growth and more with our partners across the country, including in OUSD. Please see the attached impact reports to highlight this success from summer 2022 from three of our Oakland school partners as measured by DIBELS 8th edition:

- **Laurel Elementary:** Kindergarten through 3rd grade students who were tested on Nonsense Word Fluency (NWF) reported an average reading achievement equivalent to 2.9 months of reading growth in decoding words based on alphabetic principle.

- **Garfield Elementary:** Kindergarten through 3rd grade students who were tested on Nonsense Word Fluency (NWF) reported an average reading achievement equivalent to 3.3 months of reading growth in decoding words based on alphabetic principle. Additionally, 4th grade students who were tested on Oral Reading Fluency (ORF) reported an average reading achievement equivalent to 5.4 months of reading growth in fluency of reading connected text.
- **Lockwood Elementary:** TK through 3rd grade students who were tested on Nonsense Word Fluency (NWF) reported an average reading achievement equivalent to 3.1 months of reading growth in decoding words based on alphabetic principle.

Additionally, our summer 2022 data shows that students who participated in our 5-week intensive programming averaged 3.2 months of reading growth as measured by DIBELS, which was more than 2x the expected growth. Springboard serves all Title 1 students and 96% of students who reported identify as students of color.

We have many additional examples of our success in achieving at least 2.9 months of growth as measured by DIBELS, including summer 2022 results from Los Angeles Unified that shows students who were tested on Oral Reading Fluency (ORF) achievement an average of 4 months of reading growth in fluency of reading connected text.

b) Attendance records at summer learning programs in the past 3 years.
In addition to our track record of strong reading growth, Springboard also consistently achieves student attendance rates of 85% or higher at our summer learning programs. The following OUSD sites from summer 2022 achieved this high average attendance:

- **Laurel Elementary:** Average instructional attendance was 85%
- **Garfield Elementary:** Average instructional attendance was 86%
- **Lockwood Elementary:** Average instructional attendance was 89%

Other examples from 2022 include: San Francisco USD's summer 2022 program averaged 87% student attendance and Fresno USD's summer 2022 program averaged 85% student attendance. In 2021, Springboard's summer program with Alum Rock averaged 86% student attendance and in 2020, Springboard's summer program with Oakland Unified was 79% (lower attendance rates attributable to the COVID-19 pandemic).

Ability To Deliver Proposed Solution And Reference

Company Profile

Springboard overview

- ***Full company name:*** Springboard Collaborative
- ***Headquarters address:*** 1500 John F. Kennedy Blvd., Suite 1160, Philadelphia, PA 19102
- ***Website:*** www.springboardcollaborative.org
- ***Main point of contact for partnership:*** Teresa Arriaga, Executive Director, California
    - t.arriaga@springboardcollaborative.org; 415-218-0723
- ***RFP contact:*** Jocelyn Jessop, Director of Proposal Management and Special Projects
    - j.jessop@springboardcollaborative.org; 302-468-6255

Springboard history

Founded in Philadelphia in 2012, Springboard Collaborative has been serving students, families and educators for 10 years. Over those 10 years we have served more than 65,000 students across 20 states. We launched our first partnership in California with Oakland Unified in 2015. Since then, Springboard has built a strong presence in California through partnerships in Fresno and the Bay Area, as well as through a recent partnership with Los Angeles Unified, which allows us to reach thousands more students and families across the state. Springboard Collaborative is a national 501c3 nonprofit with 134 full-time employees.

Springboard Collaborative is primarily a remote organization, serving students, families, and educators across the country. However, we have ~10 staff members who live in California, including executive director Teresa Arriaga who is located in the Bay Area. The team assigned to support OUSD is predominantly local.

Viability

Springboard Collaborative maintains strong financial stability and viability as we continue to grow and serve more students across the country through a combination of fee-for-service revenue and philanthropy. Springboard's FY23-25 strategic plan calls for the organization to grow our impact from 20,000 to 200,000 students served annually over the next decade. To resource this ambitious plan, we've launched a $30 million fundraising campaign that will support investments in 1) people capacity; 2) technology, program improvements, and innovation; and 3) program subsidies where most needed.

Springboard closed 2022 with our highest net income in organizational history (~$8.5 million). This was primarily due to an extraordinary $10 million gift from philanthropist MacKenzie Scott, which will be deployed for non-recurring investments that support our long-term goals of scalability and sustainability. In addition, Springboard continues to have successful financial audits year after year. Springboard Collaborative remains in compliance with financial best practice.

Submittal letter
RFP title: Summer Learning Literacy Intervention for Community Schools/Expanded Learning
RFP number: 22-137ExLO
Submittal due date: April 17, 2023
Respondent name: Springboard Collaborative
Respondent address and phone: 1500 John F. Kennedy Blvd., Suite 1160 – (415) 218-0723
Contact person & email: Teresa Arriaga, Executive Director
Contact email: t.arriaga@springboardcollaborative.org

To Whom It May Concern:

Springboard Collaborative is excited for the opportunity to provide high-quality literacy programs to students in grades TK-4 in Oakland Unified School District because of our deep history with the district and our shared values and alignment in driving student reading growth and combatting learning loss. Students become stronger readers by receiving rigorous literacy tutoring in a joyful and engaging environment. Our results reflect this:

In the summer of 2022, students who participated in our 5-week intensive programming averaged **3.2 months of reading growth, which was more than 2x the expected growth.** Springboard Collaborative has the experience and expertise necessary to deliver high-quality summer literacy programming to students across Oakland Unified School District.

Founded in 2012, Springboard Collaborative closes the literacy gap by closing the gap between home and school. We coach educators and family members to help kids learn to read by 4th grade. Our literacy tutoring programs are 4-6 week summer engagements that combine personalized instruction for students in grades TK-4, workshops that support parents in teaching reading at home, and professional development for teachers.

Springboard served over 21,000 students in 2022 alone, serving students and families across the country, including partnerships with Oakland, Fresno, Los Angeles, Alum Rock, and San Francisco. Springboard serves those most disproportionately impacted by academic achievement gaps—namely TK-4th grade students from low-income households who are behind in reading. We know these students face the greatest disparity in academic achievement and we are excited for the opportunity to support OUSD students in reading on grade level by 4th grade. This proposal is valid for a 90-day period. The staff proposed will be immediately available to work if we are awarded the contract.

Sincerely,

Andrew Karas

Andrew Karas, *Assistant Vice President of Regional Partnerships*

Professional Qualifications

Springboard's qualifications and capacity to provide the services requested in this RFP.
As referenced above, Springboard Collaborative has over 10 years of experience providing high-quality summer literacy programs to districts across the country, including Oakland Unified School District. We have documented reading growth from participating students based on the DIBELS assessment, including results from our summer 2022 program that showed a national average of 3.2 months of reading growth. Springboard provides curricula aligned with the California Common Core State Standards and the Science of Reading and engage families before, during, and after programming to ensure they are an active participant in their student's reading journey. Please see the *Scope of Services* section above for additional details related to our extensive track record of driving student reading growth.

Experience supporting English Language Learners
All teachers, students, and families are given access to Reading A-Z and RAZ-Kids respectively, online resources that provide adults and children with Spanish translated leveled books and other materials. During trainings, we discuss implications for instruction for ELLs and how to leverage individualized student action plans (that can be printed in English and Spanish) for this population.

Finally, while we provide books in English to support the literacy instruction that children receive in our curriculum, all of our other family-facing materials are available in English, Spanish, Chinese, Haitian-Creole, Portuguese, Arabic, Vietnamese, and Amharic. A limited library of resources is also available in Urdu, Bengali and Somali. Our optional literacy app is available in English and Spanish. In addition to being offered in multiple languages, our materials are culturally relevant (including book selection that reflects the diversity of the population we serve).

Springboard lessons are comprehensive and interconnected, ensuring repeated exposure to texts, academic language, and opportunities for students to repeatedly read texts. Lessons include step-by-step explanations of practice and tasks and include "tips" or "teacher notes" to the teachers to improve comprehensible input for all learners.

Text sets include engaging content that will draw on the background knowledge of most students; text sets are incorporated during instructional components such as Read Aloud and Writing Time with targeted activities and direct, explicit language instruction on academic vocabulary. Direct and ongoing instruction on academic vocabulary, and opportunities for students to engage with and talk about content-specific texts experientially with their peers.

Stations and Centers activities incorporate speaking and listening activities to encourage students to further develop these skills; these activities include, for example, students working with one another on reading aloud a book or their writing to one another.

References
The following references are also outlined in Exhibit C ("References") attached to this proposal.

1. San Francisco Unified School District
750 25th Avenue, SF, CA, 94121
Dr. Teresa Shipp - *Director, College & Career Readiness*
shippt@sfusd.edu; 415-846-9582

- ***Summary of service:*** summer and afterschool literacy and family engagement programs

2. Los Angeles Unified School District
333 South Beaudry Avenue, Los Angeles, CA 90017
Carlen Powell - *Administrator, Elementary Instruction*
carlen.powell@lausd.net; (213) 241-5333

- ***Summary of service:*** summer and afterschool literacy and family engagement programs

3. Fresno Unified School District
2309 Tulare Street, Fresno, California 93721
Tonisha Hargrove, *Executive Officer - Chief Academic Office*
tonisha.hargrove@fresnounified.org; (559) 457-6111

- ***Summary of service:*** summer and afterschool literacy and family engagement programs

Annual Cost To The District

Springboard Collaborative is a 501c3 nonprofit and we subsidize the full cost of our services through regional and national philanthropy. The below prices are roughly $225 per student less than the full cost of our services. We know that district budgets are tight and we are committed to providing high-quality summer literacy programs to our partners at a competitive price. Our prices reflect that commitment. These prices include all materials, supplies, and labor needed to execute the service with the exception of teacher compensation. Each component of our partnership is explained in more detail below the tables. We have included two tables:

- The first table outlines how we traditionally price: per site and per student.
- The second table breaks down the total per student price (for 2,500 students at 15 sites) by category as requested in the RFP.

Springboard Collaborative Pricing			
Category	**Price**	**#**	**Subtotal**
Site Support and Set-up	**$6,600 per site** *(based on sliding scale discount)*[1]	**15 sites**	**$99,000**
Seasonal Staffing	**$0 - $30,000 per site** *(depending on district need)*	**15 sites**	**$0 - $450,000**
Student Bundle • *Literacy Curriculum* • *Family Partnership and Workshop Resources* • *Educator Data Portal and Impact Reporting*	**$600 per student**	**2,500 students**	**$1,500,000**
Total		**$1,599,000 - $2,049,000**	
Total price per student *(for 2,500 students)*		***$639.60 - $819.60***	

[1] Springboard Collaborative offers a discount scale depending on the number of sites served. ($12,000 for 1-4 sites; $10,200 for 5-8 sites; $8,400 for 9-12 sites; $6,600 for 13-16 sites, and $4,800 for 17 or more sites)

Total Price Per Student by Category		
Category	**Price**	**Price per student**
Staff Development	**$99,000**	**$39.60**
Program Management	**$0 - $450,000**	**$0 - $180**
Curriculum/books	**$1,125,000**	**$450**
Communications	**$125,000**	**$50**
Technology/data Systems	**$250,000**	**$100**
Total Price Per Student *(for 2,500 students)*		***$639.60 - $819.60***

Site Support and Set-up

- **Planning -** On-demand planning and implementation support by full-time Springboard staff members.
- **Professional learning and coaching -** 16 hours of professional learning and coaching for teachers and Program Leaders, including on-demand web-based training, weekly PLCs and coaching sessions, and day-long staff training for the Program Leader and site support staff.
- **Enrollment Support -** Stipend for an Enrollment Coordinator who recruits and enrolls students. Springboard provides training, support, and media resources (e.g. flyers).

Seasonal Staffing

- Depending on the needs of the district, Springboard can hire, train, and pay seasonal staff, including Program Leaders, Enrollment Coordinators, and other site or city-based roles including Cluster Leaders. Specific positions hired by Springboard are discussed and finalized prior to each program engagement, explaining the variable cost for seasonal staff.

Literacy Curriculum

- **Reading readiness & phonics -** 30-min foundational reading lessons with teacher scripts.
- **Reading lessons -** Additional reading lessons for TK-4 small group instruction, including curricula for Daily Message, Read Alouds, Shared Reading, Writing, and Small-Groups with Stations.
- **Books** - Classroom read-aloud books tailored to Springboard lessons, and loaned libraries for each site, including ~1,000 fiction and non-fiction books.
- **Printed materials** - Printed family workshop curriculum, teacher workbooks.

Family Partnership and Workshop Resources

- **Curriculum -** Curriculum for 5 family workshops and guides for family-educator huddles
- **E-books** - Subscriptions to Raz Plus digital library for teachers and students.

- **Incentives** - Student participation incentives including books, school supplies, and tablets.
- **Family book set** - Each family receives 5-7 books to read at home.
- **T-shirts *(optional)*** - Springboard t-shirts for each student, one family member, teachers, and staff.
- **Other resources -** Family workshop flyers and reminder wristbands

Educator Data Portal and Impact Reporting

- **Data portal -** Teachers to track student and family attendance and student goals.
- **Impact report -** Report that analyzes student data at each site with a debrief.

Exhibit A : Acknowledgement of Reading and Understanding OUSD's Contracts

By signing this Exhibit, you acknowledge that you have read and understand Oakland Unified School District's Professional Services Agreement and Data Sharing Agreement. Proposer understands that if selected you will be required to sign these agreements which will ultimately be approved by the Oakland Unified School Board before work can begin.

To view click here: SERVICES AGREEMENT & DATA SHARING AGREEMENT

Andrew Karas

Signature

Andrew Karas

Print Name

Assistant Vice President of Regional Partnerships

Title

4/13/23

Date

Exhibit B: Standard Response Form

A. GENERAL INFORMATION

1. Company name, address and point of contact for this proposal (including prior business or operating names and dba names):

Springboard Collaborative, 1500 John F. Kennedy Blvd., Suite 1160, Philadelphia, PA 19102

Teresa Arriaga, Executive Director

2. Tel: 415-218-0723 Website: www.springboardcollaborative.org Email: t.arriaga@springboardcollaborative.org

3. Is the Company a Certified Oakland Small Business? Yes No

4. Type of Company: (check one)

Individual Partnership Corporation

5. Names and titles of all principals/officers/partners of the company:

Name, Title	Location	Phone Number
Alejandro Gibes de Gac CEO and Founder	Alameda, CA	908-902-7833
Sanjeev Midha, President	Philadelphia, PA	847-800-7422

6. Point of Contact if Contract is Awarded:

Name, Title	Location	Phone Number
Teresa Arriaga, Executive Director	San Francisco, CA	415-218-0723

B. LEGAL INFORMATION

1. Has your company ever been in litigation or arbitration involving service for any public, private or charter K-12 schools during the prior five (5) years?

Yes (No)

If yes, provide the name of the school district or school and briefly detail the dispute.

n/a

2. Has your company ever had a contract terminated for convenience or default in the prior five years?

   Yes (No)

   If yes, provide details including the name of the other party:

   n/a

3. Is/are your company, owners, and/or principal, partner or manager involved in or is your company aware of any pending litigation regarding professional misconduct, bad faith, discrimination, or sexual harassment?

   Yes (No)

   If yes, provide details:

   n/a

4. Is/are your company, owners, and/or principals or partners involved in or aware of any pending disciplinary action and/or investigation conducted by any local, state, or federal agency?

   Yes (No)

   If yes, provide details:

   n/a

Exhibit C: References

To be submitted for each of the three (3) references required.

Reference 1:

Customer Name: San Francisco Unified School District

Contact Name: Dr. Teresa Shipp

Title: Director, College & Career Readiness

Address: 750 25th Avenue, SF, CA, 94121

Phone Number: 415-846-9582

Email: shippt@sfusd.edu

Services Provided: summer and afterschool literacy and family engagement programs

Reference 2:

Customer Name: Los Angeles Unified School District

Contact Name: Carlen Powell

Title: Administrator, Elementary Instruction

Address: 333 South Beaudry Avenue, Los Angeles, CA 90017

Phone Number: (213) 241-5333

Email: carlen.powell@lausd.net

Services Provided: summer and afterschool literacy and family engagement programs

Reference 3:

Customer Name:	Fresno Unified School District
Contact Name:	Tonisha Hargrove
Title:	Executive Officer - Chief Academic Office
Address:	2309 Tulare Street, Fresno, California 93721
Phone Number:	(559) 457-6111
Email:	tonisha.hargrove@fresnounified.org
Services Provided:	summer and afterschool literacy and family engagement programs

Exhibit D: Terms and Conditions

By virtue of submitting a proposal, each Bidder confirms that (a) it is agreeable to each and every provision of Attachment 1 – Contract Template and (b) that the District has the absolute right to delete existing and/or to include additional provisions in any resulting contract with a Bidder prior to execution of said contract(s) by the parties. In addition, consistent with Attachment 1 – Contract Template, by virtue of submitting a proposal each Bidder confirms the following:

1. Equal Opportunity – The Bidder must be an Equal Opportunity Employer, and shall be in compliance with the Civil Rights Act of 1964, the State Fair Employment Practice Act, and all other applicable Federal and State laws and regulations relating to equal opportunity employment. It is the policy of OUSD that in connection with all work performed under Contracts there be no discrimination against anyone because of race, color, ancestry, national origin, religious creed, physical disability, medical condition, marital status, sexual orientation, gender, or age; therefore, Bidder agrees to comply with applicable Federal and California laws including, but not limited to, the California Fair Employment and Housing Act beginning with Government Code Section 12900 and Labor Code Section 1735 and OUSD policy. In addition, Bidder agrees to require like compliance by all its subcontractors. Bidder shall not engage in unlawful discrimination in employment on the basis of actual or perceived; race, color, national origin, ancestry, religion, age, marital status, pregnancy, physical or mental disability, medical condition, veteran status, gender, sex or sexual orientation.

2. Errors and Omissions – If a bidder discovers any ambiguity, conflict, discrepancy, omission, or other error in the RFP, the bidder shall immediately notify the District of such error in writing and request clarification or modification of the document. Modifications will be made by addenda. Such clarification shall be given by written notice to all parties who have been furnished an RFP for bidding purposes, without divulging the source of the request for the same. Insofar as practicable, the District will give such notices to other interested parties, but the District shall not be responsible therefor. If a bidder fails to notify the District, prior to the date fixed for submission of bids, of an error in the RFP known to them, or an error that reasonably should have been known to them, they shall bid at their own risk; and if awarded the contract, the bidder shall not be entitled to additional compensation or time by reason of the error or its later correction. The bidder should carefully examine the entire RFP and addenda thereto, and all related materials and data referenced in the RFP or otherwise available to them, and should become fully aware of the nature and location of the work, the quantities of the work, and the conditions to be encountered in performing the work.

3. Bidder Agreement – In compliance with this RFP, the bidder will propose and agree to furnish all labor, materials, transportation, and services for the work

described and specifications and for the items listed herein. A bid is subject to acceptance at any time within sixty (60) days after opening of the same, unless otherwise stipulated. Bids cannot be corrected or altered after opening by the District.

4. Bid Signee – If the bidder is an individual or an individual doing business under a company name, the bid must, in addition to the company name, be signed by the individual. If the bidder is a partnership, the bid should be signed with the partnership name by one of the partners. If a corporation, with the name of the corporation by an officer authorized to execute a bid on behalf of the corporation.

5. Bidders' Understanding – It is understood and agreed that the bidder has been, by careful examination, satisfied as to the nature and location of the work; the character, quality and quantity of the materials to be provided; the character of equipment and facilities needed preliminary to and during the prosecution of the work; and general and local conditions, and all other matters which can in any way affect the work under the contract. No verbal agreement or conversation with any officer, agent or employee of the District, either before or after the execution of the contract, shall affect or modify any of the contractual terms or obligations.

6. Intent of Specifications – All work that may be called for in the specifications shall be executed and furnished by the successful bidder(s), and should any work or materials be required which is not denoted in the specifications, either directly or indirectly but which is nevertheless necessary for the execution of the contract, the bidder is to understand the same to be implied and required, and shall perform all such work and furnish any such material as fully as if it were particularly delineated or described.

7. Extra Work – No bill or claim for extra work or materials shall be allowed or paid unless the doing of such extra work or the furnishing of such extra materials shall have been authorized in writing by the District's Director of Transportation.

8. Defense, Indemnity & Hold Harmless – Contractor shall indemnify, hold harmless and defend OUSD and each of its officers, officials, employees, volunteers and agents from any loss, liability, fines, penalties, forfeitures, costs and damages (whether in contract, tort or strict liability, including but not limited to personal injury, death at any time and property damage) incurred by OUSD, Contractor or any other person and from any claims, demands and actions in law or equity (including attorney's fees and litigation expenses), arising or alleged to have arisen directly or indirectly out of performance of this Agreement. Contractor's obligations under the preceding sentence shall apply jointly and severally regardless of whether OUSD or any of its officers, officials, employees, volunteers or agents are actively or passively negligent, but shall not apply to any loss or liability, fines, penalties, forfeitures, costs or damages caused solely by the active negligence or by the willful misconduct of OUSD. If Contractor should subcontract all or any portion of the work or activities to be performed under this MOU, Contractor shall require each subcontractor to indemnify, hold harmless and

defend OUSD, its officers, officials, employees, volunteers or agents in accordance with the terms of the preceding paragraph. Contractor also agrees to hold harmless, indemnify, and defend the District and its elective board, officers, agents, and employees from any and all claims or losses incurred by any supplier, Contractor, or subcontractor furnishing work, services, or materials to Contractor in connection with the performance of this Agreement. This provision survives termination of this Agreement.

9. Disposition of Proposals – All materials submitted in response to this RFP will become the property of the District, and will be returned only at the District's option and at the bidder's expense. The original copy shall be retained for official files and will become a public record after the date and time for final bid submission as specified.

10. Terms of the Offer – The District's acceptance of Bidder's offer shall be limited to the terms herein unless expressly agreed in writing by the District. Proposals offering terms other than those shown herein will be declared non-responsive and will not be considered.

11. Awards – The District reserves the right of determination that items bid meet or do not meet bid specifications. Further, the Board of Education reserves the right to accept or reject any or all bids and to waive any informality in the bidding.

12. District's Alternative Providers – The District reserves the right to solicit, purchase and obtain from providers other than the successful Bidder(s) certain products and services, of a nature similar or equivalent to those products and services solicited in this RFP.

13. Bidder Agreement to Terms and Conditions – Submission of a signed proposal will be interpreted to mean Bidder has agreed to all the terms and conditions set forth in the pages of this solicitation, including the terms of the exemplar contract included herewith.

14. Laws Governing Contract – This contract shall be in accordance with the laws of the State of California. The parties further stipulate that the County of Alameda, California, is the only appropriate forum for any litigation arising here from.

15. Notices – Any notices relevant to this Agreement may be served effectually upon either the District or the Successful Bidder, one to the other, by delivering such notice in writing, or sending such notice by certified mail, traceable overnight letter or email.

16. Changes to the Agreement – The Agreement may be changed or amended by written, mutual consent of the District and each successful Bidder. No alteration or variation of the terms of the Agreement shall be valid unless made in writing and signed by the parties thereto, and no oral understanding or agreement not

incorporated therein shall be binding on the parties thereto.

17. Nomenclatures – The terms Successful Bidders, Suppliers, Vendors, Providers, Service Providers, Awarded Contractors and Contractors may be used interchangeably in this solicitation and shall refer exclusively to the person, company, or corporation with whom the District enters into a contract as a result of this solicitation. The terms District, OUSD, Oakland Unified School District, Board and Board of Education may be used interchangeably in this solicitation and shall refer exclusively to the Oakland Unified School District. The terms Proposals, Bids and Offers may be used interchangeably in this solicitation and shall refer exclusively to the response made to this solicitation by any bidder. The terms RFP and Request For Proposals may be used interchangeably in this solicitation and shall refer exclusively to this solicitation. The terms Contract and Agreement may be used interchangeably in this solicitation.

18. Time – Time is of the essence.

19. Severability – If any provisions, or portions of any provisions, of the contract are held invalid, illegal, or unenforceable, they shall be severed from the contract and the remaining provisions shall be valid and enforceable.

20. Assignment – The Agreement entered into with the District shall not be assigned without the prior written consent of the District.

21. No Rights in Third Parties – The Agreement entered into with the District does not create any rights in or inure to the benefit of any third party.

22. Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion – Bidder must complete and return with its proposal the Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion form, which is attached hereto as Exhibit E

Signature: Andrew Kerns

Date: 4/13/23

Exhibit E: Certification Regarding Debarment, Suspension, Ineligibility And Voluntary Exclusion

I am aware of and hereby certify that neither Springboard Collaborative nor [Name of Bidder] its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency. I further agree that I will include this clause without modification in all lower tier transactions, solicitations, proposals, contracts and subcontracts. Where the bidder/offer or/contractor or any lower participant is unable to certify to this statement, it shall attach an explanation to this solicitation proposal.

IN WITNESS WHEREOF, this instrument has been duly executed by the Principal of the above named bidder on the 13th day of April [PLACEHOLDER FOR DATE] for the purposes of submission of this bid.

By Andrew Karas
(Signature)

Andrew Karas
Typed or Printed Name

Assistant Vice President of Regional Partnerships
Title

As the awardee under this Bid, I hereby certify that the above certification remains valid as of the date of contract award, specifically, as of the _____ day of _____
[PLACEHOLDER FOR DATE] for the purposes of award of this contract.

By

_____
(Signature)

_____
Typed or Printed Name

_____
Title

Exhibit F: Insurance

All Bidders must submit with its proposal evidence that the Bidder can meet the following insurance requirements:

Unless specifically waived by OUSD, the following insurance is required:

i. If CONTRACTOR employs any person to perform work in connection with this Agreement, CONTRACTOR shall procure and maintain at all times during the performance of such work, Workers' Compensation Insurance in conformance with the laws of the State of California and Federal laws when applicable. Employers' Liability Insurance shall not be less than One Million Dollars ($1,000,000) per accident or disease.

ii. CONTRACTOR shall maintain Commercial General Liability insurance, including automobile coverage with limits of no less than Five Million Dollars ($5,000,000) per occurrence for bodily injury and property damage. The coverage shall be primary as to OUSD and shall name OUSD as an additional insured. Evidence of insurance must be attached. Endorsement of OUSD as an additional insured shall not affect OUSD’s rights to any claim, demand, suit or judgment made, brought or recovered against CONTRACTOR. The policy shall protect CONTRACTOR and OUSD in the same manner as though each were separately issued. Nothing in said policy shall operate to increase the Insurer’s liability as set forth in the policy beyond the amount or amounts shown or to which the Insurer would have been liable if only one interest were named as an insured.

Springboard Collaborative confirms that we can meet the outlined insurance requirements at the time of contracting. Attached are samples of past COIs that will be adjusted to meet OUSD's specifications.

Client#: 1781636 150SPRINCOL

ACORD™ CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY) 2/27/2023

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must have ADDITIONAL INSURED provisions or be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer any rights to the certificate holder in lieu of such endorsement(s).

PRODUCER	CONTACT NAME: Patricia Sadler, CISR	
McGriff Insurance Services 150 South Warner Rd Ste 460 King Of Prussia, PA 19406-2639	PHONE (A/C, No, Ext): 610 279-8550	FAX (A/C, No): 6102798543
	E-MAIL ADDRESS: psadler@mcgriff.com	
	INSURER(S) AFFORDING COVERAGE	NAIC #
	INSURER A : Philadelphia Indemnity Insurance Co.	18058
INSURED Springboard Collaborative 1500 John F Kennedy Blvd Ste 1160 Philadelphia, PA 19102-1729	INSURER B :	
	INSURER C :	
	INSURER D :	
	INSURER E :	
	INSURER F :	

COVERAGES **CERTIFICATE NUMBER:** **REVISION NUMBER:**

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSR	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS	
A	X COMMERCIAL GENERAL LIABILITY			PHPK2504566	01/01/2023	01/01/2024	EACH OCCURRENCE	$ 1,000,000
	CLAIMS-MADE X OCCUR						DAMAGE TO RENTED PREMISES (Ea occurrence)	$ 100,000
							MED EXP (Any one person)	$ 5,000
							PERSONAL & ADV INJURY	$ 1,000,000
	GEN'L AGGREGATE LIMIT APPLIES PER:						GENERAL AGGREGATE	$ 2,000,000
	POLICY PRO-JECT LOC						PRODUCTS - COMP/OP AGG	$ 2,000,000
	OTHER:						ABUSE	$ 2,000,000
A	AUTOMOBILE LIABILITY			PHPK2364967	01/01/2023	01/01/2024	COMBINED SINGLE LIMIT (Ea accident)	$ 1,000,000
	ANY AUTO						BODILY INJURY (Per person)	$
	OWNED AUTOS ONLY / SCHEDULED AUTOS						BODILY INJURY (Per accident)	$
	X HIRED AUTOS ONLY / X NON-OWNED AUTOS ONLY						PROPERTY DAMAGE (Per accident)	$
								$
A	X UMBRELLA LIAB X OCCUR			PHUB846802	01/01/2023	01/01/2024	EACH OCCURRENCE	$ 2,000,000
	EXCESS LIAB CLAIMS-MADE						AGGREGATE	$ 2,000,000
	DED X RETENTION $ 10000							$
	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY Y / N						PER STATUTE / OTH-ER	
	ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED?	N / A					E.L. EACH ACCIDENT	$
	(Mandatory in NH)						E.L. DISEASE - EA EMPLOYEE	$
	If yes, describe under DESCRIPTION OF OPERATIONS below						E.L. DISEASE - POLICY LIMIT	$

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)

State of Vermont and its agencies, departments, officers and employees are additional insured on the general liability policy if required by written contract and subject to policy terms and conditions.

CERTIFICATE HOLDER

Vermont Agency of Education
1 National Life Drive, Davis 5
Montpelier, VT 05620-2501

CANCELLATION

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.

AUTHORIZED REPRESENTATIVE

Felix A. Tartaglia IV

© 1988-2015 ACORD CORPORATION. All rights reserved.

The ACORD name and logo are registered marks of ACORD

MRYA

This page has been left blank intentionally.

CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY): 02/24/2022

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must have ADDITIONAL INSURED provisions or be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER
Aon Risk Services, Inc of Florida
1001 Brickell Bay Drive, Suite #1100
Miami, FL 33131-4937

CONTACT NAME: Aon Risk Services, Inc of Florida
PHONE (A/C, No, Ext): 800-743-8130 **FAX (A/C, No):** 800-522-7514
EMAIL ADDRESS: ADP.COI.Center@Aon.com

INSURER(S) AFFORDING COVERAGE	NAIC #
INSURER A : New Hampshire Ins Co	23841
INSURER B :	
INSURER C :	
INSURER D :	
INSURER E :	
INSURER F :	

INSURED
ADP TotalSource FL XVI, Inc.
10200 Sunset Drive
Miami, FL 33173
ALTERNATE EMPLOYER
Springboard Collaborative
Two Penn Center Ste 1160 1500 John F Kennedy Blvd
Philadelphia, PA 19102

COVERAGES **CERTIFICATE NUMBER:** 3831794 **REVISION NUMBER:**

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS. LIMITS SHOWN ARE AS REQUESTED.

INSR LTR	TYPE OF INSURANCE	ADDL INSR	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS	
	COMMERCIAL GENERAL LIABILITY						EACH OCCURRENCE	$
	☐ CLAIMS-MADE ☐ OCCUR						DAMAGE TO RENTED PREMISES (Ea occurrence)	$
							MED EXP (Any one person)	$
							PERSONAL & ADV INJURY	$
	GEN'L AGGREGATE LIMIT APPLIES PER:						GENERAL AGGREGATE	$
	☐ POLICY ☐ PROJECT ☐ LOC						PRODUCTS - COMP/OP AGG	$
	☐ OTHER							$
	AUTOMOBILE LIABILITY						COMBINED SINGLE LIMIT (Ea accident)	$
	☐ ANY AUTO						BODILY INJURY (Per person)	$
	☐ OWNED AUTOS ONLY ☐ SCHEDULED AUTOS						BODILY INJURY (Per accident)	$
	☐ HIRED AUTOS ONLY ☐ NON-OWNED AUTOS ONLY						PROPERTY DAMAGE (Per accident)	$
								$
	☐ UMBRELLA LIAB ☐ OCCUR						EACH OCCURRENCE	$
	☐ EXCESS LIAB ☐ CLAIMS-MADE						AGGREGATE	$
	☐ DEC ☐ RETENTION $							
A	**WORKERS COMPENSATION AND EMPLOYERS' LIABILITY** Y / N ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? ☐ **(Mandatory in NH)** If yes, describe under DESCRIPTION OF OPERATIONS below	N / A	X	WC 038361553 TX	07/01/2021	07/01/2022	X PER STATUTE ☐ OTH-ER	
							E.L. EACH ACCIDENT	$ 2,000,000
							E.L. DISEASE - EA EMPLOYEE	$ 2,000,000
							E.L. DISEASE - POLICY LIMIT	$ 2,000,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)
All worksite employees working for SPRINGBOARD COLLABORATIVE, paid under ADP TOTALSOURCE, INC.'s payroll, are covered under the above stated policy. SPRINGBOARD COLLABORATIVE is an alternate employer under this policy.
WAIVER OF SUBROGATION IN FAVOR OF CERTIFICATE HOLDER AS RESPECTS OF JOB PERFORMED BY SPRINGBOARD COLLABORATIVE AS REQUIRED BY WRITTEN CONTRACT.

CERTIFICATE HOLDER

Springboard Collaborative
Two Penn Center, Ste. 1160
1500 John F Kennedy Blvd.
Philadelphia, PA 19102

CANCELLATION

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.

AUTHORIZED REPRESENTATIVE

© 1988-2015 ACORD CORPORATION. All rights reserved.

Texas Waiver of Our Right to Recover From Others Endorsement

This endorsement applies only to the insurance provided by the policy because Texas is shown in Item 3.A. of the Information Page.

We have the right to recover our payments from anyone liable for an injury covered by this policy. We will not enforce our right against the person or organization named in the Schedule, but this waiver applies only with respect to bodily injury arising out of the operations described in the Schedule where you are required by a written contract to obtain this waiver from us.

This endorsement shall not operate directly or indirectly to benefit anyone not named in the Schedule.

The premium for this endorsement is shown in the Schedule.

Schedule

1. (x) Specific Waiver
   Springboard Collaborative
   Two Penn Center, Ste. 1160
   1500 John F Kennedy Blvd.
   Philadelphia, PA 19102

   ( ) Blanket Waiver
   Any person or organization for whom the Named Insured has agreed by written contract to furnish this waiver.

2. Operations:

3. Premium: N/A
   The premium charge for this endorsement shall be – percent of the premium developed on payroll in connection with work performed for the above person(s) or organization(s) arising out of the operations described.

4. Advance Premium: N/A

This endorsement changes the policy to which it is attached and is effective on the date issued unless otherwise stated.

(The information below is required only when this endorsement is issued subsequent to preparation of the policy.)

Endorsement Effective: 02/24/2022 Policy No. WC 038361553 Endorsement No. N/A
Premium N/A

Insured: ADP TotalSource FL XVI, Inc. (PEO Company)
10200 Sunset Drive
Miami, FL 33173
Springboard Collaborative (Client of PEO Company)
Two Penn Center Ste 1160 1500 John F Kennedy Blvd
Philadelphia, PA 19102

Insurance Company: New Hampshire Ins Co

Countersigned by _____

© Copyright 2014 National Council on Compensation Insurance, Inc. All Rights Reserved.

Exhibit G: Workers Compensation Certificate

Labor Code § 3700

"Every employer except the state shall secure the payment of compensation in one or more of the following ways:

(a) By being insured against liability to pay compensation in one or more insurers duly authorized to write compensation insurance in this state.

(b) By securing from the Director of Industrial Relations a certificate of consent to self-insure either as an individual employer, or as one employer in a group of employers, which may be given upon furnishing proof satisfactory to the Director of Industrial Relations of ability to self-insure and to pay any compensation that may become due to his or her employee.

(c) For any county, city, city and county, municipal corporation, public district, public agency, or any political subdivision of the state, including each member of a pooling arrangement under a joint exercise of powers agreement (but not the state itself), by securing from the Director of Industrial Relations a certificate of consent to self-insure against workers' compensation claims, which certificate may be given upon furnishing proof satisfactory to the Director of ability to administer workers' compensation claims properly, and to pay workers' compensation claims that may become due to its employees. On or before March 31, 1979, a political subdivision of the state which, on December 31, 1978, was uninsured for its liability to pay compensation, shall file a properly completed and executed application for a certificate of consent to self-insure against workers' compensation claims. The certificate shall be issued and be subject to the provisions of Section 3702."

I am aware of the provisions of Section 3700 of the Labor Code which require every employer to be insured against liability for workers' compensation or to undertake self-insurance in accordance with the provisions of the code, and I will comply with such provisions before commencing the performance of the work of this contract.

Contractor Name: Springboard Collaborative

By Andrew Karas

Signature of Authorized Signer Andrew Karas

Title of Signor Assistant Vice President of Regional Partnerships

By Andrew Karas

Andrew Karas

Signature of Authorized Signor

Assistant Vice President of Regional Partnerships

Title of Signor

(In accordance with Article 5 (commencing at Section 1860), Chapter 1, Part 7, Division 2 of the Labor Code, the above certificate must be signed and filed with the District prior to performing any work under this contract.)

NOTE: If contractor is a corporation, the legal name of the corporation shall be set forth above together with the signature(s) of the authorized officers or agents as more particularly described in section 20 of this Solid Waste and Recycling Services Agreement; and if contractor is a partnership or joint venture, the true name of the firm shall be set forth above together with the signature of the individual or individuals authorized to sign contracts on behalf of and bind the partnership or joint venture.

<u>Exhibit H:</u> Fingerprinting/Criminal Background Investigation

TO BE SUBMITTED WITH BID

<u>FINGERPRINTING NOTICE AND ACKNOWLEDGEMENT</u>
<u>FOR ALL CONTRACTS EXCEPT WHEN CONSTRUCTION EXCEPTION IS MET</u>
(Education Code Section 45125.1)

Other than business entities performing construction, reconstruction, rehabilitation, or repair who have complied with Education Code section 45125.2, business entities entering into contracts with the District must comply with Education Code sections 45125.1. Such entities are responsible for ensuring full compliance with the law and should therefore review all applicable statutes and regulations. The following information is provided simply to assist such entities with compliance with the law:

1. You (as a business entity) shall ensure that each of your employees who interacts with pupils outside of the immediate supervision and control of the pupil's parent or guardian or a school employee has a valid criminal records summary as described in Education Code section 44237. (Education Code §45125.1(a).) You shall do the same for any other employees as directed by the District. (Education Code §45125.1(c).) When you perform the criminal background check, you shall immediately provide any subsequent arrest and conviction information it receives to the District pursuant to the subsequent arrest service. (Education Code §45125.1(a).)

2. You shall not permit an employee to interact with pupils until the Department of Justice has ascertained that the employee has not been convicted of a felony as defined in Education Code section 45122.1. (Education Code §45125.1(e).) See the lists of violent and serious felonies in ***Attachment A*** to this Notice.

3. Prior to performing any work or services under your contract with the District, and prior to being present on District property or being within the vicinity of District pupils, you shall certify in writing to the District under the penalty of perjury that neither the employer nor any of its employees who are required to submit fingerprints, and who may interact with pupils, have been convicted of a felony as defined in Education Code section 45122.1, and that you are in full compliance with Education Code section 45125.1. (Education Code §45125.1(f).) For this certification, you shall use the form in ***Attachment B*** to this Notice.

4. If you are providing the above services in an emergency or exceptional situation, you are not required to comply with Education Code section 45125.1, above. An "emergency or exceptional" situation is one in which pupil health or safety is endangered or when repairs are needed to make a facility safe and habitable. The District shall determine whether an emergency or exceptional situation exists. (Education Code §45125.1(b).)

5. If you are an individual operating as a sole proprietor of a business entity,

you are considered an employee of that entity for purposes of Education Code section 45125.1, and the District shall prepare and submit your fingerprints to the Department of Justice as described in Education Code section 45125.1(a). (Education Code §45125.1(h).)

I, as Assistant Vice President of Regional Partnerships [insert "owner" or officer title] of Springboard Collaborative [insert name of business entity] , have read the foregoing and agree that Springboard Collaborative [insert name of business entity] will comply with the requirements of Education Code §45125.1 as applicable, including submission of the certificate mentioned above.

Dated: 4/13/23

Name: Andrew Karas

Signature: Andrew Karas

Title: Assistant Vice President of Regional Partnerships

Exhibit I: Non-Collusion Declaration

I, Andrew Karas, declare that I am the party making the foregoing proposal, that the proposal is not made in the interest of, or on behalf of, any undisclosed person, partnership, company, association, organization, or corporation; that the proposal is genuine and not collusive or sham; that the proponent has not directly or indirectly induced or solicited any other proponent to put in a false or sham proposal and has not directly or indirectly colluded, conspired, connived, or agreed with any proponent or anyone else to put in a sham proposal, or that anyone shall refrain from responding; that the proponent has not in any manner, directly or indirectly, sought by agreement, communication, or conference with anyone to fix any overhead, profit, or cost element of the proposal price, or of that of any other proponent, or to secure any advantage against the public body awarding the Contract of anyone interested in proposed Contract; that all statements contained in the proposal are true, and, further, that the proponent has not, directly or indirectly, submitted his or her proposal price of any breakdown thereof, or the contents thereof, or divulged information or data relative thereto, or paid, and will not pay, any fee to any corporation, partnership, company association, organization, bid depository, or to any member or agent thereof to effectuate a collusive or sham bid.

I declare under penalty of perjury under the laws of the State of California that the foregoing is true and correct.

4/13/23

Date

Springboard Collaborative

Name of Vendor

Andrew Karas

Printed Name of Authorized Company Representative

Andrew Karas

Signature of Authorized Company Representative

Exhibit J: Authorized Vendor Signature

Prime Point of Contact

Proposal Submitted by:

The undersigned declares under penalty of perjury under the laws of the State of California that the presentations made in this bid are true and correct.

4/13/23	Andrew Karas Assistant Vice President of Regional Partnerships	Andrew Karas
Date	Signature/Title	Type or Print Name
Springboard Collaborative	1500 John F. Kennedy Blvd., Suite 1160	Philadelphia, PA
Name of Company	Address	City and State
415-218-0723		n/a
Area Code	Telephone #	Fax #

45-3719806

Federal Tax ID Number

springboard COLLABORATIVE

Impact report

Laurel Elementary

Summer 2022

Family-Educator Learning Accelerator

Springboard Collaborative's core methodology is the Family-Educator Learning Accelerator (FELA). A FELA is a 5-10-week learning accelerator during which teachers and families team up to help students reach reading goals. This summer, Springboard Collaborative partnered with Laurel Elementary to accelerate student learning–especially after the disruption caused by the COVID-19 pandemic–while also building the capacity of Laurel Elementary to sustain these high-quality family-educator partnerships.

Springboard Definitions

Attendance Minimum - All metrics and charts throughout this report include all students that met the attendance minimum (25% days of programming attended or more) and did not withdraw from the program except where otherwise noted. Students see the greatest gains when they attend at least 25% of programming days.

Outliers/Excluded Data – All assessment charts includes students that met the attendance minimum (25% days of programming attended or more and did not withdraw from the program) AND had both beginning and ending assessment results. Students who demonstrated extreme growth or regression were excluded from the sample as outliers. Students may have been excluded because they took different beginning and ending DIBELs subtests.

Expected Growth - Through collaboration with DIBELS provider Amplify, we are able to convert DIBELS raw score change to months of reading growth by subtest. Each DIBELS subtest is designed to assess a specific component skill involved in reading, so the months growth results need to be disaggregated by subtest.

Proficiency – The level of support expected for a student to be reading on grade level. Reading progress is monitored using change in the following 4 DIBELS proficiency bands: needs intensive support - needs strategic support - general curriculum is sufficient - needs instruction on more advanced skills.

Build your team

Before programming began, teachers participated in professional development to learn the Family Educator Learning Accelerator Framework. Teachers learned how to utilize family engagement strategies, conduct successful family workshops, and collect data using literacy assessments. After professional development, teachers, families, and students participated in a Team-Building Huddle to build a foundation of trust and a strong working relationship.

86% **Families participated in team-building huddle**

"Small group instruction really makes a difference!"

-Mrs. Tamara, Springboard teacher

Find your starting point

At the start of programming, teachers built partnerships with families and assessed students to set reading goals that guided targeted small group instruction for students. Leaders were also equipped by Springboard's internal team to coach teachers through Professional Learning Communities on content varying from data-driven instruction to hosting family workshops.

Snapshot of Laurel Elementary

Race/Ethnicity

17% Asian
43% Black
27% Hispanic
2% White
10% Multiracial / other
2% Unreported

TK	Kindergarten	1st grade	2nd grade	3rd grade	4th grade +	Unreported
0%	24%	28%	20%	14%	14%	0%

"I have learned how to sound out words which has helps me to read!"

-Amber, Springboard student

Practice, practice, practice

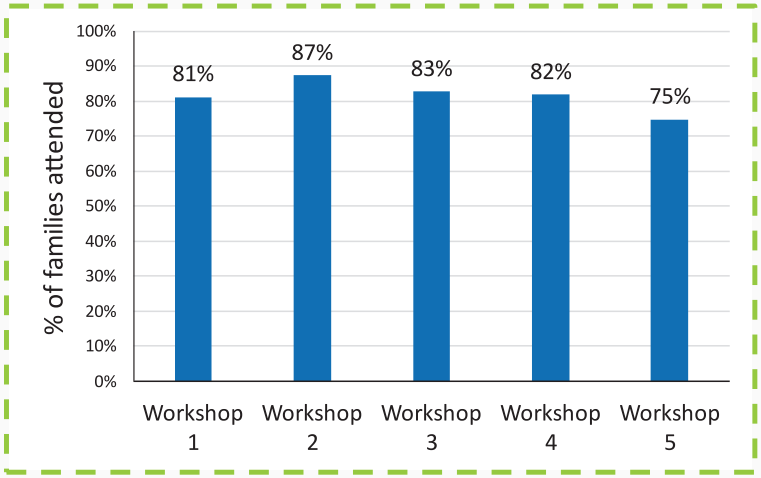
Laurel Elementary hosted workshops that helped adult family members read with their child purposefully and ask questions as they support their child to understand what they read, figure out new words, read more fluently, and engage with the reading process. Students practiced reading on their own, with a family member at home and at family workshops, and with their teachers through small group instruction.

Snapshot of Laurel Elementary's attendance

153 Students attended at least 1 day
127 Students met attendance minimum
85% Average instructional attendance

82% Average family workshop attendance
97% Families attended at least 1 workshop

Average family workshop attendance



"I appreciate the reading tips and reading with my child every week has been a very special experience."

-Ivone, Springboard parent

Students grew as readers

Teachers measured students' reading progress using the DIBELS reading assessment at the beginning and end of programming to inform instruction and measure growth in reading fluency.

71% Percent students met their assessment growth goal

64% Percent students met and exceeded their assessment growth goal

Kindergarten through 3rd grade students who were tested on **Nonsense Word Fluency (NWF)** reported an average reading achievement equivalent to **2.9 months of reading growth** in **decoding words based on alphabetic principle.**

Methodology notes: 1) DIBELS recommends assessing students based on functional reading levels which are not always the same as students' chronological grade levels. Hence, to accurately track reading growth for students reading on different levels, the following charts grouped raw growth analysis by each chronological grade level and within each grade level, growth achieved by students who were tested on various functional levels and DIBELS subtest was specified and compared with expected growth at the end of programming provided by DIBELS.

2) Under advisement from DIBELS provider Amplify, Springboard converts DIBELS raw score change to months of reading growth by subtest. Each DIBELS subtest is designed to assess a specific component skill involved in reading, so the month growth results need to be disaggregated by subtest.

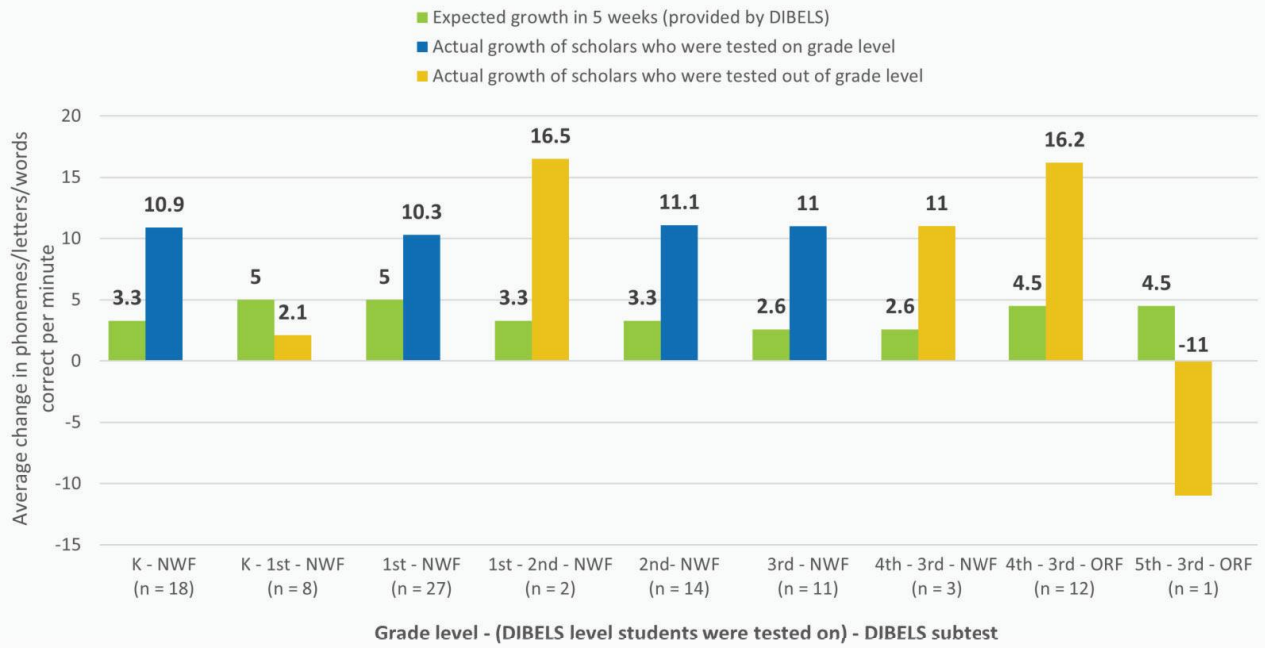
3) Month growth conversion is only applicable to students who were tested on grade level.

Students grew as readers

Average DIBELS raw growth by grade level (n = 104)

The blue bar represents growth achieved by students who were tested on their chronological grade level.

18 kindergarten students were tested on grade level (K-NWF) and on average they read 10.9 more letter sounds correct per minutes at the end of programming.



The yellow bar represents growth achieved by students who were tested out of their chronological grade level.

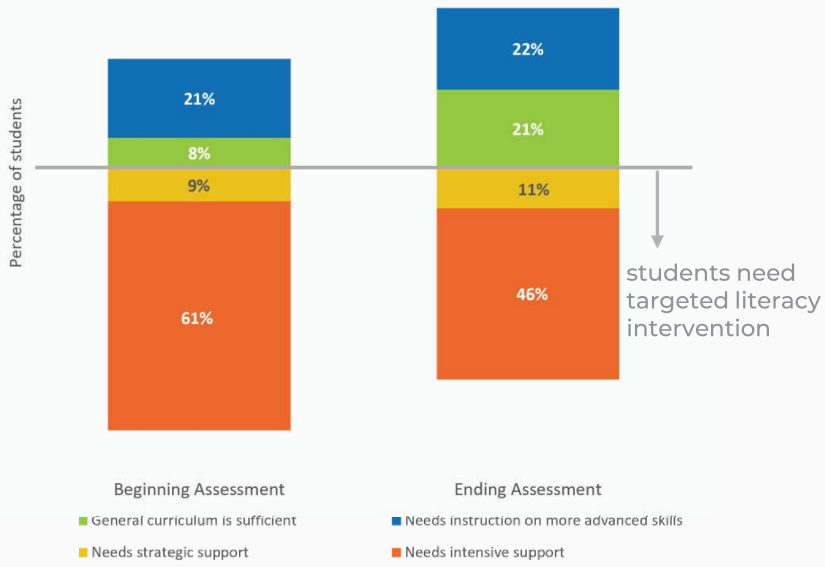
2 first graders were given 2nd-NWF test, and on average they read 16.5 more letter sounds correct per minute at the end of programming.

Sample size notes: 2 records were excluded because students were tested on different DIBELS subtests before and after programming. 12 records were excluded because assessment results showed extreme growth/regression which indicates potential accuracy issues with data collected. 9 records were excluded because of missing beginning or ending assessments.

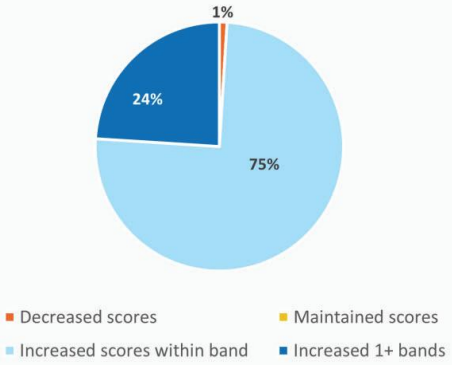
Celebrate your achievements

Using the same formal reading assessment at the beginning and end of programming, teachers were also able to measure changes in students' reading proficiency. Reading proficiency gauges the level of support required by the student.

Change in percentage of students in each DIBELS proficiency band (n = 106)



Percentage of students change their DIBELS proficiency bands (n = 106)



Personalized learning resources shared with families

- **153** Raz-Kids e-book licenses
- **127** book packs
- **57** backpacks & school supplies
- **50** tablets

Sample size notes: 12 records were excluded because assessment results showed extreme growth/regression which indicates potential accuracy issues with data collected. 9 records were excluded because of missing beginning or ending assessments.

springboard COLLABORATIVE

Impact report

Garfield Elementary

Summer 2022

Family-Educator Learning Accelerator

Springboard Collaborative's core methodology is the Family-Educator Learning Accelerator (FELA). A FELA is a 5-10-week learning accelerator during which teachers and families team up to help students reach reading goals. This summer, Springboard Collaborative partnered with Garfield Elementary to accelerate student learning–especially after the disruption caused by the COVID-19 pandemic–while also building the capacity of Garfield Elementary to sustain these high-quality family-educator partnerships.

Springboard Definitions

Attendance Minimum - All metrics and charts throughout this report include all students that met the attendance minimum (25% days of programming attended or more) and did not withdraw from the program except where otherwise noted. Students see the greatest gains when they attend at least 25% of programming days.

Outliers/Excluded Data – All assessment charts includes students that met the attendance minimum (25% days of programming attended or more and did not withdraw from the program) AND had both beginning and ending assessment results. Students who demonstrated extreme growth or regression were excluded from the sample as outliers. Students may have been excluded because they took different beginning and ending DIBELs subtests.

Expected Growth - Through collaboration with DIBELS provider Amplify, we are able to convert DIBELS raw score change to months of reading growth by subtest. Each DIBELS subtest is designed to assess a specific component skill involved in reading, so the months growth results need to be disaggregated by subtest.

Proficiency – The level of support expected for a student to be reading on grade level. Reading progress is monitored using change in the following 4 DIBELS proficiency bands: needs intensive support - needs strategic support - general curriculum is sufficient - needs instruction on more advanced skills.

Build your team

Before programming began, teachers participated in professional development to learn the Family Educator Learning Accelerator Framework. Teachers learned how to utilize family engagement strategies, conduct successful family workshops, and collect data using literacy assessments. After professional development, teachers, families, and students participated in a Team-Building Huddle to build a foundation of trust and a strong working relationship.

88% **Families participated in team-building huddle**

"My favorite component of Springboard ha been the reading resource catalog on Slinky. The lessons are paced well, and there are engaging discussions and read aloud with step-by-step instructions for all lesson plans. Additionally, I loved the family engagement element to Springboard. I think families who took advantage of the program ended up learning a lot about their students at home."

-Ms. Canellas, Springboard teacher

Find your starting point

At the start of programming, teachers built partnerships with families and assessed students to set reading goals that guided targeted small group instruction for students. Leaders were also equipped by Springboard's internal team to coach teachers through Professional Learning Communities on content varying from data-driven instruction to hosting family workshops.

Snapshot of Garfield Elementary

Race/Ethnicity

23% Asian
22% Black
41% Hispanic
1% White
13% Multiracial / other
0% Unreported

TK	Kindergarten	1st grade	2nd grade	3rd grade	4th grade +	Unreported
0%	20%	19%	23%	15%	23%	0%

"Summer school was good. You get to learn new things like reading and writing."

-Angel, Springboard student

Practice, practice, practice

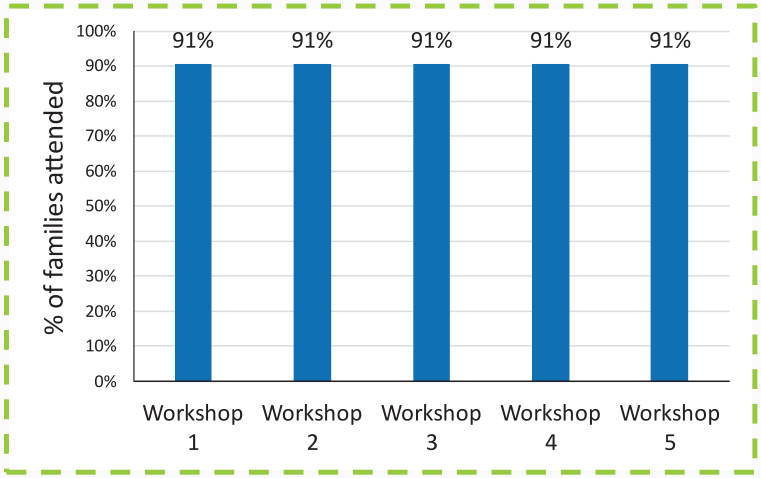
Garfield Elementary hosted workshops that helped adult family members read with their child purposefully and ask questions as they support their child to understand what they read, figure out new words, read more fluently, and engage with the reading process. Students practiced reading on their own, with a family member at home and at family workshops, and with their teachers through small group instruction.

Snapshot of Garfield Elementary's attendance

163 Students attended at least 1 day
129 Students met attendance minimum
86% Average instructional attendance

91% Average family workshop attendance
91% Families attended at least 1 workshop

Average family workshop attendance



"The program been a great opportunity to have more understanding in reading and to better understand what reading means to them. Working with my niece using the strategies at home as been really helpful.""

-Maria, Springboard family member

Students grew as readers

Teachers measured students' reading progress using the DIBELS reading assessment at the beginning and end of programming to inform instruction and measure growth in reading fluency.

84% Percent students met their assessment growth goal

74% Percent students met and exceeded their assessment growth goal

Kindergarten through 3rd grade students who were tested on **Nonsense Word Fluency (NWF)** reported an average reading achievement equivalent to **3.3 months of reading growth** in **decoding words based on alphabetic principle.**

4th grade students who were tested on **Oral Reading Fluency (ORF)** reported an average reading achievement equivalent to **5.4 months of reading growth** in **fluency of reading connected text**.

Methodology notes: 1) DIBELS recommends assessing students based on functional reading levels which are not always the same as students' chronological grade levels. Hence, to accurately track reading growth for students reading on different levels, the following charts grouped raw growth analysis by each chronological grade level and within each grade level, growth achieved by students who were tested on various functional levels and DIBELS subtest was specified and compared with expected growth at the end of programming provided by DIBELS.

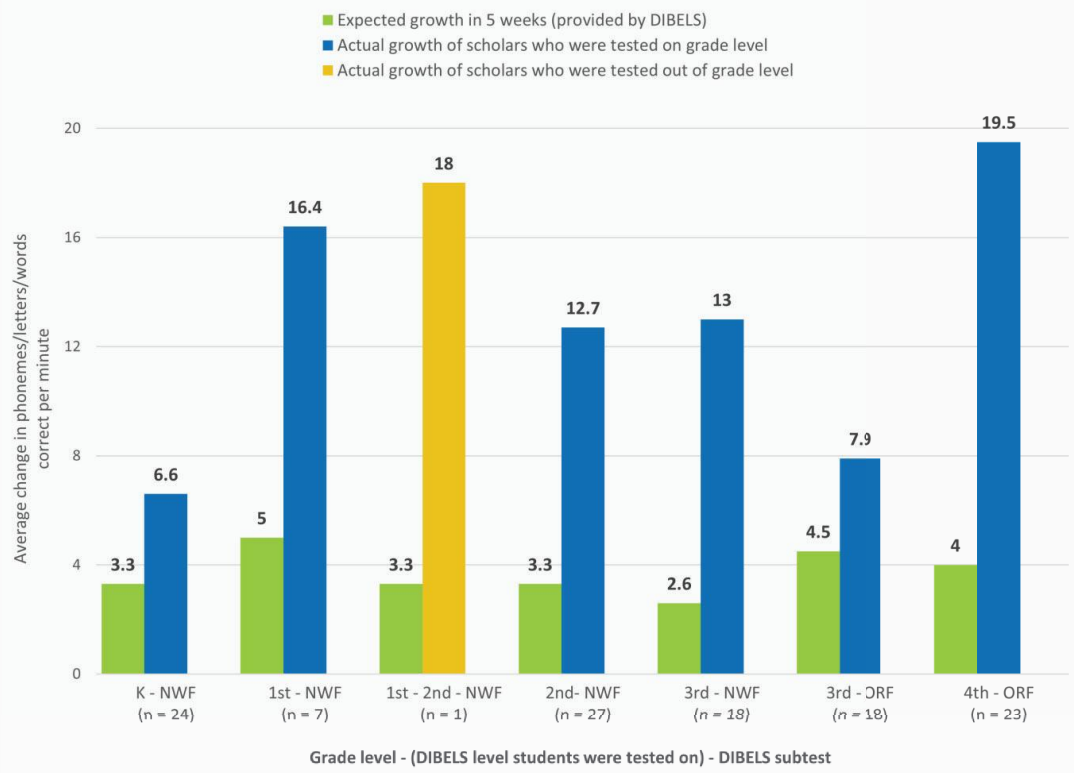
2) Under advisement from DIBELS provider Amplify, Springboard converts DIBELS raw score change to months of reading growth by subtest. Each DIBELS subtest is designed to assess a specific component skill involved in reading, so the month growth results need to be disaggregated by subtest.

Students grew as readers

Average DIBELS raw growth by grade level(n = 120)

The blue bar represents growth achieved by students who were tested on their chronological grade level.

24 kindergarten students were tested on grade level (K - NWF) and on average they read 6.6 more letter sounds correct per minutes at the end of programming.



The yellow bar represents growth achieved by students who were tested out of their chronological grade level.

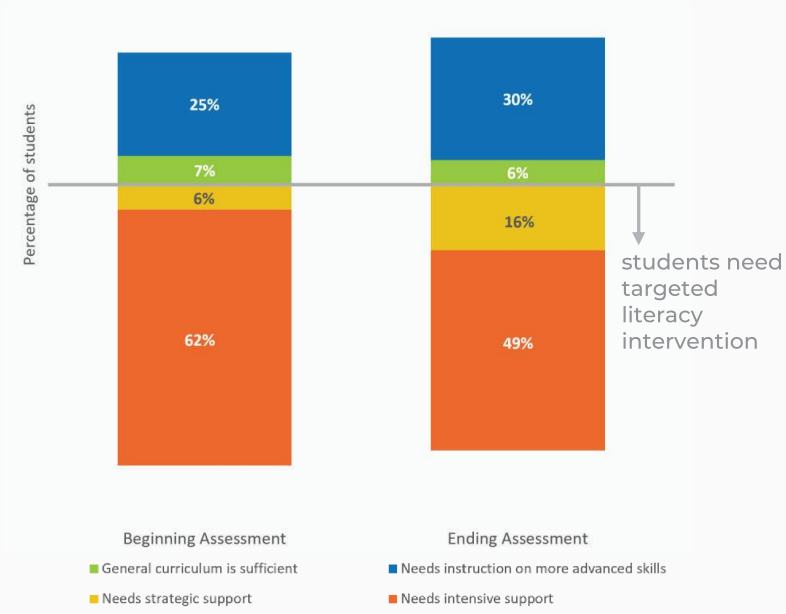
1 first grade student was given 2nd-NWF test, and on average they read 18 more letter sounds correct per minute at the end of programming.

Sample size notes: 2 records were excluded because students were tested on different DIBELS subtests before and after programming. 4 records were excluded because assessment results showed extreme growth/regression which indicates potential accuracy issues with data collected. 3 records were excluded because of missing beginning or ending assessment results.

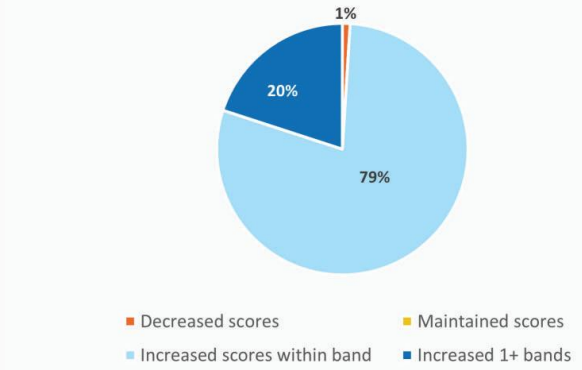
Celebrate your achievements

Using the same formal reading assessment at the beginning and end of programming, teachers were also able to measure changes in students' reading proficiency. Reading proficiency gauges the level of support required by the student.

Change in percentage of students in each DIBELS proficiency band (n = 122)



Percentage of students change their DIBELS proficiency bands (n = 122)



Personalized learning resources shared with families

- **163** Raz-Kids e-book licenses
- **129** book packs
- **97** backpacks & school supplies
- **87** tablets

Sample size notes: 4 records were excluded because assessment results showed extreme growth/regression which indicates potential accuracy issues with data collected. 3 records were excluded because of missing beginning or ending assessment results.

springboard COLLABORATIVE

Impact report

Lockwood

Summer 2022

Family-Educator Learning Accelerator

Springboard Collaborative's core methodology is the Family-Educator Learning Accelerator (FELA). A FELA is a 5-10-week learning accelerator during which teachers and families team up to help students reach reading goals. This summer, Springboard Collaborative partnered with Lockwood to accelerate student learning–especially after the disruption caused by the COVID-19 pandemic–while also building the capacity of Lockwood to sustain these high-quality family-educator partnerships.

Springboard Definitions

Attendance Minimum - All metrics and charts throughout this report include all students that met the attendance minimum (25% days of programming attended or more) and did not withdraw from the program except where otherwise noted. Students see the greatest gains when they attend at least 25% of programming days.

Outliers/Excluded Data – All assessment charts includes students that met the attendance minimum (25% days of programming attended or more and did not withdraw from the program) AND had both beginning and ending assessment results. Students who demonstrated extreme growth or regression were excluded from the sample as outliers. Students may have been excluded because they took different beginning and ending DIBELs subtests.

Expected Growth - Through collaboration with DIBELS provider Amplify, we are able to convert DIBELS raw score change to months of reading growth by subtest. Each DIBELS subtest is designed to assess a specific component skill involved in reading, so the months growth results need to be disaggregated by subtest.

Proficiency – The level of support expected for a student to be reading on grade level. Reading progress is monitored using change in the following 4 DIBELS proficiency bands: needs intensive support - needs strategic support - general curriculum is sufficient - needs instruction on more advanced skills.

Build your team

Before programming began, teachers participated in professional development to learn the Family Educator Learning Accelerator Framework. Teachers learned how to utilize family engagement strategies, conduct successful family workshops, and collect data using literacy assessments. After professional development, teachers, families, and students participated in a Team-Building Huddle to build a foundation of trust and a strong working relationship.

83% **Families participated in team-building huddle**

"I appreciate the intentional phonics instruction; it really helped my emerging readers improve."

-Jose, Springboard teacher

Find your starting point

At the start of programming, teachers built partnerships with families and assessed students to set reading goals that guided targeted small group instruction for students. Leaders were also equipped by Springboard's internal team to coach teachers through Professional Learning Communities on content varying from data-driven instruction to hosting family workshops.

Snapshot of Lockwood

Race/Ethnicity

0% Asian
35% Black
55% Hispanic
0% White
11% Multiracial / other
0% Unreported

TK	Kindergarten	1st grade	2nd grade	3rd grade	4th grade +	Unreported
2%	19%	22%	28%	18%	12%	0%

"I like the reading and the books; the books are fun to read."

-Martha, Springboard student

Practice, practice, practice

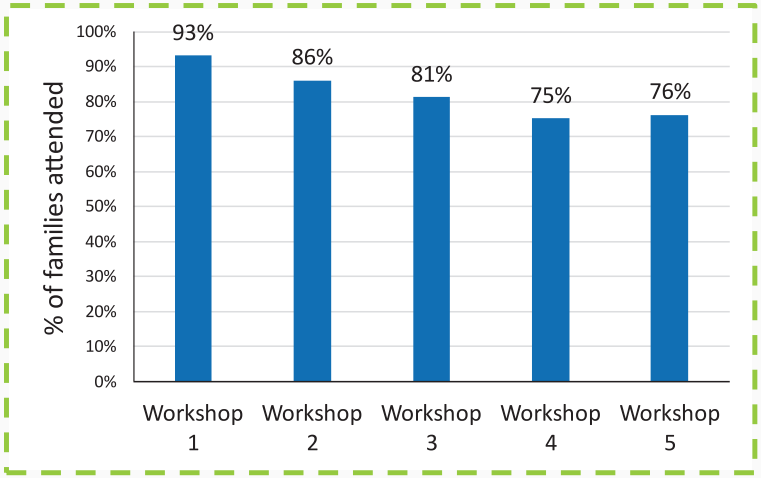
Lockwood hosted workshops that helped adult family members read with their child purposefully and ask questions as they support their child to understand what they read, figure out new words, read more fluently, and engage with the reading process. Students practiced reading on their own, with a family member at home and at family workshops, and with their teachers through small group instruction.

Snapshot of Lockwood's attendance

108 Students attended at least 1 day
101 Students met attendance minimum
89% Average instructional attendance

82% Average family workshop attendance
95% Families attended at least 1 workshop

Average family workshop attendance



"I like the how the reading techniques are simple and straightforward, it helps my child engage really well during reading because of the reading tips."

-Faye, Springboard parent

Students grew as readers

Teachers measured students' reading progress using the DIBELS reading assessment at the beginning and end of programming to inform instruction and measure growth in reading fluency.

81%

Percent students met their assessment growth goal

69%

Percent students met and exceeded their assessment growth goal

TK through 3rd grade students who were tested on **Nonsense Word Fluency (NWF)** reported an average reading achievement equivalent to **3.1 months of reading growth** in **decoding words based on alphabetic principle.**

4th grade students who were tested on **Oral Reading Fluency (ORF)** reported an average reading achievement equivalent to **2.6 months of reading growth** in **fluency of reading connected text**.

Methodology notes: 1) DIBELS recommends assessing students based on functional reading levels which are not always the same as students' chronological grade levels. Hence, to accurately track reading growth for students reading on different levels, the following charts grouped raw growth analysis by each chronological grade level and within each grade level, growth achieved by students who were tested on various functional levels and DIBELS subtest was specified and compared with expected growth at the end of programming provided by DIBELS.

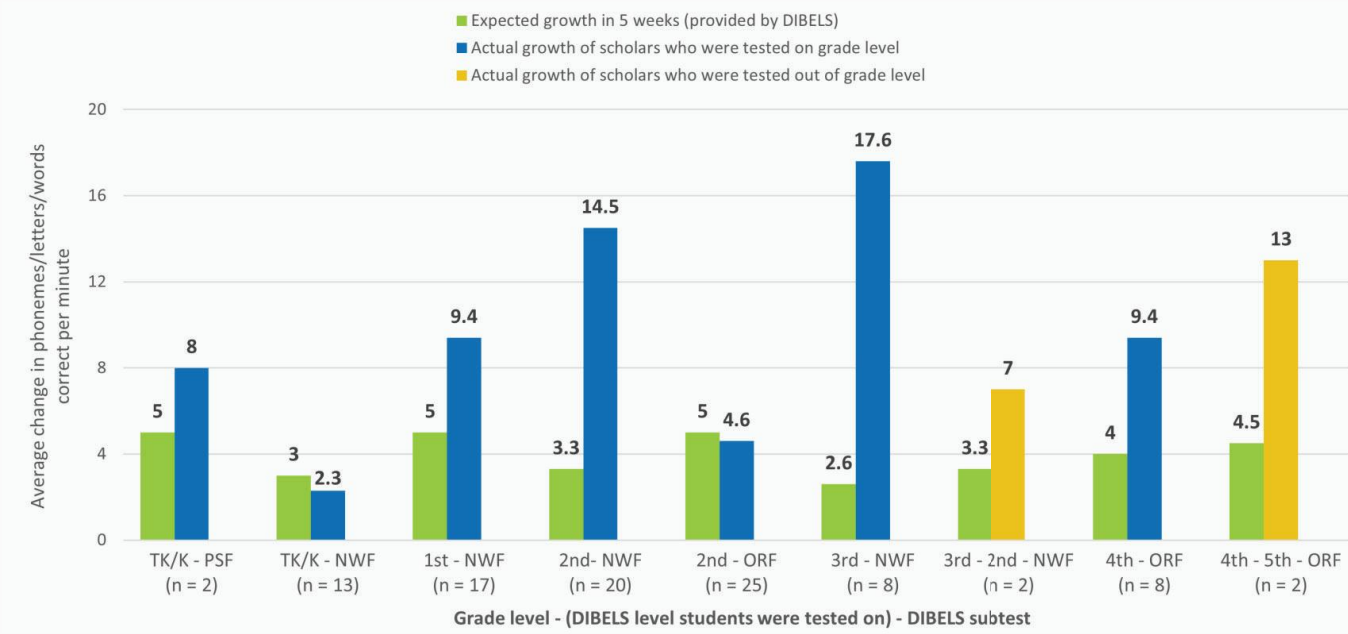
2) Under advisement from DIBELS provider Amplify, Springboard converts DIBELS raw score change to months of reading growth by subtest. Each DIBELS subtest is designed to assess a specific component skill involved in reading, so the month growth results need to be disaggregated by subtest.

Students grew as readers

Average DIBELS raw growth by grade level (n = 83)

The blue bar represents growth achieved by students who were tested on their chronological grade level.

17 first graders were tested on grade level (1st-NWF) and on average they read 9.4 more letter sounds correctly per minutes at the end of programming.



The yellow bar represents growth achieved by students who were tested out of their chronological grade level.

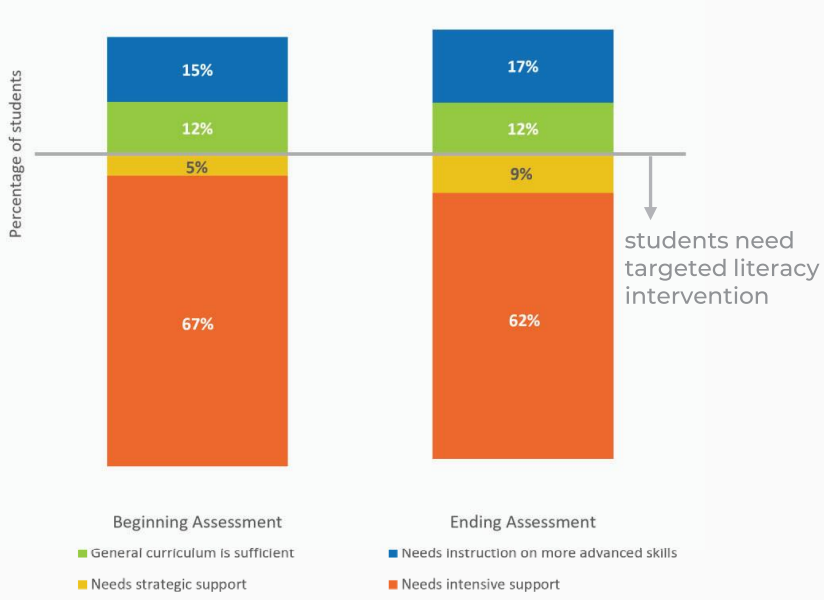
2 third grader was given 2nd-NWF test, and on average they read 7 more letter sounds correctly per minute at the end of programming.

Sample size notes: 11 records were excluded because students were tested on different DIBELS subtests before and after programming. 4 records were excluded because assessment results showed extreme growth/regression which indicates potential accuracy issues with data collected. 3 records were excluded because of missing assessment results.

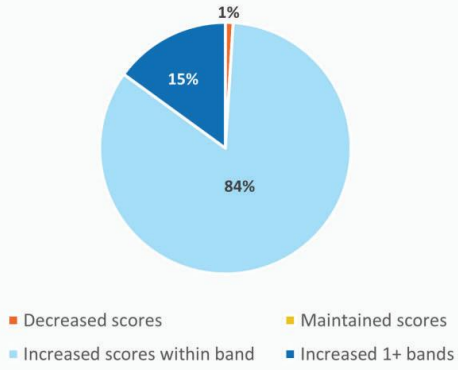
Celebrate your achievements

Using the same formal reading assessment at the beginning and end of programming, teachers were also able to measure changes in students' reading proficiency. Reading proficiency gauges the level of support required by the student.

Change in percentage of students in each DIBELS proficiency band (n = 83)



Percentage of students change their DIBELS proficiency bands (n = 83)



Personalized learning resources shared with families

108 Raz-Kids e-book licenses

101 book packs

59 backpacks & school supplies

49 tablets

Sample size notes: 4 records were excluded because assessment results showed extreme growth/regression which indicates potential accuracy issues with data collected. 3 records were excluded because of missing assessment results. 1 record was excluded because DIBELS does not have benchmark goals for Pre-K students.

Reading Readiness and Phonics skills, slide deck links, and lesson plan links

The purpose of this document is to provide a clear sequence of skills for the Reading Readiness and Phonics curriculum and to provide direct links to the lesson plans and materials. For more information on the Curriculum, visit Springboard Collaborative's Early Literacy Curriculum Implementation Guide (RR&P is on pages 41 - 46).

Reading Readiness and Phonics skills, by level and unit

Grade Level/ Springboard level	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Pre K / PR	Letters O, V, B, U, A, Q	Letters C, I, S, N, X, G	Letters P, J, E, Y, T, Z	Letters H, F, M, L, K, D, R, W	Letter Review
K/ A	Short vowel sounds VC words	CVC words	Double final consonant (ss, ff, ll, zz) Schwa sound	Beginning consonant blends	Consonant digraphs (sh, th, ch, wh, ng, ck, ph, qu)
1st/ B	Long /ā/ (CV, CVCe, a, ai, ay)	Long /ē/ (CVCe, e, ea, ee)	Long /ī/ (CVCe, i, igh) Soft c and g	Long /ō/ (CVCe, o, oa, oe) Ending consonant blends	Long /ū/ (CVCe, u, ue) Inflected endings (s, ed, ing)
2nd/ C	Long /ā/ (eigh, ei, ey) R-controlled vowel (ar)	Long /ē/ (y, ie, ei) R-controlled vowel (er)	Long /ī/ (y, ie, y_e) R-controlled vowel (ir)	Long /ō/ (ow, ou, ough) R-controlled vowel (or) 3 letter consonant blends	Long /ū/ (ew, eu, ui) R-controlled vowel (ur)
3rd/ D	Diphthongs (oi, oy, aw, au, ou, ow)	R-controlled vowels (wor, ear)	Silent Letters (gn, kn, wr, gu/ gue) Consonant -le	Prefixes (re, un, dis, non, im, in, mis, pre, post)	Suffixes (ly, ful, ness, less, tion, cion, sion)

Pre K / PR Lesson Plans

Each day, students begin this block of instruction with **phonological and phonemic awareness** exercises. In Level PR, students will explore alliteration, rhyming, clapping out syllables, and identifying the onset and rime in a word. Students are working to proficiency in letter identification by formation, name, and most common letter sound.

Unit 1 O&V, B & U, A & Q	**Unit 2** C&I, S&N, X & G	**Unit 3** P&J, E & Y, T & Z	**Unit 4** H&F, M&L, K & D, R&W	**Unit 5** Letter review
Lesson Plans PDF **Slide Deck Links:** **Lesson 1**: Oo, Vv **Lesson 2**: Bb, Uu **Lesson 3**: Aa, Qq **Lesson 4**: Oo, Vv, Bb, Uu, Aa, Qq **Lesson 5**: Oo, Vv, Bb, Uu, Aa, Qq	**Lesson Plans PDF** **Slide Deck Links:** **Lesson 1**: Cc, Ii **Lesson 2**: Ss, Nn **Lesson 3**: Xx, Gg **Lesson 4**: Cc, Ii, Ss, Nn, Xx, Gg **Lesson 5**: Cc, Ii, Ss, Nn, Xx, Gg	**Lesson Plans PDF** **Slide Deck Links:** **Lesson 1**: Pp, Jj **Lesson 2**: Ee, Yy **Lesson 3**: Tt, Zz **Lesson 4**: Pp, Jj, Ee, Yy, Tt, Zz **Lesson 5**: Pp, Jj, Ee, Yy, Tt, Zz	**Lesson Plans PDF** **Slide Deck Links:** **Lesson 1**: Hh, Ff **Lesson 2**: Mm, Ll **Lesson 3**: Kk, Dd **Lesson 4**: Rr, Ww **Lesson 5**: Hh, Ff, Mm, Ll, Kk, Dd, Rr, Ww	**Lesson Plans PDF** **Slide Deck Links:** **Lesson 1**: Letter Review **Lesson 2**: Letter Review **Lesson 3**: Letter Review **Lesson 4**: Letter Review **Lesson 5**: Letter Review

Level PR Student Resource Book (**Reading Readiness and Phonics-only version** and **all curricular components version**): Contains resources for student use during the lessons including Letter Mats, Letter Sound Activity sheets, Handwriting paper, Handwriting Practice Activity, Learning My ABCs Book, and the Student Resource Pack.

Level PR Teacher Resource Book: Contains resources for teacher use during the lessons including Letter Mats, Letter Sound Activity Answer Key, Handwriting paper, Handwriting Practice Activity, Learning My ABCs Book, Pre and Post Formative Assessment, Phonics Quick Screener, and the Teacher Resource Pack.

Wall Cards: Letter cards to help scholars acquire letter recognition of letter identification, letter sound, and letter formation.

K / A Lesson Plans

Level A will focus on *decoding words with common spelling patterns using the short vowel sound.*

Unit 1 Short vowel sounds VC words	**Unit 2** CVC words	**Unit 3** Double final consonant (ss, ff, ll, zz)	**Unit 4** Beginning consonant blends CCVC	**Unit 5** Consonant digraphs (sh, th, ch, wh, ng, ck, ph, qu)
Lesson Plans PDF **Slide Deck Links:** **Lesson 1:** Long vowel in V words **Lesson 2:** Short a in VC words **Lesson 3:** Short e in VC words **Lesson 4:** Short i in VC words **Lesson 5:** Short o in VC words **Lesson 6:** Short u in VC words **Lesson 7:** Short vowels in VC words	**Lesson Plans PDF** **Slide Deck Links:** **Lesson 1:** CVC words **Lesson 2:** CVC with short a **Lesson 3:** CVC with short e **Lesson 4:** CVC with short i **Lesson 5:** CVC with short o **Lesson 6:** CVC with short u **Lesson 7:** CVC words **Lesson 8:** CVC words	**Lesson Plans PDF** **Slide Deck Links:** **Lesson 1:** Double consonant rule **Lesson 2:** Double ss **Lesson 3:** Double ff **Lesson 4:** Double ll **Lesson 5:** Double zz **Lesson 6:** Double consonant rule	**Lesson Plans PDF** **Slide Deck Links:** **Lesson 1:** Consonant blends **Lesson 2:** S blends **Lesson 3:** L blends **Lesson 4:** R blends **Lesson 5:** T blends **Lesson 6:** Consonant blends	**Lesson Plans PDF** **Slide Deck Links:** **Lesson 1:** Consonant digraphs **Lesson 2:** sh, wh **Lesson 3:** ch **Lesson 4:** th **Lesson 5:** ng, ck **Lesson 6:** ph, qu **Lesson 7:** Digraphs and blends

Level A Student Resource Book (**Reading Readiness and Phonics-only version** and **all curricular components version**): Contains resources for student use during the lessons including Letter Mats, Double Decker Elkonin Boxes, High Frequency Word Cards, Formative Assessment Answer Forms, and the Student Resource Pack.

Level A Teacher Resource Book: Contains resources for teacher use during the lessons including Letter Mats, Double Decker Elkonin Boxes, Formative Assessments, Phonics Quick Screener, and the Teacher Resource Pack.

1st / B Lesson Plans

Level B will focus on *decoding words with the long vowel sound*.

Unit 1 Long /a/ (CV, CVCe, a, ai, ay)	**Unit 2** Long /e/ (CVCe, e, ea, ee)	**Unit 3** Long /i/ (CVCe, i, igh) Soft c and g	**Unit 4** Long /o/ (CVCe, o, oa, oe) Ending consonant blends	**Unit 5** Long /u/ (CVCe, u, ue) Inflected endings (s, ed, ing)
Lesson Plans PDF **Slide Deck Links:** **Lesson 1**: CV - Long e **Lesson 2**: CV - Long o **Lesson 3**: CV - Long i and y **Lesson 4**: CVCe **Lesson 5**: CVCe **Lesson 6**: CVCe - Long a **Lesson 7**: ai **Lesson 8**: ay **Lesson 9**: Long a **Lesson 10**: Long a	**Lesson Plans PDF** **Slide Deck Links:** **Lesson 1**: CVCe - Long e **Lesson 2**: ee **Lesson 3**: ea **Lesson 4**: Long e **Lesson 5**: Long e	**Lesson Plans PDF** **Slide Deck Links:** **Lesson 1**: CVCe - Long i **Lesson 2**: igh **Lesson 3**: Soft c **Lesson 4**: Soft g **Lesson 5**: Long i	**Lesson Plans PDF** **Slide Deck Links:** **Lesson 1**: CVCe - Long o **Lesson 2**: oa, oe **Lesson 3**: Ending consonant blends (nd, ld, st) **Lesson 4**: Long o **Lesson 5**: Ending consonant blends **Lesson 6**: Consonant blends **Lesson 7**: Blends and Long o	**Lesson Plans PDF** **Slide Deck Links:** **Lesson 1**: CVCe - Long u **Lesson 2**: ue **Lesson 3**: Open syllable u **Lesson 4**: Inflected endings (ing) **Lesson 5**: Inflected endings (double the consonant) **Lesson 6**: Inflected endings (s, es) **Lesson 7**: Inflected endings (y rule) **Lesson 8**: Long u and inflected endings

Level B Student Resource Book (**Reading Readiness and Phonics-only version** and **all curricular components version**): Contains resources for student use during the lessons including Letter Mats, Double Decker Elkonin Boxes, High Frequency Word Cards, Formative Assessment Answer Forms, and the Student Resource Pack.

Level B Teacher Resource Book: Contains resources for teacher use during the lessons including Letter Mats, Double Decker Elkonin Boxes, Formative Assessments, Phonics Quick Screener, and the Teacher Resource Pack.

2nd / C Lesson Plans

Level C will focus on long vowels with the addition of *vowel partners that make more than one sound and learning r-controlled vowels.*

Unit 1 Long /a/ (eigh, ei, ey) R-controlled vowel (ar)	**Unit 2** Long /e/ (y, ie, ei) R-controlled vowel (er)	**Unit 3** Long /i/ (y, ie, y_e) R-controlled vowel (ir)	**Unit 4** Long /o/ (ow, ou, ough) R-controlled vowel (or) 3 letter consonant blends	**Unit 5** Long /u/ (ew, eu, ui) R-controlled vowel (ur)
Lesson Plans PDF **Slide Deck Links:** **Lesson 1**: R-controlled (ar) **Lesson 2**: eigh **Lesson 3**: ei (long a) **Lesson 4**: ey **Lesson 5**: Two syllable word, open syllable (long a) **Lesson 6**: Long a	**Lesson Plans PDF** **Slide Deck Links:** **Lesson 1**: R-controlled (er) **Lesson 2**: y (long e) **Lesson 3**: ie (long e) **Lesson 4**: ei (long e) **Lesson 5**: Two syllable word, open syllable (long e) **Lesson 6**: Long e	**Lesson Plans PDF** **Slide Deck Links:** **Lesson 1**: R-controlled (ir) **Lesson 2**: y (long i) **Lesson 3**: ie (long i) **Lesson 4**: Y_e (long i) **Lesson 5**: Two syllable word, open syllable (long i) **Lesson 6**: Long i	**Lesson Plans PDF** **Slide Deck Links:** **Lesson 1**: R-controlled (or) **Lesson 2**: ow (long o) **Lesson 3**: ou (long o) **Lesson 4**: ough (long o) **Lesson 5**: Two syllable word, open syllable (long o) **Lesson 6**: 3 letter blends **Lesson 7**: 3 letter blends **Lesson 8**: Long o and 3 letter blends	**Lesson Plans PDF** **Slide Deck Links:** **Lesson 1**: R-controlled (ur) **Lesson 2**: ew **Lesson 3**: ui **Lesson 4**: eu **Lesson 5**: Two syllable word, open syllable (long u) **Lesson 6**: Long u

Level C Student Resource Book (**Reading Readiness and Phonics-only version** and **all curricular components version**): Contains resources for student use during the lessons including Letter Mats, Double Decker Elkonin Boxes, High Frequency Word Cards, Formative Assessment Answer Forms, Decoding Unknown Words Anchor Chart, and the Student Resource Pack.
Level C Teacher Resource Book: Contains resources for teacher use during the lessons including Letter Mats, Double Decker Elkonin Boxes, Formative Assessments, Phonics Quick Screener, Decoding Unknown Words Anchor Chart, and the Teacher Resource Pack.

3rd / D Lesson Plans

Level D focuses on decoding *multisyllabic words and syllables with diphthongs, additional r-controlled vowels, silent letters, prefixes, and suffixes*.

Unit 1 Diphthongs (oi, oy, ou, ow, au, aw)	**Unit 2** R-controlled vowels (wor, ear)	**Unit 3** Silent Letters (gn, kn, wr, gu/ gue) Consonant -le	**Unit 4** Prefixes (re, un, dis, non, im, in, mis, pre, post)	**Unit 5** Suffixes (ly, ful, ness, less, tion, cion, sion)
Lesson Plans PDF **Slide Deck Links:** **Lesson 1**: oi **Lesson 2**: oy **Lesson 3**: au **Lesson 4**: aw **Lesson 5**: ow **Lesson 6**: ou **Lesson 7**: Diphthongs	**Lesson Plans PDF** **Slide Deck Links:** **Lesson 1**: er, ir, ur **Lesson 2**: ar, or **Lesson 3**: wor **Lesson 4**: ear **Lesson 5**: R- controlled vowels	**Lesson Plans PDF** **Slide Deck Links:** **Lesson 1:** gu/ gue **Lesson 2**: kn and gn **Lesson 3**: wr **Lesson 4**: Consonant l-e **Lesson 5**: Consonant l-e **Lesson 6**: Silent letters and Consonant l-e	**Lesson Plans PDF** **Slide Deck Links:** **Lesson 1**: Prefixes **Lesson 2**: re **Lesson 3**: un, dis, non **Lesson 4**: im, in, mis **Lesson 5**: pre, post **Lesson 6**: Prefixes	**Lesson Plans PDF** **Slide Deck Links:** **Lesson 1**: Suffixes **Lesson 2**: ly **Lesson 3**: ful, ness **Lesson 4**: less **Lesson 5**: tion, cion, sion **Lesson 6**: Suffixes

Level D Student Resource Book (**Reading Readiness and Phonics-only version** and **all curricular components version**): Contains resources for student use during the lessons including Letter Mats, Double Decker Elkonin Boxes, High Frequency Word Cards, Formative Assessment Answer Forms, Decoding Unknown Words Anchor Chart, and the Student Resource Pack.
Level D Teacher Resource Book: Contains resources for teacher use during the lessons including Letter Mats, Double Decker Elkonin Boxes, Formative Assessments, Phonics Quick Screener, Decoding Unknown Words Anchor Chart, and the Teacher Resource Pack.

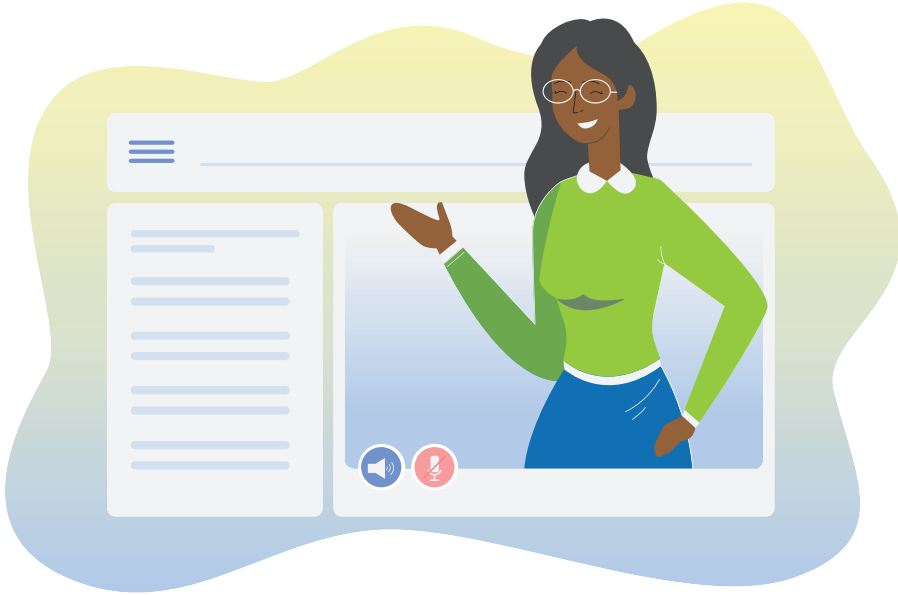
Level PR
Unit 2
Lesson 2

Hello!

Let’s Check in!

What is something new with you?

Tell me something you’re proud of.



springboard COLLABORATIVE

Learn to read!

springboard COLLABORATIVE

Lesson Agenda

	Your job
1. Rhyme with Me!	
2. Words are Broken into Syllables!	
3. Learning Letters	
4. I Know Letter Names and Sounds!	
5. I Can Write My Letters	

Phonological Awareness: Rhyme with Me!

Click the music note to play the chant.

springboard COLLABORATIVE

Learn to Read!

It's rhyme time, rhyme time!
We are going to have a fine time rhyming together today!
Rhyming is when the words sound the same at the end like f-un, s-un, and, r-un!
Do they rhyme? of course they do! So now let's have a great time rhyming together too!

Phonological Awareness: Words are Broken into Syllables!

springboard COLLABORATIVE

pcapt Learn to Read!

Words are broken up into syllables, syllables, syllables!

Words are broken into syllables to help us catch the rhythm and beat!

Learning Letters

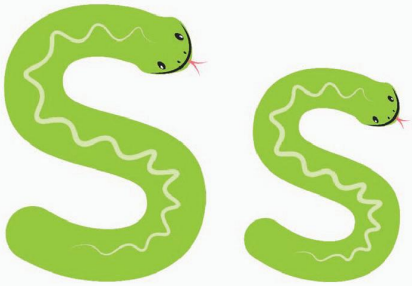
It's time to learn our letters,
our letters, our letters!
It's time to learn our letters
to help us learn to read.

springboard COLLABORATIVE

Learn to Read!

S s

springboard COLLABORATIVE

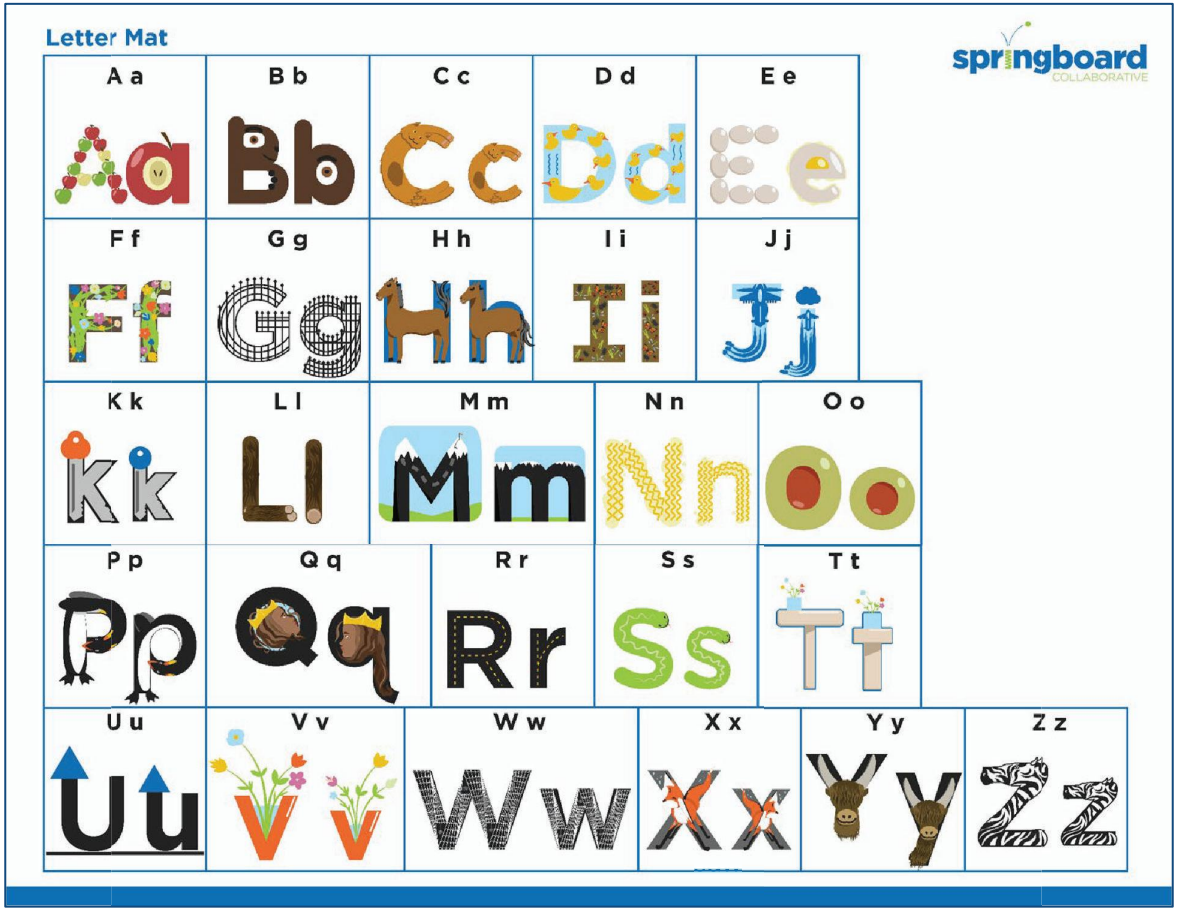


Snake

Learning Letters

springboard COLLABORATIVE

Learn to Read!

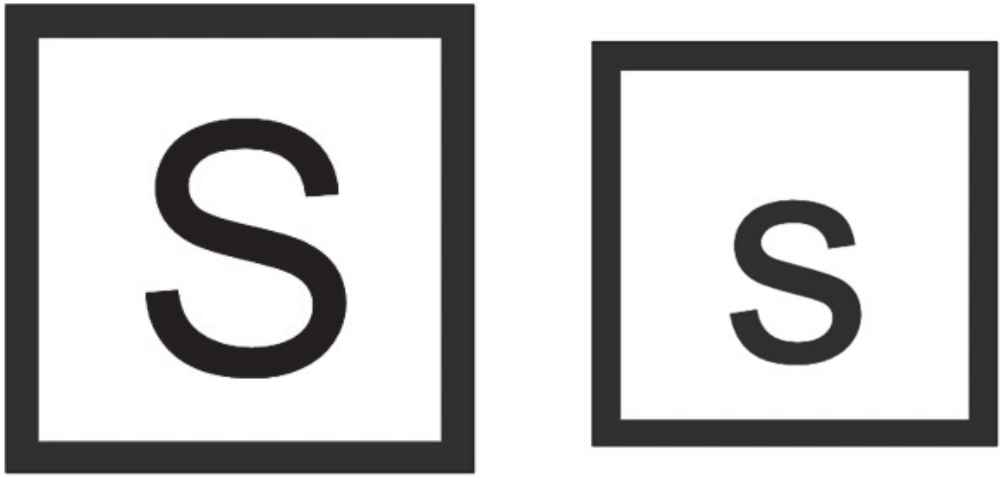


I Know Letters and Letter Sounds

I know my letters, my letters, my letters.
I know my letter sounds, my sounds too!

springboard COLLABORATIVE

pcapt Learn to Read!

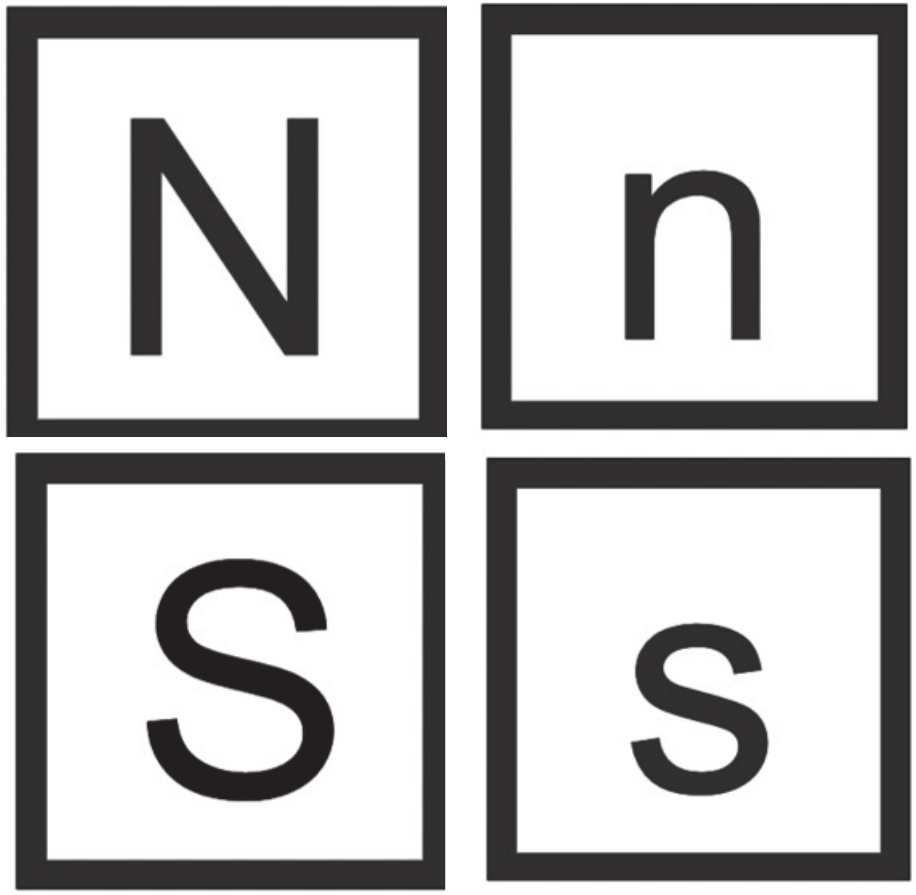


I Know Letters and Letter Sounds

s	b	c
p	a	t
w	g	y

springboard COLLABORATIVE

Learn to Read!



I Can Write My Letters!

s	b	c
p	a	t
w	g	y

I can write my letters, my letters, my letters!
I can write my letters all by myself, too!

springboard COLLABORATIVE

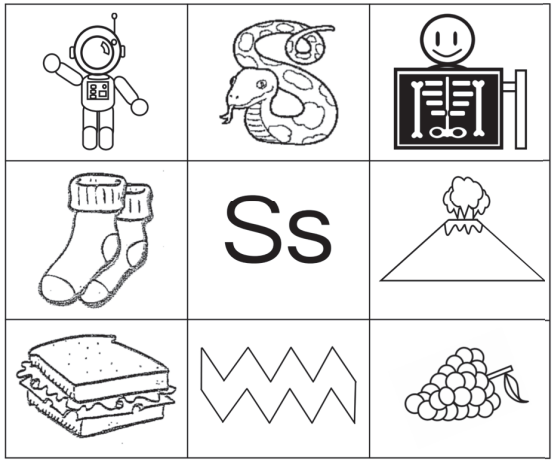
Name :_____

Letter Sound Matching

Directions:

1. Say the name of each picture.
2. Circle the 3 pictures that begin with the letter **Ss** sound.
3. Draw an X over the pictures that do not.
4. Go back and color the pictures that begin with the letter **Ss** sound.

Remember Ss "s" Snake Ss.



pcapt
Learn to Read!

I Can Write My Letters!

s	b	c
p	a	t
w	g	y

springboard COLLABORATIVE

Ss

Snake

springboard COLLABORATIVE

Letter Ss Handwriting Practice

Directions:

1. Practice **tracing** the **letter Ss.**
2. Practice **writing** the **letter Ss.**

S S S S S

S S S S S S S S S S

Helping 100,000 students reach reading goals and 30,000 students read on grade level by 2023

pcapt

Learn to Read!

I Can Write My Letters!

s	b	c
p	a	t
w	g	y

springboard COLLABORATIVE

Learn to Read!

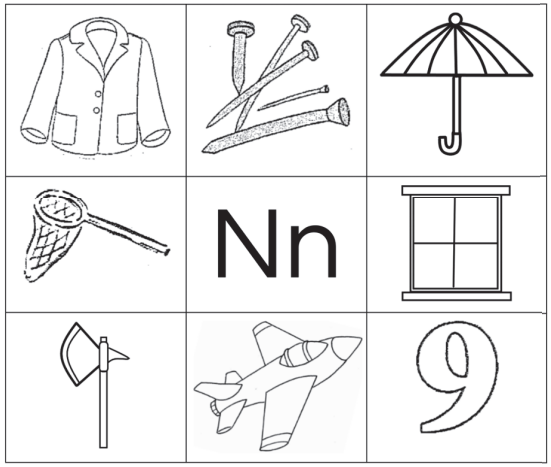
Name : _____

Letter Sound Matching

Directions:

1. Say the name of each picture.
2. Circle the 3 pictures that begin with the letter Nn sound.
3. Draw an X over the pictures that do not.
4. Go back and color the pictures that begin with the letter Nn sound.

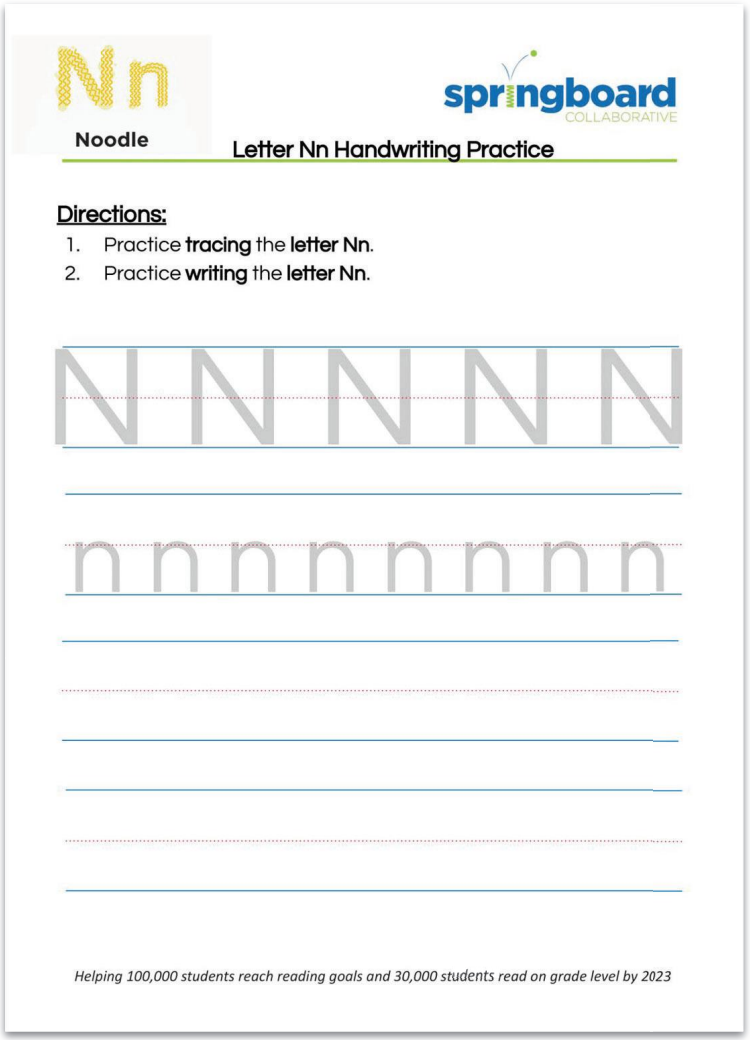
Remember Nn "n" Noodle Nn.



I Can Write My Letters!

s	b	c
p	a	t
w	g	y

springboard COLLABORATIVE



Nn

Noodle

springboard COLLABORATIVE

Letter Nn Handwriting Practice

Directions:

1. Practice **tracing** the **letter Nn**.
2. Practice **writing** the **letter Nn**.

N N N N N

n n n n n n n n

Helping 100,000 students reach reading goals and 30,000 students read on grade level by 2023

pat

Learn to Read!

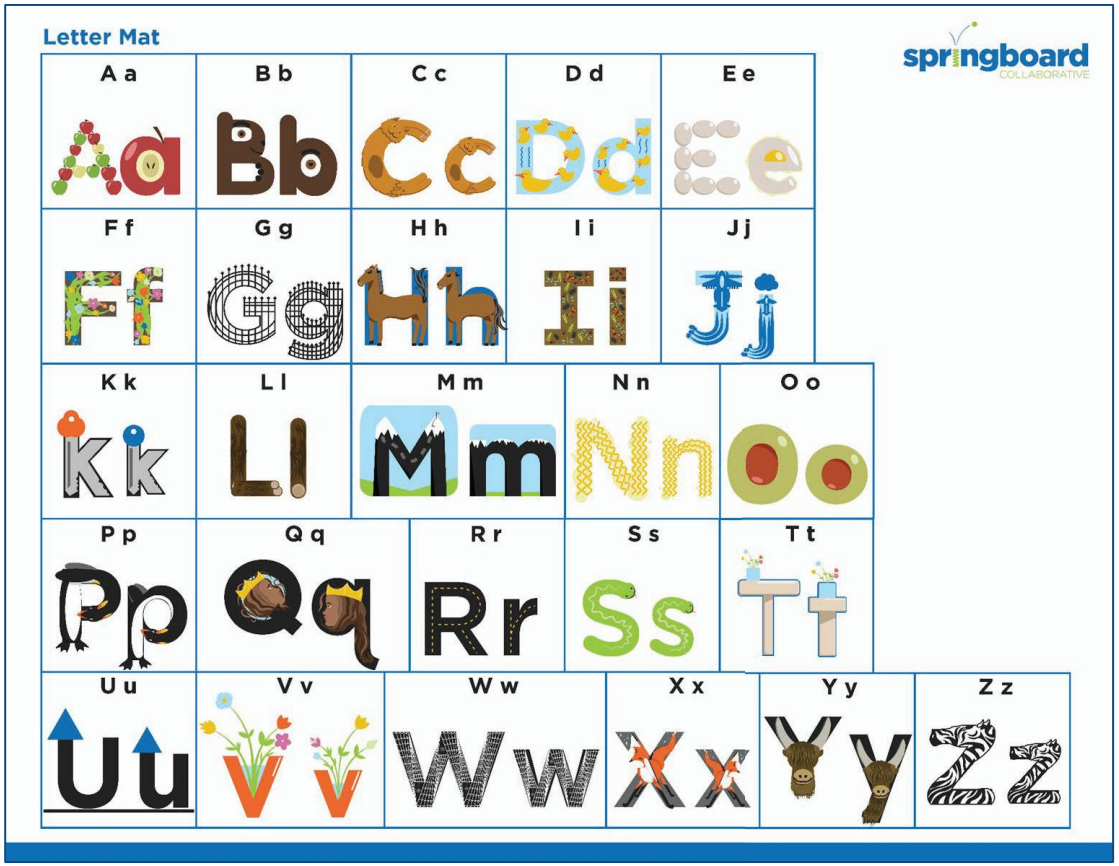
I can...

springboard COLLABORATIVE

3	I can blend and segment onsets and rimes of single-syllable spoken words.
2	I can count, say, blend, and segment syllables in spoken words.
1	I can recognize and name upper- and lowercase letters of the alphabet.

Learning Letters

springboard COLLABORATIVE



springboard COLLABORATIVE

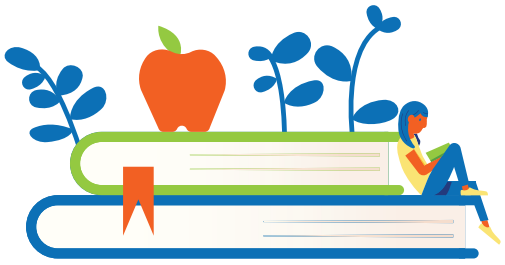
Curriculum Level

Teacher's Lesson Guide:

- -Lesson Plans
- -Teacher and Family Resources

Reading Readiness & Phonics, Level PR, Unit 2

- Curriculum overview: level....4
- Curriculum overview: alignment to research....5
- Unit summary, goals, and learning targets....6
- Teaching preparation and notes....7
- Lesson 1....8
- Lesson 2....16
- Lesson 3....24
- Lesson 4....32
- Lesson 5....36



Navigation instructions:

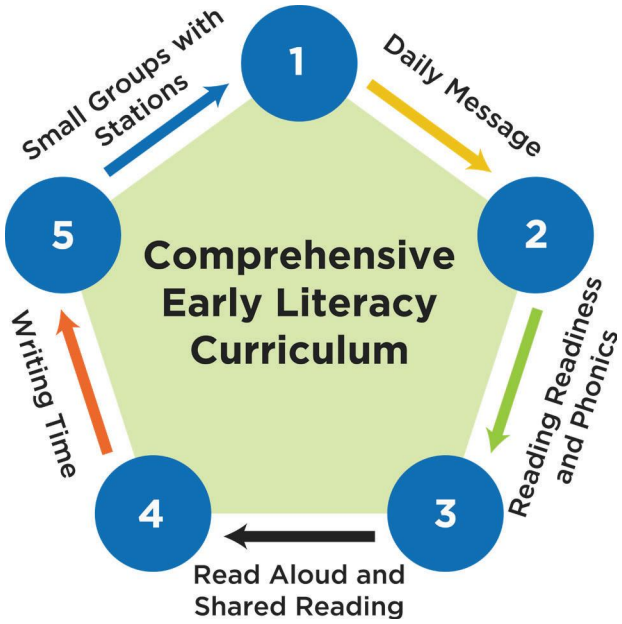
Click on any underlined item in the Table of Contents
to navigate directly to that page, or the beginning of that lesson.

Return to this page by using the "Click to go to Table of Contents"
hyperlink at the bottom of any page.

(These links work best when this file is downloaded as a PDF.)

© Springboard Collaborative | All rights reserved

Curriculum overview: Level PR



Curriculum for the PR Level offers targeted and explicit instruction in the following areas:

- Daily Message
- Reading Readiness and Phonics
- Read Aloud
- Shared Reading
- Writing Time
- Small Group Literacy Instruction with Stations

Each component of the Curriculum serves an important purpose to help students accomplish their reading goals.

Components and their purpose

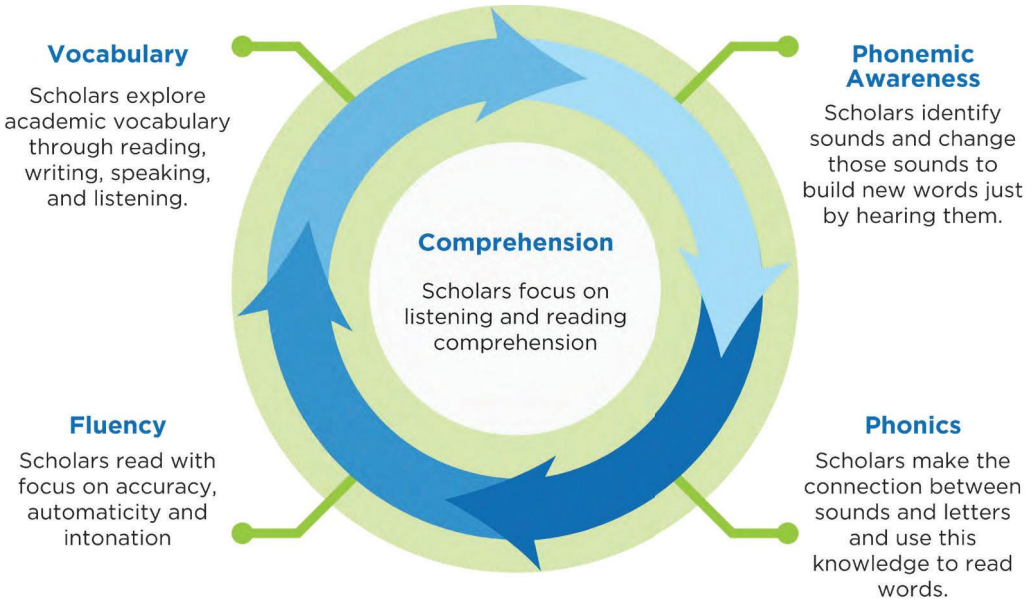
Find the resources referenced in this lesson plan in your curriculum folder.

Daily message	Build community, learn academic vocabulary, and share stories.
Reading readiness and phonics	Explicit focus on phonemic awareness and phonics skills.
Shared reading	Time to reinforce phonics skills through the rereading of read aloud texts to build fluency.
Read aloud	Explicit focus on word learning strategies, explore academic vocabulary, and deepen understanding of complex text.
Writing time	Writing is connected to the content of reading text through drawing and writing.
Small group literacy instruction with stations	Focused time to practice reading skills in specific areas based on reading goals.

Quick Tip: Find the next action item quickly by looking for this ! symbol!

On April 13, 2000, the National Reading Panel (NRP) identified five components of high quality and impactful reading instruction. Phonemic awareness, phonics, fluency, and vocabulary are all in service of students' comprehension of complex text.

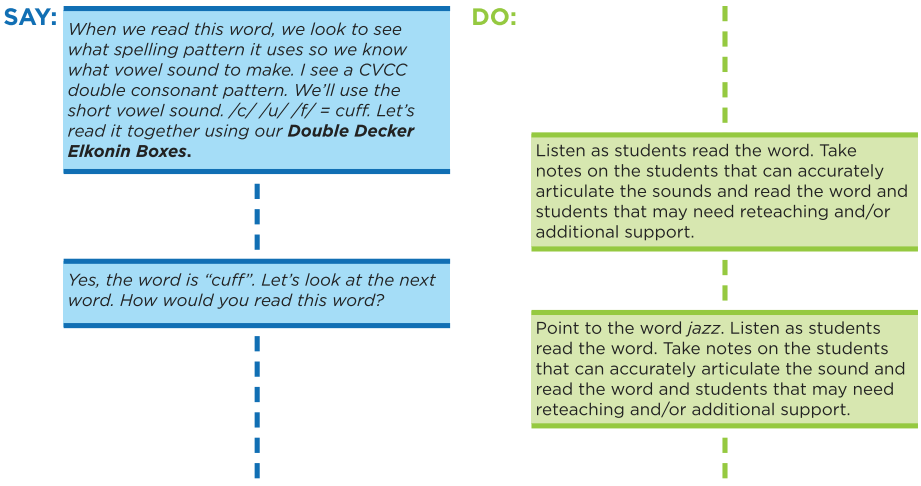
All five of these components of effective reading instruction are evident in each Springboard comprehensive lesson. See the visual on the right and attached annotated lesson for more information.



Say/Do: Each lesson provides scripted guidance for facilitators to support student learning with a Say (scripted instructional notes) and Do (instructional actions and supports) section. This information is meant to support teachers' facilitation of learning as needed. Teachers should use this guidance to keep the lesson purpose, content, and design intact, but they do not necessarily have to read the Say portion as a script based on their expertise and comfort level.

Using the Say/Do Guide:

The lesson guide is outlined in an intuitive block structure highlighting scripted instruction and instructional action. While you can use the script as needed, you do not have to.



To follow the guide, simply start at the highest block in either column. Here it is the Say block, after completing the instruction, move to the next highest block. This time it is the Do column. Repeat this sequence until the lesson is complete. This diagram includes vertical dotted lines to guide you step by step.

Level PR
Unit 2

Summary and goals

The second unit will introduce informational texts, encouraging students to notice the differences and similarities between different text types, to answer questions about a topic, and to ask and answer questions about unknown vocabulary in a text. Students will learn the phonological awareness skills of alliteration, rhyme, onset/rime, and syllabication and learn the letter name, sound, and formation for letters C, I, S, N, X, and G. A complex text set around the topic, All About the Weather, will be explored for reading and to give evidence for informative writing pieces about the weather.

Unit topic: All about weather

Why is knowing about the weather so important?

Daily message	I can manage my own emotions, thoughts, and behaviors effectively in different situations to help achieve my goals and aspirations. (SL.K.1, SL.K.6)
Reading readiness and phonics	I can recognize and say rhyming words. I can blend and segment onsets and rimes of single-syllable spoken words. I can count, say, blend, and segment syllables in spoken words. I can recognize and name upper- and lowercase letters of the alphabet. (RF.K.2.A, RF.K.2.C, RF.K.2.B, RF.K.1.D, RF.K.2.E, RF.K.3.A)
Shared reading	I can read from left to right, top to bottom. I can identify words that rhyme. I can identify a high-frequency word. I can identify letters in a shared reading text. (RF.K.1, RF.K.2a, RF.K.3c, RF.K.1d)
Read aloud	I can retell key details with information from the story. I can use information from the story to support my thinking. (RI.K.3, SL.K.2, W.K.8)
Writing time	I can share information about a topic with evidence from the story. (SL.K.3, W.K.2, W.K.5, W.K.8)
Small group literacy instruction with stations	Various objectives based on student goals.

Suggested Materials

- Unit folder resources:
  - Lesson Slide Decks
  - Teacher and Student Resource Books
  - Song recordings
- Letter Mat
- Letter Wall Cards
- Letter Sound Matching activity page
- Handwriting Practice
- Learning my ABCs Book
- Writing utensils: pencils (one for each student)

Classroom Preparation

- Gather writing utensils: pencils (one for each student)
- Display Letter Mat and Letter Wall Cards
- Review Unit and Lesson Plan
- Review Slide Deck and prepare to use it in the lesson

Teaching notes:

In this unit, students will explore letter identification, corresponding letter sounds, and corresponding letter formation. Letters for this unit are listed below: Cc /c/ Cat Cc, Ii /i/ Insect Ii, Ss /s/ Snake Ss, Nn /n/ Noodle Nn, Xx /x/ Fox Xx, Gg /g/ Gate Gg.

It is important to use the articulatory gestures guidance with students to help them reflect on their sound production and appropriate mouth formation for each letter sound.

Additional information

Differentiation ideas:

It is especially important that teachers make data-informed decisions on the supports students may need during the lesson. Therefore, a key instructional practice is to use data to support students in this lesson with intervention, practice, or acceleration. The table below provides some ideas that will support all students with the content, standards, and learning experiences found in this lesson.

Teacher-directed:

Use articulatory gestures for additional support with targeted skills explored in the lesson.

Practice:

Give more opportunities to practice the skills explored in the lesson by repeating portions of the lesson that would help students understand the skill.

Acceleration:

Provide opportunities for students to explore more complex skills that build upon the skills explored in this lesson with a partner or independently.

For the instructional focus of this lesson, see the learning targets listed for Reading Readiness & Phonics.

Amazing Alliteration!

SAY:

We are going to sing our Alliteration song! Sing along with me! "It's amazing alliteration time! When the wind whistles with windchimes we know the time has come to hear the same sounds as the first one!"

Let's practice our alliteration skills! When two or more words begin with the same sound that is called alliteration. When I say some statements I want you to think of the words that begin with the same sound. Ok?

Think about this alliteration: The cats crawled carefully as to not be captured. Do any of these words begin with the same sound? Whisper the words in your hand and hold them tight. We will share after we all have a chance to think first.

Ok, let's hear them. Think about this alliteration: The cats crawled carefully as to not be captured. Do any words begin with the same sound?

DO:

Sing the Amazing Alliteration song 1-2 times.

Wait for the students to say yes. Repeat directions as needed.

Listen and watch as students think of a word. Provide support as needed.

Repeat alliteration practice with 1-2 statements as time permits. Be sure all students have a chance to share their thinking with a partner or the full group.

Alliteration Statement List:

- The cats crawled carefully as to not be captured.
- The iguana was inside the igloo.
- Willie whistled while he walked.
- Hadassah heard the hard ball hit the ground, so she hurried to the basketball huddle.

Onset & Rime Time!

SAY:	DO:
We are going to sing our Onset & Rime song! Sing along with me! "It's Onset and Rime time! We want to here the beginning and ending sounds! We want to hear the beginning and ending sounds in a word! It will be so much fun until we are done hearing the beginning and ending sounds in a word!"	Sing the Onset and Rime Time song 1-2 times.
Let's practice our Onset & Rime skills! We want to hear the beginning sound (before the vowel) or onset in a word. Like the /s/ sound in set. We want to hear the ending sound or rime (ending letters with the vowel) in the same word. Like /et/ in set. When I say some words I want you to think of the onset and rime in each word just by hearing the word. Ok?	Wait for the students to say yes. Repeat directions as needed.
Think about this word: pack. What is the beginning (onset) and ending (rime) sound of the word? Whisper the onset and rime in your hand and hold them tight. We will share after we all have a chance to think first.	Listen and watch as students think of the onset and rime. Provide support as needed.
Ok, let's hear them. Think about this word: pack. What is the beginning (onset) and ending (rime) sound of the word? p-ack.	Repeat onset & rime practice with 1-2 words as time permits. Be sure all students have a chance to share their thinking with a partner or the full group. **Onset & Rime List**: dr-op, c-ot, m-ap, sl-ip, p-ack, st-ick, m-op, st-op, n-ot

Learning Letters: Cc

SAY:

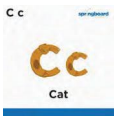
We are going to sing our Learning Letters song! Sing along with me! "It's time to learn our letters, our letters, our letters! It's time to learn our letters to help us learn to read."

We are going to learn our first letter today! First, let's sing the Alphabet Song together and point to each letter on our mat as we sing it. I will begin, but you can sing along if you are ready.

Now our letter for today... is the letter "Cc"!

This is the letter Cc /k/ Cat Cc. We are going to practice making the correct letter sound. Look at the shape of my mouth when I make this letter sound. Now you make the letter sound. Next, check with a partner and make the letter sound. I will check to see if your mouth matches mine and that you are making the correct letter sound.

DO:



Use the articulatory gestures guidance with students to help with sound production and appropriate mouth formation

Sing the Learning Letters song 1-2 times.

Arrange students on the carpet or at tables, allowing enough space for them to put the **Letter Mat** on the floor (or table) and point to each letter on the mat.

Sing the Alphabet Song, modeling how to point to each letter as you sing it. Repeat a few times, encouraging students to follow along.

Show the letter "Cc" **wall card**.

Check in with each student to confirm the correct articulation of the letter sound.

Learning Letters: Cc (cont.)

SAY:	DO:
This is the letter Cc /k/ Cat Cc. Cats love to purr when they are happy. Do you have a cat? "Cc /k/ Cat Cc" This is uppercase "C" and the lowercase "c" (point to each as you say it). You can think about the uppercase letter as the mommy letter and the lowercase letter as the baby letter.	Skywrite the uppercase and lowercase letter, write the letter on table or carpet in front of you, say the letter, and its sound.
Now your turn.	Lead students to say the name, the word, and the sound several times. "Cc /k/ Cat Cc"
Now let's write uppercase "Cc" in the air. Get out your air pencils!	Model how to start from the top and write the uppercase letter "Cc" in the air.
Now let's write lowercase "Cc" in the air. Get out your air pencils!	Model how to start from the top and write the lowercase letter "Cc" in the air.
*Now let's find the letter "Cc" on our **Letter Mat**. Point to it if you see it. If you aren't sure how to find a letter on your **Letter Mat**, you can sing the Alphabet Song and point to each letter as you sing it to find the letter. I'll show you.* *Great thinking! You know the letter "Cc /k/ Cat Cc"!*	

Learning Letters: Ii

SAY:	DO:
We are going to learn another today! First, let's sing the Alphabet Song together and point to each letter on our mat as we sing it. I will begin, but you can sing along if you are ready.	Sing the Alphabet Song, modeling how to point to each letter as you sing it. Repeat a few times, encouraging students to follow along.
Now our next letter for today... is the letter "Ii"!	Show the letter "Ii" **wall card**.
This is the letter Ii /i/ Igloo Ii. We are going to practice making the correct letter sound. Look at the shape of my mouth when I make this letter sound. Now you make the letter sound. Next, check with a partner and make the letter sound. I will check to see if your mouth matches mine and that you are making the correct letter sound.	Check in with each student to confirm the correct articulation of the letter sound.
This is the letter Ii /i/ Igloo Ii. Igloos are like an ice house in really cold places like Alaska. "Ii /i/ Igloo Ii" This is uppercase "I" and the lowercase "i" (point to each as you say it).	Skywrite the uppercase and lowercase letter, write the letter on table or carpet in front of you, say the letter, and its sound.
Now your turn.	Lead students to say the name, the word, and the sound several times. Ii /i/ Igloo Ii"
Now let's write uppercase "Ii" in the air. Get out your air pencils!	Model how to start from the top and write the uppercase letter "Ii" in the air.
Now let's write lowercase "Ii" in the air. Get out your air pencils!	Model how to start from the top and write the lowercase letter "Ii" in the air.
*Now let's find the letter "Ii" on our **Letter Mat**. Point to it if you see it. If you aren't sure how to find a letter on your **Letter Mat**, you can sing the Alphabet Song and point to each letter as you sing it to find the letter. I'll show you. Great thinking! You know the letter "Ii /i/ Igloo Ii"!*	

I Know Letter Names and Sounds!

SAY:	DO:
We are going to sing our I Know Letter Names and Sounds! Song. Sing along with me! "I know my letters, my letters, my letters. I know my letter sounds, my sounds too!"	Sing the I Know Letter Names and Sounds song 1-2 times. Use the **Letter Wall Cards** to review the letter names and sounds.
We are going to zoom in on our letter names and sounds for today. What letters did we explore today? Share with a partner.	Listen as students share with a partner to determine the students that can remember the letters that were explored during the beginning of this lesson.
Yes, we looked at the letters "Cc /k/ Cat Cc" and Ii /i/ Igloo Ii".	Show the letter "Cc" **wall card**.
Can you make the "Cc /k/ Cat Cc" letter with your body?	Watch as students use their bodies to make the formation of the letter.
Awesome job making the letter Cc /k/ Cat Cc". Can you make the "Cc /k/ Cat Cc" letter with your body again and this time make the letter sound 3 times when you are the "Cc /k/ Cat Cc" letter? What sound does "Cc /k/ Cat Cc" make?	Watch and listen as students make the letter with their bodies and say the letter sound.
Yes, "Cc /k/ Cat Cc" makes the /k/ sound.	Use the **Letter Wall Cards** to review the letter names and sounds.
Now we are going to zoom in on our next letter name and sound for today. What was the other letter we explored today? Share with a partner.	Listen as students share with a partner to determine the students that can remember the letters that were explored during the beginning of this lesson.
Yes, we looked at the letter "Ii /i/ Igloo Ii" too.	Show the letter "Ii" **wall card**.
Can you make the uppercase "Ii /i/ Igloo Ii" letter with your body? How is the shape of the letter Cc different from the shape of the letter Ii? Share with a partner.	

I Know Letter Names and Sounds! (cont.)

SAY:	DO:
Awesome job making the letter "Ii /i/ Igloo Ii". Can you make the "Ii /i/ Igloo Ii" letter with your body again and this time make the letter sound 3 times when you are the "Ii /i/ Igloo Ii" letter? What sound does "Ii /i/ Igloo Ii" make?	Watch as students use their bodies to make the formation of the Ii letter. Listen as students share about. Cc has a curved line and the Ii has straight lines.
Yes, "Ii /i/ Igloo Ii" makes the /i/ sound. Great thinking! You know "Cc /k/ Cat Cc" and "Ii /i/ Igloo Ii".	Watch and listen as students make the letter with their bodies and say the letter sound.

I Can Write My Letters!

SAY:	DO:
We are going to sing our I Can Write My Letters! Song. Sing along with me! "I can write my letters, my letters, my letters! I can write my letters all by myself, too!"	Sing the I Can Write My Letters song 1-2 times.
*Let's review our letter names and sounds by coloring the pictures that start with our letters for today. Turn to the **Letter Sound Matching activity page**.*	Rotate to make sure all students have the **Letter Sound Matching activity page** and crayons, colored pencils, or markers.
We are going to start with the letter that makes the /k/ sound. Which letter makes the /k/ sound? Share with a partner.	Listen as students share with a partner the name of the letter that makes the /k/ sound.
Yes, the "Cc /k/ Cat Cc" letter makes the /k/ sound. Now look at the pictures on this page. Say the name of each picture. Color the picture that begins with the /k/ sound like "Cc /k/ Cat Cc".	Rotate to support students as needed. Take note of the students that are showing an understanding of letter naming and sound. Use scaffolded questioning to support students. For example, what is this picture? Do we hear the /k/ sound at the beginning?

I Can Write My Letters! (cont.)

SAY:	DO:
*Now we are going to practice writing "Cc /k/ Cat Cc". Watch me write the uppercase C, I am going to start at the top solid line and draw curved line down to the bottom solid line. I am going to do the same thing for the lowercase c, but this time I am going to start by drawing a curved line from the middle dotted time and go down to the bottom solid line. Your turn. Use the **Handwriting Practice** to trace the letter "Cc /k/ Cat Cc".*	Use the **Handwriting Practice** to trace the letter "Cc /k/ Cat Cc".
Great thinking! Now we are going to focus on the letter that makes the /i/ sound. Which letter makes the /i/ sound? Share with a partner.	Listen as students share with a partner the name of the letter that makes the /i/ sound.
Yes, the "Ii /i/ Igloo Ii" letter makes the /i/ sound. Now look at the pictures on this page. Say the name of each picture. Color the picture that begins with the /i/ sound like "Ii /i/ Igloo Ii".	Rotate to support students as needed. Take note of the students that are showing an understanding of letter naming and sound. Use scaffolded questioning to support students. For example, what is this picture? Do we hear the /i/ sound at the beginning?
*Now we are going to practice writing "Ii /i/ Igloo Ii". Watch me write the uppercase I, I am going to start at the top solid line and draw down to the bottom solid line. Then I am going to draw a smaller line across the top solid line and another small solid line across the bottom solid line. We can think of these lines as the uppercase I's hat and shoes. For the lowercase i I am going to start at the dotted line and go down to the bottom solid line. Your turn. Then I am going to draw a dot in the space above, like a raindrop. Use the **Handwriting Practice** to trace the letter "Ii /i/ Igloo Ii".*	Use the **Handwriting Practice** to trace the letter "Ii /i/ Igloo Ii".
Pat yourself on the back! You did a wonderful job today!	

Rhyme With Me!

SAY:

We are going to sing our Rhyme song! Sing along with me! "It's rhyme time, rhyme time! We are going to have a fine time rhyming together today! Rhyming is when the words sound the same at the end like f-un, s-un, and, r-un! Do they rhyme? Of course they do! So now let's have a great time rhyming together too!"

DO:

Sing the Rhyme With Me song 1-2 times.

Let's practice our rhyming skills! When I say a word, you say a rhyme. Ok?

Wait for the students to say yes. Repeat directions as needed.

Think about a word that rhymes with pat. Whisper the word in your hand and hold it tight. We will share after we all have a chance to think first.

Listen and watch as students think of a word. Provide support as needed.

Ok, let's hear them. What word rhymes with pat?

Repeat rhyme practices with 1-2 words as time permits. Be sure all students have a chance to share their thinking with a partner or the full group.

Rhyme List: sat, click, dock, slip, dot, knat, map, pat

Words are Broken into Syllables!

SAY:

We are going to sing our Words are Broken into Syllables song! Sing along with me! "Words are broken up into syllables, syllables, syllables! Words are broken into syllables to help us catch the rhythm and beat!"

DO:

Sing the Words are Broken into Syllables song 1-2 times.

Let's practice our hearing syllables in words! Raise a quiet hand if you have ever heard of the word "syllable." A syllable is a beat in a word. So, if I say my name: _____, I can clap out the beats in my name. Those are the syllables. Names and words can have 1, 2 or more syllables!

Listen to these words and clap them out with me. The first word is sunshine. Say the word and clap out the syllables.

Observe and listen as students clap out the words and identify the number of syllables. Use scaffolded questions to support student's thinking. For example, what is the word? Clap out the word, how many times did you clap? So, how many syllables does the word have?

Yes, sunshine has 2 syllables. Listen, "sun|shine". Great thinking! Let's try some more words.

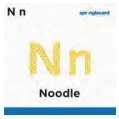
Follow the same procedure with the list of words. Repeat 2-3 times.

Syllable List: grey, cucumber, light, kite, running

Learning Letters: Ss

SAY:

DO:



Use the articulatory gestures guidance with students to help with sound production and appropriate mouth formation

We are going to sing our Learning Letters song! Sing along with me! "It's time to learn our letters, our letters, our letters! It's time to learn our letters to help us learn to read."

Sing the Learning Letters song 1-2 times.

Arrange students on the carpet or at tables, allowing enough space for them to put the **Letter Mat** on the floor (or table) and point to each letter on the mat.

We are going to learn our first letter today! First, let's sing the Alphabet Song together and point to each letter on our mat as we sing it. I will begin, but you can sing along if you are ready.

Sing the Alphabet Song, modeling how to point to each letter as you sing it. Repeat a few times, encouraging students to follow along.

Now our letter for today... is the letter "Ss"!

Show the letter "Ss" **wall card**.

This is the letter Ss /s/ Snake Ss. We are going to practice making the correct letter sound. Look at the shape of my mouth when I make this letter sound. Now you make the letter sound. Next, check with a partner and make the letter sound. I will check to see if your mouth matches mine and that you are making the correct letter sound.

Check in with each student to confirm the correct articulation of the letter sound.

Learning Letters: Ss (cont.)

SAY:	DO:
This is the letter Ss /s/ Snake Ss. Snakes love to slither around and stay cool! "Ss /s/ Snake Ss" This is uppercase "S" and the lowercase "s" (point to each as you say it). You can think about the uppercase letter as the mommy letter and the lowercase letter as the baby letter.	Skywrite the uppercase and lowercase letter, write the letter on table or carpet in front of you, say the letter, and its sound.
Now your turn.	Lead students to say the name, the word, and the sound several times. "Ss /s/ Snake Ss"
Now let's write uppercase "Ss" in the air. Get out your air pencils!	Model how to start from the top and write the uppercase letter "Ss" in the air.
Now let's write lowercase "Ss" in the air. Get out your air pencils!	Model how to start from the top and write the lowercase letter "Ss" in the air.
*Now let's find the letter "Ss" on our **Letter Mat**. Point to it if you see it. If you aren't sure how to find a letter on your **Letter Mat**, you can sing the Alphabet Song and point to each letter as you sing it to find the letter. I'll show you.* *Great thinking! You know the letter "Ss /s/ Snake Ss"!*	

Learning Letters: Nn

SAY:	DO:
We are going to learn another today! First, let's sing the Alphabet Song together and point to each letter on our mat as we sing it. I will begin, but you can sing along if you are ready.	Sing the Alphabet Song, modeling how to point to each letter as you sing it. Repeat a few times, encouraging students to follow along.
Now our next letter for today... is the letter "Nn"!	Show the letter "Nn" **wall card**.
This is the letter Nn /n/ Noodle Nn. We are going to practice making the correct letter sound. Look at the shape of my mouth when I make this letter sound. Now you make the letter sound. Next, check with a partner and make the letter sound. I will check to see if your mouth matches mine and that you are making the correct letter sound.	Check in with each student to confirm the correct articulation of the letter sound.
This is the letter Nn /n/ Noodle Nn. Noodles are tasty and you can eat them many different ways. How do you like to eat noodles? "Nn /n/ Noodle Nn" This is uppercase "N" and the lowercase "n" (point to each as you say it).	Skywrite the uppercase and lowercase letter, write the letter on table or carpet in front of you, say the letter, and its sound.
Now your turn.	Lead students to say the name, the word, and the sound several times. Nn /n/ Noodle Nn"
Now let's write uppercase "Nn" in the air. Get out your air pencils!	Model how to start from the top and write the uppercase letter "Nn" in the air.
Now let's write lowercase "Nn" in the air. Get out your air pencils!	Model how to start from the top and write the lowercase letter "Nn" in the air.
*Now let's find the letter "Nn" on our **Letter Mat**. Point to it if you see it. If you aren't sure how to find a letter on your **Letter Mat**, you can sing the Alphabet Song and point to each letter as you sing it to find the letter. I'll show you.* *Great thinking! You know the letter "Nn /n/ Noodle Nn"!*	

I Know Letter Names and Sounds!

SAY:	DO:
We are going to sing our I Know Letter Names and Sounds! Song. Sing along with me! "I know my letters, my letters, my letters. I know my letter sounds, my sounds too!"	Sing the I Know Letter Names and Sounds song 1-2 times. Use the **Letter Wall Cards** to review the letter names and sounds.
We are going to zoom in on our letter names and sounds for today. What letters did we explore today? Share with a partner.	Listen as students share with a partner to determine the students that can remember the letters that were explored during the beginning of this lesson.
Yes, we looked at the letters "Ss /s/ Snake Ss" and Nn /n/ Noodle Nn".	Show the letter "Ss" **wall card**.
Can you make the "Ss /s/ Snake Ss" letter with your body?	Watch as students use their bodies to make the formation of the letter.
Awesome job making the letter Ss /s/ Snake Ss". Can you make the "Ss Snake Ss" letter with your body again and this time make the letter sound 3 times when you are the "Ss /s/ Snake Ss" letter? What sound does "Ss /s/ Snake Ss" make?	Watch and listen as students make the letter with their bodies and say the letter sound.
Yes, "Ss /s/ Snake Ss" makes the /s/ sound.	Use the **Letter Wall Cards** to review the letter names and sounds.
Now we are going to zoom in on our next letter name and sound for today. What was the other letter we explored today? Share with a partner.	Listen as students share with a partner to determine the students that can remember the letters that were explored during the beginning of this lesson.
Yes, we looked at the letter "Nn /n/ Noodle Nn" too.	Show the letter "Nn" **wall card**.
Can you make the uppercase "Nn /n/ Noodle Nn" letter with your body? How is the shape of the letter Ss different from the shape of the letter Nn? Share with a partner.	

I Know Letter Names and Sounds! (cont.)

SAY:	DO:
Awesome job making the letter "Nn /n/ Noodle Nn". Can you make the lowercase "Nn /n/ Noodle Nn" letter with your body and this time make the letter sound 3 times when you are the "Nn /n/ Noodle Nn" letter? What sound does "Nn /n/ Noodle Nn" make?	Watch as students use their bodies to make the formation of the Nn letter. Listen as students share about. Ss has a curved line and Nn has straight lines and a bump.
Yes, "Nn /n/ Noodle Nn" makes the /n/ sound. *Great thinking! You know "Ss /s/ Snake Ss" and "Nn /n/ Noodle Nn".*	Watch and listen as students make the letter with their bodies and say the letter sound.

I Can Write My Letters!

SAY:	DO:
We are going to sing our I Can Write My Letters! Song. Sing along with me! "I can write my letters, my letters, my letters! I can write my letters all by myself, too!"	Sing the I Can Write My Letters song 1-2 times.
*Let's review our letter names and sounds by coloring the pictures that start with our letters for today. Turn to the **Letter Sound Matching activity page**.*	Rotate to make sure all students have the **Letter Sound Matching activity page** and crayons, colored pencils, or markers.
We are going to start with the letter that makes the /s/ sound. Which letter makes the /s/ sound? Share with a partner.	Listen as students share with a partner the name of the letter that makes the /s/ sound.
Yes, the "Ss /s/ Snake Ss" letter makes the /s/ sound. Now look at the pictures on this page. Say the name of each picture. Color the picture that begins with the /s/ sound like "Ss /s/ Snake Ss".	Rotate to support students as needed. Take note of the students that are showing an understanding of letter naming and sound. Use scaffolded questioning to support students. For example, what is this picture? Do we hear the /s/ sound at the beginning?

I Can Write My Letters! (cont.)

SAY:	DO:
Now we are going to practice writing "Ss /s/ Snake Ss". Watch me write the uppercase S. I am going to start at the top solid line and draw a curved line to the middle dotted line and then down to the the bottom solid line like a slithering snake. I am going to do the same thing for the lowercase s, but this time I am going draw my curved lines from the middle dotted line and go down to the bottom solid line. Your turn. Use the ***Handwriting Practice*** *to trace the letter "Ss /s/ Snake Ss".*	Use the **Handwriting Practice** to trace the letter "Ss /s/ Snake Ss".
Great thinking! Now we are going to focus on the letter that makes the /n/ sound. Which letter makes the /n/ sound? Share with a partner.	Listen as students share with a partner the name of the letter that makes the /n/ sound.
Yes, the "Nn /n/ Noodle Nn" letter makes the /n/ sound. Now look at the pictures on this page. Say the name of each picture. Color the picture that begins with the /n/ sound like "Nn /n/ Noodle Nn".	Rotate to support students as needed. Take note of the students that are showing an understanding of letter naming and sound. Use scaffolded questioning to support students. For example, what is this picture? Do we hear the /n/ sound at the beginning?
Now we are going to practice writing "Nn /n/ Noodle Nn". Watch me write the uppercase N. I am going to start at the top solid line and draw down to the bottom solid line Then I am going to go back up to the top solid line and draw a slanted line down to the bottom solid line. Last, I going to close the letter by drawing a line from the top solid line to the bottom solid line. For the lowercase n I am going to start at the middle dotted line and go down to the solid line and then I am going to draw a bump from the middle dotted line to the bottom solid line. Your turn. Use the ***Handwriting Practice*** *to trace the letter "Nn /n/ Noodle Nn".*	Use the **Handwriting Practice** to trace the letter "Nn /n/ Noodle Nn".
Pat yourself on the back! You did a wonderful job today!	

Amazing Alliteration!

SAY:

We are going to sing our Alliteration song! Sing along with me! "It's amazing alliteration time! When the wind whistles with windchimes we know the time has come to hear the same sounds as the first one!"

Let's practice our alliteration skills! When two or more words begin with the same sound that is called alliteration. When I say some statements I want you to think of the words that begin with the same sound. Ok?

Think about this alliteration: Greg the goat galloped through the grey fog. Do any of these words begin with the same sound? Whisper the words in your hand and hold them tight. We will share after we all have a chance to think first.

Ok, let's hear them. Think about this alliteration: Greg the goat galloped through the grey fog. Do any words begin with the same sound?

DO:

Sing the Amazing Alliteration song 1-2 times.

Wait for the students to say yes. Repeat directions as needed.

Listen and watch as students think of a word. Provide support as needed.

Repeat alliteration practice with 1-2 statements as time permits. Be sure all students have a chance to share their thinking with a partner or the full group.

Alliteration Statement List:

- Jeremy jumped jubilantly to the jet.
- YaMaya yawned at the yellow Yorkie.
- Nicholas never noticed the newt.
- Willie whistled while he walked.
- Hadassah heard the hard ball hit the ground, so she hurried to the basketball huddle.
- Frankie the fox hid in the box from the farmer.
- Greg the goat galloped through the grey fog.

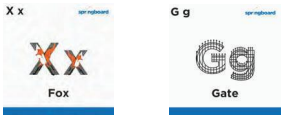
Onset & Rime Time!

SAY:	DO:
We are going to sing our Onset & Rime song! Sing along with me! "It's Onset and Rime time! We want to here the beginning and ending sounds! We want to hear the beginning and ending sounds in a word! It will be so much fun until we are done hearing the beginning and ending sounds in a word!"	Sing the Onset and Rime Time song 1-2 times.
Let's practice our Onset & Rime skills! We want to hear the beginning sound (before the vowel) or onset in a word. Like the /s/ sound in set. We want to hear the ending sound or rime (ending letters with the vowel) in the same word. Like /et/ in set. When I say some words I want you to think of the onset and rime in each word just by hearing the word. Ok?	Wait for the students to say yes. Repeat directions as needed.
Think about this word: not. What is the beginning (onset) and ending (rime) sound of the word? Whisper the onset and rime in your hand and hold them tight. We will share after we all have a chance to think first.	Listen and watch as students think of the onset and rime. Provide support as needed.
Ok, let's hear them. Think about this word: not. What is the beginning (onset) and ending (rime) sound of the word? n-ot.	Repeat onset & rime practice with 1-2 words as time permits. Be sure all students have a chance to share their thinking with a partner or the full group. **Onset & Rime List**: dr-op, c-ot, m-ap, sl-ip, p-ack, st-ick, m-op, st-op, n-ot, sh-ow

Learning Letters: Xx

SAY:

DO:



Use the articulatory gestures guidance with students to help with sound production and appropriate mouth formation

We are going to sing our Learning Letters song! Sing along with me! "It's time to learn our letters, our letters, our letters! It's time to learn our letters to help us learn to read."

Sing the Learning Letters song 1-2 times.

Arrange students on the carpet or at tables, allowing enough space for them to put the **Letter Mat** on the floor (or table) and point to each letter on the mat.

We are going to learn our first letter today! First, let's sing the Alphabet Song together and point to each letter on our mat as we sing it. I will begin, but you can sing along if you are ready.

Sing the Alphabet Song, modeling how to point to each letter as you sing it. Repeat a few times, encouraging students to follow along.

Now our letter for today... is the letter "Xx"!

Show the letter "Xx" **wall card**.

This is the letter Xx /ks/ Fox Xx. We are going to practice making the correct letter sound. Look at the shape of my mouth when I make this letter sound. Now you make the letter sound. Next, check with a partner and make the letter sound. I will check to see if your mouth matches mine and that you are making the correct letter sound.

Check in with each student to confirm the correct articulation of the letter sound.

Learning Letters: Xx (cont.)

SAY:	DO:
This is the letter Xx /ks/ Fox Xx. A fox has a bushy tail and can run really fast! "Xx / ks/ Fox Xx" This is uppercase "X" and the lowercase "x" (point to each as you say it). You can think about the uppercase letter as the mommy letter and the lowercase letter as the baby letter.	Skywrite the uppercase and lowercase letter, write the letter on table or carpet in front of you, say the letter, and its sound.
Now your turn.	Lead students to say the name, the word, and the sound several times. "Xx /ks/ Fox Xx"
Now let's write uppercase "Xx" in the air. Get out your air pencils!	Model how to start from the top and write the uppercase letter "Xx" in the air.
Now let's write lowercase "Xx" in the air. Get out your air pencils!	Model how to start from the top and write the lowercase letter "Xx" in the air.
*Now let's find the letter "Xx" on our **Letter Mat**. Point to it if you see it. If you aren't sure how to find a letter on your **Letter Mat**, you can sing the Alphabet Song and point to each letter as you sing it to find the letter. I'll show you.* *Great thinking! You know the letter "Xx /ks/ Fox Xx"!*	

Learning Letters: Gg

SAY:	DO:
We are going to learn another today! First, let's sing the Alphabet Song together and point to each letter on our mat as we sing it. I will begin, but you can sing along if you are ready.	Sing the Alphabet Song, modeling how to point to each letter as you sing it. Repeat a few times, encouraging students to follow along.
Now our next letter for today... is the letter "Gg"!	Show the letter "Gg" **wall card**.
This is the letter Gg /g/ Gate Gg. We are going to practice making the correct letter sound. Look at the shape of my mouth when I make this letter sound. Now you make the letter sound. Next, check with a partner and make the letter sound. I will check to see if your mouth matches mine and that you are making the correct letter sound.	Check in with each student to confirm the correct articulation of the letter sound.
This is the letter Gg /g/ Gate Gg. A gate is put around something like a house or building to keep it safe and separate from anyone coming to it without permission. "Gg /g/ Gate Gg". This is uppercase "G" and the lowercase "g" (point to each as you say it).	Skywrite the uppercase and lowercase letter, write the letter on table or carpet in front of you, say the letter, and its sound.
Now your turn.	Lead students to say the name, the word, and the sound several times. "Gg /g/ Gate Gg"
Now let's write uppercase "Gg" in the air. Get out your air pencils!	Model how to start from the top and write the uppercase letter "Gg" in the air.
Now let's write lowercase "Gg" in the air. Get out your air pencils!	Model how to start from the top and write the lowercase letter "Gg" in the air.
*Now let's find the letter "Gg" on our **Letter Mat**. Point to it if you see it. If you aren't sure how to find a letter on your **Letter Mat**, you can sing the Alphabet Song and point to each letter as you sing it to find the letter. I'll show you.* *Great thinking! You know the letter "Gg /g/ Gate Gg"!*	

I Know Letter Names and Sounds!

SAY:	DO:
We are going to sing our I Know Letter Names and Sounds! Song. Sing along with me! "I know my letters, my letters, my letters. I know my letter sounds, my sounds too!"	Sing the I Know Letter Names and Sounds song 1-2 times. Use the **Letter Wall Cards** to review the letter names and sounds.
We are going to zoom in on our letter names and sounds for today. What letters did we explore today? Share with a partner.	Listen as students share with a partner to determine the students that can remember the letters that were explored during the beginning of this lesson.
Yes, we looked at the letters "Xx /ks/ Fox Xx" and Gg /g/ Gate Gg".	Show the letter "Xx" **wall card**.
Can you make the "Xx /ks/ Fox Xx" letter with your body?	Watch as students use their bodies to make the formation of the letter.
Awesome job making the letter "Xx /ks/ Fox Xx". Can you make the "Xx /ks/ Fox Xx" letter with your body again and this time make the letter sound 3 times when you are the "Xx /ks/ Fox Xx" letter? What sound does "Xx /ks/ Fox Xx" make?	Watch and listen as students make the letter with their bodies and say the letter sound.
Yes, "Xx /ks/ Fox Xx" makes the /ks/ sound.	Use the **Letter Wall Cards** to review the letter names and sounds.
Now we are going to zoom in on our next letter name and sound for today. What was the other letter we explored today? Share with a partner.	Listen as students share with a partner to determine the students that can remember the letters that were explored during the beginning of this lesson.
Yes, we looked at the letter "Gg /g/ gate Gg" too.	Show the letter "Gg" **wall card**.
Can you make the uppercase "Gg /g/ gate Gg" Can you make this letter with your body? How is the shape of the letter Gg different from the shape of the letter Xx? Share with a partner.	

I Know Letter Names and Sounds! (cont.)

SAY:	DO:
Awesome job making the letter "Gg /g/ gate Gg". Can you make the "Gg /g/ gate Gg" letter with your body again and this time make the letter sound 3 times when you are the "Gg /g/ gate Gg" letter? What sound does "Gg /g/ gate Gg" make?	Watch as students use their bodies to make the formation of the Gg letter. Listen as students share about how Gg has curved lines and Xx has straight lines that meet in the middle.
Yes, "Gg /g/ Gate Gg" makes the /g/ sound. Great thinking! You know "Xx /ks/ Fox Xx" and "Gg /g/ gate Gg".	Watch and listen as students make the letter with their bodies and say the letter sound.

I Can Write My Letters!

SAY:	DO:
We are going to sing our I Can Write My Letters! Song. Sing along with me! "I can write my letters, my letters, my letters! I can write my letters all by myself, too!"	Sing the I Can Write My Letters song 1-2 times.
*Let's review our letter names and sounds by coloring the pictures that start with our letters for today. Turn to the **Letter Sound Matching activity page**.*	Rotate to make sure all students have the **Letter Sound Matching activity page** and crayons, colored pencils, or markers.
We are going to start with the letter that makes the /ks/ sound. Which letter makes the /ks/ sound? Share with a partner.	Listen as students share with a partner the name of the letter that makes the /ks/ sound.
Yes, the "Xx /ks/ Fox Xx" letter makes the /ks/ sound. Now look at the pictures on this page. Say the name of each picture. Color the picture that begins with the /ks/ sound like "Xx /ks/ Fox Xx".	Rotate to support students as needed. Take note of the students that are showing an understanding of letter naming and sound. Use scaffolded questioning to support students. For example, what is this picture? Do we hear the /ks/ sound at the beginning?

I Can Write My Letters! (cont.)

SAY:	DO:
*Now we are going to practice writing "Xx /ks/ Fox Xx". Watch me write the uppercase X. I am going to start at the top solid line and draw a diagonal line to the bottom solid line. I am now going to start on the other side draw a diagonal line from the top solid line to the bottom solid line. I am going to do the same thing for the lowercase x, but this time I am going to start at the middle dotted line and draw a diagonal line down to the solid line and draw another diagonal line from the other side and draw the diagonal line down from the middle dotted line to the bottom solid line. Your turn. Use the **Handwriting Practice** to trace the letter "Xx /ks/ Fox Xx".*	Use the **Handwriting Practice** to trace the letter "Xx /ks/ Fox Xx".
Great thinking! Now we are going to focus on the letter that makes the /g/ sound. Which letter makes the /g/ sound? Share with a partner.	Listen as students share with a partner the name of the letter that makes the /g/ sound.
Yes, the "Gg /g/ Gate Gg" letter makes the /g/ sound. Now look at the pictures on this page. Say the name of each picture. Color the picture that begins with the /g/ sound like "Gg /g/ Gate Gg".	Rotate to support students as needed. Take note of the students that are showing an understanding of letter naming and sound. Use scaffolded questioning to support students. For example, what is this picture? Do we hear the /g/ sound at the beginning?
*Now we are going to practice writing "Gg /g/ Gate Gg". Watch me write the uppercase C. I am going to start at the top solid line and draw a curved line from the top solid line to the bottom solid line. Then I am going to start at the bottom solid line and draw a line straight up to the dotted line and then small line inward. For the lowercase g, I am going to start at the dotted time and draw a circle. Then I am going to start at the dotted line and draw a line straight down past the solid line with a tail that curves in like a hook. Your turn. Use the **Handwriting Practice** to trace the letter "Gg /g/ Gate Gg".*	Use the **Handwriting Practice** to trace the letter "Gg /g/ Gate Gg".
Pat yourself on the back! You did a wonderful job today!	

Rhyme With Me!

SAY:

We are going to sing our Rhyme song! Sing along with me! "It's rhyme time, rhyme time! We are going to have a fine time rhyming together today! Rhyming is when the words sound the same at the end like f-un, s-un, and, r-un! Do they rhyme? Of course they do! So now let's have a great time rhyming together too!"

DO:

Sing the Rhyme With Me song 1-2 times.

Let's practice our rhyming skills! When I say a word you say a rhyme. Ok?

Wait for the students to say yes. Repeat directions as needed.

Think about a word that rhymes with: dot. Whisper the word in your hand and hold it tight. We will share after we all have a chance to think first.

Listen and watch as students think of a word. Provide support as needed.

Ok, let's hear them. What word rhymes with: dot?

Repeat rhyme practices with 1-2 words as time permits. Be sure all students have a chance to share their thinking with a partner or the full group.

Rhyme List: sat, click, dock, slip, dot, knat, map, pat, sock

Words are Broken into Syllables!

SAY:

We are going to sing our Words are Broken into Syllables song! Sing along with me! "Words are broken up into syllables, syllables, syllables! Words are broken into syllables to help us catch the rhythm and beat!"

DO:

Sing the Words are Broken into Syllables song 1-2 times.

Let's practice our hearing syllables in words! Raise a quiet hand if you have ever heard of the word "syllable." A syllable is a beat in a word. So, if I say my name: _____, I can clap out the beats in my name. Those are the syllables. Names and words can have 1, 2 or more syllables!

Listen to these words and clap them out with me. The first word is running. Say the word and clap out the syllables.

Observe and listen as students clap out the words and identify the number of syllables. Use scaffolded questions to support student's thinking. For example, what is the word? Clap out the word, how many times did you clap? So, how many syllables does the word have?

Yes, running has 2 syllables. Listen, "run|ning". Great thinking! Let's try some more words.

Follow the same procedure with the list of words. Repeat 2-3 times.

Syllable List: grey, cucumber, light, kite, running, snake, igloo, cat

Learning Letters: Cc, Ii, Ss

SAY:

We are going to sing our Learning Letters song! Sing along with me! "It's time to learn our letters, our letters, our letters! It's time to learn our letters to help us learn to read."

Let's sing the Alphabet Song together and point to each letter on our mat as we sing it. I will begin, but you can sing along if you are ready.

DO:

Sing the Learning Letters song 1-2 times.

Arrange students on the carpet or at tables, allowing enough space for them to put the **Letter Mat** on the floor (or table) and point to each letter on the mat.

Sing the Alphabet Song, modeling how to point to each letter as you sing it. Repeat a few times, encouraging students to follow along.

Learning Letters Instructional Practice

Complete the following for each letter: Cc, Ii, & Ss

We are going to review the letters we explored so far.... This is the letter "__"!

This is the letter _____ (letter name, letter sound, key word, letter name. For example: Oo /o/ Olive Oo). "_____ (letter name, letter sound, key word, letter name)". This is uppercase "__" and the lowercase "__" (point to each as you say it). You can think about the uppercase letter as the mommy letter and the lowercase letter as the baby letter.

Now your turn.

Now let's write uppercase "__" in the air. Get out your air pencils!

Now let's write lowercase "__" in the air. Get out your air pencils!

Show the letter "__" **wall card**.

Skywrite the uppercase and lowercase letter, write the letter on table or carpet in front of you, say the letter, and its sound.

Lead students to say the name, the word, and the sound several times. "_____ (letter name, letter sound, key word, letter name)"

Model how to start from the top and write the uppercase letter "__" in the air.

Learning Letters: Cc, Ii, Ss (cont.)

SAY:

*Now let's find the letter "__" on our **Letter Mat**. Point to it if you see it. If you aren't sure how to find a letter on your **Letter Mat**, you can sing the Alphabet Song and point to each letter as you sing it to find the letter. I'll show you.*
Great thinking! You know the letter "____ (letter name, letter sound, key word, letter name)"!

DO:

Model how to start from the top and write the lowercase letter "__" in the air.

Displaying My Learning! Cc, Ii, Ss

SAY:

We are going to sing our I Know Letter Names and Sounds! Song. Sing along with me! "I know my letters, my letters, my letters. I know my letter sounds, my sounds too!"

DO:

Sing the I Know Letter Names and Sounds song 1-2 times.

Displaying My Learning Instructional Practice
Complete the following for each letter: Cc, Ii, & Ss

We are going to review the letters we explored so far.... This is the letter "__"!

*We know the letter, sound, and how to write the "____" letter! Pat yourself on the back! Since we know the letter when we see it, we know the sound it makes, and we know how to write it, we can make our letter ____ page in our **Learning My ABCs Book**!*

Rotate to make sure all students have the **Learning My ABCs Book** and crayons, colored pencils, or markers.

We are going to start with the letter _____. Take some time decorating your letter. As you complete the letter ___ page, say the letter name, the letter sound, and practice tracing how to write the letter.

Pat yourself on the back! You know the name, sound, and how to write the letter ___!

Amazing Alliteration!

SAY:

We are going to sing our Alliteration song! Sing along with me! "It's amazing alliteration time! When the wind whistles with windchimes we know the time has come to hear the same sounds as the first one!"

Let's practice our alliteration skills! When two or more words begin with the same sound that is called alliteration. When I say some statements I want you to think of the words that begin with the same sound. Ok?

Think about this alliteration: Nancy's next noodle bowl will be full of new spices. Do any of these words begin with the same sound? Whisper the words in your hand and hold them tight. We will share after we all have a chance to think first.

Ok, let's hear them. Think about this alliteration: Nancy's next noodle bowl will be full of new spices. Do any words begin with the same sound?

DO:

Sing the Amazing Alliteration song 1-2 times.

Wait for the students to say yes. Repeat directions as needed.

Listen and watch as students think of a word. Provide support as needed.

Repeat alliteration practice with 1-2 statements as time permits. Be sure all students have a chance to share their thinking with a partner or the full group.

Alliteration Statement List:

- Jeremy jumped jubilantly to the jet.
- YaMaya yawned at the yellow Yorkie.
- Nicholas never noticed the newt.
- Willie whistled while he walked.
- Hadassah heard the hard ball hit the ground, so she hurried to the basketball huddle.
- Frankie the fox hid in the box from the farmer.
- Greg the goat galloped through the grey fog.
- Nancy's next noodle bowl will be full of new spices.

Onset & Rime Time!

SAY:	DO:
We are going to sing our Onset & Rime song! Sing along with me! "It's Onset and Rime time! We want to here the beginning and ending sounds! We want to hear the beginning and ending sounds in a word! It will be so much fun until we are done hearing the beginning and ending sounds in a word!"	Sing the Onset and Rime Time song 1-2 times.
Let's practice our Onset & Rime skills! We want to hear the beginning sound (before the vowel) or onset in a word. Like the /s/ sound in set. We want to hear the ending sound or rime (ending letters with the vowel) in the same word. Like /et/ in set. When I say some words I want you to think of the onset and rime in each word just by hearing the word. Ok?	Wait for the students to say yes. Repeat directions as needed.
Think about this word: rock. What is the beginning (onset) and ending (rime) sound of the word? Whisper the onset and rime in your hand and hold them tight. We will share after we all have a chance to think first.	Listen and watch as students think of the onset and rime. Provide support as needed.
Ok, let's hear them. Think about this word: rock. What is the beginning (onset) and ending (rime) sound of the word? r-ock.	Repeat onset & rime practice with 1-2 words as time permits. Be sure all students have a chance to share their thinking with a partner or the full group. **Onset & Rime List**: dr-op, c-ot, m-ap, sl-ip, p-ack, st-ick, m-op, st-op, n-ot, sh-ow, r-ock

Learning Letters: Nn, Xx, Gg

SAY:	DO:
We are going to sing our Learning Letters song! Sing along with me! "It's time to learn our letters, our letters, our letters! It's time to learn our letters to help us learn to read."	Sing the Learning Letters song 1-2 times. Arrange students on the carpet or at tables, allowing enough space for them to put the **Letter Mat** on the floor (or table) and point to each letter on the mat.
Let's sing the Alphabet Song together and point to each letter on our mat as we sing it. I will begin, but you can sing along if you are ready.	Sing the Alphabet Song, modeling how to point to each letter as you sing it. Repeat a few times, encouraging students to follow along.

Learning Letters Instructional Practice

Complete the following for each letter: Nn, Xx, & Gg

We are going to review the letters we explored so far.... This is the letter "__"!	Show the letter "__" **wall card**.
This is the letter _____ (letter name, letter sound, key word, letter name. For example: Oo /o/ Olive Oo). "_____ (letter name, letter sound, key word, letter name)". This is uppercase "__" and the lowercase "__" (point to each as you say it). You can think about the uppercase letter as the mommy letter and the lowercase letter as the baby letter.	Skywrite the uppercase and lowercase letter, write the letter on table or carpet in front of you, say the letter, and its sound.
Now your turn.	Lead students to say the name, the word, and the sound several times. "_____ (letter name, letter sound, key word, letter name)"
Now let's write uppercase "__" in the air. Get out your air pencils!	Model how to start from the top and write the uppercase letter "__" in the air.
Now let's write lowercase "__" in the air. Get out your air pencils!	

Learning Letters: Nn, Xx, Gg (cont.)

SAY:

*Now let's find the letter "__" on our **Letter Mat**. Point to it if you see it. If you aren't sure how to find a letter on your **Letter Mat**, you can sing the Alphabet Song and point to each letter as you sing it to find the letter. I'll show you.*
Great thinking! You know the letter "____ (letter name, letter sound, key word, letter name)"!

DO:

Model how to start from the top and write the lowercase letter "__" in the air.

Displaying My Learning! Nn, Xx, Gg

SAY:

We are going to sing our I Know Letter Names and Sounds! Song. Sing along with me! "I know my letters, my letters, my letters. I know my letter sounds, my sounds too!"

DO:

Sing the I Know Letter Names and Sounds song 1-2 times.

Displaying My Learning Instructional Practice
Complete the following for each letter: Nn, Xx, & Gg

We are going to review the letters we explored so far.... This is the letter "__"!

*We know the letter, sound, and how to write the "____" letter! Pat yourself on the back! Since we know the letter when we see it, we know the sound it makes, and we know how to write it, we can make our letter ____ page in our **Learning My ABCs Book**!*

Rotate to make sure all students have the **Learning My ABCs Book** and crayons, colored pencils, or markers.

We are going to start with the letter _____. Take some time decorating your letter. As you complete the letter ___ page, say the letter name, the letter sound, and practice tracing how to write the letter.

Pat yourself on the back! You know the name, sound, and how to write the letter ___!