Directory of Los Angeles Unified School District (LAUSD) Digital Instructional Tools Providers

June 2023

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	DISCOVERY EDUCATION, INC.
	DREAMBOX LEARNING
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	EXPLORELEARNING, LLC
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	HEC SOFTWARE INC dba READING HORIZONS
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	LEARNING ALLY, INC.
	LEARNING A-Z, LLC CAMBIUM LEARNING
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	MIND RESEARCH INSTITUTE
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	NOREDINK CORP
	NOTABLE INC
	RENAISSANCE LEARNING, INC.
	ROSETTA STONE LTD
	SEESAW LEARNING, INC
	SHMOOP UNIVERSITY, INC.

SLOOH LLC
SUMMIT K12 HOLDINGS INC
THE CREIGHTON GROUP, INC.dba GUIDED COMPASS
THINKING NATION
WHIZZIMO, LLC
ZEARN, INC.

A. Introduction

The District issued a Request for Proposals (RFP) for Digital Instructional Tools with the goal of contracting a "bench" of vendors/providers that schools and offices can purchase from.

Twenty-eight (28) vendors, both for-profit and non-profit, were selected to provide digital instructional tools/platforms aligned directly with the District's instructional strategy, supporting concept development, skills mastery, and problem-solving skills of students in K-12. The vendors will provide digital instructional tools/platforms aligned with core content standards and curriculum in four areas below.

- Category 1 Instructional Delivery and Interaction
- Category 2 Personalized Learning & Assessment
- Category 3 World Languages
- Category 4 Specialized Digital Tool

B. Contracting Procedure

Principals and other responsible staff should review the selection of approved vendors to obtain information on digital content, scheduling, and pricing. Pricing should be within the guidelines contained within this directory.

Ariba purchase requisition requests should reference the Vendor Number and the Contract Number that is listed in this directory. The Product Category for professional services is 96102. Any questions or assistance with this process should be directed to the Buyer assigned to your region.

Step by Step Instructions:

- 1. Contact a vendor that offers services of interest to you. Obtain a quote, including the scope of work, and delivery schedule. If the services will extend over weeks or months, include an invoice as well.
- 2. Create a Purchase Requisition, referencing the Vendor Number and Contract Number that is listed in this directory. Be sure to attach the quote, scope of work and schedule.
- 3. Confirm that the vendor received the purchase order.

Vendor Name	Vendor Number	Contract No.	Category	Contact Email
AGE OF LEARNING, INC	1000024370	C208	1,2	caitlin.dwyer@aofl.com
AMPLIFY EDUCATION INC.	1000002963	C2804	1,2	proposals@amplify.com
CARNEGIE LEARNING, INC.	100003049	C209	1,2,3,4	rmitchell@carnegielearning.com
DISCOVERY EDUCATION, INC.	100003646	C3115	1,4	Rhicks@discoveryed.com
DREAMBOX LEARNING	1000007264	C2805	2	schools@dreambox.com
EDPUZZLE, INC.	1000016756	C210	4	schools@dreambox.com
EXPLORELEARNING, LLC	1000016015	C211	4	ELBids@explorelearning.com
FOOTSTEPS2BRILLIANCE, INC.	1000020408	C212	1,2	ilene@footsteps2briliiance.com
HEC SOFTWARE INC dba READING HORIZONS	1000012726	C3137	1	dustin.gus@readinghorizons.com
IXL LEARNING, INC	1000002478	C2807	1,2	proposals@ixl.com
LEARNING ALLY, INC.	1000003293	C213	1,4	twilson@learningally.org
LEARNING A-Z, LLC CAMBIUM LEARNING	1000011618	C214	1	LAZBids@learninga-z.com
LITERACY RESOURCES, LLC	1000018874	C215	1	mike@heggerty.org
MIND RESEARCH INSTITUTE	1000001285	C2808	1,2,4	eytoung@mindeducation.org
NEARPOD, INC	1000008466	C3116	1	severinev@nearpod.com
NEWSELA, INC.	1000008604	C3117	1,2	procurement@newsela.com
NOREDINK CORP	1000011606	C2809	1,2	rfp@noredink.com
NOTABLE INC	1000016138	C216	1,2,3,4	sales@kamiapp.com
RENAISSANCE LEARNING, INC.	1000001673	C2810	2,3,4	askproposals@renaissance.com
ROSETTA STONE LTD	1000001011	C2811	1,3	proposals@rosettastone.com
SEESAW LEARNING, INC	1000018228	C2812	1	legal@seesaw.me
SHMOOP UNIVERSITY, INC.	1000009528	C217	1,2,4	andy@shmoop.com
SLOOH LLC	1000024459	C218	4	mike@slooh.com
SUMMIT K12 HOLDINGS	1000004703	C1543	1,2	info@summitk12.com
THE CREIGHTON GROUP, INC.dba GUIDED COMPASS	1000017475	CR219	4	creighton@guidedcompass.com
THINKING NATION	1000019599	C220	1	spenser.mix@thinkingnation.org
WHIZZIMO, LLC	1000019251	C221	4	lincoln@whizzimo.com
ZEARN, INC.	1000013639	C2814	1,2	info@zearn.org

C. List of Providers for Digital Instructional Tools

Service Category Key: 1. Instructional Delivery and Interaction; 2. Personalized Learning & Assessment;

3. World Languages; 4. Specialized Digital Tool

SCHEDULE A

STATEMENT OF WORK

1.0 SCOPE

This Statement of Work (SOW) defines the effort required for the administration and reporting of the Los Angeles Unified School District (Los Angeles Unified) digital instructional tools/platform. Schools will be able to implement one of the following digital tools to support concept development, skills mastery and problem solving skills of students in grades K-12.

Digital tools/platforms as outlined below:

- Category I Instructional Delivery and Interaction
- Category II Personalized Learning and Assessment

2.0 STATEMENT OF WORK – The tasks required to successfully administer digital tools/platforms:

A. Properties of instructional tools should include:

- UNIVERSAL DESIGN: Platform must be designed so that materials function as intended for as many students as possible
- CONTENT: Platform design and materials should be developmentally appropriate and support standards-aligned learning
- ACCESSIBILITY: Items and tasks are presented with additional information or in alternative ways, in order to meet the specific needs of some students.
- SENSITIVITY: Content contained should not be distracting or upsetting for some students.
- CULTURAL AND LINGUISTIC RESPONSIVENESS: Digital tools must consider the cultural and linguistic diversity of the students in Los Angeles and should contain culturally and linguistically responsive materials that are appropriate for meeting the needs of all students (English Learner (EL), Standard English Learner (SEL), Student with Disabilities (SWD), etc.)
- International Society for Technology in Education (ISTE): Standards is a framework for learning in-depth, digital age skills and attributes with learning that is amplified through technology
 - o <u>ISTE Standards for Students</u> and/or
 - o ISTE Standards for Educators

B. The proposer's online platform must receive an approved LAUSD Unified Digital Instructional Procurement Plan (UDIPP) prior to contract execution. Proposer will not be authorized to provide any services unless proposer's LAUSD UDIPP application has been approved. The latest version of LAUSD UDIPP requirements must be met along with updated requirements released. The vendor shall monitor UDIPP approval expiration and complete renewal applications in a timely manner

Proposer must meet the LAUSD UDIPP requirements regarding SSO and SAML, Student Data Privacy, Data Security and LMS Compatibility. Determination as to whether a proposer meets those minimum qualifications will be based on their responses to the Unified Digital Instructional Procurement Plan Questionnaire, which can be found at <u>udipp.lausd.net</u>.

C. The effective, efficient, and timely completion of all tasks and requests is critical to the successful implementation of the digital tool.

CATEGORY I: INSTRUCTIONAL DELIVERY AND INTERACTION

Instructional delivery and interaction tools provide interactive lessons, interactive videos and gamification. Features such as drag and drop, recording, inputting responses, etc. should be developmentally appropriate for age and grade of students, as well as content areas being supported. Interactive teacher tools will allow teachers to create assignments, modify pre-made lessons, and create new lessons as applicable. The platform should provide teachers with the ability to include formative assessment in lessons, such as quizzes, polls, etc. as well as provide the ability to monitor assessment completion and results in real time. The platform should provide grade sync capabilities to automatically score and sync with the District's Learning Management System/Schoology. The platform should provide teachers with insights on using the formative assessment and dynamic media features to inform instructional next steps and student outcomes. Within the platform interactive, lessons can be teacher-led and educators should also be able to assign them for students to complete independently as needed.

They may address multiple content areas or a single content area such as:

- English Language Arts
- Mathematics
- Science
- History/Social Studies
- Social Emotional Learning
- Arts Education
- Physical Education
- English Language Development
- Multiple content areas
- Computer Science Education
- Coding
- Cybersecurity Education
- Digital Citizenship

CATEGORY II: PERSONALIZED LEARNING AND ASSESSMENT

Personalized learning and assessment supplementary digital tools will assess students' entry level skills and then provide a personalized course of CA Common Core aligned standards based learning activities to reinforce growth areas and deepen understanding in areas of strength. Features such as drag and drop, recording, inputting responses, etc. should be developmentally appropriate for age and grade of students, as well as content areas being supported. The platform should provide teachers with the ability to include formative assessment in lessons, such as quizzes, polls, etc. as well as provide the ability to monitor assessment completion and results in real time. The platform should provide grade sync capabilities to automatically score and sync with the District's Learning Management System/Schoology. The platform should provide teachers with insights on using the formative assessment and dynamic media features to inform instructional next steps and student outcomes. Within the platform interactive, lessons can be teacher-led and educators should also be able to assign them for students to complete independently as needed.

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- English Language Arts
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- Science
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- Social Emotional Learning
- Arts Education
- Physical Education
- English Language Development
- Computer Science Education
- Coding
- Cybersecurity Education
- Digital Citizenship

FEATURES ACROSS ALL DIGITAL TOOL CATEGORIES

MATERIAL FOR EDUCATORS

Digital Tool materials shall include:

- The digital activities and games should be standards aligned, can be used flexibly for various blended learning models or as an extra enhancement for core instruction.
- Teachers should be able to place any student at any spot in the curriculum to enhance the work on specific content the class is learning via their core curriculum.
- Should include digital manipulatives, when applicable, to support students with problem solving and sense making.
- Embedded formative assessments which provide instant feedback for the students, including pre and post assessments, progress monitoring, and standardized test preparation.

- The platform shall support access through on-line connections via operating systems commonly found on MacBooks, iPads, Chromebooks, Personal Computers (desktops/laptops), Interactive Smart Boards and Interactive Projectors. The digital curriculum must be compatible with these devices. Digital tools must meet the minimum operating specifications as follows:
 - iOS 13 and higher for iPads
 - Windows 10 OS and higher for laptops and PCs
 - MacOS 11 and higher for Macbooks
- Platform should include data reporting to address the following:
 - Individual student progress and completion of activities/games
 - Teacher/Classroom report on student progress on standards and completion of activities/games
 - School Administrators, District and Region level administrators and coordinators have access to the platform analytics through the LAUSD single sign-on

PROFESSIONAL DEVELOPMENT

Teachers and administrators shall be provided with initial in-person or on-line training which will provide an overview of the digital tool program and training on how to access, navigate, and utilize both print and digital materials. Training will also support teachers with best practices in terms of blended learning models and use of the digital tool to enhance their core curriculum and provide intervention/enrichment for students with the goal of differentiating and personalizing instruction. Teachers will receive training and support in utilizing assessment data to make instructional decisions.

Teachers and administrators shall be provided follow-up implementation support training and ongoing coaching support shall be made available in-person and/or virtually. This ongoing support will deepen teachers and administrators strategic use of the digital tool and support schools with bringing in parents/caregivers as equal partners in teaching and learning but with at-home connections.

Professional development for school site leadership and district leadership shall include quarterly data charts around completion of lessons/activities/games by grade level and students and whether recommended usage goals are being met in alignment with the research supporting the use of the digital tool.

Services must include on-going digital support for questions that arise regarding access, functionality and usage.

MATERIAL FOR FAMILIES

The supplemental digital tool shall include resources that parents may access from home, including asynchronous lessons/activities/games and videos. These will include modeling of activities and games, as well as additional resources that will increase family engagement, enhance classroom learning, and reduce learning loss. The videos and resources shall take advantage of digital and mobile technology and will be used to build instructional supports between families and their school. Families will also be provided with multiple opportunities to attend webinars which will provide tools and resources to support their child's numeracy development in the home.

3.0 SECURITY OF ALL MATERIALS AND DATA

The Contractor shall obtain a completed and completely approved LAUSD Unified Digital Instructional Procurement Plan (UDIPP) and adhere to the security requirements therein. **Contractor will not be authorized to work on any services unless contractor's LAUSD UDIPP application has been approved.**

4.0 DATA COLLECTION

The Contractor shall collect enrollment, student and other data transfers necessary through a mutually agreed upon data transfer process with L.A. Unified Office of Data Accountability.

5.0 DATA ANALYSES

The Contractor shall provide usage and achievement data as applicable to the platform in a format that is integrated with LAUSD data systems. An automated data feed at regular intervals using the SFTP transfer process will be required per LAUSD specifications.

6.0 TECHNICAL SUPPORT

- 6.1 The Contractor shall provide a help desk for customer support for L.A. Unified schools and staff. The Help Desk shall offer phone customer support, online chat boxes and chat rooms.
- 6.2 In addition to chat based support and online service tickets, the Contractor shall provide tiered support that includes a toll-free telephone number that will lead to a "live" person for technical support questions between 7:30 a.m. and 4:30 p.m. Pacific time Monday through Friday.
- 6.3 The Contractor shall provide resolution to the following within the time frames specified:
 - A. Resolution to all problems logged with technical support within the next business day
 - B. Resolution to all high priority calls logged with technical support within 4 hours
 - C. High priority treatment for any problems logged that cannot be resolved within the above time frame. These problems shall be resolved by providing resources for timely follow-up
- 6.4 The Contractor shall maintain a service log and provide to Los Angeles Unified upon request and during regular implementation meetings. The log shall include technical support requests with a description of how the matters have been resolved.
- 6.5 The Contractor's support processes shall be aligned with the District's IT helpdesk and other support providers to the District. The District's IT helpdesk currently uses Service Center from Remedy. Where applicable, this method of providing and maintaining support shall be used.
- 6.6 The Contractor's platform must work with comparable effectiveness with all common internet browsers and computer makes.

7.0 DATA MANAGEMENT

- A. Usage and/or achievement related to the digital tool is to be hosted on the Contractor's cloud-based server(s) as designated and approved by L.A. Unified, covers the data produced by the full range of activities. Data management must comply with Data Use Agreement provisions in the approved L.A. Unified UDIPP.
- B. These data shall be available via web pages, secure file transfer protocol (SFTP), and restricted and secure user logons. The secure user logons of any server housing any District information shall authenticate against an LDAP V3 compliant user Directory housed on the District's network. User account authorization provisioning shall occur within the Contractor provided application(s). Availability shall be encrypted at the discretion of the L.A. Unified commensurate to the confidentiality of the information hosted on the system. Any student level data shall be maintained in a secure and confidential manner as outlined in the L.A. Unified UDIPP. Notwithstanding any of the above specifications, the security of all confidential data shall meet all District standards and policies outlined in the UDIPP.
- C. Access to the data web pages and usage and/or achievement data must be provided for long-term substitutes on a temporary basis when requested by the school's principal or representative.

8.0 TRAINING

The Contractor shall provide training to LAUSD staff based on a professional development plan created with district staff. Professional development shall include initial training in-person and/or virtual, follow up training and support and office hours.

9.0 PROJECT MANAGEMENT

9.1 IMPLEMENTATION AND TRAINING PLAN

The contractor shall work collaboratively with the District to develop an implementation plan that includes data integration, professional development and regular review of usage and achievement data.

9.2 MINUTES AND RECORDS

The Contractor shall take minutes and record the list of participants from all meetings, including, but not limited to, management meetings and any technical advisory groups. If any work tasks are outlined in the minutes, the person(s) responsible for these tasks and the target completion dates must be identified in the minutes as well. Within two (2) weeks after each meeting (or such other time designated by the District), the Contractor shall maintain and submit to the District, all minutes and records in writing and/or electronically for review and final approval.

9.3 MONITORING ACTIVITIES

To be successful, this project requires an effective management team.

- 9.3.1 The Contractor must provide a designated Project Manager and technical support coordinator. If subcontractors are used, a Project Coordinator must be designated for each subcontractor. The professional qualifications of the team members shall be appropriate to ensure the overall success of implementation.
- 9.3.2 The Contractor's Project Manager shall communicate, either in person or by telephone, with designated District staff, on a weekly basis, as needed and scheduled by the District, to review progress and performance. The review criteria will include, but not be limited to, problems encountered under the contract, future performance under the contract, and any other subject relating to completion of tasks under this contract.
- 9.3.3 The Contractor shall prepare monthly and annual impact reports with usage and achievement data by school, region and district. The reports shall be submitted to the District and reviewed during regular implementation meetings.

L.A. Unified reserves the right to use and reproduce all reports, summaries, and data reports developed pursuant to this agreement.

10.0 DATA EXPORT IMPORT REQUIREMENTS

Requirements for Data Export were derived from the following artifacts:

- Table A Data Export Requirements
- Table B Sample File of Data Items

Contractor agrees to meet all of the stated requirements in the aforementioned exhibits that explicitly pertain to the Data Export Requirements.

Acceptance Criteria

The acceptance criteria that will constitute conformity with LAUSD's stated business requirements are as follows:

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1	Data is received nightly or streamed, if applicable. Time of day to be agreed upon at a later time
2	Data is delivered via SFTP/Control M or API and is encrypted in transmittal.
3	Data is produced with 1 file with users, courses, and "activities", and academic growth.
4	Data will contain a district unique identifier such as LAUSD Email, Employee ID or Student ID.
5	Data will contain a district unique identifier for each school location (School Code).
6	Activity data may include assessment results, messages sent, resources created, coursework including external/resource links utilized, assignments, files uploaded, submissions, and other activities of the instructional tool as applicable
7	Data must include all elements to allow LA Unified to create the following report for teachers and students: Unique logins/clicks per (timeframe)
8	Data must include all elements to allow LA Unified to create the following report for teachers and students: Overall logins/clicks per (timeframe)
9	Data must include all elements to allow LA Unified to create the following report for teachers and students: Activities (as defined by vendor)
10	Data must include all elements to allow LA Unified to create the following report for teachers and students Time Spent on Platform
11	 Device Usage Type of Device Used (mobile Browser) IP Address (used by District to identify internal firewall versus "at home" logins)

Table A - Data Export Requirements

Table B - Sample File of Data Items

Example of data items with corresponding descriptions.

The following usage data information is requested for all products. All marked with (*) are required. Please set up a meeting with the LAUSD team for a weikthrough of this template.

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This Is a unique value to identify the vendor in LAUSD Tables	This is a unique value to identify the Product in LAUSD		Code, or cost center code	Identifier for the type of device that was used to access platform		Browser Type	Browser Version	IP Address (used by District to identify internal firewall versus "at home" logins)					Duration	Assignment Score Grade	Standard addressed
Partner ID*	Product ID*	User ID (Lausd)'	User School Id (LAUSD)	Device Туре*	Device Version	Browser Type"	Browser Version*	IP	Activity Type"	Activity Action type	Activity ID	Time STMP*			
Pannorito	1	first.last@mymail.lausd.ne	, ,	Iphane	Device version	Safari		100.xxx.x.x	Assignment	Submit	Assignment (D	06/12/2020 12:12:34 PST			
		first.last@mymail.lausd.ne		Leptop	Í	Chrome	80	· · · · · · · · · · · · · · · · · · ·	Course		Course ID				
		lirst.last@mymail.lausd.ne		Laptop	1	Chrome	80	1	Login	Updale	Section ID				
	Your Product Name	lirst.last@mymail.lausd.ne	t	Laptop		Chrome	80		Logout	View					
	Your Product Name	first.last@mymail.lausd.ne	t	Laptop		Chrome	80		Section	Complete					
		lirst.last@mymail.lausd.ne		Laptop		Chrome	80		Lessons						
	Your Product Name	first.last@mymail.lausd.ne	t	Laptop	ļ	Chrome	80		General Activity						
		lirst.last@mymail.lausd.ne		chromebook		Chrome	80		Assignment	Update					
	Your Product Name	lirst.last@mymail.lausd.ne	t	chramebook		Chrome	80		Assessment	Slart					
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11.0 APPROVED PRODUCTS

Category I – Instructional Delivery and Interaction

1. My Math Academy

2. My Reading Academy

Category II – Personalized Learning and Assessment

1. My Math Academy

2. My Reading Academy

12.0 PLATFORM FUNCTIONALITY

Age of Learning looks forward to partnering with LAUSD to substantially enhance reading and math learning outcomes for young students.

General Description of the Solutions

Age of Learning is the leading education technology provider for young learners and the creator of ABCmouse.com *Early Learning Academy*, the award-winning comprehensive curriculum that helps prepare children for kindergarten through 2nd grade. Age of Learning built upon its ABCmouse experience and applied well-established principles of learning science to develop its adaptive, personalized programs *My Math Academy* and *My Reading Academy*.

Key highlights of My Math Academy and My Reading Academy include:

• The digital learning experiences rapidly assess student levels, then provide teachers with actionable information regarding what each student knows and does not know, as well as lesson resources to support differentiated instruction in the classroom

• Recommended lesson plans include one-on-one and small group instruction

• Learning Objectives in *My Math Academy* and *My Reading Academy* are aligned to California's Preschool Learning Foundations and the California Common Core State Standards

• Easy to implement in a variety of classroom situations, and by parents/caregivers at home, a highly experienced Customer Success team is available to assist in training, set up, and ongoing support for provider sites, families and caregivers, and staff

• Extensive design research with young learners ensures the digital learning experiences are developmentally appropriate from an interface and usability perspective

• *My Math Academy* is proven to be effective in significantly accelerating early math learning outcomes, as evidenced by multiple evaluation studies aligned with the Every Student Succeeds Act (ESSA). *My Math Academy* has been certified by LearnPlatform, a leading third-party research organization, as meeting the highest level of evidence standards under ESSA, Tier 1 – Strong Evidence

• In multiple research studies, students who regularly used *My Reading Academy* significantly outperformed students who did not use the program on early literacy skills. *My Reading Academy* has been certified by LearnPlatform as meeting requirements for ESSA Tier 2 – Moderate Evidence

• Easy-to-access, robust reporting collects and tracks data system-wide by class and student

Additionally

• The programs are web-based with a user-friendly interface for children,

parents/caregivers, and educators, accessible both in the classroom and at home

• The programs operate on computers, tablets, and smartphones

• The systems have credentialed log in security at multiple levels, providing administrators with the capability of assigning various levels of access to settings and reports

• The *My Math Academy* student-facing app, Educator Dashboard, and Educator/Caregiver Centers are available in Spanish and English. The *My Reading Academy* Educator Dashboard and Caregiver Center are currently available in English and are planned to be released in Spanish in Spring 2023.

END OF STATEMENT OF WORK

SCHEDULE B

CONTRACTOR'S RATES

Age of Learning has provided an overall pricing guide for Los Angeles Unified School District (LAUSD) as well as 10 different pricing scenarios:

School/Site Pricing

•Scenario #1: My Math Academy - School

•Scenario #2: My Reading Academy - School

•Scenario #3: My Math Academy and My Reading Academy – School

District-Wide, Grade Level Pricing (for all PK&K or all 1st Grade or all 2nd Grade students)

•Scenario #4: *My Math Academy* – District-Wide, Grade-Level

•Scenario #5: My Reading Academy – District-Wide, Grade-Level

•Scenario #6: My Math Academy and My Reading Academy – District-Wide, Grade-Level

District-Wide Pricing (for all PK- 2nd Grade students)

•Scenario #7: My Math Academy - District-Wide

•Scenario #8: My Reading Academy – District-Wide

•Scenario #9: My Math Academy and My Reading Academy – District-Wide

And, for our Best and Final Offer submission, we have added: •Scenario #10: *My Math Academy* and *My Reading Academy* – 100 Turnaround Schools

The following services are included with the purchase of *My Math Academy* and/or *My Reading Academy* student subscriptions at no additional cost:

•educator and parent/caretaker access

•self-guided virtual professional development modules

•implementation& configuration

•customer success management

•technical product support

Age of Learning will provide LAUSD an additional 5% discount for a multi-year agreement.

Option for Efficacy-Based Contract

Age of Learning viewed a publicly available video of Superintendent Carvalho's remarks at an education conference last week, where he said he would like LAUSD vendors to "engage in efficacy-based contracting" with the District. He went on to say, "if I deliver on the fidelity of implementation, meaning I deliver the kids and number of minutes that kids are in touch, have access to the service, then I expect you to deliver on outcomes and results. And to the extent that you exceed the bottom line, you get more money. To the extent that you perform below the bottom line, and I delivered on fidelity, then you owe me money."

Age of Learning is fully confident in the research-validated efficacy of our programs and would be excited to enter an efficacy-based contract as part of this RFP, if LAUSD is interested in doing so. We would be willing to provide a rebate of 100% of the software license price for any student who, after meeting minimum weekly usage thresholds, does not achieve mutually agreed

Age of Learning Categories 1 & 2 Agreement No.: 4400011513

upon outcomes on the District's preferred math outcome measure (for *My Math Academy*) or literacy outcome measure (for *My Reading Academy*). Age of Learning would welcome the opportunity to partner with LAUSD staff to develop an efficacy-based contract that responds to the Superintendent's call to ensure vendor accountability and student success.

Please note that this is simply an option for LAUSD's consideration that seeks to be responsive to Superintendent Carvalho's comments. Age of Learning remains willing to enter a traditional contract if that is the District's preference for this RFP.

Overall Pricing for Los Angeles Unified School District

Category	Unit	Price
Subscription License Agreement		
My Math Academy or My Reading Academy Student Annual Subscription	Per student per year (25,000+ total district licenses)	\$23
My Math Academy or My Reading Academy Student Annual Subscription	Per student per year (10,000-24,999 total district licenses)	\$25
My Math Academy or My Reading Academy Student Annual Subscription	Per student per year (1,000-9,999 total district licenses)	\$35
My Math Academy or My Reading Academy Student Annual Subscription	Per student per year (less than 1,000 total district licenses)	\$45
My Math Academy or My Reading Academy Annual Site License	Per site/school per year	\$6,900
Bundles		
My Math Academy and My Reading Academy Student Annual Subscription	Per student per year (25,000+ total district licenses)	\$44
My Math Academy and My Reading Academy Student Annual Subscription	Per student per year (10,000-24,999 total district licenses)	\$48
My Math Academy and My Reading Academy Student Annual Subscription	Per student per year (1,000-9,999 total district licenses)	\$65
My Math Academy and My Reading Academy Student Annual Subscription	Per student per year (less than 1,000 total district licenses)	\$80
My Math Academy and My Reading Academy Annual Site License	Per site/school per year	\$13,000
Professional Learning	and the second second second second	A
On-Site Day	Up to three 2-hour sessions per day Up to 35 participants in each session	\$3,500
On-Site 3-Day Bundle	Bundle of 3 on-site days Up to three 2-hour sessions per day Up to 35 participants in each session	\$8,250
Webinar	Each webinar is a 2-hour session for up to 50 participants	\$500
Self-Guided Virtual Modules	Included with Student Subscriptions	N/A
Other Fees		
Customization and Integration – District	Annual 3rd party integration fee for district	\$4,500
Customization and Integration – School	Annual 3rd party integration fee for school	\$250
Implementation & Configuration	Included with Student Subscriptions	N/A
Customer Success Management	Included with Student Subscriptions	N/A
Technical Product Support	Included with Student Subscriptions	

Note: Age of Learning also includes an additional 5% discount for multi-year agreement.

Category	Unit	Price
Subscription License Agreement	Annual for all PK-2 students in a school/site (44% discount)	\$6,900
Customization and Integration	Annual 3 rd party integration fee	\$250
Professional Learning (PL) – Webinars	2 webinars Each webinar is a 2-hour session for up to 50 participants. (67% discount)	\$1,000
Professional Learning (PL) – Self-Guided Virtual Modules	Included in Subscription License Agreement	N/A
Implementation and monitoring	Included in Subscription License Agreement	N/A
Other Costs	N/A	N/A
Total Annual Cost (My Math . License)	Academy – School Site	\$8,150*

Pricing Scenario #1: My Math Academy - School Site License

*Additional 5% discount for multi-year agreement.

COMPANY NAME: Age of Learning, Inc.

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FEDERAL ID #: 36-4605531

DATE: 4/25/2023

Category	Unit	Price
Subscription License Agreement	Annual for all PK-2 students in a school/site (44% discount)	\$6,900
Customization and Integration	Annual 3 rd party integration fee	\$250
Professional Learning (PL) – Webinars	2 webinars Each webinar is a 2-hour session for up to 50 participants. (67% discount)	\$1,000
Professional Learning (PL) – Self-Guided Virtual Modules	Included in Subscription License Agreement	N/A
Implementation and monitoring	Included in Subscription License Agreement	N/A
Other Costs	N/A	N/A
Total Annual Cost (My Readi License)	ng Academy – School Site	\$8,150*

Pricing Scenario #2: My Reading Academy - School Site License

*Additional 5% discount for multi-year agreement.

COMPANY NAME: Age of Learning, Inc.

Ty West AUTHORIZED SIGNATURE:

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FEDERAL ID #: 36-4605531

DATE: 4/25/2023

Pricing Scenario #3: My Math Academy & My Reading Academy – School Site License

Category	Unit	Price
Subscription License Agreement	Annual for all PK-2 students in a school/site (50% discount)	\$13,000
Customization and Integration	Annual 3 rd party integration fee	\$250
Professional Learning (PL) – Webinars	3 webinars Each webinar is a 2-hour session for up to 50 participants. (67% discount)	\$1,500
Professional Learning (PL) – Self-Guided Virtual Modules	Included in Subscription License Agreement	N/A
Implementation and monitoring	Included in Subscription License Agreement	N/A
Other Costs	N/A	N/A
Total Annual Cost (My Math A Academy – School Site Licer	\$14,750*	

*Additional 5% discount for multi-year agreement.

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Pricing Scenario #4: My Math Academy – District-Wide, Grade-Level (For all PK&K or all 1st Grade or all 2nd Grade students)

Category	Unit	Price
Subscription License Agreement	Annual for a grade of students (All PK&K or all 1 st grade or all 2 nd grade) (49% discount)	\$989,000
Customization and Integration	Annual 3 rd party integration fee	\$4,500
Professional Learning (PL) – On-Site Days	50 on-site days Up to three 2-hour sessions (Each day) Up to 35 participants in each session (39% discount)	\$137,500
Professional Learning (PL) – Webinars	50 webinars Each webinar is a 2-hour session for up to 50 participants. (67% discount)	\$25,000
Professional Learning (PL) – Self-Guided Virtual Modules	Included in Subscription License Agreement	N/A.
Implementation and monitoring	Included in Subscription License Agreement	N/A
Other Costs	N/A	N/A
Total Annual Cost (My Math . Grade-Level)	Academy - District-Wide,	\$1,156,000*

*Additional 5% discount for multi-year agreement.

COMPANY NAME: Age of Learning, Inc.

AUTHORIZED SIGNATURE:

Ty West

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DATE: 4/25/2023

Category	Unit	Price
Subscription License Agreement	Annual for a grade of students (All PK&K or all 1 st grade or all 2 nd grade) (49% discount)	\$989,000
Customization and Integration	Annual 3 rd party integration fee	\$4,500
Professional Learning (PL) – On-Site Days	50 on-site days Up to three 2-hour sessions (Each day) Up to 35 participants in each session (39% discount)	\$137,500
Professional Learning (PL) – Webinars	50 webinars Each webinar is a 2-hour session for up to 50 participants. (67% discount)	\$25,000
Professional Learning (PL) – Self-Guided Virtual Modules	Included in Subscription License Agreement	N/A
Implementation and monitoring	Included in Subscription License Agreement	N/A
Other Costs	N/A	N/A
Total Annual Cost (My Readi Grade-Level)	ng Academy – District-Wide,	\$1,156,000*

Pricing Scenario #5: My Reading Academy – District-Wide, Grade-Level (For all PK&K or all 1st Grade or all 2nd Grade students)

COMPANY NAME: Age of Learning, Inc.

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Pricing Scenario #6: My Math Academy & My Reading Academy – District-Wide, Grade-Level (For all PK&K or all 1st Grade or all 2nd Grade students)

Category	Unit	Price
Subscription License Agreement	Annual for a grade of students (All PK&K or all 1 st grade or all 2 nd grade) (51% discount)	\$1,892,000
Customization and Integration	Annual 3 rd party integration fee	\$4,500
Professional Learning (PL) – On-Site Days	50 on-site days Up to three 2-hour sessions (Each day) Up to 35 participants in each session (39% discount)	\$137,500
Professional Learning (PL) – Webinars	50 webinars Each webinar is a 2-hour session for up to 50 participants. (67% discount)	\$25,000
Professional Learning (PL) – Self-Guided Virtual Modules	Included in Subscription License Agreement	N/A
Implementation and monitoring	Included in Subscription License Agreement	N/A
Other Costs	N/A	N/A
Total Annual Cost (My Math Academy – District-Wide, Gr Additional 5% discount for multi-w	ade-Level)	\$2,059,000*

*Additional 5% discount for multi-year agreement.

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Category	Unit	Price	
Subscription License Agreement	Annual for all PK-2 students (49% discount)	\$2,967,000	
Customization and Integration	Annual 3 rd party integration fee	\$4,500	
Professional Learning (PL) – On-Site Days	50 on-site days Up to three 2-hour sessions (Each day) Up to 35 participants in each session (39% discount)	\$137,500	
Professional Learning (PL) – Webinars	50 webinars Each webinar is a 2-hour session for up to 50 participants. (67% discount)	\$25,000	
Professional Learning (PL) – Self-Guided Virtual Modules	Included in Subscription License Agreement	N/A	
Implementation and monitoring	Included in Subscription License Agreement	N/A	
Other Costs	N/A	N/A	
Total Annual Cost (My Math	Academy - District-Wide)	\$3,134,000*	

Pricing Scenario #7: My Math Academy - District-Wide

*Additional 5% discount for multi-year agreement.

COMPANY NAME: Age of Learning, Inc.

AUTHORIZED SIGNATURE: Ty West PRINT NAME: Ty West

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FEDERAL ID #: 36-4605531

Category	Unit	Price	
Subscription License Agreement	Annual for all PK-2 students (49% discount)	\$2,967,000	
Customization and Integration	Annual 3 rd party integration fee	\$4,500	
Professional Learning (PL) – On-Site Days	50 on-site days Up to three 2-hour sessions (Each day) Up to 35 participants in each session (39% discount)	\$137,500	
Professional Learning (PL) – Webinars	50 webinars Each webinar is a 2-hour session for up to 50 participants. (67% discount)		
Professional Learning (PL) – Self-Guided Virtual Modules	Included in Subscription License Agreement	N/A	
Implementation and monitoring	Included in Subscription License Agreement	N/A	
Other Costs	N/A	N/A	
Total Annual Cost (My Readi	ng Academy – District-Wide)	\$3,134,000*	

Pricing Scenario #8: My Reading Academy - District-Wide

*Additional 5% discount for multi-year agreement.

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DATE: 4/25/2023

Pricing	Scenario #9:	My Math A	Academy	& My	Reading	Academy -
		Dist	rict-Wide			

Category	Unit	Price	
Subscription License Agreement	Annual for all PK-2 students (51% discount)	\$5,676,000	
Customization and Integration	Annual 3 rd party integration fee	\$4,500	
Professional Learning (PL) – On-Site Days	50 on-site days Up to three 2-hour sessions (Each day) Up to 35 participants in each session (39% discount)	\$137,500 \$25,000	
Professional Learning (PL) – Webinars	50 webinars Each webinar is a 1-hour session for up to 50 participants. (67% discount)		
Professional Learning (PL) – Self-Guided Virtual Modules	Included in Subscription License Agreement	N/A	
Implementation and monitoring	Included in Subscription License Agreement	N/A	
Other Costs	N/A	N/A	
Total Annual Cost (My Math Academy & My Reading Academy – District-Wide)		\$5,843,000*	

*Additional 5% discount for multi-year agreement.

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DATE: 4/25/2023

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Category	Unit	Price	
Subscription License Agreement	Annual for all PK-2 students in one of the 100 turnaround schools (47% discount)	\$1,300,000	
Customization and Integration	Annual 3 rd party integration fee	\$4,500	
Professional Learning (PL) – On-Site Days	50 on-site days Up to three 2-hour sessions (Each day) Up to 35 participants in each session (39% discount)	\$137,500 \$25,000	
Professional Learning (PL) – Webinars	50 webinars Each webinar is a 1-hour session for up to 50 participants. (67% discount)		
Professional Learning (PL) – Self-Guided Virtual Modules	Included in Subscription N/A License Agreement		
Implementation and monitoring	Included in Subscription License Agreement	N/A	
Other Costs	N/A	N/A	
Total Annual Cost (My Math Academy – 100 Turnaround		\$1,467,000*	

Pricing Scenario #10: My Math Academy & My Reading Academy – 100 Turnaround Schools

*Additional 5% discount for multi-year agreement.

COMPANY NAME: Age of Learning, Inc.

AUTHORIZED SIGNATURE:

Ty West

PRINT NAME: Ty West

FEDERAL ID # 38-4605531

DATE: 4/25/2023

SCHEDULE A

STATEMENT OF WORK

1.0 SCOPE

This Statement of Work (SOW) defines the effort required for the administration and reporting of the Los Angeles Unified School District (Los Angeles Unified) digital instructional tools/platform. Schools will be able to implement one of the following digital tools to support concept development, skills mastery and problem solving skills of students in grades K-12.

Digital tools/platforms as outlined below:

- Category I Instructional Delivery and Interaction
- Category II Personalized Learning and Assessment
- Category IV Specialized Digital Learning Tool

2.0 STATEMENT OF WORK – The tasks required to successfully administer digital tools/platforms:

A. Properties of instructional tools should include:

- UNIVERSAL DESIGN: Platform must be designed so that materials function as intended for as many students as possible
- CONTENT: Platform design and materials should be developmentally appropriate and support standards-aligned learning
- ACCESSIBILITY: Items and tasks are presented with additional information or in alternative ways, in order to meet the specific needs of some students.
- SENSITIVITY: Content contained should not be distracting or upsetting for some students.
- CULTURAL AND LINGUISTIC RESPONSIVENESS: Digital tools must consider the cultural and linguistic diversity of the students in Los Angeles and should contain culturally and linguistically responsive materials that are appropriate for meeting the needs of all students (English Learner (EL), Standard English Learner (SEL), Student with Disabilities (SWD), etc.)
- International Society for Technology in Education (ISTE): Standards is a framework for learning in-depth, digital age skills and attributes with learning that is amplified through technology
 - O ISTE Standards for Students and/or
 - O ISTE Standards for Educators

B. The proposer's online platform must receive an approved LAUSD Unified Digital Instructional Procurement Plan (UDIPP) prior to contract execution. Proposer will not be authorized to provide any services unless proposer's LAUSD UDIPP application has been approved. The latest version of LAUSD UDIPP requirements must be met along with updated requirements released. The vendor shall monitor UDIPP approval expiration and complete renewal applications in a timely manner

Proposer must meet the LAUSD UDIPP requirements regarding SSO and SAML, Student Data Privacy, Data Security and LMS Compatibility. Determination as to whether a proposer meets those minimum qualifications will be based on their responses to the Unified Digital Instructional Procurement Plan Questionnaire, which can be found at <u>udipp.lausd.net</u>.

C. The effective, efficient, and timely completion of all tasks and requests is critical to the successful implementation of the digital tool.

CATEGORY I: INSTRUCTIONAL DELIVERY AND INTERACTION

Instructional delivery and interaction tools provide interactive lessons, interactive videos and gamification. Features such as drag and drop, recording, inputting responses, etc. should be developmentally appropriate for age and grade of students, as well as content areas being supported. Interactive teacher tools will allow teachers to create assignments, modify pre-made lessons, and create new lessons as applicable. The platform should provide teachers with the ability to include formative assessment in lessons, such as quizzes, polls, etc. as well as provide the ability to monitor assessment completion and results in real time. The platform should provide grade sync capabilities to automatically score and sync with the District's Learning Management System/Schoology. The platform should provide teachers with insights on using the formative assessment and dynamic media features to inform instructional next steps and student outcomes. Within the platform interactive, lessons can be teacher-led and educators should also be able to assign them for students to complete independently as needed.

They may address multiple content areas or a single content area such as:

- English Language Arts
- Mathematics
- Science
- History/Social Studies
- Social Emotional Learning
- Arts Education
- Physical Education
- English Language Development
- Multiple content areas
- Computer Science Education
- Coding
- Cybersecurity Education
- Digital Citizenship

CATEGORY II: PERSONALIZED LEARNING AND ASSESSMENT

Personalized learning and assessment supplementary digital tools will assess students' entry level skills and then provide a personalized course of CA Common Core aligned standards based learning activities to reinforce growth areas and deepen understanding in areas of strength. Features such as drag and drop, recording, inputting responses, etc. should be developmentally appropriate for age and grade of students, as well as content areas being supported. The platform should provide teachers with the ability to include formative assessment in lessons, such as quizzes, polls, etc. as well as provide the ability to monitor assessment completion and results in real time. The platform should provide grade sync capabilities to automatically score and sync with the District's Learning Management System/Schoology. The platform should provide teachers with insights on using the formative assessment and dynamic media features to inform instructional next steps and student outcomes. Within the platform interactive, lessons can be teacher-led and educators should also be able to assign them for students to complete independently as needed.

They may address multiple content areas or a single content area such as:

- English Language Arts
- Mathematics
- Science
- History/Social Studies
- Social Emotional Learning
- Arts Education
- Physical Education
- English Language Development
- Computer Science Education
- Coding
- Cybersecurity Education
- Digital Citizenship

CATEGORY IV: SPECIALIZED DIGITAL LEARNING TOOL

Specialized digital learning tools provide teachers and students with supplemental tools that will enhance the learning experience and are utilized for a specific purpose. The purpose of the tool should be connected to a specific usage and content area. Tools can fall into categories such as:

- Video conferencing
- Document annotation
- Digital recording and screencasting
- Electronic Reference materials
- Music Production
- Graphic Design
- Photography
- Digital Storytelling
- Film production/editing
- Research

- Science labs
- Presentation
- 3D Design and printing
- Augmented Reality
- Virtual Reality
- XR (Extended Reality: Augmented Reality and Virtual Reality, and Mixed Reality Combined)
- Artificial Intelligence & Machine Learning
- Generative Text
- Communication
- Survey Tools
- Homework Help
- Assessment Tools
- Simulations
- Game-Based Learning
- esports

FEATURES ACROSS ALL DIGITAL TOOL CATEGORIES

MATERIAL FOR EDUCATORS

Digital Tool materials shall include:

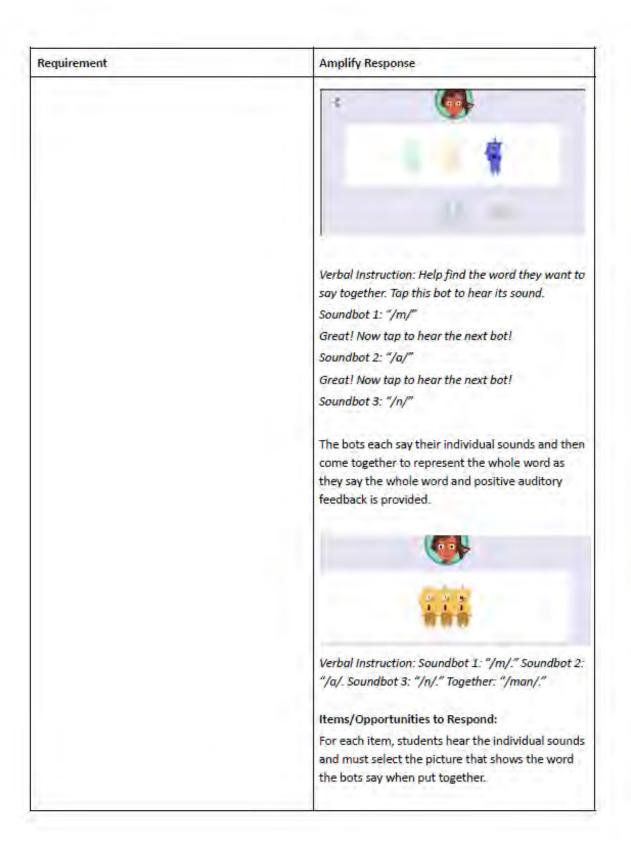
- The digital activities and games should be standards aligned, can be used flexibly for various blended learning models or as an extra enhancement for core instruction.
- Teachers should be able to place any student at any spot in the curriculum to enhance the work on specific content the class is learning via their core curriculum.
- Should include digital manipulatives, when applicable, to support students with problem solving and sense making.
- Embedded formative assessments which provide instant feedback for the students, including pre and post assessments, progress monitoring, and standardized test preparation.
- The platform shall support access through on-line connections via operating systems commonly found on MacBooks, iPads, Chromebooks, Personal Computers (desktops/laptops), Interactive Smart Boards and Interactive Projectors. The digital curriculum must be compatible with these devices. Digital tools must meet the minimum operating specifications as follows:
 - iOS 13 and higher for iPads
 - Windows 10 OS and higher for laptops and PCs
 - MacOS 11 and higher for Macbooks
 - Platform should include data reporting to address the following:
 - Individual student progress and completion of activities/games
 - Teacher/Classroom report on student progress on standards and completion of activities/games
 - School Administrators, District and Region level administrators and coordinators have access to the platform analytics through the LAUSD single sign-on

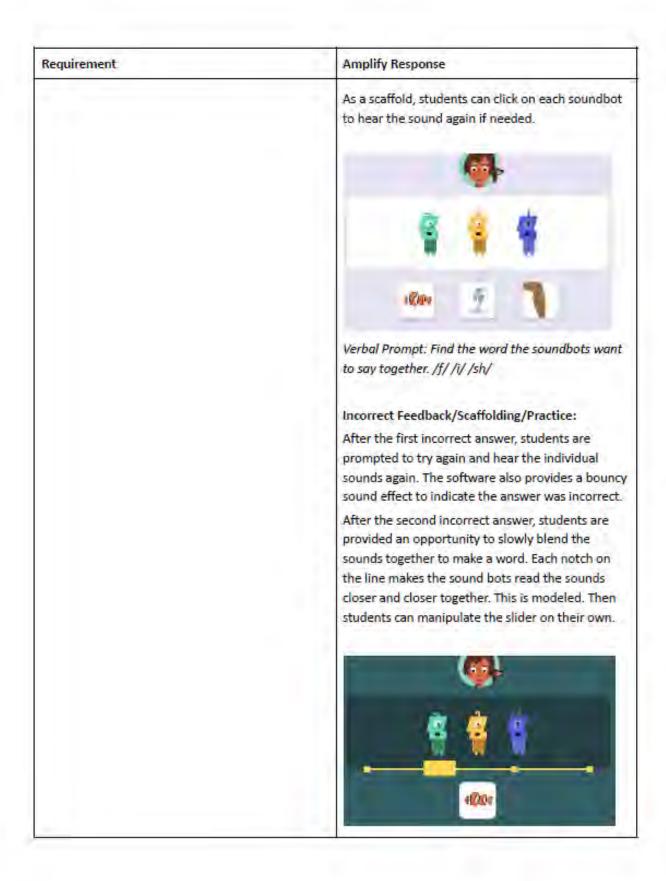
12.0 PLATFORM FUNCTIONALITY

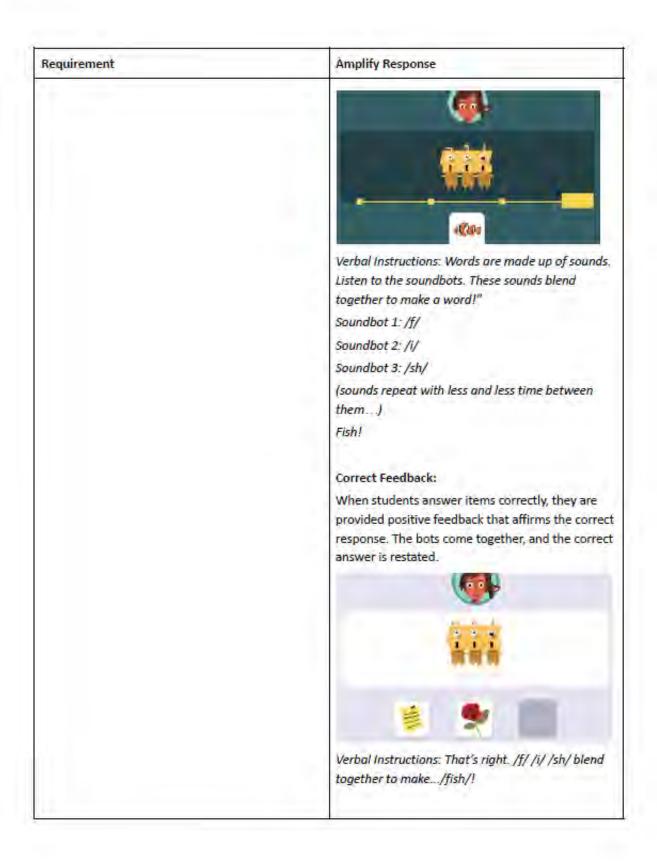
Amplify Reading

Requirement	Amplify Response		
CATEGORY I: INSTRUCTIONAL DELIVERY AND INTERACTION and CATEGORY II: PERSONALIZED LEARNING AND ASSESSMENT- Describe how your platform addresses the specific requirements below:			
Includes interactive lessons, interactive videos, and gamification as appropriate.	 Students encounter content in Amplify Reading through interactive and adaptive skill games, eReader texts, and close reading lessons, each of which focus on building proficiency in foundational reading skills, while providing opportunities to apply those skills to increasingly complex texts. Skill games in Amplify Reading include an instructional routine that includes the following elements: Onboarding directions and instruction Modeling of the game mechanic and skill Multiple standard items or opportunities for students to respond with immediate positive and corrective feedback Additional scaffolding/practice opportunities when a student displays difficulty with a task Game instructions are first delivered via an instructional guide named Alyx. Then, students complete a guided example of the task with Alyx before they are tasked with completing the skill game tasks independently. Additionally, students can click on the guide for assistance in the form of repeating models or questions or providing hints a any time. 		

Requirement	Amplify Response
	The game Gem and Nye, a phonological awareness game, will be used as an example to illustrate an interactive instructional routine of the program.
	Onboarding and Modeling:
	During onboarding, the goals of the game are explicitly stated for students using clear and concise language. The skill and game mechanic are broken into steps.
	Onboarding is always interactive—incorporating both an "I do" and "we do" component of instruction to ensure students are engaged.
	Verbal Instructions: Words are made up of sounds. And these soundbots can only say the smallest
	parts of a word. Each bot represents a phoneme in a word, and students click on each bot to hear its sound.







Requirement	Amplify Response
	The software also includes a positive sound effect of the bots coming together.
Features such as drag and drop, recording, inputting responses, etc. that are developmentally appropriate for age and grade of students.	 Amplify Reading includes multisensory approaches to instruction that are developmentally appropriate for K-5 students. In addition to drag and drop responses, students also complete other responses such as: Fill in the blank - one word or phrase is omitted, and students must select the answer containing the word or phrase that most accurately completes the sentence. Multiple choice - students are asked a question and must select the response that most accurately answers it. Tagging text - students are asked to highlight portions of a text as evidence to support their answer All skill game graphics in Amplify Reading are designed and tested with students to support instruction and are developmentally appropriate. This happens through a combination of methods-from how we use colors, to highlighting, arrows, lines, and more. For example, in Tongue Twist, we use drag and drop features, as well as colors to differentiate rimes, onsets, consonant blends, and consonant digraphs. The green in the image below reinforces which sound the student is meant to manipulate.



Requirement	Amplify Response
	Additionally, depending on the student's placement method, they may encounter a recording or read-aloud activity within Amplify Reading or through their mCLASS assessment.
Lessons are appropriate for the content areas being supported and alignment to CA content standards is clear.	Amplify Reading is based on the Science of Reading and is designed hand-in-hand with experts, drawing from the latest research. In addition to foundational skills, vocabulary, and comprehension, the program guides students toward building mental models as they read, an approach to comprehension instruction focused on comprehension processes.
	Each of the program's games maps to specific skills and aligns to CCSS standards. Refer to Appendix E for more detail.
	While certain skills and standards are listed as belonging to a specific grade, the content is adaptive and students receive activities based on their current ability. Students will be able to practice skills and standards from previous grades as needed (either for above- or below-grade-level practice).

Requirement	Amplify Response
	Grades K-3.
	Phonological Awareness
	 Rhyming blending compound words
	 Segmenting compound words
	 Blending syllables
	 Segmenting syllables
	 Blending onset-rime
	 Segmenting onset-rime
	 Blending phonemes
	 Segmenting phonemes
	Counting phonemes
	 Beginning/ending/middle sound isolation
	Phonics & Fluency
	Individual letter sounds
	 Decoding VC & CVC words
	 Decoding words with common word
	families
	 Decoding words with consonant blends
	 Sight word reading
	 Applying skills in text reading
	 Letter combinations (digraphs & vowel teams)
	 Reading words with complex letter
	patterns (e.g., letter combinations, VCe,
	advanced letter combinations, various
	syllable types)
	 Reading words with inflectional endings
	 Reading multisyllabic words
	Comprehension
	Inference
	 Syntactic awareness
	 Cognitive flexibility
	Cause/effect
	 Comprehension monitoring

Requirement	Amplify Response
· · · · · · · · · · · · · · · · · · ·	Text structure
	 Text schema
	 Story elements: character, setting,
	problem, solution
	 Main idea
	Character traits
	 Character points of view
	 Genre characteristics
	 Supporting inference with evidence
	 Retell & sequence
	 Comparing texts
	 Evaluate evidence with statements
	Diagrams in text
	 Author's purpose
	Vocabulary
	 Word categories
	 Words in context
	Synonyms
	 Antonyms
	 Affixes
	 Shades of meaning
	 Multiple meanings
	 Descriptive words & phrases
	Grades 3-5
	Phonics & Fluency
	 Multisyllabic decoding
	 Reading fluency
	Comprehension
	 Building a mental model
	 Comprehension monitoring
	 Syntactic awareness
	 Figurative language
	 Text schema
	Text structure
	 Causal reasoning

Requirement	Amplify Response
	 Connecting claims to evidence Tone Inference Supporting inference with evidence Poetry Comparing texts Character traits Character motivation Character change & conflict Conflict resolution Point of view Main idea & supporting details Genre / plot structure Setting & mood Description & sequence Compare/contrast & problem/solution Intro to claim evidence & reason Intro to ethos/pathos/logos Symbolism & theme Counterclaims & rebuttals Text structure: argument Vocabulary Multiple meanings Idioms Words in context Affixes & roots Synonyms & antonyms
Within the platform interactive, lessons can be teacher-led and educators can also assign them for students to complete independently as needed.	 Synonyms & antonyms The content served to each student within Amplify Reading is driven by a learning map and adaptive algorithm. The content is sequenced according to research-based scopes and sequences of skills. Students are placed within the learning map based on their initial skills as measured by the mCLASS data or our embedded Amplify Reading Benchmark Assessment. From there, the program lessons and content adapt based on students' performance within the program.

Requirement	Amplify Response
	The content of the skill games is driven by the specific instructional needs of the student as determined by initial placement data, and their ongoing performance within the Amplify Reading program. The system maintains a rich profile for each student as they master or struggle with each skill, and it tailors the content students see in games, based on their individual strengths and opportunities for improvement. Thus, the specific games and skills covered will vary for each student. For example, some students may see more phonics instruction than others depending on their specific skill needs.
	When students fail to master a skill after three attempts, those levels are temporarily removed from the student's learning map and the classroom teacher is alerted that the student has hit a "trouble spot" and is provided a set of teacher-delivered lessons to use to help reteach the student that skill in a small group. In these cases, students will continue to progress in Amplify Reading even without direct teacher intervention. Students will be moved within their learning map to receive instruction and practice in related skills, and only after students have demonstrated mastery in those skills will they return to the skill that was a trouble spot. The student will see these levels again after some time has passed to allow the student time to practice related skills.
	Amplify Reading adapts to each learner, so that teachers never need to worry about assigning or changing content for students.
Describe improvement/product modifications and how they enhance the interactive experience.	Amplify regularly updates our systems based on teacher and administrator feedback, as part of our commitment to continuous improvement. New

Requirement	Amplify Response
	functionality, bug fixes, and content updates are released on an ongoing basis, with zero or minimal disruption of normal operation.
CATEGORY II: PERSONALIZED LEARNING AND AS: specific requirements below:	ESSMENT - Describe how your platform addresses the
Assesses students' entry level skills and then provides a personalized course of CA Common Core aligned standards	 Personalized Placement: The content served to each student within Amplify Reading is driven by a learning map and adaptive algorithm. Students are placed within the learning map based on their initial skills as measured by an mCLASS assessment or our embedded Amplify Reading Benchmark Assessment. From there, the program lessons and content adapt based on students' performance within the program. Adaptive and Personalized Instruction and Learning Path: Lessons come in the form of quests for students. Quests include the following components: an engagement layer to provide the motivation for students to engage in the reading tasks, and levels of three to six different skill games. The content of the skill games is driven by the specific instructional needs of the student as determined by initial placement data, and their ongoing performance within the Amplify Reading program. The system maintains a rich profile for each student as they master or struggle with each skill, and it tailors the content students see in games, based on their individual strengths and opportunities for improvement. Thus, the specific games and skills covered will vary for each student. Refer to Appendix E for more detail.

Requirement	Amplify Response
	Amplify Reading also provides adaptive support for students as they are learning. This means that the degree of scaffolding, instruction, and practice adapts to student performance within the games, to ensure that your students get the support they need to learn critical skills.
CATEGORY IV: SPECIALIZED DIGITAL LEARNING TO specific requirements below:	OOL - Describe how your platform addresses the
Learning tool is easy to use and appropriate to address the student learning and/or educator needs within in one or more of the following categories: Assessment Tools	 mCLASS data automatically and seamlessly integrates with Amplify Reading. The data is used to initially place students into Amplify Reading's adaptive learning map, and the middle of year assessment is used to update placement if needed. This allows students to experience content for skill games that is in line with their strengths and areas of need based on their most recent mCLASS assessment results. For schools or districts where students are not licensed to Amplify programs through mCLASS, students complete the Amplify Reading Benchmark Assessment. The Benchmark Assessment provides teachers with proficiency data at beginning-of-year, middle-of- year, and end-of-year and is used to initially place students and replace them at middle-of-year if needed. Amplify Reading also includes an embedded growth assessment called Skill Scan that allows teachers to track students in a given grade level are learning. In grades K and 1, reading growth is measured using a word reading measure, as decoding is the key skill students are developing in those grade levels. In grades 2 through 5, reading growth is measured using a maze task, as reading accurately with fluency and for meaning are the key skills students are developing in those grade

Requirement	Amplify Response
	 levels. The growth measures serve as indicators of a student's skill and growth in the specific domain assessed and in reading overall. For the maze measure, teachers obtain the raw score for each student as well as classifications of the student score and growth based on comparison to norms for a nationally. representative sample of students. Students' level of performance is determined by comparing a student's current score to that of a national sample of students in the same grade, and a percentile rank is provided. For growth, quantile analysis was conducted to create three levels of growth a student can make based on a rich set of national data that examines students with the same initial scores and what gains they were able to achieve at the current assessment period. In other words, the analysis uses assessment results from each monthly administration to determine three ranges of scoress that students could reach based on their initial fall score. The ranges correspond to the 1st to 33rd percentile, 34th to 65th percentile, and the 66th to 100th for students who begin the school year with the same initial skills. These same metrics are in development for the kindergarten and first grade growth measure.
2. Teacher Tools - ALL CATEGORIES	
Describe any teacher tools that allow teachers to create assignments, modify pre-made lessons, and create new lessons as applicable.	Amplify Reading adapts to each learner, so that teachers never need to worry about assigning or changing content for students. However, if teachers would like to change student settings/content, such as turning on Spanish voiceover or putting a student in Practice Mode, they can do so in 3 clicks:

uirement	Amplify Response
	Click 1: When teachers first log in, they're brough
	to the main Teacher Dashboard view.
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	Click 3; From here, teachers can click on Practice
	Click 3: From here, teachers can click on Practice Mode (which allows students and teachers to
	Mode (which allows students and teachers to select specific games and specific levels to focus o
	Mode (which allows students and teachers to select specific games and specific levels to focus o specific skills) or turn on Spanish voiceover.
	Mode (which allows students and teachers to select specific games and specific levels to focus o specific skills) or turn on Spanish voiceover. All of our Skill Games and educator resources are
	Mode (which allows students and teachers to select specific games and specific levels to focus specific skills) or turn on Spanish voiceover.

Requirement	Amplify Response
	Below is an example of how a student or teacher could navigate to specific games while in Practice Mode.
	Image: Second
	Teachers also have access to Amplify Reading's Resource Library, a repository of lesson plans and instructional materials. Below is an image from the Resource Library in the Teacher Dashboard. On the left, you can see that each lesson and instructional resource is organized by those same 13 skill domains, and then further categorized by the specific subskills: Such as "Decoding VC, CVC Words" for Early Decoding.
Describe as applicable, how the platform allows teachers the ability to include formative assessment in lessons, such as quizzes, polls, etc. as well as provide the ability to monitor assessment completion and results in real time.	Amplify Reading's reporting allows teachers and administrators to review student data. Formative data such as skill game progress and growth and risk can inform next steps in real-time.

Requirement	Amplify Response
	breakdown of students' growth trajectories over time, based on their performance on the monthly Curioso Skill Scan activity.
	Literacy Growth: Comprehension () Here Symid Growth () () (northold literation) States () () () () () () () () () () () () ()
	Depending on the students' grade level, the pane will display information about Word Reading (Grades K–1) or Comprehension (Grades 2–5) performance and growth. The column on the left side of the pane breaks down a class based on student growth trajectories– for grades K–1, students are marked as Moved Up, Steady, or Moved Down to indicate whether they've crossed a threshold of predetermined cut scores; fo grades 2–5, students are rated as Above Typical, Typical, or Below Typical, which is evaluated using growth percentiles relative to the growth of peers with similar starting skills. On the right side of the pane, there is a list of all the students in the class, each with a status indicator for the current month. Teachers can click on any student's name to pull up their individual growth chart.
	The Risk pane gives teachers a quick view of students who are at risk of reading difficulty.

Requirement	Amplify Response
	Total Bady Diffuery I
	Students' levels of risk are calculated based on their growth trajectory and performance data on their most recent Curioso Skill Scan activity:
	 Students are deemed At Risk if their performance on the monthly activity is below average and their growth over time is below typical. Students categorized as having Some Risk are either exhibiting above typical growth over time but below average performance on the Skill Scan activity, or average performance with below typical growth. Students with Minimal Risk exhibit both high performance on their monthly assessments and consistent growth over time. If a student's risk is listed as Not Available, this indicates that they are missing data (for example, they may not have taken their Skill Scan assessment this month).
	Admin Reports
	From the Performance section of our self-service Admin Reports, administrators can review and monitor student growth and risk data by school and grade.

Requirement	Amplify Response
3. Reporting - ALL CATEGORIES	
Describe your reporting features and how it provides usage, level/skills data and if applicable next steps for educators.	 District and School Reports Through our self-service Admin Reports, administrators can see activation and usage, growth and risk, and instructional focus areas illustrating how students are using, progressing, and performing within the adaptive program. From the Usage section, users with administrator access have visibility into: number of active students by week, active students by school, number of active students by grade, time spent by students in Amplify Reading and median time spent, in minutes, by grade
	And they can also filter this data by school.

Requirement	Amplify Response
	 How many eludence on colorg Amplely Booting? If the elucity of the elucity of the elucity? If the elucity of the elucity of the elucity? From Performance, admin can see: Amplify Reading Benchmark Assessment data (if applicable) student growth (as measured by our monthly Skill Scan), and student risk (as measured by our monthly Skill Scan).
	 In the Instruction Focus section administrators can see: breakdowns of how much time students have spent in the skill domains (by grade), and breakdowns of where students spent time as their year usage time increased (by grade)

Requirement	Amplify Response
	Additionally, administrators can click on classes directly from their Admin Reports to access the detailed Teacher Dashboard reporting.
	Class and Student Performance Reports Teachers value Amplify Reading's easy-to-use reporting to view and track student data. The approach to reporting focuses on helping stakeholders make effective, data-based decisions to advance student learning. Reports provide information on assessment scores, usage minutes, and skills needing support.
	Amplify Reading provides teachers with insight into the progress their students make daily in online instruction. The Teacher Dashboard showcases a variety of information across the following lenses.
	 In the Insights Tab, teachers can see: the percentage of students who have met their weekly usage targets and those who have not, a newsfeed of subskill mastery, a newsfeed of trouble spots with corresponding teacher-led instructional resources, reading growth over time, and potential risk for reading difficulty.

Requirement	Amplify Response
	Ret of Restory D. Ro. Ho
	In the Students Tab, teachers can see: Usage Today: Whether a student logged in Minutes: Usage totals for yesterday, this week, and last week Activity Current quest Progress toward or beyond their subskill mastery goals for the school
	 year Total open trouble spots Performance Benchmark data results Monthly Skill Scan Literacy growth (e.g., Above Typical) Risk of reading difficulty

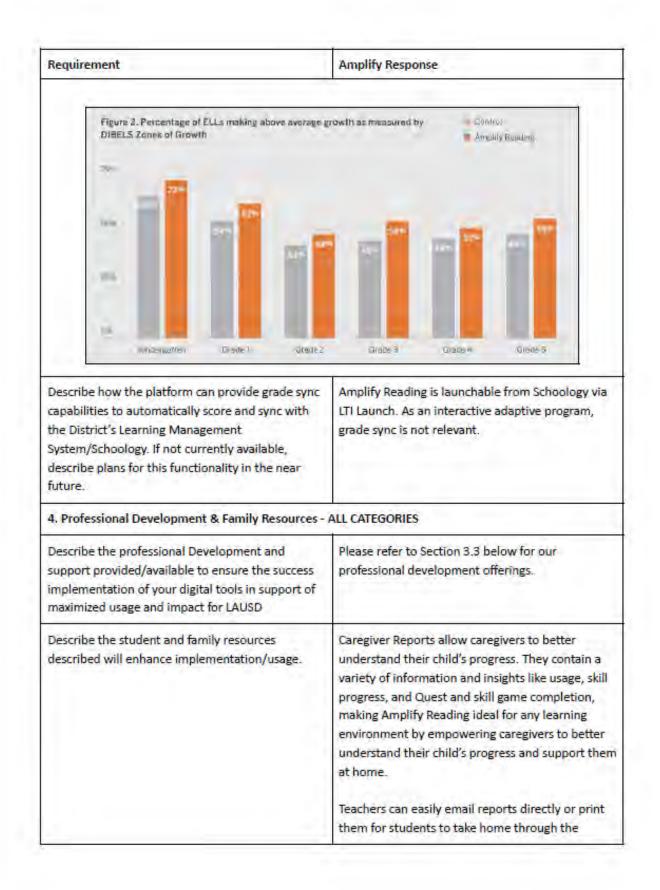
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Requirement	Amplify Response
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	Performance

Requirement	Amplify Response
	Payne Marger
	Michel, Johns
	Trouble Spots
Provide examples/evidence of usage and impact data in your work with other districts and, if applicable with LAUSD.	Amplify Reading's research meets ESSA's Tier 2 Moderate Evidence criteria through two research studies that show significant and positive effects on student reading outcomes.
	Multiple independent reviews of the studies have been completed, documenting the quality of the studies as well as the alignment with ESSA Tier 2 requirements. The studies used quasi-experimental methods, specifically propensity score weighting and controlling for student-level and school-level covariates, to remove bias from any remaining measured differences between treatment and

Requirement	Amplify Response
	comparison students.
	Study 1
	This most recent quasi-experimental study,
	completed by a third party, investigated the impac
	of Amplify Reading on student reading in
	kindergarten through fifth grades during the
	2020-2021 school year. Using data from across the
	United States, the study compared students who
	used Amplify Reading for at least fifteen total
	hours (i.e., 30 minutes per week across the full
	school year) with a matched comparison group of
	students who did not use Amplify Reading.
	Students who used Amplify Reading had larger
	reading gains as measured by the Dynamic
	Indicators of Basic Early Literacy Skills, 8th Edition
	(DIBELS 8th Edition) than those who did not.
	Significant and positive effects were found for all
	grades, across all measures (i.e., DIBELS composite
	and Maze, ORF, and NWF subtests). Refer to
	Appendix D for more information.
	Study 2
	This quasi-experimental study examined the
	impact of Amplify Reading on students' early
	literacy skills in kindergarten through second
	grades during the second half of the 2018-2019
	school year. Using data from a large urban school
	district, the study assessed the effectiveness of
	Amplify Reading K-2 by comparing the performance of consistent Amplify Reading users
	with a comparison group of similar students in
	similar schools who did not use Amplify Reading.
	Students who used Amplify Reading outperforme
	and outgrew a comparison sample of students
	from their district as measured by DIBELS Next.
	Significant and positive effects were obtained over
	one semester with an average of fewer than sever
	hours of use of the program. Refer to Appendix K
	for the full study details.

Requirement	Amplify Response
	An additional study that meets ESSA's Promising Evidence criteria provides more evidence of the positive impact of Amplify Reading on student learning outcomes.
	Study 3 This study explored the effectiveness of Amplify Reading for students in kindergarten through fifth grades from Title 1 schools in a large urban school district during the first half of the 2019-2020 school year. Students who used Amplify Reading for at least four hours during the fall of 2019 were compared to a matched sample of students from the same district who did not use Amplify Reading Students in all grades who used Amplify Reading showed better growth from the beginning to the middle of the year compared to those who did not use the program, as measured by DIBELS 8th Edition Zones of Growth. Figures 1 and 2 below summarize the improvements that students and ELL students made through Amplify Reading. 11,201 students participated in the study, with approximately 1,200 to 2,500 per grade.
Figure 1, Percentage of students making above DIBELS Zones of Growth	e average growth as measured by Gonoc Coupling Resonant
	and an An An



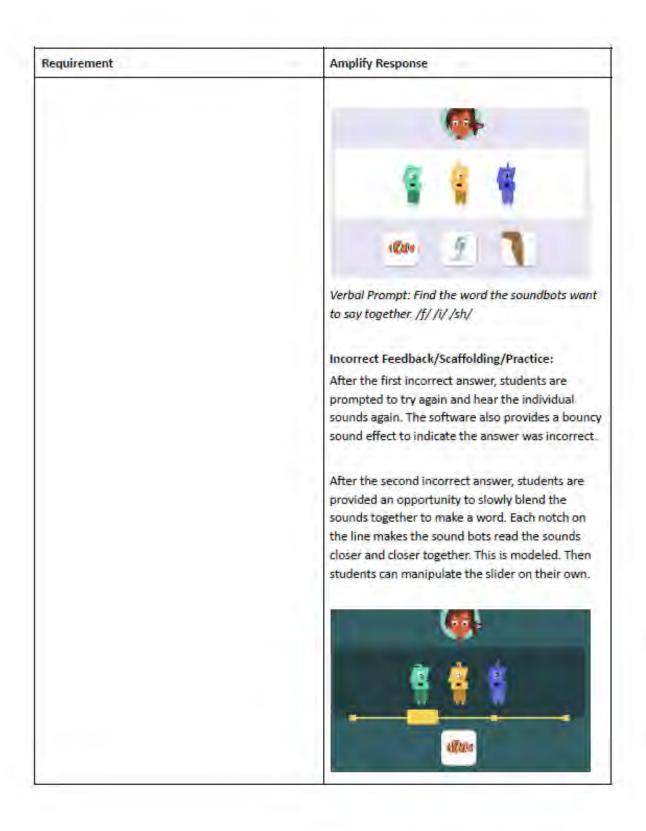
Requirement	Amplify Response
	Caregiver Reports feature in their Teacher Dashboard. These reports are available in both English and Spanish.
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	Current Quark 6. Active and Quark 10: Of them and Double The second provide the second
	Additionally, Amplify provides support resources and helpful tips for caregivers and students on a dedicated website: https://amplify.com/caregiver-hub/boost-reading
	Finally, the Student Detail View on the Amplify Reading Teacher Dashboard allows teachers to dril down into specific individual student data. Teachers can use it to create detailed progress reports to share with parents and caregivers.

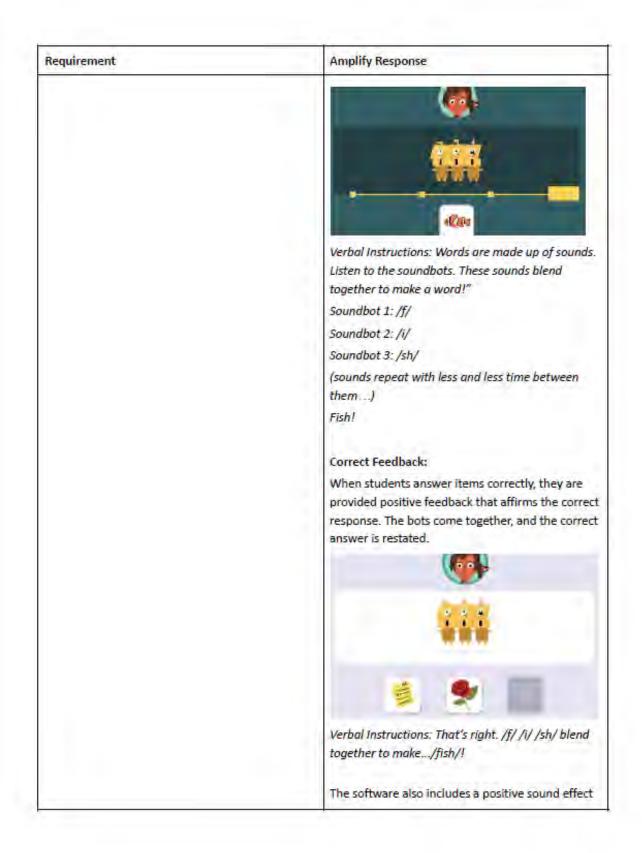
Boost Reading+

Requirement	Amplify Response	
CATEGORY I: INSTRUCTIONAL DELIVERY AND INTERACTION and CATEGORY II: PERSONALIZED LEARNING AND ASSESSMENT - Describe how your platform addresses the specific requirements below:		
Includes interactive lessons, interactive videos and gamification as appropriate.	 Students encounter content in Boost Reading+ through adaptive skill games, eReader texts, interactive close reading lessons, and instructional modules each of which focus on building proficiency in foundational reading skills, while providing opportunities to apply those skills to increasingly complex texts. Skill games within Boost Reading+ include an instructional routine that includes the following elements: Onboarding directions and instruction Modeling of the game mechanic and skill Multiple standard items or opportunities for students to respond with immediate positive and corrective feedback Additional scaffolding/practice opportunities when a student displays difficulty with a task Game instructions are first delivered via an instructional guide named Alyx. Then, students complete a guided example of the task with Alyx before they are tasked with completing the skill game tasks independently. Additionally, students can click on the guide for assistance in the form of repeating models or questions or providing hints at any time. 	

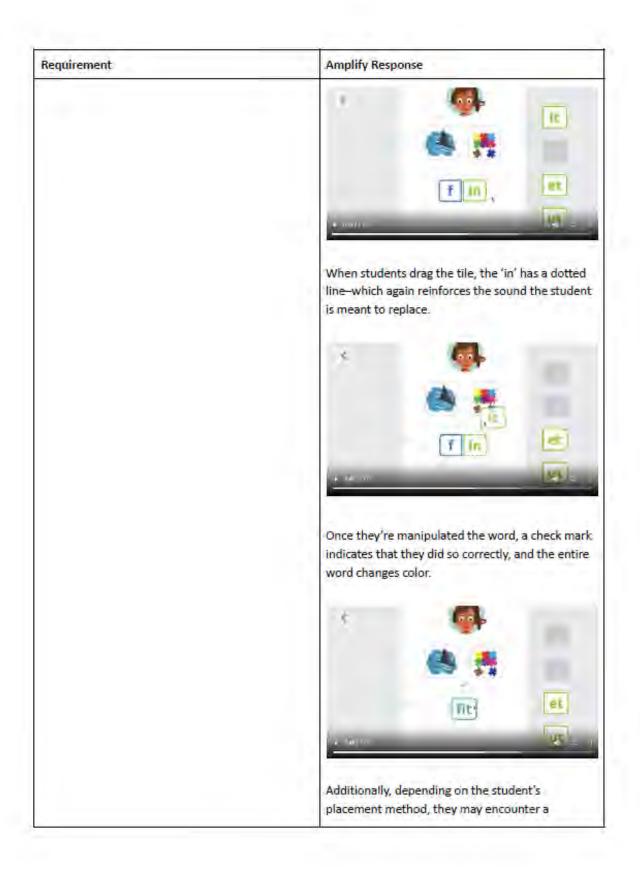
Amplify Response
Onboarding and Modeling: During onboarding, the goals of the game are explicitly stated for students using clear and concise language. The skill and game mechanic are broken into steps.
Onboarding is always interactive—incorporating both an "I do" and "we do" component of instruction to ensure students are engaged.
Verbal Instructions: Words are made up of sounds And these soundbots can only say the smallest parts of a word.
Each bot represents a phoneme in a word, and students click on each bot to hear its sound.

Requirement	Amplify Response
	Verbal Instruction: Help find the word they want to say together. Tap this bot to hear its sound.
	Soundbot 1: "/m/"
	Great! Now tap to hear the next bot!
	Soundbot 2: "/a/"
	Great! Now tap to hear the next bot!
	Soundbot 3: "/n/"
	The bots each say their individual sounds and the come together to represent the whole word as they say the whole word and positive auditory feedback is provided.
	U
	Verbal Instruction: Soundbot 1: "/m/." Soundbot 2 "/a/. Soundbot 3: "/n/." Together: "/man/."
	Items/Opportunities to Respond:
	For each item, students hear the individual sound
	and must select the picture that shows the word
	the bots say when put together.
	As a scaffold, students can click on each soundbor to hear the sound again if needed.





Requirement	Amplify Response
	of the bots coming together. In addition, Boost Reading+ includes direct instruction videos and decodable reading passages that are engaging and appropriate for K-6 students
Features such as drag and drop, recording, inputting responses, etc. that are developmentally appropriate for age and grade of students.	 Boost Reading+ includes multisensory approaches to instruction that are developmentally appropriate for K-6 students. In addition to drag and drop responses, students also complete other responses through their personalized skill games and activity pages such as: Fill in the blank - one word or phrase is omitted, and students must select the answer containing the word or phrase that most accurately completes the sentence. Multiple choice - students are asked a question and must select the response that most accurately answers it. Tagging text - students are asked to highlight portions of a text as evidence to support their answer Additionally, all skill game graphics within Boost Reading+ are designed and tested with students to support instruction and are developmentally appropriate. This happens through a combination of methods-from how we use colors, to highlighting, arrows, lines, and more. For example, in Tongue Twist, we use drag and drop features, as well as colors to differentiate rimes, onsets, consonant blends, and consonant digraphs. The green in the image below reinforces which sound the student is meant to manipulate.



Requirement	Amplify Response
	recording or read-aloud activity within Boost Reading+ or through their mCLASS assessment.
Lessons are appropriate for the content areas being supported and alignment to CA content standards is clear.	their placement and ongoing performance within the program. Boost Reading+ is based on the Science of Reading and is designed hand-in-hand with experts, drawing from the latest research. In addition to foundational skills, vocabulary, and comprehension, the program guides students toward building mental models as they read, an approach to comprehension instruction focused on comprehension processes.
	Each of the program's games maps to specific skills and aligns to CCSS standards. Refer to Appendix E for more detail. While certain skills and standards are listed as belonging to a specific grade, the content is adaptive and students receive activities based on their current ability (either for above- or below-grade-level practice).

Requirement	Amplify Response
	Grades K-2
	Phonological Awareness
	Rhyming blending compound words
	 Segmenting compound words
	 Blending syllables
	 Segmenting syllables
	 Blending onset-rime
	 Segmenting onset-rime
	 Blending phonemes
	 Segmenting phonemes
	 Counting phonemes
	 Beginning/ending/middle sound isolation
	Phonics & Fluency
	 Individual letter sounds
	 Decoding VC & CVC words
	 Decoding words with common word
	families
	 Decoding words with consonant blends
	 Sight word reading
	 Applying skills in text reading
	Letter combinations (digraphs & vowel
	teams)
	 Reading words with complex letter
	patterns (e.g., letter combinations, VCe,
	advanced letter combinations, various
	syllable types)
	 Reading words with inflectional endings
	 Reading multisyllabic words
	Comprehension
	Inference
	 Syntactic awareness
	 Cognitive flexibility
	Cause/effect
	 Comprehension monitoring
	Text structure
	 Text schema

Requirement	Amplify Response
	 Story elements: character, setting,
	problem, solution
	 Main idea
	Character traits
	 Character points of view
	Genre characteristics
	Supporting inference with evidence
	Retell & sequence
	 Comparing texts
	Evaluate evidence with statements
	 Diagrams in text
	 Author's purpose
	Vocabulary
	 Word categories
	Words in context
	Synonyms
	Antonyms
	Affixes
	 Shades of meaning
	 Multiple meanings
	 Descriptive words & phrases
	 Descriptive words of privases
	Grades 3-5
	Phonics & Fluency
	 Multisyllabic decoding
	Reading fluency
	Comprehension
	 Building a mental model
	 Comprehension monitoring
	 Syntactic awareness
	Figurative language
	Text schema
	Text structure
	Causal reasoning

Requirement	Amplify Response
	 Connecting claims to evidence Tone Inference Supporting inference with evidence Poetry Comparing texts Character traits Character motivation Character change & conflict Conflict resolution Point of view Main idea & supporting details Genre / plot structure Setting & mood Description & sequence Compare/contrast & problem/solution Intro to claim evidence & reason Intro to ethos/pathos/logos Symbolism & theme Counterclaims & rebuttals Text structure: argument Vocabulary Multiple meanings Idioms Words in context Affixes & roots Synonyms & antonyms
Within the platform interactive, lessons can be teacher-led and educators can also assign them for students to complete independently as needed.	Students are placed within the Boost Reading+ learning map based on their initial skills (as measured by the mCLASS data or our embedded Amplify Reading Benchmark Assessment) and are assigned to instructional groups according to their placement and performance. From there, the Boost Reading+ skill games and groupings adapt to each learner, so that teachers do not need to worry.

Requirement	Amplify Response
	The system maintains a rich profile for each student as they master or struggle with each skill, and it tailors the content students see in games and their instructional path, based on their strengths and opportunities for improvement. Thus, the combination of skill games, videos, activities, and resources will vary for each student. When students fail to master a skill after three attempts within the Amplify Reading portion of Boost Reading+, those levels are temporarily removed from the student's learning map and the classroom teacher is alerted that the student has hit a "trouble spot" and is provided a set of teacher-delivered lessons to use to help reteach the student that skill in a small group. In these cases, students will continue to progress in Amplifi Reading and will be moved within their learning map to receive instruction and practice in related skills, and only after students have demonstrated mastery in those skills will they return to the skill that was a trouble spot. The student will see these levels again after some time has passed to allow the student time to practice related skills. In addition, students are assigned to Instruction groups (Path A, B, or C) and, if needed, Intervention groups. Groupings are associated with lessons, and Intervention groups also allow for teacher-led instruction.
Describe improvement/ product modifications and how they enhance the interactive experience.	Amplify regularly updates our systems based on teacher and administrator feedback, as part of our commitment to continuous improvement. New functionality, bug fixes, and content updates are released on an ongoing basis, with zero or minima disruption of normal operation.

Requirement	Amplify Response
Requirement Assesses students' entry level skills and then provides a personalized course of CA Common Core aligned standards	Personalized Placement: The content served to each student within Boost Reading+ is driven by a learning map and adaptive algorithm. Students are placed within the learning map based on their initial skills as measured by an mCLASS assessment or our embedded Amplify Reading Benchmark Assessment. From there, the program lessons and content adapt based on students' performance within the program. After the assessment students are placed on their personalized path in Amplify Reading and are recommended for instructional support, and intervention (if necessary), based on their needs. Recommendations for instructional groupings will update on a regular basis based on student progress. Additionally, a mid-year checkpoint will show student progress and update placements for instructional support and intervention if appropriate. Adaptive and Personalized Instruction and Learning Path:
	Lessons come in the form of: (1) quests for students, and (2) instructional modules based on groupings. Quests include the following components: an engagement layer to provide the motivation for students to engage in the reading tasks, and levels of three to six different skill games.
	The content of the skill games is driven by the specific instructional needs of the student as determined by initial placement data, and their ongoing performance within the Amplify Reading program. The system maintains a rich profile for each student as they master or struggle with each skill, and it tailors the content students see in

Requirement	Amplify Response
	games, based on their individual strengths and opportunities for improvement.
	Thus, the specific games and skills covered will vary for each student. Amplify Reading also provides adaptive support for students as they are learning. This means that the degree of scaffolding, instruction, and practice adapts to student performance within the games, to ensure that your students get the support they need to learn critical skills.
	Finally, standards-aligned instructional modules and Intervention groups are also determined by student placement and performance which is adjusted throughout the year.
	Refer to Attachment E for more detail.
CATEGORY IV: SPECIALIZED DIGITAL LEARNING TO specific requirements below:	OOL - Describe how your platform addresses the
Learning tool is easy to use and appropriate to address the student learning and/or educator needs within in one or more of the following categories: Assessment Tools	mCLASS data automatically and seamlessly integrates with Boost Reading+. The data is used to initially place students into the adaptive learning map, and the middle-of-year assessment is used to update placement if needed within Amplify Reading, and student's groupings are also adjusted throughout the year as needed. This allows students to experience content for skill games that is in line with their strengths and areas of need based on their most recent mCLASS assessment results.

Requirement	Amplify Response
	year, and end-of-year, and is used to initially place students and replace them at middle-of-year if needed.
	Additionally, Boost Reading+ also includes an embedded growth assessment within Amplify Reading called Skill Scan that allows teachers to track students' growth on the key reading skills that students in a given grade level are learning. In grades K and 1, reading growth is measured using a word reading measure, as decoding is the key skill students are developing in those grade levels. In grades 2 through 5, reading growth is measured using a maze task, as reading accurately with fluency and for meaning are the key skills students are developing in those grade levels. The growth measures serve as indicators of a student's skill and growth in the specific domain assessed and in reading overall.
	For the maze measure, teachers obtain the raw score for each student as well as classifications of the student score and growth based on comparison to norms for a nationally representative sample of students. Students' level of performance is determined by comparing a student's current score to that of a national sample of students in the same grade, and a percentile rank is provided.
	For growth, quantile analysis was conducted to create three levels of growth a student can make based on their initial score. The quantile analysis is based on a rich set of national data that examines students with the same initial scores and what gains they were able to achieve at the current assessment period. In other words, the analysis uses assessment results from each monthly administration to determine three ranges of scores that students could reach based on their initial fall

Requirement	Amplify Response	
	score. The ranges correspond to the 1st to 33rd percentile, 34th to 65th percentile, and the 66th to 100th for students who begin the school year with the same initial skills. These same metrics are in development for the kindergarten and first grade growth measure.	
2. Teacher Tools - ALL CATEGORIES		
Describe any teacher tools that allow teachers to create assignments, modify pre-made lessons, and create new lessons as applicable.	Boost Reading+ adapts to each learner in terms of the content they see in Amplify Reading as well as grouping (Path A, B, C, and Intervention). In Boost Reading+, teachers can quickly and easily access Intervention lessons which can be used with small groups as needed.	

Requirement	Amplify Response
	<form></form>
	Reading portion of Boost Reading+, such as turning on Spanish voiceover or putting a student in Practice Mode, they can do so in 3 clicks:

equirement	Amplify Response
quirement	Amplify Response Click 1: When teachers first log in, they're brought to the main Teacher Dashboard view.
	Click 2: Teachers would then click on "Class Settings" at the top, and be brought to the view below.
	Click 3: From here, teachers can click on Practice Mode (which allows students and teachers to select specific games and specific levels to focus o specific skills) or turn on Spanish voiceover. All of our Skill Games and educator resources are

Requirement	Amplify Response
	Below is an example of how a student or teacher could navigate to specific games while in Practice Mode.
	Image: Second
	Finally, teachers always have access to the Resource Library, a repository of lesson plans and instructional materials. Below is an image from the Resource Library in the Teacher Dashboard. On the left, you can see that each lesson and instructional resource is organized by those same 13 skill domains, and then further categorized by the specific subskills: Such as "Decoding VC, CVC Words" for Early Decoding.
Describe as applicable, how the platform allows teachers the ability to include formative assessment in lessons, such as quizzes, polls, etc. as well as provide the ability to monitor assessment completion and results in real time.	Boost Reading+'s reporting allows teachers and administrators to review student data. Formative data such as skill game progress, growth and risk categories, and student groupings can inform next steps in real-time.

Requirement	Amplify Response
	<u>Teacher Dashboard</u> The Student Growth pane shows teachers a breakdown of students' growth trajectories over time, based on their performance on the monthly Curioso Skill Scan activity.
	Literacy Growth: Comprehension @
	1000 1000 1000 1000 1000 1000 1000 1000 1000 1000 1000 1000 1000 1000 1000 1000 1000 1000 1000 1000 1000 1000 1000 1000 1000 1000 1000 1000 1000 1000 1000 1000 1000 1000 1000 1000 1000 1000 1000 1000 1000 1000 1000 1000 1000 1000 1000 1000 1000 1000 1000 1000 1000 1000 1000 1000 1000 1000 1000 1000 1000 1000 1000
	Depending on the students' grade level, the pane will display information about Word Reading (Grades K–1) or Comprehension (Grades 2–5) performance and growth. The column on the left side of the pane breaks down a class based on student growth trajectories— for grades K–1, students are marked as Moved Up, Steady, or Moved Down to indicate whether they've crossed a threshold of predetermined cut scores; for grades 2–5, students are rated as Above Typical, Typical, or Below Typical, which is evaluated using growth percentiles relative to the growth of peers with similar starting skills. On the right side of the pane, there is a list of all the students in the class, each with a status indicator for the current month. Teachers can click

Requirement	Amplify Response
	on any student's name to pull up their individual growth chart. The Risk pane gives teachers a quick view of students who are at risk of reading difficulty.
	 Students' levels of risk are calculated based on their growth trajectory and performance data on their most recent Curioso Skill Scan activity: Students are deemed At Risk if their performance on the monthly activity is below average and their growth over time is below typical. Students categorized as having Some Risk are either exhibiting above typical growth over time but below average performance on the Skill Scan activity, or average performance with below typical growth. Students with Minimal Risk exhibit both high performance on their monthly assessments and consistent growth over time. If a student's risk is listed as Not Available, this indicates that they are missing data (for example, they may not have taken their Skill Scan assessment this month). And, in terms of groupings in Boost Reading+, the program clearly highlights when students move groups so that teachers are always aware of how they're students are progressing through their instructional paths.

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Requirement	Amplify Response
	Admin Reports From the Performance section of our self-service Admin Reports, administrators can review and monitor student growth and risk data by school and grade.
3. Reporting - ALL CATEGORIES	
Describe your reporting features and how it provides usage, level/skills data and if applicable next steps for educators.	District and School Reports. Through our self-service Admin Reports, administrators can see activation and usage, growth and risk, and instructional focus areas illustrating how students are using, progressing,

Requirement	Amplify Response
	and performing within the adaptive program.
	 From the Usage section, users with administrator access have visibility into: number of active students by week, active students by school, number of active students by grade, time spent by students in Amplify Reading and median time spent, in minutes, by grade. And they can also filter this data by school.
	 From Performance, admin can see: Amplify Reading Benchmark Assessment data (if applicable) student growth (as measured by our monthly Skill Scan), and student risk (as measured by our monthly Skill Scan)

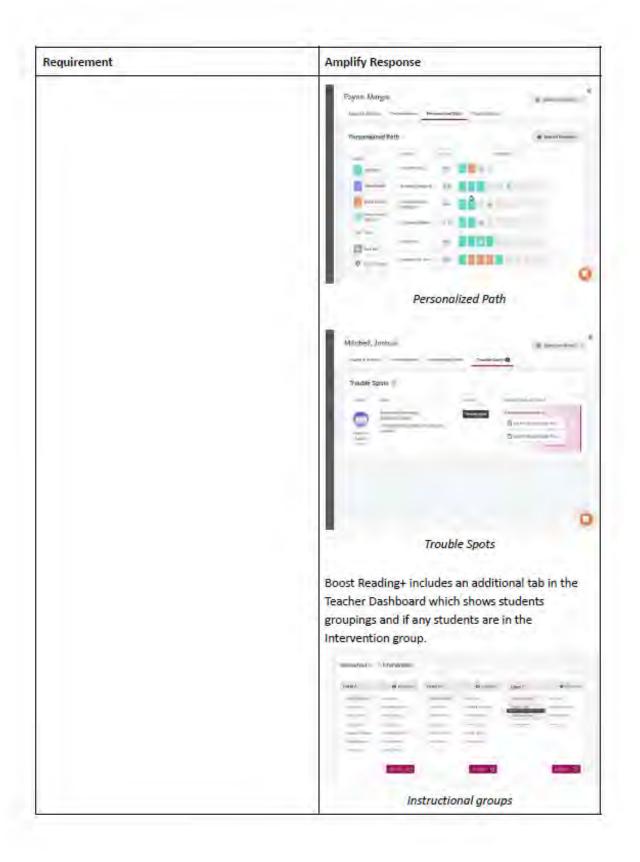
Requirement	Amplify Response
	K I Growth
	In the Instruction Focus section administrators can see:
	 breakdowns of how much time students have spent in the skill domains (by grade), and
	 breakdowns of where students spent time as their year usage time increased (by grade)
	Additionally, administrators can click on classes directly from their Admin Reports to access the detailed Teacher Dashboard reporting.
	Class and Student Performance Reports Teachers value Boost Reading+'s easy-to-use
	reporting to view and track student data. The approach to reporting focuses on helping

Requirement	Amplify Response
	stakeholders make effective, data-based decisions to advance student learning. Reports provide information on assessment scores, usage minutes, and skills needing support.
	 Amplify Reading provides teachers with insight into the progress their students make daily in online instruction. The Teacher Dashboard showcases a variety of information across the following lenses. In the Insights Tab, teachers can see: the percentage of students who have met their weekly usage targets and those who have not, a newsfeed of subskill mastery, a newsfeed of trouble spots with corresponding teacher-led instructional resources, reading growth over time, and
	 potential risk for reading difficulty.

Requirement	Amplify Response
	Aleren Glama Aleren State Aleren State Al
	No of finality (Difficulty)
	In the Students Tab, teachers can see: Usage Today: Whether a student logged in Minutes: Usage totals for yesterday, this week, and last week Activity Current quest Progress toward or beyond their subskill mastery goals for the school year Total open trouble spots
	 Performance Benchmark data results Monthly Skill Scan Literacy growth (e.g., Above Typical) Risk of reading difficulty

Amplify Response	
Amplify Response The Student Detail View allows teachers to drill into individual student data. Teachers can use it to see: Usage & Activity: A student's usage of the program over time, and a synopsis of their current quest skill games (including the specific subskills covered in the skill game), and the quest narrative with related discussion starters Performance: Detailed information about student growth and benchmark performance over time Personalize Path: Student progress through their personalized, adaptive learning path Trouble Spots: Resources to help students overcome trouble spots (subskill with	

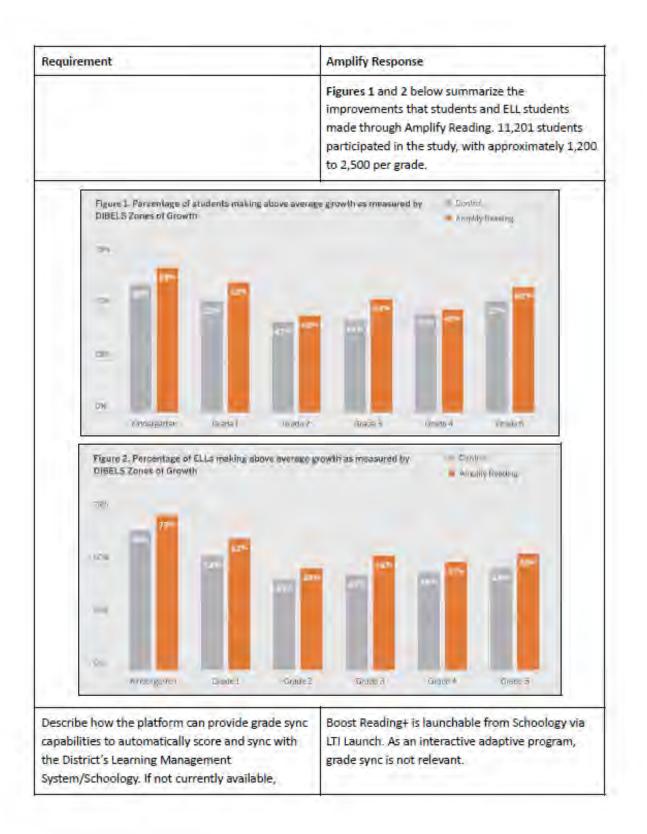
Requirement	Amplify Response
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	Recent Actury
	Usage and Activity
	Performance



Requirement	Amplify Response
	Intervention group For each group there are recommended lesson sets that quickly inform what students can work on next. Boost Reading+ also clearly identifies the skill focus for students placed in the Intervention group for quick and actionable next steps.

Provide examples/evidence of usage and impact	Boost Reading+ is built on the foundation and
data in your work with other districts and, if applicable with LAUSD.	success of Amplify Reading and CKLA.
	Amplify Reading's research meets ESSA's Tier 2
	Moderate Evidence criteria through two research
	studies that show significant and positive effects
	on student reading outcomes.
	Multiple independent reviews of the studies have
	been completed, documenting the quality of the
	studies as well as the alignment with ESSA Tier 2
	requirements. The studies used quasi-experimenta
	methods, specifically propensity score weighting
	and controlling for student-level and school-level
	covariates, to remove bias from any remaining
	measured differences between treatment and comparison students.
	Study 1
	This most recent quasi-experimental study,
	completed by a third party, investigated the impact
	of Amplify Reading on student reading in
	kindergarten through fifth grades during the
	2020-2021 school year. Using data from across the
	United States, the study compared students who
	used Amplify Reading for at least fifteen total
	hours (i.e., 30 minutes per week across the full
	school year) with a matched comparison group of
	students who did not use Amplify Reading. Students who used Amplify Reading had larger
	reading gains as measured by the Dynamic
	Indicators of Basic Early Literacy Skills, 8th Edition
	(DIBELS 8th Edition) than those who did not.
	Significant and positive effects were found for all
	grades, across all measures (i.e., DIBELS composite,
	and Maze, ORF, and NWF subtests). Refer to
	Appendix D.

Requirement	Amplify Response
	Study 2
	This quasi-experimental study examined the
	impact of Amplify Reading on students' early
	literacy skills in kindergarten through second
	grades during the second half of the 2018-2019
	school year. Using data from a large urban school
	district, the study assessed the effectiveness of
	Amplify Reading K-2 by comparing the
	performance of consistent Amplify Reading users
	with a comparison group of similar students in
	similar schools who did not use Amplify Reading.
	Students who used Amplify Reading outperformed
	and outgrew a comparison sample of students
	from their district as measured by DIBELS Next.
	Significant and positive effects were obtained over
	one semester with an average of fewer than sever
	hours of use of the program. Refer to Appendix J
	for full study details.
	An additional study that meets ESSA's Promising
	Evidence criteria provides more evidence of the
	positive impact of Amplify Reading on student
	learning outcomes.
	Study 3
	This study explored the effectiveness of Amplify
	Reading for students in kindergarten through fifth
	grades from Title 1 schools in a large urban school
	district during the first half of the 2019-2020
	school year. Students who used Amplify Reading
	for at least four hours during the fall of 2019 were
	compared to a matched sample of students from
	the same district who did not use Amplify Reading
	Students in all grades who used Amplify Reading
	showed better growth from the beginning to the
	middle of the year compared to those who did no
	use the program, as measured by DIBELS 8th
	Edition Zones of Growth.



Requirement	Amplify Response
describe plans for this functionality in the near future.	
4. Professional Development & Family Resources -	ALL CATEGORIES
Describe the professional Development and	Please refer to Section 3.3 below for our

Requirement	Amplify Response
Describe the student and family resources described will enhance implementation/usage.	Caregiver Reports allow caregivers to better understand their child's progress. They contain a variety of information and insights like usage, skill progress, and Quest and skill game completion, making Amplify Reading ideal for any learning environment by empowering caregivers to better understand their child's progress and support ther at home.
	Teachers can easily email reports directly or print them for students to take home through the Caregiver Reports feature in their Teacher
	Dashboard. These reports are available in both
	English and Spanish.
	Ripowski Yochenary Troit Scotta
	Daily Login Chencian Progress this year
	A constrained from a feature for the second se
	1000
	Garport Quant S Activities
	Const DS, Of Bears and Books Addressing and Markey
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	Andreas and Andreas Andreas and Andreas Andreas and Andreas Andreas and Andreas Andreas and Andreas Andreas and Andreas
	Additionally, Amplify provides support resources
	and helpful tips for caregivers and students on a
	dedicated <u>website</u> :
	https://amplify.com/caregiver-hub/boost-reading

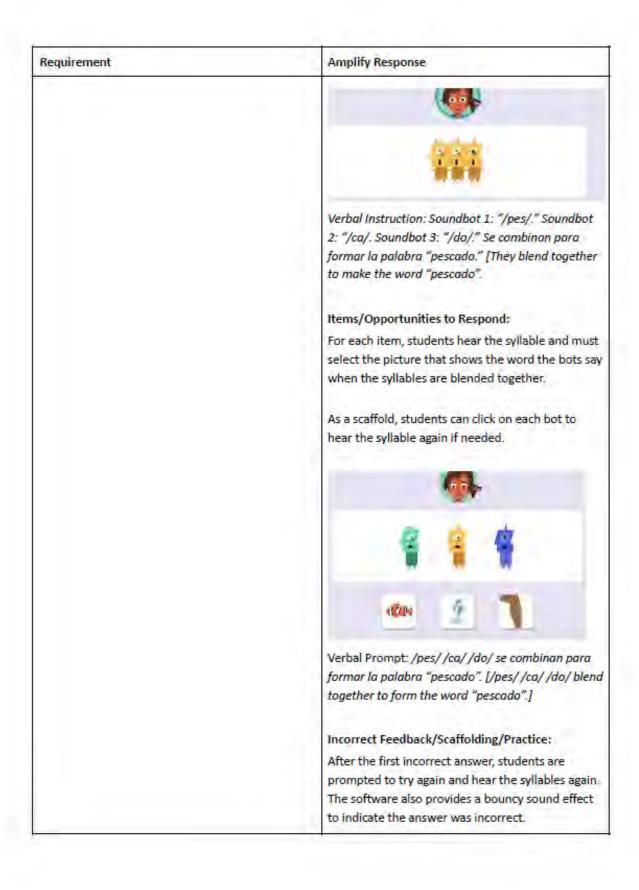
Requirement	Amplify Response
	Finally, the Student Detail View on the Amplify Reading Teacher Dashboard allows teachers to drill down into specific individual student data. Teachers can use it to create detailed progress reports to share with parents and caregivers.

Boost Lectura

Requirement	Amplify Response
CATEGORY I: INSTRUCTIONAL DELIVERY AND INTER LEARNING AND ASSESSMENT - Describe how your p	ACTION and CATEGORY II: PERSONALIZED
Includes interactive lessons, interactive videos and gamification as appropriate.	 Students encounter content through adaptive skill games and eReader texts each of which focus on building proficiency in foundational reading skill while also providing opportunities to apply those skills to increasingly complex texts. Skill games in Boost Lectura include an instructional routine that includes the following elements: Onboarding directions and instruction Modeling of the game mechanic and skill Multiple standard items or opportunities for students to respond with immediate positive and corrective feedback Additional scaffolding/practice opportunities when a student displays difficulty with a task. Game instructions are first delivered via an instructional mentor as she models the task ("I do"). Then, with the support of the mentor, students complete guided practice of the task ("We do") before they are tasked with completing the skill game tasks independently ("You do").

Requirement	Amplify Response
	assistance in the form of repeating models or questions or providing hints at any time.
	The game Alfa y Beto is a phonological awareness game that provides students with an opportunity to blend words, syllables, and phonemes into larger units. We will use content with syllables as an example to illustrate an interactive instructional routine in the program.
	Onboarding and Modeling:
	During onboarding, the goals of the game are explicitly stated for students using clear and concise language. The skill and game mechanic are broken into steps.
	Onboarding is always interactive—incorporating both an "I do" and "we do" component of instruction to ensure students are engaged.
	Verbal Instructions: Estos son robots de sonidos. Las palabras se forman de sílabas y estos robots solo pueden decir parte de la palabra. [Words are made up of syllables. These soundbots can only sa the parts of a word.]

Requirement	Amplify Response
	In this example, each bot represents a syllable, and students can click on each bot to hear the syllable it represents.
	Verbal Instruction: Encuentra la palabra que quieren decir juntos. Haz clic en este robot para escuchar su silaba. [Help find the word they want to say together. Tap this bot to hear its syllable]. Robot 1: "/pes/" jEstupendo! Ahora, haz clic para escuchar al
	siguiente robot. [Great! Now tap to hear the next bot.] Robat 2: "/ca/"
	iEstupendo! Ahora, haz clic para escuchar al siguiente robot. [Great! Now tap to hear the next bot.]
	Robot 3: "/do/" The bots each say their syllable sounds and then
	come together to show how the syllables are blended together to form a word. Depending on student performance, positive auditory feedback is provided or the student is provided with more explicit instruction on how to complete the task.



Requirement	Amplify Response
	After the second incorrect answer, students are provided an opportunity to slowly blend the syllables together to make a word. Each notch on the line makes the bots say their sounds closer an closer together. This is modeled. Then students ca manipulate the slider on their own.
	Verbal Instructions: Las palabras se forman de silabas. Escucha a los robots. ¡Estas silabas se combinan para formar una palabra! [Words are made up of sounds. Listen to the soundbots. These sounds blend together to make a word!]
	Robot 1: /pes/
	Robot 2: /ca/ Robot 3: /da/
	(sounds repeat with less and less time between them)
	iPescado!

Requirement	Amplify Response
	Correct Feedback: When students answer items correctly, they are provided positive feedback that affirms the correct response. The bots come together, and the correct answer is restated.
	Verbal Instructions: ¡Correcto! /pes/ /ca/ /do/ se combinan para formar la palabra /pescado/! [That's right. /pes/ /ca/ /do/ blend together to make/pescado/! The software also includes a positive sound effect of the bots coming together.
Features such as drag and drop, recording, inputting responses, etc. that are developmentally appropriate for age and grade of students.	Boost Lectura includes multisensory approaches to instruction. For example, students have on-screen manipulatives such as updated versions of Elkonin boxes, sticker books, and drag and drop to use as they learn. In addition, when students are first learning letter sounds, they are provided animations of mouths when they are learning to form sounds, providing an opportunity to see, hear, and produce the sounds.
	Skill game graphics in Boost Lectura are designed and tested with students to support instruction and are developmentally appropriate. This happens through a combination of methods-from how we use colors, to highlighting, arrows, lines, and more.

Requirement	Amplify Response
	For example, in Quita y Pon, we use drag and drop features to have students practice manipulating syllables to make new words. Students are presented with words of increasing complexity in which the first syllable is held constant and asked create new words by identifying the correct response and dragging/dropping it to match up with first syllable.
	Verbal Instructions: Vamos a formar palabras nuevas. Simplemente cambia el final de esta palabra para crear una nueva palabra que comienza con la misma sílaba [We are going to make new words. Simply change the end of this word to make a new word that starts with the same syllable.]
	For example, students are directed to change calle to cama. This can be done by first identifying ma the target syllable from a list of 4 possible options (ma, sa, ra, and ja) and then dragging the tile with ma to match up the tile containing the first syllable, ca.
	Additionally, colors are used to differentiate the first (onset) syllable and the word ending (includin consonant blends and consonant digraphs) and dashes are used to differentiate between syllable in longer ending word parts (e.g., /ve/ /nado/ is

Requirement	Amplify Response
	presented as /ve/ /na-do/ to visually remind students of the syllables that comprise the words).
Lessons are appropriate for the content areas being supported and alignment to CA content standards is clear.	Boost Lectura is based on the Science of Reading and is designed hand-in-hand with experts, drawing from the latest research. In addition to foundational skills, vocabulary, and comprehension, the program guides students toward building mental models as they read, an approach to comprehension instruction focused on comprehension processes. While certain skills and standards are listed as belonging to a specific grade, the content is adaptive and students receive activities based on their current ability (either for above- or below-grade-level practice). The scope and sequence outlined below includes the full set of skills we anticipate being covered by Boost Lectura; skills marked for an asterisk may not be immediately available in Fall 2023.
	Phonological Awareness
	 Identify rhyming words Blending words to create compound words Blending syllables Segmenting compound words Segmenting words into syllables Recognizing that a new word is created when a specified syllable is removed, added, or substituted Adding, removing, and substituting syllables to make new words Blending phonemes to produce syllables and words Segmenting words into phonemes Isolating initial and final syllable

Requirement	Amplify Response
	 Adding and removing phonemes from words to make new words
	Phonics & Decoding
	 Identifying letter-sound correspondences Decoding syllables and words with most common letter-sound correspondences for consonant digraphs (<i>ch</i>, <i>ll</i>, <i>rr</i>) Decoding syllables and reading words with consonant digraphs Recognizing that new words are formed when phonemes are added, removed, or substituted Decoding syllables and reading words with common consonant combinations (consonant + 1; consonant + r) Decoding syllables and reading words with silent h Using knowledge of strong and weak vowels to decode syllables and reading words with diphthongs and hiatuses Decoding syllables and reading words with silent h
	 Reading words in which different graphemes represent the same phoneme (e.g. b/v, c/s/z/x, c/k/qu)
	Word Recognition by Morphology
	 Recognizing masculine and feminine gender words Using knowledge of base words to decode common compound words Reading words with inflected endings (for gender, quantity, and diminutives/augmentatives) Reading words with common prefixes and suffixes

Requirement	Amplify Response
	 Knowing and using the endings for the agreement of articles and adjectives with nouns* Recognizing masculine or feminine words that do not agree with common rules (e.g. el maps, el agua) Reading words with Latin suffixes
	Orthographic Accentuation
	 Counting the number of syllables in a word* Identifying the letters that represent vowels (including the use of ye) Recognizing that a syllable can consist of a single vowel Recognizing the written accent on a vowel indicates which syllable receives stress when pronouncing the word* Indicating where vocal stress is emphasized in multisyllabic words* Recognizing that the orthographic accent can distinguish pronunciation between commonly used words that are spelled the same (e.g., mama/mamá) Recognizing that some homophones have a written accent to distinguish their function and meaning* Identifying which syllable carries the stress, based on the number of syllables in a multisyllabic word* Recognizing nd using vowel sounds in a single syllable to form a diphthong Recognizing and using the written accent to indicate there is a hiatus and not a diphthong in common words Recognizing spelling rules for forming plurals when vowels carry the stress

Requirement	Amplify Response
	 Categorizing words by their written accent*
	Comprehension
	Inference
	 Syntactic awareness Cognitive flexibility
	Couse and effect
	Comprehension monitoring
	Text structure
	Text schema*
	 Story elements (character, setting,
	problem, solution)
	Main idea
	Character traits*
	Character points of view*
	Genre characteristics*
	 Supporting inference with evidence*
	Retell and sequence
	Comparing texts*
	 Evaluating evidence with statements*
	Diagrams in text
	Author's purpose
	Vocabulary
	Word categories*
	Word categories Words in context
	 Synonyms*
	Antonyms*
	Affixes
	 Shades of meaning*
	 Multiple meanings*
	Descriptive words and phrases
Within the platform interactive, lessons can be teacher-led and educators can also assign them for	The content served to each student within Boost Lectura is driven by a learning map and adaptive
students to complete independently as needed.	algorithm. The content is sequenced according to research-based scopes and sequences of skills.
	Students are placed within the learning map based on their initial skills as measured by mCLASS

Requirement	Amplify Response
	Lectura data or our Automatic Placement Tool. From there, the program lessons and content adapt based on students' performance within the program.
	The content of the skill games is driven by the specific instructional needs of the student as determined by (a) initial placement data and (b) their ongoing performance within the Boost Lectura program. The system maintains a rich profile for each student as they master or struggle with each skill, and it tailors the content students see in games, based on their individual strengths and opportunities for improvement. Thus, the specific games and skills covered will vary for each student.
	When students fail to master a skill after three attempts, that skill is temporarily removed from the student's learning map and the classroom teacher is alerted that the student has hit a "trouble spot" and is provided a set of teacher-delivered lessons to use to help reteach the student that skill in a small group.
	In these cases, students will continue to progress in Boost Lectura even without direct teacher intervention. Students will be moved within their learning map to receive instruction and practice in related skills, and only after students have demonstrated mastery with those related skills will they return to the skill that was a trouble spot. The student will see these levels again after some time has passed to allow the student time to practice related skills.
	Boost Lectura adapts to each learner, so that teachers never need to worry about assigning or changing content for students.

Amplify Response
Amplify regularly updates our systems based on teacher and administrator feedback, as part of our commitment to continuous improvement. New functionality, bug fixes, and content updates are released on an ongoing basis, with zero or minima disruption of normal operation.

Assesses students' entry level skills and then provides a personalized course of CA Common Core aligned standards	Personalized Placement: The content served to each student within Boost Lectura is driven by a learning map and adaptive algorithm. Students are placed within the learning map based on their initial skills as measured by mCLASS Lectura or our embedded Automatic Placement Tool. From there, the program lessons and content adapt based on students'
	Performance within the program. Adaptive and Personalized Instruction and Learning Path: Lessons come in the form of quests for students. Quests include the following components: an engagement layer to provide the motivation for students to engage in the reading tasks, and levels of three to six different skill games.
	The content of the skill games is driven by the specific instructional needs of the student as determined by initial placement data, and their ongoing performance within the Boost Lectura program. The system maintains a rich profile for each student as they master or struggle with each skill, and it tailors the content students see in games, based on their individual strengths and opportunities for improvement. Thus, the specific games and skills covered will vary for each student

Requirement	Amplify Response
	Boost Lectura also provides adaptive support for students as they are learning. This means that the degree of scaffolding, instruction, and practice adapts to student performance within the games, to ensure that your students get the support they need to learn critical skills.
CATEGORY IV: SPECIALIZED DIGITAL LEARNING TOO specific requirements below:)L - Describe how your platform addresses the
Describe how your platform addresses the specific requirements below: Assessment Tools	mCLASS Lectura data automatically and seamlessly integrates with Boost Lectura. The data is used to initially place students into Boost Lectura's adaptive algorithm-fueled learning map, and the middle of year assessment is used to update placement if needed. This allows students to experience content for skill games that is in line with their strengths and areas of need based on their most recent mCLASS Lectura assessment results. For schools or districts that do not have mCLASS Lectura, students complete the Boost Lectura Automatic Placement Tool.
2. Teacher Tools - ALL CATEGORIES	
Describe any teacher tools that allow teachers to create assignments, modify pre-made lessons, and create new lessons as applicable.	Boost Letura adapts to each learner, so that teachers never need to worry about assigning or changing content for students. However, if teachers would like to change student settings/content, such as putting a student in Practice Mode, they can do so in 3 clicks: Click 1: When teachers first log in, they're brought to the main Teacher Dashboard view.

Requirement	Amplify Response
	Reading Scholl Westery & Locking Skill Menory
	Instant Tracking Tracking Spects Instant of Tracking Spects
	Click 2: Teachers would then click on "Class Settings" at the top, and be brought to the view below.
	Dani Settiyo
	Click 3: From here, teachers can click on Practice Mode (which allows students and teachers to select specific games and specific levels to focus on specific skills).

Requirement	Amplify Response
	Below is an example of how a student or teacher could navigate to specific games while in Practice Mode.
Describe as applicable, how the platform allows teachers the ability to include formative assessment in lessons, such as quizzes, polls, etc. as well as provide the ability to monitor assessment completion and results in real time.	Boost Lectura's reporting allows educators to review and monitor student data. Formative data such as skill game progress can inform next steps in real-time.

Requirement	Amplify Response
	Lectura Skill Mastery 10 44 10 10 10 10 10 10 10 10 10 10
	Trouble Spots Teachers can use information about the skills students are mastering or struggling with to determine next steps for instruction outside of the program.
	Please note that these are tentative designs.
3. Reporting - ALL CATEGORIES	
Describe your reporting features and how it provides usage, level/skills data and if applicable next steps for educators.	Teachers value Amplify's easy-to-use reporting to view and track student data. The approach to reporting focuses on helping stakeholders make effective, data-based decisions to advance student learning. Reports provide information on usage minutes and skills needing support.

Requirement	Amplify Response
Requirement	Amplify Response Boost Lectura provides teachers with insight into the progress their students make daily in online instruction. The Teacher Dashboard can showcase a variety of information about Boost Lectura side-by-side with Amplify Reading data. In the Insights Tab, teachers can see: • the percentage of students who have met their weekly usage targets and those who have not, • a newsfeed of subskill mastery, • a newsfeed of trouble spots with corresponding teacher-led instructional resources
	Product School Holders : Demonstration of the school Holders : Demonst
	Reading Freedorings 1 and 1 an
	Please note that these are tentative designs.

Requirement	Amplify Response
Provide examples/evidence of usage and impact data in your work with other districts and, if applicable with LAUSD.	Over 1 million students used Amplify Reading in 2022. We used the success and learnings from that program to inform how we have developed Boost Lectura.
	For example, in Kindergarten, 43% of at-risk English language learners ended the year at benchmark or above after using Amplify Reading, compared to only 26% of the comparison group. You can read more about our impact study in Appendix D.
	For Boost Lectura, we have taken the narrative and quests that students love, and the rigor, adaptivity, and data that teachers love-and combined that with expert research on how Spanish literacy develops.
Describe how the platform can provide grade sync capabilities to automatically score and sync with the District's Learning Management System/Schoology. If not currently available, describe plans for this functionality in the near future.	Boost Lectura is launchable from Schoology via LTI launch. As an interactive adaptive program, grade sync is not relevant.
4. Professional Development & Family Resources -	ALL CATEGORIES
Describe the professional Development and support provided/available to ensure the success implementation of your digital tools in support of maximized usage and impact for LAUSD	Please refer to Section 3.3 below for our professional development offerings.
Describe the student and family resources described will enhance implementation/usage.	The program's caregiver letters enable teachers to easily share student progress with caregivers, bridging the gap between instruction in the classroom and engagement at home. The reports includes information on student progress, proficiency, and advice for how to support learners at home.

Desmos Math

Requirement	Amplify Response	
CATEGORY I: INSTRUCTIONAL DELIVERY AND INTERACTION and CATEGORY II: PERSONALIZED LEARNING AND ASSESSMENT - Describe how your platform addresses the specific requirements below:		
Includes interactive lessons, interactive videos and gamification as appropriate.	Desmos Math 6–A1 utilizes both the dynamic and interactive nature of computers and the flexible and creative nature of paper to invite, celebrate, and develop students' ideas. Digital lessons incorporate interpretive feedback to show students the meaning of their own thinking and offer opportunities for students to learn from each other's responses. Paper lessons often include movement around the classroom or other social features to support students in seeing each other's brilliant ideas.	
Features such as drag and drop, recording, inputting responses, etc. that are developmentally appropriate for age and grade of students.	The Desmos platform allows for a multitude of student responses, many of which are open-ended text and math-input response types. Examples of response and component types include, but are not limited to: Graph Table Sketch Media Note Inputs Choice, Check Boxes, and Ordered List Graphing Calculator Marbleslides Card Sort	
Lessons are appropriate for the content areas being supported and alignment to CA content standards is clear.	Teachers have access to all content across a variety of grade levels. In the 2022–2023 school year, teachers will have access to Math 6, Math 7, and Math 8, and Algebra 1 content. Teachers can assign materials across a range of these grades and levels. In addition, teachers may pace students to specific areas of units or lessons within a grade level.	

Requirement	Amplify Response
	Please see Appendix G for alignment information to the Common Core State Standards.
Within the platform interactive, lessons can be teacher-led and educators can also assign them for students to complete independently as needed.	Teachers are able to use the Desmos platform to assign and deliver lessons while using the teacher dashboard to view student work in real time. The platform's easy to use facilitation tools make fostering student communication simpler and more purposeful. Teachers can additionally assign activities for students to complete asynchronously and can access student work and leave feedback from the teacher dashboard.
Describe improvement/ product modifications and how they enhance the interactive experience.	Desmos Math 6-A1 includes a number of innovative tools that allow teachers to foster an interactive and student-centered classroom atmosphere. Lessons include interactive structures and games that students will come to expect and enjoy while strengthening their communication skills and mathematical content knowledge. One such structure is a partnered guessing game called Polygraph. In this game, students must ask questions to a partner to narrow down a field of cards and choose the correct one. The platform will randomly re-pair students after each round to allow them to practice with multiple classmates. Another structure is the Challenge Creator that gives students the social and creative learning experience of making, solving, and sharing math problems with their peers.
CATEGORY II: PERSONALIZED LEARNING AND ASSES specific requirements below:	SSMENT - Describe how your platform addresses the
Assesses students' entry level skills and then provides a personalized course of CA Common Core aligned standards	The Desmos 6-A1 curriculum includes readiness checks, which are an informal assessment to help teachers see which concepts and skills from previous grades need to be bolstered in order for students to be successful. The web-based platform immediately interprets

Requirement	Amplify Response
	student responses in context, offering students an interactive learning experience and continuous opportunities to take on formative assessment challenges. There are several formative assessment tools for teachers and students to use to make adjustments within a unit. The teacher dashboard paints a picture of the class's understanding as a whole and highlights opportunities to check in with students individually during or after a lesson. Teachers can also provide feedback with the written feedback tool.
	In addition, each lesson includes a cool-down at the end, an opportunity for students to show what they individually understood about the main idea of the lesson. Teachers often use these results, along with the guidance in the teacher tips for each cool-down to plan upcoming lessons.

The Desmos Curriculum includes a full variety of Learning tool is easy to use and appropriate to address the student learning and/or educator student responses and question types that allow needs within in one or more of the following for a wide array of assessing student categories: Assessment Tools understanding. Desmos Math includes a variety of formative and summative assessments. Each unit includes a Readiness Check that tells teachers which skills students need to practice in order to be successful. Desmos Math additionally includes quizzes and tests that vary in form and depth of knowledge, assessing both understanding of lesson problems and ability to apply knowledge to novel situations. Each lesson includes a Cool-Down that gives students the chance to show what they understood from the day's lesson and to reflect on their understanding of the math in the lesson. Quizzes and end assessments each have an accompanying rubric. The purpose of the rubric is

Requirement	Amplify Response
	to support teachers in recognizing what students might understand, especially when their answers do not match the correct responses. For each question, the rubrics show possible responses for four levels of understanding: beginning, developing, approaching, and meeting/exceeding. They also connect each problem to a content standard. Rubrics are aligned to the 4-point grading scale embedded in the assessment grading tool.
2. Teacher Tools - ALL CATEGORIES	
Describe any teacher tools that allow teachers to create assignments, modify pre-made lessons, and create new lessons as applicable.	Teachers have the ability to edit any of the lessons, practice problems, or assessments to fit students' needs.
Describe as applicable, how the platform allows teachers the ability to include formative assessment in lessons, such as quizzes, polls, etc. as well as provide the ability to monitor assessment completion and results in real time.	The web-based platform immediately interprets student responses in context, offering students an interactive learning experience and continuous opportunities to take on formative assessment challenges. The teacher dashboard provides powerful facilitation tools (pausing, snapshotting, and screen sharing) to support teachers in celebrating different ways of thinking and connecting that thinking, promoting a social and collaborative classroom. Teachers may view student progression through lessons, units, and overall grades through the Teacher Dashboard. In particular, they will be able to view student progress as it happens in real time
3. Reporting - ALL CATEGORIES	
Describe your reporting features and how it provides usage, level/skills data and if applicable next steps for educators.	The Desmos teacher dashboard has multiple views that make it easy to analyze student progress in different ways. The Summary tab shows correctness for every student in a Desmos class at a glance. The Teacher tab shows all student responses in detail for each activity screen, lets

Requirement	Amplify Response
	teachers provide feedback on those responses individually or in groups, and much more.
Provide examples/evidence of usage and impact data in your work with other districts and, if applicable with LAUSD.	In a large, Midwestern school district, data shows that students see the largest growth gains from full adoption of Desmos Math 6-A1. Detailed information about the study can be found <u>here</u> (<u>https://teacher.desmos.com/desbook-asset/asset</u> s/desbook/program/case-study-midwestern-school -district.pdf).
Describe how the platform can provide grade sync capabilities to automatically score and sync with the District's Learning Management System/Schoology. If not currently available, describe plans for this functionality in the near future.	Desmos Math is launchable from Schoology via LTI launch. At this time it does not support grade sync. Desmos Math will be integrated over the next several years into Amplify to become Amplify Desmos Math which will support grade sync.
4. Professional Development & Family Resources -	ALL CATEGORIES
Describe the professional Development and support provided/available to ensure the success implementation of your digital tools in support of maximized usage and impact for LAUSD	Please refer to Section 3.3 below for our professional development offerings.
Describe the student and family resources described will enhance implementation/usage.	Family letters are available.

SCHEDULE B

CONTRACTOR'S RATES

PRICING SHEET

We have made all updates to our original bid in red. We would be happy to discuss more favorable pricing in the context of specific scales of implementation.

Cost Proposal: Amplify Reading

Category	Unit	Price	
Subscription License Agreement	Annual by school or per student (include detail on discounts provided)	 \$13,750.00 per site For a district-wide pure 533 schools, a price of is available. *Please note that this of previous negotiation represents a discount from a list price cost of 	f \$2,465,092.00 price is a result and of up to 66%
Customization and Integration	Unit cost (include detail on discounts provided)	N/A	
Professional Learning	Number of participants Frequency/Duration Presentation Mode (in-person/virtual/hybrid) (include detail on discounts and/or rebates applied as applicable)	Professional learning i the following session t The ultimate cost for p learning will depend of implementation.	ypes and rates rofessional
		Full Day: In person	\$3,200.00
		Half Day: In person	\$2,500.00
		Full Day: Remote	\$1,500.00
		Half Day: Remote	\$750.00
Implementation and Monitoring	One time and annual costs (include detail on discounts provided)	N/A.	
Other Costs	Itemize	N/A	

	(include detail on discounts provided)	
Total Annual Cost		\$13,750.00 per site \$2,465,092.00 for a district-wide purchase No professional development is included in the "Total Annual Cost." Amplify looks forward to working with LAUSD to develop a professional learning plan that best meets the needs for their implementation of this product.

Cost Proposal: Boost Lectura

Category	Unit	Price	
Subscription License Agreement	Annual by school or per student (include detail on discounts provided)	\$13,750.00 per site For sites using Amplify discounted rate of \$3, is available for Boost I *Please note that this represents a discount from list price.	875.00* per site _ectura. price
Customization and Integration	Unit cost (include detail on discounts provided)	N/A	
Professional Learning	Number of participants Frequency/Duration Presentation Mode (in-person/virtual/hybrid) (include detail on discounts and/or rebates applied as	Professional learning i the following session t The ultimate cost for p learning will depend of implementation.	ypes and rates. rofessional
	applicable)	Full Day: In person	\$3,200.00
		Half Day: In person	\$2,500.00
		Full Day: Remote	\$1,500.00
		Half Day: Remote	\$750.00

Implementation and Monitoring	One time and annual costs (include detail on discounts provided)	N/A
Other Costs	Itemize (include detail on discounts provided)	N/A
Total Annual Cost		 \$13,750.00 per site For sites using Amplify Reading, a discounted rate of \$3,875.00/site is available for Boost Lectura. No professional development is included in the "Total Annual Cost." Amplify looks forward to working with LAUSD to develop a professional learning plan that best meets the needs for their implementation of this product.

Cost Proposal: mCLASS Intervention

Category	Unit	Price
Subscription License Agreement	Annual by school or per student (include detail on discounts provided)	\$3,850.00 per site for sites not already eligible for licenses under assessment contract.* *Please note that mCLASS Intervention (Burst Reading Intervention) has already been offered to all schools that were not already using the program at the time of the previous assessment contract. This represents a value
Manhandra and	() with a cost firm the day of a basis	of over \$2.5M annually.
Customization and Integration	Unit cost (include detail on discounts provided)	N/A
Professional Learning	Number of participants Frequency/Duration Presentation Mode (in-person/virtual/hybrid)	Professional learning is available in the following session types and rates. The ultimate cost for professional learning will depend

	(include detail on discounts and/or rebates applied as	on the scope of implementation.	
	applicable)	Full Day: In person	\$3,200.00
		Half Day: In person	\$2,500.00
		Full Day: Remote	\$1,500.00
		Half Day: Remote	\$750.00
Implementation and Monitoring	One time and annual costs (include detail on discounts provided)	N/A	
Other Costs	Itemize (include detail on discounts provided)	N/A	
Total Annual Cost		\$3,850.00 per site No professional deve included in the "Total Cost." Amplify looks f working with LAUSD professional learning	Annual orward to to develop a plan that
		best meets the needs implementation of this	for their

Cost Proposal: Desmos Math 6-A1

Category	Unit	Price
Subscription License Agreement	Annual by school or per student (include detail on discounts provided)	\$15.00 \$12.50" per student "We are pleased to extend the special pioneer pricing above based on our ongoing partnership with LAUSD, including district wide implementation of mCLASS assessment.
Customization and Integration	Unit cost (include detail on discounts provided)	N/A
Professional Learning	Number of participants	Professional learning is available

	Frequency/Duration Presentation Mode (in-person/virtual/hybrid) (include detail on discounts and/or rebates applied as	in the following session types and rates. The ultimate cost for professional learning will depend on the scope of implementation.	
	applicable)	Full Day: In person	\$3,200.00
		Half Day: In person	\$2,500.00
		Full Day: Remote	\$1,500.00
		Half Day: Remote	\$750.00
Implementation and Monitoring	One time and annual costs (include detail on discounts provided)	N/A	
Other Costs	Itemize (include detail on discounts provided)	N/A.	
Total Annual Cost		\$15.00 \$12.50 per stu No professional devel included in the "Total Cost." Amplify looks f working with LAUSD professional learning best meets the needs implementation of this	opment is Annual orward to to develop a plan that for their

Cost Proposal: Boost Reading +

Category	Unit	Price
Subscription License Agreement	Annual by school or per student (include detail on discounts provided)	\$47.00 \$39.95" per student "We are pleased to extend the special pioneer pricing above based on our ongoing partnership with LAUSD, including district wide implementation of mCLASS assessment.
Customization and	Unit cost (include detail on	N/A

Integration	discounts provided)		
Professional Learning	Number of participants Frequency/Duration Presentation Mode (in-person/virtual/hybrid) (include detail on discounts and/or rebates applied as applicable)	Professional learning is available in the following session types and rates. The ultimate cost for professional learning will depend on the scope of implementation.	
		Full Day: In person	\$3,200.00
		Half Day: In person	\$2,500,00
		Full Day: Remote	\$1,500.00
		Half Day: Remote	\$750.00
Implementation and Monitoring	One time and annual costs (include detail on discounts provided)	N/A	
Other Costs	Itemize (include detail on discounts provided)	N/A	
Total Annual Cost		\$47.00 \$39.95 per student No professional development is included in the "Total Annual Cost." Amplify looks forward to working with LAUSD to develop a professional learning plan that best meets the needs for their implementation of this product.	

COMPANY NAME:	AMPLIFY EDUCATION, INC.
AUTHORIZED SIGNATURE:	Richard Morris
PRINT NAME:	Richard Morris
FEDERAL ID #.	13-4125483
DATE:	4/25/2023

SCHEDULE A

STATEMENT OF WORK

1.0 SCOPE

This Statement of Work (SOW) defines the effort required for the administration and reporting of the Los Angeles Unified School District (Los Angeles Unified) digital instructional tools/platform. Schools will be able to implement one of the following digital tools to support concept development, skills mastery and problem solving skills of students in grades K-12.

Digital tools/platforms as outlined below:

- Category I Instructional Delivery and Interaction
- Category II Personalized Learning and Assessment
- Category III World Languages
- Category IV Specialized Digital Learning Tool

2.0 STATEMENT OF WORK – The tasks required to successfully administer digital tools/platforms:

A. Properties of instructional tools should include:

- UNIVERSAL DESIGN: Platform must be designed so that materials function as intended for as many students as possible
- CONTENT: Platform design and materials should be developmentally appropriate and support standards-aligned learning
- ACCESSIBILITY: Items and tasks are presented with additional information or in alternative ways, in order to meet the specific needs of some students.
- SENSITIVITY: Content contained should not be distracting or upsetting for some students.
- O CULTURAL AND LINGUISTIC RESPONSIVENESS: Digital tools must consider the cultural and linguistic diversity of the students in Los Angeles and should contain culturally and linguistically responsive materials that are appropriate for meeting the needs of all students (English Learner (EL), Standard English Learner (SEL), Student with Disabilities (SWD), etc.)
- International Society for Technology in Education (ISTE): Standards is a framework for learning in-depth, digital age skills and attributes with learning that is amplified through technology
 - O ISTE Standards for Students and/or
 - O ISTE Standards for Educators

B. The proposer's online platform must receive an approved LAUSD Unified Digital Instructional Procurement Plan (UDIPP) prior to contract execution. Proposer will not be authorized to provide any services unless proposer's LAUSD UDIPP application has been approved. The latest version of LAUSD UDIPP requirements must be met along with updated requirements released. The vendor shall monitor UDIPP approval expiration and complete renewal applications in a timely manner

Proposer must meet the LAUSD UDIPP requirements regarding SSO and SAML, Student Data Privacy, Data Security and LMS Compatibility. Determination as to whether a proposer meets those minimum qualifications will be based on their responses to the Unified Digital Instructional Procurement Plan Questionnaire, which can be found at udipp.lausd.net.

C. The effective, efficient, and timely completion of all tasks and requests is critical to the successful implementation of the digital tool.

CATEGORY I: INSTRUCTIONAL DELIVERY AND INTERACTION

Instructional delivery and interaction tools provide interactive lessons, interactive videos and gamification. Features such as drag and drop, recording, inputting responses, etc. should be developmentally appropriate for age and grade of students, as well as content areas being supported. Interactive teacher tools will allow teachers to create assignments, modify pre-made lessons, and create new lessons as applicable. The platform should provide teachers with the ability to include formative assessment in lessons, such as quizzes, polls, etc. as well as provide the ability to monitor assessment completion and results in real time. The platform should provide grade sync capabilities to automatically score and sync with the District's Learning Management System/Schoology. The platform should provide teachers with insights on using the formative assessment and dynamic media features to inform instructional next steps and student outcomes. Within the platform interactive, lessons can be teacher-led and educators should also be able to assign them for students to complete independently as needed.

They may address multiple content areas or a single content area such as:

- English Language Arts •
- Mathematics
- Science
- History/Social Studies
- Social Emotional Learning •
- Arts Education •
- Physical Education
- English Language Development
- Multiple content areas
- Computer Science Education
- Coding
- Cybersecurity Education •
- Digital Citizenship

CATEGORY II: PERSONALIZED LEARNING AND ASSESSMENT

Personalized learning and assessment supplementary digital tools will assess students' entry level skills and then provide a personalized course of CA Common Core aligned standards based learning activities to reinforce growth areas and deepen understanding in areas of strength. Features such as drag and drop, recording, inputting responses, etc. should be developmentally appropriate for age and grade of students, as well as content areas being supported. The platform should provide teachers with the ability to include formative assessment in lessons, such as quizzes, polls, etc. as well as provide the ability to monitor assessment completion and results in real time. The platform should provide grade sync capabilities to automatically score and sync with the District's Learning Management System/Schoology. The platform should provide teachers with insights on using the formative assessment and dynamic media features to inform instructional next steps and student outcomes. Within the platform interactive, lessons can be teacher-led and educators should also be able to assign them for students to complete independently as needed.

They may address multiple content areas or a single content area such as:

- English Language Arts
- Mathematics
- Science
- History/Social Studies
- Social Emotional Learning
- Arts Education
- Physical Education
- English Language Development
- Computer Science Education
- Coding
- Cybersecurity Education
- Digital Citizenship

CATEGORY III: WORLD LANGUAGES

Digital tools that support the development of world languages and to support the goal of biliteracy for all students. Students learn efficiently through real-world scenarios, interactive activities, and audio from native speakers. New skills should be introduced at an appropriate developmental pace along with opportunities to practice key words and phrases in multiple contexts. The platform should provide immediate feedback on pronunciation and offer coaching with native speakers. The platform should provide teachers with the ability to include formative assessment in lessons, such as quizzes, polls, etc. as well as provide the ability to monitor assessment completion and results in real time. The platform should provide grade sync capabilities to automatically score and sync with the District's Learning Management System/Schoology. The platform should provide teachers with insights on using the formative assessment and dynamic media features to inform instructional next steps and student outcomes. Within the platform interactive, lessons can be teacher-led and educators should also be able to assign them for students to complete independently as needed.

CATEGORY IV: SPECIALIZED DIGITAL LEARNING TOOL

Specialized digital learning tools provide teachers and students with supplemental tools that will enhance the learning experience and are utilized for a specific purpose. The purpose of the tool should be connected to a specific usage and content area. Tools can fall into categories such as:

- Video conferencing
- Document annotation
- Digital recording and screencasting
- Electronic Reference materials
- Music Production
- Graphic Design
- Photography
- Digital Storytelling
- Film production/editing
- Research
- Science labs
- Presentation
- 3D Design and printing
- Augmented Reality
- Virtual Reality
- XR (Extended Reality: Augmented Reality and Virtual Reality, and Mixed Reality Combined)
- Artificial Intelligence & Machine Learning
- Generative Text
- Communication
- Survey Tools
- Homework Help
- Assessment Tools
- Simulations
- Game-Based Learning
- esports

FEATURES ACROSS ALL DIGITAL TOOL CATEGORIES

MATERIAL FOR EDUCATORS

Digital Tool materials shall include:

- The digital activities and games should be standards aligned, can be used flexibly for various blended learning models or as an extra enhancement for core instruction.
- Teachers should be able to place any student at any spot in the curriculum to enhance the work on specific content the class is learning via their core curriculum.
- Should include digital manipulatives, when applicable, to support students with problem solving and sense making.
- Embedded formative assessments which provide instant feedback for the students, including pre and post assessments, progress monitoring, and standardized test preparation.

- The platform shall support access through on-line connections via operating systems commonly found on MacBooks, iPads, Chromebooks, Personal Computers (desktops/laptops), Interactive Smart Boards and Interactive Projectors. The digital curriculum must be compatible with these devices. Digital tools must meet the minimum operating specifications as follows:
 - iOS 13 and higher for iPads
 - Windows 10 OS and higher for laptops and PCs
 - MacOS 11 and higher for Macbooks
- Platform should include data reporting to address the following:
 - Individual student progress and completion of activities/games
 - Teacher/Classroom report on student progress on standards and completion of activities/games
 - School Administrators, District and Region level administrators and coordinators have access to the platform analytics through the LAUSD single sign-on

PROFESSIONAL DEVELOPMENT

Teachers and administrators shall be provided with initial in-person or on-line training which will provide an overview of the digital tool program and training on how to access, navigate, and utilize both print and digital materials. Training will also support teachers with best practices in terms of blended learning models and use of the digital tool to enhance their core curriculum and provide intervention/enrichment for students with the goal of differentiating and personalizing instruction. Teachers will receive training and support in utilizing assessment data to make instructional decisions.

Teachers and administrators shall be provided follow-up implementation support training and ongoing coaching support shall be made available in-person and/or virtually. This ongoing support will deepen teachers and administrators strategic use of the digital tool and support schools with bringing in parents/caregivers as equal partners in teaching and learning but with at-home connections.

Professional development for school site leadership and district leadership shall include quarterly data charts around completion of lessons/activities/games by grade level and students and whether recommended usage goals are being met in alignment with the research supporting the use of the digital tool.

Services must include on-going digital support for questions that arise regarding access, functionality and usage.

MATERIAL FOR FAMILIES

The supplemental digital tool shall include resources that parents may access from home, including asynchronous lessons/activities/games and videos. These will include modeling of activities and games, as well as additional resources that will increase family engagement, enhance classroom learning, and reduce learning loss. The videos and resources shall take advantage of digital and mobile technology and will be used to build instructional supports between families and their school. Families will also be provided with multiple opportunities to attend webinars which will provide tools and resources to support their child's numeracy development in the home.

Agreement No.: 4400011516

11.0 APPROVED PRODUCTS

<u>Category I – Instructional Delivery and Interaction</u>

1. ClearClassrooms

2. MATHia Adventure

3. MATHia

Category II – Personalized Learning and Assessment

1. ClearClassrooms

2. MATHia Adventure

3. MATHia

Category III – World Languages

1. Immersion

<u>Category IV – Specialized Digital Learning Tool</u>

1. ClearFluency

2. Fastforward

CLEARCLASSROOMS OVERVIEW MATH | GRADES 6-12 CATEGORIES 1, 2, AND 4

ClearClassrooms reinvents the 6–12 math experience for both teachers and students. The innovative model gets students excited about each new mathematical idea that comes their way. Each ClearClassroom features:

• Virtual certified math teachers with classroom experience who provide top-quality hybrid instruction.

- Effective personalized learning through MATHia, our award-winning, AI-driven software.
- A flexible environment that allows easy transitions between individual and small-group work.
- Access to MATHbook, our write-in textbook that fosters experiential and collaborative learning.
- Real-time feedback so students can quickly learn from their mistakes.
- Robust data reports and built-in assessments that support differentiated instruction.
- Strong implementation support with ongoing professional learning opportunities.

Our certified teachers and high-interest materials engage students with real-world examples, encourage collaboration, and leverage personal experiences to make learning stick. Develop Independent learning helps students get the 1-to-1 support they need, while group activities help them refine important social skills. Demonstrate Our ongoing formative assessments ask students to show what they're learning and where they need support, so teachers can make adjustments to accommodate student needs.

CLEARFLUENCY OVERVIEW READING | GRADES K-12 CATEGORIES 1, 2, AND 4

ClearFluency (formerly Reading Assistant Plus) innovates reading practice with patented technology that listens as each word is read aloud and delivers immediate support whenever a learner struggles with or mispronounces a word — reinforcing newly learned reading skills including comprehension, fluency, and vocabulary. Unlike other digital reading practice resources that only allow learners to record themselves reading aloud, ClearFluency actually listens and helps learners whenever they struggle or mispronounce a word. Studies show that students can improve reading level gains by at least 50% more than expected with ClearFluency.

FAST FORWORD OVERVIEW READING | GRADES K-12 CATEGORIES 1, 2, AND 4

Carnegie Learning provides web-based reading intervention programs to struggling learners worldwide. The Fast ForWord® solution, which includes all levels of Fast ForWord® and ClearFluencyTM, consists of patented, individually adaptive, research-based products that rapidly build the readiness skills needed for learning foundational reading (i.e., phonemic awareness, phonics, comprehension, fluency, vocabulary, listening accuracy, working memory, attention, processing, sequencing, morphology, syntax, and other critical skills). Fast ForWord is a reading and language readiness intervention designed to support struggling learners by targeting the root causes of reading difficulty in the brain. It is intended to improve reading and language readiness skills while simultaneously developing cognitive and executive function skills essential for students to be successful readers and learners.

IMMERSION OVERVIEW

WORLD LANGUAGES | GRADES 6-12 CATEGORIES 3 AND 4

Our Immersion programs offer digital resources in Spanish, French, and German for students in grades 6-12 that enhance language classrooms with engaging immersive experiences that complement any program. Students have access to vast, curated libraries of leveled eReaders and continuously updated travel videos, thematic videos, news articles, and songs. These supplemental resources are included as part of Carnegie Learning's basal solution, but can also be purchased separately as a supplemental resource to any program.

MATHIA OVERVIEW

MATH | GRADES 6-12 CATEGORIES 1, 2, and 4

MATHia is an adaptive mathematics learning software for students in grades 6-12 that individualizes and personalizes each student's learning and assessment experience. The experience is tailored based on a student's personalized learning needs. Problems are delivered based on what a student knows and doesn't know, customizing the experience to be unique for each student. When students return to review previously completed workspaces, they will see similar, but unique questions that re-assess their skills. This adaptation and modification for each student is done automatically and does not require additional effort from the teacher, thereby making efficient use of everyone's time.

MATHIA ADVENTURE OVERVIEW MATH | GRADES 6-12 CATEGORIES 1, 2, AND 4

MATHia Adventure is a blended learning solution for K-6 math. MATHia Adventure combines our research-proven games **Zorbit's Math Adventure** (K-3) and **MATHstoria** (4-6), along with a teacher dashboard that can be used to augment and supplement the games. In MATHia Adventure kids explore curriculum-aligned math concepts in unexpected ways. Additionally, MATHia Adventure offers a suite of digital tools, hands-on resources, and teacher supports that goes beyond paper worksheets and teaching to a test. This math-first game-based learning experience is supported by hundreds of differentiated lesson plans that are adaptable, playful, and classroom-tested.

12.0 PLATFORM FUNCTIONALITY

ClearClassrooms

ClearClassrooms utilizes MATHia software as part of the virtual instruction. With MATHia, students get personalized just-in-time feedback and contextual hints. MATHia uses sophisticated AI technology to adapt at a very detailed, skill-by-skill level. MATHia is highly interactive and offers step-by-step guided instruction for each workspace; worked examples and visual representations, including videos, to help build conceptual understanding; and exploratory workspaces.

All ClearClassrooms course content aligns with CA math and ELA standards.

The virtual teacher manages a station rotation model that includes teacher-led small group instruction with independent student learning.



Picture of the ClearMath Classroom

ClearFluency

ClearFluency is an innovative online guided reading tool that provides intensive reading practice. Learners use the tool to read developmentally appropriate texts both silently and aloud. Clickable words offer vocabulary and pronunciation help. Clickable lightbulb icons open Think About Its, questions or statements that help you think about what you are reading. Students must complete all Think About Its in order to move to the next step. ClearFluency uses patented technology that listens as each word is read aloud and delivers immediate support whenever a learner struggles with or mispronounces a word — reinforcing newly learned reading skills, vocabulary, and fluency.

With ClearFluency learners read developmentally appropriate texts both silently and aloud. In Step 1, learners engage with clickable words that offer vocabulary and pronunciation help. Clickable lightbulb icons open Think About Its, questions or statements that help you think about what you are reading. Students must input answers to complete all Think About Its in order to move to the next step. In Step 2, learners read aloud and record. ClearFluency uses patented speech recognition technology that listens as each word is read aloud and delivers immediate support whenever a learner struggles with or mispronounces a word — reinforcing newly learned reading skills, vocabulary, and fluency. Students also input responses to comprehension quizzes that include tasks such as identifying the main idea, making predictions, identifying cause and effect, and making inferences. Most responses are multiple-choice, though some also ask students to find a supporting sentence within the selection to answer the question.

ClearFluency aligns with the CA ELA standards. It includes explicit teaching principles which include fluency and comprehension skill training broken into specific steps with all K-12 levels to meet the individual needs of students. The process of following specific steps with each reading selection builds students' vocabulary and reading skills with consistent practice.

With ClearFluency teachers can select the reading levels by ATOS grade equivalent, lexile levels, or guided reading levels for each student so they can go into ClearFluency and work independently. There are supplemental lessons included for K-5 reading selections that offer activities in listening, speaking, reading, and writing as well as additional resources and materials to support students as they complete the ClearFluency steps.

ClearFluency has been optimized for student benefit in recent years. Changes include adapting the format to allow for scrolling rather than a 'page-turning' format, adding a Word Wall to introduce glossary words for each selection as well as guiding students to pronounce each glossary word before beginning the selection steps. Most recently, there have been changes in the appearance of ClearFluency to make it more appealing to students of all ages. We also are in the process of adding significantly more selections to the ClearFluency library.

Fast ForWord

Fast ForWord is an evidence-based, adaptive, gamified reading and language program that offers real-time, corrective feedback. With Fast ForWord, each student has personalized learning experience. Game-based exercises adapt to students' performance providing precise and efficient training optimized for students' individual needs.

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Carnegie Learning Inc Categories 1, 2, 3 & 4 Prior to beginning Fast ForWord, students take an assessment that then places them at the appropriate component level based on their results. To build English language and reading skills, students must be able to perceive English phonemes and words more clearly, so that is where Fast ForWord begins with students who are below grade level, English learners, or receiving special education services. In the initial Fast ForWord components, the exercises include adaptive technology that modifies consonant sounds, so they are longer and louder than in normal speech, which allows these students' brains to map those phonemes clearly.

As the students progress through the exercises, those stretched sounds gradually become shorter until it reaches the natural speech of the last levels. The changes progress as the student is successful so it never moves too quickly. Using that modified speech, students practice distinguishing the sounds of English with thousands of repetitions to map the brain. They also work with the essential language skills (grammar, word analysis, vocabulary, phonological fluency, etc.) to develop the foundations needed to be proficient in English. A dashboard allows students to see their progress and where they need more practice.

If students understand and show proficiency with the concept, indicating prior learning, the program will move them to a higher level while struggling students will remain on the current level or may be moved to a lower one, as needed. Students receive the practice they need to build and master skills. They build critical thinking skills as they progress to the higher levels of the exercises and are required to analyze the data provided to determine the best response.

Fast ForWord is aligned to the CA ELA standards. Research shows that the true building blocks of reading are language and cognitive skills. Fast ForWord simultaneously and intensively targets these skills. The program components support all phases of the teaching-learning cycle and digital resources save time and engage students so they can rapidly reach their reading goals. The program's adaptive learning system is designed to dynamically adjust to the level of content based on an individual student's skill attainment in ways that accelerate performance.

Students engage with Fast ForWord independently as they move through the game-based exercises. Teachers can assign students to ClearFluency in addition to Fast ForWord if students are ready to apply the skills they have learned with oral reading practice. Included in the teacher resources are supplemental lesson plans that include learning goals and objectives, key vocabulary, materials, motivation, teacher presentation, differentiation, practice/application, review/assessment, and extension activities. Each lesson specifies activities for listening, speaking, reading, and/or writing. Carnegie Learning provides teachers with electronic copies of manuals for each of the Fast ForWord components offering ideas and content for direct instruction activities and scaffolding instruction for General Education Students, English Language Learners, Special Education Students, and Struggling Readers. Additional materials and resources also are included.

Fast ForWord components have been updated over the past five years with the majority of the exercises redesigned to improve student benefits through ease of use, motivational and student engagement strategies, as well as adding STEM graphics for secondary students.

Fast ForWord provides reporting tools and analysis that enable educators to monitor student progress individually, by class or group, school, or district. Class and Student reports provide information to easily monitor group and individual student progress to help teachers monitor student usage, track time-on-task, plan small group instruction, identify students who may be struggling, make informed intervention decisions, and celebrate student success. The continuous assessment and reporting inform each learner's scaffolded learning experience and pacing. Fast ForWord provides "just-in-time" student data and reports that help:

- measure the impact of the program
- monitor usage and time-on-task
- identify when students reach milestones or are struggling
- track progress on exercise content and skills

• respond to student progress by accessing additional offline resources for direct, teacher-led instruction and activities for independent student use

Reading Progress Indicator (RPI), a nationally normed, computerized assessment that measures Fast ForWord effectiveness, is integrated into the Fast ForWord solution. Skills are measured through online assessments provided at four levels based on the grade band that the teacher enters: K-1, 2-3, 4-6, and 7-13+. Students retake the RPI assessment after completing an assignment, allowing instructions to monitor student growth collectively and individually. The RPI provides a grade equivalent and national percentile and measures phonemic awareness, decoding, vocabulary, and comprehension skills.

World Language Immersion

World Language Immersion brings the world to your students, allowing them to immerse themselves in the language, build proficiency, and make meaningful connections to other cultures. Leveled e-readers develop students' interpretive skills and immerse them in the target language and culture with a library of leveled eReaders on topics of personal interest to students. Titles range from original and abridged classic literature to holidays, historical figures, and short stories. Students are offered freedom of choice. Students explore libraries full of diverse content that appeals to their interests and meets their ability level, including songs and videos with scripts and key vocabulary terms, and weekly leveled news articles with audio recordings. Corresponding questions and activities help students check their understanding as they go.

World Language Immersion offers students access to a vast, curated library of continuously updated travel videos, day-in-the-life videos, news articles, karaoke-style songs, oral assessment tools, and leveled eReaders in Spanish, French, or German. iCulture provides consistently updated material throughout the entire adoption. Monthly virtual tours, cultural encounter videos, and songs, as well as weekly current events articles, ensure students receive the most upto-date cultural information, all in the target language.

Students demonstrate presentational speaking using media prompts, simulated conversations, or visuals with custom or preloaded video Performance assessments.

Video programs supplement instruction with a series of captivating storyline videos and documentaries. Every 10-minute episode includes optional subtitles in the target language and a

complete script, as well as Previewing, Viewing, and Post-viewing activities that allow students to get the most out of their viewing experience.

New skills are introduced at an appropriate developmental pace

Activities for both iCulture and the eReaders can be differentiated according to the novice, intermediate, and advanced proficiency levels. iNews articles are available in both basic and advanced versions with audio recordings and the variety of activities allows teachers to choose from different activities to assign to various groups of students. All videos have target language subtitles and transcripts and many of the eReaders have synchronized audio or an audio album.

Includes opportunities to practice key words and phrases in multiple contexts

Our immersion programs incorporate the presentational, interpersonal, and interpretive modes of communication. For example, we incorporate the presentational mode with advanced writing/speaking prompts that accompany iVideos and presentational prompts that appear in the eReaders. As such, students have opportunities to practice keywords and phrases in multiple contexts. The interpersonal mode is developed through the oral personal opinion questions with iVideos and through activity prompts that are included with many of the eReaders. Students develop proficiency in the interpretive mode through viewing and listening to iVideos and iPassport virtual tours and by answering comprehension questions. Students develop their reading skills in the interpretive mode through iNews articles and the library of eReaders by completing a variety of comprehension activities following the reading selections.

Platform provides immediate feedback on pronunciation and offer coaching with native speakers

Students demonstrate presentational speaking using media prompts, simulated conversations, or visuals with custom or preloaded video Performance assessments. iCulture resources include authentic language and situations with young native speakers. All iVideos and iPassport videos have an accompanying web activity that takes students to an authentic target-language website with an interpretive activity to complete based on the website.

Describe improvement/ product modifications and how they enhance the interactive experience

The Carnegie Learning digital platform is updated regularly to ensure the best user experience. The immersion products themselves continually receive new content throughout the school year so that students are exposed to current events, topics, and themes. iNews articles are released each week with both Basic and Advanced versions. iPassport, iVideos, and iSongs are released each month. Students and teachers also have access to the entire archive going back to 2009. The eReader library is updated as new titles become available.

MATHia

With MATHia, students get personalized just-in-time feedback and contextual hints. MATHia uses sophisticated AI technology to adapt at a very detailed, skill-by-skill level. MATHia is highly interactive and offers step-by-step guided instruction for each workspace; worked examples and visual representations, including videos, to help build conceptual understanding; and exploratory workspaces.

MATHia is aligned to the CA Math standards. Students are active from the very beginning—and through to the end—in the curriculum. They are answering questions, making connections, and exploring important ideas. Students can see in real-time how their skills grow and mature to help promote motivation. We continue to help students remember what they learn by highlighting important concepts in a variety of ways in MATHia and connecting new learning with prior knowledge. MATHia workspaces promote transfer of learning by focusing students on solving both symbolic and contextual problems, often even within the same workspace. MATHia continues to emphasize immediate feedback during math problem-solving but tempers it with on-demand and delayed hint feedback.

MATHia software offers students the Independent practice necessary to become fluent and automatic in a skill. The adaptive nature of the software will support students on an individual basis at their point of need. The Teacher's Toolkit provides real-time reports and dashboards with specific insights into how well students are progressing with their mathematical understanding of the concepts in MATHia. Teachers can customize MATHia digital activities and module sequences to student need by grade, content, standard, or learning target. Custom sequences can be assigned to students for remediation or acceleration as required.

As new content is developed or continuously improved, our team of cognitive scientists and math practitioners continue to focus on the science of learning to bring innovative solutions to meet your needs:

- Students are active from the very beginning—and through to the end—in the curriculum. They are answering questions, making connections, and exploring important ideas.
- Students can see in real-time how their skills grow and mature to help promote motivation.
- We continue to help students remember what they learn by highlighting important concepts in a variety of ways in MATHia and connecting new learning with prior knowledge.
- MATHia workspaces promote transfer of learning by focusing students on solving both symbolic and contextual problems, often even within the same workspace.
- MATHia continues to emphasize immediate feedback during math problem-solving but tempers it with on-demand and delayed hint feedback.

As an example, we've made improvements to the diagrams in MATHia. We've minimized the white space to reduce the need for scrolling when viewing problems, helping students remember what they learned by presenting students with clean, uncluttered spaces in MATHia to minimize working memory load.

ReadyCheck Assessments provide a data-driven view of unfinished learning or gaps in discrete mathematical concepts. Reports help teachers assess student readiness and highlight strengths and weaknesses based on state math standards. Teachers administer the ReadyCheck Assessment as the first step in course planning. Aligned to state standards at the domain level, ReadyChecks assess precursor and prerequisite skills to the concept about to be taught by the teacher.

Based on student ReadyCheck assessment data, teachers assign students with a corresponding MATHia sequence that provides instruction and practice in the precursor/prerequisite skills assessed by the ReadyCheck assessment. The flexibility of these brief assessments provides a powerful foundation to identify students in need of math intervention. Utilizing the eText

lessons, teachers choose intervention steps for each student, whether to scaffold instruction, assign remediation material, and/or utilize intensive small group activities.

MATHia features five different instructional strategies that you will experience as you work through the problems. The five types of instructional tools are balanced to make sure you fully engage and develop your math skills. Explore Tools give students the opportunity to investigate mathematical concepts, search for patterns, and look for structure in ways that make sense to you. These tools also provide optional supports for students as they answer questions and solve problems. Animations provide students with an opportunity to watch, pause, and re-watch demonstrations of various mathematical concepts. Classification Tools allow students to apply their mathematical understanding by categorizing answers based on similarities. These tools also give students a way to demonstrate proficiency in recognizing patterns in problem structure. Problem-Solving Tools give students highly individualized and self-paced instruction that adapts to their exact needs to deepen your conceptual understanding of mathematics. Through adaptive learning technologies, students engage in reasoning and sense-making. Worked Examples give students a tool that helps them to question their understanding, make connections with the steps, and ultimately self-explain. Analyzing Worked Examples also helps students to identify their own misconceptions, and make sense of the mathematical concepts involved, helping them persevere in problem-solving.

MATHia sequences are aligned and curated to match the course content and structure used by the teacher. Teachers have the ability to add readiness content or acceleration content as well as adjust the order to match their class's needs. Once the sequence is assigned, students can work independently throughout the course of the year on the software without the need for the teacher to adjust or add any content.

MATHia constantly learns and adjusts, making sophisticated pedagogical decisions to deliver a personalized learning path and ongoing formative assessment every step of the way. ReadyCheck Assessments provide a data-driven view of unfinished learning or gaps in discrete mathematical concepts. Reports help teachers assess student readiness and highlight strengths and weaknesses based on state math standards. Teachers administer the ReadyCheck Assessment as the first step in course planning. Aligned to state standards at the domain level, ReadyChecks assess precursor and prerequisite skills to the concept about to be taught by the teacher.

MATHia Adventure

MATHia Adventure unites play and rigorous pedagogy. MATHia Adventure is a researchproven game where kids explore curriculum-aligned math concepts in unexpected ways. This game-based learning experience is supported by hundreds of differentiated lesson plans that are adaptable, playful, and classroom-tested.

Content is Common Core aligned and crosswalks to California content standards can be made available for the 2023-2024 school year. All materials will be California standards aligned and coded by the 2024-2025 school year.

Students play the MATHia Adventure math-first game independently. The game-based learning experience is supported by hundreds of differentiated lesson plans that are adaptable, playful, and classroom-tested. Educators have access to a suite of digital tools, hands-on resources, and teacher supports. With lesson planning tools and concierge-style recommendations, teachers can craft student-centered lessons that meet students where they are, foster a growth mindset, and nurture a love for math. These digital tools streamline planning and allow teachers to personalize learning.

MATHia Adventure has an updated Progress page and includes 2 options. There is added detailed Student Performance. Clicking on the progress bar opens an expanded view of student performance in each module. Clicking on the subjects opens recommendations for digital or non-digital content that reinforce the concept or module. Also, the Progress page now includes a curriculum-aligned progress report. The Curriculum/Standards Report is a brand new progress page, available for K-3 for right now (4-6 coming soon). The outcomes or expectations are taken directly from the curriculum that teachers follow with their classes.

MATHia Adventure has a re-designed Support page, now called the Help Center. Within this page, teachers can find brief descriptions of each page, helpful PD videos, additional support articles, and contact information.

MATHia Adventure (Grades 4-6) has new game updates. We've introduced a Home Area where students kick off their play sessions and return between quests. Also, new quests (game tutorials) have been added with improved feel and environment aesthetics. There are also new lessons and 3 additional models, as well as updates and improvements to existing models.

With the new updates, teachers benefit from improved reporting and are better able to assist students who need help or enrichment. Students' experience with the math-first game is improved via the centralized Home Area, improving gaming functions, and improved interactive models.

The adaptive system in MATHia Adventure changes the parameters of the next question that students encounter within a lesson. It does not adapt between grade levels, or impact the sequence of lessons. The parameters it changes in the next question are a combination of the data (making the values harder/easier to work with) and the complexity of the question (adding extra distractors, decreasing time to subitize, etc)

Games are organized by domain. Students move through planets that personify the domains. Teachers can make assignments that direct students to specific games/domains/content or they can allow students choice and voice as they engage in the free play setting of the games.

MATHia Adventure is designed for play and practice and is not an assessment tool but captures real-time data as students work through the game levels. Our core elementary solution provides course-level assessments for progress monitoring, summative assessments at the topic level, and formative assessments at the topic and lesson level. Our assessment engine includes a variety of question formats designed to assess students' progress for Grades 3-5.

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Agreement No.: 4400011516

The MATHia Adventure game is supported by hundreds of differentiated lesson plans that are adaptable, playful, and classroom-tested. Educators have access to a suite of digital tools, handson resources, and teacher supports. With lesson planning tools and concierge-style recommendations, teachers can craft student-centered lessons that meet students where they are, foster a growth mindset, and nurture a love for math. These digital tools streamline planning and allow teachers to personalize learning. Teachers can create and manage student assignments. Assignments are highly targeted student "tasks" created in the Zorbit's Dashboard for students to complete within Zorbit's Math Adventure games. These assignments can be tailored to cover specific parts of the curriculum or concepts teachers wish students to focus on. Teachers can "Create Custom Assignment" or use existing assignments from the "Assignment Library."

Real-time formative assessments are embedded within MATHia Adventure. In MATHia Adventure, an adaptive scaffolding system determines students' understanding of a concept and then tailors the type of feedback they receive. This way, strong students retain their autonomy when problem-solving, while weaker students are given a helping hand to help build confidence. Our formative assessment system collects and analyzes progress data to reveal student and classwide insights. Teachers can use the real-time updates on students who are playing too quickly see where students are struggling and intervene as needed. Paired with direct observation facilitated by our hands-on resources, teachers get a crystal-clear picture of where students are.

To monitor and review students' class progress and performance, and identify the concepts that have been covered, teachers can choose between two reports: Game Progress Report and Curriculum / Standards Report.

The Game Progress Report allows teachers to filter by grade level and date range. Teachers can click on a student's progress bar for a given subject to view the breakdown of concept progress per module. Teachers can select "View Student Report" to view individual student progress. The individual student report provides an overview of all progress across all grades, including time played and the option to select a date range. Teachers can also view a high-level overview of students' progress in a given concept. Following, teachers can click on "View Recommendations" should they want to reinforce these concepts. "View Recommendations" opens a new page with corresponding games from "Game Guide," "Classroom Resources" and "Assignment Library." Teachers can use these suggested tools to reinforce concepts that a student may be struggling with. The Curriculum / Standards Report allows teachers to click on the curriculum code of a concept for a description of the contents. Teachers can click on a student's progress bar for a given subject to view the percentage of proficiency the student has reached. To view individual student progress teachers can select "View Student Report." Teachers can select a "Recent Activity" tab to view the most recent activity played, as well as total time played and time played this week, an "Assignments" tab with class assignments, as well as active assignments assigned to the student, indicated under "Current Assignments," and a "Recommendations" tab which underlines learning gaps by grade and date range and provides suggestions for related resources and assignments.

END OF STATEMENT OF WORK

SCHEDULE B

CONTRACTOR'S RATES

Category I	Unit	Description	MATHia	MATHstream Student Licer(<u> </u>	MATHIA Adventure (Zorbits + Mathstoria)	Fast ForWord Subscription	Reading Assistant Plus Subscription	Immersion Digital Student License, (per student, per Language - Spanish, French, German)	Tutor(<u>~</u>	CLe	ar Classrooms 🔍
	1-Vear Licence, per Student	Annual Student License (Multi-site and term discounts available)	\$27.54	\$17.60	\$27.54	\$23.00	\$12.96	\$19.44			
Subscription License	S-Year Licence, Annualized per Student	5-Year Annual Student License Annualized (Multi-site and term discounts available)	\$19.36	\$15.80	\$19.36	\$21.00	\$11.76	\$13.92			
Agreement	Annual by school or per student (include detail on discounts provided)	Annual Class Licence								\$45,900	\$13,500 per class, per quarter (multi-quarter discount reflected in annual cost)
		Workshop (Price per day) - In-person - Up to 25 participants per facilitator, Up	\$3,600	\$3,600	\$3,600	\$3,600	\$3,600	\$3,600			
	Onsite Implementation Workshop	upon purchase, number of teachers, and needs of the district. Up to 25 participants per facilitator, Up to 6 hours a	\$3,600	\$3,600	\$3,600	\$3,600	\$3,600	\$3,600			single class period
Professional Learning (PL)	Virtual Implementation Session	Up to 20 participants per facilitator; 2-3 hour sessions	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$6,000		(up to 60-minutes), per
	Onsite Consulting, Coaching, and Support	upon purchase, number of teachers and needs of the		\$3,000	\$3,000	\$3,000	\$3,000	\$3,000			quarter (9 weeks)
	Virtual Consulting, Coaching, and Support	Up to 20 participants per facilitator; 2-3 hour sessions	\$450	\$450	\$450	\$450	\$450	\$450			

mplementation and monitoring	One time and annual costs (include detail on discounts provided)		N/A	N/A	N/A	N/A	N/A	N/A		
Other Costs	Itemize (include detail on discounts provided)		N/A	N/A	N/A	N/A	N/A	N/A	\$150/Ho ur	
		Total Annual Cost (License Only)	Variable on Selection	Variable on Selection	Variable on Selection	Variable on Selection				
		Professional Learning	Variable on Selection	Variable on Selection	Variable on Selection	Variable on Selection				

SCHEDULE A

STATEMENT OF WORK

1.0 SCOPE

This Statement of Work (SOW) defines the effort required for the administration and reporting of the Los Angeles Unified School District (Los Angeles Unified) digital instructional tools/platform. Schools will be able to implement one of the following digital tools to support concept development, skills mastery and problem solving skills of students in grades K-12.

Digital tools/platforms as outlined below:

- Category I Instructional Delivery and Interaction
- Category IV Specialized Digital Learning Tool

2.0 STATEMENT OF WORK – The tasks required to successfully administer digital tools/platforms:

A. Properties of instructional tools should include:

- UNIVERSAL DESIGN: Platform must be designed so that materials function as intended for as many students as possible
- CONTENT: Platform design and materials should be developmentally appropriate and support standards-aligned learning
- ACCESSIBILITY: Items and tasks are presented with additional information or in alternative ways, in order to meet the specific needs of some students.
- SENSITIVITY: Content contained should not be distracting or upsetting for some students.
- CULTURAL AND LINGUISTIC RESPONSIVENESS: Digital tools must consider the cultural and linguistic diversity of the students in Los Angeles and should contain culturally and linguistically responsive materials that are appropriate for meeting the needs of all students (English Learner (EL), Standard English Learner (SEL), Student with Disabilities (SWD), etc.)
- International Society for Technology in Education (ISTE): Standards is a framework for learning in-depth, digital age skills and attributes with learning that is amplified through technology
 - o ISTE Standards for Students and/or
 - o <u>ISTE Standards for Educators</u>

B. The proposer's online platform must receive an approved LAUSD Unified Digital Instructional Procurement Plan (UDIPP) prior to contract execution. Proposer will not be authorized to provide any services unless proposer's LAUSD UDIPP application has been approved. The latest version of LAUSD UDIPP requirements must be met along with updated requirements released. The vendor shall monitor UDIPP approval expiration and complete renewal applications in a timely manner

Proposer must meet the LAUSD UDIPP requirements regarding SSO and SAML, Student Data Privacy, Data Security and LMS Compatibility. Determination as to whether a proposer meets those minimum qualifications will be based on their responses to the Unified Digital Instructional Procurement Plan Questionnaire, which can be found at <u>udipp.lausd.net</u>.

C. The effective, efficient, and timely completion of all tasks and requests is critical to the successful implementation of the digital tool.

CATEGORY I: INSTRUCTIONAL DELIVERY AND INTERACTION

Instructional delivery and interaction tools provide interactive lessons, interactive videos and gamification. Features such as drag and drop, recording, inputting responses, etc. should be developmentally appropriate for age and grade of students, as well as content areas being supported. Interactive teacher tools will allow teachers to create assignments, modify pre-made lessons, and create new lessons as applicable. The platform should provide teachers with the ability to include formative assessment in lessons, such as quizzes, polls, etc. as well as provide the ability to monitor assessment completion and results in real time. The platform should provide grade sync capabilities to automatically score and sync with the District's Learning Management System/Schoology. The platform should provide teachers with insights on using the formative assessment and dynamic media features to inform instructional next steps and student outcomes. Within the platform interactive, lessons can be teacher-led and educators should also be able to assign them for students to complete independently as needed.

They may address multiple content areas or a single content area such as:

- English Language Arts
- Mathematics
- Science
- History/Social Studies
- Social Emotional Learning
- Arts Education
- Physical Education
- English Language Development
- Multiple content areas
- Computer Science Education
- Coding
- Cybersecurity Education
- Digital Citizenship

CATEGORY IV: SPECIALIZED DIGITAL LEARNING TOOL

Specialized digital learning tools provide teachers and students with supplemental tools that will enhance the learning experience and are utilized for a specific purpose. The purpose of the tool should be connected to a specific usage and content area. Tools can fall into categories such as:

- Video conferencing
- Document annotation
- Digital recording and screencasting
- Electronic Reference materials
- Music Production
- Graphic Design
- Photography
- Digital Storytelling
- Film production/editing
- Research
- Science labs
- Presentation
- 3D Design and printing
- Augmented Reality
- Virtual Reality
- XR (Extended Reality: Augmented Reality and Virtual Reality, and Mixed Reality Combined)
- Artificial Intelligence & Machine Learning
- Generative Text
- Communication
- Survey Tools
- Homework Help
- Assessment Tools
- Simulations
- Game-Based Learning
- esports

FEATURES ACROSS ALL DIGITAL TOOL CATEGORIES

MATERIAL FOR EDUCATORS

Digital Tool materials shall include:

- The digital activities and games should be standards aligned, can be used flexibly for various blended learning models or as an extra enhancement for core instruction.
- Teachers should be able to place any student at any spot in the curriculum to enhance the work on specific content the class is learning via their core curriculum.
- Should include digital manipulatives, when applicable, to support students with problem solving and sense making.
- Embedded formative assessments which provide instant feedback for the students, including pre and post assessments, progress monitoring, and standardized test preparation.

- The platform shall support access through on-line connections via operating systems commonly found on MacBooks, iPads, Chromebooks, Personal Computers (desktops/laptops), Interactive Smart Boards and Interactive Projectors. The digital curriculum must be compatible with these devices. Digital tools must meet the minimum operating specifications as follows:
 - iOS 13 and higher for iPads
 - Windows 10 OS and higher for laptops and PCs
 - MacOS 11 and higher for Macbooks
- Platform should include data reporting to address the following:
 - Individual student progress and completion of activities/games
 - Teacher/Classroom report on student progress on standards and completion of activities/games
 - School Administrators, District and Region level administrators and coordinators have access to the platform analytics through the LAUSD single sign-on

PROFESSIONAL DEVELOPMENT

Teachers and administrators shall be provided with initial in-person or on-line training which will provide an overview of the digital tool program and training on how to access, navigate, and utilize both print and digital materials. Training will also support teachers with best practices in terms of blended learning models and use of the digital tool to enhance their core curriculum and provide intervention/enrichment for students with the goal of differentiating and personalizing instruction. Teachers will receive training and support in utilizing assessment data to make instructional decisions.

Teachers and administrators shall be provided follow-up implementation support training and ongoing coaching support shall be made available in-person and/or virtually. This ongoing support will deepen teachers and administrators strategic use of the digital tool and support schools with bringing in parents/caregivers as equal partners in teaching and learning but with at-home connections.

Professional development for school site leadership and district leadership shall include quarterly data charts around usage of lessons/activities/games by grade span, and as requested by the district, and students and whether recommended usage goals are being met in alignment with the research supporting the use of the digital tool.

Services must include on-going digital support for questions that arise regarding access, functionality and usage.

MATERIAL FOR FAMILIES

The supplemental digital tool shall include resources that parents may access from home, including asynchronous lessons/activities/games and videos. These will include modeling of activities and games, as well as additional resources that will increase family engagement, enhance classroom learning, and reduce learning loss. The videos and resources shall take advantage of digital and mobile technology and will be used to build instructional supports between families and their school. Families will also be provided with multiple opportunities to attend webinars which will provide tools and resources to support their child's numeracy development in the home.

Table B - Sample File of Data Items

Example of data items with corresponding descriptions.

The following usage data information is requested for all products. All marked with (*) are required. Please set up a meeting with the LAUSD team for a weikthrough of this template.

This Is a unique value to identify the vendor in LAUSD Tables	This is a unique value to identify the Product in LAUSD		LAUSD Location Code, or cost	Identifier for the type of device that was used to access platform		Вгожает Туре	Browser	IP Address (used by District to identify internal firewall versus "at home" logins)					Duration	Assignment Score Grade	Standard addressed
Partner ID*	Product ID'	User ID (Lausd)'	User School Id (LAUSD)	Device Type*	Device Version	Browser Type"	Browser Version*	IP	Association Treases	Activity Action type	Activity ID	Time STMP*			
Pannorito	1	first.last@mymail.lausd.ne		Iphane	Device version	Safari	1	100.xxx.x.x	Activity Type' Assignment			06/12/2020 12:12:34 PST			[
	1	first.last@mymail.lausd.ne	•	Laptop		Chrome	80	199.060.0.0	Course		Course ID	du 12/2020 12:12:34 1 31		1	<u>.</u>
		lirst.last@mymail.lausd.ne		Laptop	1	Chrome	80		Login		Section JD				
		lirst.last@mymail.lausd.net		Laptop	1	Chrome	80		Logaut	View					İ
	Your Product Name	first.last@mymail.lausd.ne	1	Laptop		Chrome	80		Section	Complete					
	Your Product Name	lirst.last@mymail.lausd.ne	t	Laptop		Chrome	80		Lessons						
	Your Product Name	first.last@mymail.lausd.net	1	Laptop		Chrame	80		General Activity						
	Your Product Name	lirst.last@mymail.lausd.ne		chromebook		Chrame	80		Assignment	Update					
	Your Product Name	lirst.last@mymail.lausd.net		chromebook		Chrome	80		Assessment	Slart					
									Assessment	End					
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11.0 APPROVED PRODUCTS

Category I - Instructional Delivery and Interaction

1. Discovery Education Experience

Category IV – Specialized Digital Tool

1. Discovery Education Experience

12.0 PLATFORM FUNCTIONALITY

Product Quick Facts: Discovery Education Experience K-12

Discovery

Courses/Grades	The Discovery Education Experience provides relevant teaching and learning
Core or	materials for K-12 classrooms. The Discovery Education Experience curates standards-aligned, multimodal
Supplemental	interactive content designed to supplement instruction.
Alignment	The base of supplemental multimodal teaching and learning resources within the Discovery Education Experience includes California Content Standards aligned content in all K-12 content areas.
Print or Digital	Fully digital, online teaching and learning platform, with advanced on-demand download/print functionality.
Language	In addition to English, the Discovery Education Experience contains multimoda resources in Spanish, Chinese, French, Arabic, Japanese, Portuguese, Russian Thai, and many other languages.
Accessibility	 Naturally supports UDL principles through student and teacher choice or various content modalities. Multi-language closed-captioning and navigable video transcripts with auditory and written accommodations. Standards-aligned remediation and extension resources.
Key Features	 Flexible K-12 learning platform provides compelling high-quality content ready-to-use digital lessons, unique collaboration tools, and professional development resources to give teachers everything they need to create a lasting educational impact. Built for all learners, grade levels, subject areas, and interests, the Discovery Education Experience brings excitement to lessons. Over 200,000 standards-aligned resources include vetted, high-quality images, audio, video, text, interactives, and activities carefully curated by topic and organized by grade level. Engaging channels offer topic-focused multimodal resources and planning supports such as our science channels: National Science Foundation: Science Now, Outrageous Acts of Science, Street Science, Questioning in Science, and the Nature of Science Investigation; social studies channels: World Geography, Communities, Civics Connected, and Economics; and math channels: Math in Context, Math Interactives, Prudential Monthly Math Challenge and Math Connections. Step-by-step guides, interactive courses, and a comprehensive assortment of live webinars and events help teachers maximize Discovery Education resources to create unique learning opportunities for all students.

Product Quick Facts: K-5 Science Techbook Curriculum Pack



	10 ICATION
Courses/Grades	 Discovery Education Science Techbook Curriculum Pack- Grade K Discovery Education Science Techbook Curriculum Pack- Grade 1 Discovery Education Science Techbook Curriculum Pack- Grade 2 Discovery Education Science Techbook Curriculum Pack- Grade 3 Discovery Education Science Techbook Curriculum Pack- Grade 4 Discovery Education Science Techbook Curriculum Pack- Grade 4 Discovery Education Science Techbook Curriculum Pack- Grade 5
Core or Supplemental	Core resource designed to replace a traditional textbook program. Some distric partners opt to use Science Techbook as a supplemental resource.
Alignment	Next Generation Science Standards (NGSS)
Print or Digital	 <u>Students</u>: Core digital courses with advanced on-demand download/prin functionality. <u>Teachers</u>: Digital teacher guide and planning resources, point-of-use digita teacher notes, and on-demand digital professional development resources.
Language	English with instant toggle to Spanish translation and authentic read-aloud text to-speech, interactive glossary with hundreds of languages/dialects, and compatible with Google Translate to provide digital content in 90+ languages.
Accessibility	 Instant toggle between Reading Level A and Reading Level B Text-to-speech, 4-color highlighting, interactive notebook Video multi-language closed captioning with navigable transcripts
Key Features	 Relevant unit storylines offer intentional sequencing of activities to help students take ownership of their learning. Phenomena-driven, research-backed science curriculum cultivates three dimensional learning experiences. Wonder-Learn-Share concept progression adapted version of the research based 5E instructional model to best meet the needs of K-5 students. Active investigation of phenomena prompts students to ask questions, build models, and develop explanations to generate evidence of sensemaking. Lesson planning, differentiation, progress monitoring, and professional growth opportunities provide teachers with time-saving support. Exclusive, original, and highly engaging multimodal content makes science exciting and relevant for all students with hands-on and virtual investigation. Standards-aligned vetted, high-quality images, audio, video, text, and interactives curated and segmented by grade level. Compelling ready-to-use digital science lessons, unique collaboration tools and professional learning resources gives K-5 teachers everything they need to create a lasting educational impact.

Product Quick Facts: 6-8 Science Techbook Curriculum Pack



Courses/Grades	Discovery Education Science Techbook Curriculum Pack- Grade 6 Discovery Education Science Techbook Curriculum Pack - Grade 7 Discovery Education Science Techbook Curriculum Pack - Grade 8
Core or Supplemental	Comprehensive core resource designed to replace a traditional textbook. Some district partners opt to use Discovery Education Science Techbook as a supplemental resource.
Alignment	Next Generation Science Standards (NGSS)
Print or Digital	<u>Students:</u> Core digital courses with advanced download/print functionalities. <u>Teachers:</u> Digital/print-friendly teacher planning resources, Model Lessons, point-of-use Teacher Notes, and professional development opportunities.
Language	English with instant toggle to Spanish translation and read-aloud text-to-speech, an interactive glossary with multiple languages, and compatibility with Google Translate for content in 100 languages.
Accessibility	 Instant toggle between Reading Level A and Reading Level B. Text-to-speech, 4-color highlighting, interactive notebook. Video closed captioning with navigable, searchable transcripts.
Key Features	 An abundance of multimedia content, such as Activities, Virtual Labs, Videos, Audio, Photographs, and Text engages students immediately and helps them understand the relevancy of science in their daily lives. Active investigation of phenomena through questioning, modeling, data collection, and analysis allows students to generate evidence of learning. Researched-based 5E instructional pathway with embedded differentiation strategies supports all students in acquiring standards-aligned knowledge and conceptual understanding of scientific ideas in each unit. Formative and Summative Assessments are embedded into the learning cycle for each Science Techbook unit, to support students in achieving proficiency in NGSS and defined learning goals. Technology Enhanced Items (TEIs) allow students to demonstrate 3D learning with responses that feed directly to the Dashboard. Easily printable, students have the option to present understanding on paper. Lesson planning, differentiation, progress monitoring, and professional growth opportunities provide teachers with time-saving support.

Product Quick Facts: 9-12 Science Techbook Curriculum Pack

Courses/Grades	Discovery Education 9-12 Science Techbook Curriculum Pack – Physics in the Universe
	 > Discovery Education 9-12 Science Techbook Curriculum Pack – The Living Earth > Discovery Education 9-12 Science Techbook Curriculum Pack – Chemistry in the Earth System
Core or Supplemental	Comprehensive core resource designed to replace a traditional textbook. Some district partners opt to use Discovery Education Science Techbook as a supplemental resource.
Alignment	Next Generation Science Standards (NGSS)
Print or Digital	<u>Students:</u> Core digital courses with advanced download/print functionalities. <u>Teachers:</u> Digital/print-friendly teacher planning resources, Model Lessons point-of-use Teacher Notes, and professional development opportunities.
Language	English with instant toggle to Spanish translation and read-aloud text-to-speech an interactive glossary with multiple languages, and compatibility with Google Translate for content in 100 languages.
Accessibility	 Instant toggle between Reading Level A and Reading Level B. Text-to-speech, 4-color highlighting, interactive notebook. Video closed captioning with navigable, searchable transcripts.
Key Features	 An abundance of multimedia content, such as Activities, Virtual Labs, Videos Audio, Photographs, and Text engages students immediately and helps them understand the relevancy of science in their daily lives. Active investigation of phenomena through questioning, modeling, data collection, and analysis allows students to generate evidence of learning. Researched-based 5E instructional pathway with embedded differentiation strategies supports all students in acquiring standards-aligned knowledge and conceptual understanding of scientific ideas in each unit. Formative and Summative Assessments are embedded into the learning cycle for each Science Techbook unit, to support students in achieving proficiency in NGSS and defined learning goals. Technology Enhanced Items (TEIs) allow students to demonstrate 3D learning with responses that feed directly to the Dashboard. Easily printable students have the option to present understanding on paper. Lesson planning, differentiation, progress monitoring, and professiona growth opportunities provide teachers with time-saving support.

Product Quick Facts: Mystery Science K-5

SCIENCE

Courses/Grades	Mystery Science provides science curriculum for K-5 classrooms.				
Core or Supplemental	Flexible resource, providing options for teachers needing quick supplement mini-lessons as well as full lessons for core instruction.				
Alignment	Next Generation Science Standards (NGSS)				
Print or Digital	Fully digital, online science curriculum				
Language	English. Full lessons allow instant toggle to Spanish transcripts and Spanish assessments.				
Accessibility	English and Spanish transcripts and lesson resources for students with auditor accommodations and students needing written word accommodations. Extension options for students needing additional support.				
Key Features	 S-minute mini-lessons, perfect for K-5 teachers squeezed for science time "Mystery Guides" answer real student science questions every week. Full "open-and-go" hands-on science lessons aligned to NGSS, with materia lists customized to the number of students in a teacher's class. The 1st-5th grade Anchor Layer adds unit-level phenomena, opportunitie to revise conceptual models after each lesson, and a performance task. Three-dimensional NGSS-aligned assessments challenge students to complete tasks such as data analysis, model design, and production. Units, lessons, and mini-lessons include corresponding teacher plannin resources to support ease of implementation. Embedded Professional Development opportunities enhance teachers ability to scaffold NGSS-aligned science instruction. Ready-made emails to share with parents about content covered in Myster Science lessons. 				

Products Quick Facts: STEM Connect



Courses/Grades	STEM Connect provides interdisciplinary STEM curricular resources for K-8 classrooms.
Core or Supplemental	Supplemental, built to fit class instruction as well as dedicated STEM electives, camps, clubs, and enrichment programs.
Alignment	 Built around the 4Cs framework, the UN Sustainable Development Goals, and the National Academy of Engineering Grand Challenges. Aligns to core content areas and uses art, social studies, health, and literacy to frame challenges.
Print or Digital	Digital
Language	English, with Microsoft Immersive Reader functionality to provide additional translation in many languages, with instant literacy support tools.
Accessibility	 Full lessons allow instant toggle to Spanish transcripts and Spanish assessments. English transcript for students with auditory accommodations and students needing written word accommodations. Extension options for students needing additional support.
Key Features	 Weaves the 4Cs—communication, collaboration, creativity, and critical thinking—and the United Nations Sustainable Development Goals into each lesson and progresses across grade levels. Blends interactive storylines with hands-on opportunities for students to design, build, make, and create. From quick 15-minute activities to fully prepared 45-minute lessons, STEM Connect gives teachers the flexibility to integrate STEM within your schedule. STEM Career video interviews feature exciting career paths and show skills in a real-world context. Model Lessons for teachers outline easy-to-follow instructions, informative pacing guides, links to assets, and connections to real-world UN Sustainable Development Goals.

Product Quick Facts: Social Studies Techbook

Courses/Grades	 Civics and Government United States History (Prehistory – Reconstruction) World Geography and Cultures World History (Prehistory – Present)
	Social Studies Techbook was designed for use in Middle School courses, although many districts opt to use Social Studies Techbook for grades 9 and 10, as the Lexile range within the courses is suitable for grades 9 and 10 as well.
Core or Supplemental	Core resource designed to replace a traditional textbook program.
Alignment	California Content Standards- History and Social Science
Print or Digital	 Students: Core digital courses with advanced on-demand download/print functionality. Teachers: Digital teacher planning resources, Model Lessons, point-of use digital teacher notes, and on-demand digital professiona development resources.
Language	English with instant toggle to Spanish translation and authentic read-aloud text to-speech, interactive glossary with hundreds of languages/dialects, and compatible with Google Translate to provide digital content in 90 languages.
Accessibility	 Instant toggle between Reading Level A and Reading Level B Text-to-speech, 4-color highlighting, interactive notebook Video closed-captioning with navigable transcripts Standards-aligned remediation and extension resources to meet the needs of all learners
Key Features	 Flexible, core-curricular resource that uses an inquiry-based approach to enhance literacy, citizenship, and critical thinking skills, allowing students to approach inquiry through the SEs: Engage, Explore, Explain Elaborate, and Evaluate. Compelling core content is paired with thought-provoking essential questions, diverse perspectives, primary source analysis, and project based tasks to reach all learners and encourage appreciation and empathy for others, both past and present. Multiple perspectives are infused into a seamless narrative as historical events are presented without bias. Students build compassionate awareness through exposure to a variety of historically significant voices. Thousands of carefully curated primary and secondary sources are coupled with focused analysis activities to promote critical thinking.

Product Quick Facts: Math Techbook



Courses/Grades	Math Techbook – Middle School Units Math Techbook – High School Units
Core or Supplemental	Core resource designed to replace a traditional textbook program. Some distric partners opt to use Math Techbook as a supplemental resource.
Alignment	Common Core State Standards- Mathematics.
Print or Digital	 Students: Blended solution, with core digital courses and on-demand download/print functionality. Teachers: Digital teacher planning resources, Model Lessons, point-of use digital teacher notes, and on-demand digital professiona development resources. ISR teacher guide with answer keys.
Language	English with instant toggle to Spanish translation and authentic read-aloud text to-speech. Compatible with Google Translate to provide digital content in 90 languages.
Accessibility	 Text-to-speech, 4-color highlighting, interactive notebook Video closed-captioning with navigable transcripts Standards-aligned remediation and extension resources to meet learned needs
Key Features	 Discover-Practice-Apply learning cycle that balances conceptual learning, procedural fluency, and real-world application to help students master mathematical concepts and develop lasting proficiency. Engages students through digital interactives, complex problems with videos, data manipulation with digital tools, game-like activities, and problems co-developed with the NBA. Technology-enhanced items (TEI's) and formative assessments are woven throughout the learning cycle and can be used to collect evidence of student progress. The powerful Math Dashboard and Math Assessment Builder can be used to adjust instruction to meet each student's academic needs. Math Techbook has been independently verified to meet the highes levels of mathematical content and pedagogy by EdReports.org outpacing competitors.

Product Quick Facts: Discovery Education Coding



CODING

Courses/Grades	Discovery Education Coding provides relevant teaching and learning materials for K-8 classrooms.
Core or Supplemental	Supplemental, built to fit class instruction as well as dedicated STEM electives, camps, clubs, and enrichment programs.
Print or Digital	Digital, as an available add-on Curriculum Pack
Language	English
Accessibility	Scaffolded, self-paced lessons so students can easily access move through at their own pace and get into complex text-based Coding when they are ready.
Key Features	 Introduces students to computational thinking: variables, substitution actions, systems, order, reasoning, and problem-solving. Covers 3 Coding languages/frameworks: Block, HTML, Python Block Coding is an introduction to coding, a non-text based language especially suitable to younger students HTML is a text-based language used to build the structure of website: especially Python is an object-oriented language that highly utilizes variables and function Comprehensive lesson planning supports for non-expert teachers Students have the opportunity to create their own apps! Offline assignments are available for every level, which allows teachers to look at students thinking, help give instructional support and acts as a formative assessment. Open-ended activities at the end of each unit challenge students to stretch their imagination and come up with their own ideas by adding new objects and actions to those they've used in lessons. Free code areas allow students to go even further by writing their own code from scratch using a full library of available coding blocks.

CATEGORY I- INSTRUCTIONAL DELIVERY AND INTERACTION

> Discovery Education's Curriculum Packs, powered by the Discovery Education Experience, includes interactive lessons, interactive videos, and gamification as appropriate.

Best of Interactives

Discovery Education has curated interactives into one channel called <u>The Best of Interactives</u>. Students can journey to other planets through coding adventures with NASA, travel the trade paths of Ancient Rome, grow tomatoes in a virtual lab, and solve equations at a zombie luau. Students research, experiment, and learn about topics at their own pace through a variety of interactive types.

Science Interactives, Virtual Labs, and Simulations

Interactives in Science Techbook such as Virtual Labs, Explorations, Fun-damentals, Integrated Science Simulations, and Skill Builders instantly assess student progress. The interactives often come with materials such as printable Student Activity Guides and Teacher Guides.

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Simulation with printable teacher and student guides.

Social Studies Interactives: Inquiry-Based Learning in Action

The inquiry-based learning model within the Social Studies Techbook Elaborate activities prompt students to think critically to solve problems from the eyes of historical figures or to step inside an interactive timeline. High quality primary and secondary sources include text, video, audio, and interactives. Interactive investigations in the Elaborate tab engage students in closer examination of a topic to build evidence and issue analysis skills. An example of inquiry-based learning is within the Civics and Government Course: Principles of the Constitution Enduring Debate: Active vs. Restrained Government Investigation. Students consider issues associated with the overarching question: "How active should the federal government be in people's lives?" Students read the arguments of two opposing perspectives and take a vote on each issue, backed with historical notes.

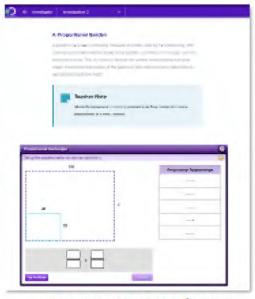
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Inquiry-based historical perspective investigation within Elaborate

Interactive Real-World Math Problems

Students apply their thinking to problems worth solving, rooted in real-world contexts that are relevant to their lives. Math Techbook uses videos, interactives for students to explore concepts, and digital tools that enable students to draw, manipulate, explore, and practice a variety of investigations. The interactive investigations transform traditional equations into relatable problems that spark curiosity, giving rise to new mathematical ideas.

In the Grade 7 Course, Unit 4, Concept 1: <u>Solve</u> <u>Problems Using Proportions</u>, the investigate tab of the Discover phase displays several contextual problems, including <u>A Proportional Garden</u>. Students explore the dimensions of a garden to determine the correct amount of space for everyone in a community to plant. Students manipulate the interactive to evaluate various strategies. They summarize their findings by responding to embedded questions in the assignment.



Real-world problem: A Proportional Garden

Interactive Math Tools

Math tools such as the interactive whiteboard and geometry tool are accessible for students to use while exploring concepts, completing interactives, or solving scenario-based problems. Traditional, graphing, and scientific calculators are directly embedded for students to test varied skills, resulting in increased procedural fluency. The interactive NBA math tool offers NBA and WNBA statistical categories for analysis. Students are challenged to create a formula based on available statistics to predict who will be chosen for the All-NBA Teams. Students use proportions to predict how many assists a player will have by the end of the season. Students quickly discover that math is essential within diverse sports-based careers.

Gamification in Math Techbook

The second pathway within Math Techbook Practice, called *Play*, consists of self-paced exercise. Students practice problems based on the current concept. This area uses a gamification mode in which students track their progress and earn badges. The *Coach* structure of three attempts, instant feedback, and text-based prompts is also accessible in *Play*.



Students earn badges and awards in the Math Techbook Play pathway.

Discovery Education's Curriculum Packs, powered by the Discovery Education Experience, offers features such as drag and drop, recording, inputting responses, etc. that are developmentally appropriate for the age and grade of students.

Formative Assessment Types

The Techbook Technology Enhanced Items (TEIs) vary in question form, such as narrative responses, drag and drop, or fill in the blank. Students have the option to save their work before submitting the final answers for review. Some TEIs provide the option for students to attach files of their own work as an additional means to demonstrate knowledge.

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Formative Assessment TEIs include options to upload additional work. Submissions and results populate immediately to the Teacher or Student Dashboard.

Discovery Education's Curriculum Packs, powered by the Discovery Education Experience, offers lessons that are appropriate for the content areas being supported and alignment to CA content standards is clear.

Partnerships in California

Discovery Education partners with school districts across California, to provide standards-aligned resources and relevant Professional Development. For example, Val Verde Unified School District partnered with Discovery Education to drive a STEAM cultural transformation. "Discovery really took the time to go see some of our school sites, meet our teachers, meet our people. We then co-constructed our vision for a brighter future with Discovery Education as our partner." – Michael McCormidk, Superintendent

California Content Standards- Aligned Content

Reviewers are welcome to return to the section in this proposal: C.A Firm and Staff Experience and Qualifications,3 to learn how teachers can find and assign relevant standards-aligned multimodal content within the Discovery Education Experience that is developmentally appropriate.

> Discovery Education's Curriculum Packs, powered by the Discovery Education Experience, offers interactive, lessons can be teacher-led. Educators can also assign them for students to complete independently as needed.

Synchronous and Asynchronous Learning Discovery Education's flexible platform offers seamless support of asynchronous, synchronous, online, in-person, and hybrid learning environments. Discovery Education provides both curiosity-driven exploration and focused navigation through assignments. Content can be assigned directly, linked within an LMS post, or shared for collaboration within Studio boards and slideshows. The **Discovery Education Experience contains** over 4,000 ready-made Studio boards with curated content framed with instructional strategies, and formative assessment Quiz questions.



Assign content in three easy steps.

Assigning Differentiated Activities

When teachers assign resources, students are given fast, direct access to content to minimize distractions. Assigning offers teachers response data and the ability to track assignment completion. Teachers can assign differentiated activities to classes, small groups, and individual students for synchronous or asynchronous learning experiences. When teachers assign content, there is a text box to "add instructions," where the teacher can provide scaffolded step-by-step directions to support learner variability. Teachers can infuse <u>Spotlight on Strategies</u> (SOS) into the instructions to promote engagement and aid students' understanding. Discovery Education is designed to reach students wherever learning is taking place. Reviewers are welcome to access Organize & Assign Resources – Discovery Education Help Center.

> Discovery Education's Curriculum Packs, powered by the Discovery Education Experience, offers improvement/ product modifications to enhance the interactive experience.

Evolutionary Cycle of Content

K-12 EdTech companies share the mission of providing ongoing access to instructional content that is accurate, diverse, and reflective of current educational research. Discovery Education rises to this challenge with a trusted team of experienced reviewers and editors. Discovery Education recruits subject matter experts and teachers from partner school districts to review the award-winning instructional content, to ensure diverse and accurate representation. All content is tested by experienced, grade level-appropriate, teacher teams. Experts from universities, national organizations, and independent consultants are relied on to ensure the pedagogical approaches are reflective of current research. Updates based on user feedback are continuous. All comments from educators are welcomed, via the feedback link on the website, as this helps Discovery Education products and services continually improve.

The multistep process of reviewing and updating content ensures the best, standards-aligned content reaches students. The criteria include:

- 1. Alignment to standards and discipline-specific educational research.
- 2. Productive student engagement.
- 3. Practical and appropriate use in instruction.
- Affirmative representation of diverse people and experience, with an emphasis on inclusiveness for those who have been historically underrepresented in a field.



Evolutionary Cycle of Discovery Education content

Category IV – Specialized Digital Tool

DIGITAL STORYTELLING

The Discovery Education Experience integrates technology dynamically and intentionally to support student and teacher digital storytelling using Studio design capabilities.

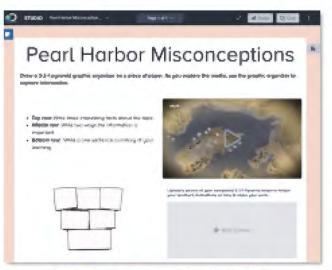
Studio Offers Opportunities for Assessment, Extension, and Collaboration

Discovery Education Studio is a digital creation tool and structured collaboration space for teachers and students to emerge as digital storytellers. Teachers can design interactive learning activities with multimodal content and quiz questions. Students can create their own Studio boards and slideshows to present their knowledge, with capabilities for collaboration on one shared project.

Teachers and students can design a Studio project using a Spotlight on Strategy template, modify ready-touse Studio activities, or create their own from scratch. Every student can collaborate in real-time right within Studio projects, no matter where they are.

Types of Studio Projects

- > Board: This multi-page project has unlimited capacity for content on each page. The viewer scrolls vertically on each page.
- Slideshow: This multi-slide project has a fixed capacity for content on each page. The viewer scrolls through each slide to view content.



Collaborative Studio project designed by the teacher.

Teachers can use Studio to:

- > Develop, share, and assign projects, with templates that speed up the creation process.
- > Collaborate with teachers to co-design Studio projects.
- > Assign a collaborative student project with the digital chat feature enabled and monitored.
- > Assign to individuals or groups with varied tasks for research, collection, and creation.
- > Track Studio Quiz responses and provide feedback on submitted student Studio projects.

Students can use Studio to:

- Creatively use multimodal content to share personal stories.
- Select Discovery Education content, hyperlink external resources, and upload original pictures/videos as evidence of learning.
- Use collaboration tools to co-design digital content in a safe, secure, and controlled environment.
- Use the chat feature to request support from a teacher or peer.

Studio Design Capabilities

While designing a Studio board or slideshow, teachers and students can:

- Search Discovery Education resources and add content.
- > Add seved resources from the QuickList.
- Upload personal content.
- Write original text.
- Add a "button" of hyperlinked external content that opens in a new tab.
- Add a "short answer" guiz question that is answered with an open-ended text response.
- > Add a "single selection" multiple choice quiz question with a single correct answer.
- Add a "multiple selection" multiple choice quiz question with multiple correct answers.
- > Add a "block" prompt to upload evidence to support an answer.

The <u>Student Guide Studio Scavenger Hunt</u> guides students through the Studio building process. The <u>Teacher Guide Studio Scavenger Hunt</u> guides teachers through the Studio building process.

Studio Supports for Students

On the right side of the board or slideshow, students and teachers will find the <u>Immersive Reader</u> icon. This opens many accessibility options, such as:

- > Text-to-speech
- > Picture dictionary
- > Translations in 100+ languages and dialects
- Change the size, style, and color of the text
- Use a line focus tool while reading
- Highlight the grammar throughout the text.

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Immersive Reader in Studio

Studio Supports for Teachers

While designing a Studio activity, teachers can add planning notes for personal reference. The teacher notes are displayed as a page icon in the upper left-hand corner of a project and are not accessible to students. When teachers access ready-made Studio activities, teacher notes support the implementation process, with additional resources and strategy tips for differentiation.



Ready-to-use Studio activities offer teacher notes to support implementation.

Student Support Resources

Teachers are provided ready-to-assign interactive Student Guides to support students in maximizing their use of Techbooks. The interactive exploration is self-paced with performance tasks along the way to check for understanding. Students can revisit each section of the guide as needed, to gain quick tips. The Techbook guides, such as the <u>Science Techbook Studio Guide</u>, supports students in:

- > accessing and navigating Techbooks
- > using tools for digital notetaking such as highlighting, post-its, and text-to-speech
- > customizing the experience by instantly toggling to Spanish or French
- > increasing comprehension with the Interactive Glossary
- > researching new topics, sharing links with classmates or teacher, and saving resources in their own personal QuickList or My Content.



Studio Student Guides: Using Techbook Tools

END OF STATEMENT OF WORK

<u>SCHEDULE B</u> CONTRACTOR'S RATES

DISCOVERY EDUCATION PRICE PROPOSAL

CAUSD's Custom Enterprise License was preated endusively for LAUSD, to include a0 proposed andores and services. The most competitive pricing reflects Distoryen Education's existing partnership with LAUSD and the CP parameterizer.

Category	Unit	Price		
Discovery Education Experience Enterprise	District wide (K-12) Discount Discovery Education List Price: \$4,782,000	\$3,068,700		
Mystery Science Enterprise License	District wide (K-12) Discount Discovery Education List Price: \$1,055,472	\$527,472		
LAUSD's Custom Enterprise License	District wide (K-12) Discount Discovery Education List Price: \$5,83,472 Total Savings: \$2,241,300	\$3,596,172		
Customization and Integration	N/A	N/A		
Professional Learning (PL)* "Optional Add-On PL can be purchased beyond the PL support associated with LAUSD'S Oustom Enterprise License. Designated Project Manager Sarah Johangiry, plans, develops, schedules, and delivers custom-created K-12 PL To date. Sarah has facilitated 370+ customized PL sessions in LAUSD.	Number of Participents Up to 25 participants per session (in-person) or 50 participants (virtual). Frequency/Duration Designated Project Manager, Sarah Johangiry, will work with LAUSD school leaders to craft a professional development and implementation plan that ensures successful integration. Presentation Mode Flexible in-person, virtual, and hybrid deliveries	Optional Add-On Virtual PL Deliveries: 4 hours: \$3,000 12 hours: \$8,400 36 hours: \$18,000 52 hours: \$22,000 Optional Add-On In-Person PL Deliveries: 1 on-site session: \$3,500		
Implementation and monitoring	N/A	N/A		
Other Costs	N/A	N/A		

Total Annual Costs

\$3,596,172

END OF CONTRACTOR'S RATES

SCHEDULE A STATEMENT OF WORK

1.0 SCOPE

This Statement of Work (SOW) defines the effort required for the administration and reporting of the Los Angeles Unified School District (Los Angeles Unified) digital instructional tools/platform. Schools will be able to implement one of the following digital tools to support concept development, skills mastery and problem solving skills of students in grades K-12. Digital tools/platforms as outlined below:

• Category II - Personalized Learning and Assessment

2.0 STATEMENT OF WORK – The tasks required to successfully administer digital tools/platforms:

A. Properties of instructional tools should include:

- UNIVERSAL DESIGN: Platform must be designed so that materials function as intended for as many students as possible
- CONTENT: Platform design and materials should be developmentally appropriate and support standards-aligned learning
- ACCESSIBILITY: Items and tasks are presented with additional information or in alternative ways, in order to meet the specific needs of some students.
- SENSITIVITY: Content contained should not be distracting or upsetting for some students.
- CULTURAL AND LINGUISTIC RESPONSIVENESS: Digital tools must consider the cultural and linguistic diversity of the students in Los Angeles and should contain culturally and linguistically responsive materials that are appropriate for meeting the needs of all students (English Learner (EL), Standard English Learner (SEL), Student with Disabilities (SWD), etc.)
- International Society for Technology in Education (ISTE): Standards is a framework for learning in-depth, digital age skills and attributes with learning that is amplified through technology
 - o <u>ISTE Standards for Students</u> and/or
 - o ISTE Standards for Educators
- B. The proposer's online platform must receive an approved LAUSD Unified Digital Instructional Procurement Plan (UDIPP) prior to contract execution. Proposer will not be authorized to provide any services unless proposer's LAUSD UDIPP application has been approved. The latest version of LAUSD UDIPP requirements must be met along with updated requirements released. The vendor shall monitor UDIPP approval expiration and complete renewal applications in a timely manner Proposer must meet the LAUSD UDIPP requirements regarding SSO and SAML, Student Data Privacy, Data Security and LMS Compatibility. Determination as to whether a proposer meets those minimum qualifications will be based on their responses to the Unified Digital Instructional Procurement Plan Questionnaire, which can be found at udipp.lausd.net.
- C. The effective, efficient, and timely completion of all tasks and requests is critical to the successful implementation of the digital tool.-

CATEGORY II: PERSONALIZED LEARNING AND ASSESSMENT

Personalized learning and assessment supplementary digital tools will assess students' entry level skills and then provide a personalized course of CA Common Core aligned standards based learning activities to reinforce growth areas and deepen understanding in areas of strength. Features such as drag and drop, recording, inputting responses, etc. should be developmentally appropriate for age and grade of students, as well as content areas being supported. The platform should provide teachers with the ability to include formative assessment in lessons, such as quizzes, polls, etc. as well as provide the ability to monitor assessment completion and results in real time. The platform should provide grade sync capabilities to automatically score and sync with the District's Learning Management System/Schoology. The platform should provide teachers with insights on using the formative assessment and dynamic media features to inform instructional next steps and student outcomes. Within the platform interactive, lessons can be teacher-led and educators should also be able to assign them for students to complete independently as needed.

They may address multiple content areas or a single content area such as:

- English Language Arts
- Mathematics
- Science
- History/Social Studies
- Social Emotional Learning
- Arts Education
- Physical Education
- English Language Development
- Computer Science Education
- Coding
- Cybersecurity Education
- Digital Citizenship

FEATURES ACROSS ALL DIGITAL TOOL CATEGORIES MATERIAL FOR EDUCATORS

Digital Tool materials shall include:

- The digital activities and games should be standards aligned, can be used flexibly for various blended learning models or as an extra enhancement for core instruction.
- Teachers should be able to place any student at any spot in the curriculum to enhance the work on specific content the class is learning via their core curriculum.
- Should include digital manipulatives, when applicable, to support students with problem solving and sense making.
- Embedded formative assessments which provide instant feedback for the students, including pre and post assessments, progress monitoring, and standardized test preparation.
- The platform shall support access through on-line connections via operating systems commonly found on MacBooks, iPads, Chromebooks, Personal Computers (desktops/laptops), Interactive Smart Boards and Interactive Projectors. The digital curriculum must be compatible with these devices. Digital tools must meet the minimum operating specifications as follows:
 - iOS 13 and higher for iPads
 - Windows 10 OS and higher for laptops and PCs
 - MacOS 11 and higher for Macbooks

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- Platform should include data reporting to address the following:
 - Individual student progress and completion of activities/games
 - Teacher/Classroom report on student progress on standards and completion of activities/games
 - School Administrators, District and Region level administrators and coordinators have access to the platform analytics through the LAUSD single sign-on

PROFESSIONAL DEVELOPMENT

Teachers and administrators shall be provided with initial in-person or on-line training which will provide an overview of the digital tool program and training on how to access, navigate, and utilize both print and digital materials. Training will also support teachers with best practices in terms of blended learning models and use of the digital tool to enhance their core curriculum and provide intervention/enrichment for students with the goal of differentiating and personalizing instruction. Teachers will receive training and support in utilizing assessment data to make instructional decisions.

Teachers and administrators shall be provided follow-up implementation support training and ongoing coaching support shall be made available in-person and/or virtually. This ongoing support will deepen teachers and administrators strategic use of the digital tool and support schools with bringing in parents/caregivers as equal partners in teaching and learning but with at-home connections.

Professional development for school site leadership and district leadership shall include quarterly data charts around completion of lessons/activities/games by grade level and students and whether recommended usage goals are being met in alignment with the research supporting the use of the digital tool.

Services must include on-going digital support for questions that arise regarding access, functionality and usage.

MATERIAL FOR FAMILIES

The supplemental digital tool shall include resources that parents may access from home, including asynchronous lessons/activities/games and videos. These will include modeling of activities and games, as well as additional resources that will increase family engagement, enhance classroom learning, and reduce learning loss. The videos and resources shall take advantage of digital and mobile technology and will be used to build instructional supports between families and their school. Families will also be provided with multiple opportunities to attend webinars which will provide tools and resources to support their child's numeracy development in the home.

3.0 SECURITY OF ALL MATERIALS AND DATA

The Contractor shall obtain a completed and completely approved LAUSD Unified Digital Instructional Procurement Plan (UDIPP) and adhere to the security requirements therein. **Contractor will not be authorized to work on any services unless contractor's LAUSD UDIPP application has been approved.**

4.0 DATA COLLECTION

The Contractor shall collect enrollment, student and other data transfers necessary through a mutually agreed upon data transfer process with L.A. Unified Office of Data Accountability.

5.0 DATA ANALYSES

The Contractor shall provide usage and achievement data as applicable to the platform in a format that is integrated with LAUSD data systems. An automated data feed at regular intervals using the SFTP transfer process will be required per LAUSD specifications.

6.0 TECHNICAL SUPPORT

- 6.1 The Contractor shall provide a help desk for customer support for L.A. Unified schools and staff. The Help Desk shall offer phone customer support, online chat boxes and chat rooms.
- 6.2 In addition to chat based support and online service tickets, the Contractor shall provide tiered support that includes a toll-free telephone number that will lead to a "live" person for technical support questions between 7:30 a.m. and 4:30 p.m. Pacific time Monday through Friday.
- 6.3 The Contractor shall provide resolution to the following within the time frames specified:
 - A. Resolution to all problems logged with technical support within the next business day
 - B. Resolution to all high priority calls logged with technical support within 4 hours
 - C. High priority treatment for any problems logged that cannot be resolved within the above time frame. These problems shall be resolved by providing resources for timely follow-up
- 6.4 The Contractor shall maintain a service log and provide to Los Angeles Unified upon request and during regular implementation meetings. The log shall include technical support requests with a description of how the matters have been resolved.
- 6.5 The Contractor's support processes shall be aligned with the District's IT helpdesk and other support providers to the District. The District's IT helpdesk currently uses Service Center from Remedy. Where applicable, this method of providing and maintaining support shall be used.
- 6.6 The Contractor's platform must work with comparable effectiveness with all common internet browsers and computer makes.

7.0 DATA MANAGEMENT

- A. Usage and/or achievement related to the digital tool is to be hosted on the Contractor's cloud-based server(s) as designated and approved by L.A. Unified, covers the data produced by the full range of activities. Data management must comply with Data Use Agreement provisions in the approved L.A. Unified UDIPP.
- B. These data shall be available via web pages, secure file transfer protocol (SFTP), and restricted and secure user logons. The secure user logons of any server housing any District information shall authenticate against an LDAP V3 compliant user Directory housed on the District's network. User account authorization provisioning shall occur within the Contractor provided application(s). Availability shall be encrypted at the discretion of the L.A. Unified commensurate to the confidentiality of the information hosted on the system. Any student level data shall be maintained in a secure and confidential manner as outlined in the L.A. Unified UDIPP. Notwithstanding any of the above specifications, the security of all confidential data shall meet all District standards and policies outlined in the UDIPP.
- C. Access to the data web pages and usage and/or achievement data must be provided for long-term substitutes on a temporary basis when requested by the school's principal or representative.

8.0 TRAINING

The Contractor shall provide training to LAUSD staff based on a professional development plan created with district staff. Professional development shall include initial training in-person and/or virtual, follow up training and support and office hours.

9.0 PROJECT MANAGEMENT

9.1 IMPLEMENTATION AND TRAINING PLAN

The contractor shall work collaboratively with the District to develop an implementation plan that includes data integration, professional development and regular review of usage and achievement data.

9.2 MINUTES AND RECORDS

The Contractor shall take minutes and record the list of participants from all meetings, including, but not limited to, management meetings and any technical advisory groups. If any work tasks are outlined in the minutes, the person(s) responsible for these tasks and the target completion dates must be identified in the minutes as well. Within two (2) weeks after each meeting (or such other time designated by the District), the Contractor shall maintain and submit to the District, all minutes and records in writing and/or electronically for review and final approval.

9.3 MONITORING ACTIVITIES

To be successful, this project requires an effective management team.

- 9.3.1 The Contractor must provide a designated Project Manager and technical support coordinator. If subcontractors are used, a Project Coordinator must be designated for each subcontractor. The professional qualifications of the team members shall be appropriate to ensure the overall success of implementation.
- 9.3.2 The Contractor's Project Manager shall communicate, either in person or by telephone, with designated District staff, on a weekly basis, as needed and scheduled by the District, to review progress and performance. The review criteria will include, but not be limited to, problems encountered under the contract, future performance under the contract, and any other subject relating to completion of tasks under this contract.
- 9.3.3 The Contractor shall prepare monthly and annual impact reports with usage and achievement data by school, region and district. The reports shall be submitted to the District and reviewed during regular implementation meetings.L.A. Unified reserves the right to use and reproduce all reports, summaries, and data reports developed pursuant to this agreement.

10.0 DATA EXPORT IMPORT REQUIREMENTS

Requirements for Data Export were derived from the following artifacts:

- Table A Data Export Requirements
- Table B Sample File of Data Items

Contractor agrees to meet all of the stated requirements in the aforementioned exhibits that explicitly pertain to the Data Export Requirements.

Acceptance Criteria

The acceptance criteria that will constitute conformity with LAUSD's stated business requirements are as follows:

DreamBox Learning, Inc. Category 2 E.

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1	Data is received nightly or streamed, if applicable. Time of day to be agreed upon at a later time
2	Data is delivered via SFTP/Control M or API and is encrypted in transmittal.
3	Data is produced with 1 file with users, courses, and "activities", and academic growth.
4	Data will contain a district unique identifier such as LAUSD Email, Employee ID or Student ID.
5	Data will contain a district unique identifier for each school location (School Code).
6	Activity data may include assessment results, messages sent, resources created, coursework including external/resource links utilized, assignments, files uploaded, submissions, and other activities of the instructional tool as applicable
7	Data must include all elements to allow LA Unified to create the following report for teachers and students: Unique logins/clicks per (timeframe)
8	Data must include all elements to allow LA Unified to create the following report for teachers and students: Overall logins/clicks per (timeframe)
9	Data must include all elements to allow LA Unified to create the following report for teachers and students: Activities (as defined by vendor)
10	Data must include all elements to allow LA Unified to create the following report for teachers and students Time Spent on Platform
11	 Device Usage Type of Device Used (mobile Browser) IP Address (used by District to identify internal firewall versus "at home" logins)

Table A - Data Export Requirements

Table B - Sample File of Data Items

Example of data items with corresponding descriptions.

The following usage data information is requested for all products. All marked with (*) are required. Please set up a meeting with the LAUSD team for a waikthrough of this template.

								IP Address							
This is a								(used by							
unique value								District 10							
to identify	This is a unique value			Identifier for the				identify internal							
the vendor in	to identify the	Should be lausd studem	LAUSD Location	type of device				firewall versus							
LAUSD	Product in LAUSD	ID, Teacher ID or Email	Code, or cost	that was used to	Iphone XR,		Browser	"at home"						Assignment Score	Standard
Tables	Tables	address	center code	access platform	Samsung 1023	Browser Type	Version	logina)					Duration	Grade	addressed
			User School Id				Browser								
Partner ID*	Product ID	User ID (Lausd)*	(LAUSD)	Device Type*	Device Version	Browser Type*	Version*	IP	Activity Type*	Activity Action type	Activity ID	Time STMP*			í,
	Your Product Name	first.last@mymail.lausd.ne	t	lphone		Safari	90.2	100.xxx.x.x	Assignment	Submit	Assignment ID	06/12/2020 12:12:34 PST			
	Your Product Name	first.last@mymail.lausd.ne	t	Laptop		Chrome	80		Course	Create	Course 1D			1	
	Your Product Name	first.last@mymail.lausd.ne	t	Laptop		Chrome	80		Login	Update	Section ID				
	Your Product Name	first.last@mymail.lausd.ne	t	Laptop		Chrome	80		Logout	View					
	Your Product Name	first.last@mymail.lausd.ne	t	Laptop		Chrome	80		Section	Complete					
	Your Product Name	first.last@mymail.lausd.ne	t	Laptop		Chrome	50		Lessons				1		
		first.last@mymail.lausd.ne		Laptop		Chrome	80		General Activity						
		first.last@mymail.lausd.ne		chromebook	1	Chrome	80	1	Assignment	Update					1
		first.last@mymail.lausd.ne		chromebook		Chrome	80		Assessment	Start				1	
			Ì	difference	1				Assessment	End					
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11.0 APPROVED PRODUCTS

Category II – Personalized Learning and Assessment

1. Dreambox

2. Dreambox: Reading

12.0 PLATFORM FUNCTIONALITY

DreamBox Math

DreamBox Math provides continuous formative assessment each time a student is in the program. The DreamBox Intelligent Adaptive LearningTM program provides individualized instruction for every student, adapting our lessons, scaffolding, and pacing based on each student's unique needs. As students work on math problems using our interactive virtual manipulatives, the Intelligent Adaptive Learning engine captures, analyzes, and responds to every decision a student makes. DreamBox goes beyond tracking whether a student's answer was right or wrong and assesses each student on 60+ different behaviors, including the amount of time it takes to solve a problem, the number of hints used, and the strategies used to construct the answer to a problem. The idea behind continuous assessment isn't just to provide more difficult or easier problems in response to a single answer, but to understand the strategy being used by the student when an answer was submitted and help develop conceptual understanding.

• o Launchpad: For the 2023-2024 academic year, DreamBox Math will include Launchpad, a beginning of year screening experience that establishes a student's baseline (per-domain), identifies their placement in the DreamBox adaptive curriculum, and identifies if a student needs intervention. In addition to placement and recommendations for intervention, Launchpad informs your Growth Report, which is updated every night, providing a point in time growth measure that details student learning in DreamBox every day.

o **Growth Report:** For the 2023-2024 academic year, DreamBox Math will include a Growth Report, providing customers with the ability to report on student progress and growth, identify area of greatest need for targeted instruction, and track growth over time based on student play. The Growth Report helps administrators

• understand the impact DreamBox is having on students with the ability to monitor and measure growth, based on initial placement informed by each student's beginning of year Launchpad screening experience, and updated daily to reflect student progress through playing DreamBox. This visibility into student growth data will help administrators:

- o Determine which schools, grades or domains to focus on to improve success.
- o Identify and monitor interventions.
- o Determine if students are on track for end-of-year goals.
 - o Track growth over time in a more granular way with domain-level data updated daily.
 - o Gain insights into quantifiable student-level growth and progress tied to state standards to inform tiered interventions and teacher action.
 - Resources are coherent with mathematical goals that focus on learning with a thorough alignment to the adopted practice and content standards. Mathematical representations and models are regularly integrated and used to build an understanding of abstract ideas and connect to solving problems in mathematical and real-

DreamBox Learning, Inc. Category 2 Contract No. 4400011519

world contexts. Content is presented in a progressional format, considering both vertical and horizontal progression of the content to build students' understanding of the content. Content should support the following:

- reasoning and problem-solving,
- building procedural fluency from conceptual understanding,
- productive struggle, and

• facilitating meaningful math discourse with purposeful questions that elicit and use evidence of student thinking.

DreamBox Reading Park (available for 2023-2024 academic year)

DreamBox Reading Park provides insights into how and why students choose or generate their correct answers, in addition to why wrong answers may have been chosen (and offers offline additional support in some cases). Equally important, the continuous embedded adaptivity helps the program determine the appropriate lessons to present next to ensure that the student continues to be engaged with tasks and questions that are neither too easy nor too hard. Because the program continually adapts both within and between lessons throughout the school year, Reading Park effectively helps students get on track (or stay on track) for meeting grade-level foundational reading standards.

The deep and thorough analysis of each student's learning journey through Reading Park makes sure that those who will benefit from additional instruction, scaffolds, or practice get exactly what they require. Students performing above grade level advance through the curriculum at an accelerated pace that's just right for them, and students performing below grade level get the time and support they need to persist and progress to proficiency.

DreamBox Reading Plus

DreamBox Reading Plus begins with an adaptive, online assessment that takes 30-40 minutes to complete. Our initial adaptive assessment evaluates motivation, vocabulary, comprehension, and silent reading fluency. Students are then automatically placed on a personalized path of instruction at a just-right level, which includes dynamically delivered scaffolds (as needed) to facilitate progress toward proficiency. The program adapts as students' progress, ensuring that instruction and practice keep pace with student gains, which occurs with just three to four 15-minute lessons a week. The assessment generates rich baseline data that provides a clear picture of who every student is as a reader. Reading Plus program logic uses this data to place each student on a personalized learning path in the program. The assessment is used as a universal screener and placement test for the Reading Plus instructional components, as well as a summative assessment to monitor and evaluate student growth toward reading achievement goals. The Reading Plus assessment can be administered 3 times each year, initially as a screener and subsequently as a benchmark.

Reading Plus students work online in the program's instructional components (Reading, Vocabulary, Visual Skills, and Writing), and the program uses the formative data each student generates to continually adapt the instruction, and to provide teachers with actionable reports and resources they can use for additional teacher-directed instruction in specific comprehension skills and strategies.

For each administration of the Reading Plus assessment, educators receive an abundance of data reports. These reports identify student diagnostic profiles and instructional needs, give clear visibility into the personalized instructional paths crafted for students, and present information regarding

DreamBox Learning, Inc. Category 2 Contract No. 4400011519

students' proficiency-level increases as well as growth in the specific domains of comprehension, vocabulary, fluency, and motivation for reading.

DreamBox Reading Plus is the only reading assessment that measures silent reading fluency and the motivation for reading as a factor of self-improvement belief, confidence, and interest. It is also the only reading assessment that measures a student' overall silent reading proficiency with fluency. The program's built-in adaptive assessment that includes 3 parts: Part one is a motivational inventory, part two is an adaptive vocabulary assessment and part three is the reading comprehension where students read a series of short passages followed by comprehension questions. During this third section, the assessment is also measuring the rate and pace that students are reading silently to get an accurate measurement of comprehension based silent reading fluency. In total, the 3-part assessment may take 40 minutes, but it can be done in more than one sitting and over the course of a week, if needed. Through this comprehensive assessment.

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SCHEDULE B CONTRACTOR'S RATES

Pricing Proposal Updated: April 25, 2023

DreamBox Learning Pricing Proposal for Los Angeles Unified School District Please find the following pricing tables for DreamBox Learning subscription licenses and Professional Development.

Category	Unit	Price
Subscription License Agreement	Annual by school or per student (include detail on discounts provided)	Please see pricing model options below in Tables 1 and 2. These prices are inclusive of licensing and embedded implementation and project management services.
Customization and Integration	Unit Cost (include detail on discounts provided)	n/a
Professional Learning (PL)	Number of participants Frequency/Duration Presentation Mode (In-person/Virtual/Hybrid) (include detail on discounts and/or rebates applied as applicable)	Please see Pricing Tables 3 and 4 below.
Implementation and monitoring	One time and annual costs (include detail on discounts provided)	n/a – included with subscription
Other Costs	Itemize (include detail on discounts provided)	n/a
Total Annual Cost		Please see Pricing Tables 1 and 2 below.

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OPTION 1: DreamBox Learning Pricing Table 1 - Site Based Pricing

These prices are inclusive of licensing and dedicated implementation and project management services. Available for school based and district/centralized procurement. LAUSD RFP Pricing – Subscription License Agreement (per student)

Description	Enroliment Band	Pricing (per site/building)	
Math Advanced	up to 500	\$9,500	
Math Advanced	501+	\$14,500	
Reading Plus	up to 500	\$9,500	
Reading Plus	501+	\$14,500	

OPTION 2: DreamBox Learning Pricing Table 2 - Seat Based Pricing

These prices are inclusive of licensing and dedicated implementation and project management services. Available for district/centralized procurement only.

Description			
Math Advanced	1-500	\$29	
Math Advanced	501-5000	\$24	
Math Advanced	5001+	\$23	
Reading Plus	1-500	\$29	
Reading Plus	501-5000	\$24	
Reading Plus	5001+	\$23	

DreamBox Learning Pricing Table 3 - Professional Learning

Math		Pricing
	Onsite	\$4,250
Math	Webinar	\$575
Math	Full Day Virtual Onsite	\$3,600
Math	1/2 Day Virtual Onsite	\$2,000
Math	DreamBox University (per educator, up to 20k subscription licenses) DreamBox University (per educator, 20k + subscription licenses)	\$25
Reading	Onsite	\$4,250
Reading	Webinar	\$575
Reading	Full Day Virtual Onsite	\$3,600
Reading	1/2 Day Virtual Onsite	\$2,000
Reading	Learn Site (eLearning per educator, up to 20k subscription licenses)	\$20

DreamBox Learning, Inc.

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	Learn Site (eLearning per educator, up to 20k subscription licenses)	\$15	
Math/Reading	Pop-In PD (per educator, up to 20k subscription licenses) Pop-In PD (per educator, 20+ subscription licenses)	\$25	_

DreamBox Learning Pricing Table 4.

Description	Tier/Band	Pricing
Math/Reading	Embedded PDS (managing 80 - 100 schools per year). Recommended for districts with more than 80 schools participating. Embedded PD includes all levels of professional development listed above. When purchasing Embedded PD, no additional service purchases are necessary unless additional facilitators are needed for single day events.	

COMPANY NAME:	DreamBox Learning
AUTHORIZED SIGNATURE:	Vicky Roll
PRINT NAME:	Vicky Robl
FEDERAL ID#:	27-2358787
DATE:	March 10, 2023

DreamBox Learning, Inc. Category 2

SCHEDULE A

STATEMENT OF WORK

1.0 SCOPE

This Statement of Work (SOW) defines the effort required for the administration and reporting of the Los Angeles Unified School District (Los Angeles Unified) digital instructional tools/platform. Schools will be able to implement one of the following digital tools to support concept development, skills mastery and problem solving skills of students in grades K-12.

Digital tools/platforms as outlined below:

• Category IV - Specialized Digital Learning Tool

2.0 STATEMENT OF WORK – The tasks required to successfully administer digital tools/platforms:

A. Properties of instructional tools should include:

- UNIVERSAL DESIGN: Platform must be designed so that materials function as intended for as many students as possible
- CONTENT: Platform design and materials should be developmentally appropriate and support standards-aligned learning
- ACCESSIBILITY: Items and tasks are presented with additional information or in alternative ways, in order to meet the specific needs of some students.
- SENSITIVITY: Content contained should not be distracting or upsetting for some students.
- CULTURAL AND LINGUISTIC RESPONSIVENESS: Digital tools must consider the cultural and linguistic diversity of the students in Los Angeles and should contain culturally and linguistically responsive materials that are appropriate for meeting the needs of all students (English Learner (EL), Standard English Learner (SEL), Student with Disabilities (SWD), etc.)
- International Society for Technology in Education (ISTE): Standards is a framework for learning in-depth, digital age skills and attributes with learning that is amplified through technology
 - o <u>ISTE Standards for Students</u> and/or
 - o <u>ISTE Standards for Educators</u>

B. The proposer's online platform must receive an approved LAUSD Unified Digital Instructional Procurement Plan (UDIPP) prior to contract execution. Proposer will not be authorized to provide any services unless proposer's LAUSD UDIPP application has been approved. The latest version of LAUSD UDIPP requirements must be met along with updated requirements released. The vendor shall monitor UDIPP approval expiration and complete renewal applications in a timely manner

Proposer must meet the LAUSD UDIPP requirements regarding SSO and SAML, Student Data Privacy, Data Security and LMS Compatibility. Determination as to whether a proposer meets those minimum qualifications will be based on their responses to the Unified Digital Instructional Procurement Plan Questionnaire, which can be found at udipp.lausd.net.

C. The effective, efficient, and timely completion of all tasks and requests is critical to the successful implementation of the digital tool.

CATEGORY IV: SPECIALIZED DIGITAL LEARNING TOOL

Specialized digital learning tools provide teachers and students with supplemental tools that will enhance the learning experience and are utilized for a specific purpose. The purpose of the tool should be connected to a specific usage and content area. Tools can fall into categories such as:

- Video conferencing
- Document annotation
- Digital recording and screencasting
- Electronic Reference materials
- Music Production
- Graphic Design
- Photography
- Digital Storytelling
- Film production/editing
- Research
- Science labs
- Presentation
- 3D Design and printing
- Augmented Reality
- Virtual Reality
- XR (Extended Reality: Augmented Reality and Virtual Reality, and Mixed Reality Combined)

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- Artificial Intelligence & Machine Learning
- Generative Text
- Communication
- Survey Tools
- Homework Help
- Assessment Tools
- Simulations
- Game-Based Learning
- esports

Edpuzzle, Inc. Category 4

FEATURES ACROSS ALL DIGITAL TOOL CATEGORIES

MATERIAL FOR EDUCATORS

Digital Tool materials shall include:

- The digital activities and games should be standards aligned, can be used flexibly for various blended learning models or as an extra enhancement for core instruction.
- Teachers should be able to place any student at any spot in the curriculum to enhance the work on specific content the class is learning via their core curriculum.
- Should include digital manipulatives, when applicable, to support students with problem solving and sense making.
- Embedded formative assessments which provide instant feedback for the students, including pre and post assessments, progress monitoring, and standardized test preparation.
- The platform shall support access through on-line connections via operating systems commonly found on MacBooks, iPads, Chromebooks, Personal Computers (desktops/laptops), Interactive Smart Boards and Interactive Projectors. The digital curriculum must be compatible with these devices. Digital tools must meet the minimum operating specifications as follows:
 - \circ iOS 13 and higher for iPads
 - Windows 10 OS and higher for laptops and PCs
 - MacOS 11 and higher for Macbooks
- Platform should include data reporting to address the following:
 - Individual student progress and completion of activities/games
 - Teacher/Classroom report on student progress on standards and completion of activities/games
 - School Administrators, District and Region level administrators and coordinators have access to the platform analytics through the LAUSD single sign-on

C

PROFESSIONAL DEVELOPMENT

Teachers and administrators shall be provided with on-line training which will provide an overview of the digital tool program and training on how to access, navigate, and utilize both print and digital materials. Training will also support teachers with best practices in terms of blended learning models and use of the digital tool to enhance their core curriculum and provide intervention/enrichment for students with the goal of differentiating and personalizing instruction. Teachers will receive training and support in utilizing assessment data to make instructional decisions.

Teachers and administrators shall be provided follow-up implementation support training and ongoing coaching support shall be made available virtually. This ongoing support will deepen teachers and administrators strategic use of the digital tool and support schools with bringing in parents/caregivers as equal partners in teaching and learning but with at-home connections.

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Professional development for school site leadership and district leadership shall include quarterly data charts around completion of lessons/activities/games by grade level and students and whether recommended usage goals are being met in alignment with the research supporting the use of the digital tool.

Services must include on-going digital support for questions that arise regarding access, functionality, and usage.

3.0 SECURITY OF ALL MATERIALS AND DATA

The Contractor shall obtain a completed and completely approved LAUSD Unified Digital Instructional Procurement Plan (UDIPP) and adhere to the security requirements therein. **Contractor will not be authorized to work on any services unless contractor's LAUSD UDIPP application has been approved.**

4.0 DATA COLLECTION

The Contractor shall collect enrollment, student and other data transfers necessary through a mutually agreed upon data transfer process with L.A. Unified Office of Data Accountability.

5.0 DATA ANALYSES

The Contractor shall provide usage and achievement data as applicable to the platform in a format that is integrated with LAUSD data systems.

6.0 TECHNICAL SUPPORT

- 6.1 The Contractor shall provide a help desk for customer support for L.A. Unified schools and staff. The Help Desk shall offer phone customer support, online chat boxes and chat rooms.
- 6.2 In addition to chat based support and online service tickets, the Contractor shall provide tiered support that includes a toll-free telephone number that will lead to a "live" person for technical support questions between 7:30 a.m. and 4:30 p.m. Pacific time Monday through Friday.
- 6.3 The Contractor shall provide resolution to the following within the time frames specified:
 - A. Resolution to all problems logged with technical support within the next business day
 - B. Resolution to all high priority calls logged with technical support within 4 hours
 - C. High priority treatment for any problems logged that cannot be resolved within the above time frame. These problems shall be resolved by providing resources for timely follow-up
- 6.4 The Contractor shall maintain a service log and provide to Los Angeles Unified upon request and during regular implementation meetings. The log shall include technical support requests with a description of how the matters have been resolved.

- 6.5 The Contractor's support processes shall be aligned with the District's IT helpdesk and other support providers to the District. The District's IT helpdesk currently uses Service Center from Remedy. Where applicable, this method of providing and maintaining support shall be used.
- 6.6 The Contractor's platform must work with comparable effectiveness with all common internet browsers and computer makes.

7.0 DATA MANAGEMENT

- A. Usage and/or achievement related to the digital tool is to be hosted on the Contractor's cloud-based server(s) as designated and approved by L.A. Unified, covers the data produced by the full range of activities. Data management must comply with Data Use Agreement provisions in the approved L.A. Unified UDIPP.
- B. These data shall be available when logged-in to the digital tool through restricted and secure user logons. The security of all confidential data shall meet all District standards and policies outlined in the UDIPP.

8.0 TRAINING

The Contractor shall provide training to LAUSD staff based on a professional development plan created with district staff. Professional development shall include virtual training, follow up training and support .

9.0 PROJECT MANAGEMENT

9.1 IMPLEMENTATION AND TRAINING PLAN

The contractor shall work collaboratively with the District to develop an implementation plan that includes data integration, professional development and regular review of usage and achievement data.

9.2 MINUTES AND RECORDS

The Contractor shall take minutes and record the list of participants from all meetings, including, but not limited to, management meetings and any technical advisory groups. If any work tasks are outlined in the minutes, the person(s) responsible for these tasks and the target completion dates must be identified in the minutes as well. Within two (2) weeks after each meeting (or such other time designated by the District), the Contractor shall maintain and submit to the District, all minutes and records in writing and/or electronically for review and final approval.

9.3 MONITORING ACTIVITIES

To be successful, this project requires an effective management team.

- 9.3.1 The Contractor must provide a designated Project Manager and technical support coordinator. If subcontractors are used, a Project Coordinator must be designated for each subcontractor. The professional qualifications of the team members shall be appropriate to ensure the overall success of implementation.
- 9.3.2 The Contractor's Project Manager shall communicate, either in person or by telephone, with designated District staff, on a weekly basis, as needed and scheduled by the District, to review progress and performance. The review criteria will include, but not be limited to, problems encountered under the contract, future performance under the contract, and any other subject relating to completion of tasks under this contract.
- 9.3.3 The Contractor shall prepare monthly and annual impact reports with usage and achievement data by customer school, region and district. The reports shall be submitted to the District and reviewed during regular implementation meetings.

L.A. Unified reserves the right to use and reproduce all reports, summaries, and data reports developed pursuant to this agreement.

10.0 DATA DOWNLOAD

Upon written request, Contractor shall assist the District with the download of Data in a standard exportation format such as, but not limited to, .csv or .json.

11.0 APPROVED PRODUCTS

Category IV - Specialized Digital Tool

1. EDpuzzle

12.0 PLATFORM FUNCTIONALITY

Edpuzzle is an all-in-one video solution with a **Universal Design** that provides engagement you can see and results you can measure. Founded in 2013 and used today by over 2.6 million teachers across 190 countries, Edpuzzle provides a safe, ad-free education platform for teachers to use video lessons in their classroom, empowering students to take an active role in their learning.

With Edpuzzle, teachers in any grade level and across any subject area, can create **Content** and easily turn any video into an interactive lesson with embedded questions to check for student comprehension and spark critical thinking. Real-time reporting and analytics also help support **Accessibility** and differentiation and make grading easier. Schools and school groups can house all of their content in a shared video library to ensure their students have equal access to content. Then they can explore analytics on their school's video usage through the Edpuzzle Admin Panel. This empowers the community to co-create and curate the best content for their classrooms. It

Edpuzzle, Inc. Category 4 gives flexibility to curriculum creation and **Sensitivity**, which teachers love, and creates a network effect that empowers the community with each video that is created.

Our Edpuzzle Originals video lessons always strive to embody diversity, equity, and inclusion. In terms of **Cultural and Linguistic Responsiveness**, we work closely with external subject matter experts to ensure that our videos are culturally inclusive and accurate, and we take great care in selecting positive imagery of marginalized groups.

Regarding the **ISTE Standards for Students and ISTE Standards for Educators,** Edpuzzle's products and services support both the ISTE Standards for Students and the ISTE Standards for Educators.

For students, our library of 2,500 Edpuzzle Original video lessons help students become Empowered Learners and our dedicated digital citizenship lessons help students become Digital Citizens. Furthermore, through our Edpuzzle video player, students are given opportunities to be effective Knowledge Constructors. Our Student Projects product gives students the tools to create their own artifacts of learning, supporting their work as innovative designers and creative communicators.

For teachers, Edpuzzle offers a suite of products that cover key ISTE standards. With over a dozen professional learning courses, Edpuzzle supports educators in being learners. Finally, with our built-in screen-recording extension, Edpuzzle encourages teachers to be designers, and to build innovative lessons and materials for their students.

Edpuzzle is pleased to provide LAUSD with 2 designated School Partnership

Representatives to **manage this ongoing collaboration**. Any issues or concerns that may arise will be managed by Kyleigh and Andrew and escalated, if need be, to the department leads to resolve any issue. In addition, Edpuzzle maintains a help desk that is available at *support@edpuzzle.com*.

Kyleigh Griffin , Edpuzzle Regional Director of School Partnerships ~

- Years of experience in leadership in the Educational Technology field.
- Edpuzzle Trainer Certified.
- Supports large districts with implementation of Edpuzzle Pro and effective utilization with students for engagement and assessment.

Andrew Quesnell, Edpuzzle Partnership Associate ~

- Years of experience in varying education roles and EdTech implementation.
- Dedicated LAUSD associate.
- Edpuzzle Trainer Certified.
- District support in setting goals and supporting in achieving set benchmarks and goals.

Edpuzzle will provide a robust and easy-to-use service that meets these following specific needs (and more!) for LAUSD:

Learning tool is easy to use and appropriate to address the student learning and/or educator needs within in one or more of the following categories:

• Electronic Reference materials: because you can find a video about anything (and edit that video with Edpuzzle) Edpuzzle becomes a dynamic tool for reference materials.

• Research: teachers and students can research and find videos about any subject! The possibilities are endless.

• Presentation: Teachers record and edit their own videos for lessons that are perfectly tailored to students' needs. Lessons can be used in the classroom as a teaching tool or as at home assignments.

• Assessment Tools: Teachers get instant analytics on student participation and responses

Edpuzzle is a teacher's ALL-IN-ONE video platform that enables teachers to create engaging experiences for students and to streamline video use across a school or district. Teachers can create video lessons with Open- ended, and multiple choice questions, audio responses, Closed captioning, and subtitles. With Edpuzzle, a teacher can increase collaboration with other teachers, allow Curriculum Specialists to create, highlight, and share vetted content to all teachers within their network and share and reuse content easily ensuring consistence (despite staff changes). In addition, with Edpuzzle Originals, teachers can access ready-to-go, standards-aligned lessons.

Edpuzzle also allows teachers to support growth with **Real-time Analytics**. Teachers can track student results quickly and easily, use data insights to accurately assess student comprehension and support differentiated learning which in turn helps improve test scores and student engagement. Our reporting features allow teachers Student progress across multiple assignments, track entire classroom progress for one assignment, track individual student progress for one assignment, and grade questions.

What kind of **Professional Development** does Edpuzzle offer? Edpuzzle is so easy to use that you can learn how to use Edpuzzle, through Edpuzzle. It's Edpuzzle inception! We've created several <u>self-paced courses</u> on topics like the use of Edpuzzle, project-based learning, flipped classrooms, gamification, and more. Courses are broken down into several modules, each of which contains a playlist of video lessons designed to help you learn how to use the platform. There are three Edpuzzle-specific courses available that vary depending on your level of familiarity with Edpuzzle.

• <u>Level 1</u>: If you've never used Edpuzzle or you don't remember exactly how to use it, this certification is for you. We cover the basics of the platform: how to create a video lesson, how to create a class and invite your students, and how to find and use the data collected in Edpuzzle. This course is a great way to train new teachers in Edpuzzle.

Edpuzzle, Inc.	
Category 4	

Level 2: If you've used Edpuzzle a few times or you want to see what secret features you can use in Edpuzzle, this course is for you. We cover features for teachers wanting a little more, such as: how to organize content, how to collaborate, advanced features when you embed questions and how to have students create their own video lessons.

• <u>Coach</u>: The Edpuzzle Coach Certification is ideal for teachers that want to help other teachers go from zero to hero. We cover everything from Level 1 and Level 2 so that you know every single detail about the platform, then dive into more detail on using and sharing Edpuzzle. You'll get a LinkedIn certificate with the amount of time invested watching the lessons. Teachers usually use this official PDF to confirm PD hours. You'll also get an awesome badge! You can use them to enhance your CV or email signature. You'll become part of a community of teachers that love Edpuzzle as much as you do! We share best practices, ideas, and opportunities.

END OF STATEMENT OF WORK

SCHEDULE B

CONTRACTOR'S RATES

Edpuzzle 2023/2024 Pricing LAUSD	Tier	Employees (Learners)	Price
Includes Teacher access to Edpuzzle platform for creation of educational lessons and student access to video	District Wide	575,000 students (All LAUSD District schools)	\$1.80 per student (\$1,035,000) UPDATED-\$1.70 PER STUDENT \$977,500.00
 Unlimited storage and access of videos created by LAUSD staff 	Partial District Wide	up to 275,000 students Elementary Schools only OR Secondary (Middle+High Schools only)	\$2.35 per student (\$646,250)
Subscription runs 12 consecutive months.	School by School Opt-In	School-wide access for all Teachers within the specified school building	\$3,140 per school
3	Multi-year	<mark>2-year</mark> paid-in-full option 3-year paid-in-full option	3% Discount (on any of the above options) 8% Discount (on any of the above options)

END OF CONRACTOR'S RATES

Edpuzzle, Inc. Category 4 Agreement No.: 4400011541

SCHEDULE A

STATEMENT OF WORK

1.0 SCOPE

This Statement of Work (SOW) defines the effort required for the administration and reporting of the Los Angeles Unified School District (Los Angeles Unified) digital instructional tools/platform. Schools will be able to implement one of the following digital tools to support concept development, skills mastery and problem solving skills of students in grades K-12.

Digital tools/platforms as outlined below:

- Category I Instructional Delivery and Interaction
- Category IV Specialized Digital Learning Tool

2.0 STATEMENT OF WORK – The tasks required to successfully administer digital tools/platforms:

A. Properties of instructional tools should include:

- UNIVERSAL DESIGN: Platform must be designed so that materials function as intended for as many students as possible
- CONTENT: Platform design and materials should be developmentally appropriate and support standards-aligned learning
- ACCESSIBILITY: Items and tasks are presented with additional information or in alternative ways, in order to meet the specific needs of some students.
- SENSITIVITY: Content contained should not be distracting or upsetting for some students.
- CULTURAL AND LINGUISTIC RESPONSIVENESS: Digital tools must consider the cultural and linguistic diversity of the students in Los Angeles and should contain culturally and linguistically responsive materials that are appropriate for meeting the needs of all students (English Learner (EL), Standard English Learner (SEL), Student with Disabilities (SWD), etc.)
- International Society for Technology in Education (ISTE): Standards is a framework for learning in-depth, digital age skills and attributes with learning that is amplified through technology
 - o ISTE Standards for Students and/or
 - o <u>ISTE Standards for Educators</u>

B. The proposer's online platform must receive an approved LAUSD Unified Digital Instructional **Procurement Plan (UDIPP) prior to contract execution**. Proposer will not be authorized to provide any services unless proposer's LAUSD UDIPP application has been approved. The latest version of LAUSD UDIPP requirements must be met along with updated requirements released. The vendor shall monitor UDIPP approval expiration and complete renewal applications in a timely manner

Proposer must meet the LAUSD UDIPP requirements regarding SSO and SAML, Student Data Privacy, Data Security and LMS Compatibility. Determination as to whether a proposer meets those minimum qualifications will be based on their responses to the Unified Digital Instructional Procurement Plan Questionnaire, which can be found at <u>udipp.lausd.net</u>.

C. The effective, efficient, and timely completion of all tasks and requests is critical to the successful implementation of the digital tool.-

CATEGORY I: INSTRUCTIONAL DELIVERY AND INTERACTION

Instructional delivery and interaction tools provide interactive lessons, interactive videos and gamification. Features such as drag and drop, recording, inputting responses, etc. should be developmentally appropriate for age and grade of students, as well as content areas being supported. Interactive teacher tools will allow teachers to create assignments, modify pre-made lessons, and create new lessons as applicable. The platform should provide teachers with the ability to include formative assessment in lessons, such as quizzes, polls, etc. as well as provide the ability to monitor assessment completion and results in real time. The platform should provide grade sync capabilities to automatically score and sync with the District's Learning Management System/Schoology. The platform should provide teachers with insights on using the formative assessment and dynamic media features to inform instructional next steps and student outcomes. Within the platform interactive, lessons can be teacher-led and educators should also be able to assign them for students to complete independently as needed.

They may address multiple content areas or a single content area such as:

- English Language Arts
- Mathematics
- Science
- History/Social Studies
- Social Emotional Learning
- Arts Education
- Physical Education
- English Language Development
- Multiple content areas

EXPLORE LEARNING, LLC Categories 1 & 4

- Computer Science Education
- Coding
- Cybersecurity Education
- Digital Citizenship

CATEGORY IV: SPECIALIZED DIGITAL LEARNING TOOL

Specialized digital learning tools provide teachers and students with supplemental tools that will enhance the learning experience and are utilized for a specific purpose. The purpose of the tool should be connected to a specific usage and content area. Tools can fall into categories such as:

- Video conferencing
- Document annotation
- Digital recording and screencasting
- Electronic Reference materials
- Music Production
- Graphic Design
- Photography
- Digital Storytelling
- Film production/editing
- Research
- Science labs
- Presentation
- 3D Design and printing
- Augmented Reality
- Virtual Reality
- XR (Extended Reality: Augmented Reality and Virtual Reality, and Mixed Reality Combined)
- Artificial Intelligence & Machine Learning
- Generative Text
- Communication
- Survey Tools
- Homework Help

EXPLORE LEARNING, LLC Categories 1 & 4

- Assessment Tools
- Simulations
- Game-Based Learning
- esports

FEATURES ACROSS ALL DIGITAL TOOL CATEGORIES MATERIAL FOR EDUCATORS

Digital Tool materials shall include:

- The digital activities and games should be standards aligned, can be used flexibly for various blended learning models or as an extra enhancement for core instruction.
- Teachers should be able to place any student at any spot in the curriculum to enhance the work on specific content the class is learning via their core curriculum.
- Should include digital manipulatives, when applicable, to support students with problem solving and sense making.
- Embedded formative assessments which provide instant feedback for the students, including pre and post assessments, progress monitoring, and standardized test preparation.
- The platform shall support access through on-line connections via operating systems commonly found on MacBooks, iPads, Chromebooks, Personal Computers (desktops/laptops), Interactive Smart Boards and Interactive Projectors. The digital curriculum must be compatible with these devices. Digital tools must meet the minimum operating specifications as follows:
 - iOS 13 and higher for iPads
 - Windows 10 OS and higher for laptops and PCs
 - MacOS 11 and higher for Macbooks
- Platform should include data reporting to address the following:
 - Individual student progress and completion of activities/games
 - Teacher/Classroom report on student progress on standards and completion of activities/games
 - School Administrators, District and Region level administrators and coordinators have access to the platform analytics through the LAUSD single sign-on

11.0 APPROVED PRODUCTS

<u>Category I – Instructional Delivery and Interaction</u> 1. Gizmos

<u>Category IV – Specialized Digital Learning Tool</u>

1. Gizmos

12.0 PLATFORM FUNCTIONALITY

b. PLATFORM FUNCTIONALITY

1. Describe in detail how the digital tool/platform meets the Platform Design, Features and Lessons requirements set forth in the Scope of Work the specific category or categories (I, II, III, and/or IV) for which you are applying.

CATEGORY I: INSTRUCTIONAL DELIVERY AND INTERACTION

As requested in Category I, ExploreLearning proposes our Gizmos, Reflex and Frax solutions to assist in the district's request for instructional delivery tools. ExploreLearning's mission is to make math and science learning seriously fun for students and educators. To us, serious fun is:

- Research-driven solutions for the most critical STEM learning needs
- · Engaging, entertaining experiences that teachers and students actually want to participate in
- How we make sure that everyone has the opportunity to succeed at STEM, as well as the chance to love it as much as we do

Serious fun includes four main ingredients:

1. Focus—We are precisely focused on mission-critical STEM learning needs: ExploreLearning focuses not only on STEM education but on the most critical challenges within it: the ones that are crucial to a student's ability to progress in the classroom and enjoy greater opportunities beyond.

2. Expertise—We create learning educators know they can count on: Our team includes a diverse range of professionals, each on expert in their respective fields. Educators and developers, scientists and mathematicians, instructional and visual designers, content experts, analysts, and more—we work together to redefine what's possible in the digital learning space. We take performance seriously, using research to guide development, ongoing testing to guide improvement, and support to ensure educator success.

3. Excitement—We create experiences that students and teachers are excited to use: The best learning solutions do more than just enable or empower their users, they excite. Through interactive and intuitive experiences, our solutions make STEM tangible while simultaneously sparking imagination.

4. Exploration—We create confident explorers: At its core, STEM is about exploration. To discover answers, expand understanding, and make our world just a little bigger each and every day. Our digital programs give learners the confidence they need to conquer the unknown.

Describe how your platform addresses the specific requirements below:

Includes interactive lessons, interactive videos and gamification as appropriate

Gizmos

Gizmos are highly interactive online simulations. With Gizmos, students are actively manipulating key variables and working with multiple visual representations that include multimedia features.

Gizmos

As students interact and work with Gizmos, they can instantify see the results of their choices and actions. Lessons provide a sequence of suggested activities that guide teachers and students in thinking about and using the simulation. Suggested activities are followed by a set of assessment items that evaluate student progress. The system automatically scores these assessments and provides students with meaningful feedback.

Features such as drag and drop, recording, inputting responses, etc. that are developmentally
appropriate for age and grade of students.

ExploreLearning solutions are designed with age-appropriateness and young learner navigability in mind. Today's students already experience adaptive, game-based learning, and are familiar with techniques such as internalizing immediate corrective feedback and tracking their individual progress and achievements

 Lessons are appropriate for the content areas being supported and alignment to CA content standards is clear

Please see the following standards alignments for each of the proposed solutions.

Meeting Today's Rigorous Standards with Gizmos

Gizmos provides online, interactive math and science simulations. Each simulation is aligned to national and state standards for both mathematics and science, including Next Generation Science Standards and Common Core State Standards, and more than 300 leading textbooks. Gizmos incorporates college-readiness standards through direct correlations and program design. As a value add, Gizmos now includes STEM cases, which are interactive case study explorations in which students assume the role of scientists as they solve real-world problems and practice analytical and critical thinking skills.

The website makes it easy for teachers to identify and access Gizmos to support specific <u>standards</u>, <u>grade</u>, <u>topic</u>, or <u>textbook</u>. Educators simply visit <u>www.explorelearning.com/browse</u> and select Gizmos by Academic Standard. Then, they browse to California and select the appropriate subject and grade/course. From there, they can see which Gizmo correlates to the learning benchmarks for that grade/course. Please see the alignments to math and science standards correlations for Gizmos.

Sci	ence		Math
NGSS a	lignments		S alignment
3rd-5th Grade MS Physical Science MS Life Science MS Earth and Space Science MS Engineer Design	 HS Physical Science HS Life Science HS Earth and Space Science HS Engineering Design 	3rd-8th grade Mathematics I Mathematics II Mathematics II Algebra I Algebra I	 Geometry HS Number and Guantity HS Algebra HS Functions HS Geometry HS Statics and Probability

 Within the platform interactive, lessons can be teacher-led and educators can also assign them for students to complete independently as needed.

The following highlights some of the ways our solutions provide opportunities for whole class, small group and independent learning.

Gizmos

Gizmos support multiple instructional models including whole class, small group and individual instruction. Each Gizmo comes with multiple lesson activities at varied levels of complexity and depth of content to support scaffolding. All lesson materials are customizable to allow teachers to adjust content based on student or group need. Many activities contain optional "challenge" questions and extension activities targeted toward gifted learners; additional discussion questions and follow-up activities are described in the teacher auide. Gizmos provide rich visual support and hands-on manipulatives to help students connect concepts and vocabulary to real-world experiences, providing a bridge to learning between languages. Student exploration activities and vocabulary sheets provide students the opportunity to build on prior knowledge and communicate scientific content using multiple modes of representation (e.g. discussions, pictures, models, writing, graphs), which support ELLs and students with special needs.

Describe improvement/ product modifications and how they enhance the interactive experience

ExploreLearning continually improves and updates our programs based on new standards, new research, new technologies, changes in instructional practices and methods, and customer feedback. This includes not only

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enhancements to existing content, but also the release of new content and features such as new Gizmos simulations and new Reflex and Frax games.

We invest substantial resources into product research and development every year, and we will continue to do so in the future. Our continued investment in our products includes content additions and efficacy enhancements, as well as work to support potential future digital programs, all of which are consistent with industry standards.

CATEGORY IV: SPECIALIZED DIGITAL LEARNING TOOL

Specialized digital learning tools provide teachers and students with supplemental tools that will enhance the learning experience and are utilized for a specific purpose. The purpose of the tool should be connected to a specific usage and content area.

ExploreLearning has proposed our Gizmos, Reflex and Frax solutions for the district's Category IV Specialized Digital Learning Tool.

Gizmos	
Gizmos contains the world's largest	
library of math and science	
simulations. Studies show improved	
test scores, conceptual	
understanding, and confidence after	H
use.	

Describe how your platform addresses the specific requirements below:

Learning tool is easy to use and appropriate to address the student learning and/or educator needs
within in one or more of the following categories.

Every ExploreLearning product is based on the most effective research-based educational strategies available.

Gizmos

Computer-based manipulatives are powerful tools, and students derive the greatest value from them when they are guided in their use. The lesson materials that accompany every Gizmo are designed to support and stimulate this type of mindful interaction. Each simulation, its overview page, and corresponding lesson materials are intuitive and easy for teachers and students alike to use. Each simulation is organized in a consistent manner and includes instructional materials to support the lesson. The simulations as well as the overview page are visually pleasing and easy to navigate. The essential design encourages choice and interactivity in authentic simulated contexts, as well customizable lesson materials and lesson modifications to fit Gizmos flexible delivery options.

Simulations

and

Science Labs

Built with today's classrooms in mind, Gizmos enables children to experience the real work of mathematicians and scientists while supporting teachers' instructional flexibility. The program injects experimentation and inquiry into the classroom so that students drive their own learning: asking questions, observing relationships, and drawing conclusions.

Effective: Gizmos supplements instruction so that students learn not only the what of a topic, but also the why. With just a laptop and a web browser, students can get all the benefits of hands-on learning. Our structured inquiry approach has been validated by extensive research as a highly effective way to build conceptual understanding in math and science. A meta-analysis completed by the Texas Science Initiative showed that students made an average gain of 18-24 percentile points using key strategies inherent to Gizmos, such as manipulation, inquiry-based learning, and technology-enhanced instruction.

Flexible: Gizmos expands what is possible in the classroom, enabling teachers to leverage scenarios and experiments that are hard for them to replicate within the typical school setting. The open-ended design, accompanied by Student Exploration sheets that facilitate scaffolded inquiry, empowers teachers to customize implementation based on classroom as well as individual student needs. Further, Gizmos professional development supports teachers in understanding and implementing highly effective strategies proven to help students achieve in math and science, placing even more power into the hands of educators to be responsive to student needs and drive meaningful learning experiences.

Student-Driven: Designed for students in grades 3-12, Gizmos puts learners in the driver's seat. Our unique program strategically supports standards-aligned instruction, promotes 21^e century skills, and helps students build a growth mindset. Activities reinforce learning by helping students discover concepts and relationships independently. The program's use of real-world scenarios thoughtfully activates students' prior knowledge so they can access rigorous applications of math and science standards. With a library of more than 500 virtual simulations, students manipulate variables to conduct what-*if* experimentation, with visualizations and graphing tools that help capture and compare results for deep analysis.

2. Teacher Tools - ALL CATEGORIES

 Describe any teacher tools that allow teachers to create assignments, modify pre-made lessons, and create new lessons as applicable.

Gizmos instructional materials are downloadable and printable from each simulation overview webpage. Materials are available in PDF, Word, and Google docs. Lesson materials are editable, allowing teachers to modify materials to meet the needs of all students.

The essential design of Gizmos encourages choice and interactivity in authentic simulated contexts as well customizable lesson materials and lesson modifications to fit Gizmos flexibly delivery options. The community feature allows teachers to upload their own lesson materials to the website or download the materials created by other teachers and see user recommendations.

Reflex and Frax interactive activities are not available for offline use; however, all online lessons are accompanied by offline Teacher Guides and Hands-on Lessons. Offline resources can be downloaded and printed as needed.

Agreement No.: 4400011542

 Describe as applicable, how the platform allows teachers the ability to include formative assessment in lessons, such as quizzes, polls, etc. as well as provide the ability to monitor assessment completion and results in real time.

ExploreLearning is a nationally recognized leader in STEM education providing digital tools to empower educators and students.

Real-Time Monitoring with Gizmos

Real-time reporting of assessment results allows teachers to manitor student use of assigned Gizmos. Teachers can view a report for the entire class or by individual student; and the grid format makes it easy to quickly scan student results.

The report provides the individual answers given by a student, as well as their total score and percent correct. Any incorrect answers are highlighted in red. If a student has not yet taken the assessment, the results will be blank. Teachers can reset results by checking the box next to a student's name. This will clear the previous results and allow the students to retake the assessment with new reported results.

STEM cases assessment reports show student achievement and progress in real time as a "heat map," giving teachers the ability to quickly address problem areas and differentiate instruction. Teachers also can score and comment on all open response questions.

In conjunction with the corrective feedback received through the assessments, Glzmos provides classroom management functionality that allows the teacher to enroll students into classes and assign content to those classes. Classes and student rosters are managed from a teacher's My Classes pages. Tools make it easy to create, manage, and organize

Gizmos lists and display the Gizmos that teachers want students to use. From within each class, a list of helpful articles populates to aid in class management functionality. The teacher homepage also provides quick access to classes, assessment results, recently viewed Gizmos, and other community and training support content.

3. Reporting - ALL CATEGORIES

 Describe your reporting features and how it provides usage, level/skills data and if applicable next steps for educators.

ExploreLearning provides built in reports that enable decision making.

Gizmos

Every Gizmo provides built-in multiple-choice quizzes with immediate student feedback and teacher report assessment results presented in a simple, easy-to-use format. The system automatically scores these assessments and provides teachers with online progress reports, which teachers can easily share with administrators and parents. With the assessment results, teachers can customize the lesson materials so that each student has an individualized path of learning. The following image provides a screenshot of a sample assessment question, summary results, and student feedback. These reports are accessible by teachers and organized by class. Provide examples/evidence of usage and impact data in your work with other districts and, if applicable with LAUSD.

To determine the effectiveness of our resources, we participate in internal and external studies to measure program effect. The following are summaries of studies conducted an Gizmos, Reflex, and Frax in a variety of school settings. All research reports and studies are available online at <u>www.explorelearning.com/research</u>.

Gizmos - Proven Effective

The following case studies demonstrate the effectiveness of Gizmos for students and teachers supporting the use of simulations in instruction and cite Gizmos as an exemplary simulation for instruction.

Texas Science Initiative Results: Effective Science Instruction for Students	Virginia Initiative for Science Results: Effective Science Instruction for Teachers	Maine Impact Study: Effective Math Instruction for Teachers and Students
A meta-analysis of 60+ methodologically rigorous studies in science education by the College of Science and Center for Mathematics and Science Education at Texas A&M describes what makes effective science instruction. The report identified several specific teaching strategies that occur in Gizmos that led to an average gain of 18-24 percentile points in student achievement and can be quickly brought to science classrooms using Gizmos.	 Below are key findings from this five- year control/treatment study in which VISTA teachers used Gizmos: had a significantly greater understanding of problem-based learning, inquiry instruction, and the nature of science instruction compared to teachers in the control group reported confidence implementing problem- and inquiry-based, nature of science, and technology- integrated science lessons improved following VISTA professional development implemented problem-based learning, inquiry instruction, and explicit nature of science significantly more often in their science instruction that teachers in 	An independent study by Maine's Department of Education, in collaboration with the Maine Education Policy Research Institute (MEPRI) and the Education Development Center (EDC), involving 56 rural middle schools found strang scientific evidence that teachers reaeiving professional development centering on the use of anime virtual manipulatives, including Gtzmaa, significantly outperformed control group teachers in math cantent knowledge and their students significantly outperformed thase in a control group on mathematics test scores.

the control group

Describe how the platform can provide grade sync capabilities to automatically score and sync with
the District's Learning Management System/Schoology. If not currently available, describe plans for
this functionality in the near future.

Our products do not fit this model of integration (autside of linking fram within an LMS), as they have functionality beyond simple text/content delivery (example: Gizmos classes and assessments; Reflex and Frax adaptive engine). Also Reflex and Frax are apps with progressive, individualized state which makes it impossible to deliver simply as a content object in an LMS.

4. Professional Development & Family Resources - ALL CATEGORIES

Describe the professional Development and support provided/available to ensure the success
implementation of your digital tools in support of maximized usage and impact for LAUSD

The quality and integrity of ExploreLearning products and services allows us to establish strong relationships with leading professionals in the field of education. Our highly skilled staff members often work together with national experts to plan, design, and deliver our professional development offerings through trainings and workshops.

Our esteemed reputation allows us to continually attract new people to our team and continually expand our family of trainers, consultants, editors, engineers, educators, and research professionals so that we can offer our customers the highest quality of training and professional development support available. In fact, we recently brought on new staff and trainers, all of whom have demonstrated expertise in their fields of study.

We have a collaborative relationship with a cadre of expert staff development trainers and consultants in mathematics and science. Our staff are former educators, and so, are able to make recommendations for supplementing core curriculum as well as classroom- and behavior-management recommendations. Our codre of trainers and consultants ensures that availability and capacity is consistently available to our clients.

To support implementation and professional development plans, we help build local teams and seek out local experts who become the sustainable district resources for angiang success and sustainability. Our consultants include a pool of highly quafilied staff members and contractors whose skills and knowledge are purposefully matched to meet specific district, school, classroom, and student needs.

Just as supporting the individual needs of each student is critical, we believe that supporting the professional development needs of individual teachers, schools, districts, and states is as critical—needs that vary widely and change over time. For this reason, ExploreLearning is committed to working with our customers to design targeted and customized professional development solutions that effectively support the specific initiative at hand. During our ongoing partnership, our implementation specialists work closely and collaboratively with district and school administrators and educators continually to customize services in direct response to angoing assessments and evaluations. The long-term solution and partnership approach ensures that the professional development remains timely and responsive to evolving needs. We are a trusted industry leader when it comes to providing educators with current, responsive, research-based professional development and support.

· Describe the student and family resources described will enhance implementation/usage

ExploreLearning offers the following student and family resources that will enhance implementation.

Gizmos Every Gizmo provides built-in multiplechoice quizzes with immediate student feedback and teacher report assessment results presented in a simple, easy-to-use format. The system automatically scores these assessments and provides teachers with anilne progress reports, which teachers can easily share with administrators and parents. Teachers can customize the lesson materials so that each student has an individualized path of learning.

SCHEDULE B

CONTRACTOR'S RATES

PRICING SHEET ExploreLearning Gizmos

Category	Unit	Price	
Subscription License Agreement	Annual by school or per student (include detail on discounts provided)	\$8.25 per student per site*	
Customization and Integration	Unit Cost (include detail on discounts provided)	N/A	
Professional Learning (PL)	Number of participants Frequency/Duration Presentation Mode (In-person/Virtual/Hybrid) (include detail on discounts and/or rebates applied as applicable)	Based on annual subscription level. All orders include on-demand training videos; orders more than \$2,000 include additional complimentary professional development	
Implementation and monitoring	One time and annual costs (include detail on discounts provided)	N/A	
Other Costs	Itemize (include detail on discounts provided)	N/A	
Total Annual Cost		See Pricing Detail	

COMPANY NAME:	ExploreLearning, LLC
AUTHORIZED SIGNATURE:	typ
PRINT NAME:	Amy Otis
FEDERAL ID #:	38-3942548
DATE:	03.08.2023

* Price listed is per student per 12 months based on total enrollment of school; minimum price per school: \$3295, Maximum price per school: \$11,500; discounts are available for volume purchases and multi-year orders.

2023 ExploreLearning Gizmos Price List

ExploreLearning Gizmos[®] are award-winning, interactive anline simulations that drive inquiry and understanding of math and science in grades 3–12. Subscriptions give teachers and students access to a library of more than 500 Gizmos.

Gizmos are:

- · Complete with inquiry-based lessons, formative assessment, and real-time reporting
- Correlated to state and provincial standards, as well as major textbooks
- · Great for small group work, flipped classrooms, whole group instruction, and individual exploration
- Accessible by teachers and students anywhere there is an Internet connection

Building-Level Annual Subscriptions for Gizmos

Department and site license options for schools are available. For 2+ site pricing, contact ExploreLearning for details.

Gizmos can be bundled with Science4Us, our research-based science program for students in grades K-2, contact ExploreLearning for details.

License	Description	List Price (min/max)	
Secondary site	For math and science, grades 6–12	\$8.25 per student (\$3,295 min/\$11,500 max)	
Secondary department	For math or science, grades 6–12	\$4.95 per student (\$2,195 min/\$7,350 max)	
Elementary site Gizmos + Science4Us bundle	For elementary math and science	\$2,995.00 per site (K-5) \$3,995.00 per site (K-6+)	

Individual Teacher Annual Subscriptions for Gizmos

Teacher licenses for one teacher and their students are available. For 2+ site pricing, contact ExploreLearning for details.

License	Description	List Price	
Teacher (1-2)	For 1-2 teachers at the same site	\$920.00 per teacher	
Teacher (3+)	For 3+ teachers at the same site	\$690.00 per teacher	

Professional Development

Subscriptions include on-demand or live online professional development based on annual subscription level. Additional professional development is also available at an extra cost. Contact ExploreLearning for details.

License	Description	List Price
Onsite workshop	One day (up to six hours) for up to 25 teachers	\$1,800.00 per day
Onsite workshop (consecutive days)	For additional consecutive days	\$1,400.00 per day (additional days only)
Webinar workshop	One live webinar (90 minutes) for up to 25 teachers	\$400.00 per webinar

Learn more about ExploreLearning Gizmas at https://aizmos.explorelearning.com.

Volume Pricing

ExploreLearning offers several digital programs for math and science, Bementary Science (which includes Science4Us for grades K-2 and elementary Gizmos for grades 3-6), Reflex Math, Frax Foundations, and Gizmos for secondary students.

ExploreLearning programs are delivered 100% anline, therefore there are no shipping costs for any of the digital programs. There are no print textbooks or eBooks, though there are downloodable resources posted with each Gizmos simulation and STEM case study, Science4Us lesson, and Frax mission that are included in the cost of the program. There are no ancillary materials to be purchased separately. Updates are made to all programs and are automatic to the user.

Gizmos, Science4Us, Reflex, Frax site licenses include the following in the cost of the program:

- Access for all teachers and students (and their parents/guardians) in one school for one year
- Classroom-level class management and assessment reporting features for teachers
- Anytime, anywhere access (with an internet connection) for students, teachers, and administrators
- · Free phone, email, and anline technical support

Teachers and administrators have access to an-demand, live anline, or ansite professional development each year based on annual subscription level. All orders include on-demand training videos; orders more than \$2,000 include additional complimentary professional development (details below). Additional professional development days and courses are also available at an extra cost.

Elementary Science (Science4Us + Elementary Gizmos) Licensing Options

The following outlines one-year single site licenses for Science4Us + elementary Gizmos. ExploreLearning can work with the district to develop custom quotes based on needs and volume.

License	Span	Unit List Price	PD Detail
Science4Us + Elementary Gizmos Site License	Grades K-5	\$2,995.00	Full-day, ansite training for Gizmos and Science4Us
Science4Us + Elementary	Grades K-6+	\$3,995.00	Full-day, onsite training
Gizmos Sille License			for Gizmos and Science4Us

Volume discounted site pricing for Elementary Science (Science4Us + Elementary Gizmos)—applies to 2+ site purchases on the same order:

Number of Sites	List Price Discount	Elementary Science Site Price	
		Science4Us + Elementary Gizmos)	
200+	35%	\$1,946.75	
100-199	30%	\$2,096.50	
50-99	25%	\$2,246.25	

Number of Sites	List Price Discount	Elementary Science Site Price	
		(Science4Us + Elementary Gizmos)	
20-49	20%	\$2,396.00	
10-19	15%	\$2,545.75	
2-9	10%	\$2,695.50	

Volume discounted per student pricing for Secondary Gizmos, based on total enrollment at included schools applies to 2+ site purchases on the same order.

Enrollment	List Price Discount	Gizmos Math AND Science Department License Multi-school Purchases Only
200,000+	35%	\$4.52
100,000-199,999	30%	\$4.87
50,000-99,999	25%	\$5.21
20,000-49,999	20%	\$5.56
10,000-19,999	15%	\$5.91
< 10,000	List	\$6.95

Volume discounted site pricing for secondary math or science Gizmos, based on total enrollment at included schools—applies to 2+ site purchases on the same order.

Enrollment	List Price Discount	Gizmos Math OR Science Department License Multi-school Purchases Only
200,000+	35%	\$2.57
100,000-199,999	30%	\$2.77
50,000-99,999	25%	\$2.96
20,000-49,999	20%	\$3.16

Enrollment	List Price Discount	Gizmos Math OR Science Department License Multi-school Purchases Only
10,000-19,999	15%	\$3.36
< 10,000	List	\$3.95

Additional Professional Development

All orders more than \$2,000 include live professional development as part of the subscription. Additional professional development is available for purchase to supplement the included packages.

Webinar Professional	Research-based,	\$400 per webinar	Up to 90 minutes of instruction online
Development	webinar training		for up to 25 teachers
Onsite Professional	Research-based, on-	\$1,800 per day	Up to six hours of instruction onsite
Development	site training		for up to 25 teachers
Onsite Professional Development—Consecutive Days	Research-based, on- site consecutive-days training	\$1,400 per day (for additional days only)	Up to six hours of instruction onsite for up to 25 teachers

See our full course catalog online at <u>www.explorelearning.com/pd</u> and <u>www.reflexmath.com/pd</u> www.science4us.com/pd and <u>https://www.fraxmath.com/support</u>.

END OF CONTRACTOR'S RATES

SCHEDULE A

STATEMENT OF WORK

1.0 SCOPE

This Statement of Work (SOW) defines the effort required for the administration and reporting of the Los Angeles Unified School District (Los Angeles Unified) digital instructional tools/platform. Schools will be able to implement one of the following digital tools to support concept development, skills mastery and problem solving skills of students in grades K-12.

Digital tools/platforms as outlined below:

- Category I Instructional Delivery and Interaction
- Category II Personalized Learning and Assessment

2.0 STATEMENT OF WORK – The tasks required to successfully administer digital tools/platforms:

A. Properties of instructional tools should include:

- UNIVERSAL DESIGN: Platform must be designed so that materials function as intended for as many students as possible
- CONTENT: Platform design and materials should be developmentally appropriate and support standards-aligned learning
- ACCESSIBILITY: Items and tasks are presented with additional information or in alternative ways, in order to meet the specific needs of some students.
- SENSITIVITY: Content contained should not be distracting or upsetting for some students.
- CULTURAL AND LINGUISTIC RESPONSIVENESS: Digital tools must consider the cultural and linguistic diversity of the students in Los Angeles and should contain culturally and linguistically responsive materials that are appropriate for meeting the needs of all students (English Learner (EL), Standard English Learner (SEL), Student with Disabilities (SWD), etc.)
- International Society for Technology in Education (ISTE): Standards is a framework for learning in-depth, digital age skills and attributes with learning that is amplified through technology
 - o <u>ISTE Standards for Students</u> and/or
 - o <u>ISTE Standards for Educators</u>

B. The proposer's online platform must receive an approved LAUSD Unified Digital Instructional Procurement Plan (UDIPP) prior to contract execution. Proposer will not be authorized to provide any services unless proposer's LAUSD UDIPP application has been approved. The latest version of LAUSD UDIPP requirements must be met along with updated requirements released. The vendor shall monitor UDIPP approval expiration and complete renewal applications in a timely manner

Proposer must meet the LAUSD UDIPP requirements regarding SSO and SAML, Student Data Privacy, Data Security and LMS Compatibility. Determination as to whether a proposer meets those minimum qualifications will be based on their responses to the Unified Digital Instructional Procurement Plan Questionnaire, which can be found at <u>udipp.lausd.net</u>.

C. The effective, efficient, and timely completion of all tasks and requests is critical to the successful implementation of the digital tool.

CATEGORY I: INSTRUCTIONAL DELIVERY AND INTERACTION

Instructional delivery and interaction tools provide interactive lessons, interactive videos and gamification. Features such as drag and drop, recording, inputting responses, etc. should be developmentally appropriate for age and grade of students, as well as content areas being supported. Interactive teacher tools will allow teachers to create assignments, modify pre-made lessons, and create new lessons as applicable. The platform should provide teachers with the ability to include formative assessment in lessons, such as quizzes, polls, etc. as well as provide the ability to monitor assessment completion and results in real time. The platform should provide grade sync capabilities to automatically score and sync with the District's Learning Management System/Schoology. The platform should provide teachers with insights on using the formative assessment and dynamic media features to inform instructional next steps and student outcomes. Within the platform interactive, lessons can be teacher-led and educators should also be able to assign them for students to complete independently as needed.

They may address multiple content areas or a single content area such as:

- English Language Arts
- Mathematics
- Science
- History/Social Studies
- Social Emotional Learning
- Arts Education
- Physical Education
- English Language Development
- Multiple content areas
- Computer Science Education
- Coding
- Cybersecurity Education
- Digital Citizenship

CATEGORY II: PERSONALIZED LEARNING AND ASSESSMENT

Personalized learning and assessment supplementary digital tools will assess students' entry level skills and then provide a personalized course of CA Common Core aligned standards based learning activities to reinforce growth areas and deepen understanding in areas of strength. Features such as drag and drop, recording, inputting responses, etc. should be developmentally appropriate for age and grade of students, as well as content areas being supported. The platform should provide teachers with the ability to include formative assessment in lessons, such as quizzes, polls, etc. as well as provide the ability to monitor assessment completion and results in real time. The platform should provide grade sync capabilities to automatically score and sync with the District's Learning Management System/Schoology. The platform should provide teachers with insights on using the formative assessment and dynamic media features to inform instructional next steps and student outcomes. Within the platform interactive, lessons can be teacher-led and educators should also be able to assign them for students to complete independently as needed.

They may address multiple content areas or a single content area such as:

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- Mathematics
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- Social Emotional Learning
- Arts Education
- Physical Education
- English Language Development
- Computer Science Education
- Coding
- Cybersecurity Education
- Digital Citizenship

FEATURES ACROSS ALL DIGITAL TOOL CATEGORIES

MATERIAL FOR EDUCATORS

Digital Tool materials shall include:

- The digital activities and games should be standards aligned, can be used flexibly for various blended learning models or as an extra enhancement for core instruction.
- Teachers should be able to place any student at any spot in the curriculum to enhance the work on specific content the class is learning via their core curriculum.
- Should include digital manipulatives, when applicable, to support students with problem solving and sense making.
- Embedded formative assessments which provide instant feedback for the students, including pre and post assessments, progress monitoring, and standardized test preparation.

- The platform shall support access through on-line connections via operating systems commonly found on MacBooks, iPads, Chromebooks, Personal Computers (desktops/laptops), Interactive Smart Boards and Interactive Projectors. The digital curriculum must be compatible with these devices. Digital tools must meet the minimum operating specifications as follows:
 - iOS 13 and higher for iPads
 - Windows 10 OS and higher for laptops and PCs
 - MacOS 11 and higher for Macbooks
- Platform should include data reporting to address the following:
 - Individual student progress and completion of activities/games
 - Teacher/Classroom report on student progress on standards and completion of activities/games
 - School Administrators, District and Region level administrators and coordinators have access to the platform analytics through the LAUSD single sign-on

PROFESSIONAL DEVELOPMENT

Teachers and administrators shall be provided with initial in-person or on-line training which will provide an overview of the digital tool program and training on how to access, navigate, and utilize both print and digital materials. Training will also support teachers with best practices in terms of blended learning models and use of the digital tool to enhance their core curriculum and provide intervention/enrichment for students with the goal of differentiating and personalizing instruction. Teachers will receive training and support in utilizing assessment data to make instructional decisions.

Teachers and administrators shall be provided follow-up implementation support training and ongoing coaching support shall be made available in-person and/or virtually. This ongoing support will deepen teachers and administrators strategic use of the digital tool and support schools with bringing in parents/caregivers as equal partners in teaching and learning but with at-home connections.

Professional development for school site leadership and district leadership shall include quarterly data charts around completion of lessons/activities/games by grade level and students and whether recommended usage goals are being met in alignment with the research supporting the use of the digital tool.

Services must include on-going digital support for questions that arise regarding access, functionality and usage.

MATERIAL FOR FAMILIES

The supplemental digital tool shall include resources that parents may access from home, including asynchronous lessons/activities/games and videos. These will include modeling of activities and games, as well as additional resources that will increase family engagement, enhance classroom learning, and reduce learning loss. The videos and resources shall take advantage of digital and mobile technology and will be used to build instructional supports between families and their school. Families will also be provided with multiple opportunities to attend webinars which will provide tools and resources to support their child's numeracy development in the home.

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3.0 SECURITY OF ALL MATERIALS AND DATA

The Contractor shall obtain a completed and completely approved LAUSD Unified Digital Instructional Procurement Plan (UDIPP) and adhere to the security requirements therein. **Contractor will not be authorized to work on any services unless contractor's LAUSD UDIPP application has been approved.**

4.0 DATA COLLECTION

The Contractor shall collect enrollment, student and other data transfers necessary through a mutually agreed upon data transfer process with L.A. Unified Office of Data Accountability.

5.0 DATA ANALYSES

The Contractor shall provide usage and achievement data as applicable to the platform in a format that is integrated with LAUSD data systems. An automated data feed at regular intervals using the SFTP transfer process will be required per LAUSD specifications.

6.0 TECHNICAL SUPPORT

- 6.1 The Contractor shall provide a help desk for customer support for L.A. Unified schools and staff. The Help Desk shall offer phone customer support, online chat boxes and chat rooms.
- 6.2 In addition to chat based support and online service tickets, the Contractor shall provide tiered support that includes a toll-free telephone number that will lead to a "live" person for technical support questions between 7:30 a.m. and 4:30 p.m. Pacific time Monday through Friday.
- 6.3 The Contractor shall provide resolution to the following within the time frames specified:
 - A. Resolution to all problems logged with technical support within the next business day
 - B. Resolution to all high priority calls logged with technical support within 4 hours
 - C. High priority treatment for any problems logged that cannot be resolved within the above time frame. These problems shall be resolved by providing resources for timely follow-up
- 6.4 The Contractor shall maintain a service log and provide to Los Angeles Unified upon request and during regular implementation meetings. The log shall include technical support requests with a description of how the matters have been resolved.
- 6.5 The Contractor's support processes shall be aligned with the District's IT helpdesk and other support providers to the District. The District's IT helpdesk currently uses Service Center from Remedy. Where applicable, this method of providing and maintaining support shall be used.
- 6.6 The Contractor's platform must work with comparable effectiveness with all common internet browsers and computer makes.

7.0 DATA MANAGEMENT

- A. Usage and/or achievement related to the digital tool is to be hosted on the Contractor's cloud-based server(s) as designated and approved by L.A. Unified, covers the data produced by the full range of activities. Data management must comply with Data Use Agreement provisions in the approved L.A. Unified UDIPP.
- B. These data shall be available via web pages, secure file transfer protocol (SFTP), and restricted and secure user logons. The secure user logons of any server housing any District information shall authenticate against an LDAP V3 compliant user Directory housed on the District's network. User account authorization provisioning shall occur within the Contractor provided application(s). Availability shall be encrypted at the discretion of the L.A. Unified commensurate to the confidentiality of the information hosted on the system. Any student level data shall be maintained in a secure and confidential manner as outlined in the L.A. Unified UDIPP. Notwithstanding any of the above specifications, the security of all confidential data shall meet all District standards and policies outlined in the UDIPP.
- C. Access to the data web pages and usage and/or achievement data must be provided for long-term substitutes on a temporary basis when requested by the school's principal or representative.

8.0 TRAINING

The Contractor shall provide training to LAUSD staff based on a professional development plan created with district staff. Professional development shall include initial training in-person and/or virtual, follow up training and support and office hours.

9.0 PROJECT MANAGEMENT

9.1 IMPLEMENTATION AND TRAINING PLAN

The contractor shall work collaboratively with the District to develop an implementation plan that includes data integration, professional development and regular review of usage and achievement data.

9.2 MINUTES AND RECORDS

The Contractor shall take minutes and record the list of participants from all meetings, including, but not limited to, management meetings and any technical advisory groups. If any work tasks are outlined in the minutes, the person(s) responsible for these tasks and the target completion dates must be identified in the minutes as well. Within two (2) weeks after each meeting (or such other time designated by the District), the Contractor shall maintain and submit to the District, all minutes and records in writing and/or electronically for review and final approval.

9.3 MONITORING ACTIVITIES

To be successful, this project requires an effective management team.

- 9.3.1 The Contractor must provide a designated Project Manager and technical support coordinator. If subcontractors are used, a Project Coordinator must be designated for each subcontractor. The professional qualifications of the team members shall be appropriate to ensure the overall success of implementation.
- 9.3.2 The Contractor's Project Manager shall communicate, either in person or by telephone, with designated District staff, on a weekly basis, as needed and scheduled by the District, to review progress and performance. The review criteria will include, but not be limited to, problems encountered under the contract, future performance under the contract, and any other subject relating to completion of tasks under this contract.
- 9.3.3 The Contractor shall prepare monthly and annual impact reports with usage and achievement data by school, region and district. The reports shall be submitted to the District and reviewed during regular implementation meetings.

L.A. Unified reserves the right to use and reproduce all reports, summaries, and data reports developed pursuant to this agreement.

10.0 DATA EXPORT IMPORT REQUIREMENTS

Requirements for Data Export were derived from the following artifacts:

- Table A Data Export Requirements
- Table B Sample File of Data Items

Contractor agrees to meet all of the stated requirements in the aforementioned exhibits that explicitly pertain to the Data Export Requirements.

Acceptance Criteria

The acceptance criteria that will constitute conformity with LAUSD's stated business requirements are as follows:

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1	Data is received nightly or streamed, if applicable. Time of day to be agreed upon at a later time
2	Data is delivered via SFTP/Control M or API and is encrypted in transmittal.
3	Data is produced with 1 file with users, courses, and "activities", and academic growth.
4	Data will contain a district unique identifier such as LAUSD Email, Employee ID or Student ID.
5	Data will contain a district unique identifier for each school location (School Code).
6	Activity data may include assessment results, messages sent, resources created, coursework including external/resource links utilized, assignments, files uploaded, submissions, and other activities of the instructional tool as applicable
7	Data must include all elements to allow LA Unified to create the following report for teachers and students: Unique logins/clicks per (timeframe)
8	Data must include all elements to allow LA Unified to create the following report for teachers and students: Overall logins/clicks per (timeframe)
9	Data must include all elements to allow LA Unified to create the following report for teachers and students: Activities (as defined by vendor)
10	Data must include all elements to allow LA Unified to create the following report for teachers and students Time Spent on Platform
11	 Device Usage Type of Device Used (mobile Browser) IP Address (used by District to identify internal firewall versus "at home" logins)

Table A - Data Export Requirements

Table B - Sample File of Data Items

Example of data items with corresponding descriptions.

The following usage data information is requested for all products. All marked with (*) are required. Please set up a meeting with the LAUSD team for a weikthrough of this template.

This Is a unique value to identify the vendor in LAUSD Tables	This is a unique value to identify the Product in LAUSD		Code, or cost center code	Identifier for the type of device that was used to access platform		Browser Type	Browser Version	IP Address (used by District to identify internal firewall versus "at home" logins)					Duration	Assignment Score Grade	Standard addressed
Partner ID*	Product ID*	User ID (Lausd)'	User School Id (LAUSD)	Device Type*	Device Version	Browser Type"	Browser Version*	IP	Activity Type"	Activity Action type	Activity ID	Time STMP*			
Pannorito	1	first.last@mymail.lausd.ne	, ,	Iphane	Device version	Safari		100.xxx.x.x	Assignment	Submit	Assignment (D	06/12/2020 12:12:34 PST			
		first.last@mymail.lausd.ne		Leptop	Í	Chrome	80	· · · · · · · · · · · · · · · · · · ·	Course		Course ID				
		lirst.last@mymail.lausd.ne		Laptop	1	Chrome	80	1	Login	Updale	Section ID				
	Your Product Name	lirst.last@mymail.lausd.ne	t	Laptop		Chrome	80		Logout	View					
	Your Product Name	first.last@mymail.lausd.ne	t	Laptop		Chrome	80		Section	Complete					
		lirst.last@mymail.lausd.ne		Laptop		Chrome	80		Lessons						
	Your Product Name	first.last@mymail.lausd.ne	t	Laptop	ļ	Chrome	80		General Activity						
		lirst.last@mymail.lausd.ne		chromebook		Chrome	80		Assignment	Update					
	Your Product Name	lirst.last@mymail.lausd.ne	t	chramebook		Chrome	80		Assessment	Slart					
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11.0 APPROVED PRODUCTS

Category I – Instructional Delivery and Interaction

- 1. Cleverkids I Can Read
- 2. Cleverkids Pre-Read
- 3. Progress Monitoring Dashboard
- 4. School Edition
- 5. Summer School
- 6. Virtual Summer School

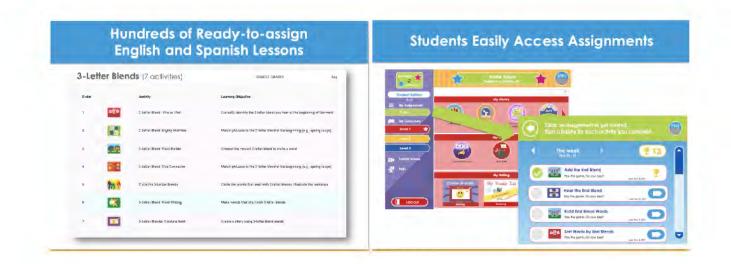
Category II – Personalized Learning and Assessment

- 1. Cleverkids I Can Read
- 2. Cleverkids Pre-Read
- 3. Progress Monitoring Dashboard
- 4. School Edition
- 5. Summer School
- 6. Virtual Summer School

12.0 PLATFORM FUNCTIONALITY

Footsteps2Brilliance assesses students' entry level skills and provides a personalized course aligned to CA Common Core standards

A quick placement algorithm enables teachers to determine each student's entry-level skills and to identify the best starting place for students in Footsteps2Brilliance. Unlike many personalized learning systems that follow a predefined sequence unrelated to the classroom, Footsteps2Brilliance intentionally supports classroom instruction. After initial placement, our learning model begins with an alignment to the teacher's core ELA curriculum. As teachers teach skills and content aligned to CA Common Core Standards, Footsteps2Brilliance presents students with aligned instruction, practice and assessment. Through engaging, interactive lessons, students receive personalized feedback and support on relevant skills. Footsteps2Brilliance offers a wealth of personalized instruction on foundational skills as well as critical thinking opportunities to evaluate, synthesize and create. Teachers can easily track student progress on lessons in real time. Every game-based lesson provides teachers with relevant formative assessment data. Proficiency, Flexible Groups, and Area of Difficulty reporting provide valuable insight into student learning, while also enabling students to experience a personalized course aligned to CA Common Core Standards.



• Key Platform Features: Includes features such as drag and drop, recording, inputting responses etc.

Multisensory learning is integrated into the entire Footsteps2Brilliance experience. Unlike workbooks or activity sheets, Footsteps2Brilliance offers students a way to actively engage with language, sounds, and print. For example, Footsteps2Brilliance has invented a series of multi-sensory phonics games based on the Elkonin boxes, where children explore sounds, build words, and blend sounds using interactive phoneme tiles. Because the tiles represent graphemes instead of just letters, and because the tiles play audio as students work with them, these activities create a powerful experience for children to understand and use the alphabetic principle. Students can also touch any word or picture in order to hear it spoken. Some activities have children record themselves and listen to their recording.





Build words using interactiv grapheme tiles.

Build word families using interactive grapheme tiles.

Trace letters that make a tar sound in a word.

Apply phonics skills through writing and illustrating.

• Content Standards: Lessons are appropriate and clearly aligned to CA content standards.

Footsteps2Brilliance offers hundreds of standards-aligned lessons designed to accelerate student learning and provide valuable formative assessment data. Teachers can easily search for lessons to practice, apply, and synthesize learning. Footsteps2Brilliance also offers playlists of interactive practice and assessment aligned to core ELA programs so that teachers can quickly assign practice for the exact unit they are teaching in the classroom.

As a comprehensive early literacy curriculum founded in the latest research, Footsteps2Brilliance programs are 100% aligned to the following: California Common Core State Standards for English Language Arts and Literacy grades K-3, California Common Core State Standards for English Language Development grades K-3, and California Preschool Learning Foundations Standards. In addition, we are aligned to the Science of Reading, and the 7 Strategies for Linguistically Gifted and Emergent Bilingual Student Success.

Footsteps2Brilliance modules and lessons are tagged with appropriate grade-level learning objectives, skills, and standards to enable meaningful reporting and searchability. Our programs provide teachers with standards-aligned curricula adapted to the individual learning needs of their students. The full program consists of comprehensive early learning apps with thousands of interactive eBooks, learning games, writing activities, and projects in English and Spanish. In addition, the programs include classroom lesson plans, a complete K-2 Summer School curriculum, printable activity sheets, a dynamic game card maker, parent letters, and parent activity guides.

The following principles are the foundation for instruction in Footsteps2Brilliance:

- Oral language and vocabulary provide a foundation for literacy development.
- Parental involvement is critical to a child's success in school.
- Literacy development begins before children enter school.
- Emergent readers need to understand how print works.
- Rapidly recognizing individual letters is a critical determinant of reading proficiency.
- Phonological awareness plays a critical role in learning to read.
- \circ Beginning readers need to understand the relationships between written letters and spoken sounds or the alphabetic principle.
- Beginning readers need practice reading and listening to a variety of texts.
- \circ Beginning readers need to develop automatic word recognition skills so they can pay attention to meaning.
- Readers should practice spelling and writing new words.
- \circ Readers need practice reading orally with expression and with automaticity.

 \circ Comprehension strategies can help emergent and beginning readers to better understand what they read.

 \circ Emergent and beginning readers should practice writing connected text to express ideas and to learn basic grammar and usage skills that improve their writing.

Footsteps2Brilliance develops critical thinking, creativity, and language skills by emphasizing the connection between reading and writing. The Create-a-Book module allows teachers and students to write, edit, print, and email books and expository texts using words and artwork from the books they have read. All books are saved into a digital portfolio that students and teachers can easily showcase and review. Writing prompts direct students to write a variation of the book they completed, encouraging creativity. Teachers can also use Create-a-Book to model writing strategies, create collaborative books and reports, or even to author books focused on skills or ideas specific students needs.

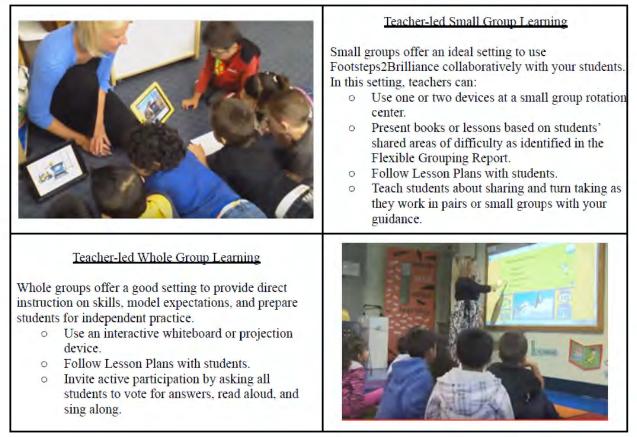


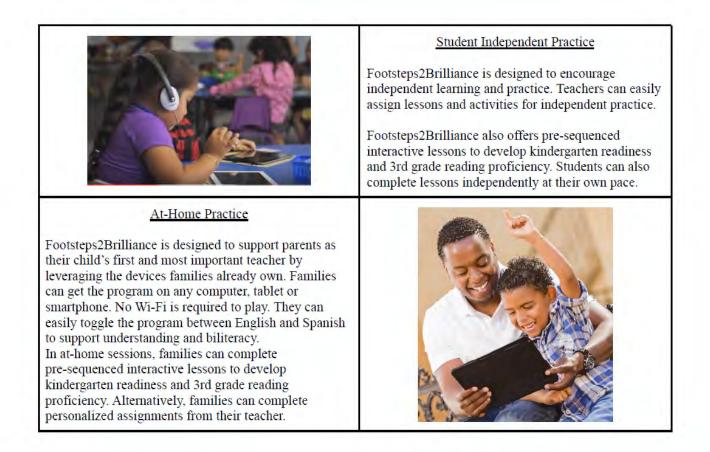
An embedded project-based learning module provides week-long projects that develop the 4 C's of 21st century skills: critical thinking, creative thinking, communicating, and collaborating. Using the eBooks as a catalyst, project-based learning modules direct students to use digital and traditional resources to define advanced vocabulary, conduct independent research, analyze and report on their findings, solve problems, use graphic organizers, and create a variety of evidence they will publish and share with their peers. These projects can be emailed and printed.



• Lessons and Assignments: Lessons can be teacher-led and assigned for independent work.

Footsteps2Brilliance offers a flexible curriculum that can be used effectively in a variety of classroom and independent/home settings.





• Continuous Improvement Process: Improvements/product modifications enhance the interactive experience.

Because Footsteps2Brilliance is a Digital Publishing House, we are able to continually improve and rapidly deploy changes to our product, in addition to developing modifications to enhance the interactive experience. New content is added to the program on an ongoing basis. Expert educators review all Footsteps2Brilliance content for accuracy and alignment to standards before it is published to students. When adjustments are needed, Footsteps2Brilliance can revise content and publish within 1 business day. Below are the unique attributes of our Digital Publishing House that allows us to serve our clients with the most up-to-date technology experiences (see table on next page).

Unique Attributes	Why It's Important						
Digital Publishing House	Our platform allows publishers to create eBooks and repurpose our game engines to extend their content. The content can be widely disseminated to all users within 15 minutes.						
Device Agnostic Mobile Platform	 This allows an organization to: Utilize whatever technology infrastructure it already has invested in; Double its technology infrastructure overnight by creating a school to home connection using devices already owned by parents; Not worry about obsolescence in the future with respect to new hardware purchased. 						
App Can Be Used Online or Offline	This allows content to be accessed even in areas where the Internet and/or WiFi are not reliable. For example, a student can begin using an app online in school on the school's device, then go onto a bus and use the same app offline with a parent on a different mobile device.						
Enterprise Level Control	Our platform allows a publisher to centrally update a program or correct, for example, an erroneous answer to a question. All changes are automatically pushed in real time to the downloaded apps residing on every Android, Apple, Microsoft, or other device connected to the internet.						
Users Can Exchange Devices	In weak WiFi areas, our platform allows users to exchange devices, use apps offline, and still track each individual user's data.						
Sync Text	This feature allows for rapid integration of both sentence and word-by-word read-the-screen highlight tracking audio reinforcement.						
Create-A-Book Feature	This feature develops creativity, oral language, storytelling and writing skills. It also creates a longitudinal online portfolio, and allows students to print their books, or email them to parents.						
Professional Learning Communities	This feature allows teachers and parents to easily share best practices and develop flashcards with the click of a button.						
Unique Multilingual Capability	The bilingual market demand is rapidly growing. Our platform has been developed to be able to add multiple languages and have readers toggle between languages at the individual page level.						

END OF STATEMENT OF WORK

SCHEDULE B

CONTRACTOR'S RATES

CATEGORY		UNIT				L PRICE EAR)	
Subscription License Agreement	SILU: 100F285	NAME. F28100 Student Bilingual 1 Veer	UNIT of MEASURE. Pur Student	LIST PRICE: SGR.00	DISCOUNT PRICE: \$45.00	Duccount %: 33.82%	Number of Units Needed for Discount: 300
Subscription License Agreement	SIQJ: 250F28S	NAAME: F20250 Standard Billingsol 1 Your	UNIT of MEASURE: Per Studient	LIST PRICE: Sell.00	DISCOURT PRICE: \$35.00	Discourt %: 48.52%	Number of Units Needed for Discount: 250
Subscription License Agreement	SIQJ: 375F285	NAME: F28375 Student Bilingual 1 Your	UNIT of MEASURE: Per Student	LIST PRICE: SGR.00	DISCOUNT PRICE: \$33.00	Discount %: 51.47%	Number of Units Needed for Discount: 375
Subscription License Agreement	SIQU: 500F285	NAME: F28375 Student Bilingual 1 Your	UNIT of MEASURE: Per Student	LIST PRICE. SGR.00	DISCOUNT PRICE: \$31.00	Discount %: 54.41%	Number of Units Needed for Discount: 500
Subscription License Agreement	SIQU: 750F285	NAME: F28750 Student Dilegaal 1 Veer	UNIT of MEASURE. Per Student	LIST PRICE- SGL.00	DISCOUNT PINCE: \$29.00	Discount %: \$7.35%	Number of Units Needed for Discount: 750
Subscription License Agreement	SKU: 1000F285	NAAME: F281000 Student Bilingsol 1 Year	UNIT of MEASURE: Pur Student	LIST PRICE: SGR.00	DISCOUNT PRICE: \$27.00	Discourt %: 60.29%	Number of Units Needed for Discount: 1000
Subscription License Agreement	SIQU: 100CKUS	NAAME: CIQUIDO Student Billegaal 1 Vaar	UNIT of MEASURE: Per Student	LIST PRICE: Sell.00	DISCOUNT PRICE: \$45.00	Decourt %: 33.82%	Number of Units Needed for Discount: 300
Subscription License Agreement	SIQ): 250CRJS	NAME: CRU250 Student Bilingual 1 Your	UNIT of MEASURE: Per Studient	LIST PRICE: SGR.00	DISCOUNT PRICE: \$35.00	Deccent %: 48.52%	Number of Units Needed for Discount: 250
Subscription License Agreement	SICU: 375CICUS	NAME: CRU375 Student Bilingsal 1 Year	UNIT of MEASURE: Per Student	LIST PRICE: Seil.00	DISCOUNT PRICE: \$33.00	Discourt %: \$1.47%	Number of Units Needed for Discount: 375
Subscription License Agreement	SIQU: SOOCICUS	NAME: CRU375 Student Bilingsal 1 Year	UNIT of MEASURE: Par Student	LIST PRICE: SGR.00	DISCOUNT PRICE: \$31.00	Discourt %: 54.41%	Number of Units Needed for Discount: 500
Subscription License Agreement	SIQJ: 750CIQJS	NAME: CRU750 Student Bilingual 1 Your	UNIT of MEASURE: Per Student	LIST PRICE: Sell.00	DISCOUNT PRICE: \$29.00	Discours %: \$7.35%	Number of Units Needed for Discount: 750
Subscription License Agreement	SICU: 1000CXUS	NAME: CICU1000 Stationt Bilingual 1 Your	UNIT of MEASURE: Per Student	LIST PRICE: Sell.00	DISCOURT PRICE: \$27.00	Decourt %: 60.29%	Number of Units Needed for Discount: 1000
Subscription License Agreement	SILU: 100CKUREADS	NAME: CRUREADS100 Student Bilingual 1 Vear	Unit of MEASURE: Per Stationt	LIST PRICE: Sell.00	DISCOURT PRICE: \$45.00	Discourt %: 33.82%	Number of Units Needed for Discount: 100
Subscription License Agreement	SIQU: 250CIKUREADS	NAME: CKUREAD5250 Student Bilingual 1 Vear	UNIT of MEASURE: Per Student	LIST PRICE: SGR.00	DISCOUNT PRICE: \$35.00	Decourt %: 48.52%	Number of Units Needed for Discount: 250

Subscription License Agreement	SKU: 37SOKUREADS	NAME: CIUREADS375 Student Bilingsal 1 Vear	UNIT of MEASURE: Per Student	LIST PRICE: SGB.00	DISCOUNT PRICE: \$33.00	Discount %: 51.47%	Number of Units Needed for Discount: 375
Subscription License Agreement	SILU: SOOCKUREADS	NAME: CICUREAD5375 Student Bilingual 1 Visar	UNIT of MEASURE: Per Student	LIST MILCE: Seil.00	DISCOUNT PINCE: \$31.00	Discount %: 54.41%	Number of Units Needed for Discount: 500
Subscription License Agreement	SKU: 7SOCKUREADS	NAME: CKUREADS750 Student Bringual 8-Weeks	UNIT of MEASURE: Per Student	LIST PHICE: Sell.00	DISCOUNT PRICE: \$29.00	Discount %: 57.35%	Number of Units Needed for Discount: 750
Subscription License Agreement	SKU: 1000CIKUREADS	INAME: CIQUIEADS1000 Student Bilingual B-Weeks	UNIT of MEASURE Per Student	LIST MILCE: SGL.00	DISCOUNIT PRICE: \$27.00	Discount %: 60.29%	Number of Units Needed for Discount: 1000
Subscription License Agreement	SILU: 1005UMMERS	NAME: SUMMERS100 Student Bilingual B-Weets	UNIT of MEASURE: Per Studient	LIST PRICE: \$68.00	DISCOUNT PRICE: \$45.00	Discount %: 33.82%	Number of Units Needed for Discount: 100
Subscription License Agreement	sku: 2505ummers	NAME: SUMMERS250 Student Bilingual B-Weeks	UNIT of MEASURE: Per Studient	LIST PRICE: Seil.00	DISCOUNT PRICE: \$35.00	Discount N: 48.52%	Number of Units Needed for Discount: 250
Subscription License Agreement	SILU: 375SUMMERS	NAME: SUMMERS375 Student Hilmgual B-Weeks	UNIT of MEASURE: Per Student	LIST PRICE: Seil.00	DISCOUNT PRICE: \$33.00	Discourt N: S1.47%	Number of Units Needed for Discount: 375
Subscription License Agreement	SICU: SOOSUMMERS	NAME: SUMMERS375 Student Bilingual B-Weeks	UNIT of MEASURE Per Student	LIST PRICE: \$60.00	DISCOUNT PRICE: \$31.00	Discount N: 54.41%	Number of Units Needed for Discount: \$00
Subscription License Agreement	SIQU: 7505UMMERS	NAME: SUMMERS750 Student Bilingual B-Weeks	UNIT of MEASURE: Per Studient	LIST PRICE: Seil.00	DISCOUNT PRICE: \$29.00	Oscount %: 57.35%	Number of Units Needed for Discount: 750
Subscription License Agreement	SKU: 1000SUMMERS	NAME: SUMMERS1000 Student Bilingual 8-Weeks	UNIT of MEASURE: Per Student	UST PRICE: Seil.00	DISCOUNT PRICE: \$27.00	Decount N: 60.29%	Number of Units Needed for Discount: 1000
Subscription License Agreement	SRU: F287	NAME: F28 Teacher license, data, class setup	UNIT of MEASURE: Per Teacher	UST PRICE: \$300.00	DISCOUNT PRICE: \$250.00	Discount N: 16.67%	Number of Units Needed for Discount: 1

CATEGORY		UNIT			PRICE
Professional Learning (PL)	Grade Level/Rudience: PE-5 Elementary Teachers	Name of Service. Getting Started for Teachers and Staff	Unit of Measure 1 Section	Maximum Atlandance: up to 30	List Price: \$2500
Professional Learning (PL)	Grade Lovel/Rudience: Non-campus Based Instructional Support	Name of Service: Strategic Planning and Visioning Workshop	Unit of Measure 1 Section	Mastrium Atlandance. up to 30	List Price: \$2500
Professional Learning (PL)	Grade Level/Audience: PE-S Elementary Teachers	Name of Service: Maximizing the Impact of Footsteps2Brilliance for Teachers and Staff	Unit of Measure: 1 Section	Maximum Atlandance. up to 30	List Price: \$2500
Professional Learning (PL)	Grade Lovel/Audience: PE-5 Elementary Teachers	Name of Service. Classroom Model Lessons and Conclorg	Unit of Measure 3 Section	Maximum Atlandance. up to 30	List Price: \$2500
Professional Learning (PL)	Grade Lovel/Audience: Campus Based Instructional Support	Name of Service: Developing Teacher Leadership Workshop	Unit of Measure: 1 Section	Maximum Atlandance: up to 30	List Price: \$2500
Professional Learning (PL)	Grade Level/Audience: Comput Based Instructional Support	Name of Service: Getting Started on Footstops28rillance and Clever Kids University for Families Workshop	Unit of Measure: 1 Section	Maximum Atlandance. up to 30	List Price: \$2500
Professional Learning (PL)	Grade Lovel/Audience: Campus Based Instructional Support	Name of Service: Community Outreach Services for District	Unit of Measure 3 Session	Maximum Atlandance. up to 30	List Price. \$2500
Professional Learning (PL)	Grade Level/Rudience Campus Based Instructional Support	Name of Service: Project Management	Unit of Measure: 1 Sectors	Maximum Atlandance. up to 30	List Price. \$2500
Implementation and Monitoring	Grade Level/Audience: PK-5 Elementary Teachers	Name of Service: Ongoing Data Analysis	Unit of Messure: 3 Session	Maximum Attendance. up to 30	List Price: \$500
Implementation and Monitoring	Grade Level/Rudience: Administrator Support	Name of Service. Ongoing Data Analysis	Unit of Measure: 3 Section	Mannum Atlandance. up to 30	List Price. \$300
Implementation and Monitoring	Grade Level/Audience: Administrator Support	Name of Service: 3rd Party Data Triangulation Report	Unit of Measure. Fist Fee	Maximum Attendance. As required	List Price: \$7500
Customization and Integration	Grade Level/Audience: Administrator Support	Name of Service: Customization and Integration	Unit of Measure: 1 Section	Maximum Attendance. As required	List Price. \$2500

CATEGORY				BRULTI-YEAH GRECCHINTED PRICE (3 YEARS)					
Subscription License Agreement	SIQJ: 100F285	NAME: F28100 Student Bilingual 3 Years	UNIT of MEASURE: Per Student	LIST PRICE: S204.00	3 YEAR DISCOUNTED PRICE: \$128.25	Discount %: 37.13	Number of Units Needed for Discount: 100		
Subscription License Agreement	SIQJ: 250F28S	NAME: F28250 Student Bilingual 3 Years	UNIT of MEASURE: Per Student	LIST PRICE: \$204.00	3 YEAR DISCOUNTED PRICE: \$99.75	Discount %: 51.10%	Number of Units Needed for Discount: 250		
Subscription License Agreement	SIQU: 375F28S	NAME: F28375 Student Bilingual 3 Years	UNIT of MEASURE: Per Student	LIST PRICE: \$204.00	3 YEAR DISCOUNTED PRICE: \$94.05	Discount %: 53.90%	Number of Units Needed for Discount: 375		
Subscription License Agreement	510U: 500F2885	NAME: F28375 Student Bilingual 3 Years	UNIT of MEASURE: Per Student	LIST PRICE: \$204.00	3 YEAR DISCOUNTED PRICE: \$88.35	Discount %: 56.69%	Number of Units Needed for Discount: 500		
Subscription License Agreement	SIQJ: 750F28S	NAME: F28750 Student Bilingual 3 Years	UNIT of MEASURE: Per Studient	LIST PRICE: \$204.00	3 YEAR DISCOUNTED PRICE: \$82.65	Discount %: 59.48%	Number of Units Needed for Discount: 750		
Subscription License Agreement	SKU: 1000F285	NAME: F281000 Student Bilingual 3 Vears	UNIT of MEASURE: Per Stadent	LIST PRICE: \$204.00	3 YEAR DISCOUNTED PRICE: \$76.95	Discount %: 62.27%	Number of Units Needed for Discount: 1000		
Subscription License Agreement	SIQJ: 100CXUS	NAME: CRU100 Student Bilingual 3 Years	UNIT of MEASURE: Per Stadent	LIST PRICE: \$204.00	3 YEAR DISCOUNTED PRICE: \$128.25	Discount %: 37.13	Number of Units Needed for Discount: 100		
Subscription License Agreement	siqu: 250Cikus	NAME: CRU250 Student Bilingual 3 Years	UNIT of MEASURE: Per Student	LIST PRICE: \$204.00	3 YEAR DISCOUNTED PRICE: \$99.75	Discount %: 51.10%	Number of Units Needed for Discount: 250		
Subscription License Agreement	sku: 3750kus	NAME: CRU375 Student Bilingual 3 Years	UNIT of MEASURE: Per Studient	LIST PROCE: \$204.00	3 YEAR DISCOUNTED PRICE: \$94.05	Discount %: 53.90%	Number of Units Needed for Discount: 375		
Subscription License Agreement	siau: Soockus	NAME: CRU375 Student Bilingual 3 Years	UNIT of MEASURE: Per Student	LIST PRICE: \$204.00	3 YEAR DISCOUNTED PRICE: SIB.35	Discount %: 56.69%	Number of Units Needed for Discount: 500		
Subscription License Agreement	siau: 750Cikus	NAME: CRJ750 Student Bilingual 3 Years	UNIT of MEASURE: Per Student	LEST PRICE: \$204.00	3 YEAR DISCOUNTED PRICE: \$82.65	Discount %: 59.48%	Number of Units Needed for Discount: 750		
Subscription License Agreement	siqu: 1000cikus	NAME: CICU1000 Student Bilingual 3 Years	UNIT of MEASURE: Per Student	LIST PRICE: \$204.00	3 YEAR DISCOUNTED PRICE: \$76.95	Discount %: 62.27%	Number of Units Needed for Discount: 1000		

Subscription License Agreement	SIQJ: 100CKUREADS	NAME: CRUREADS100 Student Bilingual 3 Years	UNIT of MEASURE: Per Studient	LIST PRICE: \$204.00	3 YEAR DISCOUNTED PRICE: \$128.25	Discount %: 37.13	Number of Units Needed for Discount: 100
Subscription License Agreement	SIRU: 250CIKUREADS	NAME: CKUREADS250 Student Bilingual 3 Years	UNIT of MEASURE: Per Student	LIST PRICE: \$204.00	3 YEAR DISCOUNTED PRICE: \$99.75	Discount %: 51.10%	Number of Units Needed for Discount: 250
Subscription License Agreement	SIQU: 375CKUREADS	NAME: CKUREADS375 Student Bilingual 3 Years	UNIT of MEASURE: Per Student	LIST PRICE: \$204.00	3 YEAR DISCOUNTED PRICE: \$94.05	Discount %: 53.90%	Number of Units Needed for Discount: 375
Subscription License Agreement	SIRU: SOOCKUREADS	NAME: CICUREADS375 Student Bilingual 3 Veers	UNIT of MEASURE: Per Student	LIST PRICE: \$204.00	3 YEAR DISCOUNTED PRICE: \$88.35	Discount %: 56.69%	Number of Units Needed for Discount: 500
Subscription License Agreement	SIRU: 750CKUREADS	NAME: CKUREAD5750 Student Bilingual 8-Weeks	UNIT of MEASURE: Per Student	LIST PRICE: \$204.00	3 YEAR DISCOUNTED PRICE: \$12.65	Discount %: 59.48%	Number of Units Needed for Discount: 750
Subscription License Agreement	SIQJ: 1000CKUREADS	NAME: CKUREADS1000 Student Bilingual 8-Weeks	UNIT of MEASURE: Per Student	LIST PRICE: \$204.00	3 YEAR DISCOUNTED PRICE: \$76.95	Discount %: 62.27%	Number of Units Needed for Discount: 1000
Subscription License Agreement	SIQU: 100SUMMERS	NAME: SUMMERS100 Student Bilingual 8-Weeks	UNIT of MEASURE: Per Student	LIST PRICE: \$204.00	3 YEAR DISCOUNTED PRICE: \$128.25	Discount %: 37.13	Number of Units Needed for Discount: 100
Subscription License Agreement	siru: 250summers	NAME: SUMMERS250 Student Blingual 8-Weeks	UNIT of MEASURE: Per Student	LIST PRICE: \$204.00	3 YEAR DISCOUNTED PRICE: \$99.75	Discount %: 51.10%	Number of Units Needed for Discount: 250
Subscription License Agreement	SIQJ: 375SUMMERS	NAME: SUMMERS375 Student Bilingual 8-Weeks	UNIT of MEASURE: Per Student	LIST PRICE: \$204.00	3 YEAR DISCOUNTED PRICE: \$94.05	Discount %: 53.90%	Number of Units Needed for Discount: 375
Subscription License Agreement	SIQU: SOOSUMMERS	NAME: SUMMERS375 Student Illingual 8-Weeks	UNIT of MEASURE: Per Student	LIST PRICE: \$204.00	3 YEAR DISCOUNTED PRICE: \$88.35	Discount %: 56.69%	Number of Units Needed for Discount: 500
Subscription License Agreement	sicu: 7505ummers	NAME: SUMMERS750 Student Illingual 8-Weeks	UNIT of MEASURE: Per Student	LIST PRICE: \$204.00	3 YEAR DISCOUNTED PRICE: \$82.65	Discount %: 59.48%	Number of Units Needed for Discount: 750
Subscription License Agreement	SIRU: 1000SUMMERS	NAME: SUMMERS1000 Student Illingual 8-Weeks	UNIT of MEASURE: Per Student	LIST PRICE: \$204.00	3 YEAR DISCOUNTED PRICE: \$76.95	Discount %: 62.27%	Number of Units Needed for Discount: 1000
Subscription License Agreement	SIQU: F28T	NAME: F2B Teacher license, data, class setup	UNIT of MEASURE: Per Teacher	LIST PRICE: \$900.00	3 YEAR DISCOUNTED PRICE: \$712.50	Discount %: 20.83%	Number of Units Needed for Discount: 1

SCHEDULE A

STATEMENT OF WORK

1.0 SCOPE

This Statement of Work (SOW) defines the effort required for the administration and reporting of the Los Angeles Unified School District (Los Angeles Unified) digital instructional tools/platform. Schools will be able to implement one of the following digital tools to support concept development, skills mastery and problem solving skills of students in grades K-12.

Digital tools/platforms as outlined below:

• Category I - Instructional Delivery and Interaction

2.0 STATEMENT OF WORK – The tasks required to successfully administer digital tools/platforms:

A. Properties of instructional tools should include:

- UNIVERSAL DESIGN: Platform must be designed so that materials function as intended for as many students as possible
- CONTENT: Platform design and materials should be developmentally appropriate and support standards-aligned learning
- ACCESSIBILITY: Items and tasks are presented with additional information or in alternative ways, in order to meet the specific needs of some students.
- SENSITIVITY: Content contained should not be distracting or upsetting for some students.
- CULTURAL AND LINGUISTIC RESPONSIVENESS: Digital tools must consider the cultural and linguistic diversity of the students in Los Angeles and should contain culturally and linguistically responsive materials that are appropriate for meeting the needs of all students (English Learner (EL), Standard English Learner (SEL), Student with Disabilities (SWD), etc.)
- International Society for Technology in Education (ISTE): Standards is a framework for learning in-depth, digital age skills and attributes with learning that is amplified through technology
 - o <u>ISTE Standards for Students</u> and/or
 - o ISTE Standards for Educators
- B. The proposer's online platform must receive an approved LAUSD Unified Digital Instructional Procurement Plan (UDIPP) prior to contract execution. Proposer will not be authorized to provide any services unless proposer's LAUSD UDIPP application has been approved. The latest version of LAUSD UDIPP requirements must be met along with updated requirements released. The vendor shall monitor UDIPP approval expiration and complete renewal applications in a timely manner

Proposer must meet the LAUSD UDIPP requirements regarding SSO and SAML, Student Data Privacy, Data Security and LMS Compatibility. Determination as to whether a proposer meets those minimum qualifications will be based on their responses to the Unified Digital Instructional Procurement Plan Questionnaire, which can be found at <u>udipp.lausd.net</u>. C. The effective, efficient, and timely completion of all tasks and requests is critical to the successful implementation of the digital tool.

CATEGORY I: INSTRUCTIONAL DELIVERY AND INTERACTION

Instructional delivery and interaction tools provide interactive lessons, interactive videos and gamification. Features such as drag and drop, recording, inputting responses, etc. should be developmentally appropriate for age and grade of students, as well as content areas being supported. Interactive teacher tools will allow teachers to create assignments, modify pre-made lessons, and create new lessons as applicable. The platform should provide teachers with the ability to include formative assessment in lessons, such as quizzes, polls, etc. as well as provide the ability to monitor assessment completion and results in real time. The platform should provide grade sync capabilities to automatically score and sync with the District's Learning Management System/Schoology. The platform should provide teachers with insights on using the formative assessment and dynamic media features to inform instructional next steps and student outcomes. Within the platform interactive, lessons can be teacher-led and educators should also be able to assign them for students to complete independently as needed.

They may address multiple content areas or a single content area such as:

- English Language Arts
- Mathematics
- Science
- History/Social Studies
- Social Emotional Learning
- Arts Education
- Physical Education
- English Language Development
- Multiple content areas
- Computer Science Education
- Coding
- Cybersecurity Education
- Digital Citizenship
- Science labs
- Presentation
- 3D Design and printing
- Augmented Reality
- Virtual Reality
- XR (Extended Reality: Augmented Reality and Virtual Reality, and Mixed Reality Combined)
- Artificial Intelligence & Machine Learning
- Generative Text
- Communication
- Survey Tools
- Homework Help
- Assessment Tools
- Simulations
- Game-Based Learning
- esports

FEATURES ACROSS ALL DIGITAL TOOL CATEGORIES

MATERIAL FOR EDUCATORS

Digital Tool materials shall include:

- The digital activities and games should be standards aligned, can be used flexibly for various blended learning models or as an extra enhancement for core instruction.
- Teachers should be able to place any student at any spot in the curriculum to enhance the work on specific content the class is learning via their core curriculum.
- Should include digital manipulatives, when applicable, to support students with problem solving and sense making.
- Embedded formative assessments which provide instant feedback for the students, including pre and post assessments, progress monitoring, and standardized test preparation.
- The platform shall support access through on-line connections via operating systems commonly found on MacBooks, iPads, Chromebooks, Personal Computers (desktops/laptops), Interactive Smart Boards and Interactive Projectors. The digital curriculum must be compatible with these devices. Digital tools must meet the minimum operating specifications as follows:
 - iOS 13 and higher for iPads
 - Windows 10 OS and higher for laptops and PCs
 - MacOS 11 and higher for Macbooks
- Platform should include data reporting to address the following:
 - Individual student progress and completion of activities/games
 - Teacher/Classroom report on student progress on standards and completion of activities/games
 - School Administrators, District and Region level administrators and coordinators have access to the platform analytics through the LAUSD single sign-on

PROFESSIONAL DEVELOPMENT

Teachers and administrators shall be provided with initial in-person or on-line training which will provide an overview of the digital tool program and training on how to access, navigate, and utilize both print and digital materials. Training will also support teachers with best practices in terms of blended learning models and use of the digital tool to enhance their core curriculum and provide intervention/enrichment for students with the goal of differentiating and personalizing instruction. Teachers will receive training and support in utilizing assessment data to make instructional decisions.

Teachers and administrators shall be provided follow-up implementation support training and ongoing coaching support shall be made available in-person and/or virtually. This ongoing support will deepen teachers and administrators strategic use of the digital tool and support schools with bringing in parents/caregivers as equal partners in teaching and learning but with at-home connections.

Professional development for school site leadership and district leadership shall include quarterly data charts around completion of lessons/activities/games by grade level and students and whether recommended usage goals are being met in alignment with the research supporting the use of the digital tool.

Services must include on-going digital support for questions that arise regarding access, functionality and usage.

MATERIAL FOR FAMILIES

The supplemental digital tool shall include resources that parents may access from home, including asynchronous lessons/activities/games and videos. These will include modeling of activities and games, as well as additional resources that will increase family engagement, enhance classroom learning, and reduce learning loss. The videos and resources shall take advantage of digital and mobile technology and will be used to build instructional supports between families and their school. Families will also be provided with multiple opportunities to attend webinars which will provide tools and resources to support their child's numeracy development in the home.

3.0 SECURITY OF ALL MATERIALS AND DATA

The Contractor shall obtain a completed and completely approved LAUSD Unified Digital Instructional Procurement Plan (UDIPP) and adhere to the security requirements therein. **Contractor will not be authorized to work on any services unless contractor's LAUSD UDIPP application has been approved.**

4.0 DATA COLLECTION

The Contractor shall collect enrollment, student and other data transfers necessary through a mutually agreed upon data transfer process with L.A. Unified Office of Data Accountability.

5.0 DATA ANALYSES

The Contractor shall provide usage and achievement data as applicable to the platform in a format that is integrated with LAUSD data systems. An automated data feed at regular intervals using the SFTP transfer process will be required per LAUSD specifications.

6.0 TECHNICAL SUPPORT

- 6.1 The Contractor shall provide a help desk for customer support for L.A. Unified schools and staff. The Help Desk shall offer phone customer support, online chat boxes and chat rooms.
- 6.2 In addition to chat based support and online service tickets, the Contractor shall provide tiered support that includes a toll-free telephone number that will lead to a "live" person for technical support questions between 7:30 a.m. and 4:30 p.m. Pacific time Monday through Friday.
- 6.3 The Contractor shall provide resolution to the following within the time frames specified:
 - A. Resolution to all problems logged with technical support within the next business day
 - B. Resolution to all high priority calls logged with technical support within 4 hours
 - C. High priority treatment for any problems logged that cannot be resolved within the above time frame. These problems shall be resolved by providing resources for timely follow-up

- 6.4 The Contractor shall maintain a service log and provide to Los Angeles Unified upon request and during regular implementation meetings. The log shall include technical support requests with a description of how the matters have been resolved.
- 6.5 The Contractor's support processes shall be aligned with the District's IT helpdesk and other support providers to the District. The District's IT helpdesk currently uses Service Center from Remedy. Where applicable, this method of providing and maintaining support shall be used.
- 6.6 The Contractor's platform must work with comparable effectiveness with all common internet browsers and computer makes.

7.0 DATA MANAGEMENT

- A. Usage and/or achievement related to the digital tool is to be hosted on the Contractor's cloud-based server(s) as designated and approved by L.A. Unified, covers the data produced by the full range of activities. Data management must comply with Data Use Agreement provisions in the approved L.A. Unified UDIPP.
- B. These data shall be available via web pages, secure file transfer protocol (SFTP), and restricted and secure user logons. The secure user logons of any server housing any District information shall authenticate against an LDAP V3 compliant user Directory housed on the District's network. User account authorization provisioning shall occur within the Contractor provided application(s). Availability shall be encrypted at the discretion of the L.A. Unified commensurate to the confidentiality of the information hosted on the system. Any student level data shall be maintained in a secure and confidential manner as outlined in the L.A. Unified UDIPP. Notwithstanding any of the above specifications, the security of all confidential data shall meet all District standards and policies outlined in the UDIPP.
- C. Access to the data web pages and usage and/or achievement data must be provided for long-term substitutes on a temporary basis when requested by the school's principal or representative.

8.0 TRAINING

The Contractor shall provide training to LAUSD staff based on a professional development plan created with district staff. Professional development shall include initial training in-person and/or virtual, follow up training and support and office hours.

9.0 PROJECT MANAGEMENT

9.1 IMPLEMENTATION AND TRAINING PLAN

The contractor shall work collaboratively with the District to develop an implementation plan that includes data integration, professional development and regular review of usage and achievement data.

9.2 MINUTES AND RECORDS

The Contractor shall take minutes and record the list of participants from all meetings, including, but not limited to, management meetings and any technical advisory groups. If any work tasks are outlined in the minutes, the person(s) responsible for these tasks and the target completion dates must be identified in the minutes as well. Within two (2) weeks after each meeting (or such other time designated by the District), the Contractor shall maintain and submit to the District, all minutes and records in writing and/or electronically for review and final approval.

9.3 MONITORING ACTIVITIES

To be successful, this project requires an effective management team.

- 9.3.1 The Contractor must provide a designated Project Manager and technical support coordinator. If subcontractors are used, a Project Coordinator must be designated for each subcontractor. The professional qualifications of the team members shall be appropriate to ensure the overall success of implementation.
- 9.3.2 The Contractor's Project Manager shall communicate, either in person or by telephone, with designated District staff, on a weekly basis, as needed and scheduled by the District, to review progress and performance. The review criteria will include, but not be limited to, problems encountered under the contract, future performance under the contract, and any other subject relating to completion of tasks under this contract.
- 9.3.3 The Contractor shall prepare monthly and annual impact reports with usage and achievement data by school, region and district. The reports shall be submitted to the District and reviewed during regular implementation meetings.

L.A. Unified reserves the right to use and reproduce all reports, summaries, and data reports developed pursuant to this agreement.

10.0 DATA EXPORT IMPORT REQUIREMENTS

Requirements for Data Export were derived from the following artifacts:

- Table A Data Export Requirements
- Table B Sample File of Data Items

Contractor agrees to meet all of the stated requirements in the aforementioned exhibits that explicitly pertain to the Data Export Requirements.

Acceptance Criteria

The acceptance criteria that will constitute conformity with LAUSD's stated business requirements are as follows:

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1	Data is received nightly or streamed, if applicable. Time of day to be agreed upon at a later time
2	Data is delivered via SFTP/Control M or API and is encrypted in transmittal.
3	Data is produced with 1 file with users, courses, and "activities", and academic growth.
4	Data will contain a district unique identifier such as LAUSD Email, Employee ID or Student ID.
5	Data will contain a district unique identifier for each school location (School Code).
6	Activity data may include assessment results, messages sent, resources created, coursework including external/resource links utilized, assignments, files uploaded, submissions, and other activities of the instructional tool as applicable
7	Data must include all elements to allow LA Unified to create the following report for teachers and students: Unique logins/clicks per (timeframe)
8	Data must include all elements to allow LA Unified to create the following report for teachers and students: Overall logins/clicks per (timeframe)
9	Data must include all elements to allow LA Unified to create the following report for teachers and students: Activities (as defined by vendor)
10	Data must include all elements to allow LA Unified to create the following report for teachers and students Time Spent on Platform
11	 Device Usage Type of Device Used (mobile Browser) IP Address (used by District to identify internal firewall versus "at home" logins)

Table A - Data Export Requirements

Table B - Sample File of Data Items

Example of data items with corresponding descriptions.

The following usage data information is requested for all products. All marked with (*) are required. Please set up a meeting with the LAUSD team for a weikthrough of this template.

This is a unique value to identify the vendor in LAUSD Tables	Product in LAUSD	ID, Teacher ID or Email	LAUSD Location Code, or cost	Identifier for the type of device that was used to access platform		Browser Type	Browser	IP Address (used by District to identify internal (newall versus "at home" logins)					Duration	Assignment Score Grade	Standard addressed
			User School Id				Browser								
Partner ID*	Product ID*	User ID (Lausd)'	(LAUSD)	Device Type*	Device Version	Browser Type" Safari	Version*	IP	Activity Type*	Activity Action type	Activity ID	Time STMP*			
		first.last@mymail.lausd.net first.last@mymail.lausd.net		Iphane		Chmme		100.xxx.x.x	Assignment Course		Assignment (D Course ID	06/12/2020 12:12:34 PST	·		
				Laptop		Chrome	80		Login		Section JD				
		lirst.last@mymail.lausd.net lirst.last@mymail.lausd.net		Laptop		Chrome				View	Section 10				
		first.last@mymail.lausd.net		Laptop	()	Chrome	80		Logout Section						
		first.last@mymail.lausd.net		Laptop		Chrome	80			Complete					
		first.last@mymail.lausd.net first.last@mymail.lausd.net		Laptop	(Chrome	80		Lessons						
				Laptop	·		1		General Activity	A best of the					
		lirst.last@mymail.lausd.net		chromebook		Chrome	80		Assignment	Update					
	Your Product Name	lirst.last@mymail.lausd.net		chromebook		Chrome	80		Assessment	Slart					
								-	Assessment	End					
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11.0 APPROVED PRODUCTS

Category I – Instructional Delivery and Interaction

1. Reading Horizons

Suite of Products

Reading Horizons Discovery® *Implement the principles of reading science in the classroom with practical and engaging instruction for students in grades K–3.*

The *Reading Horizons Discovery*® Direct Instruction Kits and Software provide students with the strategies and skills to become confident readers through fun and engaging interactive lessons.

With Reading Horizons Discovery®:

- Students will engage with **curriculum aligned to the Science of Reading**. Our method has been aligned with research from its inception and has remained aligned to the science that informs reading development. Our high-quality materials and training are consistently refined in response to convergent research findings on how the brain learns to read and the science of implementation.

- *Reading Horizons Discovery*® solidly **addresses all reading standards related to the lower strands of Scarborough's Reading Rope**; phonemic awareness, phonics, and sight word reading, and includes decodable text to help students increase their fluency and automaticity. Additional resources are included to support teachers as they work to improve their students' language and reading comprehension.

- Instruction is **tailored to student needs, from beginner to advanced**. Direct instruction and software work together to assess and enhance students' learning at all stages of reading development. Teacher manuals are designed to help teachers deliver engaging and practical instruction for all students, whether in a small group or a whole class setting. The digital software amplifies and differentiates instruction while allowing students to work independently during center time or in remote learning situations.

- *Reading Horizons Discovery*® guides teachers with ongoing support. Our program is backed by our supportive partner guarantee that includes live, virtual, and on-demand professional learning and support. We want to assure educators that we are with them, shoulder to shoulder, to help ensure a solid foundation for lifelong reading for all of their students.

Reading Horizons Discovery® Direct Instruction Kit

The *Reading Horizons Discovery*® Foundations Kit includes all of the materials needed to prepare and deliver research-based phonemic awareness and phonics instruction to students in grades K–3. Separate kits are available for grades 1–3, kindergarten, and special education.

Each lesson is organized in a way that makes it easy for teachers to engage students in explicit, systematic, and multisensory reading instruction. Students progress through the five essential components of literacy daily as they connect phonics skills to connected, decodable text.

The teacher's manuals give teachers a complete guide for confidently implementing Reading Horizons strategies in the classroom. Accompanying posters, activities, and games increase student engagement and build phonetic proficiency.

Reading Horizons Discovery Sound CityTM helps students easily make the connection between speech and print enabling them to decode and spell words with greater proficiency. Explicit instruction in the 44 phonemes, sound wall materials, and daily phonemic awareness instruction and activities ensure students develop a strong foundation for reading success.

The Reading Horizons Spelling Supplement provides instructional materials and activities that move spelling instruction beyond simple memorization to a solid understanding of the spelling patterns and structure of the English language.

Classroom Materials		-	
Letter Formation pages provide students with opportunities to practice proper letter formation.	Chapter Assessments and Skill Checks are printable assessments that provide information regarding students' understanding of the phonetic, spelling and grammar skills taught in the	Most Common Words Flashcards are used for review and in a variety of games and know	Flip Charts are used to help students practice blending
Blackline Masters of Practice		activities.	sounds together to read whole words.
that provide students with additional practice and reinforcement of skills learned.	Games and Activities contain blackline masters of non- consumable, reproducible pages	Most Common Words Word Wall Cards can be displayed on a word wall.	The Flip Charts are included in the Special Education Teacher's Kit or can be purchased separately.
Whole Class Transfer Cards (see page 6, #16)	that can be used to reinforce a let	42 Sounds Cards are small cards	Classroom Posters are displayed for student reference as the skills are being taught.
Student Transfer Cards (see page 6, #17)	Company Complement	42 Sounds Cards are small cards used as manipulatives for spelling words on the desktop.	The posters include: Alphabet (Kindergarten only) Blends
		Alphabet Cards are the size of playing cards and are used for games and activities as well as letter/sound recognition.	Special Vowel Combinations Vowels Adjacent Vowels 42 Sounds Five Phonetic Skills Two Decoding Skills

Reading Horizons Discovery® Software

Students learn all of the skills needed for proficient reading through the lesson content of RH *Discovery*[®].

Our lesson content covers the following:

- Daily instruction and practice in phonemic awareness skills
- All of the phonetic and decoding skills of the Reading Horizons® method based on the sounds and patterns of the English language
- The 300 most common sight words of the English language
- Basic grammar skills

The *RH Discovery* Software provides each student with differentiated Tier 1 instruction that can be supplemented with direct instruction materials as needed. Students are continually assessed throughout instruction to ensure proficiency. When a student shows signs of struggle, the software reviews instruction, notifies the teacher, and offers more practice opportunities. The software presents these skills in a deliberate, one-skill-at-a-time sequence that starts with the simplest and builds to the more complex.

Teachers can use the RH Discovery Software to make more efficient:

1. **Differentiated Instruction:** The software naturally differentiates instruction to meet the needs of each individual student. If a student demonstrates mastery, the software moves forward. If a student is struggling with a skill, the software provides additional activities and instruction and notifies the teacher so they can provide targeted intervention.

2. **Progress Monitoring:** The software uses a series of assessments and Skill Checks to establish benchmarks, measure growth, ensure mastery, and accurately differentiate instruction. All lesson and assessment data can be reviewed by teachers and administrators through the administration system. When an assessment reveals a student is struggling with a skill, the software provides additional instruction and notifies the teacher so they can intervene with targeted instruction.

3. **Student Review and Reinforcement:** The software can provide students with a preview or a review of class material, including decodable text and vocabulary, to get extra practice and exposure without using class or teacher time. If a student misses class, the software can quickly help them get back on track with the rest of the class. The Administration System allows educators to conduct diagnostic assessments, generate customizable reports for teachers, parents, and administrators, set student options, and receive notifications about student progress.

4. **Virtual Instruction:** In virtual classrooms, the software can lead instruction or be used in connection with teacher-led virtual instruction for student practice, accountability, and assessment. The software is accessed online, so students can log in from anywhere they have internet access.

Reading Horizons Discovery® Software

The *Reading Horizons Discovery*® Software provides students with the strategies and skills they need to become confident readers through fun and engaging interactive lessons. The software provides each student with differentiated instruction that reinforces the concepts taught in the corresponding direct instruction materials.

Students are continually assessed throughout instruction to ensure proficiency. When a student shows signs of struggle, the software reviews instruction, notifies the teacher, and offers more practice opportunities. The software can be accessed online.

Coming Soon

In Summer 2023, we will launch the newest version of *Reading Horizons Discovery*®. Based on feedback from our customers and the latest findings in reading research, we are excited to announce the following features

- Lessons that integrate phonemic awareness skills, sound wall instruction, phonics, and transfer to decodable texts in a scripted, low-preparation format.
- A tech-enabled solution that permits real-time data tracking and instructional recommendations.
- A lesson delivery tool that enables teachers to provide timely and effective feedback to students while leveraging the power of technology.
- Just-in-Time Training that provides educators with short, digestible, and timely professional learning to build confidence and implementation success.

Reading Horizons Elevate®

Prepare teachers to pinpoint and target the individual instructional needs of struggling readers and English Language Learners in grades 4+.

When older learners have reading difficulties it is often because they have gaps in the foundational decoding skills needed for fluent reading. The *Reading Horizons Elevate*® program helps older learners fill these gaps with assessment-driven explicit phonics instruction based on the principles of reading science.

The Reading Horizons Elevate ® intervention program helps you address a variety of student needs:

1. Allow students to learn independently and at their own pace. The Reading Horizons

Elevate ® *Software* provides students with independent, competency-based learning that addresses their unique needs, adjusts to their pace, and gives them the privacy to struggle without feeling embarrassed. Students can also access the online software from home for virtual learning and to accelerate their learning.

2. Help students with Dyslexia improve their reading skills. The program is aligned to the Structured Literacy approach, which includes all of the best practices for teaching students with dyslexia. The unique marking system that is embedded in every skill lesson, helps students with dyslexia learn to recognize and decode English sound, letter, and word patterns.

3. Address the needs of students in Special Education. Reading Horizons has been endorsed by the Council of Administrators in Special Education (CASE) for use in special education settings, remedial reading courses, and Tier II and Tier III in RTI programs.

4. Adapt instruction for English Language Learners (ELLs). On top of teaching the patterns and structure of the English language, the *Reading Horizons Elevate*® products further adjust to the needs of ELLs with optional language translations (available in Spanish, Chinese, and Japanese), pronunciation practice, vocabulary, real-world reading exercises, and basic grammar lessons.

5. Fuel student motivation and build self-esteem. By focusing on one skill at a time, students experience quick wins on simple and achievable goals that motivate and fuel their confidence. To further build motivation during reading practice, students get to choose which reading passages and topics match their personal interests in the software and print reading materials.

6. Provide literacy instruction in Correctional and Adult Education settings. It's never too late to learn to read! The *Reading Horizons Elevate*® reading intervention program gives adult learners their best chance to be successful in learning to read and helps them reach their goals. Adults see fast gains because the software continuously assesses, instructs, and adapts content to target each student's needs.

Reading Horizons Elevate® Direct Instruction Classroom Kit Materials

The Reading Horizons Elevate®

Comprehensive Teacher's Kit includes all of the materials needed to prepare and deliver research-based direct instruction lessons to struggling readers and English Language Learners.

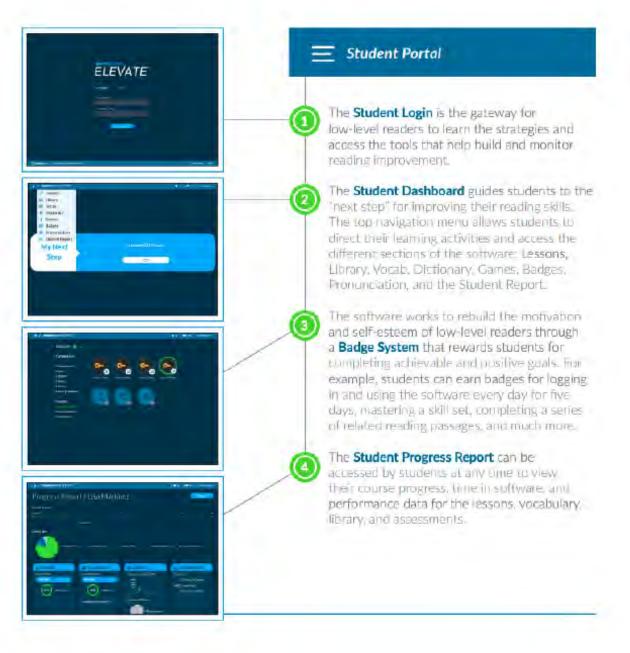
The teacher's manuals give teachers a complete guide for confidently implementing Reading Horizons strategies in the classroom.

One Student Book and one English Language Enhancement are included in the *Reading Horizons Elevate*® Comprehensive Teacher's Kit. Additional copies can be purchased for each student.

The Reading Library books are included in the *Reading Horizons Elevate*® Comprehensive Teacher's Kit. All of the passages are included in the *Reading Horizons Elevate*® Software

Reading Horizons Elevate® Software

The *Reading Horizons Elevate*® *Software* uses age-appropriate, data-driven instruction to help older students attack the holes in their foundational reading skills. The software activities help students build decoding, pronunciation, vocabulary, grammar, fluency, and comprehension skills.



Reading Horizons Elevate Launch PadTM

*Reading Horizons Launch Pad*TM uses a systematic approach to teach adults and secondary students foundational literacy and life skills to become more productive members of society. With RH Launch Pad, your students will

- improve their computer and print literacy skills.
- make connections between oral language and the written word.
- learn with authentic language in relevant, meaningful contexts.
- enhance their life skills, job marketability, and academic goals.
- increase their confidence with using technology.

Fifty online software lessons are accompanied by corresponding direct instruction lessons that can be used to support or in place of the software. Specific assessments and reporting tools empower educators to easily and effectively differentiate for their learners. Students are empowered with an English foundation that will transfer to other classes and life situations.

Additional features in *RH Elevate* for English learners scaffold language development alongside the development of literacy skills.

• Reading Horizons Language Packs allow English learners to access written language translations of lesson material in Spanish, Japanese, and Mandarin Chinese to enhance comprehension of instruction. Students who speak Spanish also have access to audio translations by a native-Spanish speaker. The Language Packs will also provide support in the Vocabulary and Dictionary sections by providing the word in the selected language above the word in English.

• *Reading Horizons Elevate*® Software Pronunciation Tool helps English learners master each sound of the English language. This tool shows the proper tongue placement and mouth movement for each sound through animations and video footage. Students can record themselves practicing each sound and compare the recording to the narrator to gauge progress.

• *Reading Horizons Elevate* ® Software Vocabulary and Dictionary Tools allow students to practice words that follow the skills they are learning by practicing listening to, spelling, reading, marking and proving words. Context sentences and pictures are used when applicable.



Reading Horizons

School districts need tools and resources to help their English language learners get started. Reading Horizons Launch Pad' uses a systematic approach to teach adults and secondary students foundational literacy and life skills to become more productive members of society

With RH Launch Pad, your students will

- Improve their computer and print literacy skills
- make connections between oral language and the written word.
- learn with authentic language in relevant, meaningful contexts.
- enhance their life skills, job marketability, and academic goals.
- Increase their confidence with using technology.

At Reading Horizons, we know that you want to help all your English language learners (ELLs) learn how to read. To do that, you need to be able to get your secondary and adult emergent readers started as quickly and efficiently as possible. Many of them speak very little English, making you feel helpless, especially when you don't understand their native language. We believe everyone deserves a quality education, and a language barrier shouldn't get in the way. We know how frustrating this can be for even the most seasoned teacher, which is why we created *RH Launch* Pad to make it easy for older students to help themselves get started on the road to English literacy.

Reading Horizons gave me the curriculum I longed for to help my language learners acquire English. It provided strategies my students needed to find their English courage.

-SHASTA BURTON ELD TEACHER, JORDAN SCHOOL DISTRICT OF

RH Launch Pad includes the following:

- 50 online software lessons
- S0 corresponding direct instruction resources that can be used to support or in place of the software
- ⑦ 7 sections using a scaffolded curriculum
 - Computer Literacy
 - Pre-Writing

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- Pre-Alphabet
- Print Awareness
- Phonemic Awareness
- Alphabet
- Additional Alphabet Skills

Here's how to get started:

Contact us to enable RH Launch Pad on your existing RH Elevate account.

(800) 333-0054 or help@readinghorizons.com



Activate **RH Launch Pad** for each of your older emergent reader student accounts.

Guide your English language learners when they need help or support.

Reading Horizons Accelerate®

Included with all Reading Horizons implementations, teachers receive full access to our online teacher portal, *Reading Horizons Accelerate*®. Teachers can access digital manuals, a lesson planner, student resources, training videos, and more. Resources available within *RH Accelerate* include the following:

• Downloads: PDF downloadable resources support instruction and assessment, including 180 Decodable Passages, Practice Pages, Transfer Cards, Sound Cards, Wall Cards, Skill Checks, chapter tests, high-frequency word lists, and blackline masters.

• Planner: The Lesson Planner provides a pacing calendar and integrates student assessment data from software to view student progress and target needs.

• Lessons: PDF versions of purchased teacher manuals can be viewed online. PowerPoint and Google Slides presentations match scripted lessons that can be used with students virtually or in person.

• Community Forum: This is an online forum for questions, technical support, and ideas monitored by Reading Horizons team members and a community where teachers can share.

END OF STATEMENT OF WORK

SCHEDULE B

CONTRACTOR'S RATES

	PRICING SHEET	
Category	Unit	Price
Subscription License Agreement	 Annual by school or per student (include detail on discounts provided) 	 Standard cost per student: \$110 Discounted price \$90 Final cost per student, per year: \$20 (renewed annually)
Customization and Integration	Unit Cost (include detail on discounts provided)	\$0
Professional Learning (PL)	 Number of participants Frequency/Duration Presentation Mode (In-person/Virtual/Hybrid) (include detail on discounts and/or rebates applied as applicable) 	 25-30 participants (instructors) per session 2-day (6 hours per day) 2 sessions held 6-8 weeks apart In-person/Virtual/Hyb rid based on needs. Standard Cost: \$7000 -Discounted Cost: \$2000 -Final Cost:\$5000
Implementation and monitoring	One time and annual costs (include detail on discounts provided)	Coaching and observation 1. 1 Coaching day can facilitate up to 5 teachers with personalized support 2. Standard cost: \$3500 -Discounted cost: \$1000 -Final cost: \$2500
Other Costs	Direct Instruction Materials	15% off all Direct Instruction Materials
Total Annual Cost		Final cost will be based on the total number of students accessing software and teachers accessing PL and Coaching.

PRICING SHEET

SCHEDULE A

STATEMENT OF WORK

1.0 SCOPE

This Statement of Work (SOW) defines the effort required for the administration and reporting of the Los Angeles Unified School District (Los Angeles Unified) digital instructional tools/platform. Schools will be able to implement one of the following digital tools to support concept development, skills mastery and problem solving skills of students in grades K-12.

Digital tools/platforms as outlined below:

• Category II - Personalized Learning and Assessment

2.0 STATEMENT OF WORK – The tasks required to successfully administer digital tools/platforms:

A. Properties of instructional tools should include:

- UNIVERSAL DESIGN: Platform must be designed so that materials function as intended for as many students as possible
- CONTENT: Platform design and materials should be developmentally appropriate and support standards-aligned learning
- ACCESSIBILITY: Items and tasks are presented with additional information or in alternative ways, in order to meet the specific needs of some students.
- SENSITIVITY: Content contained should not be distracting or upsetting for some students.
- CULTURAL AND LINGUISTIC RESPONSIVENESS: Digital tools must consider the cultural and linguistic diversity of the students in Los Angeles and should contain culturally and linguistically responsive materials that are appropriate for meeting the needs of all students (English Learner (EL), Standard English Learner (SEL), Student with Disabilities (SWD), etc.)
- International Society for Technology in Education (ISTE): Standards is a framework for learning in-depth, digital age skills and attributes with learning that is amplified through technology
 - o ISTE Standards for Students and/or
 - o <u>ISTE Standards for Educators</u>

B. The proposer's online platform must receive an approved LAUSD Unified Digital Instructional Procurement Plan (UDIPP) prior to contract execution. Proposer will not be authorized to provide any services unless proposer's LAUSD UDIPP application has been approved. The latest version of LAUSD UDIPP requirements must be met along with updated requirements released. The vendor shall monitor UDIPP approval expiration and complete renewal applications in a timely manner

Proposer must meet the LAUSD UDIPP requirements regarding SSO and SAML, Student Data Privacy, Data Security and LMS Compatibility. Determination as to whether a proposer meets those minimum qualifications will be based on their responses to the Unified Digital Instructional Procurement Plan Questionnaire, which can be found at <u>udipp.lausd.net</u>.

C. The effective, efficient, and timely completion of all tasks and requests is critical to the successful implementation of the digital tool.

CATEGORY II: PERSONALIZED LEARNING AND ASSESSMENT

Personalized learning and assessment supplementary digital tools will assess students' entry level skills and then provide a personalized course of CA Common Core aligned standards based learning activities to reinforce growth areas and deepen understanding in areas of strength. Features such as drag and drop, recording, inputting responses, etc. should be developmentally appropriate for age and grade of students, as well as content areas being supported. The platform should provide teachers with the ability to include formative assessment in lessons, such as quizzes, polls, etc. as well as provide the ability to monitor assessment completion and results in real time. The platform should provide grade sync capabilities to automatically score and sync with the District's Learning Management System/Schoology. The platform should provide teachers with insights on using the formative assessment and dynamic media features to inform instructional next steps and student outcomes. Within the platform interactive, lessons can be teacher-led and educators should also be able to assign them for students to complete independently as needed.

They may address multiple content areas or a single content area such as:

- English Language Arts
- Mathematics
- Science
- History/Social Studies
- Social Emotional Learning
- Arts Education
- Physical Education
- English Language Development
- Computer Science Education
- Coding
- Cybersecurity Education
- Digital Citizenship

Category 2

1

FEATURES ACROSS ALL DIGITAL TOOL CATEGORIES

MATERIAL FOR EDUCATORS

Digital Tool materials shall include:

- The digital activities and games should be standards aligned, can be used flexibly for various blended learning models or as an extra enhancement for core instruction.
- Teachers should be able to place any student at any spot in the curriculum to enhance the work on specific content the class is learning via their core curriculum.
- Should include digital manipulatives, when applicable, to support students with problem solving and sense making.
- Embedded formative assessments which provide instant feedback for the students, including pre and post assessments, progress monitoring, and standardized test preparation.
- The platform shall support access through on-line connections via operating systems commonly found on MacBooks, iPads, Chromebooks, Personal Computers (desktops/laptops), Interactive Smart Boards and Interactive Projectors. The digital curriculum must be compatible with these devices. Digital tools must meet the minimum operating specifications as follows:
 - iOS 13 and higher for iPads
 - Windows 10 OS and higher for laptops and PCs
 - MacOS 11 and higher for Macbooks
- Platform should include data reporting to address the following:
 - Individual student progress and completion of activities/games
 - Teacher/Classroom report on student progress on standards and completion of activities/games
 - School Administrators, District and Region level administrators and coordinators have access to the platform analytics through the LAUSD single sign-on

PROFESSIONAL DEVELOPMENT

Teachers and administrators shall be provided with initial in-person or on-line training which will provide an overview of the digital tool program and training on how to access, navigate, and utilize both print and digital materials. Training will also support teachers with best practices in terms of blended learning models and use of the digital tool to enhance their core curriculum and provide intervention/enrichment for students with the goal of differentiating and personalizing instruction. Teachers will receive training and support in utilizing assessment data to make instructional decisions.

Teachers and administrators shall be provided follow-up implementation support training and ongoing coaching support shall be made available in-person and/or virtually. This ongoing support will deepen teachers and administrators strategic use of the digital tool and support schools with bringing in parents/caregivers as equal partners in teaching and learning but with at-home connections.

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Professional development for school site leadership and district leadership shall include quarterly data charts around completion of lessons/activities/games by grade level and students and whether recommended usage goals are being met in alignment with the research supporting the use of the digital tool.

Services must include on-going digital support for questions that arise regarding access, functionality and usage.

MATERIAL FOR FAMILIES

The supplemental digital tool shall include resources that parents may access from home, including asynchronous lessons/activities/games and videos. These will include modeling of activities and games, as well as additional resources that will increase family engagement, enhance classroom learning, and reduce learning loss. The videos and resources shall take advantage of digital and mobile technology and will be used to build instructional supports between families and their school. Families will also be provided with multiple opportunities to attend webinars which will provide tools and resources to support their child's numeracy development in the home.

3.0 SECURITY OF ALL MATERIALS AND DATA

The Contractor shall obtain a completed and completely approved LAUSD Unified Digital Instructional Procurement Plan (UDIPP) and adhere to the security requirements therein. **Contractor will not be authorized to work on any services unless contractor's LAUSD UDIPP application has been approved.**

4.0 DATA COLLECTION

The Contractor shall collect enrollment, student and other data transfers necessary through a mutually agreed upon data transfer process with L.A. Unified Office of Data Accountability.

5.0 DATA ANALYSES

The Contractor shall provide usage and achievement data as applicable to the platform in a format that is integrated with LAUSD data systems. An automated data feed at regular intervals using the SFTP transfer process will be required per LAUSD specifications.

6.0 TECHNICAL SUPPORT

- 6.1 The Contractor shall provide a help desk for customer support for L.A. Unified schools and staff. The Help Desk shall offer phone customer support, online chat boxes and chat rooms.
- 6.2 In addition to chat based support and online service tickets, the Contractor shall provide tiered support that includes a toll-free telephone number that will lead to a "live" person for technical support questions between 7:30 a.m. and 4:30 p.m. Pacific time Monday through Friday.
- 6.3 The Contractor shall provide resolution to the following within the time frames specified:

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- A. Resolution to all problems logged with technical support within the next business day
- B. Resolution to all high priority calls logged with technical support within 4 hours
- C. High priority treatment for any problems logged that cannot be resolved within the above time frame. These problems shall be resolved by providing resources for timely follow-up
- 6.4 The Contractor shall maintain a service log and provide to Los Angeles Unified upon request and during regular implementation meetings. The log shall include technical support requests with a description of how the matters have been resolved.
- 6.5 The Contractor's support processes shall be aligned with the District's IT helpdesk and other support providers to the District. The District's IT helpdesk currently uses Service Center from Remedy. Where applicable, this method of providing and maintaining support shall be used.
- 6.6 The Contractor's platform must work with comparable effectiveness with all common internet browsers and computer makes.

7.0 DATA MANAGEMENT

- A. Usage and/or achievement related to the digital tool is to be hosted on the Contractor's cloud-based server(s) as designated and approved by L.A. Unified, covers the data produced by the full range of activities. Data management must comply with Data Use Agreement provisions in the approved L.A. Unified UDIPP.
- B. These data shall be available via web pages, secure file transfer protocol (SFTP), and restricted and secure user logons. The secure user logons of any server housing any District information shall authenticate against an LDAP V3 compliant user Directory housed on the District's network. User account authorization provisioning shall occur within the Contractor provided application(s). Availability shall be encrypted at the discretion of the L.A. Unified commensurate to the confidentiality of the information hosted on the system. Any student level data shall be maintained in a secure and confidential manner as outlined in the L.A. Unified UDIPP. Notwithstanding any of the above specifications, the security of all confidential data shall meet all District standards and policies outlined in the UDIPP.
- C. Access to the data web pages and usage and/or achievement data must be provided for long-term substitutes on a temporary basis when requested by the school's principal or representative.

8.0 TRAINING

The Contractor shall provide training to LAUSD staff based on a professional development plan created with district staff. Professional development shall include initial training in-person and/or virtual, follow up training and support and office hours.

9.0 PROJECT MANAGEMENT

9.1 IMPLEMENTATION AND TRAINING PLAN

The contractor shall work collaboratively with the District to develop an implementation plan that includes data integration, professional development and regular review of usage and achievement data.

9.2 MINUTES AND RECORDS

The Contractor shall take minutes and record the list of participants from all meetings, including, but not limited to, management meetings and any technical advisory groups. If any work tasks are outlined in the minutes, the person(s) responsible for these tasks and the target completion dates must be identified in the minutes as well. Within two (2) weeks after each meeting (or such other time designated by the District), the Contractor shall maintain and submit to the District, all minutes and records in writing and/or electronically for review and final approval.

9.3 MONITORING ACTIVITIES

To be successful, this project requires an effective management team.

- 9.3.1 The Contractor must provide a designated Project Manager and technical support coordinator. If subcontractors are used, a Project Coordinator must be designated for each subcontractor. The professional qualifications of the team members shall be appropriate to ensure the overall success of implementation.
- 9.3.2 The Contractor's Project Manager shall communicate, either in person or by telephone, with designated District staff, on a weekly basis, as needed and scheduled by the District, to review progress and performance. The review criteria will include, but not be limited to, problems encountered under the contract, future performance under the contract, and any other subject relating to completion of tasks under this contract.
- 9.3.3 The Contractor shall prepare monthly and annual impact reports with usage and achievement data by school, region and district. The reports shall be submitted to the District and reviewed during regular implementation meetings.

L.A. Unified reserves the right to use and reproduce all reports, summaries, and data reports developed pursuant to this agreement.

10.0 DATA EXPORT IMPORT REQUIREMENTS

Requirements for Data Export were derived from the following artifacts:

- Table A Data Export Requirements
- Table B Sample File of Data Items

Contractor agrees to meet all of the stated requirements in the aforementioned exhibits that explicitly pertain to the Data Export Requirements.

Acceptance Criteria

The acceptance criteria that will constitute conformity with LAUSD's stated business requirements are as follows:

Table A - Data Export Requirements

1	Data is received nightly or streamed, if applicable. Time of day to be agreed upon at a later time
2	Data is delivered via SFTP/Control M or API and is encrypted in transmittal.
3	Data is produced with 1 file with users, courses, and "activities", and academic growth.
4	Data will contain a district unique identifier such as LAUSD Email, Employee ID or Student ID.
5	Data will contain a district unique identifier for each school location (School Code).
6	Activity data may include assessment results, messages sent, resources created, coursework including external/resource links utilized, assignments, files uploaded, submissions, and other activities of the instructional tool as applicable
7	Data must include all elements to allow LA Unified to create the following report for teachers and students: Unique logins/clicks per (timeframe)
8	Data must include all elements to allow LA Unified to create the following report for teachers and students: Overall logins/clicks per (timeframe)
9	Data must include all elements to allow LA Unified to create the following report for teachers and students: Activities (as defined by vendor)
10	Data must include all elements to allow LA Unified to create the following report for teachers and students Time Spent on Platform
11	 Device Usage Type of Device Used (mobile Browser) IP Address (used by District to identify internal firewall versus "at home" logins)

Table B - Sample File of Data Items

Example of data items with corresponding descriptions.

The following usage data information is requested for all products. All marked with (*) are required. Please set up a meeting with the LAUSD team for a weikthrough of this template.

This Is a unique value to identify the vendor in LAUSD Tables	This is a unique value to identify the Product in LAUSD		Code, or cost center code	Identifier for the type of device that was used to access platform		Browser Type	Browser Version	IP Address (used by District to identify internal firewall versus "at home" logins)					Duration	Assignment Score Grade	Standard addressed
Partner ID*	Product ID*	User ID (Lausd)'	User School Id (LAUSD)	Device Туре*	Device Version	Browser Type"	Browser Version*	IP	Activity Type"	Activity Action type	Activity ID	Time STMP*			
Pannorito	1	first.last@mymail.lausd.ne	, ,	Iphane	Device version	Safari		100.xxx.x.x	Assignment	Submit	Assignment (D	06/12/2020 12:12:34 PST			
		first.last@mymail.lausd.ne		Leptop	Í	Chrome	80	· · · · · · · · · · · · · · · · · · ·	Course		Course ID				
		lirst.last@mymail.lausd.ne		Laptop	1	Chrome	80	1	Login	Updale	Section ID				
	Your Product Name	lirst.last@mymail.lausd.ne	t	Laptop		Chrome	80		Logout	View					
	Your Product Name	first.last@mymail.lausd.ne	t	Laptop		Chrome	80		Section	Complete					
		lirst.last@mymail.lausd.ne		Laptop		Chrome	80		Lessons						
	Your Product Name	first.last@mymail.lausd.ne	t	Laptop	ļ	Chrome	80		General Activity						
		lirst.last@mymail.lausd.ne		chromebook		Chrome	80		Assignment	Update					
	Your Product Name	lirst.last@mymail.lausd.ne	t	chramebook		Chrome	80		Assessment	Slart					
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11.0 APPROVED PRODUCTS

Category II – Personalized Learning and Assessment

1. IXL

12.0 PLATFORM FUNCTIONALITY

IXL offers custom-created California Common Core skill plans that provide clear and deliberate alignment to IXL skills that support the standards. Skills are linked directly in the skill plans for seamless integration into instruction. When combined with IXL's Real-Time Diagnostic assessment that pinpoints student knowledge and offers actionable next steps for progress, teachers can comprehensively understand where students are in their standards learning.

Real-Time Diagnostic. IXL offers an assessment suite that works in concert with the IXL curriculum to provide educators with actionable insight to help each student grow in learning to the standards. Built to align to the objectives of the California Common Core Standards, IXL's Real-Time Diagnostic pinpoints a student's working grade level in math, ELA and reading overall, as well as in key diagnostic strands. For math, these include Algebra & Algebraic Thinking; Fractions; Geometry; Measurement; Numbers & Operations; and Data, Statistics, & Probability. For ELA, these include Reading Strategies; Vocabulary; Writing Strategies; and Grammar & Mechanics. The Diagnostic takes into account a student's grade level to generate initial questions and then adapts to the student based on performance. After answering 40-50 questions on each subject in the Diagnostic, which can be completed in multiple sessions, the **student's entry grade level proficiencies come into focus as diagnostic scores**. IXL's diagnostic scores to begin work on fifth grade skills, while a level of 550 shows the student has demonstrated knowledge of about half of the fifth grade curriculum.

The **Diagnostic Overview** helps teachers quickly understand students' working level. The Diagnostic offers continuous assessment of student proficiency. Teachers can be confident they are always supporting students based on their current needs. To maintain up-to-date diagnostic data, students only need to answer 10-15 diagnostic questions per week, which translates to only approximately two hours over the course of the entire school year. The Diagnostic Overview shows overall math and ELA proficiency, and the **Diagnostic Strand Analysis** provides teachers with insight on students' proficiency in essential diagnostic strands. Teachers can see at a glance where students may be tracking behind, at, and above grade level. Significantly, the Strand Analysis also helps teachers strategically group students and recommends the specific skills that each group should work on to advance their learning.

The Real-Time Diagnostic provides further insight at the student level. By selecting a student in the Diagnostic, teachers can see their diagnostic levels and a personalized Action Plan of targeted skills to help the student accelerate growth. The Action Plan not only determines skills and standards students need to improve, but also gives specific steps to take to help students improve. IXL's Diagnostic Action Plans are immediately actionable, listing the skills

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students need to improve directly in the plan. For example, in the Action Plan example shown, a teacher can see that Dorian has an overall math working level of 550-610, or about the second half of fifth grade. A closer look reveals that Dorian is working below grade level, with a score of 430, on Algebra & Algebraic Thinking. His teacher can then focus on those concepts with the assistance of his individualized Action Plan, which provides specific skills Dorian can focus on to improve proficiency on that key strand.

IXL includes a variety of developmentally appropriate question types that engage students. For example, earlier grade levels focus more on image based skills, as shown in these Kindergarten math skill and Kindergarten ELA skill examples. IXL also relies on modeling skills like this Fifth grade math skill and drag and drop responses like this Sixth grade ELA skill. As students advance in math grade levels, IXL connects visual representations of math concepts with numerical and algebraic representations to deepen students' understanding. For example, in this Algebra I skill students use IXL's dynamic graphing interaction to graph two lines, interpret the inequality symbols to determine whether the lines should be solid or dotted, and then shade a region to represent their solution set. Students gaining ELA understanding are required to complete multiple tasks to answer a question. For example, this Eleventh grade ELA skill asks students to organize the writing with a clear focus for each section.

IXL understands students often need and benefit from multiple means of representation, and IXL skills aim to provide students with various ways of acquiring information and knowledge. For example in math, skills on IXL use many different interactions as digital manipulatives built into skills to help with conceptual understanding and problem solving. As many students learn more effectively with manipulatives in the classroom, IXL's interactive skills provide a digital equivalent to many of the physical manipulatives students are used to using in the classroom. Some examples of these skills include Counting on the hundred chart, and Measuring height with counting cubes. In third grade, understanding fractions is an essential, but potentially troublesome concept. As such, in Show fractions area models IXL incorporates digital manipulatives to help students understand that fractions represent part of a whole. In this interactive skill, students can click on each square to "shade" it and visualize it as a fraction of the whole rectangle.

IXL math and ELA clearly aligns to the California content standard in both math and ELA with custom-created skill plans. Skill plans define each California standard and show the skills that support that standard. For example in IXL's eighth grade ELA skill plan, IXL breaks standard 8.L.2.c Spell correctly into multiple categories containing ten scaffolded IXL skills. Skill plans benefit teachers by directly linking the correct IXL skills in the skill plan to teach to the standards. Skill plans are scaffolded across grade level topics but also each skill within the grade level is highly scaffolded, with multiple levels students work through on their way to mastery. For example, the eighth grade ELA spelling-based skill contains four levels, starting with requiring one answer, increasing to two as students near proficiency at a SmartScore of 78, and making words more challenging at a SmartScore of 90 as students are on their way to reaching mastery. On IXL, skill mastery is represented by SmartScore, IXL's proprietary scoring system. Traditional percentage-based scoring methods permanently penalize students for mistakes early in their learning. If a student misses the first few questions on a percentage-based IXL Learning, Inc. Agreement No.: 4400011546 1 Category 2

assessment, they will never be able to achieve a 100. IXL's SmartScore approach evaluates student accuracy, consistency, and question difficulty to assess mastery. It always allows for students to reach 100 (mastery) by placing greater emphasis on their most recent performance. Essentially, SmartScore is designed to reflect the learning process, in which students typically make mistakes at the beginning and grow in confidence and consistency on their way to mastery. SmartScore is the most accurate possible measure of a student's understanding of a specific skill, and serves as a real-time formative assessment of a student's proficiency as they are learning each skill. Both teachers and students always have updated information about how each student is progressing in each skill.

IXL understands there is no replacement for teachers and believes educational technology works best as a partner that empowers teachers to be more effective. To support teacher-led instruction, IXL provides a number of resources teachers can leverage, such as 'Learn with an Example' solutions that can be used to model instruction, lesson plans for key math concepts, and over 2,000+ video lessons for key math and ELA skills. Recall that teachers can use IXL's California Common Core skill plans for standards-based instruction, and that with IXL's open access to the complete PK-12 math and ELA curriculum, can place any student at any spot in the curriculum regardless of their enrolled grade level. This benefits students needing enrichment or intervention, as well as helps students gain extra practice on specific content the class is learning via their core curriculum. From IXL's adaptive curriculum that adjusts the level of rigor of IXL skills to meet each student where they are, to Analytics like the personalized Diagnostic Action Plan generated for each student and Trouble Spots report, IXL makes it easy for teachers to deliver data-driven differentiated instruction that students can then complete independently. Importantly, students also have access to these features when learning independently. 'Learn with an Example' solutions provide direct instruction as students try new skills. With each new skill, 'Learn with an Example' solutions for each skill provide lessons that help students 10 understand the key idea to remember and then walk them through the strategies to correctly answer each question. Teachers can leverage these in the classroom when teaching new skills. Lessons for Key Math Topics. Found at the bottom of the math curriculum webpages in grades 3-Geometry, teachers have access to lessons on key math topics, such as Number Sense, Addition and Subtraction, Multiplication and Division, Properties and Operations, Fractions, Decimals, Geometry, and Data and Measurement. With over 50 lessons per grade, teachers can share these with students and have meaningful discussions to help them prepare for grade level topics. IXL Video Lessons. IXL video resources are engaging and expert-led, designed to complement IXL's adaptive math skills. IXL offers over 2,000 video tutorials covering key concepts in math from grade 3 through geometry, as well as in ELA with phonics coverage in PK-K to help young learners build a strong foundation in reading and highimpact writing strategies and grammar concepts across Grades 6-8 to help build confident writers. IXL's video walkthroughs provide students an additional way to learn new skills, reinforce what they have learned in class, or get help if they need additional support on a skill. Video tutorials are useful for teachers to provide a visual guide for instruction, or real-time remediation. IXL's video tutorials were created in partnership with expert instructors from Wyzant, the largest tutoring marketplace in the U.S. These videos are available to the

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District at no additional cost. Please see this video for examples of IXL video tutorials: www.youtube.com/watch?v=oeWuA5lvELA.

Teacher Analytics for Personalized Instruction. Using Analytics from the Real-Time Diagnostic like the Diagnostic Overview to understand where the entire class is in grade-level knowledge, the Strand Analysis that groups students based on their performance for small-group instruction, and the Action Plan for skills tailored to each student for 1:1 instruction, IXL supplies teachers with the tools needed to provide personalized instruction based on accurate and actionable data. On IXL, teachers have a comprehensive analytics suite of reports that provide detailed performance data for the whole class, small groups, and each student. Teachers have insight into student proficiency at both the skill and grade levels. Teachers can leverage additional analytics including:

Progress and Growth which allows teachers to see up-to-date student diagnostic growth for the school year and be alerted to areas where skills may be declining. In addition, teachers can quickly see the total number of questions answered and the number of skills practiced, proficient, and mastered. The report provides teachers with immediate insight into progress for the whole class and for individual learners.

Trouble Spots illuminates the skills that students are struggling with. It details how each student is performing and presents the exact questions they have missed. Trouble Spots takes out the guesswork for teachers by strategically grouping students of similar levels and provides perfectly matched skills to use in remediation sessions. **Score Grid** shows student proficiency of skills aligned to California standards. At a glance, teachers can see which standards they have covered, how students are performing on aligned IXL skills, and where students need additional help.

With IXL site license subscription, LAUSD will receive access to all new content and platform features as they become available. IXL continuously works on updating the platform and creating new features. For example, IXL released the new Universal Screener for this 2022/2023 school year, making the IXL assessment suite an end-to-end solution for assessment that includes: screening for intervention, diagnostic assessment, daily progress monitoring, and benchmark assessment. IXL product updates, new feature releases, and content enhancements are automatically available to IXL users, at no additional charge, and are released without interruption to the IXL service. IXL is also continuously working to release new skills, expanding its curriculum.

END OF STATEMENT OF WORK

SCHEDULE B

CONTRACTOR'S RATES

PRICING SHEET

Category Unit		Price
Subscription License Agreement	Annual by school or per student (include detail on discounts provided)	Price is beneficen the number of student sourceptions: \$5.50 - \$8.00 per student for IXL Math \$2.50 - \$5.00 per student to and IXL FLA
Customization and Integration	Unit Cost (include detail on discounts provided)	No additional sout with district implementation.
Professional Learning (PL)	Number of participants Frequency/Duration Presentation Mode (In-person/Virtual/Hybrid) (include detail on discounts and/or rebates applied as applicable)	Net additional and with distinct implementation, DL's LA-based team, will provide unimitted eitbust and in- person professional learning. Sections can be calibratized to LAUSO's needs.
Implementation and monitoring	One time and annual costs (include detail on discounts provided)	No additional cost with district replanentation.
Other Costs	Itemize (include detail on discounts provided)	No additional costs are required with (KL's all inclusive pricing structure).
Total Annual Cost		Total price is based on the number of student subscriptle

For example, LAUSD's current implementation in IS0.000 (tudent) = \$5.50 (Marh) = \$1,925.000.00 250.000 (tudent) = \$2.50 (ELA) = \$625.000.00 Tudat: \$2.558,000.00 per year.

COMPANY NAME	IXL Learning, Inc.	Please see Table 1 for Served pricing details.
AUTHORIZED SIONATURE	Primit	_
PRINT NAME	Paul Mishkin	_
FEDERAL ID =	94-3321802	_
DATE	March 7, 2023	

2. IXL Pricing Details

IXL Learning is pleased to offer IXL for LAUSD's RFP for Digital Instructional Tools under Category II: Personalized Learning and Assessment.

IXL site licenses are offered as annual student subscriptions. Students and teachers have access to the full curriculum for subscribed subjects, as well as the Real-Time Diagnostic, IXL Analytics, personalized recommendations, and automatic access to new content and feature enhancements. There are no additional fees for maintenance or version updates.

IXL is committed to successful implementation and provides an experienced California district partnership team at no additional cost to support LAUSD throughout the life of the contract. This support includes subscription management, integration services, professional development, and regular data check-ins. Additionally, IXL provides teachers with free customer service and a suite of online resources that includes user guides, videos, and guidance on effective implementation strategies.

IXL's all-inclusive approach offers the district exceptional value and cost certainty. With a site license subscription, LAUSD receives:

- Math site license subscription
- Comprehensive curriculum aligned to the California Common Core with interactive skill plans aligned to the standards, commonly
- Daily diagnostic and benchmark grade-level > Autorostering support assessment in math and ELA with the DQ. Real-Time Diagnostic
- Actionable analytics with up-to-date reports > Maintenance and updates and progress growth monitoring
- Tailored recommendations and personalized > District partnership team support action plans in math and ELA

- IXL Universal Screener for K-8 math with IXL
 Open access to subject content in all grades
 - Year-round access from home and school
 - Online resources, e.g., implementation guides, videos, and standards alignments
 - 24/7 online help center
 - used core textbooks, and state examinations >> Phone and email customer service support

 - SSO support
 - LMS integration

 - Access to new content and features

 - Unlimited teacher accounts

IXI's Professional Development Plan Created with District Staff. With a districtwide purchase, IXI's professional development (PD) plan will offer dedicated, personalized support to set up LAUSD for success from the district, to the school, to the classroom. As a dedicated partner, IXL will continue to help LAUSD maximize engagement, optimize instruction, and achieve district goals. Sample PD services include:

- Custom implementation plans: IXL will collaborate with LAUSD to create a strategic implementation plan customized to meets the district's needs
- Scope and Sequence Alignments: IXL's curriculum experts will develop custom resources that align IXL skills to LAUSD's scope and sequence (one for each grade and subject purchased district-wide)
- District hub for IXL resources
- Bi-weekly implementation calls

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- Unlimited PD sessions
- Customized webinar series
- One-on-one coaching for teachers and administrators
- Usage competitions
- Exclusive IXL Live events
- Access to the eLearning Library of more than 50 microlearning videos. DXL's eLearning Library
 offers on-demand guidance for every essential feature, including best practices for implementing
 IXL in a variety of instructional models

IXL PD is designed to help teachers maximize the platform's impact on student learning: effectively implementing the platform, establishing best practices to ensure usage with fidelity, and leveraging actionable insights to personalize instruction. DXL tailors training for district and school-level implementation in alignment with instructional objectives. DXL offers virtual, on-demand, and on-site options for flexible year-long PD.



IXL's dedicated Professional Learning team lives in Los Angeles and includes all former educators with over 30 years of experience. In partnership with district leaders, DCL creates an implementation and PD plan to support teachers and administrators as they implement DCL in their classrooms. DXL's PD focuses on best practices for implementation; highlighting how to use DXL to support core curriculum, for differentiation, personalized learning, and intervention or acceleration. IXL helps teachers use DXL's actionable analytics to uncover insights that help them make better instructional decisions every day.

More information about professional learning including a sample implementation plan is included in IXL's Volume I, Technical Proposal, Section C.4.a.

2.A LAUSD Pricing

Table 1 below lists the IXL's annual per student, tiered rates for IXL licenses for LAUSD. With a district-wide implementation, IXL offers LAUSD unlimited PD from a local professional learning team, as described in the preceding section.

Table 1 DL offers volume discounts based on the number of students and subjects subscribed

*IXL ELA price la	isted is contin	ent upon DL Moth	purchase at the same	enrollment
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Dit Site License Pricing (per Student per Year)					
Student Licenses	DCL Math	Add DKL ELA	Professional Learning	Total Price	
PK-12 150,000	\$8.00	\$5.00	embedded team of 1 (value: \$100,000)	\$1,950,000.00	
PK-12 200,000	\$7.50	\$5.00	embedded team of 2 (value: \$200,000)	\$2,500,000.00	
PK-12 250,000	\$7.00	\$4.50	embedded team of 2 (value: \$200,000)	\$2,875,000.00	
PK-12 300,000	\$6.50	\$4.00	embedded team of 3 (value: \$300,000)	\$3,150,000.00	
PK-12 350,000+	\$5.50	\$2.50	embedded team of 3 (value: \$300,000)	\$2,800,000.00	

SCHEDULE A

STATEMENT OF WORK

1.0 SCOPE

This Statement of Work (SOW) defines the effort required for the administration and reporting of the Los Angeles Unified School District (Los Angeles Unified) digital instructional tools/platform. Schools will be able to implement one of the following digital tools to support concept development, skills mastery and problem solving skills of students in grades K-12.

Digital tools/platforms as outlined below:

- Category I Instructional Delivery and Interaction
- Category IV Specialized Digital Learning Tool

2.0 STATEMENT OF WORK – The tasks required to successfully administer digital tools/platforms:

A. Properties of instructional tools should include:

- UNIVERSAL DESIGN: Platform must be designed so that materials function as intended for as many students as possible
- CONTENT: Platform design and materials should be developmentally appropriate and support standards-aligned learning
- ACCESSIBILITY: Items and tasks are presented with additional information or in alternative ways, in order to meet the specific needs of some students.
- SENSITIVITY: Content contained should not be distracting or upsetting for some students.
- O CULTURAL AND LINGUISTIC RESPONSIVENESS: Digital tools must consider the cultural and linguistic diversity of the students in Los Angeles and should contain culturally and linguistically responsive materials that are appropriate for meeting the needs of all students (English Learner (EL), Standard English Learner (SEL), Student with Disabilities (SWD), etc.)
- International Society for Technology in Education (ISTE): Standards is a framework for learning in-depth, digital age skills and attributes with learning that is amplified through technology
 - O ISTE Standards for Students and/or
 - O ISTE Standards for Educators

B. The proposer's online platform must receive an approved LAUSD Unified Digital Instructional Procurement Plan (UDIPP) prior to contract execution. Proposer will not be authorized to provide any services unless proposer's LAUSD UDIPP application has been approved. The latest version of LAUSD UDIPP requirements must be met along with updated requirements released. The vendor shall monitor UDIPP approval expiration and complete renewal applications in a timely manner

Proposer must meet the LAUSD UDIPP requirements regarding SSO and SAML, Student Data Privacy, Data Security and LMS Compatibility. Determination as to whether a proposer meets those minimum qualifications will be based on their responses to the Unified Digital Instructional Procurement Plan Questionnaire, which can be found at <u>udipp.lausd.net</u>.

C. The effective, efficient, and timely completion of all tasks and requests is critical to the successful implementation of the digital tool.

CATEGORY I: INSTRUCTIONAL DELIVERY AND INTERACTION

Instructional delivery and interaction tools provide interactive lessons, interactive videos and gamification. Features such as drag and drop, recording, inputting responses, etc. should be developmentally appropriate for age and grade of students, as well as content areas being supported. Interactive teacher tools will allow teachers to create assignments, modify pre-made lessons, and create new lessons as applicable. The platform should provide teachers with the ability to include formative assessment in lessons, such as quizzes, polls, etc. as well as provide the ability to monitor assessment completion and results in real time. The platform should provide grade sync capabilities to automatically score and sync with the District's Learning Management System/Schoology. The platform should provide teachers with insights on using the formative assessment and dynamic media features to inform instructional next steps and student outcomes. Within the platform interactive, lessons can be teacher-led and educators should also be able to assign them for students to complete independently as needed.

They may address multiple content areas or a single content area such as:

- English Language Arts
- Mathematics
- Science
- History/Social Studies
- Social Emotional Learning
- Arts Education
- Physical Education
- English Language Development
- Multiple content areas
- Computer Science Education
- Coding
- Cybersecurity Education
- Digital Citizenship

CATEGORY IV: SPECIALIZED DIGITAL LEARNING TOOL

Specialized digital learning tools provide teachers and students with supplemental tools that will enhance the learning experience and are utilized for a specific purpose. The purpose of the tool should be connected to a specific usage and content area. Tools can fall into categories such as:

- Video conferencing
- Document annotation
- Digital recording and screencasting
- Electronic Reference materials
- Music Production
- Graphic Design
- Photography
- Digital Storytelling
- Film production/editing
- Research
- Science labs
- Presentation
- 3D Design and printing
- Augmented Reality
- Virtual Reality
- XR (Extended Reality: Augmented Reality and Virtual Reality, and Mixed Reality Combined)
- Artificial Intelligence & Machine Learning
- Generative Text
- Communication
- Survey Tools
- Homework Help
- Assessment Tools
- Simulations
- Game-Based Learning
- esports

FEATURES ACROSS ALL DIGITAL TOOL CATEGORIES

MATERIAL FOR EDUCATORS

Digital Tool materials shall include:

- The digital activities and games should be standards aligned, can be used flexibly for various blended learning models or as an extra enhancement for core instruction.
- Teachers should be able to place any student at any spot in the curriculum to enhance the work on specific content the class is learning via their core curriculum.
- Should include digital manipulatives, when applicable, to support students with problem solving and sense making.

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- Embedded formative assessments which provide instant feedback for the students, including pre and post assessments, progress monitoring, and standardized test preparation.
- The platform shall support access through on-line connections via operating systems commonly found on MacBooks, iPads, Chromebooks, Personal Computers (desktops/laptops), Interactive Smart Boards and Interactive Projectors. The digital curriculum must be compatible with these devices. Digital tools must meet the minimum operating specifications as follows:
 - iOS 13 and higher for iPads
 - Windows 10 OS and higher for laptops and PCs
 - MacOS 11 and higher for Macbooks
- Platform should include data reporting to address the following:
 - o Individual student progress and completion of activities/games
 - Teacher/Classroom report on student progress on standards and completion of activities/games
 - School Administrators, District and Region level administrators and coordinators have access to the platform analytics through the LAUSD single sign-on

PROFESSIONAL DEVELOPMENT

Teachers and administrators shall be provided with initial in-person or on-line training which will provide an overview of the digital tool program and training on how to access, navigate, and utilize both print and digital materials. Training will also support teachers with best practices in terms of blended learning models and use of the digital tool to enhance their core curriculum and provide intervention/enrichment for students with the goal of differentiating and personalizing instruction. Teachers will receive training and support in utilizing assessment data to make instructional decisions.

Teachers and administrators shall be provided follow-up implementation support training and ongoing coaching support shall be made available in-person and/or virtually. This ongoing support will deepen teachers and administrators strategic use of the digital tool and support schools with bringing in parents/caregivers as equal partners in teaching and learning but with at-home connections.

Professional development for school site leadership and district leadership shall include quarterly data charts around completion of lessons/activities/games by grade level and students and whether recommended usage goals are being met in alignment with the research supporting the use of the digital tool.

Services must include on-going digital support for questions that arise regarding access, functionality and usage.

MATERIAL FOR FAMILIES

The supplemental digital tool shall include resources that parents may access from home, including asynchronous lessons/activities/games and videos. These will include modeling of activities and

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games, as well as additional resources that will increase family engagement, enhance classroom learning, and reduce learning loss. The videos and resources shall take advantage of digital and mobile technology and will be used to build instructional supports between families and their school. Families will also be provided with multiple opportunities to attend webinars which will provide tools and resources to support their child's numeracy development in the home.

3.0 SECURITY OF ALL MATERIALS AND DATA

The Contractor shall obtain a completed and completely approved LAUSD Unified Digital Instructional Procurement Plan (UDIPP) and adhere to the security requirements therein. **Contractor will not be authorized to work on any services unless contractor's LAUSD UDIPP application has been approved.**

4.0 DATA COLLECTION

The Contractor shall collect enrollment, student and other data transfers necessary through a mutually agreed upon data transfer process with L.A. Unified Office of Data Accountability.

5.0 DATA ANALYSES

The Contractor shall provide usage and achievement data as applicable to the platform in a format that is integrated with LAUSD data systems. An automated data feed at regular intervals using the SFTP transfer process will be required per LAUSD specifications.

6.0 TECHNICAL SUPPORT

- 6.1 The Contractor shall provide a help desk for customer support for L.A. Unified schools and staff. The Help Desk shall offer phone customer support, online chat boxes and chat rooms.
- 6.2 In addition to chat based support and online service tickets, the Contractor shall provide tiered support that includes a toll-free telephone number that will lead to a "live" person for technical support questions between 7:30 a.m. and 4:30 p.m. Pacific time Monday through Friday.
- 6.3 The Contractor shall provide resolution to the following within the time frames specified:
 - A. Resolution to all problems logged with technical support within the next business day
 - B. Resolution to all high priority calls logged with technical support within 4 hours
 - C. High priority treatment for any problems logged that cannot be resolved within the above time frame. These problems shall be resolved by providing resources for timely follow-up
- 6.4 The Contractor shall maintain a service log and provide to Los Angeles Unified upon request and during regular implementation meetings. The log shall include technical support requests with a description of how the matters have been resolved.

- 6.5 The Contractor's support processes shall be aligned with the District's IT helpdesk and other support providers to the District. The District's IT helpdesk currently uses Service Center from Remedy. Where applicable, this method of providing and maintaining support shall be used.
- 6.6 The Contractor's platform must work with comparable effectiveness with all common internet browsers and computer makes.

7.0 DATA MANAGEMENT

- A. Usage and/or achievement related to the digital tool is to be hosted on the Contractor's cloud-based server(s) as designated and approved by L.A. Unified, covers the data produced by the full range of activities. Data management must comply with Data Use Agreement provisions in the approved L.A. Unified UDIPP.
- B. These data shall be available via web pages, secure file transfer protocol (SFTP), and restricted and secure user logons. The secure user logons of any server housing any District information shall authenticate against an LDAP V3 compliant user Directory housed on the District's network. User account authorization provisioning shall occur within the Contractor provided application(s). Availability shall be encrypted at the discretion of the L.A. Unified commensurate to the confidentiality of the information hosted on the system. Any student level data shall be maintained in a secure and confidential manner as outlined in the L.A. Unified UDIPP. Notwithstanding any of the above specifications, the security of all confidential data shall meet all District standards and policies outlined in the UDIPP.
- C. Access to the data web pages and usage and/or achievement data must be provided for long-term substitutes on a temporary basis when requested by the school's principal or representative.

8.0 TRAINING

The Contractor shall provide training to LAUSD staff based on a professional development plan created with district staff. Professional development shall include initial training in-person and/or virtual, follow up training and support and office hours.

9.0 PROJECT MANAGEMENT

9.1 IMPLEMENTATION AND TRAINING PLAN

The contractor shall work collaboratively with the District to develop an implementation plan that includes data integration, professional development and regular review of usage and achievement data.

9.2 MINUTES AND RECORDS

The Contractor shall take minutes and record the list of participants from all meetings, including, but not limited to, management meetings and any technical advisory groups. If any work tasks are outlined in the minutes, the person(s) responsible for these tasks and the target completion dates must be identified in the minutes as well. Within two (2) weeks after each meeting (or such other time designated by the District), the Contractor shall maintain and submit to the District, all minutes and records in writing and/or electronically for review and final approval.

9.3 MONITORING ACTIVITIES

To be successful, this project requires an effective management team.

- 9.3.1 The Contractor must provide a designated Project Manager and technical support coordinator. If subcontractors are used, a Project Coordinator must be designated for each subcontractor. The professional qualifications of the team members shall be appropriate to ensure the overall success of implementation.
- 9.3.2 The Contractor's Project Manager shall communicate, either in person or by telephone, with designated District staff, on a weekly basis, as needed and scheduled by the District, to review progress and performance. The review criteria will include, but not be limited to, problems encountered under the contract, future performance under the contract, and any other subject relating to completion of tasks under this contract.
- 9.3.3 The Contractor shall prepare monthly and annual impact reports with usage and achievement data by school, region and district. The reports shall be submitted to the District and reviewed during regular implementation meetings.

L.A. Unified reserves the right to use and reproduce all reports, summaries, and data reports developed pursuant to this agreement.

10.0 DATA EXPORT IMPORT REQUIREMENTS

Requirements for Data Export were derived from the following artifacts:

- Table A Data Export Requirements
- Table B Sample File of Data Items

Contractor agrees to meet all of the stated requirements in the aforementioned exhibits that explicitly pertain to the Data Export Requirements.

Acceptance Criteria

The acceptance criteria that will constitute conformity with LAUSD's stated business requirements are as follows:

Table A - Data Export Requirements

1	Data is received nightly or streamed, if applicable. Time of day to be agreed upon at a later time
2	Data is delivered via SFTP/Control M or API and is encrypted in transmittal.
3	Data is produced with 1 file with users, courses, and "activities", and academic growth.
4	Data will contain a district unique identifier such as LAUSD Email, Employee ID or Student ID.
5	Data will contain a district unique identifier for each school location (School Code).
6	Activity data may include assessment results, messages sent, resources created, coursework including external/resource links utilized, assignments, files uploaded, submissions, and other activities of the instructional tool as applicable
7	Data must include all elements to allow LA Unified to create the following report for teachers and students: Unique logins/clicks per (timeframe)
8	Data must include all elements to allow LA Unified to create the following report for teachers and students: Overall logins/clicks per (timeframe)
9	Data must include all elements to allow LA Unified to create the following report for teachers and students: Activities (as defined by vendor)
10	Data must include all elements to allow LA Unified to create the following report for teachers and students Time Spent on Platform
11	 Device Usage Type of Device Used (mobile Browser) IP Address (used by District to identify internal firewall versus "at home" logins)

11.0 APPROVED PRODUCTS

Category I – Instructional Delivery and Interaction

1. Excite Reading

Category IV - Specialized Digital Tool

1. Guided Compass

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12.0 PLATFORM FUNCTIONALITY

CATEGORY 1: INSTRUCTIONAL DELIVERY AND INTERACTION

Excite ReadingTM

Learning Ally is pleased to offer LAUSD our award-winning PreK-2 early literacy solution, Excite ReadingTM, which closely aligns to the specifications of RFP No. 2000002904 Category I: Instructional Delivery and Interaction.

Research shows that proficient reading requires much more than just phonics instruction, including exposure to vocabulary and background knowledge. Yet, many of today's children start school with little experience or exposure to books; worse, the time spent on reading instruction and word recognition has come at the cost of instruction in science, social studies, and the arts—meaning that, even though children may be able to decode the words on a page, they've been robbed of the background knowledge that would enable them to truly comprehend what they're reading.

Learning Ally's Excite ReadingTM is a supplemental, interactive solution for PreK-2 students that takes a new approach, providing engaging, authentic children's e-books read by professional voice artists and arranged into thematic text sets based on science, social studies, and the arts. Corresponding lessons for educators, carefully designed to build vocabulary and background knowledge in young readers, support educators by providing easy-to-implement modeling of comprehension skills and best reading practices that build strong, fluent readers.

The books and associated curriculum offered in Excite Reading[™] are organized into thematic units that center on high-interest science and social studies topics like volcanoes, reptiles, deserts, communities, cooking and food, citizenship, and space. Themes serve to pique young students' interest in new subjects and then immerse them in the topic, building valuable vocabulary and background knowledge along the way.

Excite Reading[™] books reflect diverse characters and cultures, and the curriculum supports educators in understanding and acknowledging cultural differences within their classroom. The interface is colorful, engaging, and easy to use. Even the login is picture-based, making it easy for young students to access the solution.

Each book guide includes a teacher overview with a section on "Funds of Knowledge," which guides educators on elements of the story that may or may not be familiar to students based on their cultural background.

Similarly, Excite Reading[™] features stories that feature strong social-emotional themes and a curriculum designed to provide teachers with ready-made prompts that foster classroom conversations about the topics therein. Each thematic unit has its own essential question that relates to the topic, which allows children to think deeply about things like character, civic engagement, etc.

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Excite ReadingTM is a versatile classroom tool for educators. They can use it as a full class read-aloud or for independent reading, making it suitable as an authentic literature e-book library, a human-narrated solution for students who struggle with standard print books, or as a full supplemental curriculum.

Teacher Tools

As described above, Excite Reading[™] features corresponding lessons for educators that have been designed to build vocabulary and background knowledge in young readers while supporting educators with easy-to-implement modeling of comprehension skills and best reading practices that build strong, fluent readers.

Book guides help educators build vocabulary and background knowledge in students so emerging readers can make sense of each story's world within words. Each theme builds a larger context so students can embark on a higher level of discourse using vocabulary to express questions, answers, and ideas. Lessons include questions that spark conversations exploring cultures. Thoughtful questions and engaging activities also cross to other subject areas such as math, social studies, art, and more.

Using the teacher portal, educators can assign books to the whole class, small groups, or individual students. They can see at a glance what books students have on their shelves and how many have been read.

Excite Reading[™] e-books and associated lessons feature built-in formative assessments; when a teacher assigns a book for a student to read, assessment questions are automatically assigned, providing a built-in formative assessment tool.

Reporting

Excite Reading[™] bridges the gap between phonics and reading comprehension, building vocabulary and background knowledge through a library of rich, engaging human-narrated e-books that explore the worlds of gardens, insects, music, and more. Carefully designed lessons take a holistic approach to teaching words and creating context, deepening comprehension, and making connections so emerging readers can reach their full potential.

Excite Reading[™] offers educators and administrators the ability to **see student progress in real time**, including

- Minutes read
- Book completions
- Assignment completions
- Assessment accuracy

Educators and administrators can see these data points as a rollup of all students or dive into each individual student to see their data. Seeing what books students are reading gives educators valuable information that can help determine the next books to assign and whether they are ready for new challenges.

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In its first year of release, Excite ReadingTM was the recipient of two special honors. It was named a SmartBrief 2022 Reader's Choice Award Winner, in recognition of its teacher appeal for the way it reduces stress for educators and creates powerful and delightful learning experiences for students that ingrains foundational reading skills and through thematic and diverse texts, inspires a culture and joy of reading.

It also earned a prestigious **Tech & Learning Award of Excellence for Back to School 2022 Primary Education.** This award is a testament to the confidence experts and educators have in Excite Reading[™] as an essential supplemental solution for educators to establish strong reading and literacy programming.

Professional Development

On large projects that scale deep or wide, Learning Ally provides dedicated Reading Implementation Success Managers (ISM) to lead service delivery and instructional tools project implementation teams.

Your RISM comes with leadership experience and will help facilitate the organizational management of implementation, training, coaching, and support for all educators and administrator cohorts to ensure fidelity and success of the program and ensure the connection of the learning to any other literacy development initiatives, tools, and materials.

Additionally, RISMs monitor and review quarterly results with the school and district leaders to understand progress against key goals, and provide continued access to the Member Success Support team.

Learning Ally has the staff and an established process to quickly and effectively implement its products and services across a large number of schools. We have demonstrated this capability over many years, exemplified by our grant to serve all public schools in Texas (K-12), which has been in place for approximately 20 years. Learning Ally has also effectively implemented its programs via a statewide grant in Florida and partial statewide grants in Illinois,

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New Jersey and Massachusetts; each of these grants have been in place for over a decade. Learning Ally has also successfully implemented products and services in other large school districts, such as Los Angeles Unified School District, Boston Public Schools, Denver Public Schools and Fairfax County Public Schools.

Your dedicated RISM will coordinate all phases of the implementation including onboarding, technology set-up, professional learning, and data meetings throughout the life of the implementation.

We measure success in milestones, starting with the initial 30 days of implementation. As our commitment to evaluation and efficacy yields success, we use these findings to devise a Fidelity of Implementation standard which helps us effectively partner with schools and districts toward the effective implementation of our solutions.

For Excite Reading[™], we consult with school partners and recommend, as a starting point, adopting a goal designed to ensure that educators have the support needed to effectively use the solution. This goal is based on a standard of educators using Excite Reading[™] for supplemental classroom ELA instruction three times a week for 20 minutes each.

Implementation planning, scheduling, and delivering Excite Reading[™] is an effective, efficient, and simple process by which we empower our school district partners in a four-step process.

Step 1: Welcome to Learning Ally - Dedicated Ongoing Implementation Support

Your dedicated RISM will partner with you to provide support throughout the stages of the implementation. Below is a sample implementation plan/timeline:

- Welcome Call
- Planning Call
- Integration (Clever Rostering)
- Coordination of Professional Learning
- Implementation Launch/Launches
- Success Check-In (30-45 days)

Step 2: Assemble Your Team

Successful implementation is easy when you have the right team.

- Designate at least one Administrator per school to help you set-up for success, engage families and stay on track.
- Designate at least one Data Manager to understand and lead roster integration with the Excite ReadingTM.
- Designate which Instructors will use Excite Reading[™].

Step 3: Technology, Integration and Set-Up

Your RISM will guide you through the steps of integrating the technology before launching the implementation.

- Work with your Data Manager to determine the best integration method to create, update, and log in your educators and students, Clever or manual roster management.
- Ensure devices are ready and students know how to use Excite Reading[™]

Step 4: Professional Learning, Instructional Support, and Fidelity of Implementation

Once the system onboarding and technology set-up is underway, your dedicated RISM will coordinate the initial training to support the launch of Excite Reading[™] and then begin scheduling the additional instructional support and professional learning that the district has purchased. <u>https://learningally.org/Portals/6/Docs/Professional-Learning/LA_PLS_Catalog.pdf</u>

As described above, the Learning Ally Fidelity of Implementation standard which helps us effectively partner with schools and districts towards the effective implementation of our solutions. From the onset, we will ask our partners to establish goals and expectations for both teachers and students. Here is a brief sampling:

- Reading Goals with Learning Ally: What markers will show you that your Learning Ally implementation has been successful? (assessment, observations, reading data, etc.)
- Usage Expectations for Excite ReadingTM
 - 20 minutes of instruction three times per week
 - Out-of-classroom usage
 - In-school usage (whole group, small group, and individual instruction)

Learning Ally has a full-time, dedicated Reading Implementation Success Manager (Danielle Oragnge-Scott), who resides in Los Angeles, CA, Senior Implementation Success Manager (Patty Griffin) and Director, Implementation Success (Peggy Burk-Miles) who both reside in Maricopa County, AZ. Once licenses are purchased and are provisioned to the district in the Learning Ally portal, the RISM will contact the district to schedule a welcome call and subsequent steps.

What	Who	When/How Long	
Welcome/Planning Call	Reading Implementation Success Manager (RISM), Managing Partner	1 hour	
Identify and support rostering model to be used-Clever integration or bulk upload	RISM	1 hour	
Support of data manager and district implementation teams for system set up and troubleshooting	RISM, Learning Ally Integrations Team	Ongoing; weekly at first, then monthly	
Coordinate technology and integration	RISM, Learning Ally Integration Team	Initial and ongoing	
Support of proper set up and preparation of devices and systems before the launch	RISM	1 hour	
Support for license administrators to assure they are familiar with their role and privileges	RISM, Professional Learning Facilitator	1 hour	
Coordination of Professional Learning launch sessions and ongoing sessions	RISM	1 hour plus attending sessions	
Conduct Success Check 30-45 post-launch session	RISM	1 hour	
Ongoing data check-ins to share usage data, check progress against implementation goals	RISM, Managing Partner	1 hour monthly or quarterly	

Renewal: Coordinate and communicate renewal	RISM, Managing Partner	Annually
timing, process and communication		1000

Family Resources

Excite ReadingTM provides valuable opportunities for families to enjoy stories together. Children can access the solution using an Internet connection at home, sharing stories with family or reading independently.

Each Excite Reading[™] book guide has an accompanying shareable family activity that encourages families to re-read the story they're studying in class, and engage in a fun, play-based literacy activity together. Activities are available in both English and Spanish and are designed to build literacy skills while also bringing families together to do something fun!

CATEGORY IV: SPECIALIZED DIGITAL LEARNING TOOL

The Learning Ally Audiobook SolutionTM

Learning Ally is pleased to offer LAUSD our cornerstone award-winning reading resource, the Learning Ally Audiobook Solution[™], which closely aligns to the specifications of RFP No. 2000002904 Category IV: Specialized Digital Learning Tools: Electronic Reference Materials; Digital Storytelling; and Homework Help.

Composed of high-quality, human-read audiobooks and a suite of teacher resources to monitor and support student progress, the Learning Ally Audiobook Solution[™] is designed to help turn struggling readers into engaged learners.

In 2022, the Learning Ally Audiobook Solution[™] won the SIIA CODIE Award for Best Learning Recovery Tool. This award is considered the gold standard in education solutions design and reflects Learning Ally's role in supporting educators and students in the herculean challenge of managing disrupted learning during COVID, in addition to the other persistent obstacles of poverty and learning disabilities. In 2021, The Learning Ally Audiobook Solution[™] received six education awards, including T&L's Award of Excellence for Best Back to School Solution for Secondary Education, Tech & Learning Best Remote and Blended Learning Tool, and SIIA Codie Finalist for Best Virtual Learning Solution. Learning Ally was also named a "World Changing Ideas" Organization in the category of Education by Fast Company.

The Learning Ally Audiobook Solution[™] features **the nation's largest collection of humannarrated audiobooks with read-along highlighted text,** including curriculum-aligned literature, textbooks, and popular fiction. Human-narrated audiobooks make all the difference. According to Wood, et al., 2017, the results of a meta-analysis conducted to determine the effects of readalouds and text-to-speech tools on reading comprehension of students with reading disabilities, "human-read audio had 50% greater effect on student comprehension versus synthetically narrated audio."

Students with access to the Learning Ally Audiobook Solution[™] have unlimited simultaneous access to our entire library. They can download as many books as they'd like, and there is no issue with multiple students downloading the same book or books. Likewise, there is no limit on the amount of time the students have access to the books they download.

Even better, once a book is downloaded to a device, the student can read it anytime, anywhere, even when there is no internet or Wi-Fi access. A searchable list of our library, including the title, author, copyright date, and features of the materials, is available at any time by visiting our "Browse Audiobooks" page: <u>https://learningally.org/Browse-Audiobooks</u>.

The Learning Ally Audiobook Solution[™] is more than just a library of 80,000+ human-read audiobooks, though. It is a multi-sensory reading support that bridges the gap between students' reading ability and cognitive capability. Given equitable access to grade-level content through our audiobook solution, students who struggle with decoding, fluency, and comprehension become confident engaged learners who are able to reach their academic potential.

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Teacher Tools

The Learning Ally Audiobook Solution[™] was created with educators in mind. As mentioned above, it **features a suite of teacher resources, including embedded reporting tools** that allow them to monitor student progress in real time, review notes, and then allocate reading assignments.

For students struggling with literacy, listening to real people narrate while following highlighted text on a screen helps them model fluent reading over time. Students can read the same books as their peers, allowing them to participate in class discussion with confidence.

Audiobook technology helps students distinguish letters and letter patterns that form words. Hearing real people read builds oral fluency and cuts down reading time, while students improve vocabulary and comprehension. Students have the satisfaction of reading independently, which increases their self-esteem, and success in school.

It is easily integrated into your existing curriculum. Educators can use **progress-monitoring tools to manage assignments and provide up-to-date reports** to both parents and administrations.

The Audiobook Solution features a library of more than 80,000 titles that teachers can assign to students, including curriculum-aligned classic literature, pop fiction, history, and even text books.

Students with access to the Audiobook Solution are not limited to using it in their English or Language Arts classes. Similarly, no one teacher "owns" the student; in fact, **teachers from any subject or class can assign books for the student to read.**

The Audiobook Solution even allows multiple teachers to collaborate on student assignments. For example, a classroom teacher can assign a book, and then a specialist or reading coach could monitor the student's reading progress, making a new assignment once the student finished the original one. This seamless handoff/integration helps ensure all teachers have a 360° view of the students' reading habits and abilities, etc.

All of our audiobook titles are accessible and contain navigational tools enabling ease of use, are synced with their printed version and downloadable to smart phones and tablets so "readers" keep pace with their classmates. All Learning Ally solutions can be used in both classroom as well as virtual environments and are accessible 24 hours a day.

The Learning Ally Audiobook Solution[™] offers the following features:

- Human-read text with appropriate inflection and pace to encourage listening and learning.
- Highlighted text that is in sync with the narration ("Voicetext") aimed at improving vocabulary and compensation and understanding of tables, graphs and pictures especially in textbooks.
- Audio navigation tools such as table of contents, chapters and page numbers. Learning Ally titles are specifically designed to be used seamlessly in a classroom setting and have the unique feature of complete alignment of its page numbers with the corresponding printed manuscript, enabling the student to read along with their teacher.

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• Capability of students to add notes, interpretations and explanations thereby reinforcing the learning process. Those notes can be bookmarked, shared with teachers and classmates, and edited.

Reporting

The Audiobook Solution is easily integrated into your existing curriculum. Educators can use progress-monitoring tools to manage assignments and provide up-to-date reports to both parents and administrations. Teachers have full visibility to student usage: which books and textbooks are read, reading duration, and reading frequency, enabling the teacher to provide comprehensive feedback and positive reinforcement to the student. Teachers have full capability to assign books and track progress based upon the Lexile framework.



The Audiobook Solution provides functionality to sync with LAUSD's Learning Management System/Schoology through Clever.

In a recent study of over 800 grades 3-8 students in one urban district, students who engaged with the Learning Ally Audiobook SolutionTM with fidelity achieved double the rate of reading growth compared to their peers when evaluated with the STAR Assessment of Reading. Fidelity of reading occurred when students provided with instructional support engaged in reading texts with the Learning Ally Audiobook SolutionTM approximately 4 times a week over a 12-week period for 30 minutes each time.

Since 2020, Learning Ally has been partnering with MIT, and the lab of John Gabrielli, Ph.D., on a study focused on identifying effective instruction on literacy outcomes, particularly students from underserved populations in Grades 3-4 who are learning remotely. Implementation of the study concluded in the Fall of 2021 as a Randomized Control Trial of 340 students recruited nationwide. Their findings include that students with the greatest need of literacy support (i.e., students whose reading fluency scores are within the bottom 20th percentile) were able to make significant gains in skills tied to literacy over a ten-week period only when they had access to the

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Learning Ally Audiobook Solution[™] paired with scaffolded reading instruction.

The scaffolded reading instruction was delivered through learning facilitators and featured a form of high-dosage tutoring in which students were provided supplemental 1:1 instruction reinforcing key strategies in literacy, especially around reading comprehension, which, in turn, reinforced student usage of the Learning Ally Audiobook SolutionTM. The complete study will be published by MIT later in 2023.

Feedback from educators verify Learning Ally's approach:

Educators	Reported that with the Learning Ally Audio	book Solution	
90%	83%	77%	
of students became independent readers	of students were able to comprehend assigned grade-level reading	of students saw improvement in their vocabulary skills	

Professional Development

On large projects that scale deep or wide, Learning Ally provides dedicated Reading Implementation Success Managers (RISM) to lead service delivery and instructional tools project implementation teams.

Your RISM comes with leadership experience and will help facilitate the organizational management of implementation, training, coaching, and support for all educators and administrator cohorts to ensure fidelity and success of the program and ensure the connection of the learning to any other literacy development initiatives, tools, and materials.

Additionally, RISMs monitor and review quarterly results with the school and district leaders to understand progress against key goals, and continued access to the Member Success Support team.

Learning Ally has the staff and an established process to quickly and effectively implement its products and services across a large number of schools. We have demonstrated this capability over many years, exemplified by our grant to serve all public schools in Texas (K-12), which has been in place for approximately 20 years. Learning Ally has also effectively implemented its programs via a statewide grant in Florida and partial statewide grants in Illinois, New Jersey and Massachusetts; each of these grants have been in place for over a decade. Learning Ally has also successfully implemented products and services in other large school districts, such as Los Angeles Unified School District, Boston Public Schools, Denver Public Schools and Fairfax County Public Schools.

Your dedicated RISM will coordinate all phases of the implementation including onboarding, technology set-up, professional learning, and data meetings throughout the life of the implementation.

We measure success in milestones, starting with the initial 30 days of implementation. As our Learning Ally, Inc. 1 Agreement No.: 4400011547 Category I, IV commitment to evaluation and efficacy yields success, we use these findings to devise a Fidelity of Implementation standard which helps us effectively partner with schools and districts toward the effective implementation of our solutions.

For the Learning Ally Audiobook Solution[™], our technology tracks the extent to which students are engaging at rates which are likely to yield the academic outcomes described above and which we refer to as Reading to Success. As we consult with K12 partners who make use of our solutions, we typically recommend that we partner towards setting goals in which at least 10 educators per school actively engage with our technology as part of their instructional practice. This leads to about 20% of student enrollment within these schools actively using the Audiobook Solution towards reading and learning and at least 10% of student enrollment Reading to Success within that first year.

Implementation planning, scheduling and providing for the Learning Ally Audiobook Solution[™] is an effective, efficient, and simplistic process by which we empower our school district partners in a four-step process.

Step 1: Welcome to Learning Ally - Dedicated Ongoing Implementation Support

Your dedicated RISM will partner with you to provide support throughout the stages of the implementation. Below is a sample implementation plan/timeline:

- Welcome Call
- Planning Call
- Integration
- Coordination of Professional Learning
- Implementation Launch/Launches
- Success Check-In (30-45 days)

Step 2: Assemble Your Team

Successful implementation is easy when you have the right team. Each member should review their own "Quick Start Guide" (linked below) to know exactly what to do:

- Designate at least one Administrator per school to help you set-up for success, engage families and stay on track.
- Designate at least one Data Manager to understand and lead integration with the Learning Ally Audiobook Solution[™].
- Designate Instructors to provide student eligibility, assign audiobooks, and monitor reading progress.
- If needed, utilize the additional role of Read-Only Instructor for educators to assign audiobooks to students and monitor their reading progress.

Step 3: Technology, Integration, and Set-Up

Your RISM will guide you through the steps of integrating the technology before launching the

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implementation.

- Work with your Data Manager to determine the best Learning Ally Audiobook Solution[™] integration method to create, update, and log in your educators and students.
- Ensure devices are ready and students know how to use the audiobook app.

Step 4: Professional Learning, Instructional Support, and Fidelity of Implementation

Once the system onboarding and technology set-up is underway, your dedicated RISM will coordinate the initial training to support the launch of the Audiobook Solution and then begin scheduling the additional instructional support and professional learning that the district has purchased. Professional Learning offerings are linked here.

As described above, the Learning Ally Fidelity of Implementation standard which helps us effectively partner with schools and districts towards effective implementation of our solutions. From the onset, we will ask our partners to establish goals and expectations for both teachers and students. Here is a brief sampling:

- Reading Goals with Learning Ally: What markers will show you that your Learning Ally implementation has been successful? (assessment, observations, reading data, etc.)
- Usage Expectations?
 - Minutes per day.
 - \circ Days per week.
 - \circ In school.
 - \circ Out of school.

Learning Ally has a full-time, dedicated Senior Reading Implementation Success Manager (Danielle Orange-Scott) who resides in Los Angeles, CA, along with an Implementation Success Manager (Patty Griffin) and Director, Implementation Success (Peggy Burk-Miles) who both reside in Maricopa County. Once licenses are purchased and are provisioned to the district in the Learning Ally portal, the RISM will contact the district to schedule a welcome call and subsequent steps.

What	Who	When/How Long
Welcome/Planning Call	Reading Implementation Success Manager (RISM), Managing Partner	1 hour
Identify and support rostering model to be used-integration or bulk upload	RISM	1 hour
Support of data manager and district implementation teams for system set up and troubleshooting	RISM, Learning Ally Integrations Team	Ongoing; weekly at first, then monthly
Coordinate technology and integration	RISM, Learning Ally Integration Team	Initial and ongoing
Support of proper set up and preparation of devices and systems before the launch	RISM	1 hour
Support for license administrators to assure they are familiar with their role and privileges	RISM, Professional Learning Facilitator	1 hour

Coordination of Professional Learning launch sessions and ongoing sessions	RISM	1 hour plus attending sessions
Conduct Success Check 30-45 post launch session	RISM	1 hour
Ongoing data check-ins to share usage data, check progress against implementation goals	RISM, Managing Partner	1 hour monthly or quarterly
Renewal: Coordinate and communicate renewal timing, process and communication	RISM, Managing Partner	Annually

Family Resources

Usage is key to success with the Learning Ally Audiobook Solution[™], and we make it easy for students to read in and out of the classroom. To encourage more reading at home, we provide "getting started" guides and videos for parents and caregivers so they know how to support their children. We also provide tips for engagement and curated reading lists that can be shared with parents, and actively encourage them to read with their children at home.

Learning Ally also leads family nights via Facebook Live (or the District's platform or Zoom) for parents in both English and Spanish.

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Table B - Sample File of Data Items

Example of data items with corresponding descriptions.

The following usage data information is requested for all products. All marked with (*) are required. Please set up a meeting with the LAUSD team for a walkthrough of this template.

LAUSD	This is a unique value n to identify the Product in LAUSD	Should be lausd student ID, Teacher ID or Email	LAUSD Location Code, or cost	that was used to			Browser	IP Address (used by District to identify internal firewall versus "at home"						Assignment Score	
Tables	Tables	address	center code User School Id	access platform	Samsung 1023	Browser Type	Version Browser	logins)					Duration	Grade	addressed
Partner ID*	Product ID*	User ID (Lausd)*	(LAUSD)	Device Type*	Device Version	Browser Type*	Version*	IP	Activity Type*	Activity Action type	Activity ID	Time STMP*			
	Your Product Name	first.last@mymail.lausd.ne	t	Iphone		Safari	90.2	100.xxx.x.x	Assignment	Submit	Assignment ID	06/12/2020 12:12:34 PST			
	Your Product Name	first.last@mymail.lausd.ne	t	Laptop		Chrome	80		Course	Create	Course ID				
	Your Product Name	first.last@mymail.lausd.ne	t	Laptop		Chrome	80		Login	Update	Section ID				
	Your Product Name	first.last@mymail.lausd.ne	t	Laptop		Chrome	80		Logout	View					
	Your Product Name	first.last@mymail.lausd.ne	t	Laptop		Chrome	80		Section	Complete					
	Your Product Name	first.last@mymail.lausd.ne	t	Laptop		Chrome	80		Lessons						
		first.last@mymail.lausd.ne		Laptop		Chrome	80		General Activity						
	Your Product Name	first.last@mymail.lausd.ne	t	chromebook		Chrome	80		Assignment	Update					
	Your Product Name	first.last@mymail.lausd.ne	t	chromebook		Chrome	80			Start					
									Assessment	End					
							ł								

END OF STATEMENT OF WORK

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SCHEDULE B

CONTRACTOR'S RATES

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LOS ANGELES UNIFIED SCHOOL DISTRICT AUDIOBOOK SOLUTION SCHEDULE OF SERVICES AND PRICES

Category IV Learning Ally's Audiobook Solution	Unit	Price				
Subscription License Agreement	"Individual Stand-Alone Audiobook Solution Pricing (No Discount Applied)" represents the price for purchasing Audiobook	Individual Stand-Alone Audiobook Solution Pricing (No Discount Applied): Per School Pricing is established based on Enrollment, as follows:				
	licenses individually, by	# Addressable	Standard Stand-Alone			
	school, based on the size of	Students (All	Audiobook Solution			
	the addressable student population within grades	Eligible Students)	Price Per School			
	3-12 of the school. "#	300+	\$3,599			
	Addressable Students (All	140-299	\$3,099			
	Eligible Students)" indicates	60-139	\$2,599			
	the count of those students	20-59	\$1,899			
	within 3-12 grade bands, per school.	Under 20	\$1,599			
	"Districtwide Stand-Alone Audiobook Solution Pricing (Districtwide Discount Applied)" includes a discount	(Districtwide Discount Ap	Audiobook Solution Pricing oplied):			
	of 25% built into the price.		price cited above assumes intent to			
	and the state of t		e purchase of Audiobook Solution fo			
	3-Year Districtwide contract agreements will provide an additional 5% discount to prices cited.					

Category IV Learning Ally's Audiobook Solution	Unit	Price
Customization and Integration	Unit Cost (include detail on discounts provided)	Standard customization and integration procedures necessary to roster and set-up the solution in LAUSD is Included in Unit Price.
Professional Learning (PL)	Elements of standard Basic Solution Launch professional learning include: Cohorts:	Basic Solution Launch Professional Learning & Coordination is Included in Unit Price
	30 educators per session Asynchronous Sessions: Individual	
	Frequency/Duration:	
	One single initial launch	
	session, each year, for all	
	participating	
	educators/teachers to	
	support implementation	
	orientation and classroom	
	integration. Follow up sessions as contracted,	
	coordinated, and agreed.	
	Presentation Modes:	
	In-person, Virtual Synchronous & Asynchronous, Hybrid	
	Discounts on Professional	
	Learning implementations: Dictated by cohort and	
	session volumes.	

Category IV Learning Ally's Audiobook Solution	Unit	Price				
Implementation and monitoring	Implementation and monitoring resources are assumed annual costs necessary to drive implementation of fidelity across LAUSD Elementary Schools. No One time Costs are necessary, as implementation and monitoring are covered via annual costs. Discounts on Professional Learning implementation and monitoring are dictated by purchasing agreements as well as any agreed to cohort and session volumes.	For all large and Districtwide implementations, Learning Ally will apply an Annual Price for a LAUSD Dedicated Implementation, Training, Coaching, and Monitoring Resource to assist district leadership and staff in the assurance of implementation with fidelity of the solution in question, priced as follows: - \$150,000 annually				
Other Costs	Any other costs would be assumed customizations associated with specialized agreements to be negotiated.	Not applicable				
Total Annual Cost	Total Annual Costs will vary based on purchasing scenarios, but we illustrate districtwide prices in this section, calculated as described in the Pricing section associated with Subscription License Agreements, above.	 The following total prices are associated with the Districtwide purchase pricing scenario provided above: 1-year districtwide purchase of Audiobook Solution for 793 Schools with 3-12 grade bands at \$1,536,041 annually. 1 Dedicated Reading Improvement Services Manager to support implementation with fidelity at \$150,000 annually. TOTAL ANNUAL Districtwide Price for Audiobook Solution in 793 schools: \$1,686,041 per year 				

LOS ANGELES UNIFIED SCHOOL DISTRICT
EXCITE READINGTM
SCHEDULE OF SERVICES AND PRICES

Category 1 Learning Ally Excite Reading	Unit	Price				
Subscription License Agreement	"Individual School Stand-Alone Excite Reading Pricing (No Discount Applied)" represents the price for purchasing Excite Reading licenses individually, by school, based on the size of the addressable student population within the school. "# Addressable Students" indicates the count of those students within PreK-2 grade bands, per school.	Individual School Stand-Alone Excite Reading Pricing (No Discount Applied): Per School Pricing is established based on Enrollment, as follows: Standard Stand-Alone # Addressable Excite Reading				
	"Districtwide Stand-Alone Excite Reading Pricing (Districtwide Discount Applied)" includes a discount of 25% built into the price. The average per school price in this scenario is based on known LAUSD school counts.	(Districtwide Discour - \$2,137 per School* *Per School price cite 1-year districtwide pu				

represents a 15% Discount when compared to stand alone pricing for Excite Reading and Audiobook Solution if purchased separately for	Per School Pricing is e School Enrollment, as	and a state with
Excite Reading and Audiobook	School Encollment as	stablished based on
Solution if nurchased senarately for	School Enronment, as	follows:
solution in purchased separately for		Standard Bundled
Elementary Schools, and provides	100 C	Excite Reading
complete coverage for	# Addressable	+ Audiobook Solution
supplemental support across all Elementary Grade Bands as the	Students (PreK-2)	Price Per School
transition from "learning to read"	700+	\$6,699
(preK-2) to "reading to learn" (3-X).	451-699	\$5,699
"# Addressable Students" indicates	300-450	\$4,799
the count of those students within	100-299	\$3,999
PreK-2 grade bands, per school.	Under 100	\$3,199
Reading + Audiobook Solution Pricing (Bundle Discount + Districtwide Discount Applied)"	Districtwide Discount	n Pricing (Bundle Discount + t Applied):
represents a 15% Discount when	- \$3,584 per School*	
compared to stand alone pricing for Excite Reading and Audiobook Solution if purchased separately for	1-year districtwide pu	d above assumes intent to make a rchase of Bundled Excite Reading for 511 Schools with PreK-2 and
Elementary Schools, and includes an additional Districtwide purchase	3-X Elementary grade	Danus at \$1,831,424.
discount of 25% built into the price.		
The average per school price in this		
scenario is based on known LAUSD		
school counts. 3-Year Districtwide		
contract agreements will provide an		
additional 5% discount to prices		
cited.		
(1.1.)		

Category 1 Learning Ally Excite Reading	Unit	Price
Customization and Integration	Unit Cost (include detail on discounts provided)	Standard customization and integration procedures necessary to roster and set-up the solution in LAUSD is Included in Unit Price.
Professional Learning (PL)	Elements of standard Basic Solution Launch professional learning include: Cohorts: 30 educators per session Asynchronous Sessions: Individual	Basic Solution Launch Professional Learning & Coordination is Included in Unit Price
	Frequency/Duration: One single initial launch session, each year, for all participating educators/teachers to support implementation orientation and classroom integration. Follow up sessions as contracted, coordinated, and agreed.	
	Presentation Modes: In-person, Virtual Synchronous & Asynchronous, Hybrid Discounts on Professional Learning implementations: Dictated by cohort and session	
	volumes.	
Implementation and monitoring	Implementation and monitoring resources are assumed annual costs necessary to drive implementation of fidelity across LAUSD Elementary Schools. No One time Costs are necessary, as implementation and monitoring are covered via annual costs.	For all large and Districtwide implementations, Learning Ally will apply an Annual Price for a LAUSD Dedicated Implementation, Training, Coaching, and Monitoring Resource to assist district leadership and staff in the assurance of implementation with fidelity of the solution in question, priced as follows: - \$150,000 annually

Category 1 Learning Ally Excite Reading	Unit	Price
	Discounts on Professional Learning implementation and monitoring are dictated by purchasing agreements as well as any agreed to cohort and session volumes.	
Other Costs	Any other costs would be assumed customizations associated with specialized agreements to be negotiated.	Not applicable
Total Annual Cost	Total Annual Costs will vary based on purchasing scenarios, but we illustrate districtwide prices in this	The following total prices are associated with the Districtwide purchase pricing scenario provided above:
	section, calculated as described in the Price section associated with Subscription License Agreements, above.	 Districtwide Stand-Alone Excite Reading Purchase: 1-year districtwide purchase of Excite Reading for 609 Schools with PreK-2 grade bands at \$1,301,433. annually. 1 Dedicated Reading Improvement Services Manager to support implementation with fidelity at \$150,000 annually. TOTAL ANNUAL Districtwide Price for Excite Reading in 609 schools: \$1,451433 per year
		 Districtwide Bundled Elementary Excite Reading + Audiobook Solution Purchase: 1-year districtwide purchase of Bundled Excite Reading + Audiobook Solution for 511 Schools with PreK-2 and 3-X Elementary grade bands at \$1,831,424. annually. 1 Dedicated Reading Improvement Services Manager to support implementation with fidelity at \$150,000 annually. TOTAL ANNUAL Districtwide Price for Excite Reading + Audiobook Solution in 511 schools: \$1,981,424 per year

SCHEDULE A

STATEMENT OF WORK

1.0 SCOPE

This Statement of Work (SOW) defines the effort required for the administration and reporting of the Los Angeles Unified School District (Los Angeles Unified) digital instructional tools/platform. Schools will be able to implement one of the following digital tools to support concept development, skills mastery and problem solving skills of students in grades K-12.

Digital tools/platforms as outlined below:

• Category I - Instructional Delivery and Interaction

2.0 STATEMENT OF WORK – The tasks required to successfully administer digital tools/platforms:

A. Properties of instructional tools should include:

- UNIVERSAL DESIGN: Platform must be designed so that materials function as intended for as many students as possible
- CONTENT: Platform design and materials should be developmentally appropriate and support standards-aligned learning
- ACCESSIBILITY: Items and tasks are presented with additional information or in alternative ways, in order to meet the specific needs of some students.
- SENSITIVITY: Content contained should not be distracting or upsetting for some students.
- CULTURAL AND LINGUISTIC RESPONSIVENESS: Digital tools must consider the cultural and linguistic diversity of the students in Los Angeles and should contain culturally and linguistically responsive materials that are appropriate for meeting the needs of all students (English Learner (EL), Standard English Learner (SEL), Student with Disabilities (SWD), etc.)
- International Society for Technology in Education (ISTE): Standards is a framework for learning in-depth, digital age skills and attributes with learning that is amplified through technology
 - o ISTE Standards for Students and/or
 - o ISTE Standards for Educators
 - 0
- B. The proposer's online platform must receive an approved LAUSD Unified Digital Instructional Procurement Plan (UDIPP) prior to contract execution. Proposer will not be authorized to provide any services unless proposer's LAUSD UDIPP application has been approved. The latest version of LAUSD UDIPP requirements must be met along with updated requirements released. The vendor shall monitor UDIPP approval expiration and complete renewal applications in a timely manner

Proposer must meet the LAUSD UDIPP requirements regarding SSO and SAML, Student Data Privacy, Data Security and LMS Compatibility. Determination as to whether a proposer meets those minimum qualifications will be based on their responses to the Unified Digital Instructional Procurement Plan Questionnaire, which can be found at <u>udipp.lausd.net</u>.

C. The effective, efficient, and timely completion of all tasks and requests is critical to the successful implementation of the digital tool.

CATEGORY I: INSTRUCTIONAL DELIVERY AND INTERACTION

Instructional delivery and interaction tools provide interactive lessons, interactive videos and gamification. Features such as drag and drop, recording, inputting responses, etc. should be developmentally appropriate for age and grade of students, as well as content areas being supported. Interactive teacher tools will allow teachers to create assignments, modify pre-made lessons, and create new lessons as applicable. The platform should provide teachers with the ability to include formative assessment in lessons, such as quizzes, polls, etc. as well as provide the ability to monitor assessment completion and results in real time. The platform should provide grade sync capabilities to automatically score and sync with the District's Learning Management System/Schoology. The platform should provide teachers with insights on using the formative assessment and dynamic media features to inform instructional next steps and student outcomes. Within the platform interactive, lessons can be teacher-led and educators should also be able to assign them for students to complete independently as needed.

They may address multiple content areas or a single content area such as:

- English Language Arts
- Mathematics
- Science
- History/Social Studies
- Social Emotional Learning
- Arts Education
- Physical Education
- English Language Development
- Multiple content areas
- Computer Science Education
- Coding
- Cybersecurity Education
- Digital Citizenship

FEATURES ACROSS ALL DIGITAL TOOL CATEGORIES

MATERIAL FOR EDUCATORS

Digital Tool materials shall include:

- The digital activities and games should be standards aligned, can be used flexibly for various blended learning models or as an extra enhancement for core instruction.
- Teachers should be able to place any student at any spot in the curriculum to enhance the work on specific content the class is learning via their core curriculum.
- Should include digital manipulatives, when applicable, to support students with problem solving and sense making.

- Embedded formative assessments which provide instant feedback for the students, including pre and post assessments, progress monitoring, and standardized test preparation.
- The platform shall support access through on-line connections via operating systems commonly found on MacBooks, iPads, Chromebooks, Personal Computers (desktops/laptops), Interactive Smart Boards and Interactive Projectors. The digital curriculum must be compatible with these devices. Digital tools must meet the minimum operating specifications as follows:
 - iOS 13 and higher for iPads
 - Windows 10 OS and higher for laptops and PCs
 - MacOS 11 and higher for Macbooks
- Platform should include data reporting to address the following:
 - Individual student progress and completion of activities/games
 - Teacher/Classroom report on student progress on standards and completion of activities/games
 - School Administrators, District and Region level administrators and coordinators have access to the platform analytics through the LAUSD single sign-on

PROFESSIONAL DEVELOPMENT

Teachers and administrators shall be provided with initial in-person or on-line training which will provide an overview of the digital tool program and training on how to access, navigate, and utilize both print and digital materials. Training will also support teachers with best practices in terms of blended learning models and use of the digital tool to enhance their core curriculum and provide intervention/enrichment for students with the goal of differentiating and personalizing instruction. Teachers will receive training and support in utilizing assessment data to make instructional decisions.

Teachers and administrators shall be provided follow-up implementation support training and ongoing coaching support shall be made available in-person and/or virtually. This ongoing support will deepen teachers and administrators strategic use of the digital tool and support schools with bringing in parents/caregivers as equal partners in teaching and learning but with at-home connections.

Professional development for school site leadership and district leadership shall include quarterly data charts around completion of lessons/activities/games by grade level and students and whether recommended usage goals are being met in alignment with the research supporting the use of the digital tool.

Services must include on-going digital support for questions that arise regarding access, functionality and usage.

MATERIAL FOR FAMILIES

The supplemental digital tool shall include resources that parents may access from home, including asynchronous lessons/activities/games and videos. These will include modeling of activities and games, as well as additional resources that will increase family engagement, enhance classroom learning, and reduce learning loss. The videos and resources shall take advantage of digital and mobile technology and will be used to build instructional supports between families and their school. Families will also be provided with multiple opportunities to attend webinars which will provide tools and resources to support their child's numeracy development in the home.

3.0 SECURITY OF ALL MATERIALS AND DATA

The Contractor shall obtain a completed and completely approved LAUSD Unified Digital Instructional Procurement Plan (UDIPP) and adhere to the security requirements therein. **Contractor will not be authorized to work on any services unless contractor's LAUSD UDIPP application has been approved.**

4.0 DATA COLLECTION

The Contractor shall collect enrollment, student and other data transfers necessary through a mutually agreed upon data transfer process with L.A. Unified Office of Data Accountability.

5.0 DATA ANALYSES

The Contractor shall provide usage and achievement data as applicable to the platform in a format that is integrated with LAUSD data systems. An automated data feed at regular intervals using the SFTP transfer process will be required per LAUSD specifications.

6.0 TECHNICAL SUPPORT

- 6.1 The Contractor shall provide a help desk for customer support for L.A. Unified schools and staff. The Help Desk shall offer phone customer support, online chat boxes and chat rooms.
- 6.2 In addition to chat based support and online service tickets, the Contractor shall provide tiered support that includes a toll-free telephone number that will lead to a "live" person for technical support questions between 7:30 a.m. and 4:30 p.m. Pacific time Monday through Friday.
- 6.3 The Contractor shall provide resolution to the following within the time frames specified:
 - A. Resolution to all problems logged with technical support within the next business day
 - B. Resolution to all high priority calls logged with technical support within 4 hours
 - C. High priority treatment for any problems logged that cannot be resolved within the above time frame. These problems shall be resolved by providing resources for timely follow-up

- 6.4 The Contractor shall maintain a service log and provide to Los Angeles Unified upon request and during regular implementation meetings. The log shall include technical support requests with a description of how the matters have been resolved.
- 6.5 The Contractor's support processes shall be aligned with the District's IT helpdesk and other support providers to the District. The District's IT helpdesk currently uses Service Center from Remedy. Where applicable, this method of providing and maintaining support shall be used.
- 6.6 The Contractor's platform must work with comparable effectiveness with all common internet browsers and computer makes.

7.0 DATA MANAGEMENT

- A. Usage and/or achievement related to the digital tool is to be hosted on the Contractor's cloud-based server(s) as designated and approved by L.A. Unified, covers the data produced by the full range of activities. Data management must comply with Data Use Agreement provisions in the approved L.A. Unified UDIPP.
- B. These data shall be available via web pages, secure file transfer protocol (SFTP), and restricted and secure user logons. The secure user logons of any server housing any District information shall authenticate against an LDAP V3 compliant user Directory housed on the District's network. User account authorization provisioning shall occur within the Contractor provided application(s). Availability shall be encrypted at the discretion of the L.A. Unified commensurate to the confidentiality of the information hosted on the system. Any student level data shall be maintained in a secure and confidential manner as outlined in the L.A. Unified UDIPP. Notwithstanding any of the above specifications, the security of all confidential data shall meet all District standards and policies outlined in the UDIPP.
- C. Access to the data web pages and usage and/or achievement data must be provided for long-term substitutes on a temporary basis when requested by the school's principal or representative.

8.0 TRAINING

The Contractor shall provide training to LAUSD staff based on a professional development plan created with district staff. Professional development shall include initial training in-person and/or virtual, follow up training and support and office hours.

9.0 PROJECT MANAGEMENT

9.1 IMPLEMENTATION AND TRAINING PLAN

The contractor shall work collaboratively with the District to develop an implementation plan that includes data integration, professional development and regular review of usage and achievement data.

9.2 MINUTES AND RECORDS

The Contractor shall take minutes and record the list of participants from all meetings, including, but not limited to, management meetings and any technical advisory groups. If any work tasks are outlined in the minutes, the person(s) responsible for these tasks and the target completion dates must be identified in the minutes as well. Within two (2) weeks after each meeting (or such other time designated by the District), the Contractor shall maintain and submit to the District, all minutes and records in writing and/or electronically for review and final approval.

9.3 MONITORING ACTIVITIES

To be successful, this project requires an effective management team.

- 9.3.1 The Contractor must provide a designated Project Manager and technical support coordinator. If subcontractors are used, a Project Coordinator must be designated for each subcontractor. The professional qualifications of the team members shall be appropriate to ensure the overall success of implementation.
- 9.3.2 The Contractor's Project Manager shall communicate, either in person or by telephone, with designated District staff, on a weekly basis, as needed and scheduled by the District, to review progress and performance. The review criteria will include, but not be limited to, problems encountered under the contract, future performance under the contract, and any other subject relating to completion of tasks under this contract.
- 9.3.3 The Contractor shall prepare monthly and annual impact reports with usage and achievement data by school, region and district. The reports shall be submitted to the District and reviewed during regular implementation meetings.

L.A. Unified reserves the right to use and reproduce all reports, summaries, and data reports developed pursuant to this agreement.

10.0 DATA EXPORT IMPORT REQUIREMENTS

Requirements for Data Export were derived from the following artifacts:

- Table A Data Export Requirements
- Table B Sample File of Data Items

Contractor agrees to meet all of the stated requirements in the aforementioned exhibits that explicitly pertain to the Data Export Requirements.

Acceptance Criteria

The acceptance criteria that will constitute conformity with LAUSD's stated business requirements are as follows:

Table A - Data Export Requirements

1	Data is received nightly or streamed, if applicable. Time of day to be agreed upon at a later time
2	Data is delivered via SFTP/Control M or API and is encrypted in transmittal.
3	Data is produced with 1 file with users, courses, and "activities", and academic growth.
4	Data will contain a district unique identifier such as LAUSD Email, Employee ID or Student ID.
5	Data will contain a district unique identifier for each school location (School Code).
6	Activity data may include assessment results, messages sent, resources created, coursework including external/resource links utilized, assignments, files uploaded, submissions, and other activities of the instructional tool as applicable
7	Data must include all elements to allow LA Unified to create the following report for teachers and students: Unique logins/clicks per (timeframe)
8	Data must include all elements to allow LA Unified to create the following report for teachers and students: Overall logins/clicks per (timeframe)
9	Data must include all elements to allow LA Unified to create the following report for teachers and students: Activities (as defined by vendor)
10	Data must include all elements to allow LA Unified to create the following report for teachers and students Time Spent on Platform
11	 Device Usage Type of Device Used (mobile Browser) IP Address (used by District to identify internal firewall versus "at home" logins)

Table B - Sample File of Data Items

Example of data items with corresponding descriptions.

The following usage data information is requested for all products. All marked with (*) are required. Please set up a meeting with the LAUSD team for a walkthrough of this template.

								IP Address							
This is a								(used by							
unique value								District to							
to identify	This is a unique value			Identifier for the				identify internal							
			LAUSD Location					firewall versus							
LAUSD				that was used to			Browser	"at home"						Assignment Score	
Tables	Tablés	address	center code	access platform	Samsung 1023	Browser Type	Version	logins)					Duration	Grade	addressed
			User School Id				Browser								
Partner ID*		User ID (Lausd)'	(LAUSD)	Device Type*	Device Version	Browser Type*	Version*	IP	Activity Type*	Activity Action type	Activity ID	Time STVP'		-	
	Your Product Name	first.last@mymail.lausd.ne	t	Iphone		Safari	90.2	100.xxx.x.x	Assignment	Submit	Assignment ID	06/12/2020 12:12:34 PST			
	Your Product Name	first.last@mymail.lausd.ne	t	Laptop		Chrome	80		Course	Create	Course ID				
	Your Product Name	first.last@mymail.lausd.ne	t	Laptop		Chrome	80		Login	Update	Section ID				
	Your Product Name	first.last@mymail.lausd.ne	t	Laptop		Chrome	80		Logoul	View					
	Your Product Name	first,last@mymail.lausd.ne	t	Laptop		Chrome	80		Section	Complete					
	Your Product Name	first.last@mymail.lausd.ne	t	Laptop		Chrome	80		Lessons						
	Your Product Name	first, last@mymail. lausd.ne	t	Laptop		Chrome	80		General Activity						
	Your Product Name	first.last@mymail.lausd.ne	t .	chromebook		Chrome	80		Assignment	Updale					
	Your Product Name	first.last@mymail.lausd.ne	t	chromebook		Chrome	80		Assessment	Start					
									Assessment	End					
	1														
-							1								
							1								
							1								
	1				1		1								
				1											

11.0 APPROVED PRODUCTS

Category I – Instructional Delivery and Interaction

1. Raz-Plus

- 2. ELL Edition add-on (Requires Raz-Plus)
- 3. Español add-on (Requires Raz-Plus)
- 4. Foundations A-Z
- 5. Writing A-Z
- 6. Vocabulary A-Z
 7. Science A-Z

12.0 PLATFORM FUNCTIONALITY

CATEGORY I: INSTRUCTIONAL DELIVERY AND INTERACTION

All Learning A-Z programs have been submitted in Category I.

1. Describe how your platform addresses the specific requirements below:

· Includes interactive lessons, interactive videos and gamification as appropriate

With Learning A-Z, students get excited about learning in the fun Kids A-Z eLearning Portal. Students access all their Learning A-Z programs from the same platform. Depending on the program, students find engaging interactive text, instructional videos, game-based learning activities, and much more.

Students can see their own growth reflected through the two unique portal designs. Younger students enter a space-themed portal with a planet for each Learning A-Z program used in their classrooms. When they reach third grade, they graduate to the intermediate portal, which utilizes drop down menus and a dashboard-style interface. Teachers can select which portal students see or allow the program to auto select based on grade level. Kids A-Z has an interactive message center where students receive audio or written notes that include feedback, encouragement, and instruction from teachers and parents.



Primary Student Portal with all Learning A-Z Programs

All Learning A-Z programs use exciting rewards and incentives that strategically boosts student engagement and motivation. Students earn stars for practice, completion, and success in various activities in each program. Stars are currency that students use to customize their avatar, the backgrounds on their homepage, and to furnish their own Raz Rocket with aliens, furniture, equipment, plants, robots, and other items.

Achieving milestones in each program triggers celebratory animation for earning a Learning A-Z Badge. Progress toward each badge is visible from the My Stats area on the dashboard. Teachers can use the badges to help students set goals and complete more reading, writing, and science activities. Badges can be printed, and a variety of printable certificates are available to further celebrate achievements.



Mobile Avatar Builder

Interactive eBooks

Text in Learning A-Z programs features annotation and vocabulary tools to develop higher-level content knowledge. With the drawing tools, students draw text connections by highlighting important text or vocabulary words. They use the notes tool to write questions, ideas, or concepts they are learning, and can add important words to the word journal to extend their background knowledge. With the recording feature, students can record themselves reading to practice fluency. Recordings are Immediately emailed to teachers for review and feedback.



Each program includes distinct interactive resources.

Raz-Plus, ELL and Español

With Raz-Plus, teachers strengthen the connection between what students are learning in the classroom and academic practice by digitally assigning specific books and assessments that align to classroom instruction.

Students also have access to specific assessments from their teachers, and a library of leveled text for personalized reading practice and skill building. In the personalized reading room, students select books at a variety of levels for self-paced reading. As a default, teachers identify reading levels that appear in students' libraries, providing students with a wide selection of topics as well as text below and above their reading levels.

From the Reading Room, students can easily access books by topics, category, levels, or popularity, and "favorite" books for future reading. The Level Up! area matches students with materials to fit their exact instructional reading level. After reading a certain number of books and passing quizzes, students are automatically advanced to books at the next reading level. The program also includes an increasing number of animations and hands-on digital activities with resource sets such as Argumentation Skill Packs and Comprehension Skill Packs.



Raz-Plus Reading Room

Science A-Z

In Science A-Z, students independently read text, watch videos, and complete interactives in the eLearning portal. A full unit or Storyline Lesson can be assigned to the whole class with one click and individual resources can be assigned to groups or individual students.

Students develop fluency and learn new vocabulary while listening to audio versions of text. After students listen to and read books, they take the multiple choice eQuiz that measures comprehension knowledge as well as understanding of key science topics. Critical thinking, close reading, and writing skills also are targeted in constructed response questions at the end of quiz.

Exciting instructional science videos with each unit extend the core concepts of a unit, model real science in action, or serve as virtual field trips. Each video is accompanied by video discussion questions and teaching tips to foster critical thinking.

Students are in the driver's seat with Interactive Science Lessons, while learning the fundamental concepts of science. These virtual lessons provide a road map for students as they explore fundamental concepts and ideas of science. Each lesson offers instruction, practice, and assessment using text and accompanying audio. Practice slides provide immediate feedback and explanations of difficult concepts. Graphics, animations, and simulated interactive experiments and explorations help students visualize the content being presented.



Vocabulary A-Z

In Vocabulary A-Z wordlists populate dozens of interactivities and assessments that students complete on internet-connected computers and mobile devices. Interactives allow students to play with words while reinforcing word study and vocabulary, as well as decoding and encoding skills being taught in the classroom, creating expansive opportunities for multiple exposures to new words, word parts, and sounds. The interactives include audio and visual cues and offer immediate feedback on answers.



Vocalitulary A-2 Interactivities

Several options allow teachers to customize the digital practice for individual students and groups of students. Depending on instructional goals, teachers determine the category of interactivity students will access and the instructional sequence that will appear for students.

Foundations A-Z

Along with a variety of digital text, in the "You Do" part of each Foundations A-Z lesson, students work independently to practice and apply new concepts and skills using the digital resources. Resources may include videos, games, or reading resources. Teachers can assign individual items or the entire lesson's resources.





Reading and Spelling with Shurt e Spelled as





ua Vowel Tourn



Long /W/ Digraph: 44 ee, la Pronunciation & Guide



Ling /a/ Exercise the ni, io Fronunciation

Digital Resources for a Grade 1 Lesson Plan

In the Instructional review videos, students review key lesson concepts with narration by a familiar classroom mascot. They are encouraged to say and read as they review the skill-supporting active participation. Students can verbally express their understanding of the skill while having the private space to make mistakes without the stress of practicing in front of the class.

The games offer a variety of formats to engage students in active participation. Games include a speech recognition tool that enables automatic scoring and immediate feedback on reading fluency and foundational skills practice, guiding students toward success. Teachers are freed up to continue planning and delivering instruction.



Online Activities in New Writing A-2

Writing A-Z

Each lesson in Writing A-Z is accompanied by

instructional videos that provide explicit instruction, demonstrations, and examples of key concepts and skills associated with each lesson. Teachers can watch the writing video while delivering a lesson. Also, teachers digitally assign videos to students to view from the Kids A-Z portal as initial instruction, as well as reteaching or reinforcement.

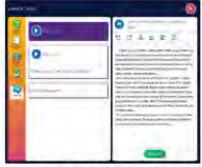
Student writing occurs online in Writing and Learning Together (WaLT), an online writing platform. Teachers have access to students' writing in WaLT. This allows teachers to read students' writing at any time during the writing process in order to monitor progress and provide targeted feedback.

Teachers can also assign grammar and writing games that serve as practice and reinforcement of the concepts and skills taught in the lessons. Games provide immediate feedback to students, and feed reports that allow teachers to see what students are learning and where they may be struggling.

Features such as drag and drop, recording, inputting responses, etc. that are developmentally appropriate for age and grade of students.

As detailed in our response to the previous question, each Learning A-Z program has distinct interactive features that offer age-appropriate and varied methods for inputting responses. The digital interactivities in all programs include drag and drop and multiple-choice activities. All eBooks are delivered in a read version and a listen version that contains continuous-play audio and follow-along.

All audio features real voices to model authentic fluency. Students can also record their own oral reading of the book in order to selfmonitor and practice, and then send recordings to their teacher. Online multiple-choice quizzes with most text also include optional constructed response questions that requires students to type responses to questions.



Writing A-2's WaLT Platform Allows Students In grades 2-5 to input responses a variety of ways throughout the writing process The developmental level and instructional goals have been carefully considered in designing all Learning A-Z resources. For example, to ensure students develop handwriting skills, grades K-1 students in Writing A-Z complete writing assignments with paper and pencil. In grades 2-5 students can complete all stages of the writing process—including planning—100 percent digitally.

Lessons are appropriate for the content areas being supported and alignment to CA content standards is clear

Learning A-Z programs are designed to help teachers quickly find the tools they need to target standards and ensure students make expected learning gains each year. We have included links to standard correlations for each product below. Reviewers can access correlations online or download documents in various file formats. To access correlations within Foundations A-Z and Writing A-Z, you must first be logged into the program.

- Raz-Plus, ELL Edition, and Español State Standards Correlations
 - https://tinvurl.com/2e592c3i
- Science A-Z Correlations to ELA State Standards
 - https://tinyurl.com/2e592c3j
- Science A-Z Correlations to State and National Science Standards
 - https://tinyurl.com/yc5whyxz
- Vocabulary A-Z State Standards Correlations
 - https://tinyurl.com/222mme6k
- Foundations A-Z Correlation to State ELA Standards
 - https://tinyurl.com/yxau7f6s
- Writing A-Z Correlations to State ELA Standards
 - https://tinyurl.com/mry66cs4

Within the platform interactive, lessons can be teacher-led and educators can also assign them for students to complete independently as needed.

Learning A-Z respects the role of the teacher in instruction. Our lessons are primarily designed to be teacherled. We harness the power of technology to support teachers with a deep library of tools for personalizing student practice in alignment with classroom instruction and standards. Teachers can assign digital text, activities, and assessments to access in the online platform.

While primarily teacher-led, each program includes options for student-driven learning. For example, in Writing A-Z and Foundations A-Z, lessons include animated videos covering the same instructional objectives of the lessons. Videos can be used to flip, reinforce, or enrich instruction. Science A-Z gives students a chance to be in

the driver's seat while learning the fundamental concepts of science. These virtual lessons provide a road map for students as they explore important and sometimes complex ideas.



Instructional Videos with each lesson help teachers re-teach, reinforce, or flip instruction.



Students learn and explore science content on their own in science interactive lessons.

Describe improvement/ product modifications and how they enhance the interactive experience

As a digital first company, Learning A-Z continually updates, expands, and enhances our programs in response to the changing needs of students, teachers, and school districts. Unlike many online curriculum programs, Learning A-Z's content and technology are dynamic. Bug fixes, upgrades, and new and revised content are released on a monthly cycle, with major updates typically occurring in the summer. We closely monitor changing technology and education trends to ensure our products remain safe, current, and easy-to-use for teachers and students.

While not exhaustive, the list below provides some examples of recent modifications to our proposed programs.

- In response to the demand for Spanish content, we expanded Raz-Plus with the Español add-on component, which includes new authentic Spanish resources and an online Spanish platform.
- Learning A-Z launched two programs in 2022 and early 2023--a refreshed and updated Writing A-Z and a totally new digital SOR-based reading program, Foundations A-Z.
- Raz-Plus's Reading Series Correlations pages were completely redesigned in 2022 to make it easier to find Raz-Plus resources correlated to specific units and lessons of the most popular core reading series (and we're always adding new correlations).
- The Admin Reports were recently updated with Interface Improvements designed to make understanding product usage easier.
- The entire Raz-Plus collection of thousands of text has recently been audited for cultural sensitivity and bias. We have systematically revised or replaced hundreds of titles and continue to release new revisions each month.

END OF STATEMENT OF WORK

SCHEDULE B CONTRACTOR'S RATES

General Pricing Description

Learning A-Z licenses are sold on a per classroom yearly basis. A current license is required for any teacher using Learning A-Z resources whether digital or printed. See completed cost form for each product on the following pages. The license costs include customer service and implementation support from our expert Support Services staff who are available by phone, Monday through Friday 6 a.m. to 4 p.m. MST at 866-889-3729 (option 5), email support@learninga-z.com, or on-line chat at https://www.learninga-z.com.

There are no additional professional learning, implementation, or customization costs. Professional learning is available per Professional Development Pricing provided in this document.

BAFO Pricing

Learning A-Z would like to offer LAUSD the following purchasing scenarios as BAFO pricing:

Scenario #1: District-wide bulk purchases of at least 10,000 licenses

Program	Bulk Discount for 10,000 + licenses	Per K-12 Classroom*
Renewal of existing Raz-Plus licenses	Grandfathered pricing at 60% off list	\$ 140.00
Foundations A-Z	20%	\$187
ELL Edition (Requires Raz-Plus)	20%	\$56
Español (Requires Raz-Plus)	20%	\$56
Science A-Z	20%	\$94
Writing A-Z	20%	\$94
Vocabulary A-Z	20%	\$94

Scenario #2: School or Individual purchases – Pricing as provided on original pricing forms

Program	Per K-12 Classroom*
Raz-Plus	\$234.00
Foundations A-Z	\$234.00
ELL Edition (Requires Raz-Plus)	\$70.00
Español (Requires Raz-Plus)	\$70.00
Science A-Z	\$117.00
Writing A-Z	\$117.00

Program	Per K-12 Classroom*
Vocabulary A-Z	\$117.00

Professional Development Pricing

We believe in the value of professional learning, and we back that belief up with our complimentary implementation and product orientation services with school and district-level purchases as itemized below.

Complimentary Product Orientation Account Levels

- Included for all under \$9,999 = no live webinar allocation
- Included for all \$10,000 to \$24,999 = 1 live product orientation webinar
- Included for all \$25,000 to \$49,999 = 2 live product orientation webinars
- Included for all \$50,000 to \$99,999 = 3 live product orientation webinars
- Included for all \$100,000 to \$149,999 = 5 live product orientation webinars and 1 on-site orientation
- Included for all \$150,000 to \$199,999 = 6 live product orientation webinars and 1 on-site orientation
- Included for all \$200,000 to \$249,999 =7 live product orientation webinars and 1 on-site orientation
- Included for all \$250,000 to \$299,999 = 8 live product orientation webinars and 1 on-site orientation
- Included for all \$300,000 to \$349,999 = 9 live product orientation webinars and 2 on-site orientations
- Included for all \$350,000 to \$399,999 = 10 live product orientation webinars and 2 on-site orientations
- Included for all \$400,000 to \$449,000 = 11 live product orientation webinars and 2 on-site orientations
- Included for all \$450,000 to \$499,999 = 12 live product orientation webinars and 3 on-site orientations
- For accounts over \$500,000 = Custom professional learning plan

Professional Learning Options

Additional, focused professional development can be purchased as itemized below.

Webinar (per webinar)	\$500.00
Workshops & Learning Series	\$3,000.00 for the first day/ \$2,500.00 for each consecutive day
Data Literacy Workshop	\$3,000.00
Coaching Support and Lesson Modeling (per day)	\$3,000.00 for first day/ \$2,500.00 for each consecutive day
Train-the-Trainer Package	\$9,500.00 per cohort of 25

SCHEDULE A

STATEMENT OF WORK

1.0 SCOPE

This Statement of Work (SOW) defines the effort required for the administration and reporting of the Los Angeles Unified School District (Los Angeles Unified) digital instructional tools/platform. Schools will be able to implement one of the following digital tools to support concept development, skills mastery and problem solving skills of students in grades K-12.

Digital tools/platforms as outlined below:

• Category I - Instructional Delivery and Interaction

2.0 STATEMENT OF WORK – The tasks required to successfully administer digital tools/platforms:

A. Properties of instructional tools should include:

- UNIVERSAL DESIGN: Platform must be designed so that materials function as intended for as many students as possible
- CONTENT: Platform design and materials should be developmentally appropriate and support standards-aligned learning
- ACCESSIBILITY: Items and tasks are presented with additional information or in alternative ways, in order to meet the specific needs of some students.
- SENSITIVITY: Content contained should not be distracting or upsetting for some students.
- O CULTURAL AND LINGUISTIC RESPONSIVENESS: Digital tools must consider the cultural and linguistic diversity of the students in Los Angeles and should contain culturally and linguistically responsive materials that are appropriate for meeting the needs of all students (English Learner (EL), Standard English Learner (SEL), Student with Disabilities (SWD), etc.)
- International Society for Technology in Education (ISTE): Standards is a framework for learning in-depth, digital age skills and attributes with learning that is amplified through technology
 - O ISTE Standards for Students and/or
 - O ISTE Standards for Educators

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B. The proposer's online platform must receive an approved LAUSD Unified Digital Instructional Procurement Plan (UDIPP) prior to contract execution. Proposer will not be authorized to provide any services unless proposer's LAUSD UDIPP application has been approved. The latest version of LAUSD UDIPP requirements must be met along with updated requirements released. The vendor shall monitor UDIPP approval expiration and complete renewal applications in a timely manner

Proposer must meet the LAUSD UDIPP requirements regarding SSO and SAML, Student Data Privacy, Data Security and LMS Compatibility. Determination as to whether a proposer meets those minimum qualifications will be based on their responses to the Unified Digital Instructional Procurement Plan Questionnaire, which can be found at <u>udipp.lausd.net</u>.

C. The effective, efficient, and timely completion of all tasks and requests is critical to the successful implementation of the digital tool.

CATEGORY I: INSTRUCTIONAL DELIVERY AND INTERACTION

Instructional delivery and interaction tools provide interactive lessons, interactive videos and gamification. Features such as drag and drop, recording, inputting responses, etc. should be developmentally appropriate for age and grade of students, as well as content areas being supported. Interactive teacher tools will allow teachers to create assignments, modify pre-made lessons, and create new lessons as applicable. The platform should provide teachers with the ability to include formative assessment in lessons, such as quizzes, polls, etc. as well as provide the ability to monitor assessment completion and results in real time. The platform should provide grade sync capabilities to automatically score and sync with the District's Learning Management System/Schoology. The platform should provide teachers with insights on using the formative assessment and dynamic media features to inform instructional next steps and student outcomes. Within the platform interactive, lessons can be teacher-led and educators should also be able to assign them for students to complete independently as needed.

They may address multiple content areas or a single content area such as:

- English Language Arts
- Mathematics
- Science
- History/Social Studies
- Social Emotional Learning
- Arts Education
- Physical Education
- English Language Development
- Multiple content areas
- Computer Science Education
- Coding

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- Cybersecurity Education
- Digital Citizenship

FEATURES ACROSS ALL DIGITAL TOOL CATEGORIES

MATERIAL FOR EDUCATORS

Digital Tool materials shall include:

- The digital activities and games should be standards aligned, can be used flexibly for various blended learning models or as an extra enhancement for core instruction.
- Teachers should be able to place any student at any spot in the curriculum to enhance the work on specific content the class is learning via their core curriculum.
- Should include digital manipulatives, when applicable, to support students with problem solving and sense making.
- Embedded formative assessments which provide instant feedback for the students, including pre and post assessments, progress monitoring, and standardized test preparation.
- The platform shall support access through on-line connections via operating systems commonly found on MacBooks, iPads, Chromebooks, Personal Computers (desktops/laptops), Interactive Smart Boards and Interactive Projectors. The digital curriculum must be compatible with these devices. Digital tools must meet the minimum operating specifications as follows:
 - \circ iOS 13 and higher for iPads
 - Windows 10 OS and higher for laptops and PCs
 - MacOS 11 and higher for Macbooks
- Platform should include data reporting to address the following:
 - o Individual student progress and completion of activities/games
 - Teacher/Classroom report on student progress on standards and completion of activities/games
 - School Administrators, District and Region level administrators and coordinators have access to the platform analytics through the LAUSD single sign-on

PROFESSIONAL DEVELOPMENT

Teachers and administrators shall be provided with initial in-person or on-line training which will provide an overview of the digital tool program and training on how to access, navigate, and utilize both print and digital materials. Training will also support teachers with best practices in terms of blended learning models and use of the digital tool to enhance their core curriculum and provide intervention/enrichment for students with the goal of differentiating and personalizing instruction. Teachers will receive training and support in utilizing assessment data to make instructional decisions.

Teachers and administrators shall be provided follow-up implementation support training and ongoing coaching support shall be made available in-person and/or virtually. This ongoing support

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will deepen teachers and administrators strategic use of the digital tool and support schools with bringing in parents/caregivers as equal partners in teaching and learning but with at-home connections.

Professional development for school site leadership and district leadership shall include quarterly data charts around completion of lessons/activities/games by grade level and students and whether recommended usage goals are being met in alignment with the research supporting the use of the digital tool.

Services must include on-going digital support for questions that arise regarding access, functionality and usage.

MATERIAL FOR FAMILIES

The supplemental digital tool shall include resources that parents may access from home, including asynchronous lessons/activities/games and videos. These will include modeling of activities and games, as well as additional resources that will increase family engagement, enhance classroom learning, and reduce learning loss. The videos and resources shall take advantage of digital and mobile technology and will be used to build instructional supports between families and their school. Families will also be provided with multiple opportunities to attend webinars which will provide tools and resources to support their child's numeracy development in the home.

3.0 SECURITY OF ALL MATERIALS AND DATA

The Contractor shall obtain a completed and completely approved LAUSD Unified Digital Instructional Procurement Plan (UDIPP) and adhere to the security requirements therein. **Contractor will not be authorized to work on any services unless contractor's LAUSD UDIPP application has been approved.**

4.0 DATA COLLECTION

The Contractor shall collect enrollment, student and other data transfers necessary through a mutually agreed upon data transfer process with L.A. Unified Office of Data Accountability.

5.0 DATA ANALYSES

The Contractor shall provide usage and achievement data as applicable to the platform in a format that is integrated with LAUSD data systems. An automated data feed at regular intervals using the SFTP transfer process will be required per LAUSD specifications.

6.0 TECHNICAL SUPPORT

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- 6.1 The Contractor shall provide a help desk for customer support for L.A. Unified schools and staff. The Help Desk shall offer phone customer support, online chat boxes and chat rooms.
- 6.2 In addition to chat based support and online service tickets, the Contractor shall provide tiered support that includes a toll-free telephone number that will lead to a "live" person for technical support questions between 7:30 a.m. and 4:30 p.m. Pacific time Monday through Friday.
- 6.3 The Contractor shall provide resolution to the following within the time frames specified:
 - A. Resolution to all problems logged with technical support within the next business day
 - B. Resolution to all high priority calls logged with technical support within 4 hours
 - C. High priority treatment for any problems logged that cannot be resolved within the above time frame. These problems shall be resolved by providing resources for timely follow-up
- 6.4 The Contractor shall maintain a service log and provide to Los Angeles Unified upon request and during regular implementation meetings. The log shall include technical support requests with a description of how the matters have been resolved.
- 6.5 The Contractor's support processes shall be aligned with the District's IT helpdesk and other support providers to the District. The District's IT helpdesk currently uses Service Center from Remedy. Where applicable, this method of providing and maintaining support shall be used.
- 6.6 The Contractor's platform must work with comparable effectiveness with all common internet browsers and computer makes.

7.0 DATA MANAGEMENT

- A. Usage and/or achievement related to the digital tool is to be hosted on the Contractor's cloud-based server(s) as designated and approved by L.A. Unified, covers the data produced by the full range of activities. Data management must comply with Data Use Agreement provisions in the approved L.A. Unified UDIPP.
- B. These data shall be available via web pages, secure file transfer protocol (SFTP), and restricted and secure user logons. The secure user logons of any server housing any District information shall authenticate against an LDAP V3 compliant user Directory housed on the District's network. User account authorization provisioning shall occur within the Contractor provided application(s). Availability shall be encrypted at the discretion of the L.A. Unified commensurate to the confidentiality of the information hosted on the system. Any student level data shall be maintained in a secure and confidential manner as outlined in the L.A. Unified UDIPP. Notwithstanding any of the above specifications, the security of all confidential data shall meet all District standards

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and policies outlined in the UDIPP.

C. Access to the data web pages and usage and/or achievement data must be provided for long-term substitutes on a temporary basis when requested by the school's principal or representative.

8.0 TRAINING

The Contractor shall provide training to LAUSD staff based on a professional development plan created with district staff. Professional development shall include initial training in-person and/or virtual, follow up training and support and office hours.

9.0 PROJECT MANAGEMENT

9.1 IMPLEMENTATION AND TRAINING PLAN

The contractor shall work collaboratively with the District to develop an implementation plan that includes data integration, professional development and regular review of usage and achievement data.

9.2 MINUTES AND RECORDS

The Contractor shall take minutes and record the list of participants from all meetings, including, but not limited to, management meetings and any technical advisory groups. If any work tasks are outlined in the minutes, the person(s) responsible for these tasks and the target completion dates must be identified in the minutes as well. Within two (2) weeks after each meeting (or such other time designated by the District), the Contractor shall maintain and submit to the District, all minutes and records in writing and/or electronically for review and final approval.

9.3 MONITORING ACTIVITIES

To be successful, this project requires an effective management team.

- 9.3.1 The Contractor must provide a designated Project Manager and technical support coordinator. If subcontractors are used, a Project Coordinator must be designated for each subcontractor. The professional qualifications of the team members shall be appropriate to ensure the overall success of implementation.
- 9.3.2 The Contractor's Project Manager shall communicate, either in person or by telephone, with designated District staff, on a weekly basis, as needed and scheduled by the District, to review progress and performance. The review criteria will include, but not be limited to, problems encountered under the contract, future performance under the contract, and any other subject relating to completion of tasks under this contract.

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9.3.3 The Contractor shall prepare monthly and annual impact reports with usage and achievement data by school, region and district. The reports shall be submitted to the District and reviewed during regular implementation meetings.

L.A. Unified reserves the right to use and reproduce all reports, summaries, and data reports developed pursuant to this agreement.

10.0 DATA EXPORT IMPORT REQUIREMENTS

Requirements for Data Export were derived from the following artifacts:

- Table A Data Export Requirements
- Table B Sample File of Data Items

Contractor agrees to meet all of the stated requirements in the aforementioned exhibits that explicitly pertain to the Data Export Requirements.

Acceptance Criteria

The acceptance criteria that will constitute conformity with LAUSD's stated business requirements are as follows:

1	Data is received nightly or streamed, if applicable. Time of day to be agreed upon at a later time
2	Data is delivered via SFTP/Control M or API and is encrypted in transmittal.
3	Data is produced with 1 file with users, courses, and "activities", and academic growth.
4	Data will contain a district unique identifier such as LAUSD Email, Employee ID or Student ID.
5	Data will contain a district unique identifier for each school location (School Code).
6	Activity data may include assessment results, messages sent, resources created, coursework including external/resource links utilized, assignments, files uploaded, submissions, and other activities of the instructional tool as applicable
7	Data must include all elements to allow LA Unified to create the following report for teachers and students: Unique logins/clicks per (timeframe)
8	Data must include all elements to allow LA Unified to create the following report for teachers and students: Overall logins/clicks per (timeframe)

Table A - Data Export Requirements

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9	Data must include all elements to allow LA Unified to create the following report for teacher and students: Activities (as defined by vendor)								
10	Data must include all elements to allow LA Unified to create the following report for teachers and students Time Spent on Platform								
11	 Device Usage Type of Device Used (mobile Browser) IP Address (used by District to identify internal firewall versus "at home" logins) 								

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Table B - Sample File of Data Items

Example of data items with corresponding descriptions.

The following usage data information is requested for all products. All marked with (*) are required. Please set up a meeting with the LAUSD team for a walkthrough of this template.

This is a unique value to identify the vendor in LAUSD Tables	This is a unique value to identify the Product in LAUSD	Should be lausd student ID, Teacher ID or Email address	Code, or cost			Durante Tran	Browser Version	IP Address (used by District to identify internal firewall versus "at home" logins)					Duration	Assignment Score Grade	Standard
Tables	Tables	address	User School Id	access planom	Samsung 1023	Browser Type	Browser	logins)					Duration	Grade	addressed
Partner ID*	Product ID*	User ID (Lausd)*	(LAUSD)	Device Type*	Device Version	Browser Type*	Version*	IP	Activity Type*	Activity Action type	Activity ID	Time STMP*			
		first.last@rnymail.lausd.ne		Iphone		Safari	90.2	100.xxx.x.x	Assignment	Submit	Assignment ID	06/12/2020 12:12:34 PST			
	Your Product Name	first.last@mymail.lausd.ne	ł	Laptop		Chrome	80		Course	Create	Course ID				
		first.last@mymail.lausd.ne		Laptop		Chrome	80	i	Login	Update	Section ID				
	Your Product Name	first.last@mymail.lausd.ne	et	Laptop		Chrome	80		Logout	View					
	Your Product Name	first.last@mymail.lausd.ne	rt -	Laptop		Chrome	80	1	Section	Complete					
	Your Product Name	first.last@mymail.lausd.ne	et	Laptop		Chrome	80		Lessons						
	Your Product Name	first.last@mymail.lausd.ne	ł	Laptop		Chrome	80		General Activity						
	Your Product Name	first.last@mymail.lausd.ne	ł	chromebook		Chrome	80	1	Assignment	Update					
	Your Product Name	first.last@mymail.lausd.ne	ł	chromebook		Chrome	80		Assessment	Start					
									Assessment	End					

END OF STATEMENT OF WORK

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11.0 APPROVED PRODUCTS

Category I – Instructional Delivery and Interaction

1. myHeggerty

12.0 PLATFORM FUNCTIONALITY

Accessibility, Sensitivity, and Cultural and Linguistic Diversity

Heggerty's products are designed to support students and teachers in a variety of ways, including:

• <u>Accessibility</u>: The myHeggerty digital platform has been designed with accessibility in mind to ensure the best use by individuals with disabilities, and Heggerty is actively working to improve the accessibility of the digital components by aligning with WCAG 2.1 AA digital accessibility standards. The work to align with WCAG standards is an active, ongoing project.

• <u>Developmentally Appropriate Content</u>: The digital curriculum content included in myHeggerty provides standards-aligned instruction to develop phonemic awareness in all learners, working systematically from phonological to phonemic awareness. Each level of instruction – Pre-Kindergarten, Kindergarten, and Primary - provides more complex instruction with developmentally appropriate activities, increasing in difficulty as students gain new knowledge.

• <u>Sensitivity</u>: The content in myHeggerty is mostly teacher-facing, providing the classroom teacher with the tools and resources to provide effective phonemic awareness instruction. The whole-group lessons can build community within the classroom, as all students participate within the instruction each day. The lessons provide a routine with repeated practice and exposure to the same PA skills, allowing students multiple opportunities to practice and gain a solid understanding of how our language works. Lesson demonstration videos are offered and available, and the recommended use for the videos is to provide teachers with support in how to teach the lessons and they would be shared with students on an as-needed basis or when a substitute teacher is present.

• Cultural and Linguistic Responsiveness: The Phonemic Awareness curriculum - available through the digital platform - also provides support for EL and Spanish-speaking students, as well as students who may need additional support through one-on-one or small group instruction. Materials include:

• Spanish Language Curriculum

- Spanish language PreK Phonemic Awareness curriculum
- Spanish Language Kindergarten Phonemic Awareness curriculum
- Spanish Language Primary Phonemic Awareness curriculum

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• Intervention

 \circ Primary Extension Curriculum - 12 weeks of daily lessons for 3rd-5th grade students who need additional support with Phonemic Awareness

• Bridge the Gap - Assessment-based intervention lessons for students in

2nd-5th grades during small group instruction

• Support Videos for Teachers

- Supporting English Language Learners
- Planning Intervention
- o Using Visuals to Scaffold Instruction

The Heggerty Phonemic Awareness curriculum is designed primarily for in-class, teacher-led, whole group instruction. The myHeggerty digital platform serves as a resource hub for teachers, providing digital access to all instructional materials, as well as support for learning, planning, and implementing the Heggerty Phonemic Awareness curriculum in the classroom.

Through the platform, teachers can:

• Participate in **On-Demand PD lessons** that combine video instruction and short quizzes to ensure teachers have background knowledge and preparation prior to beginning instruction.

• Use the digital version of the teacher guide (**Digital Curriculum**) to plan upcoming lessons and as a reference during instruction. The digital curriculum is aligned to California content standards for Phonemic Awareness.

• Receive additional ongoing support in implementing the curriculum through topical videos in the **Learning Library** and **Daily Lesson Videos**, which model each day's lesson for teachers. Daily Lesson Videos can also be shared directly with students via a custom link, which may be useful for distance learning or reinforcement.

• Record student **Assessment** results, and use the resulting class and individual student reports to track student progress and mastery of skills throughout the school year.

• Access digital, ebook versions of Heggerty's **Decodable Readers**, which can be projected during class or distributed to students via a custom link to access and engage with on their own devices.

Heggerty is continually making improvements and upgrades to both the Phonemic Awareness product and the myHeggerty digital platform - including, but not limited to, adding additional Decodable Readers, providing new and relevant support videos based on frequently asked questions, upgrading the assessment and reporting experience, and more. We are regularly seeking feedback from our users and finding ways to make the product experience better for teachers and more effective for students.

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Requirements for Teacher Tools

The myHeggerty digital platform provides teacher tools to support planning and instruction, including:

• <u>Assignments and Student Resources</u>: The Heggerty Phonemic Awareness curriculum is designed primarily for in-class, teacher-led, whole-group instruction, and does not require or recommend teachers create assignments for students to complete separately. However, if teachers would like to provide additional practice opportunities for students, it is possible within myHeggerty to generate student links to Daily Lesson Videos and Decodable Readers. These links can be emailed to students or families, or provided through a school or district LMS or assignment tool.

•<u>Lesson Modification</u>: While the Digital Curriculum does not provide tools specifically for teachers to modify the 10-minute daily lessons, guidance is provided (within the curriculum and through supplemental videos) for modifying lessons in the event of limited classroom time or to reinforce specific skills.

• <u>Assessments</u>: The Heggerty Phonemic Awareness assessments are not required to teach the curriculum; however, the assessments can be used to monitor student progress with phonological and phonemic awareness skills, and the results can be used to plan for instruction. Within each grade level teachers have access to assessment forms A, B, and C - which can be used at the beginning, middle, and end of the school year to evaluate student progress over time. Within myHeggerty, teachers can use the provided assessment forms to document student responses, the accuracy of each response, and other relevant observations during administration of the assessment.

• <u>Video Support</u>: Within myHeggerty, teachers have access to a wealth of video support resources, including On-Demand Professional Development, Daily Lesson Videos (which serve as a teacher model of the day's instruction), and additional videos in the Learning Library for ongoing support with frequently requested topics.

Reporting

• <u>Reporting Features</u>: The reporting tools within myHeggerty provide teachers with the information needed to identify skill gaps for individual students, and to track student and class progress on assessed skills throughout the year. It provides the following data points for teachers:

• At the class level, teachers can see the percentage of students who are proficient in each of the eight assessed skills, on each of the 3 assessments given during the year. Students are grouped into one of three levels based on their performance on the most recent assessment: Beginning, Developing, or Proficient.

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 \circ At the individual student level, teachers can see the assessment responses and results for each student, as well as their performance (given as a percentage) on each of the assessed skills, for each of the 3 assessments given during the year.

Because the assessments are delivered in-person, on a one-on-one basis, teachers can use the online assessment forms to record the responses of each student, as well as any other observations about student performance, in order to revisit later.

• <u>Impact</u>: Heggerty was implemented district-wide in LAUSD in 2017 with the print versions of the curriculum being purchased for every school for TK, K and Primary classrooms. This initiative was led by the LAUSD Division of Instruction and Alison Pickering (former Elementary Literacy Coordinator). Many teachers throughout the district saw growth in their students with PA, reading and writing, after implementing the lessons within Tier 1 and Tier 2 instruction.

• <u>Export Capabilities</u>: The assessment results within myHeggerty can be exported in CSV format for transfer to the district's LMS, SIS, or assessment system. Heggerty will continue to expand its integration options, including direct data sync with district LMSes, in the near future.

• <u>Future Development</u>: Heggerty is actively building new reporting features in myHeggerty, including new tools to provide Administrators with both assessment and usage data. In addition, Heggerty is exploring data sync capabilities to more efficiently provide this data to district systems.

Professional Development

Heggerty offers a variety of professional development options, including in-person, webinar, and on-demand training. Heggerty can work with LAUSD to design training that meets the District's needs.

• <u>In-Person Professional Development</u>: 3 hours of in-person professional development for 50-150 people, from one of our trained literacy specialists. In-person sessions are interactive, in-depth, and teachers will leave ready to implement the curriculum with their students the next school day. The PD session includes:

 $\circ\,$ Gain an in-depth understanding of the eight phonemic awareness skills, their scope and sequence

 \circ Observe a model lesson

• Engage in guided practice with the literacy specialist

• Discuss ideas for intervention and monitoring student progress

○ Q&A

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•<u>Webinar Professional Development</u>: 75-90 minutes of virtual professional development for 50-500 attendees. Introduce your teachers and staff to phonemic awareness and the Heggerty curriculum over a live Zoom webinar. One of our trained literacy specialists will go over the skills included in each lesson of the Heggerty Curriculum and participants will be sent a handout in advance for reference. The webinar includes:

• The what and why of phonemic awareness instruction

 Gain an understanding of the scope and sequence of 8 Phonological and Phonemic Awareness skills and 2 Early Literacy Skills taught in the daily lessons

 \circ Observe a modeled lesson and hand motions demonstrated for specific skills

• <u>On-Demand Professional Development</u>: Go in-depth with a self-paced learning module consisting of four chapters and a short quiz after each to check for understanding. By the end of this training you'll have a better understanding of phonological and phonemic awareness and best practices for teaching the Heggerty curriculum with fidelity.

On-Demand PD is available for free within the myHeggerty digital platform, and includes:

 \circ The what and why of phonological and phonemic awareness instruction

•Gain an understanding of the scope and sequence of 8 phonological and phonemic awareness skills and two early literacy skills

 $\circ\,$ See hand motions modeled within the lessons to prepare you for successful classroom implementation

Extensive PD support was provided to staff in LAUSD throughout the 2017-18, 2018-19, and 2019-20 school years with in-person PD sessions taking place across all local districts within LAUSD. PD support has continued with webinars provided by Heggerty literacy specialists, and one of our literacy specialists provided PD for Local District South's Summer Institute in June 2022. The Heggerty team has also supported dual language teachers with implementation PD for the Spanish curriculum.

Materials for Families

Within myHeggerty teachers have access to newsletters in PDF format that can be shared with students' families. These newsletters provide an introduction to phonemic and phonological awareness, as well as suggestions for activities that can be completed at home to reinforce and build skills with students, aligned to the instruction taking place in the classroom each week. Teachers also have the ability to generate custom links to Daily Lesson Videos and Decodable Readers, which can be shared with students and families for reinforcing and practicing phonemic awareness skills at home.

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SCHEDULE B

CONTRACTOR'S RATES

Category	Unit	Cost
Subscription License Agreement	myHeggerty is a per-user subscription. Users are Pre-K to 5th Grade Teachers, Interventionists, Coaches, and Administrators. All users receive access to all levels of the Heggerty curriculum and all the features contained in myHeggerty. There is no per- student pricing nor any limits to the number of students that can be assessed using the platform.	The price for myHeggerty costs \$89 per user per year. As an existing customer, LAUSD was granted a 1-year price reduction in 2022 which reduced the price to \$65 per user per year. We are offering to extend this discount.
Customization and Integration	N/A - Customization and Integration Requests will be considered during the contract period as they arise.	N/A.
Professional Learning (PL)	Professional Learning will be provided annually through 10 webinars. These webinars need to be scheduled with Heggerty's Professional Development tearn and will last 90 minutes each.	\$25,000 per year
Implementation and Monitoring	N/A - Implementation Support and Monitoring is provided at no charge.	N/A
Other Costs	N/A	N/A
Total Annual Cost	Assumes renewal of current myHeggerty license on July 31st, 2023 for the same 5600 users as well as webinar PD for all 5600 users.	\$389,000 per year (\$364,000 per year for the myHeggerty license plus \$25,000 for Protessional Learning)

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SCHEDULE A

STATEMENT OF WORK

1.0 SCOPE

This Statement of Work (SOW) defines the effort required for the administration and reporting of the Los Angeles Unified School District (Los Angeles Unified) digital instructional tools/platform. Schools will be able to implement one of the following digital tools to support concept development, skills mastery and problem solving skills of students in grades K-12.

Digital tools/platforms as outlined below:

- Category I Instructional Delivery and Interaction
- Category II Personalized Learning and Assessment
- Category IV Specialized Digital Learning Tool

2.0 STATEMENT OF WORK – The tasks required to successfully administer digital tools/platforms:

A. Properties of instructional tools should include:

- UNIVERSAL DESIGN: Platform must be designed so that materials function as intended for as many students as possible
- CONTENT: Platform design and materials should be developmentally appropriate and support standards-aligned learning
- ACCESSIBILITY: Items and tasks are presented with additional information or in alternative ways, in order to meet the specific needs of some students.
- SENSITIVITY: Content contained should not be distracting or upsetting for some students.
- O CULTURAL AND LINGUISTIC RESPONSIVENESS: Digital tools must consider the cultural and linguistic diversity of the students in Los Angeles and should contain culturally and linguistically responsive materials that are appropriate for meeting the needs of all students (English Learner (EL), Standard English Learner (SEL), Student with Disabilities (SWD), etc.)
- International Society for Technology in Education (ISTE): Standards is a framework for learning in-depth, digital age skills and attributes with learning that is amplified through technology
 - O ISTE Standards for Students and/or
 - O ISTE Standards for Educators

B. The proposer's online platform must receive an approved LAUSD Unified Digital Instructional Procurement Plan (UDIPP) prior to contract execution. Proposer will not be authorized to provide any services unless proposer's LAUSD UDIPP application has been approved. The latest version of LAUSD UDIPP requirements must be met along with updated requirements released. The vendor shall monitor UDIPP approval expiration and complete renewal applications in a timely manner

Proposer must meet the LAUSD UDIPP requirements regarding SSO and SAML, Student Data Privacy, Data Security and LMS Compatibility. Determination as to whether a proposer meets those minimum qualifications will be based on their responses to the Unified Digital Instructional Procurement Plan Questionnaire, which can be found at <u>udipp.lausd.net</u>.

C. The effective, efficient, and timely completion of all tasks and requests is critical to the successful implementation of the digital tool.

CATEGORY I: INSTRUCTIONAL DELIVERY AND INTERACTION

Instructional delivery and interaction tools provide interactive lessons, interactive videos and gamification. Features such as drag and drop, recording, inputting responses, etc. should be developmentally appropriate for age and grade of students, as well as content areas being supported. Interactive teacher tools will allow teachers to create assignments, modify pre-made lessons, and create new lessons as applicable. The platform should provide teachers with the ability to include formative assessment in lessons, such as quizzes, polls, etc. as well as provide the ability to monitor assessment completion and results in real time. The platform should provide grade sync capabilities to automatically score and sync with the District's Learning Management System/Schoology. The platform should provide teachers with insights on using the formative assessment and dynamic media features to inform instructional next steps and student outcomes. Within the platform interactive, lessons can be teacher-led and educators should also be able to assign them for students to complete independently as needed.

They may address multiple content areas or a single content area such as:

- English Language Arts
- Mathematics
- Science
- History/Social Studies
- Social Emotional Learning
- Arts Education
- Physical Education
- English Language Development
- Multiple content areas
- Computer Science Education
- Coding
- Cybersecurity Education
- Digital Citizenship

CATEGORY II: PERSONALIZED LEARNING AND ASSESSMENT

Personalized learning and assessment supplementary digital tools will assess students' entry level skills and then provide a personalized course of CA Common Core aligned standards based learning activities to reinforce growth areas and deepen understanding in areas of strength. Features such as drag and drop, recording, inputting responses, etc. should be developmentally appropriate for age and grade of students, as well as content areas being supported. The platform should provide teachers with the ability to include formative assessment in lessons, such as quizzes, polls, etc. as well as provide the ability to monitor assessment completion and results in real time. The platform should provide grade sync capabilities to automatically score and sync with the District's Learning Management System/Schoology. The platform should provide teachers with insights on using the formative assessment and dynamic media features to inform instructional next steps and student outcomes. Within the platform interactive, lessons can be teacher-led and educators should also be able to assign them for students to complete independently as needed.

They may address multiple content areas or a single content area such as:

- English Language Arts
- Mathematics
- Science
- History/Social Studies
- Social Emotional Learning
- Arts Education
- Physical Education
- English Language Development
- Computer Science Education
- Coding
- Cybersecurity Education
- Digital Citizenship

CATEGORY IV: SPECIALIZED DIGITAL LEARNING TOOL

Specialized digital learning tools provide teachers and students with supplemental tools that will enhance the learning experience and are utilized for a specific purpose. The purpose of the tool should be connected to a specific usage and content area. Tools can fall into categories such as:

- Video conferencing
- Document annotation
- Digital recording and screencasting
- Electronic Reference materials
- Music Production
- Graphic Design
- Photography
- Digital Storytelling
- Film production/editing
- Research

- Science labs
- Presentation
- 3D Design and printing
- Augmented Reality
- Virtual Reality
- XR (Extended Reality: Augmented Reality and Virtual Reality, and Mixed Reality Combined)
- Artificial Intelligence & Machine Learning
- Generative Text
- Communication
- Survey Tools
- Homework Help
- Assessment Tools
- Simulations
- Game-Based Learning
- esports

FEATURES ACROSS ALL DIGITAL TOOL CATEGORIES

MATERIAL FOR EDUCATORS

Digital Tool materials shall include:

- The digital activities and games should be standards aligned, can be used flexibly for various blended learning models or as an extra enhancement for core instruction.
- Teachers should be able to place any student at any spot in the curriculum to enhance the work on specific content the class is learning via their core curriculum.
- Should include digital manipulatives, when applicable, to support students with problem solving and sense making.
- Embedded formative assessments which provide instant feedback for the students, including pre and post assessments, progress monitoring, and standardized test preparation.
- The platform shall support access through on-line connections via operating systems commonly found on MacBooks, iPads, Chromebooks, Personal Computers (desktops/laptops), Interactive Smart Boards and Interactive Projectors. The digital curriculum must be compatible with these devices. Digital tools must meet the minimum operating specifications as follows:
 - iOS 13 and higher for iPads
 - Windows 10 OS and higher for laptops and PCs
 - MacOS 11 and higher for Macbooks
- Platform should include data reporting to address the following:
 - Individual student progress and completion of activities/games
 - Teacher/Classroom report on student progress on standards and completion of activities/games
 - School Administrators, District and Region level administrators and coordinators have access to the platform analytics through the LAUSD single sign-on

PROFESSIONAL DEVELOPMENT

Teachers and administrators shall be provided with initial in-person or on-line training which will provide an overview of the digital tool program and training on how to access, navigate, and utilize both print and digital materials. Training will also support teachers with best practices in terms of blended learning models and use of the digital tool to enhance their core curriculum and provide intervention/enrichment for students with the goal of differentiating and personalizing instruction. Teachers will receive training and support in utilizing assessment data to make instructional decisions.

Teachers and administrators shall be provided follow-up implementation support training and ongoing coaching support shall be made available in-person and/or virtually. This ongoing support will deepen teachers and administrators strategic use of the digital tool and support schools with bringing in parents/caregivers as equal partners in teaching and learning but with at-home connections.

Professional development for school site leadership and district leadership shall include quarterly data charts around completion of lessons/activities/games by grade level and students and whether recommended usage goals are being met in alignment with the research supporting the use of the digital tool.

Services must include on-going digital support for questions that arise regarding access, functionality and usage.

MATERIAL FOR FAMILIES

The supplemental digital tool shall include resources that parents may access from home, including asynchronous lessons/activities/games and videos. These will include modeling of activities and games, as well as additional resources that will increase family engagement, enhance classroom learning, and reduce learning loss. The videos and resources shall take advantage of digital and mobile technology and will be used to build instructional supports between families and their school. Families will also be provided with multiple opportunities to attend webinars which will provide tools and resources to support their child's numeracy development in the home.

3.0 SECURITY OF ALL MATERIALS AND DATA

The Contractor shall obtain a completed and completely approved LAUSD Unified Digital Instructional Procurement Plan (UDIPP) and adhere to the security requirements therein. **Contractor will not be authorized to work on any services unless contractor's LAUSD UDIPP application has been approved.**

4.0 DATA COLLECTION

The Contractor shall collect enrollment, student and other data transfers necessary through a mutually agreed upon data transfer process with L.A. Unified Office of Data Accountability.

5.0 DATA ANALYSES

The Contractor shall provide usage and achievement data as applicable to the platform in a format that is integrated with LAUSD data systems. An automated data feed at regular intervals using the SFTP transfer process will be required per LAUSD specifications.

6.0 TECHNICAL SUPPORT

- 6.1 The Contractor shall provide a help desk for customer support for L.A. Unified schools and staff. The Help Desk shall offer phone customer support, online chat boxes and chat rooms.
- 6.2 In addition to chat based support and online service tickets, the Contractor shall provide tiered support that includes a toll-free telephone number that will lead to a "live" person for technical support questions between 7:30 a.m. and 4:30 p.m. Pacific time Monday through Friday.

6.3 The Contractor shall provide resolution to the following within the time frames specified:

- A. Resolution to all problems logged with technical support within the next business day
- B. Resolution to all high priority calls logged with technical support within 4 hours
- C. High priority treatment for any problems logged that cannot be resolved within the above time frame. These problems shall be resolved by providing resources for timely follow-up

6.4 The Contractor shall maintain a service log and provide to Los Angeles Unified upon request and during regular implementation meetings. The log shall include technical support requests with a description of how the matters have been resolved.

- 6.5 The Contractor's support processes shall be aligned with the District's IT helpdesk and other support providers to the District. The District's IT helpdesk currently uses Service Center from Remedy. Where applicable, this method of providing and maintaining support shall be used.
- 6.6 The Contractor's platform must work with comparable effectiveness with all common internet browsers and computer makes.

7.0 DATA MANAGEMENT

- A. Usage and/or achievement related to the digital tool is to be hosted on the Contractor's cloud-based server(s) as designated and approved by L.A. Unified, covers the data produced by the full range of activities. Data management must comply with Data Use Agreement provisions in the approved L.A. Unified UDIPP.
- B. These data shall be available via web pages, secure file transfer protocol (SFTP), and restricted and secure user logons. The secure user logons of any server housing any District information shall authenticate against an LDAP V3 compliant user Directory housed on the District's network. User account authorization provisioning shall occur within the Contractor provided

application(s). Availability shall be encrypted at the discretion of the L.A. Unified commensurate to the confidentiality of the information hosted on the system. Any student level data shall be maintained in a secure and confidential manner as outlined in the L.A. Unified UDIPP. Notwithstanding any of the above specifications, the security of all confidential data shall meet all District standards and policies outlined in the UDIPP.

C. Access to the data web pages and usage and/or achievement data must be provided for long-term substitutes on a temporary basis when requested by the school's principal or representative.

8.0 TRAINING

The Contractor shall provide training to LAUSD staff based on a professional development plan created with district staff. Professional development shall include initial training in-person and/or virtual, follow up training and support and office hours.

9.0 PROJECT MANAGEMENT

9.1 IMPLEMENTATION AND TRAINING PLAN

The contractor shall work collaboratively with the District to develop an implementation plan that includes data integration, professional development and regular review of usage and achievement data.

9.2 MINUTES AND RECORDS

The Contractor shall take minutes and record the list of participants from all meetings, including, but not limited to, management meetings and any technical advisory groups. If any work tasks are outlined in the minutes, the person(s) responsible for these tasks and the target completion dates must be identified in the minutes as well. Within two (2) weeks after each meeting (or such other time designated by the District), the Contractor shall maintain and submit to the District, all minutes and records in writing and/or electronically for review and final approval.

9.3 MONITORING ACTIVITIES

To be successful, this project requires an effective management team.

- 9.3.1 The Contractor must provide a designated Project Manager and technical support coordinator. If subcontractors are used, a Project Coordinator must be designated for each subcontractor. The professional qualifications of the team members shall be appropriate to ensure the overall success of implementation.
- 9.3.2 The Contractor's Project Manager shall communicate, either in person or by telephone, with designated District staff, on a weekly basis, as needed and scheduled by the District, to review progress and performance. The review criteria will include, but not be limited to, problems encountered under the contract, future performance under the contract, and any other subject relating to completion of tasks under this contract.

9.3.3 The Contractor shall prepare monthly and annual impact reports with usage and achievement data by school, region and district. The reports shall be submitted to the District and reviewed during regular implementation meetings.

L.A. Unified reserves the right to use and reproduce all reports, summaries, and data reports developed pursuant to this agreement.

10.0 DATA EXPORT IMPORT REQUIREMENTS

Requirements for Data Export were derived from the following artifacts:

- Table A Data Export Requirements
- Table B Sample File of Data Items

Contractor agrees to meet all of the stated requirements in the aforementioned exhibits that explicitly pertain to the Data Export Requirements.

Acceptance Criteria

The acceptance criteria that will constitute conformity with LAUSD's stated business requirements are as follows:

Table A - Data Export Requirements

1	Data is received nightly or streamed, if applicable. Time of day to be agreed upon at a later time
2	Data is delivered via SFTP/Control M or API and is encrypted in transmittal.
3	Data is produced with 1 file with users, courses, and "activities", and academic growth.
4	Data will contain a district unique identifier such as LAUSD Email, Employee ID or Student ID.
5	Data will contain a district unique identifier for each school location (School Code).
6	Activity data may include assessment results, messages sent, resources created, coursework including external/resource links utilized, assignments, files uploaded, submissions, and other activities of the instructional tool as applicable
7	Data must include all elements to allow LA Unified to create the following report for teachers and students: Unique logins/clicks per (timeframe)
8	Data must include all elements to allow LA Unified to create the following report for teachers and students: Overall logins/clicks per (timeframe)
9	Data must include all elements to allow LA Unified to create the following report for teachers and students: Activities (as defined by vendor)
10	Data must include all elements to allow LA Unified to create the following report for teachers and students Time Spent on Platform
11	Device Usage
	 Type of Device Used (mobile Browser) IP Address (used by District to identify internal firewall versus "at home" logins)

Table B - Sample File of Data Items

Example of data items with corresponding descriptions.

The following usage data information is requested for all products. All marked with (*) are required. Please set up a meeting with the LAUSD team for a waikthrough of this template.

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	This is a unique value to identify the	Should be lausd student ID. Teacher ID or Email	LAUSD Location	Identifier for the type of device that was used to				IP Address (used by District to identify internal firewall versus "at home"						Assignment Score	Steedard
Tables				access platform				logins)					Duration	Grade	addressed
120100	TUDIGO	0001000	User School Id	200033 plation	Gambarry 1020	Bromber Type	Browser	noginioy					BARMON	GIRGO	lidurosadu
Partner ID*	Product ID*	User ID (Lausd)*	(LAUSD)	Device Type*	Device Version	Browser Type*	Version*	IP	Activity Type*	Activity Action type	Activity ID	Time STMP*			
	Your Product Name	first.last@mymail.lausd.ne	t	Iphone		Safari	90.2	100.xxx.x.x	Assignment	Submit	Assignment ID	06/12/2020 12:12:34 PST			
	Your Product Name	first.last@mymail.lausd.ne	t	Laptop		Chrome	80		Course	Create	Course ID				
	Your Product Name	first.last@mymail.lausd.ne	t	Laptop		Chrome	80		Login	Update	Section ID				
	Your Product Name	first.last@mymail.lausd.ne	t	Laptop		Chrome	80		Logout	View					
	Your Product Name	first.last@mymail.lausd.ne	t	Laptop		Chrome	80		Section	Complete					
	Your Product Name	first.last@mymail.lausd.ne	t	Laptop		Chrome	80		Lessons						
	Your Product Name	first.last@mymail.lausd.ne	t	Laptop		Chrome	80		General Activity						
	Your Product Name	first.last@rnymail.lausd.ne	t	chromebook		Chrome	08		Assignment	Update					
	Your Product Name	first.last@mymail.lausd.ne	t	chromebook		Chrome	80		Assessment	Start					
									Assessment	End					

11.0 APPROVED PRODUCTS

<u>Category I – Instructional Delivery and Interaction</u>

1. ST Math

Category II – Personalized Learning and Assessment

1. ST Math

Category IV – Specialized Digital Learning Tool

1. ST Math

ST Math, a PreK-8 visual instructional program that leverages the brain's innate spatial-temporal reasoning ability to solve mathematical problems, has been in use for twenty-three (23) years. MIND Education's patented programs currently reach more than 1,340,000 students and 74,000 teachers in over 5,500 schools in 50 states. ST Math users achieve 2x to 3x math proficiency gains over non-users in district and state assessments across all student subgroups across the country. Teaching math visually is a proven and repeatable process to mastery of foundational math concepts for all students in grades PreK–8. Based on gold-star research and numerous efficacy studies across the country, ST Math is proven to engage students as they work toward significant learning outcomes no matter where they begin.

UNIVERSAL DESIGN - ST Math is designed with all students in mind. ST Math uses interactive, visual animation to convey math concepts and develop deep understanding. Initially, students encounter visual puzzles free of language or symbols, or rather, unnecessary distractions in first learning math concepts. Once the visual representation is mastered, language and symbols are gradually integrated into the puzzles. Because the vocabulary of mathematics at first is intentionally avoided, there is no language proficiency, or even English language knowledge at all, required for a student to productively engage with the program and start understanding and solving math problems.

12.0 PLATFORM FUNCTIONALITY

All Objectives in ST Math are presented as a segment of a Journey. The Objective bridge is divided into sections that start with a game pillar. As students complete a game's levels, which consist of puzzles, a block is added to the bridge.

Because ST Math is a mastery-driven learning experience, students must successfully complete every puzzle in a level before moving on. Students usually have two tries before the level restarts. The number of tries a student has on a level is shown in a Toolbar at the top of their screen.

Each of the puzzles in a game have a similar theme but you'll notice that the first puzzles in the first level are very simple. Then, as you go on, the levels get more complex as language and symbols are connected to the visual models. When students complete all the levels in a game, they reach the next pillar and start on another game that builds on what they've done but may present the concepts in a different way.

OUR DEMO ACCOUNT - To access the demo account, please enter play.stmath.com into your web browser. Once you arrive at the entry screen, please choose "Educator" to begin the login process.



When at the **Educator Sign-In** page as seen on the left, please enter the credentials shown below:

Username: apsdemo001@gmail.com

Password: STMath | *Please Note: The password is case sensitive

To begin your evaluation of the content within ST Math, please hover over the Curriculum section at the top of your screen. From here, you can select All Learning Objectives to view and review all of our learning objectives for all grade levels on the following page.

ST Math	Home	Curriculum Support NSW Demo2021 ~
		All Learning Objectives
	My Classes	Lessons: Elementary & Middle 🖉

Once in the "All Learning Objectives" screen, you can select the grade level you would like to review. By clicking on the grade level, you will see each objective that is included within that grade level journey. Select the objective to open additional details about the content of that Objective. The Objective screen will provide an overview of all of the games within the objective, and a quiz. To play the games within the objective, simply select games, and then choose the level you want to play.

Features such as drag and drop, recording, inputting responses, etc. that are developmentally appropriate for age and grade of students.

ST Math is an interactive game-based learning program designed with young students in mind. ST Math puzzles utilize a combination of 6 different input components that allow students to interact with and submit solutions within the puzzles. The components are all designed in a manner that they are clear and playable by all students. In order to enable this, a number of design considerations have been taken into account. Drag objects utilize both hint and hover states to make drop zones known and predictable upon hovering over the drop zone. A drop shadow indicates which of the on-screen objects are draggable. Drag objects are also of a substantial size that are clear and distinguishable to users. Numerical input responses have a minimum size of 20 pixels for each available digit.

Each numerical input response has an associated tail point to the exact placement on screen the numerical input will be applied. For all puzzles, upon cursor selection, a hint flashes to show students where their input is expected. A large green go button is consistently used through all puzzles for students to confirm their selected response. Regarding recordings, all puzzle animations are recorded by the platform and students may use a scrub bar to play through animations at their own pace. This set of features as well as others make ST Math very appropriate, clear, and engaging for the TK-8th grade population.

Lessons are appropriate for the content areas being supported and alignment to CA content standards is clear.

ST Math aligns with CA content standards directly and overtly by creating interactive models of how math works. This allows learners to engage with mathematical concepts more viscerally and with more inherent, formative feedback. This gives students tangible math experiences that they can then talk about, make sense, and extend.

This forms the bases of our approach to lessons - using the underlying spatiotemporal models as discussion points. By grounding a shared all-class experience in an underlying conceptual model of mathematics, our lessons cover the standards and illuminate the deeper reasoning that underlie them - offering even more standards and SMP alignment because students are explaining their reasoning and sharing why a mathematical concept works.

Within the platform interactive, lessons can be teacher-led and educators can also assign them for students to complete independently as needed.

As an instructional tool, ST Math can be implemented in any blended learning environment. These interactive lessons are teacher led/student centered, engaging students in productive discourse. Students look for and make sense of structure using the visual models within each puzzle talk lesson. They are also centered around students constructing viable arguments and critiquing the reasoning of others. These are called Puzzle Talk Lessons. During a Puzzle Talk, students share strategies, discuss mathematical concepts, make connections, and address misconceptions. Puzzle Talks focus on the visual representation in the puzzles to help students "see" the math and encourage students to use what they are learning through real-time informative feedback to adjust their strategies to solve the puzzle. Puzzle Talk lessons are designed to fit into the instructional model for Illustrative Math and Eureka Math as they are aligned with the content and are teacher facilitated to compliment the CORE content.

ST Math allows teachers to assign content of any grade level (pk-8) to any student or class. Assignments are additional objectives that can be added by the teacher to supplement the Journey. Assignments can be for individual students ("Just for Me") or the entire class ("My Class").

Teachers may assign objectives as class work, as homework, to make classroom connections, or to target remediation or enrichment. A Student's assignments are additional objectives that can be added individually to supplement the Journey by educators who want more control over the content assigned to their students. Assignments can be from any grade level and can be assigned to students individually or to an entire class. Assignments are great for homework, classroom connections, or targeted remediation.

Describe improvement/ product modifications and how they enhance the interactive experience.

MIND Education continuously improves our educational content and components each year through annual updates to our curriculum. These updates include improving our interactive content to ensure formative instructional feedback is appropriately personalized to student responses and improvements to our embedded assessments (ST Math objective quizzes).

Improvements for Educators - This school year, MIND introduced Game in a Minute Videos based on the frequent feedback that it would be helpful for educators to be able to get a quick tutorial of the mathematics in more challenging games. In the educator console, teachers can view short instructional videos to support them in being able to facilitate struggling students and launch more meaningful teacher-led instruction.

This year educator reports have also been enhanced to make it easier for administrators to manage their implementations. They have control over which metrics show up in their main dashboard, and they gained the ability to see last year's report snapshots to motivate their schools to continue to improve their implementations year over year. More metrics were also rolled up to the school and district levels to guide implementations.

In November 2022, MIND Education took several steps to help educators see what to do to set up their class. Instead of being hyperlinked to help articles they would need to read to learn how to set up classes, brief instructional videos now appear to show educators what to do. We made these changes to maximize educator time so they can be teaching instead of learning how to use a program.

In February 2023, MIND Education just released a new drop down in the educator console that links teachers to puzzle talks, brief lesson plans designed to teach standards aligned lessons in small or whole group settings. These lessons have been developed over the past several years but were being underutilized because they were not easy for educators to find.

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END OF STATEMENT OF WORK

SCHEDULE B

CONTRACTOR'S RATES

MIND Education's Best and Final Offer includes four (4) pricing models for LAUSD to consider.

- 1. Annual Site Pricing (per school rate)
- 2. One (1) Year District Commitment
- 3. Three (3) Year District Annualized Commitment
- 4. Five (5) Year District Annualized Commitment

Please find a concise visual of these models, and summary of the components included in each. below. On the following pages you will find a more robust breakdown of the included products for each model.

Model	Price	Included
Annual Site Subscription	\$6,000 per site, per year	 Student and Teacher ST Math Annual License Assessment Integration Tool: Personalized Student Pathway based on Assessment Score (district choice of iReady, NWEA MAP, or Renaissance STAR) School Clever Integration One (1) 60-90 Minute Virtual Professional Learning (PL) Session Implementation and Live Technical Support Access to ST Math Academy
1 Year District Commitment	\$3,625,000	 All items listed in Annual Site Subscription Expanded Professional Learning (\$855,000 value) Family Math Week and Region Family Math Night
3 Year District Annualized Commitment	\$3,516,250 per year	 All items listed in One (1) Year Commitment Choice of either <u>30</u> Site ST Math Camp Curriculum (\$210,000 value) or ST Math Immersion Curriculum for 2024 Summer School (\$250,000 value)
5 Year District Annualized Commitment	\$3,371,250 per year	 All items listed in One (1) Year Commitment Choice of <u>50</u> Site ST Math Camp Curriculum (\$350,000 value) or ST Math Immersion Curriculum for 2024 Summer School (\$250,000 value) TK Digital Curriculum Component (\$3,900,000 value)

ANNUAL SITE SUBSCRIPTION PRICING

PURCHASE OPTIONS BY SCHOOL SITE

Category	Included in the Unit Price	Price
Category Annual Site Subscription	 ST Math Annual Site License by School: ST Math Site License with Assessment Integration is \$12,500 (per site) annually with includes all of the following: Student and Teacher ST Math Annual License (valued at \$10,750) per site. Assessment Integration Tool: Personalized Student Pathway based on Assessment Score (district choice of iReady, NWEA MAP, or Renaissance STAR) (valued at \$500 per site). School Clever Integration (valued at \$240 per site). Virtual Professional Learning Session: Interactive PL session conducted by a ST Math PL Specialist (valued at \$750) per site. Participants: Up to 50 Frequency: Once (1) Annual per site Duration: 60-90 Minutes Implementation Support: Beginning ,mid-year, and end of year touchpoint with site leadership via email, phone, or Zoom (valued at \$100) per site. ST Math Academy: Access to On-Demand Professional Learning Modules valued at \$100 per 	Price <u>\$6,000 (per</u> school) annually (Includes discount of \$6,500 per school)
	 ST Math Academy: Access to On-Demand 	

	Site Subscription Add-on Options	Price
Site Intervention Add-on Option	 ST Math Intervention Camps Curriculum: Targeted 8-week curriculum (25 sessions) Valued at \$7,000 (grades K-5). Students benefit from engaging in learning experiences focused on developing problem-solving strategies and promoting mathematical discourse. The curriculum engages students in grades K-5 in the following: Whole group/Small Group Teacher-led Puzzle Talk Lessons ST Math 1:1 play Standards-aligned activities that build off of ST Math games from key standards across the school year. 	\$5,000 (per school) (Includes discount of \$2,000)
Site Professional Learning Add-on Option	Upgrade Virtual PL Session to Onsite Delivery: Upgrade Virtual PL Session to onsite delivery by a ST Math PL Specialist. Participants: Up to 25 Frequency: As needed Duration: 90-120 Minutes	\$1,000 (per school)
Site Professional Learning Add-on Option	Family Math Webinars: Family Webinars to engage parents, guardians, and caregivers in ST Math. One (1) in English and one (1) in Spanish, delivered by a ST Math PL Specialist. Participants: Up to 501 Frequency: As needed Duration: 30-60 Minutes Presentation: Virtual Zoom	\$1,500 per webinar package
Site Professional Learning Add-on Option	Additional Virtual Professional Learning Session: One (1) 60–90-minute interactive virtual PL session delivered by a ST Math PL Specialist. Participants: Up to 50 Frequency: As needed Duration: 60-90 Minutes	\$750 per webinar
Site Professional Learning Add-on Option	 Onsite Modeling, Coaching, and Custom LAUSD Training Day: Day training structure and content support can be fully customizable by a ST Math PL Specialist to include: Modeling CGI in ST Math Puzzle talk Lessons Teacher-led interactive lessons aligned with LAUSD Core Math Curriculums Small group data action plans PLC Planning meetings, etc. Participants: 25 per session Frequency: As needed Duration: 6 Hours Per Day (can be broken into sessions) 	\$3,000 per Day

ONE (1) YEAR DISTRICT COMMITMENT

Category	Included in the Unit Price	Price
District Subscription License Agreement	 ST Math Annual Site License: Across 520 Elementary sites. MIND has valued the pricing at <u>\$6,240,000</u> which includes all of the following: Student and Teacher ST Math Annual License (valued at <u>\$5,590,000</u>) District Clever Integration (valued at <u>\$124,800</u>) Virtual PL Session: One (1) 60-90-minute interactive virtual session delivered by a ST Math PL Specialist included (valued at <u>\$390,000</u>). Up to 50 participants, via Zoom Access to ST Math Academy: On-Demand Professional Learning Modules (valued at <u>\$52,000</u>). Implementation Support: Beginning, middle, and end of year touchpoint to discuss goals and schedule PL via email, phone, or Zoom (valued at <u>\$52,000</u>). Live Support: Provided via phone and email (valued at <u>\$31,200</u>). 	\$3,120,000 (Includes discount of \$3,120,000)
Customization and Integration	Assessment Integration Tool: Personalized Student Pathway based on Assessment Score (district choice of iReady, NWEA MAP, or Renaissance STAR) (valued at <u>\$208,000).</u> District Data Dashboard Sharing and Integration: (Valued at <u>\$10,000</u>).	Included with One (1) Year Commitment at no charge (Includes discount of \$218,000)
Implementation and Monitoring	Custom Dose Correlation Report: Showcasing ST Math progress correlation with interim assessment and CAASPP (valued at \$5,000). Math Leadership and Board Reports Team: MIND Research Chief Data Officer and VP of Content to provide consultation on leadership math meetings or board reports (valued at \$2,000). 40 Onsite Jiji Days: Jiji the penguin, ST Math's learning ambassador, will make a visit to the school site via costume or inflatable (valued at \$20,000).	\$5,000 (Includes discount of \$22,000)

Expanded Professional Learning (PL)	40 Onsite Teacher Training Days: Ten (10) days per region, with four (4) ST Math PL Specialists per day, to train large cohorts of LAUSD staff (valued at <u>\$480,000</u>). Content tailored to LAUSD Initiatives includes:	\$500,000 (Includes
	 CGI Principles in ST Math Aligning ST Math with LAUSD Core Curriculums Rich Math Tasks for Multilingual Learners Academic Discourse Productive Struggle Participants: 100/ session Frequency: 40 Sessions Duration: 6 Hours Per Day (Can be broken into separate sessions) 	discount of \$355,000)
	40 Onsite Coaching/Modeling Days: Ten (10) days per region, with one (1) certified/fingerprinted ST Math PL Specialist, to train LAUSD coaches or model classroom lessons (valued at \$120,000).	2
	 Participants: 50/ session Frequency: 40 Sessions Duration: 6 Hours Per Day (Can be broken into separate sessions) 	
	48 Zoom Office Hours: 60-minute sessions (pre-set district time) Zoom drop-in office hours for LAUSD staff (valued at <u>\$33,000</u>). They include the following options twice a month:	
	 Monday & Wednesday - New Teachers Tuesday & Thursday - Experienced Teachers All Sessions: Participants: Drop-In Frequency: Twice a Month Duration: 60 Minutes Presentation: Zoom 	
	12 Onsite Principal/Administrator Training Days: Three (3) per region to train large cohorts of principals and administration teams on ST Math data reporting features for administrators (valued at <u>\$36,000</u>).	
	 Participants: 100 per trainer Frequency: 12 Days Duration: 6 Hours Per Day, (Can be broken into separate sessions 	

	r Year	
Engagement MIND staff supporting han in English and Spanish (val Participants: 250+ Frequency: 4 total Duration: 90-120 Min LAUSD Family Math Wee math week with literature	utes I Zoom th Night: gement math night per region, with uds-on literature, games, and activities ued at <u>\$20,000</u>).	Underwritter by MIND Research a tionprofit organization
of Mathematics Learning, G Instruction, CA Math Fram Multilingual Learners for L Participants: 100 per Frequency: 12 Days Duration: 6 Hours Per sessions) 100 Professional Learnin Family Webinars to engage ST Math. Two webinars de School, one (1) in English a	er Day, (Can be broken into separate g Family Workshop Webinars: 100 e parents, guardians, and caregivers in livered per all 45 Communities of nd one (1) in Spanish. Two (2) webinars one (1) in English and one (1) in	

THREE (3) YEAR DISTRICT ANNUALIZED COMMITMENT

Category	Included in the Unit Price	Price
Annual District Package	Inclusive of all services	\$3,516,250 per year (Includes 3% discount)
(Other) Lessons	 Choice Of: A) 30 Site ST Math Camp Curriculum for Expanded Learning & Intervention Package: Targeted 5-week curriculum (25 sessions) Valued at <u>\$210,000</u> (grades K-5). Students benefit from engaging in learning experiences focused on developing problem-solving strategies and promoting mathematical discourse. The curriculum engages students in grades K-5 in the following: Whole Group Instruction Teacher-led Puzzle Talks ST Math 1:1 Independent Mastery Experience Standards-aligned activities that build off of ST Math games from key standards across the school year. B) ST Math Immersion Curriculum for Summer 2024: Summer blended learning curriculum valued at <u>\$250,000</u> (grades K-5). Coupled with digital resources, lesson plans, and instructional framework, our research proven curriculum facilitates a rich mathematical environment where students build confidence as they learn concepts visually, and apply them to challenging problems. The curriculum engages students in grades K-5 in the following: Whole Group/Small Group Station Rotation Interactive, Teacher-led, Student Centered Lessons Word Problem of the Day ST Math 1:1 Independent Mastery Experience Standards-aligned activities that build off of ST Math games from K-2 Operations and Algebraic Thinking, 3-5 Fractions. 	Choice of ST Math Camp Curriculum of Immersion

FIVE (5) YEAR DISTRICT ANNUALIZED COMMITMENT
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Category	Included in the Unit Price	Price
Annual District Package	Inclusive of all services	\$3,371,250 per year Includes 7% Discount
(Other) Lessons		Includes 7%
(Other) Curriculum		

Category	Included in the Unit Price	Price
	 Digital access to classroom lessons and language-based activities, story mats, and chants Curriculum-embedded professional learning Number Sense routines School to home connections and parent activities in English and Spanish Implementation guide 	additional charge.

Honoring our 24-year commitment servicing LAUSD schools, we are committed to working with LAUSD to co-construct a supported Digital Learning Tool plan with ST Math that aligns with LAUSD's strategic decision.

COMPANY NAME: MIND Education

AUTHORIZED SIGNATURE: Karen Talbert

Raren Talbert PRINT NAME:

FEDERAL ID #: 33-0798804

April 25, 2023 DATE:

SCHEDULE A

STATEMENT OF WORK

1.0 SCOPE

This Statement of Work (SOW) defines the effort required for the administration and reporting of the Los Angeles Unified School District (Los Angeles Unified) digital instructional tools/platform. Schools will be able to implement one of the following digital tools to support concept development, skills mastery and problem solving skills of students in grades K-12.

Digital tools/platforms as outlined below:

• Category I - Instructional Delivery and Interaction

2.0 STATEMENT OF WORK – The tasks required to successfully administer digital tools/platforms:

A. Properties of instructional tools should include:

- UNIVERSAL DESIGN: Platform must be designed so that materials function as intended for as many students as possible
- CONTENT: Platform design and materials should be developmentally appropriate and support standards-aligned learning
- ACCESSIBILITY: Items and tasks are presented with additional information or in alternative ways, in order to meet the specific needs of some students.
- SENSITIVITY: Content contained should not be distracting or upsetting for some students.
- CULTURAL AND LINGUISTIC RESPONSIVENESS: Digital tools must consider the cultural and linguistic diversity of the students in Los Angeles and should contain culturally and linguistically responsive materials that are appropriate for meeting the needs of all students (English Learner (EL), Standard English Learner (SEL), Student with Disabilities (SWD), etc.)
- International Society for Technology in Education (ISTE): Standards is a framework for learning in-depth, digital age skills and attributes with learning that is amplified through technology
 - o <u>ISTE Standards for Students</u> and/or
 - o ISTE Standards for Educators

B. The proposer's online platform must receive an approved LAUSD Unified Digital Instructional Procurement Plan (UDIPP) prior to contract execution. Proposer will not be authorized to provide any services unless proposer's LAUSD UDIPP application has been approved. The latest version of LAUSD UDIPP requirements must be met along with updated requirements released. The vendor shall monitor UDIPP approval expiration and complete renewal applications in a timely manner

Proposer must meet the LAUSD UDIPP requirements regarding SSO and SAML, Student Data Privacy, Data Security and LMS Compatibility. Determination as to whether a proposer meets those minimum qualifications will be based on their responses to the Unified Digital Instructional Procurement Plan Questionnaire, which can be found at <u>udipp.lausd.net</u>.

C. The effective, efficient, and timely completion of all tasks and requests is critical to the successful implementation of the digital tool.

CATEGORY I: INSTRUCTIONAL DELIVERY AND INTERACTION

Instructional delivery and interaction tools provide interactive lessons, interactive videos and gamification. Features such as drag and drop, recording, inputting responses, etc. should be developmentally appropriate for age and grade of students, as well as content areas being supported. Interactive teacher tools will allow teachers to create assignments, modify pre-made lessons, and create new lessons as applicable. The platform should provide teachers with the ability to include formative assessment in lessons, such as quizzes, polls, etc. as well as provide the ability to monitor assessment completion and results in real time. The platform should provide grade sync capabilities to automatically score and sync with the District's Learning Management System/Schoology. The platform should provide teachers with insights on using the formative assessment and dynamic media features to inform instructional next steps and student outcomes. Within the platform interactive, lessons can be teacher-led and educators should also be able to assign them for students to complete independently as needed.

They may address multiple content areas or a single content area such as:

- English Language Arts
- Mathematics
- Science
- History/Social Studies
- Social Emotional Learning
- Arts Education
- Physical Education
- English Language Development
- Multiple content areas
- Computer Science Education
- Coding
- Cybersecurity Education
- Digital Citizenship

FEATURES ACROSS ALL DIGITAL TOOL CATEGORIES

MATERIAL FOR EDUCATORS

Digital Tool materials shall include:

- The digital activities and games should be standards aligned, can be used flexibly for various blended learning models or as an extra enhancement for core instruction.
- Teachers should be able to place any student at any spot in the curriculum to enhance the work on specific content the class is learning via their core curriculum.
- Should include digital manipulatives, when applicable, to support students with problem solving and sense making.
- Embedded formative assessments which provide instant feedback for the students, including pre and post assessments, progress monitoring, and standardized test preparation.
- The platform shall support access through on-line connections via operating systems commonly found on MacBooks, iPads, Chromebooks, Personal Computers (desktops/laptops), Interactive Smart Boards and Interactive Projectors. The digital curriculum must be compatible with these devices. Digital tools must meet the minimum operating specifications as follows:
 - iOS 13 and higher for iPads
 - Windows 10 OS and higher for laptops and PCs
 - MacOS 11 and higher for Macbooks
- Platform should include data reporting to address the following:
 - Individual student progress and completion of activities/games
 - Teacher/Classroom report on student progress on standards and completion of activities/games
 - School Administrators, District and Region level administrators and coordinators have access to the platform analytics through the LAUSD single sign-on

PROFESSIONAL DEVELOPMENT

Teachers and administrators shall be provided with initial in-person or on-line training which will provide an overview of the digital tool program and training on how to access, navigate, and utilize both print and digital materials. Training will also support teachers with best practices in terms of blended learning models and use of the digital tool to enhance their core curriculum and provide intervention/enrichment for students with the goal of differentiating and personalizing instruction. Teachers will receive training and support in utilizing assessment data to make instructional decisions.

Teachers and administrators shall be provided follow-up implementation support training and ongoing coaching support shall be made available in-person and/or virtually. This ongoing support will deepen teachers and administrators strategic use of the digital tool and support schools with bringing in parents/caregivers as equal partners in teaching and learning but with at-home connections.

Professional development for school site leadership and district leadership shall include quarterly data charts around completion of lessons/activities/games by grade level and students and whether recommended usage goals are being met in alignment with the research supporting the use of the digital tool.

Services must include on-going digital support for questions that arise regarding access, functionality and usage.

MATERIAL FOR FAMILIES

Families and parents can familiarize themselves with all of Nearpod features and tools through an array of free resources, videos and public webinars available at <u>https://nearpod.com/resources</u>.

3.0 SECURITY OF ALL MATERIALS AND DATA

The Contractor shall obtain a completed and completely approved LAUSD Unified Digital Instructional Procurement Plan (UDIPP) and adhere to the security requirements therein. **Contractor will not be authorized to work on any services unless contractor's LAUSD UDIPP application has been approved.**

4.0 DATA COLLECTION

The Contractor shall collect enrollment, student and other data transfers necessary through a mutually agreed upon data transfer process with L.A. Unified Office of Data Accountability.

5.0 DATA ANALYSES

The Contractor shall provide usage and achievement data as applicable to the platform in a format that is integrated with LAUSD data systems. An automated data feed at regular intervals using the SFTP transfer process will be required per LAUSD specifications.

6.0 TECHNICAL SUPPORT

- 6.1 The Contractor shall provide a help desk for customer support for L.A. Unified schools and staff. The Help Desk shall offer phone customer support, online chat boxes and chat rooms.
- 6.2 In addition to chat based support and online service tickets, the Contractor shall provide tiered support that includes a toll-free telephone number that will lead to a "live" person for technical support questions between 7:30 a.m. and 4:30 p.m. Pacific time Monday through Friday.
- 6.3 The Contractor shall provide resolution to the following within the time frames specified:
 - A. Resolution to all problems logged with technical support within the next business day
 - B. Resolution to all high priority calls logged with technical support within 4 hours
 - C. High priority treatment for any problems logged that cannot be resolved within the above time frame. These problems shall be resolved by providing resources for

timely follow-up

- 6.4 The Contractor shall maintain a service log and provide to Los Angeles Unified upon request and during regular implementation meetings. The log shall include technical support requests with a description of how the matters have been resolved.
- 6.5 The Contractor's support processes shall be aligned with the District's IT helpdesk and other support providers to the District. The District's IT helpdesk currently uses Service Center from Remedy. Where applicable, this method of providing and maintaining support shall be used.
- 6.6 The Contractor's platform must work with comparable effectiveness with all common internet browsers and computer makes.

7.0 DATA MANAGEMENT

- A. Usage and/or achievement related to the digital tool is to be hosted on the Contractor's cloud-based server(s) as designated and approved by L.A. Unified, covers the data produced by the full range of activities. Data management must comply with Data Use Agreement provisions in the approved L.A. Unified UDIPP.
- B. These data shall be available via web pages, secure file transfer protocol (SFTP), and restricted and secure user logons. The secure user logons of any server housing any District information shall authenticate against an LDAP V3 compliant user Directory housed on the District's network. User account authorization provisioning shall occur within the Contractor provided application(s). Availability shall be encrypted at the discretion of the L.A. Unified commensurate to the confidentiality of the information hosted on the system. Any student level data shall be maintained in a secure and confidential manner as outlined in the L.A. Unified UDIPP. Notwithstanding any of the above specifications, the security of all confidential data shall meet all District standards and policies outlined in the UDIPP.
- C. Access to the data web pages and usage and/or achievement data must be provided for long-term substitutes on a temporary basis when requested by the school's principal or representative.

8.0 TRAINING

The Contractor shall provide training to LAUSD staff based on a professional development plan created with district staff. Professional development shall include initial training in-person and/or virtual, follow up training and support and office hours.

9.0 PROJECT MANAGEMENT

9.1 IMPLEMENTATION AND TRAINING PLAN

The contractor shall work collaboratively with the District to develop an implementation plan that includes data integration, professional development and regular review of usage and achievement data.

9.2 MINUTES AND RECORDS

The Contractor shall take minutes and record the list of participants from all meetings, including, but not limited to, management meetings and any technical advisory groups. If any work tasks are outlined in the minutes, the person(s) responsible for these tasks and the target completion dates must be identified in the minutes as well. Within two (2) weeks after each meeting (or such other time designated by the District), the Contractor shall maintain and submit to the District, all minutes and records in writing and/or electronically for review and final approval.

9.3 MONITORING ACTIVITIES

To be successful, this project requires an effective management team.

- 9.3.1 The Contractor must provide a designated Project Manager and technical support coordinator. If subcontractors are used, a Project Coordinator must be designated for each subcontractor. The professional qualifications of the team members shall be appropriate to ensure the overall success of implementation.
- 9.3.2 The Contractor's Project Manager shall communicate, either in person or by telephone, with designated District staff, on a weekly basis, as needed and scheduled by the District, to review progress and performance. The review criteria will include, but not be limited to, problems encountered under the contract, future performance under the contract, and any other subject relating to completion of tasks under this contract.
- 9.3.3 The Contractor shall prepare monthly and annual impact reports with usage and achievement data by school, region and district. The reports shall be submitted to the District and reviewed during regular implementation meetings.

L.A. Unified reserves the right to use and reproduce all reports, summaries, and data reports developed pursuant to this agreement.

10.0 DATA EXPORT IMPORT REQUIREMENTS

Requirements for Data Export were derived from the following artifacts:

- Table A Data Export Requirements
- Table B Sample File of Data Items

Contractor agrees to meet all of the stated requirements in the aforementioned exhibits that explicitly pertain to the Data Export Requirements.

Acceptance Criteria

Nearpod, Inc. Category 1 The acceptance criteria that will constitute conformity with LAUSD's stated business requirements are as follows:

1	Data is received nightly or streamed, if applicable. Time of day to be agreed upon at a later time	
2	Data is delivered via SFTP/Control M or API and is encrypted in transmittal.	
3	Data is produced with 1 file with users, courses, and "activities", and academic growth.	
4	Data will contain a district unique identifier such as LAUSD Email, Employee ID or Student ID.	
5	Data will contain a district unique identifier for each school location (School Code).	
6	Activity data may include assessment results, messages sent, resources created, coursework including external/resource links utilized, assignments, files uploaded, submissions, and other activities of the instructional tool as applicable	
7	Data must include all elements to allow LA Unified to create the following report for teachers and students: Unique logins/clicks per (timeframe)	
8	Data must include all elements to allow LA Unified to create the following report for teachers and students: Overall logins/clicks per (timeframe)	
9	Data must include all elements to allow LA Unified to create the following report for teachers and students: Activities (as defined by vendor)	
10	Data must include all elements to allow LA Unified to create the following report for teachers and students Time Spent on Platform	
11	 Device Usage Type of Device Used (mobile Browser) IP Address (used by District to identify internal firewall versus "at home" logins) 	

Table A - Data Export Requirements

11.0 APPROVED PRODUCTS

Category I - Instructional Delivery and Interaction

- Nearpod Premium Plus (NPP)

 Nearpod math (powered by NPP)
 Nearpod Social Studies (powered by NPP)
 Nearpod EL (powered by NPP)
 Nearpod 21st C program (powered by NPP)
- 2. Flocabulary

12.0 PLATFORM FUNCTIONALITY

Includes interactive lessons, interactive videos, and gamification as appropriate	Nearpod provides teachers with access to a library of 22,000+ standards-aligned interactive lessons, interactive videos, and activities from trusted educational partners. Teachers can begin with their own content or use the Nearpod Library to create and deliver interactive slides, interactive video, gamification, and activities that cater to various learning styles. Nearpod's interactive slides feature both interactive formative assessments and dynamic media experiences like virtual reality (VR Field Trips), PhET simulations. Nearpod offers a large repository of proprietary interactive videos that are created with embedded questions and curated to align to standards and age appropriateness.
Features such as drag and drop, recording, inputting responses, etc. that are developmentally appropriate for age and grade of students.	

	share resources and for students to interact or respond to those learning objects. Students can draw, highlight passages of text, create graphs, storyboards, or tables, add text in a rich text editor, use Nearpod Equation Editor to document math work or search and upload images, video, or GIFs-providing a variety of ways to promote student voice and creativity. This features the tools needed for the teacher to provide multiple ways to share information textually, visually, and auditorily. The background can be blank, or the teacher can upload an image, such as a diagram or graphic organizer for students to annotate. Teachers can also add images, videos, PDFs, audio files, and websites as reference media to support student independence. During live instruction, teachers can share individual responses with the class anonymously to facilitate rich classroom discussion and promote collaboration & critical thinking (i.e., compare responses to address misconceptions)
 Lessons are appropriate for the content areas being supported and alignment to CA content standards is clear 	
Within the platform interactive, lessons can be teacher-led, and educators can also assign them for students to complete independently as needed.	Any Nearpod lesson can be shared as a Live lesson allowing the teacher to control the pace at which students move through the lesson while also seeing the evidence of student learning in real time. Nearpod lessons can also be launched as a Student Paced lesson. This allows students to work through the learning experience independently. Teachers continue to collect responses from every student, address misconceptions, and differentiate instruction in the moment. Student progress and achievement are easily analyzed to ensure every student gets what they need to succeed. A live lesson can also be switched to a student paced lesson in the moment to accommodate those times when independent work is needed as part of a more teacher directed lesson.
modifications and how they enhance the	Teachers are at the center of everything we do, many of our product enhancements are based on the feedback we get directly from our users. Educators can share their ideas and feedback at

	feedback.nearpod.com. This is a central location to provide transparency about the product and content feedback and next steps in program and content development. The suggestions posted in the site can be up voted by other users to indicate those updates that are the highest requested. As part of the transparency, Nearpod can indicate those items that are under review, in progress, and complete.
	platform was the addition of rich text options, including the Nearpod Equation Editor, for both students and teachers. This enables teachers to author multiple steps in-depth questions and for students to provide responses that might include text features to enhance their answers.
Teacher Tools - ALL CATEGORIES	
Describe any teacher tools that allow teachers to create assignments, modify pre-made lessons, and create new lessons as applicable.	available within the Nearpod Lesson Library, teachers can upload their own teacher created

allows teachers the ability to include formative assessment in lessons, such as quizzes, polls, etc. as well as provide the ability to monitor assessment completion and results in real time.	Nearpod has over ten different interactive formative assessment types that allow the teacher to gather evidence to determine how students are progressing. This evidence is then used by the teacher to modify upcoming lessons and better support student needs. From open-ended questions, gamified quizzes, fill in the blanks, drag & drop, draw it, quizzes, and more, teachers can view evidence in real-time as well as the in-depth post session reporting features. The Nearpod Quiz is a real-time assessment tool that quantifies student results, instantly sharing insights with the teacher. Teachers can choose how many multiple-choice questions and the number of possible answers for each question. Teachers can also add images, videos, PDFs, audio files, and websites as reference media to support student independence. For self-assessment, teachers can share results and students see their overall score along with how they responded and what the correct answer was for each question. Poll activities allow teachers to ask a multiple-choice question without a predetermined, right answer to check for understanding, take a class vote, highlight student opinions, and more. Teachers can also add images, videos, PDFs, audio files, and websites as reference media to support student independence and provide additional information related to the prompt. During live instruction, teachers can share the classroom responses as a pie chart on each student's device which sparks lively classroom discourse.
	collectively engage with a question, prompt, or brainstorm by anonymously sharing text or images (uploaded or Googled) with their classmates in real-time. Students can "like" their classmates' responses and teachers can sort answers based on popularity to push the conversation or
	encourage additional discussion. Teachers commonly use Nearpod's Collaborate Board to

differentiate instruction in the moment. Student progress and achievement are easily analyzed to ensure every student gets what they need to succeed. Data is continuously collected within the lessons in Live Participation Mode, helping teachers make instructional decisions to intervene in-the-moment based on students' demonstration of understanding of the given standard or skill being taught. This data is presented within a live teacher dashboard and is immediately stored in a Post Session report. Data is also continuously collected during Student-Paced lessons so that teachers can monitor student progress in real time even when they are working independently. With all lessons, the evidence can be reviewed later using the Post Session report.
Evaluative Data: Nearpod increases student engagement: Hendry County's Story About the Study *Involved over 7,000 students from 10 school sites in the highly diverse Hendry County, FL. *884 students were taught by 16 teachers who received 2 additional in person training sessions on Nearpod (beyond "business as usual") in support of diverse learners. *ELA state test scores of those 884 students were compared to students who were demographically and academically similar in order to determine the impact of Nearpod usage on outcomes. *Quasi-experimental methods were used to verify and validate the findings with rigor.
Why Nearpod? After rolling out a 1:1 Chromebook initiative, Eastside Elementary in Hendry County, Florida faced a challenge: how could they best utilize their new technology to maximize student growth? And how could they leverage technology to support English Language Learners (ELL) students? Eastside Elementary realized they needed to pair the hardware with a comprehensive strategy for utilizing the new technology in classrooms. Additionally, administrators needed a way to centralize and organize lessons for their teachers. District leaders were impressed with Nearpod's ability to make instructional content relevant and engaging for students. The district wanted to take advantage of the platform's features for building

academic vocabulary, providing real-time formative assessment data, and integrating standards-aligned content for ELL students. Hendry County was eager to get started with Nearpod and the ELL supplemental curriculum package.
The first students to use Nearpod in Hendry County were ELL students. District teachers loved the ready-to-run lessons including Virtual Reality for newcomers, Academic Vocabulary, and social-emotional learning. Administrators immediately developed a clear picture of student growth and performance using Nearpod real-time formative assessment reports. As the ELL community in Hendry County experienced great success, the district rolled out Nearpod to all district classrooms.
The Results -There is a strong positive correlation between the use of Nearpod lesson content and academic achievement scores. In 2018, Hendry experienced the strongest positive change in ELA performance after several years of stagnant results. -After using Nearpod's engagement technology, students in Hendry County showed 1.7% more academic growth than the statewide average. -Less than one month after the Nearpod team trained district educators, the majority of Hendry County teachers were using Nearpod as a part of their regular instruction. Elementary students have improved their vocabulary scores thanks to Nearpod's rich content delivery platform. Most impressively, one of the district's schools increased its ranking by a full two letter grades, moving from a "D" to a "B" in official rankings. -Teachers in a treatment group used Nearpod 2 times/week on average – significantly more than the control group. Their students scored significantly higher than the control group on their standardized state test. Students of teachers in the treatment group that received customized training on using Nearpod with diverse populations scored significantly higher than the control group on the state ELA assessment.

END OF STATEMENT OF WORK

SCHEDULE B CONTRACTOR'S RATES

Renewing Current S	Learning, Nea		y, 21st Century		Included	Professional Developm	nent			
La Carta Carta			LAUSD Per		and the second second		I Statistics			
Student Population	List Price	Discount %	Student Price		Amount Spend	Virtual Training	Onsite Training			
< 199,999	\$8.01	2.00%	\$7.85		\$1,000,000-\$1,499,999	14 virtual included	2 onsite" Included			
200,000 - 349,999	\$7.81	19,46%	\$6.29		\$1,500,000- \$1,999,999	25 virtual included	5 onsite" included			
350,000+	\$7.61	26.94%	\$5.56		\$2,000,000-\$2,499,999	30 virtual included	10 onsite" included			
District-wide Access	\$7.41	38.87%	\$4.53	(reduced from initial RFP response of \$4.66)	>\$2,500,000	35 virtual included	15 onsite" included			
					every additional \$300k spent	5 more virtual included	2 more onsite included	-		
	Itemized Cua	tomization			* each onsite can be converted	to + virtual sessions				
		C. C								
	Nearood - Fi	opabulary	-							
Student Population	List Price	Discount %	LAUSD Per Student Price			Individual	School Licenses			
< 199,999	\$5.66	2.83%	\$5.50			Date officing	Programs*			
					Course and	Nearpod Premium Plus +		Neerpod		21al Century Readiness
200,000 - 349,999	\$5.66	7.24%	\$5.25		Enrollmant	Flocab Plan	Neerpod Neth*	Social Studies" EL		Program*
350,000+	\$5.66	11.66%	\$5.00		0-149		\$3,363	\$1,800	\$1,400	\$1,50
District-wide Access	\$5.66	24.91%	\$4.25		150-240		\$3,915	52 100	\$1,800	\$1,70
	Nearpo				250-499		\$4,455	\$2,400	\$1,900	\$2,00
	Nearpo	<u>alet.</u>	LAUSD Per		500-090	\$9,000	\$5,200	\$2,850	\$2,200	\$2,40
Student Population	List Price	Discount %	Student Price		+1000	\$10,000	\$6,975	\$3,750	\$2,900	\$3,20
00,000 - 199,999	\$1.38	16.67%	\$1.15		and the second s					
200,000 - 349,999	\$1.38	23.91%	\$1.05		"Requires purchase of Nearpo	d-Flocabulary				
350,000+	\$1.38	31.16%	\$0.95							
District-wide Access	\$1.38	38.41%	\$0.85		Additio	onal Paid Professional	Development	LAUSD		
					and the second sec	List Price	Discount	Price		
	Nearood 21s	t Century*	and the second		Virtual (up to 2 hours)	\$450	50%	\$225		
			LAUSD Per				1 C			
Student Population 00.000 - 199.999	List Price \$1,47	Discount % 18.37%	Student Price \$1.20		Oncibe (up to 6 hours)	\$2,500	50%	\$1,250		
200,000 - 349,999	\$1.47	25.17%	\$1.10							
350.000+	\$1.47	31.97%	\$1.00							
District-wide Access	\$1.47	38.78%	\$0.90					-		
	Nearpod	Maur.	LAUSD Per							
Student Population	List Price	Discount %	Student Price							
00,000 - 199,999	\$3.29	39.21%	\$2.00							
+ 000,000	\$3.29	51.37%	\$1.60							
District-wide Access	\$3.29	60.49%	\$1.30							
			1							
	Nearpod 3-ool	al acudios"	LAUSD Per							
Student Population	List Price	Discount %	Student Price							
00,000 - 199,999	\$1.77	26.55%	\$1.30							
00,000 - 349,999	\$1.77	37.85%	\$1.10							
350,000+	\$1.77	51.98%	\$0.85							
District-wide Access	\$1.77	60.45%	\$0.70							

END OF CONTRACTOR'S RATES

Nearpod, Inc. Category 1

Agreement No.: 4400011553

SCHEDULE A

STATEMENT OF WORK

1.0 SCOPE

This Statement of Work (SOW) defines the effort required for the administration and reporting of the Los Angeles Unified School District (Los Angeles Unified) digital instructional tools/platform. Schools will be able to implement one of the following digital tools to support concept development, skills mastery and problem solving skills of students in grades K-12.

Digital tools/platforms as outlined below:

- Category I Instructional Delivery and Interaction
- Category II Personalized Learning and Assessment

2.0 STATEMENT OF WORK – The tasks required to successfully administer digital tools/platforms:

A. Properties of instructional tools should include:

- UNIVERSAL DESIGN: Platform must be designed so that materials function as intended for as many students as possible
- CONTENT: Platform design and materials should be developmentally appropriate and support standards-aligned learning
- ACCESSIBILITY: Items and tasks are presented with additional information or in alternative ways, in order to meet the specific needs of some students.
- SENSITIVITY: Content contained should not be distracting or upsetting for some students.
- CULTURAL AND LINGUISTIC RESPONSIVENESS: Digital tools must consider the cultural and linguistic diversity of the students in Los Angeles and should contain culturally and linguistically responsive materials that are appropriate for meeting the needs of all students (English Learner (EL), Standard English Learner (SEL), Student with Disabilities (SWD), etc.)
- International Society for Technology in Education (ISTE): Standards is a framework for learning in-depth, digital age skills and attributes with learning that is amplified through technology
 - O ISTE Standards for Students and/or
 - O ISTE Standards for Educators

B. The proposer's online platform must receive an approved LAUSD Unified Digital Instructional Procurement Plan (UDIPP) prior to contract execution. Proposer will not be authorized to provide any services unless proposer's LAUSD UDIPP application has been approved. The latest version of LAUSD UDIPP requirements must be met along with updated requirements released. The vendor shall monitor UDIPP approval expiration and complete renewal applications in a timely manner

Proposer must meet the LAUSD UDIPP requirements regarding SSO and SAML, Student Data Privacy, Data Security and LMS Compatibility. Determination as to whether a proposer meets those minimum qualifications will be based on their responses to the Unified Digital Instructional Procurement Plan Questionnaire, which can be found at <u>udipp.lausd.net</u>.

C. The effective, efficient, and timely completion of all tasks and requests is critical to the successful implementation of the digital tool.

CATEGORY I: INSTRUCTIONAL DELIVERY AND INTERACTION

Instructional delivery and interaction tools provide interactive lessons, interactive videos and gamification. Features such as drag and drop, recording, inputting responses, etc. should be developmentally appropriate for age and grade of students, as well as content areas being supported. Interactive teacher tools will allow teachers to create assignments, modify pre-made lessons, and create new lessons as applicable. The platform should provide teachers with the ability to include formative assessment in lessons, such as quizzes, polls, etc. as well as provide the ability to monitor assessment completion and results in real time. The platform should provide grade sync capabilities to automatically score and sync with the District's Learning Management System/Schoology. The platform should provide teachers with insights on using the formative assessment and dynamic media features to inform instructional next steps and student outcomes. Within the platform interactive, lessons can be teacher-led and educators should also be able to assign them for students to complete independently as needed.

They may address multiple content areas or a single content area such as:

- English Language Arts
- Mathematics
- Science
- History/Social Studies
- Social Emotional Learning
- Arts Education
- Physical Education
- English Language Development
- Multiple content areas
- Computer Science Education
- Coding
- Cybersecurity Education
- Digital Citizenship

CATEGORY II: PERSONALIZED LEARNING AND ASSESSMENT

Personalized learning and assessment supplementary digital tools will assess students' entry level skills and then provide a personalized course of CA Common Core aligned standards based learning activities to reinforce growth areas and deepen understanding in areas of strength. Features such as drag and drop, recording, inputting responses, etc. should be developmentally appropriate for age and grade of students, as well as content areas being supported. The platform should provide teachers with the ability to include formative assessment in lessons, such as quizzes, polls, etc. as well as provide the ability to monitor assessment completion and results in real time. The platform should provide grade sync capabilities to automatically score and sync with the District's Learning Management System/Schoology. The platform should provide teachers with insights on using the formative assessment and dynamic media features to inform instructional next steps and student outcomes. Within the platform interactive, lessons can be teacher-led and educators should also be able to assign them for students to complete independently as needed.

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- Science
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- Arts Education
- Physical Education
- English Language Development
- Computer Science Education
- Coding
- Cybersecurity Education
- Digital Citizenship

FEATURES ACROSS ALL DIGITAL TOOL CATEGORIES

MATERIAL FOR EDUCATORS

Digital Tool materials shall include:

- The digital activities and games should be standards aligned, can be used flexibly for various blended learning models or as an extra enhancement for core instruction.
- Teachers should be able to place any student at any spot in the curriculum to enhance the work on specific content the class is learning via their core curriculum.
- Should include digital manipulatives, when applicable, to support students with problem solving and sense making.
- Embedded formative assessments which provide instant feedback for the students, including pre and post assessments, progress monitoring, and standardized test preparation.
- The platform shall support access through on-line connections via operating systems commonly found on MacBooks, iPads, Chromebooks, Personal Computers

(desktops/laptops), Interactive Smart Boards and Interactive Projectors. The digital curriculum must be compatible with these devices. Digital tools must meet the minimum operating specifications as follows:

- iOS 13 and higher for iPads
- Windows 10 OS and higher for laptops and PCs
- MacOS 11 and higher for Macbooks
- Platform should include data reporting to address the following:
 - o Individual student progress and completion of activities/games
 - Teacher/Classroom report on student progress on standards and completion of activities/games
 - School Administrators, District and Region level administrators and coordinators have access to the platform analytics through the LAUSD single sign-on

PROFESSIONAL DEVELOPMENT

Teachers and administrators shall be provided with initial in-person or on-line training which will provide an overview of the digital tool program and training on how to access, navigate, and utilize both print and digital materials. Training will also support teachers with best practices in terms of blended learning models and use of the digital tool to enhance their core curriculum and provide intervention/enrichment for students with the goal of differentiating and personalizing instruction. Teachers will receive training and support in utilizing assessment data to make instructional decisions.

Teachers and administrators shall be provided follow-up implementation support training and ongoing coaching support shall be made available in-person and/or virtually. This ongoing support will deepen teachers and administrators strategic use of the digital tool and support schools with bringing in parents/caregivers as equal partners in teaching and learning but with at-home connections.

Professional development for school site leadership and district leadership shall include quarterly data charts around completion of lessons/activities/games by grade level and students and whether recommended usage goals are being met in alignment with the research supporting the use of the digital tool.

Services must include on-going digital support for questions that arise regarding access, functionality and usage.

MATERIAL FOR FAMILIES

The supplemental digital tool shall include resources that parents may access from home, including asynchronous lessons/activities/games and videos. These will include modeling of activities and games, as well as additional resources that will increase family engagement, enhance classroom learning, and reduce learning loss. The videos and resources shall take advantage of digital and mobile technology and will be used to build instructional supports between families and their school. Families will also be provided with multiple opportunities to attend webinars which will provide tools and resources to support their child's numeracy development in the home.

3.0 SECURITY OF ALL MATERIALS AND DATA

The Contractor shall obtain a completed and completely approved LAUSD Unified Digital Instructional Procurement Plan (UDIPP) and adhere to the security requirements therein. **Contractor will not be authorized to work on any services unless contractor's LAUSD UDIPP application has been approved.**

4.0 DATA COLLECTION

The Contractor shall collect enrollment, student and other data transfers necessary through a mutually agreed upon data transfer process with L.A. Unified Office of Data Accountability.

5.0 DATA ANALYSES

The Contractor shall provide usage and achievement data as applicable to the platform in a format that is integrated with LAUSD data systems. An automated data feed at regular intervals using the SFTP transfer process will be required per LAUSD specifications.

6.0 TECHNICAL SUPPORT

- 6.1 The Contractor shall provide a help desk for customer support for L.A. Unified schools and staff. The Help Desk shall offer phone customer support, online chat boxes and chat rooms.
- 6.2 In addition to chat based support and online service tickets, the Contractor shall provide tiered support that includes a toll-free telephone number that will lead to a "live" person for technical support questions between 7:30 a.m. and 4:30 p.m. Pacific time Monday through Friday.

6.3 The Contractor shall provide resolution to the following within the time frames specified:

- A. Resolution to all problems logged with technical support within the next business day
- B. Resolution to all high priority calls logged with technical support within 4 hours
- C. High priority treatment for any problems logged that cannot be resolved within the above time frame. These problems shall be resolved by providing resources for timely follow-up

6.4 The Contractor shall maintain a service log and provide to Los Angeles Unified upon request and during regular implementation meetings. The log shall include technical support requests with a description of how the matters have been resolved.

- 6.5 The Contractor's support processes shall be aligned with the District's IT helpdesk and other support providers to the District. The District's IT helpdesk currently uses Service Center from Remedy. Where applicable, this method of providing and maintaining support shall be used.
- 6.6 The Contractor's platform must work with comparable effectiveness with all common internet browsers and computer makes.

7.0 DATA MANAGEMENT

- A. Usage and/or achievement related to the digital tool is to be hosted on the Contractor's cloud-based server(s) as designated and approved by L.A. Unified, covers the data produced by the full range of activities. Data management must comply with Data Use Agreement provisions in the approved L.A. Unified UDIPP.
- B. These data shall be available via web pages, secure file transfer protocol (SFTP), and restricted and secure user logons. The secure user logons of any server housing any District information shall authenticate against an LDAP V3 compliant user Directory housed on the District's network. User account authorization provisioning shall occur within the Contractor provided application(s). Availability shall be encrypted at the discretion of the L.A. Unified commensurate to the confidentiality of the information hosted on the system. Any student level data shall be maintained in a secure and confidential manner as outlined in the L.A. Unified UDIPP. Notwithstanding any of the above specifications, the security of all confidential data shall meet all District standards and policies outlined in the UDIPP.
- C. Access to the data web pages and usage and/or achievement data must be provided for long-term substitutes on a temporary basis when requested by the school's principal or representative.

8.0 TRAINING

The Contractor shall provide training to LAUSD staff based on a professional development plan created with district staff. Professional development shall include initial training in-person and/or virtual, follow up training and support and office hours.

9.0 PROJECT MANAGEMENT

9.1 IMPLEMENTATION AND TRAINING PLAN

The contractor shall work collaboratively with the District to develop an implementation plan that includes data integration, professional development and regular review of usage and achievement data.

9.2 MINUTES AND RECORDS

The Contractor shall take minutes and record the list of participants from all meetings, including, but not limited to, management meetings and any technical advisory groups. If any work tasks are outlined in the minutes, the person(s) responsible for these tasks and the target completion dates must be identified in the minutes as well. Within two (2) weeks after each meeting (or such other time designated by the District), the Contractor shall maintain and submit to the District, all minutes and records in writing and/or electronically for review and final approval.

9.3 MONITORING ACTIVITIES

To be successful, this project requires an effective management team.

- 9.3.1 The Contractor must provide a designated Project Manager and technical support coordinator. If subcontractors are used, a Project Coordinator must be designated for each subcontractor. The professional qualifications of the team members shall be appropriate to ensure the overall success of implementation.
- 9.3.2 The Contractor's Project Manager shall communicate, either in person or by telephone, with designated District staff, on a weekly basis, as needed and scheduled by the District, to review progress and performance. The review criteria will include, but not be limited to, problems encountered under the contract, future performance under the contract, and any other subject relating to completion of tasks under this contract.
- 9.3.3 The Contractor shall prepare monthly and annual impact reports with usage and achievement data by school, region and district. The reports shall be submitted to the District and reviewed during regular implementation meetings.

L.A. Unified reserves the right to use and reproduce all reports, summaries, and data reports developed pursuant to this agreement.

10.0 DATA EXPORT IMPORT REQUIREMENTS

Requirements for Data Export were derived from the following artifacts:

- Table A Data Export Requirements
- Table B Sample File of Data Items

Contractor agrees to meet all of the stated requirements in the aforementioned exhibits that explicitly pertain to the Data Export Requirements.

Acceptance Criteria

The acceptance criteria that will constitute conformity with LAUSD's stated business requirements are as follows:

Table A - Data Export Requirements

1	Data is received nightly or streamed, if applicable. Time of day to be agreed upon at a later time
2	Data is delivered via SFTP/Control M or API and is encrypted in transmittal.
3	Data is produced with 1 file with users, courses, and "activities", and academic growth.
4	Data will contain a district unique identifier such as LAUSD Email, Employee ID or Student ID.
5	Data will contain a district unique identifier for each school location (School Code).
6	Activity data may include assessment results, messages sent, resources created, coursework including external/resource links utilized, assignments, files uploaded, submissions, and other activities of the instructional tool as applicable
7	Data must include all elements to allow LA Unified to create the following report for teachers and students: Unique logins/clicks per (timeframe)
8	Data must include all elements to allow LA Unified to create the following report for teachers and students: Overall logins/clicks per (timeframe)
9	Data must include all elements to allow LA Unified to create the following report for teachers and students: Activities (as defined by vendor)
10	Data must include all elements to allow LA Unified to create the following report for teachers and students Time Spent on Platform
11	Device Usage
	 Type of Device Used (mobile Browser) IP Address (used by District to identify internal firewall versus "at home" logins)

Table B - Sample File of Data Items

Example of data items with corresponding descriptions.

The following usage data information is requested for all products. All marked with (*) are required. Please set up a meeting with the LAUSD team for a waikthrough of this template.

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	This is a unique value to identify the	Should be lausd student ID. Teacher ID or Email	LAUSD Location	Identifier for the type of device that was used to				IP Address (used by District to identify internal firewall versus "at home"						Assignment Score	Steedard
Tables				access platform				logins)					Duration	Grade	addressed
120100	TUDIGO	0001000	User School Id	200033 plation	ounsury fors	Bromber Type	Browser	noginioy					BARMON	GIRGO	lidurosadu
Partner ID*	Product ID*	User ID (Lausd)*	(LAUSD)	Device Type*	Device Version	Browser Type*	Version*	IP	Activity Type*	Activity Action type	Activity ID	Time STMP*			
	Your Product Name	first.last@mymail.lausd.ne	t	Iphone		Safari	90.2	100.xxx.x.x	Assignment	Submit	Assignment ID	06/12/2020 12:12:34 PST			
	Your Product Name	first.last@mymail.lausd.ne	t	Laptop		Chrome	80		Course	Create	Course ID				
	Your Product Name	first.last@mymail.lausd.ne	t	Laptop		Chrome	80		Login	Update	Section ID				
	Your Product Name	first.last@mymail.lausd.ne	t	Laptop		Chrome	80		Logout	View					
	Your Product Name	first.last@mymail.lausd.ne	t	Laptop		Chrome	80		Section	Complete					
	Your Product Name	first.last@mymail.lausd.ne	t	Laptop		Chrome	80		Lessons						
	Your Product Name	first.last@mymail.lausd.ne	t	Laptop		Chrome	80		General Activity						
	Your Product Name	first.last@rnymail.lausd.ne	t	chromebook		Chrome	08		Assignment	Update					
	Your Product Name	first.last@mymail.lausd.ne	t	chromebook		Chrome	80		Assessment	Start					
									Assessment	End					

11.0 APPROVED PRODUCTS

<u>Category I – Instructional Delivery and Interaction</u>

1. Newsela

Category II – Personalized Learning and Assessment

1. Newsela

12.0 PLATFORM FUNCTIONALITY

Category I - Instructional Delivery and Interaction

Interactive Lessons: Newela's Pear Deck Lessons for ELA, Social Studies, and Science instruction are the result of a partnership between Newsela and Pear Deck. Combining the bestin- class content offered by Newsela and the interactive lesson delivery capabilities of Pear Deck, Newsela's Pear Deck lesson page includes 350 lessons, each of which includes multiple Newsela texts and interactive activities. These lessons are ready-to-use, saving teachers valuable time. These lessons are available exclusively through Pear Deck's weekly "Daily Decks" email and require teachers to have the Pear Deck for Google Slides Add-on.

Pear Deck Lessons for Newsela include the following:

o Talking to the Text—80+ lessons for all grade bands of ELA, these lessons help students learn and practice the strategy of "talking to the text" with two different Newsela texts

o Question-Answer Relationship (QAR)—50+ lessons for all grade bands of ELA, these lessons teach students the different types of QAR questions, identify the types of questions being asked, how to locate the info in the text needed to answer these questions, and use what they've learned to formulate their own questions

o Say, Mean, Matter—50+ lessons for all grade bands of ELA, these lessons teach students to cite evidence to respond to text-dependent analysis prompts

o Passion Projects—40+ lessons for all grade bands of ELA and Social Studies that allow students to take ownership of their learning by solving real-world problems through researching social issues; these lessons allow teachers to choose between allowing student choice or having the whole class research the same social issue

o Studying Cause and Effect—50+ lessons for middle school and high school Social Studies that provide three texts requiring students to focus on causes and effects of major events in history or the present in order to practice the social studies thinking skill of causation

o Debate—40+ lessons for middle school and high school Social Studies that require students to gather facts from multiple texts in order to prepare arguments and counter-arguments for a classroom debate

o Past and Present—50+ lessons for middle school and high school Social Studies that pair an historical primary source with a current events news article to analyze change and continuity across time

o Famous Figures—50+ lessons for elementary and middle school Social Studies that require students to read biographies and other sources, including primary sources, to learn about the lives, motivations, and impacts of historical figures

Newsela, Inc.

Agreement No.: 4400011554

o Science Teacher Text Sets—30+ lessons for all grade bands of Science and ELA, these lessons engage students with texts to explore a popular content topic

o Science Word of the Day—50+ lessons for all grade bands of Science, these lessons will engage students with texts to learn about a science word in more depth

o Encyclopedia of Life—10+ lessons for upper elementary Science that ask students to explore a life science concept

o Science Key Ideas—30+ lessons for all grade bands of ELA and Science, these lessons integrate the two subject areas in order for students to explore the science behind a current news topic

o PhET Simulations—10+ lessons for all grade bands of Science that ask students to use an interactive simulation from PhET to explore a science concept

o Animal Science—50+ lessons for all grade bands of Science that require students to research one animal and its ecosystem to make a claim regarding whether this animal is important to its ecosystem

Video: Newsela includes an ever-growing collection of videos to augment instruction; our video collection spans ELA, social studies, and science and provides an opportunity for teachers to link to videos in a lesson and/or in their learning management system (LMS). Teachers can assign multimedia content, including videos, either as a stand-alone asset or as part of a multi-asset assignment.

Newsela has always relied on trusted, vetted content partners to provide high-quality texts for students; our video partners are no different. With trusted names such as TED-Ed, PBS, Makematic, New York Historical Society, One Minute History, and more, teachers can be sure that the Newsela videos that they share with students are age-appropriate, ad-free, accurate, and educational. Videos include a full transcript so that teachers can preview the information that will be shared and/or use for students in need of accessibility aids. Videos range in length from roughly one to six minutes, providing just-right, digestible chunks of information in an engaging, student-friendly format.

Category II - Personalized Learning and Assessment

Newsela helps teachers quickly understand exactly where each student is in their reading skill journey. The platform uses data from CCSS-aligned formative assessment quizzes embedded in every article to determine the Just Right Reading Level for each student. Once determined, the platform provides each student with nonfiction content at their Just Right Reading Level, providing a personalized experience for each student. Once a teacher assigns content to a class, Newsela can automatically push out the content in that assignment to each student at their Just Right Reading Level, without any additional steps required from the teacher.

Within Newsela ELA, our Reading Skills Check diagnostics feature articles leveled to specific grade levels. Each article in this collection contains an eight-question quiz (unlike our traditional four-question quizzes) to provide teachers with a wealth of information about student progress on individual reading skills and to fast-track the platform's ability to determine the Just Right Reading Level for each student. These reading comprehension quizzes are specifically designed to help Newsela's Just Right Reading Level algorithm understand each student's strengths and weaknesses. Newsela ELA includes Reading Skills Checks for grades 2-12.

Newsela's 11 dimensions of leveling include: sentence length, word frequency, grade-level vocabulary, syntax, text cohesion, organization, subject maturity, background knowledge demands, tension and interest, word and sentence variety, and accessible content with room for cognitive leaps. Leveling is highly aligned to and based on Lexile levels, helping teachers understand students' progress within the context of existing reading frameworks. As students spend time in Newsela, we learn each student's reading level with a high degree of accuracy. Newsela uses this to present each student with an article at their Just Right Reading Level, which is continually adjusted as students gain reading skills.

Newsela is designed to support instruction in grade 2-12, and all interactive features of the platform are developmentally appropriate for students in those grades. The most prominent student-facing features, which are embedded in every Newsela article, are quizzes, Write Prompts, and the annotation tool.

Quizzes in Newsela are diagnostic assessments that determine learners' readiness, strengths, and areas for improvement. These light-touch, multiple choice tasks help teachers and administrators gauge reading comprehension and mastery of ELA skills in real time, while also supporting students by organizing their learning in one place. Based on the results of these quizzes, Newsela varies learners' starting points individually.

Following all Newsela ELA texts, **Write Prompts** are opportunities for students to respond to what they read in-depth. Your Newsela ELA subscription will include ELA text-dependent Write Prompts alongside each text. Write Prompts are pre-populated with suggestions we've developed to help students crystallize and apply their knowledge. Because no one knows your students like you do, all Write Prompts are fully customizable by teachers, allowing them to seamlessly weave Newsela into other topics and texts being taught in the classroom.

Write Prompts on Newsela reinforce writing as a process. Once students complete the assigned write prompt, educators will review the student's work in the Teacher Binder. Upon review, teachers can provide feedback via annotation and summary below the student's submission. The educator can choose to grade the writing using a 4-tiered writing rubric or "return for revision". When the educator selects "return for revision", the student will receive an alert that they need to revise the write prompt and resubmit. Once resubmitted, educators can see the original submission alongside the new submission to see the evolution of the student's writing based on feedback.

And along the way, Newsela's 17,000+ Informational and Literary texts provide the perfect opportunity for teachers to highlight model texts for students. The **annotations tool** is a key feature that allows students to highlight and mark up articles. Teachers can leverage a unique classroom annotation guide or use a Newsela recommended annotation guide to support implementation and scaffolding. Expectations for annotations can be provided to students via the assignment instructions.

END OF STATEMENT OF WORK

SCHEDULE B

CONTRACTOR'S RATES

PRICING SHEET

Category	Unit	Price
SEL Curricula	Annual per student	\$2.10* per student
		*additional volume discounts may apply
Professional Learning	Number of participants Frequency/Duration AND/OR	\$750 per single virtual 90-minute session, asynchronous or synchronous
	Number of Asynchronous modules	\$0.75 per student PD Pass (annual subscription based cost)
Implementation and monitoring	One time and annual costs	Included in the annual costs outlined above

COMPANY NAME:	Negusonaneling:
AUTHORIZED SIGNATUR	E: Clinis Mizzatista
PRINT NAME: Chris Mezz	zatesta, Chief Customer Officer
FEDERAL ID #: 47-188282	28

DATE:_____

LAUSD DISTRICT WIDE BUNDLED SUBSCRIPTION - Renewal As-Is

Category	Unit	LAUSD District-wide Total Contract		
LAUSD District- Wide Newsela Licenses	ELA, SEL, and Smart Start Custom Collections 48 virtual PD sessions	\$1,745,000		

*Note that a district-wide renewal of the current licenses is flat, reflecting the same total contract value as SY 22-23

OTHER OPTIONS BELOW:

The below pricing is for additional Newsela products that can be added on to your existing contract for future years.

Additionally, If Newsela is not renewed district-wide (pricing above), the pricing is below for both site and district purchases. The pricing below is the per student cost for ELA in addition to the rest of our product lines.

Newsela ELA

Student Volume	Newsela List Price			LAUSD District Per Student Cost
0-50,000		33%	\$8,00	\$8.00
50,001-100,000	\$12	35%		\$7.80
100,001-200,000	\$12	40%		\$7.20
200,001+		45%	1	\$6.60

Newsela Social Studies

Student Volume	Newsela List Price			LAUSD District Per Student Cost
0-50,000		43%	\$4.00	\$4.00
50,001-100,000	\$7	45%		\$3.85
100,001-200,000		48%		\$3.65
200,001+	1.1.2	50%		\$3.50

Student Volume	Newsela List Price	2023 List Price LAUSD Volume Discount		LAUSD District Per Student Cost
0-50,000	- \$4	30%	\$2.80	\$2.80
50,001-100,000		35%	A	\$2.60
100,001-200,000		40%		\$2.40
200,001+		45%		\$2.20

Add On CA Ethnic Studies Collection First Year Promotion Pricing*

Student Volume	Newsela List Price	2023 List Price LAUSD Volume Discount	LAUSD Site - Per Student Cost	LAUSD Site - Per Student Cost
0-50,000	\$7	71%	\$2.00	\$2.00
50,001-100,000		71%		\$2.00
100,001-200,000		71%	1-0-0	\$2.00
200,001+	0,001+			\$2.00

* CA Ethnic Studies must have a base subscription to ELA or Social Studies

Add On CA Ethnic Studies Collection Year 2-5 Pricing*

Student Volume	Newsela List Price		LAUSD Site - Per Student Cost	LAUSD Site - Per Student Cost
0-50,000	\$7	40%	\$4.20	\$4.20
50,001-100,000		45%		\$3.85
100,001-200,000		50%		\$3.50
200,001+	1	55%	Property of the second	\$3.15

* CA Ethnic Studies must have a base subscription to ELA or Social Studies

Add On CA 4th and 5th Grade Collection

Student Volume	Newsela List Price			LAUSD District Per Student Cost
0-50,000	- \$3	33%	\$2.00	\$2.00
50,001-100,000		35%		\$1.95
100,001-200,000		40%		\$1.80
200,001+		45%		\$1.65

* CA 4th and 5th grade add ons must have a base subscription to ELA or Social Studies

Add On LGBTQIA+ Studies Collection

Student Volume	Newsela List Price		and the second	LAUSD District Per Student Cost
0-50,000	\$3	33%	\$2.00	\$2.00
50,001-100,000		35%		\$1.95
100,001-200,000		40%		\$1.80
200,001+		45%		\$1.65

*LGBTQIA+ Add On Collection must be added to a base subscription to ELA, Social Studies, or Science

Newsela Supplemental SEL	Annual per-student, site-wide	See attached SEL RFP
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Custom Collections	Annual per-student, site-wide	Pricing varies based on the scope of work
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Customization and Integration	Unit Cost	No cost for integration
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Professional Learning	On-Site PL No Cap for in-person	\$3600 per on-site PL
	Virtual Learning synchronous 20-30 participants per Session.	\$750 per single virtual 90-minute session
	Asynchronous is also available.	.075 per student PD Pass (annual subscription-based cost)

Implementation and Monitoring	One-time and annual costs	Included in the annual per-student cost.
		Tana and an and

Total Annual Cost*	*Total annual cost is based on per-student, site-wide.
	*Multi-year discounts can be put in place if more than a one-year agreement.

SCHEDULE A

STATEMENT OF WORK

1.0 SCOPE

This Statement of Work (SOW) defines the effort required for the administration and reporting of the Los Angeles Unified School District (Los Angeles Unified) digital instructional tools/platform. Schools will be able to implement one of the following digital tools to support concept development, skills mastery and problem solving skills of students in grades K-12.

Digital tools/platforms as outlined below:

- Category I Instructional Delivery and Interaction
- Category II Personalized Learning and Assessment

2.0 STATEMENT OF WORK – The tasks required to successfully administer digital tools/platforms:

A. Properties of instructional tools should include:

- UNIVERSAL DESIGN: Platform must be designed so that materials function as intended for as many students as possible
- CONTENT: Platform design and materials should be developmentally appropriate and support standards-aligned learning
- ACCESSIBILITY: Items and tasks are presented with additional information or in alternative ways, in order to meet the specific needs of some students.
- SENSITIVITY: Content contained should not be distracting or upsetting for some students.
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 - O ISTE Standards for Educators

B. The proposer's online platform must receive an approved LAUSD Unified Digital Instructional Procurement Plan (UDIPP) prior to contract execution. Proposer will not be authorized to provide any services unless proposer's LAUSD UDIPP application has been approved. The latest version of LAUSD UDIPP requirements must be met along with updated requirements released. The vendor shall monitor UDIPP approval expiration and complete renewal applications in a timely manner

Proposer must meet the LAUSD UDIPP requirements regarding SSO and SAML, Student Data Privacy, Data Security and LMS Compatibility. Determination as to whether a proposer meets those minimum qualifications will be based on their responses to the Unified Digital Instructional Procurement Plan Questionnaire, which can be found at <u>udipp.lausd.net</u>.

C. The effective, efficient, and timely completion of all tasks and requests is critical to the successful implementation of the digital tool.

CATEGORY I: INSTRUCTIONAL DELIVERY AND INTERACTION

Instructional delivery and interaction tools provide interactive lessons, interactive videos and gamification. Features such as drag and drop, recording, inputting responses, etc. should be developmentally appropriate for age and grade of students, as well as content areas being supported. Interactive teacher tools will allow teachers to create assignments, modify pre-made lessons, and create new lessons as applicable. The platform should provide teachers with the ability to include formative assessment in lessons, such as quizzes, polls, etc. as well as provide the ability to monitor assessment completion and results in real time. The platform should provide grade sync capabilities to automatically score and sync with the District's Learning Management System/Schoology. The platform should provide teachers with insights on using the formative assessment and dynamic media features to inform instructional next steps and student outcomes. Within the platform interactive, lessons can be teacher-led and educators should also be able to assign them for students to complete independently as needed.

They may address multiple content areas or a single content area such as:

- English Language Arts
- Mathematics
- Science
- History/Social Studies
- Social Emotional Learning
- Arts Education
- Physical Education
- English Language Development
- Multiple content areas
- Computer Science Education
- Coding
- Cybersecurity Education
- Digital Citizenship

CATEGORY II: PERSONALIZED LEARNING AND ASSESSMENT

Personalized learning and assessment supplementary digital tools will assess students' entry level skills and then provide a personalized course of CA Common Core aligned standards based learning activities to reinforce growth areas and deepen understanding in areas of strength. Features such as drag and drop, recording, inputting responses, etc. should be developmentally appropriate for age and grade of students, as well as content areas being supported. The platform should provide teachers with the ability to include formative assessment in lessons, such as quizzes, polls, etc. as well as provide the ability to monitor assessment completion and results in real time. The platform should provide grade sync capabilities to automatically score and sync with the District's Learning Management System/Schoology. The platform should provide teachers with insights on using the formative assessment and dynamic media features to inform instructional next steps and student outcomes. Within the platform interactive, lessons can be teacher-led and educators should also be able to assign them for students to complete independently as needed.

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- Mathematics
- Science
- History/Social Studies
- Social Emotional Learning
- Arts Education
- Physical Education
- English Language Development
- Computer Science Education
- Coding
- Cybersecurity Education
- Digital Citizenship

FEATURES ACROSS ALL DIGITAL TOOL CATEGORIES

MATERIAL FOR EDUCATORS

Digital Tool materials shall include:

- The digital activities and games should be standards aligned, can be used flexibly for various blended learning models or as an extra enhancement for core instruction.
- Teachers should be able to place any student at any spot in the curriculum to enhance the work on specific content the class is learning via their core curriculum.
- Should include digital manipulatives, when applicable, to support students with problem solving and sense making.
- Embedded formative assessments which provide instant feedback for the students, including pre and post assessments, progress monitoring, and standardized test preparation.

- The platform shall support access through on-line connections via operating systems commonly found on MacBooks, iPads, Chromebooks, Personal Computers (desktops/laptops), Interactive Smart Boards and Interactive Projectors. The digital curriculum must be compatible with these devices. Digital tools must meet the minimum operating specifications as follows:
 - iOS 13 and higher for iPads
 - Windows 10 OS and higher for laptops and PCs
 - MacOS 11 and higher for Macbooks
- Platform should include data reporting to address the following:
 - Individual student progress and completion of activities/games
 - Teacher/Classroom report on student progress on standards and completion of activities/games
 - School Administrators, District and Region level administrators and coordinators have access to the platform analytics through the LAUSD single sign-on

PROFESSIONAL DEVELOPMENT

Teachers and administrators shall be provided with initial in-person or on-line training which will provide an overview of the digital tool program and training on how to access, navigate, and utilize both print and digital materials. Training will also support teachers with best practices in terms of blended learning models and use of the digital tool to enhance their core curriculum and provide intervention/enrichment for students with the goal of differentiating and personalizing instruction. Teachers will receive training and support in utilizing assessment data to make instructional decisions.

Teachers and administrators shall be provided follow-up implementation support training and ongoing coaching support shall be made available in-person and/or virtually. This ongoing support will deepen teachers and administrators strategic use of the digital tool and support schools with bringing in parents/caregivers as equal partners in teaching and learning but with at-home connections.

Professional development for school site leadership and district leadership shall include quarterly data charts around completion of lessons/activities/games by grade level and students and whether recommended usage goals are being met in alignment with the research supporting the use of the digital tool.

Services must include on-going digital support for questions that arise regarding access, functionality and usage.

MATERIAL FOR FAMILIES

The supplemental digital tool shall include resources that parents may access from home, including asynchronous lessons/activities/games and videos. These will include modeling of activities and games, as well as additional resources that will increase family engagement, enhance classroom learning, and reduce learning loss. The videos and resources shall take advantage of digital and mobile technology and will be used to build instructional supports between families and their

school. Families will also be provided with multiple opportunities to attend webinars which will provide tools and resources to support their child's numeracy development in the home.

3.0 SECURITY OF ALL MATERIALS AND DATA

The Contractor shall obtain a completed and completely approved LAUSD Unified Digital Instructional Procurement Plan (UDIPP) and adhere to the security requirements therein. **Contractor will not be authorized to work on any services unless contractor's LAUSD UDIPP application has been approved.**

4.0 DATA COLLECTION

The Contractor shall collect enrollment, student and other data transfers necessary through a mutually agreed upon data transfer process with L.A. Unified Office of Data Accountability.

5.0 DATA ANALYSES

The Contractor shall provide usage and achievement data as applicable to the platform in a format that is integrated with LAUSD data systems. An automated data feed at regular intervals using the SFTP transfer process will be required per LAUSD specifications.

6.0 TECHNICAL SUPPORT

- 6.1 The Contractor shall provide a help desk for customer support for L.A. Unified schools and staff. The Help Desk shall offer phone customer support, online chat boxes and chat rooms.
- 6.2 In addition to chat based support and online service tickets, the Contractor shall provide tiered support that includes a toll-free telephone number that will lead to a "live" person for technical support questions between 7:30 a.m. and 4:30 p.m. Pacific time Monday through Friday.
- 6.3 The Contractor shall provide resolution to the following within the time frames specified:
 - A. Resolution to all problems logged with technical support within the next business day
 - B. Resolution to all high priority calls logged with technical support within 4 hours
 - C. High priority treatment for any problems logged that cannot be resolved within the above time frame. These problems shall be resolved by providing resources for timely follow-up
- 6.4 The Contractor shall maintain a service log and provide to Los Angeles Unified upon request and during regular implementation meetings. The log shall include technical support requests with a description of how the matters have been resolved.
- 6.5 The Contractor's support processes shall be aligned with the District's IT helpdesk and other support providers to the District. The District's IT helpdesk currently uses Service

Center from Remedy. Where applicable, this method of providing and maintaining support shall be used.

6.6 The Contractor's platform must work with comparable effectiveness with all common internet browsers and computer makes.

7.0 DATA MANAGEMENT

- A. Usage and/or achievement related to the digital tool is to be hosted on the Contractor's cloud-based server(s) as designated and approved by L.A. Unified, covers the data produced by the full range of activities. Data management must comply with Data Use Agreement provisions in the approved L.A. Unified UDIPP.
- B. These data shall be available via web pages, secure file transfer protocol (SFTP), and restricted and secure user logons. The secure user logons of any server housing any District information shall authenticate against an LDAP V3 compliant user Directory housed on the District's network. User account authorization provisioning shall occur within the Contractor provided application(s). Availability shall be encrypted at the discretion of the L.A. Unified commensurate to the confidentiality of the information hosted on the system. Any student level data shall be maintained in a secure and confidential manner as outlined in the L.A. Unified UDIPP. Notwithstanding any of the above specifications, the security of all confidential data shall meet all District standards and policies outlined in the UDIPP.
- C. Access to the data web pages and usage and/or achievement data must be provided for long-term substitutes on a temporary basis when requested by the school's principal or representative.

8.0 TRAINING

The Contractor shall provide training to LAUSD staff based on a professional development plan created with district staff. Professional development shall include initial training in-person and/or virtual, follow up training and support and office hours.

9.0 PROJECT MANAGEMENT

9.1 IMPLEMENTATION AND TRAINING PLAN

The contractor shall work collaboratively with the District to develop an implementation plan that includes data integration, professional development and regular review of usage and achievement data.

9.2 MINUTES AND RECORDS

The Contractor shall take minutes and record the list of participants from all meetings, including, but not limited to, management meetings and any technical advisory groups. If any work tasks are outlined in the minutes, the person(s) responsible for these tasks and the target completion dates must be identified in the minutes as well. Within two (2) weeks after each meeting (or such other time designated by the District), the Contractor

shall maintain and submit to the District, all minutes and records in writing and/or electronically for review and final approval.

9.3 MONITORING ACTIVITIES

To be successful, this project requires an effective management team.

- 9.3.1 The Contractor must provide a designated Project Manager and technical support coordinator. If subcontractors are used, a Project Coordinator must be designated for each subcontractor. The professional qualifications of the team members shall be appropriate to ensure the overall success of implementation.
- 9.3.2 The Contractor's Project Manager shall communicate, either in person or by telephone, with designated District staff, on a weekly basis, as needed and scheduled by the District, to review progress and performance. The review criteria will include, but not be limited to, problems encountered under the contract, future performance under the contract, and any other subject relating to completion of tasks under this contract.
- 9.3.3 The Contractor shall prepare monthly and annual impact reports with usage and achievement data by school, region and district. The reports shall be submitted to the District and reviewed during regular implementation meetings.

L.A. Unified reserves the right to use and reproduce all reports, summaries, and data reports developed pursuant to this agreement.

10.0 DATA EXPORT IMPORT REQUIREMENTS

Requirements for Data Export were derived from the following artifacts:

- Table A Data Export Requirements
- Table B Sample File of Data Items

Contractor agrees to meet all of the stated requirements in the aforementioned exhibits that explicitly pertain to the Data Export Requirements.

Acceptance Criteria

The acceptance criteria that will constitute conformity with LAUSD's stated business requirements are as follows:

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1	Data is received nightly or streamed, if applicable. Time of day to be agreed upon at a later time
2	Data is delivered via SFTP/Control M or API and is encrypted in transmittal.
3	Data is produced with 1 file with users, courses, and "activities", and academic growth.
4	Data will contain a district unique identifier such as LAUSD Email, Employee ID or Student ID.
5	Data will contain a district unique identifier for each school location (School Code).
6	Activity data may include assessment results, messages sent, resources created, coursework including external/resource links utilized, assignments, files uploaded, submissions, and other activities of the instructional tool as applicable
7	Data must include all elements to allow LA Unified to create the following report for teachers and students: Unique logins/clicks per (timeframe)
8	Data must include all elements to allow LA Unified to create the following report for teachers and students: Overall logins/clicks per (timeframe)
9	Data must include all elements to allow LA Unified to create the following report for teachers and students: Activities (as defined by vendor)
10	Data must include all elements to allow LA Unified to create the following report for teachers and students Time Spent on Platform
11	 Device Usage Type of Device Used (mobile Browser) IP Address (used by District to identify internal firewall versus "at home" logins)

Table A - Data Export Requirements

11.0 APPROVED PRODUCTS

Category I – Instructional Delivery and Interaction

1. NoRedInk Premium

Category II - Personalized Learning & Assessment

1. NoRedInk Premium

12.0 PLATFORM FUNCTIONALITY

NoRedInk is pleased to meet or exceed the Platform Design Features and Lesson requirements for Categories I and II. Details of our alignment are highlighted below.

Category I- Instructional Delivery and Interaction & Category II Personalized Learning and Assessment

Includes interactive lessons, interactive videos and gamification as appropriate

NoRedink meets this requirement. NoRedInk's interactive tutorials are interactive mini-lessons that break writing and grammar concepts down into manageable chunks. Students then have practice questions to test their understanding. NoRedInk has also created several video mini-lessons to complement interactive tutorials and support visual and self-directed learners.

Features such as drag and drop, recording, inputting responses, etc. that are developmentally appropriate for age and grade of students.

NoRedInk meets this requirement. NoRedInk offers a variety of interactive features including drag and drop, highlighting, clicking, and typing.

Lessons are appropriate for the content areas being supported and alignment to CA content standards is clear

NoRedInk meets this requirement. NoRedInks's comprehensive writing curriculum is aligned with the CA Content standards. More information on standards alignment can be accessed via the links below.

- Common Core State Standards (2010) Map to NRI Grades 3-4
- Common Core State Standards (2010) Map to NRI Grades 5-6
- Common Core State Standards (2010) Map to NRI Grades 7-8
- Common Core State Standards (2010) Map to NRI Grades 9-10
- Common Core State Standards (2010) Map to NRI Grades 11-12.

Within the platform interactive, lessons can be teacher-led and educators can also assign them for students to complete independently as needed.

NoRedInk meets this requirement. NoRedInk's writing platform provides a variety of different types of learning experiences, allowing teachers to use it for individual, small group, and whole class instruction. The program's 60+ learning paths contain practice exercises for students that span thousands of skills. Teachers can assign groupings of skills to students to tackle individually at their own pace. Within each learning path, a concept is broken down into targeted practice topics, which are essentially building blocks that guide students toward fluency with the standards.

Describe improvement/ product modifications and how they enhance the interactive experience

NoRedInk is continuously striving to improve the user experience. NoRedInk's most recent updates included enhanced accessibility for students with disabilities and created more printer-friendly access for Portfolios, Quick Writes, and Guided drafts.

Category II Personalized Learning and Assessment

Assesses students' entry level skills and then provides a personalized course of CA Common Core aligned standards

NoRedInk's Planning Diagnostics assesses students' skills to provide an individualized pathway to mastery. Teachers can even choose from premade planning diagnostics that are aligned to California Common Core standards. Upon completion of the diagnostic assessment, students and teachers have a clear pathway to achieve standards-aligned mastery of the content.

2. Teacher Tools - ALL CATEGORIES

Describe any teacher tools that allow teachers to create assignments, modify pre-made lessons, and create new lessons as applicable.

Teachers can create assignments from the program's 60+ learning paths that contain practice exercises that span thousands of skills. Teachers can assign groupings of skills to students and/or differentiate the assignments they make based on student needs identified via NoRedInk diagnostics. Teachers also have several options when creating writing assignments. They can utilize pre-made prompts, text sets, and rubrics, modify the pre-made options, or build their own writing assignments from scratch.

Describe as applicable, how the platform allows teachers the ability to include formative assessment in lessons, such as quizzes, polls, etc. as well as provide the ability to monitor assessment completion and results in realtime. NoRedInk provides actionable real-time data to teachers, so it's easy to tailor instruction to their needs. NoRedInk offers a

dynamic library of diagnostic, formative, and summative assessments, which allow teachers to make the most of NoRedInk's offering. Teachers can identify the skills students need the most support with and easily measure growth. Results of assessments are ready instantly so teachers can easily see who may need additional support.

On NoRedInk, teachers can access live data on student progress. This enables teachers to easily identify students who are struggling or would benefit from additional support.

Teachers can also view students' writing as they compose in real-time.

Additionally, teachers can assign a Diagnostic or Growth Quiz to assess student progress on specific skills. Teachers simply select the skills they'd like students to focus on, then NoRedInk generates the assessment questions, and grades automatically and provides actionable data.

In the screenshot of a Diagnostic to the below, the teacher can use the performance bands to decide which students to pull for a small-group intervention. The teacher can easily reference students' mastery levels when deciding which students would benefit from additional skill practice.

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After assigning additional practice, teachers can view students' progress relative to the initial Diagnostic. This easy-toread Growth Quiz has several benefits. We're able to see right away which band each of our students now resides in. The color on the left indicates where they started, and the number to the right of their names shows the average percent growth.



3. Reporting - ALL CATEGORIES

Describe your reporting features and how it provides usage, level/skills data and if applicable next steps for educators.

Teachers can access a variety of real-time reports that provide insights into their class and individual student progress as highlighted below.

Class and student grades by assignment, ability to click on individual students for student-level details.



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Class and student level mastery by standard (filterable by California Standards)

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We also provide school and district administrators with interactive reports, which they can access at any time. These reports are designed specifically for district admin and stakeholders to track overall usage trends and address cases where usage may not be meeting expectations.

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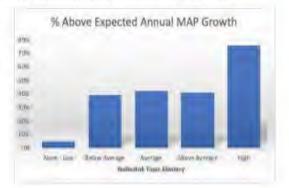
Administrators at schools and districts can also view growth reports through the use of NoRedInk Benchmarks. Benchmark assessments can be customized and assigned multiple times throughout the year to provide a snapshot of progress viewable at the school, teacher, topic, and student levels.

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Provide examples/evidence of usage and impact data in your work with other districts and, if applicable with LAUSD.

All case studies and research reports that document the impact of NoRedInk on student outcomes may be accessed from: <u>https://www.noredink.com/about/casestudies</u>. Among others, this includes a comprehensive third-party study conducted by WestEd to investigate the correlation between NoRedInk mastery and performance on the NWEA MAP* Language Usage assessment. The study tracked the growth of 7,330 middle school students on the NWEA MAP* test

between the fall and spring of the 2015-2016 school year. The study confirmed that "NoRedInk performance is a robust predictor of endof-year language growth" regardless of race, gender, grade, and baseline MAP score. 37% of students grew by at least 200% of the expected annual growth.



Additionally, NoRedInk is positively impacting learning in several LAUSD schools. Usage in these schools can be reviewed in the data report highlighted in the image to the right. Testimonials from LAUSD schools exemplifying NoRedInk's impact have been provided below.

"NoRedInk has been extremely helpful in honing my students' grammar skills. I have been able to differentiate the learning experiences of my students to meet their needs while still meeting the standards. NoRedInk has become an essential part of my classroom and my students' development!" —Alliance-Gertz Merkin Middle High

"NoRedInk is the most efficient way to promote agency and independence in students while remediating specific skill deficits. Additionally, it has the major benefit of allowing the teacher to pull small groups for direct instruction while other students engage with NoRedInk." —Westchester Enriched Sciences Magnet

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"NoRedInk has filled a huge gap in my writing instruction. NoRedInk is a user-friendly, easily navigable, interactive web interface. My students receive immediate feedback, reminders of the lesson's rules as they move through each activity practicing a targeted skill. The mastery and level completion give the students a sense of accomplishment. The feedback I receive as a teacher allows me to tailor my instruction to the students who need it the most." --Park Western Place Elementary

"Students understand the importance of grammar in their writing and its function on the way it affects the audience. My AP students thrived thanks to NoRedInk." -- Bell High School

Describe how the platform can provide grade sync capabilities to automatically score and sync with the District's Learning Management System/Schoology. If not currently available, describe plans for this functionality in the near future.

NoRedInk's <u>Schoology integration</u> allows teachers to seamlessly create NoRedInk assignments for classes all within Schoology. Assignments created in NoRedInk will draw from your existing class rosters in Schoology, and NoRedInk grades will automatically sync to the Schoology gradebook.

4. Professional Development & Family Resources - ALL CATEGORIES

Describe the professional Development and support provided/available to ensure the

success implementation of your digital tools in support of maximized usage and

impact for LAUSD

For our district partners, NoRedInk provides virtual and self-driven training options that cover all aspects of account setup, assignment types, and student data. In addition, teachers and administrators have the ongoing support of a Customer Success Manager and Implementation Specialist throughout the year to ensure a successful implementation. Administrators have access to teacher and student usage and performance data at varying levels of granularity; district, school, class, and individual. Each NoRedInk Premium customer has a Customer Success Manager who assists with and coordinates a customized professional development program, program implementation, and management. The Customer Success Manager can also answer both technical and instructional questions that arise during the year. In addition to working with teachers, the Customer Success Manager will lead administrators through goal setting, an initial training to walk them through NoRedInk's administrator tools, and help oversee a successful implementation.

Our Professional Learning team also provides on-site professional development, coaching, and monitoring. We have experience managing large, complex, multi-school implementations with a customized professional development program. An Implementation Specialist would work with you to design and implement a training plan that meets district requirements. For example, we recently completed implementation and training for all 52 of Fairfax County Public School District high schools.

In addition to on-site, face-to-face training, modeling, and mentoring, NoRedInk provides virtual training, self-guided online training, a Customer Success Manager, a staffed support center, and an online help library. In live virtual training, NoRedInk staff can answer questions and walk teachers through technical aspects of account and class set-up, assignment types, and flow, using data to inform instruction and best teaching practices with NoRedInk. The total number of training hours will vary with the Implementation and professional development model (combination of inperson, live virtual, and on-demand virtual). We recommend that teachers complete 2 hours of training.

A sample training plan is outlined below; however, we will work with you to develop a customized professional development cadence. Our standard menu of professional development sessions can be viewed here: https://bit.ly/3YHTkbn

SAMPLE: 2023-24 Implementation and Professional Development Plan

Project Plan Key

All Teachers, Instructional Leads, Administrators, District Staff

May 2023, or as requested

Goals & Kick Off: Identify your outcomes and your definition of a successful year, preview the data used to track your staff's usage, and confirm training plan

Semester 1, or as requested

Kick Off Training (Getting Started for newer teachers or a selected NoRedInk Essentials session; session can also be segmented by middle school vs high school level)

NoRedInk Premium Coaching training: An adaptable session to help school leaders support teachers who are using NoRedInk Premium. Learn how to leverage progress-tracking tools and encourage a smooth rollout. We suggest one session for instructional leads and one session for administrators.

Debrief/Review Professional Development Progress

NoRedInk Design & Assign sessions focused on district goals (Planning Diagnostics, Unit Diagnostics, Quick Writes, or Guided Drafts; can be segmented by grade level)

As Needed Support: Zoom office hours, follow up calls

Check-In Call: Focus on reviewing teacher activation and early usage

Semester 2, or as requested

Targeted campus-based and goal-based support via NoRedInk Essentials and Design & Assign sessions

Level-Up with NoRedInk for advanced teachers

Impact Call: Review progress against goals, identify additional improvements and support options, planning for Year 2

Describe the student and family resources described will enhance implementation/usage

For Students

The <u>Student Help Center</u> offers resources that provide information about Sign Up and Log In, Account Questions, Working on Assignments, Assignment Help, Past Work and Results, and Independent Learning.

For Families

The <u>Parent Help Center</u> offers resources that provide information about a wide range of topics, including how NoRedInk works, the types of activities students can work on, or using NoRedInk as a parent or homeschool teacher.

Table B - Sample File of Data Items

Example of data items with corresponding descriptions.

The following usage data information is requested for all products. All marked with (*) are required. Please set up a meeting with the LAUSD team for a walkthrough of this template.

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LAUSD	This is a unique value n to identify the Product in LAUSD	Should be lausd student ID, Teacher ID or Email	LAUSD Location Code, or cost	that was used to			Browser	IP Address (used by District to identify internal firewall versus "at home"						Assignment Score	
Tables	Tables	address	center code User School Id	access platform	Samsung 1023	Browser Type	Version Browser	logins)					Duration	Grade	addressed
Partner ID*	Product ID*	User ID (Lausd)*	(LAUSD)	Device Type*	Device Version	Browser Type*	Version*	IP	Activity Type*	Activity Action type	Activity ID	Time STMP*			
	Your Product Name	first.last@mymail.lausd.ne	t	Iphone		Safari	90.2	100.xxx.x.x	Assignment	Submit	Assignment ID	06/12/2020 12:12:34 PST			
	Your Product Name	first.last@mymail.lausd.ne	t	Laptop		Chrome	80		Course	Create	Course ID				
	Your Product Name	first.last@mymail.lausd.ne	t	Laptop		Chrome	80		Login	Update	Section ID				
	Your Product Name	first.last@mymail.lausd.ne	t	Laptop		Chrome	80		Logout	View					
	Your Product Name	first.last@mymail.lausd.ne	t	Laptop		Chrome	80		Section	Complete					
	Your Product Name	first.last@mymail.lausd.ne	t	Laptop		Chrome	80		Lessons						
		first.last@mymail.lausd.ne		Laptop		Chrome	80		General Activity						
	Your Product Name	first.last@mymail.lausd.ne	t	chromebook		Chrome	80		Assignment	Update					
	Your Product Name	first.last@mymail.lausd.ne	t	chromebook		Chrome	80			Start					
									Assessment	End					
							ł								

END OF STATEMENT OF WORK

SCHEDULE B

CONTRACTOR'S RATES

Category	Unit		Price
Subscription License	Annual per student, volume		
Agreement	discounts outlined when purchased at one time	Student Licenses	2023 Price
		0 - 500	\$17.01
		501 - 1,000	\$15.88
		1001 - 2,000	\$14.74
		2,001 - 3,000	\$13.61
		3,001 - 4,000	\$12.47
		4,001 - 5,000	\$11.34
		5,001 - 7,000	\$10.2
		7,001 - 10,000	\$9.07
		10,001 - 20,000	\$7.94
		20,001 - 30,000	\$6.80
		30,001 - 40,000	\$5.6
Customization and Integration	Unit Cost (include detail on discounts provided)	No Additional Custom	nization or Integration Cos
Professional Learning (PL)	Number of participants Frequency/Duration Presentation Mode (In-person/Virtual/Hybrid) (include detail on discounts and/or rebates applied as applicable)	In-Person Professio \$4400 per trainer day 3-4 sessions in a sing Up to 20 participants Live Virtual Profess \$550 per 1 hr session Up to 20 participants Self-Paced Training Embedded with NoRe at no additional cost.	(expenses included) le day per session ional Development per session Modules edInk Premium Licenses
mplementation and monitoring	One time and annual costs (include detail on discounts provided)		

		AT NO ADDITIONAL COST: As a Premium district, priority technical support, reporting, and customer service is built into the costs of your implementation. You will have access to an interactive report that updates in real time throughout the year and school administrators will also have access to their individual school's Premium report. A dedicated NoRedInk Customer Success Manager will be assigned to your district. There are no additional charges for any of these services and features.
Other Costs	Itemize (include detail on discounts provided)	N/A
Total Annual Cost		Estimated total licenses cost: \$1,803,000
Based on estimated 31	8,000 students in grades 6+	Estimated total services cost: \$180,300
		Estimated Full Annual Total: \$1,983,300.

Category	Unit	Price
Subscription License Agreement	Annual by school	Site License Pricing Caps: X-Small, 1-299 students, \$4,300 Small, 300-399 students, \$5,700 Medium, 400-599 students, \$8,000 Large, 600-799 students, \$9,000 X-Large, 800-1099 students, \$10,200 XX-Large, 1100+ students, \$11,300 S17 per student if more cost effective than that listed site license price. Additional Applicable Discounts: Multi-Site Discounts (bulk purchase): 1-2 schools purchase: 0% 3-5 schools purchase: 2.5% 6-10 schools purchase: 5% 11-15 schools purchase: 7.5% 16-20 schools purchase: 10% 21+ schools purchase: 13% Multi-Year Discounts (Paid Upfront) 2-year contract = 7.5% 3-year contract = 15% 5+ year contract = 20% *No discount on PD, Licenses discount only,
Customization and Integration	Unit Cost (include detail on discounts provided)	N/A
Professional Learning (PL)	Number of participants Frequency/Duration Presentation Mode (In-person/Virtual/Hybrid) (include detail on discounts and/or rebates applied as applicable)	Live Virtual Professional Development \$550 per 1 hr session Up to 20 participants per session Self-Paced Training Modules Embedded with NoRedInk Premium Licenses at no additional cost.

PRICING SHEET - Individual Site/Campus Purchases

mplementation and monitoring	One time and annual costs (include detail on discounts provided)	Customer Success Support is included at no additional cost.
Other Costs	Itemize (include detail on discounts provided)	N/A
Total Annual Cost		Maximum total licenses cost: \$11,300
A single campus		Estimated total services cost: \$550
		Estimated Full Annual Total: \$11,850

SCHEDULE A

STATEMENT OF WORK

1.0 SCOPE

This Statement of Work (SOW) defines the effort required for the administration and reporting of the Los Angeles Unified School District (Los Angeles Unified) digital instructional tools/platform. Schools will be able to implement one of the following digital tools to support concept development, skills mastery and problem solving skills of students in grades K-12.

Digital tools/platforms as outlined below:

• Category IV - Specialized Digital Learning Tool

2.0 STATEMENT OF WORK – The tasks required to successfully administer digital tools/platforms:

A. Properties of instructional tools should include:

- UNIVERSAL DESIGN: Platform must be designed so that materials function as intended for as many students as possible
- CONTENT: Platform design and materials should be developmentally appropriate and support standards-aligned learning
- ACCESSIBILITY: Items and tasks are presented with additional information or in alternative ways, in order to meet the specific needs of some students.
- SENSITIVITY: Content contained should not be distracting or upsetting for some students.
- CULTURAL AND LINGUISTIC RESPONSIVENESS: Digital tools must consider the cultural and linguistic diversity of the students in Los Angeles and should contain culturally and linguistically responsive materials that are appropriate for meeting the needs of all students (English Learner (EL), Standard English Learner (SEL), Student with Disabilities (SWD), etc.)
- International Society for Technology in Education (ISTE): Standards is a framework for learning in-depth, digital age skills and attributes with learning that is amplified through technology
 - O ISTE Standards for Students and/or
 - O ISTE Standards for Educators

B. The proposer's online platform must receive an approved LAUSD Unified Digital Instructional Procurement Plan (UDIPP) prior to contract execution. Proposer will not be authorized to provide any services unless proposer's LAUSD UDIPP application has been approved. The latest version of LAUSD UDIPP requirements must be met along with updated requirements released. The vendor shall monitor UDIPP approval expiration and complete renewal applications in a timely manner

Proposer must meet the LAUSD UDIPP requirements regarding SSO and SAML, Student Data Privacy, Data Security and LMS Compatibility. Determination as to whether a proposer meets those minimum qualifications will be based on their responses to the Unified Digital Instructional Procurement Plan Questionnaire, which can be found at <u>udipp.lausd.net</u>.

C. The effective, efficient, and timely completion of all tasks and requests is critical to the successful implementation of the digital tool.

CATEGORY IV: SPECIALIZED DIGITAL LEARNING TOOL

Specialized digital learning tools provide teachers and students with supplemental tools that will enhance the learning experience and are utilized for a specific purpose. The purpose of the tool should be connected to a specific usage and content area. Tools can fall into categories such as:

- Video conferencing
- Document annotation
- Digital recording and screencasting
- Electronic Reference materials
- Music Production
- Graphic Design
- Photography
- Digital Storytelling
- Film production/editing
- Research
- Science labs
- Presentation
- 3D Design and printing
- Augmented Reality
- Virtual Reality
- XR (Extended Reality: Augmented Reality and Virtual Reality, and Mixed Reality Combined)
- Artificial Intelligence & Machine Learning
- Generative Text
- Communication
- Survey Tools
- Homework Help
- Assessment Tools
- Simulations
- Game-Based Learning
- esports

FEATURES ACROSS ALL DIGITAL TOOL CATEGORIES

MATERIAL FOR EDUCATORS

Digital Tool materials shall include:

- The digital activities and games should be standards aligned, can be used flexibly for various blended learning models or as an extra enhancement for core instruction.
- Teachers should be able to place any student at any spot in the curriculum to enhance the work on specific content the class is learning via their core curriculum.
- Should include digital manipulatives, when applicable, to support students with problem solving and sense making.
- Embedded formative assessments which provide instant feedback for the students, including pre and post assessments, progress monitoring, and standardized test preparation.
- The platform shall support access through on-line connections via operating systems commonly found on MacBooks, iPads, Chromebooks, Personal Computers (desktops/laptops), Interactive Smart Boards and Interactive Projectors. The digital curriculum must be compatible with these devices. Digital tools must meet the minimum operating specifications as follows:
 - \circ iOS 13 and higher for iPads
 - Windows 10 OS and higher for laptops and PCs
 - MacOS 11 and higher for Macbooks
- Platform should include data reporting to address the following:
 - Individual student progress and completion of activities/games
 - Teacher/Classroom report on student progress on standards and completion of activities/games
 - School Administrators, District and Region level administrators and coordinators have access to the platform analytics through the LAUSD single sign-on

PROFESSIONAL DEVELOPMENT

Teachers and administrators shall be provided with initial in-person or on-line training which will provide an overview of the digital tool program and training on how to access, navigate, and utilize both print and digital materials. Training will also support teachers with best practices in terms of blended learning models and use of the digital tool to enhance their core curriculum and provide intervention/enrichment for students with the goal of differentiating and personalizing instruction. Teachers will receive training and support in utilizing assessment data to make instructional decisions.

Teachers and administrators shall be provided follow-up implementation support training and ongoing coaching support shall be made available in-person and/or virtually. This ongoing support will deepen teachers and administrators strategic use of the digital tool and support schools with bringing in parents/caregivers as equal partners in teaching and learning but with at-home connections.

Professional development for school site leadership and district leadership shall include quarterly data charts around completion of lessons/activities/games by grade level and students and whether recommended usage goals are being met in alignment with the research supporting the use of the digital tool.

Services must include on-going digital support for questions that arise regarding access, functionality and usage.

MATERIAL FOR FAMILIES

The supplemental digital tool shall include resources that parents may access from home, including asynchronous lessons/activities/games and videos. These will include modeling of activities and games, as well as additional resources that will increase family engagement, enhance classroom learning, and reduce learning loss. The videos and resources shall take advantage of digital and mobile technology and will be used to build instructional supports between families and their school. Families will also be provided with multiple opportunities to attend webinars which will provide tools and resources to support their child's numeracy development in the home.

3.0 SECURITY OF ALL MATERIALS AND DATA

The Contractor shall obtain a completed and completely approved LAUSD Unified Digital Instructional Procurement Plan (UDIPP) and adhere to the security requirements therein. **Contractor will not be authorized to work on any services unless contractor's LAUSD UDIPP application has been approved.**

4.0 DATA COLLECTION

The Contractor shall collect enrollment, student and other data transfers necessary through a mutually agreed upon data transfer process with L.A. Unified Office of Data Accountability.

5.0 DATA ANALYSES

The Contractor shall provide usage and achievement data as applicable to the platform in a format that is integrated with LAUSD data systems. An automated data feed at regular intervals using the SFTP transfer process will be required per LAUSD specifications.

6.0 TECHNICAL SUPPORT

- 6.1 The Contractor shall provide a help desk for customer support for L.A. Unified schools and staff. The Help Desk shall offer phone customer support, online chat boxes and chat rooms.
- 6.2 In addition to chat based support and online service tickets, the Contractor shall provide tiered support that includes a toll-free telephone number that will lead to a "live" person for technical support questions between 7:30 a.m. and 4:30 p.m. Pacific time Monday through Friday.
- 6.3 The Contractor shall provide resolution to the following within the time frames specified:

- A. Resolution to all problems logged with technical support within the next business day
- B. Resolution to all high priority calls logged with technical support within 4 hours
- C. High priority treatment for any problems logged that cannot be resolved within the above time frame. These problems shall be resolved by providing resources for timely follow-up
- 6.4 The Contractor shall maintain a service log and provide to Los Angeles Unified upon request and during regular implementation meetings. The log shall include technical support requests with a description of how the matters have been resolved.
- 6.5 The Contractor's support processes shall be aligned with the District's IT helpdesk and other support providers to the District. The District's IT helpdesk currently uses Service Center from Remedy. Where applicable, this method of providing and maintaining support shall be used.
- 6.6 The Contractor's platform must work with comparable effectiveness with all common internet browsers and computer makes.

7.0 DATA MANAGEMENT

- A. Usage and/or achievement related to the digital tool is to be hosted on the Contractor's cloud-based server(s) as designated and approved by L.A. Unified, covers the data produced by the full range of activities. Data management must comply with Data Use Agreement provisions in the approved L.A. Unified UDIPP.
- B. These data shall be available via web pages, secure file transfer protocol (SFTP), and restricted and secure user logons. The secure user logons of any server housing any District information shall authenticate against an LDAP V3 compliant user Directory housed on the District's network. User account authorization provisioning shall occur within the Contractor provided application(s). Availability shall be encrypted at the discretion of the L.A. Unified commensurate to the confidentiality of the information hosted on the system. Any student level data shall be maintained in a secure and confidential manner as outlined in the L.A. Unified UDIPP. Notwithstanding any of the above specifications, the security of all confidential data shall meet all District standards and policies outlined in the UDIPP.
- C. Access to the data web pages and usage and/or achievement data must be provided for long-term substitutes on a temporary basis when requested by the school's principal or representative.

8.0 TRAINING

The Contractor shall provide training to LAUSD staff based on a professional development plan created with district staff. Professional development shall include initial training in-person and/or virtual, follow up training and support and office hours.

9.0 PROJECT MANAGEMENT

9.1 IMPLEMENTATION AND TRAINING PLAN

The contractor shall work collaboratively with the District to develop an implementation plan that includes data integration, professional development and regular review of usage and achievement data.

9.2 MINUTES AND RECORDS

The Contractor shall take minutes and record the list of participants from all meetings, including, but not limited to, management meetings and any technical advisory groups. If any work tasks are outlined in the minutes, the person(s) responsible for these tasks and the target completion dates must be identified in the minutes as well. Within two (2) weeks after each meeting (or such other time designated by the District), the Contractor shall maintain and submit to the District, all minutes and records in writing and/or electronically for review and final approval.

9.3 MONITORING ACTIVITIES

To be successful, this project requires an effective management team.

- 9.3.1 The Contractor must provide a designated Project Manager and technical support coordinator. If subcontractors are used, a Project Coordinator must be designated for each subcontractor. The professional qualifications of the team members shall be appropriate to ensure the overall success of implementation.
- 9.3.2 The Contractor's Project Manager shall communicate, either in person or by telephone, with designated District staff, on a weekly basis, as needed and scheduled by the District, to review progress and performance. The review criteria will include, but not be limited to, problems encountered under the contract, future performance under the contract, and any other subject relating to completion of tasks under this contract.
- 9.3.3 The Contractor shall prepare monthly and annual impact reports with usage and achievement data by school, region and district. The reports shall be submitted to the District and reviewed during regular implementation meetings.

L.A. Unified reserves the right to use and reproduce all reports, summaries, and data reports developed pursuant to this agreement.

10.0 DATA EXPORT IMPORT REQUIREMENTS

Requirements for Data Export were derived from the following artifacts:

- Table A Data Export Requirements
- Table B Sample File of Data Items

Contractor agrees to meet all of the stated requirements in the aforementioned exhibits that explicitly pertain to the Data Export Requirements.

Notable Ink Category IV

Acceptance Criteria

The acceptance criteria that will constitute conformity with LAUSD's stated business requirements are as follows:

Table A - Data Export Requirements

1	Data is received nightly or streamed, if applicable. Time of day to be agreed upon at a later time
2	Data is delivered via SFTP/Control M or API and is encrypted in transmittal.
3	Data is produced with 1 file with users, courses, and "activities", and academic growth.
4	Data will contain a district unique identifier such as LAUSD Email, Employee ID or Student ID.
5	Data will contain a district unique identifier for each school location (School Code).
6	Activity data may include assessment results, messages sent, resources created, coursework including external/resource links utilized, assignments, files uploaded, submissions, and other activities of the instructional tool as applicable
7	Data must include all elements to allow LA Unified to create the following report for teachers and students: Unique logins/clicks per (timeframe)
8	Data must include all elements to allow LA Unified to create the following report for teachers and students: Overall logins/clicks per (timeframe)
9	Data must include all elements to allow LA Unified to create the following report for teachers and students: Activities (as defined by vendor)
10	Data must include all elements to allow LA Unified to create the following report for teachers and students Time Spent on Platform
11	 Device Usage Type of Device Used (mobile Browser) IP Address (used by District to identify internal firewall versus "at home" logins)

11.0 APPROVED PRODUCTS

Category IV - Specialized Digital Tool

1. Kami

12.0 PLATFORM FUNCTIONALITY

1. Instructional Delivery and Interaction Requirements

a. Kami is an all-in-one educational technology platform that promotes instructional delivery of interactive lessons, videos, and gamification. Included in the platform are features such as drag and drop, video and audio recording, response input, and mathematical tools that are developmentally appropriate for the age and grade of students, as well as content areas.

Kami's interactive teacher tools will allow teachers to create assignments, modify pre-made lessons, and create new lessons as applicable. The platform does provide teachers with the ability to include formative assessment in lessons, such as quizzes, polls, etc. as well as provide the ability to monitor assessment completion and results in real time.

The platform does provide grade sync capabilities to automatically score and sync with the District's Learning Management System/Schoology. Additionally, it provides teachers with insights on using formative assessment and dynamic media features to inform instructional next steps and student outcomes. Within the platform interactive lessons can be teacher-led and educators are able to assign them for students to complete independently as needed.

Kami can be used in multiple content areas or a single content area including (but not limited to): English Language Arts, Mathematics, Science, History/Social Studies, Social Emotional Learning (SEL), Arts Education, Physical Education, English Language Development, Computer Science Education, Digital Citizenship.

2. Teacher Tools

- Add Images add any images from your computer, Google Drive, One Drive, or Google image Search
- Add Video add any video from your computer, Google Drive, One Drive, or YouTube
- Box Highlighter Highlight large blocks of text perfect to allocate sections of a document to different students
- Dictionary highlight any word to get instant Oxford Dictionary definitions within Karni.
- Drawings fully customizable drawing. Choose from 100+ colors or create your own color palette.
- Equation Editor add a mathematical symbol or formula perfect for Math and Science Teachers. Musical notes are also included.
- g. Eraser you can choose to erase only drawings and shapes, or all annotations.
- Freehand Highlighter highlight anywhere and everywhere perfect for touch screen or stylus users.
- Graphic Organizers choose from 15+ graphic organizers for clear and clean content.
- j. Hand Tool move around pages with ease.
- Read Aloud read any text within the app from top to bottom. Customize voice and adjust speed.
- Screen Capture Comment Record your screen or window to save time and boost understanding
- m. Select Tool select a single annotation.
- n. Select Annotation drag to select several annotations at once.
- o. Shapes insert fully customizable rectangles, ellipses, triangles, and lines

anywhere.

- p. Signature create your own signature and add an optional time and date stamp. Upload from your main device or mobile through a link or QR code.
- q. Stickers choose from 30+ colorful karni-stickers. Great for student motivation and feedback.
- r. Strikethrough add a line through (cross-out) text. This will work on any content where text recognition has been run.
- s. Text Box add a text box and choose from several formatting options including adding a hyperlink, emoji's, or formulas. You can even choose to type with voice typing.
- Text Comment feedback to your students with a typed or voice-typed comment.
- Text Highlighter highlight text to make it stand out. This will work on any content where text recognition has been run.
- Underline Underline text for emphasis. This will work on any content where text recognition has been run.
- W. Video Comment provide personalized instruction or feedback with a video comment (up to five minutes).
- Voice Comment provide personalized instruction or feedback with a voice-recorded comment (up to five minutes).
- y. Voice Typing type using your voice.
- z. Assessment Mode allows teachers to create new assignments as an assessment. With this mode teachers gain more control over the work they assign to students. Super useful for summative assessments or similar activities.
- aa. Kami Questions teachers have the ability to include formative assessments within lessons such as mini quizzes, polls, etc, as well as provide the ability to monitor assessment completion and results in real-time.

3. Reporting

- a. Our new reports give valuable information and data about how Kami is being used by teachers as well as students. Reports provide usage, LMS integrations, days of use, cost savings, time management, and total use. Key Account Manager will go over the report monthly to make recommendations for professional learning to increase usage and next steps.
- b. Current Kami Customer Usage Report

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c. Kami documents can be uploaded directly with Schoology and can be graded within the Schoology platform to sync with the LAUSD SIS. Other districts that Kami supports with the Schoology Sync include: Williamson County TN, Polk County FL, and San Bernardino City Unified CA.

4. Professional Development and Family Resources

- a. Kami is proud to offer customers who purchase licenses FREE professional learning. Whether it be in person or virtual, Kami is dedicated to providing educators with support through in person, structured, and customized professional learning. As a valued partner in education, LAUSD has a Key Account Manager and Business Development Representatives that can work virtually (small scale) and in person (large scale) with the LAUSD staff to provide support for teachers and students to implement Kami to meet district strategic and educational goals.
- b. Kami is a student friendly application that is set up with similar annotations that families typically use. Families whose students use Kami have reported the ease of use when helping their student.

Table B - Sample File of Data Items

Example of data items with corresponding descriptions.

The following usage data information is requested for all products. All marked with (*) are required. Please set up a meeting with the LAUSD team for a walkthrough of this template.

62

LAUSD	This is a unique value to identify the Product in LAUSD	Should be lausd student ID, Teacher ID or Email	LAUSD Location Code, or cost	that was used to			Browser	IP Address (used by District to identify internal firewall versus "at home"						Assignment Score	
Tables	Tables	address	center code User School Id	access platform	Samsung 1023	Browser Type	Version Browser	logins)					Duration	Grade	addressed
Partner ID*	Product ID*	User ID (Lausd)*	(LAUSD)	Device Type*	Device Version	Browser Type*	Version*	IP	Activity Type*	Activity Action type	Activity ID	Time STMP*			
	Your Product Name	first.last@mymail.lausd.ne	t	Iphone		Safari	90.2	100.xxx.x.x	Assignment	Submit	Assignment ID	06/12/2020 12:12:34 PST			
	Your Product Name	first.last@mymail.lausd.net	t	Laptop		Chrome	80		Course	Create	Course ID				
	Your Product Name	first.last@mymail.lausd.net	t	Laptop		Chrome	80		Login	Update	Section ID				
	Your Product Name	first.last@mymail.lausd.ne	t	Laptop		Chrome	80		Logout	View					
		first.last@mymail.lausd.ne		Laptop		Chrome	80		Section	Complete					
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END OF STATEMENT OF WORK

SCHEDULE B

CONTRACTOR'S RATES

As you know, Kami has grown into one of the leading educational technology applications in the world that supports students and teachers as they blend learning. Kami's all-in-one platform is designed to maximize efficiency and provide teachers with easy-to-access tools for delivering effective and engaging learning experiences. Kami creates an atmosphere in which students can discover support independently, freeing up teachers to work with individual students and small groups as needed. Kami has always been known for its amazing abilities to annotate pdfs, but Kami IS SO MUCH MORE. Since 2020, when teachers and students were using Kami to insert text annotations to worksheets, additional features have been added that modify, augment, and redefine traditional worksheets and lessons.

Currently, Kami supports the Universal Design for Learning and the SAMR models to create dynamic, interactive lessons across content areas. Beyond the text annotations - Kami can provide accessibility accommodations by reading aloud (in different languages) and speeds, provide definitions-both visual and verbal, and highlighting. Additionally, designing student activities that include audio and video to create recordings can go a long way to building and maintaining relationships as well as making instructions and feedback easier to understand. For example - students can "draw and tell", discuss any artifact of learning, share ideas and reflections, seek clarification and feedback, provide peer feedback, and learn through voice and choice. Teachers can provide answers to frequently asked questions, give intensive instruction on difficult to understand concepts, and build learner centered lessons all within the platform. Kami aligns with several of LAUSD's strategic goals including support in literacy and numeracy. Our newest math features (video and integrations) support math teachers as they grow their students' number sense and numeracy in their courses.

We seamlessly integrate with Google Classroom, Schoology, Canvas, and Teams - in addition to Google and Microsoft Domains. If a district decides to move from one LMS to another, we can provide assistance to move Kami across that platform. Additionally, Kami is working to integrate self grading questions throughout all LMS platforms to make assessment even easier.

Kami is dedicated to providing professional learning experiences for LAUSD. Our Key Account Manager, Dr. Cari Kennedy will work with the Tech Director over the next 5 years to create in person and virtual PD that is relevant and meaningful to ensure high usage of Kami throughout the district to increase student achievement and decrease teacher burnout. With feedback from our customers, our engineers and customer success team are adding new features weekly!

With this, Kami is pleased to offer the following final and best offer to LAUSD:

BFP: \$1.32 per user/ per year = \$634,260 per year.

(price increase due to inflation and continuous growth of app resources)

Thank you again for your opportunity to give our best and final price. We look forward to hearing from you soon working with you throughout the next five years.

SCHEDULE A

STATEMENT OF WORK

1.0 SCOPE

This Statement of Work (SOW) defines the effort required for the administration and reporting of the Los Angeles Unified School District (Los Angeles Unified) digital instructional tools/platform. Schools will be able to implement one of the following digital tools to support concept development, skills mastery and problem solving skills of students in grades K-12.

Digital tools/platforms as outlined below:

• Category II - Personalized Learning and Assessment

2.0 STATEMENT OF WORK – The tasks required to successfully administer digital tools/platforms:

A. Properties of instructional tools should include:

- UNIVERSAL DESIGN: Platform must be designed so that materials function as intended for as many students as possible
- CONTENT: Platform design and materials should be developmentally appropriate and support standards-aligned learning
- ACCESSIBILITY: Items and tasks are presented with additional information or in alternative ways, in order to meet the specific needs of some students.
- SENSITIVITY: Content contained should not be distracting or upsetting for some students.
- CULTURAL AND LINGUISTIC RESPONSIVENESS: Digital tools must consider the cultural and linguistic diversity of the students in Los Angeles and should contain culturally and linguistically responsive materials that are appropriate for meeting the needs of all students (English Learner (EL), Standard English Learner (SEL), Student with Disabilities (SWD), etc.)
- International Society for Technology in Education (ISTE): Standards is a framework for learning in-depth, digital age skills and attributes with learning that is amplified through technology
 - o <u>ISTE Standards for Students</u> and/or
 - O ISTE Standards for Educators
- B. The proposer's online platform must receive an approved LAUSD Unified Digital Instructional Procurement Plan (UDIPP) prior to contract execution. Proposer will not be authorized to provide any services unless proposer's LAUSD UDIPP application has been approved. The latest version of LAUSD UDIPP requirements must be met along with updated requirements released. The vendor shall monitor UDIPP approval expiration and complete renewal applications in a timely manner

Proposer must meet the LAUSD UDIPP requirements regarding SSO and SAML, Student Data Privacy, Data Security and LMS Compatibility. Determination as to

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whether a proposer meets those minimum qualifications will be based on their responses to the Unified Digital Instructional Procurement Plan Questionnaire, which can be found at udipp.lausd.net.

C. The effective, efficient, and timely completion of all tasks and requests is critical to the successful implementation of the digital tool.

CATEGORY II: PERSONALIZED LEARNING AND ASSESSMENT

Personalized learning and assessment supplementary digital tools will assess students' entry level skills and then provide a personalized course of CA Common Core aligned standards based learning activities to reinforce growth areas and deepen understanding in areas of strength. Features such as drag and drop, recording, inputting responses, etc. should be developmentally appropriate for age and grade of students, as well as content areas being supported. The platform should provide teachers with the ability to include formative assessment in lessons, such as guizzes, polls, etc. as well as provide the ability to monitor assessment completion and results in real time. The platform should provide grade sync capabilities to automatically score and sync with the District's Learning Management System/Schoology. The platform should provide teachers with insights on using the formative assessment and dynamic media features to inform instructional next steps and student outcomes. Within the platform interactive, lessons can be teacher-led and educators should also be able to assign them for students to complete independently as needed.

They may address multiple content areas or a single content area such as:

- English Language Arts
- Mathematics
- Science •
- History/Social Studies
- Social Emotional Learning
- Arts Education
- Physical Education
- English Language Development
- Computer Science Education
- Coding
- Cybersecurity Education
- Digital Citizenship

FEATURES ACROSS ALL DIGITAL TOOL CATEGORIES

MATERIAL FOR EDUCATORS

Digital Tool materials shall include:

- The digital activities and games should be standards aligned, can be used flexibly for various blended learning models or as an extra enhancement for core instruction.
- Teachers should be able to place any student at any spot in the curriculum to enhance the work on specific content the class is learning via their core curriculum.

Renaissance Learning, Inc. Category 2

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- Should include digital manipulatives, when applicable, to support students with problem solving and sense making.
- Embedded formative assessments which provide instant feedback for the students, including pre and post assessments, progress monitoring, and standardized test preparation.
 - The platform shall support access through on-line connections via operating systems commonly found on MacBooks, iPads, Chromebooks, Personal Computers (desktops/laptops), Interactive Smart Boards and Interactive Projectors. The digital curriculum must be compatible with these devices. Digital tools must meet the minimum operating specifications as follows:
 - iOS 13 and higher for iPads
 - Windows 10 OS and higher for laptops and PCs
 - MacOS 11 and higher for Macbooks
 - Platform should include data reporting to address the following:
 - Individual student progress and completion of activities/games
 - Teacher/Classroom report on student progress on standards and completion of activities/games
 - School Administrators, District and Region level administrators and coordinators have access to the platform analytics through the LAUSD single sign-on

PROFESSIONAL DEVELOPMENT

Teachers and administrators shall be provided with initial in-person or on-line training which will provide an overview of the digital tool program and training on how to access, navigate, and utilize both print and digital materials. Training will also support teachers with best practices in terms of blended learning models and use of the digital tool to enhance their core curriculum and provide intervention/enrichment for students with the goal of differentiating and personalizing instruction. Teachers will receive training and support in utilizing assessment data to make instructional decisions.

Teachers and administrators shall be provided follow-up implementation support training and ongoing coaching support shall be made available in-person and/or virtually. This ongoing support will deepen teachers and administrators strategic use of the digital tool and support schools with bringing in parents/caregivers as equal partners in teaching and learning but with at-home connections.

Professional development for school site leadership and district leadership shall include quarterly data charts around completion of lessons/activities/games by grade level and students and whether recommended usage goals are being met in alignment with the research supporting the use of the digital tool.

Services must include on-going digital support for questions that arise regarding access, functionality and usage.

MATERIAL FOR FAMILIES

The supplemental digital tool shall include resources that parents may access from home, including asynchronous lessons/activities/games and videos. These will include modeling of activities and games, as well as additional resources that will increase family engagement, enhance classroom learning, and reduce learning loss. The videos and resources shall take advantage of digital and mobile technology and will be used to build instructional supports between families and their school. Families will also be provided with multiple opportunities to attend webinars which will provide tools and resources to support their child's numeracy development in the home.

3.0 SECURITY OF ALL MATERIALS AND DATA

The Contractor shall obtain a completed and completely approved LAUSD Unified Digital Instructional Procurement Plan (UDIPP) and adhere to the security requirements therein. **Contractor will not be authorized to work on any services unless contractor's LAUSD UDIPP application has been approved.**

4.0 DATA COLLECTION

The Contractor shall collect enrollment, student and other data transfers necessary through a mutually agreed upon data transfer process with L.A. Unified Office of Data Accountability.

5.0 DATA ANALYSES

The Contractor shall provide usage and achievement data as applicable to the platform in a format that is integrated with LAUSD data systems. An automated data feed at regular intervals using the SFTP transfer process will be required per LAUSD specifications.

6.0 TECHNICAL SUPPORT

- 6.1 The Contractor shall provide a help desk for customer support for L.A. Unified schools and staff. The Help Desk shall offer phone customer support, online chat boxes and chat rooms.
- 6.2 In addition to chat based support and online service tickets, the Contractor shall provide tiered support that includes a toll-free telephone number that will lead to a "live" person for technical support questions between 7:30 a.m. and 4:30 p.m. Pacific time Monday through Friday.

6.3 The Contractor shall provide resolution to the following within the time frames specified:

- A. Resolution to all problems logged with technical support within the next business day
- B. Resolution to all high priority calls logged with technical support within 4 hours
- C. High priority treatment for any problems logged that cannot be resolved within the above time frame. These problems shall be resolved by providing resources for timely follow-up

6.4 The Contractor shall maintain a service log and provide to Los Angeles Unified upon request and during regular implementation meetings. The log shall include technical support requests with a description of how the matters have been resolved.

- 6.5 The Contractor's support processes shall be aligned with the District's IT helpdesk and other support providers to the District. The District's IT helpdesk currently uses Service Center from Remedy. Where applicable, this method of providing and maintaining support shall be used.
- 6.6 The Contractor's platform must work with comparable effectiveness with all common internet browsers and computer makes.

7.0 DATA MANAGEMENT

- A. Usage and/or achievement related to the digital tool is to be hosted on the Contractor's cloud-based server(s) as designated and approved by L.A. Unified, covers the data produced by the full range of activities. Data management must comply with Data Use Agreement provisions in the approved L.A. Unified UDIPP.
- B. These data shall be available via web pages, secure file transfer protocol (SFTP), and restricted and secure user logons. The secure user logons of any server housing any District information shall authenticate against an LDAP V3 compliant user Directory housed on the District's network. User account authorization provisioning shall occur within the Contractor provided application(s). Availability shall be encrypted at the discretion of the L.A. Unified commensurate to the confidentiality of the information hosted on the system. Any student level data shall be maintained in a secure and confidential manner as outlined in the L.A. Unified UDIPP. Notwithstanding any of the above specifications, the security of all confidential data shall meet all District standards and policies outlined in the UDIPP.
- C. Access to the data web pages and usage and/or achievement data must be provided for long-term substitutes on a temporary basis when requested by the school's principal or representative.

8.0 TRAINING

The Contractor shall provide training to LAUSD staff based on a professional development plan created with district staff. Professional development shall include initial training in-person and/or virtual, follow up training and support and office hours.

9.0 PROJECT MANAGEMENT

9.1 IMPLEMENTATION AND TRAINING PLAN

The contractor shall work collaboratively with the District to develop an implementation plan that includes data integration, professional development and regular review of usage and achievement data.

9.2 MINUTES AND RECORDS

The Contractor shall take minutes and record the list of participants from all meetings, including, but not limited to, management meetings and any technical advisory groups. If any work tasks are outlined in the minutes, the person(s) responsible for these tasks and the target completion dates must be identified in the minutes as well. Within two (2) weeks after each meeting (or such other time designated by the District), the Contractor shall maintain and submit to the District, all minutes and records in writing and/or electronically for review and final approval.

9.3 MONITORING ACTIVITIES

To be successful, this project requires an effective management team.

- 9.3.1 The Contractor must provide a designated Project Manager and technical support coordinator. If subcontractors are used, a Project Coordinator must be designated for each subcontractor. The professional qualifications of the team members shall be appropriate to ensure the overall success of implementation.
- 9.3.2 The Contractor's Project Manager shall communicate, either in person or by telephone, with designated District staff, on a weekly basis, as needed and scheduled by the District, to review progress and performance. The review criteria will include, but not be limited to, problems encountered under the contract, future performance under the contract, and any other subject relating to completion of tasks under this contract.
- 9.3.3 The Contractor shall prepare monthly and annual impact reports with usage and achievement data by school, region and district. The reports shall be submitted to the District and reviewed during regular implementation meetings.

L.A. Unified reserves the right to use and reproduce all reports, summaries, and data reports developed pursuant to this agreement.

10.0 DATA EXPORT IMPORT REQUIREMENTS

Requirements for Data Export were derived from the following artifacts:

- Table A Data Export Requirements
- Table B Sample File of Data Items

Contractor agrees to meet all of the stated requirements in the aforementioned exhibits that explicitly pertain to the Data Export Requirements.

Acceptance Criteria

The acceptance criteria that will constitute conformity with LAUSD's stated business requirements are as follows:

1 Data is received nightly or streamed, if applicable. Time of day to be agreed upon at a later time 2 Data is delivered via SFTP/Control M or API and is encrypted in transmittal. 3 Data is produced with 1 file with users, courses, and "activities", and academic growth. 4 Data will contain a district unique identifier such as LAUSD Email, Employee ID or Student ID. 5 Data will contain a district unique identifier for each school location (School Code). Activity data may include assessment results, messages sent, resources created, 6 coursework including external/resource links utilized, assignments, files uploaded, submissions, and other activities of the instructional tool as applicable 7 Data must include all elements to allow LA Unified to create the following report for teachers and students: Unique logins/clicks per (timeframe) 8 Data must include all elements to allow LA Unified to create the following report for teachers and students: Overall logins/clicks per (timeframe) 9 Data must include all elements to allow LA Unified to create the following report for teachers and students: Activities (as defined by vendor) 10 Data must include all elements to allow LA Unified to create the following report for teachers and students Time Spent on Platform Device Usage 11 Type of Device Used (mobile Browser) • IP Address (used by District to identify internal firewall versus "at home" logins)

Table A - Data Export Requirements

11.0 APPROVED PRODUCTS

Category II – Personalized Learning and Assessment

- 1. Accelerated Reader
- 2. MyOn

12.0 PLATFORM FUNCTIONALITY

LA Unified Request for Proposal (RFP) 2000002904, Digital Instructional Tools

RENAISSANCE

Platform functionality

Describe in detail how the digital tool/platform meets the Platform Design, Features and Lessons requirements set forth in the Scope of Work the specific category or categories (I, II, III, and/or IV) for which you are applying.

Assesses students' entry level skills and then provides a personalized course of CA Common Core aligned standards.

Accelerated Reader supports the following goals of the California Common Core State Standards: English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects:

- Reading independently. Students can, without significant scaffolding, comprehend and evaluate complex texts across a range of types and disciplines
- Reading at grade level. Students advancing through the grades are expected to meet each
 year's standards for the grade level, retain or further develop skills and understandings mastered in
 preceding grades, and work steadily toward meeting the more general expectations described by the CCR
 standards.
- Reading a variety of texts. Students to be proficient in reading complex informational text independently
 in a variety of content areas.

Accelerated Reader supports the College and Career Readiness Anchor Standards for Reading, specifically Anchor Standard 10—Read and comprehend complex literary and informational texts independently and proficiently. Students also acquire the habits of reading independently and closely, which are essential to future success.

Setting K-2 goals in Accelerated Reader

The K-2 goal model is an engaging goal system recommended for younger students. When students read books or articles and pass Reading Practice Quizzes, Other Reading Quizzes, or Article Quizzes, they earn tokens and character badges to celebrate their reading.

Accelerated Reader starts by setting goals based on the following:

- the students' Star Reading test results (if students took the Star Reading test) or the students' grade level (if no tests were taken)
- the amount of daily reading time (15 minutes by default)
- the number of days students attend during the school year (based on the first and last days for students, which are set up when the administrator adds the school year)

K-2 goals are for the students' entire school year, not individual marking periods.

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Setting grades 3+ goals in Accelerated Reader

The grades 3+ goal model is recommended for independent readers with age-appropriate options for grades 3–5 and 6+. Reading practice goals for grades 3 and up include average percent correct, points earned, and either average book level or reading range.

Goals are set for average percent correct on quizzes, points earned, and reading range goals or average book level. Goals are based on the Reading Practice Quizzes, Article Quizzes, and Other Reading Quizzes that the students have taken during the marking period.

- Average Percent Correct Goal: This goal is for the average percent correct score for all of the student's
 quizzes (passed or failed) taken during the marking period. This goal shows whether students are
 comprehending what they read. The goal may be set to 80% or any value from 85% to 90%. 85% is the
 suggested goal.
- Average Book Level Goal: If used, this goal is for the average book level of the student's passed quizzes. The class Lexile Goals preference determines whether ATOS book levels or Lexile measures are used for goals. Accelerated Reader calculates the average book level as a weighted average based on word count (to take into consideration not just difficulty of the text but also the amount of time spent reading). The suggested moderate goal is at the low end of each student's Zone of Proximal Development or Lexile Range, which is based on the student's Star Reading test (or the student's grade if the student hasn't taken a test).
- Reading Range: If used, this is a target range of book levels for a student's reading. If reading ranges are
 set, students see those ranges in their book ideas in Accelerated Reader to help guide their book selection;
 they also see their reading ranges on the student progress page. For students who read in both English
 and Spanish, educators can set separate reading ranges for each language. Basing reading ranges on a
 student's Zone of Proximal Development or Lexile range encourage students to read at levels that are likely
 to promote growth.
- Points Goal: The points goal sets the number of points that the teacher expects the student to earn from
 passing quizzes during the marking period. A points goal is suggested based on the student's Star Reading
 test or grade level (if there is no Star score), the selected amount of daily reading time, and the number of
 days in the marking period (excluding days off).

Grades 3+ goals are for the students' individual marking periods.

Features such as drag and drop, recording, inputting responses, etc. that are developmentally appropriate for age and grade of students.

Students can log in to Accelerated Reader in a browser on a computer or tablet. Students who log in to Accelerated Reader can take quizzes, view their progress (including goals), and view information about the quizzes they've taken.

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Navigation features are designed to be accessible and include:

- search bars
- arrows to move forwards and backwards as well as access the first page and last page
- command buttons
- radio buttons
- tabs

Lessons are appropriate for the content areas being supported and alignment to CA content standards is clear

Accelerated Reader supports the College and Career Readiness Anchor Standards for Reading, specifically Anchor Standard 10—Read and comprehend complex literary and informational texts independently and proficiently. Students also acquire the habits of reading independently and closely, which are essential to future success.

The right challenge at the right time

To guide students to appropriate-level books, our readability formula, ATOS, takes into account the most important predictors of text complexity—average sentence length, average word length, and word difficulty level. The ATOS score of a book represents the difficulty of the vocabulary. For example, a 4.5 book level means that the text could be read by a typical 4th grader during the 5th month of school. Driven by the Common Core State Standards and other standards' emphasis on text complexity, a major evaluation of our formulas undertaken by Nelson et al. (2012) concluded ATOS "reliably, and often highly, correlated with grade level and student performance-based measures of text difficulty across a variety of text sets and across a variety of reference measures.⁴³

Lexile measures are also available in Accelerated Reader. In some places, the software shows both ATOS book levels and Lexile measures. Students using Accelerated Reader can also see Lexile measures alongside of ATOS book levels when they search for guizzes and view guiz information.

Developmentally appropriate content

Just because a student can read the words in a book does not mean the content is appropriate. Accelerated Reader assigns an interest level to each book. This level is based on a book's themes and ideas, and it indicates the age group for which a book is appropriate.

Interest levels are recommendations. It is the responsibility of teachers, librarians, and parents to use their best judgment when guiding children to appropriate books. In many cases, a book's interest level coordinates with its book level. *Hank the Cowdog*, for example, features content that is suitable for fourth graders and has a book level of 4.5. Many books, however, have a low book level but are appropriate for upper grades, and vice versa. For instance, Ernest Hemingway's *The Sun Also Rises* has a book level of 4.4, because its sentences are short, and its

³ Nelson J., Perfetti C., Liben D., & Liben M. (2012). Measures of text difficulty: Testing their predictive value for grade levels and student performance. Retrieved from: <u>https://achievethecore.org/page/1196/measures-oftext-difficulty-testing-their-predictive-value-for-grade-levels-and-student-performance.</u>

RENAISSANCE

vocabulary is simple. The interest level, however, is for upper grades. In contrast, Arthur Throws a Tantrum has a book level of 4.9 because it contains fairly long words and sentences, but it is intended for lower-grade students.

Accelerated Reader's reading quizzes provide built-in support for educators who are teaching courses that focus on works of classic and contemporary literature by authors ranging from William Shakespeare to Willa Cather, Charles Dickens to Chinua Achebe, S.E. Hinton to F. Scott Fitzgerald, and Alice Walker to Robert Cormier.

Accelerated Reader collection development

Renaissance's mission is to accelerate learning for all children and adults of all ability levels and ethnic and social backgrounds worldwide. To that end, we are committed to providing students with access to engaging content that is inclusive and representative of the students and diverse communities we serve. Our products seek to provide students with both a "mirror" so they may see themselves represented in the content, and a "window" so they may learn about others' cultures, customs, and practices.

Accelerated Reader provides brief book summaries for books where a quiz is available in the platform. Those book summaries provide a short description of the content—including recommendations for appropriate reading and interest levels—and alerts that indicate if the content includes references to profanity, violence, etc., or may be more appropriate for mature audiences.

In keeping with our mission, our goal is to ensure the students who use our products access quality content that is engaging and age-appropriate. We also understand that some topics are appropriate for different audiences based on the local guidelines, requirements, customs, culture, and norms of the communities that we serve. Educators need to be empowered with choice and control for their students and kept at the center of those decisions. Building administrators can review book summaries to control students' access to quizzes using the Book Level Restrictions and Interest Level Restrictions tools provided in Accelerated Reader's platform.

Districts/schools can also disable up to 1,000 Accelerated Reader quizzes if any conflict with the values of their learning community.

Within the platform interactive, lessons can be teacher-led and educators should also be able to assign them for students to complete independently as needed.

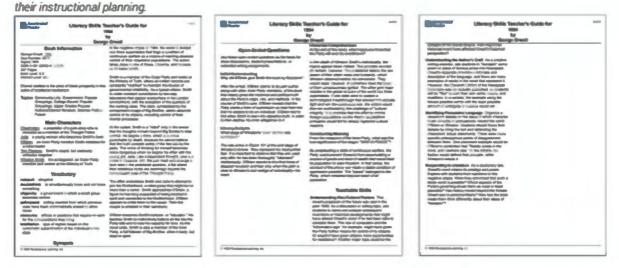
Accelerated Reader not only provides formative assessment through student quizzes that can be completed independently but also critical teacher resources to help assist in lesson planning.

Plan instruction on critical literacy skills

Many Accelerated Reader Literacy Skills Quizzes have a Literacy Skills Teacher's Guide that typically includes book information, a list of the main characters, vocabulary, synopsis, open-ended questions, and teachable skills. The Literacy Skills Teacher's Guides give LA Unified educators the background knowledge, context, and ideas for next steps they need to teach a lesson or unit centered on a text. To view additional Literacy Skills Teacher's Guides, please visit https://help2.renaissance.com/AR/LSTeacherGuides.

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Access next steps for books quizzed by Accelerated Reader. The Literacy Skills Teacher's Guide offers everything from a book synopsis, to open-ended questions at variety of comprehension levels, to teachable skills to support educators in



Increase student vocabulary acquisition

Vocabulary Practice Quizzes, which are available for many Accelerated Reader books, offer an innovative, researchbased approach for accelerating vocabulary growth and heightening student interest in words. Accelerated Reader vocabulary lists and Vocabulary Practice Quizzes reinforce students' learning of words encountered in their independent reading. Each vocabulary list and quiz includes useful words that appear in a particular book and are essential to the meaning.

Since students choose the books they want to read with Accelerated Reader, they see words in a context that's interesting to them and have some control over the vocabulary-learning process. Also, because students read books within their zone of proximal development or ZPD (a level of difficulty that's neither too hard nor too easy), their vocabulary practice is appropriate for their individual abilities.

Prior to reading a self-selected text, the teacher can access a word list customized to the selected text for the student. The student reads the book. They may keep the vocabulary words in mind as they read, but they don't read to find the words. After the student finishes the book, the student reviews the word list. They may look up any word they don't know in the dictionary, consult the list of definitions in the vocabulary list provided by the teacher, or figure out the meaning in some other way. The quizzes ask students to choose the correct definition of words that appeared in the book they just read.

The Words Learned Report is just one of many useful Accelerated Reader reports available. The report shows all the words a student has learned and is a powerful tool to support many vocabulary activities. It also helps increase motivation by showing students the variety of new words they have added to their vocabularies. The Words

RENAISSANCE

Learned Report is an easy way for students to see their own growth and, if tailying a class's results, can be a fun way to track learning across the classroom as well!

Describe improvement/product modifications and how they enhance the interactive experience

Product enhancements

Renaissance solicits feedback for product enhancements as part of our product roadmap process. The Renaissance product roadmap begins with a three-year strategic planning process that includes analysis of customer feedback, product performance, and education policy development and trends. Once we have established a strategic vision linked to our mission we prioritize specific product-level enhancements based on a combination of customer feedback, impact, and effort level.

These prioritized investments are then presented to internal Renaissance teams for refined estimates and timeline commitments. Once the investment projects are finalized and approved, they are communicated to internal stakeholders and external partners. External communications are maintained at the Renaissance Product Update Hub at www.renaissance.com/product-updates/.

Recent Accelerated Reader product updates

In 2022, there were many exciting product releases for Accelerated Reader including updates to managing reading ranges, a new Biliteracy Report, and the introduction of Home Connect.

Managing reading ranges

During the 2022-2023 school year, Accelerated Reader moved from Average Book Level recommendations to a new reading range model.

The reading range is the range of text difficulty that provides the student with an appropriate amount of challenge when reading independently. Students see the greatest gains when reading with comprehension within or above this range. Accelerated Reader allows you to choose to display reading ranges using one of two metrics, ATOS or Lexile® measures.

With this new feature, educators can use Accelerated Reader to:

- · Set and manage student reading ranges for English and Spanish separately.
- · View the percentage of student reading done within, above, or below their set reading range(s)
- Ensure students always have the most accurate range right in front of them, eliminating the need to
 manually track adjusted reading ranges in spreadsheets or reading logs

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Monitoring language acquisition with the Biliteracy Report

Teachers will save valuable time with the Biliteracy Report. The report differentiates performance by language and provides the following information for each student:

- Average book level (English vs. Spanish)
- Percent correct on AR quizzes (English vs. Spanish)
- Portion of reading done in each language

The report's teacher view provides a concise yet powerful display of student performance and reading data in Accelerated Reader. Read more about the Biliteracy Report at https://www.reading.com/croduct.update/introducing the biliteracy report in percentation and reading (

https://www.renaissance.com/product_update/introducing-the-biliteracy-report-in-accelerated-reader/.

Compare student performance by language at a glance. With the biliteracy report, teachers can easily monitor students' performance in both English and Spanish.



Increasing family engagement with Renaissance Home Connect

Students perform better when parents and guardians are actively involved in their learning. That's why we encourage educators to use Renaissance Home Connect. Home Connect provides families with real-time information on their child's progress in Accelerated Reader and/or Star Assessments. As students complete Accelerated Reader quizzes, parents and guardians will be notified automatically via email. Additionally, students and their families can log in to Home Connect to view their progress toward reading practice goals, to access reading certification goals, and to see their scores for quizzes they have completed.

ing student go My Goels	My Certifications	bile via Home Connect, they will see gains My Completed Work	s in student proficiency.
Vou	- an da itt Kaa	n un the hard work	Marking Period
YOU Ca	an do it! Kee	p up the hard work.	2022 - 2023 -
Earn 2.8	points to help mee	et your goal.	
August 3, 202	2		August 2, 20
oints			What Does This
	Points - 20%		

Additional functionality requirements

The platform shall support access through on-line connections via operating systems commonly found on MacBooks, iPads, Chromebooks, Personal Computers (desktops/laptops), Interactive Smart Boards and Interactive Projectors. The digital curriculum must be compatible with these devices. Digital tools must meet the minimum operating specifications as follows:

- iOS 13 and higher for iPads
- Windows 10 OS and higher for laptops and PCs
- MacOS 11 and higher for Macbooks

A successful Accelerated Reader implementation requires compliance with the recommendations in Technical Recommendations, found at https://doc.renlearn.com/KMNet/R004312127GJB43D.pdf.

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Teacher tools

Describe any teacher tools that allow teachers to create assignments, modify pre-made lessons, and create new lessons as applicable.

As detailed in response to Within the platform interactive, lessons can be teacher-led and educators should also be able to assign them for students to complete independently as needed above, Accelerated Reader provides Vocabulary Quizzes along with supporting word lists and Literacy Skills Quizzes with Literacy Skills Teacher's Guides to support teachers in creating meaningful lessons and assignments for students.

Describe as applicable, how the platform allows teachers the ability to include formative assessment in lessons, such as quizzes, polls, etc. as well as provide the ability to monitor assessment completion and results in real time.

Accelerated Reader provides LA Unified educators with formative assessment options in the form of three types of quizzes: Reading practice quizzes, literacy skills quizzes, and vocabulary practice quizzes.

Track growth and ensure understanding with quizzes

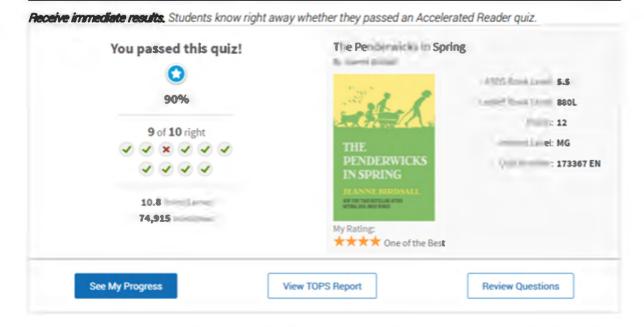
Renaissance's English language arts experts write and develop Accelerated Reader quizzes. Reading practice quizzes are constructed in a manner that requires students to read the book to correctly answer the questions. For greatest reading growth, we recommend students maintain an average score of at least 85 percent; an average score of 90 percent is optimal.

In addition to ensuring that students comprehend the books they choose to read, Accelerated Reader quizzes help educators to set goals, motivate students, and monitor reading practice and growth. Educators get immediate, easy-to-understand feedback on the reading and vocabulary progress of each student, which in turn can be used to differentiate instruction and assess ongoing student growth. Teachers may set higher goals to drive desired growth, especially among students who are already at or above grade-level benchmarks for reading achievement.

The student begins the quizzing process by clicking on the desired quiz and indicating the way in which the book was read (to the student, with someone, or self-read). Please note that not all quiz types are available for all books. After a student completes a quiz, the results appear onscreen.



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Students can easily view their progress toward goals. The Reading Practice tracker teaches students to read data, builds a growth mindset, and helps students understand how their efforts contribute to their success. Note that the Points category determines the amount of reading the student must complete during the current marking period. Students earn points each time they successfully pass an independent reading quiz. Beginning readers see their progress expressed in a picture that has colors added for each step toward a goal each time they pass a quiz. Independent and older readers see a more traditional dashboard-style view that charts progress on bar-style graphs and displays key statistics, including the number of books and words read, and the percentage of fiction and nonfiction books read.

LA Unified

Request for Proposal (RFP) 2000002904, Digital Instructional Tools

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Student Goels	Latest Quiz	Certifications Billerary Report	
Reading Goal Marking Period BO% Comp			Geal Model Grades 6 and up Edit Goals
Student Name 🛧	Average % Correct 🔿	Average Book Level - ATOS ●	Points Goal
Freeman, Grace	97.5% *	6.5+ Ooel 47 Seest on AA- (0.5 (8(2)2021))	22.9 Could 28 5 (RE PS completed) CONTRACK
Maxweli, Charles	95.0% + Goat #1.0%	5.6 + Boel 5.5 Breed in: Ad. 5.7	11.4 Genit 20 1 (Sis 7% complement) (FALLING EDINO)
Murphy, Jaylynn	Goat #5.0%	Goal 43 Baned on 43-52	0 Ocal: 20.1 (0.0% completed) (Net: starrup)

Reporting

Describe your reporting features and how it provides usage, level/skills data and if applicable next steps for educators.

Accelerated Reader reports provide more information about your quizzes and students and students' quiz scores. Teachers can print reports for their classes. School staff and school administrators can print reports for any classes in the school. District staff and district administrators can print reports for any classes or students in any school in the district.

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Monitor progress reports

Summary Diagnostic A	Student Performance Record Report	AR Record Book &	Schooluide Summary Report	TWI Report
Reading Overview Dashboard	Independent Reading >	Harking Ported Progress Report		

Summary Diagnostic Report: Use this report to see diagnostic codes and data about your students' quizzes taken and passed, average percent correct, points earned, engaged minutes per day, average book level, and certification goals. You can generate this report for All Reading, which includes Reading Practice Quizzes, Other Reading Quizzes, and Article Quizzes, or for one of those quiz types.

Student Performance Record Report: Use this report to see which quizzes each student has taken, including the quiz number, language, title, fiction/nonfiction, whether the quiz was read independently, the number and percentage of questions answered correctly, the points earned (achieved) and possible (measured), and the book level (difficulty level). You can also see the overall average percent correct and book level for each student. You can generate this report for Reading Practice Quizzes, Other Reading Quizzes, Article Quizzes Literacy Skills Quizzes, and/or Vocabulary Practice Quizzes.

AR Record Book & Goals: This is the same page that you will see when you choose Accelerated Reader Independent Practice on the Home page and then choose Record Book & Goals from the menu. The Record Book shows you information about your student's latest quizzes and reading practice for this school year. You can select a student's name to see a list of the quizzes that student has taken. You can also set and view reading goals and reading certification goals. For more information, see Accelerated Reader Record Book, Accelerated Reader Goals (Record Book), and Accelerated Reader Certifications (Record Book).

Schoolwide Summary Report: Use this report to see grade-level or class-level data on your students' reading practice, including the number of students below 85% or 75% (depending on the option you choose), the average percent correct for the class or grade, the average book level, the points earned, and the median of points earned.

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TWI Report: Use this report to see information about guizzes that students took on books read independently, read to them, or read with them. The report shows you the average percent correct, percentage of points earned, total points, average book level (difficulty level), and the number of guizzes passed and taken.

Reading Overview Dashboard: Use this dashboard to see data on your students' independent reading and assigned (instructional) reading, including percent correct, points earned, minutes read (instruction), percent of practice reading within the Zone of Proximal Development, percent of instructional reading within grade level, and percent of nonfiction reading.

Independent Reading Diagnostic Report: For independent reading, use this Dashboard view to see your students' achievement on quiz percent correct, points earned, percent nonfiction, and percent of reading done within the students' Zone of Proximal Development

Marking Period Progress Report: Use this report to see your students' average percent correct, points earned, and average book level as well as the percentage of students who are at risk.

Certification and achievement reports

Certification and Achievement



Word Count Report: Use this report to see the number of quizzes passed and taken and the number of words read based on the books that students took quizzes for. This report includes Reading Practice Quizzes, Other Reading Quizzes, and Article Quizzes.

Goal History Report: Use this report to see students' reading practice goals (average percent correct, points, average book level, and certification goals) and their actual achievement.

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Goals Met Report: Use this report to see which students have (or have not) met their goals for a marking period or the school year. You can choose which goals to include (average book level, average percent correct, and/or points).

Point Club Summary Report: Use this report to see the students who have met or exceeded certain levels of points earned. You can generate this report for Reading Practice Quizzes or Other Reading Quizzes.

Certificates for Student Achievement. Use this report to print certifications for students who have achieved reading certifications. Choose Reading Practice Quizzes when you generate this report since reading certifications are based on those quizzes.

Certification Levels Report: Use this report to see the reading certifications that your students have achieved. Choose Reading Practice Quizzes when you generate this report since reading certifications are based on those quizzes.

Management reports

Book Labels Report	Quiz List Report
	Book Labels Report

Book Labels Report: Use this to print labels for your books that include information about each book (such as title, author, book level and interest level) and the quiz (quiz number and points possible).

Quiz List Report: Use this report to see information about quiz titles. For each quiz you will see the number, language, title, author, interest level, book level, points available, word count, and whether it is fiction or nonfiction.

Mastery status

	Record Report	 astery Dashboard
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Monitor Student Mastery Dashboard: Students' work on Literacy Skills Quizzes or on Accelerated Reader 360 skills practice assignments will be taken into account in domain mastery percentage scores if you select "Comprehensive" or "Probed Mastery" at the top of the page.

Skills Status Report: Use this report to see students' percent correct for the literacy skills in each skill area. These skills are addressed on Literacy Skills Quizzes.

Student Mastery Record Report: Use this report to see information about your students' skills mastery based on Literacy Skills Quizzes or Accelerated Reader 360 article assignments.

Words Learned Report: Use this report to see how many words students have learned and their average grade level (based on Vocabulary Practice Quizzes taken).

Ranking Report: This report ranks students by their average percent correct (accuracy) on the quiz type that you select (Reading Practice, Literacy Skills, Other Reading, or Vocabulary Practice).

Quiz Usage



Quiz Takers Report: Use this view to see how students did on specific quizzes. You select the quizzes to include, the classes (with all students or selected students), and the timeframe. For selected quizzes, you can see quiz and book information, students' percent correct, and points earned.

Reading Trends Dashboard: This dashboard tells you more about your students' reading based on Reading Practice Quizzes and Other Reading Quizzes (including article quizzes). You can see top and bottom results for the number of quizzes taken, quiz ratings for Reading Practice Quizzes, or percent correct among students in the classes you select.

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Reports for Parents

Home Connect Send Home Letter
=
TOTAL DATE
-

Practice Parent Report: Use this report to give parents information about their students' reading practice. For the quiz type that you select, the report includes the percent correct and the percent correct goal (if one has been set for the time period that you have selected).

Home Connect Send Home Letter: If you want students and parents to be able to see their progress on reading practice from home, use this letter to send parents the information they need to log in to Home Connect. Note that this version of Home Connect is separate from the version used to see math practice.

Provide examples/evidence of usage and impact data in your work with other districts and, if applicable with LAUSD.

Trends in Student Outcome Measures: The Role of Individualized Reading Practice

Renaissance Accelerated Reader balances students' independent reading practice with nonfiction reading and close-reading skills practice. For the purpose of this study, we focused on the independent reading component of the program to examine how patterns of growth and expected college and career readiness vary depending on the type of reading practice students accomplish. Specifically, we compared independent reading practice as tracked by Accelerated Reader with the typical performance of students who did not use the program.

Main findings

Whether we examined students by grade or populations of interest (struggling readers, English learners, and students in free- or reduced-lunch programs), independent reading practice with Accelerated Reader was associated with better student performance and higher levels of annual growth. These positive outcomes increased the more thoroughly the program was implemented.

College and career readiness

In all grades, as compared to students who did not use Accelerated Reader:

 Struggling readers who had moderate Accelerated Reader use were 2.4 times more likely to be college and career ready.

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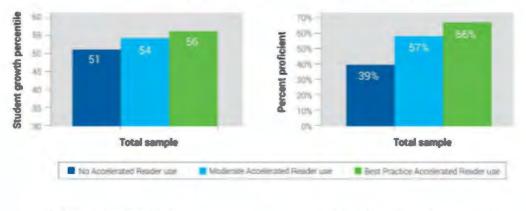
- Struggling readers who had best practice Accelerated Reader use were 2.8 times more likely to be college and career ready.
- English learners who had moderate Accelerated Reader use were 4.1 times more likely to be college and career ready.
- English learners who had best practice Accelerated Reader use were 4.8 times more likely to be college and career ready.
- Free- and reduced-lunch populations who had moderate Accelerated Reader use were 2.2 times more likely to be college and career ready.
- Free- and reduced-lunch populations who had best practice Accelerated Reader use were 2.5 times more likely to be college and career ready.

All students

Students who used Accelerated Reader realized more annual growth than students who did not use the program. The more thoroughly Accelerated Reader was implemented, the more students grew. Also, students using Accelerated Reader were more likely to meet college- and career-readiness benchmarks. Nationwide, about 40% of students in each grade are expected to meet these benchmarks—students not using Accelerated Reader came in just under this expectation at 39%; whereas for the groups who used the Accelerated Reader, the better it was implemented (moderate versus best practice use), the more students were likely to be proficient.

Student growth relative to academic peers

College and career readiness



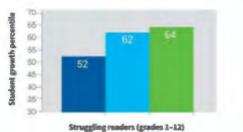
Students using Accelerated Reader grew significantly more than kids not using the program. The better Accelerated Reader was implemented. the more kids grew. Students who reached reading targets with Accelerated Reader were nearly twice as likely to be college and career ready as students not using the program, meaning they had a much higher likelihood of success on year-end summative tests.

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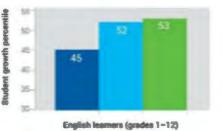
High interest populations

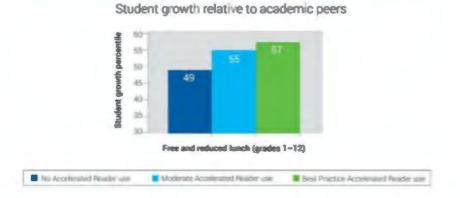
We observed similar trends for struggling readers, English Learners, and students in free- or reduced-lunch programs. In all cases, quality of Accelerated Reader use was associated with more growth.

Student growth relative to academic peers



Student growth relative to academic peers





As this study of over 2.8 million students in grades 1–12 demonstrates, students using Accelerated Reader grew significantly more than students not using the program and were nearly twice as likely to be college and career ready. These results held true for all grades and populations of interest (struggling readers, English learners, and students in free- or reduced-lunch programs) and rose with the integrity of program use. Educators who use Accelerated Reader and use it well can rest assured they are taking important steps towards readying their students for what is ahead, both in the classroom and beyond.

To read the full report, visit https://p.widencdn.net/ipvvir/R58148.

Types of Education Research: Support for Accelerated Reader

But you don't have to take our word for it. Accelerated Reader is one of the most heavily researched educational programs in the world. The research support for Accelerated Reader continues to grow and has contributed to favorable reviews by external panels, including Digital Promise (received Research-Based Design product certification in 2020), Council of Administrators of Special Education (endorsed in 2016), the National Dropout

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Prevention Center/Network (designated a "model" program with "strong evidence" in 2010), and the Promising Practices Network (named a "proven program" that boost student reading achievement in 2013), among others.

Types of Education Research: Support for Accelerated Reader explains the breadth of educational study designs, displays a barometer of study rigor/strength of findings, and pinpoints examples of research supporting Accelerated Reader for each study type. Unlike our competitors, research support for Accelerated Reader numbers more than 180 studies spanning all of these categories and covering a variety of school and students populations.

The report is online at https://docs.renaissance.com/R58266.

Describe how the platform can provide grade sync capabilities to automatically score and sync with the District's Learning Management System/Schoology. If not currently available, describe plans for this functionality in the near future.

Through our Renaissance Growth Platform (RGP) capabilities, Renaissance provides the ability to pass results data for Accelerated Reader back to your Learning Management System (LMS)/Schoology or any other vendor/tool at no cost. The Data Sharing Agreement (DSA) tool within the RGP platform provides you the ability to select which data files, from which applications, are to be shared with which other vendor(s). The district retains full ownership and control of these data and can stop this sync at any time. These data are transferred in the form of a comma separated (.csv) file transferred via Secure File Transfer Protocol (SFTP) to the receiving platform automatically, on a nightly basis. The receiving platform will then pick those data files up and import into Schoology or other tool.

SCHEDULE B

CONTRACTOR'S RATES

PRICING SHEET

Category	Unit	Price
Subscription License Agreement	Unit Prices are provided at a per student license cost for a 12-month per od Minimi Crder quantity is 100 liminses.	Pricing per Student for 100 – 199,999 Students: Accelerated Reader \$5.04
	Below is the Rena ssance Standard Price per student license cost for 12 months. The price below does not include clustomization, professional development, implementation, or monitoring Accelerated Reader \$135	Pricing per Student for 200,000 plus Students: Acuelerated Reader - \$4,31
	For purchases op to 199 999 licenses, LA Unified worker vera 45% discount over corrent standard prining	
	For over 200,000 licenses FA Unified will receive a 55% discourt over current standard pricing,	
	All discounted prices are reflected in the next column at a are inclusive of customization professional learning implementation and monitoring, and other associated costs.	
Customization and Integration	Renaissance will provide our Custom Data Integration Tool, incrypted data extract files, and custom data extract files nightly to populate LA Unified's Whole Child Portal for each of the 5 years of this FEP.	Included at no additional cost with purchase
Professional Learning (PL)	School Package (Purchases made at the individual School level from 100 to 199,000 licenses): The School Package includes in the and follow up training opportunities. This package also includes an additional learning opportunity for leadership to address data, implementation, and alignment to the Los Angeles Unified School Listrict's Strategil. P an Additional professional learning opportunities can be purchased to support implementation.	Included at no additional cost with purchase

	through remote, on line delivery or asynchronous delivery through pre recorded aunch videos with access anywhere and at any time. All synchronous professional development is capped at a maximum attendance of 30 participants Regional and District Packages (Purchases made at the Region or District Level for 200,000 or more licenses): The Regional and District Packages include all the services provided at the school level as well as to District Consulting services and an Executive Customer Success Manager, District Consulting services includes ongoing support. Train the Trainer, and piofessional	
	learning opportunities. The Customer Success Manager and District Consultant work collaboratively to support implementation. The services are considered based on the total products purchased and number of schools participating in the implementation.	
Implementation and monitoring	Fenalissance typically charges each school a Platform and Technical Support fee of \$750,00 per school. Renaissance will include these support services at no additional cost One time and annual costs (include cetail on discounts provided)	purchase.
Other Costs	No Other Costs	Not Applicable
Total Annual Cost		Pricing per Student for 100 – 199,999 Students: Accelerated Reader - \$5,04 Pricing per Student for 200,000 plus Students: Accelerated Reader - \$4,31

LOS ANGELES UNIFIED SCHOOL DISTRICT

COMPANY NAME:

AUTHORIZED SIGNATURE:

PRINT NAME:

FEDERAL ID #:

DATE:

Renaissance Learning, Inc. 0 Ca Ted Wolf 39-1559474 3/1/2023

SCHEDULE A

STATEMENT OF WORK

1.0 SCOPE

This Statement of Work (SOW) defines the effort required for the administration and reporting of the Los Angeles Unified School District (Los Angeles Unified) digital instructional tools/platform. Schools will be able to implement one of the following digital tools to support concept development, skills mastery and problem solving skills of students in grades K-12.

Digital tools/platforms as outlined below:

- Category I Instructional Delivery and Interaction
- Category III: World Languages

2.0 STATEMENT OF WORK – The tasks required to successfully administer digital tools/platforms:

A. Properties of instructional tools should include:

- UNIVERSAL DESIGN: Platform must be designed so that materials function as intended for as many students as possible
- CONTENT: Platform design and materials should be developmentally appropriate and support standards-aligned learning
- ACCESSIBILITY: Items and tasks are presented with additional information or in alternative ways, in order to meet the specific needs of some students.
- SENSITIVITY: Content contained should not be distracting or upsetting for some students.
- O CULTURAL AND LINGUISTIC RESPONSIVENESS: Digital tools must consider the cultural and linguistic diversity of the students in Los Angeles and should contain culturally and linguistically responsive materials that are appropriate for meeting the needs of all students (English Learner (EL), Standard English Learner (SEL), Student with Disabilities (SWD), etc.)
- International Society for Technology in Education (ISTE): Standards is a framework for learning in-depth, digital age skills and attributes with learning that is amplified through technology
 - O ISTE Standards for Students and/or
 - O ISTE Standards for Educators

B. The proposer's online platform must receive an approved LAUSD Unified Digital Instructional Procurement Plan (UDIPP) prior to contract execution. Proposer will not be authorized to provide any services unless proposer's LAUSD UDIPP application has been approved. The latest version of LAUSD UDIPP requirements must be met along with updated requirements released. The vendor shall monitor UDIPP approval expiration and complete renewal applications in a timely manner

Proposer must meet the LAUSD UDIPP requirements regarding SSO and SAML, Student Data Privacy, Data Security and LMS Compatibility. Determination as to whether a proposer meets those minimum qualifications will be based on their responses to the Unified Digital Instructional Procurement Plan Questionnaire, which can be found at <u>udipp.lausd.net</u>.

C. The effective, efficient, and timely completion of all tasks and requests is critical to the successful implementation of the digital tool.

CATEGORY I: INSTRUCTIONAL DELIVERY AND INTERACTION

Instructional delivery and interaction tools provide interactive lessons, interactive videos and gamification. Features such as drag and drop, recording, inputting responses, etc. should be developmentally appropriate for age and grade of students, as well as content areas being supported. Interactive teacher tools will allow teachers to create assignments, modify pre-made lessons, and create new lessons as applicable. The platform should provide teachers with the ability to include formative assessment in lessons, such as quizzes, polls, etc. as well as provide the ability to monitor assessment completion and results in real time. The platform should provide grade sync capabilities to automatically score and sync with the District's Learning Management System/Schoology. The platform should provide teachers with insights on using the formative assessment and dynamic media features to inform instructional next steps and student outcomes. Within the platform interactive, lessons can be teacher-led and educators should also be able to assign them for students to complete independently as needed.

They may address multiple content areas or a single content area such as:

- English Language Arts
- Mathematics
- Science
- History/Social Studies
- Social Emotional Learning
- Arts Education
- Physical Education
- English Language Development
- Multiple content areas
- Computer Science Education
- Coding
- Cybersecurity Education
- Digital Citizenship

CATEGORY III: WORLD LANGUAGES

Digital tools that support the development of world languages and to support the goal of biliteracy for all students. Students learn efficiently through real-world scenarios, interactive activities, and audio from native speakers. New skills should be introduced at an appropriate developmental pace along with opportunities to practice key words and phrases in multiple contexts. The platform should provide immediate feedback on pronunciation and offer coaching with native speakers. The platform should provide teachers with the ability to include formative assessment in lessons, such as quizzes, polls, etc. as well as provide the ability to monitor assessment completion and results in real time. The platform should provide grade sync capabilities to automatically score and sync with the District's Learning Management System/Schoology. The platform should provide teachers with insights on using the formative assessment and dynamic media features to inform instructional next steps and student outcomes. Within the platform interactive, lessons can be teacher-led and educators should also be able to assign them for students to complete independently as needed.

FEATURES ACROSS ALL DIGITAL TOOL CATEGORIES

MATERIAL FOR EDUCATORS

Digital Tool materials shall include:

- The digital activities and games should be standards aligned, can be used flexibly for various blended learning models or as an extra enhancement for core instruction.
- Teachers should be able to place any student at any spot in the curriculum to enhance the work on specific content the class is learning via their core curriculum.
- Should include digital manipulatives, when applicable, to support students with problem solving and sense making.
- Embedded formative assessments which provide instant feedback for the students, including pre and post assessments, progress monitoring, and standardized test preparation.
- The platform shall support access through on-line connections via operating systems commonly found on MacBooks, iPads, Chromebooks, Personal Computers (desktops/laptops), Interactive Smart Boards and Interactive Projectors. The digital curriculum must be compatible with these devices. Digital tools must meet the minimum operating specifications as follows:
 - iOS 13 and higher for iPads
 - Windows 10 OS and higher for laptops and PCs
 - MacOS 11 and higher for Macbooks
- Platform should include data reporting to address the following:
 - \circ $\;$ Individual student progress and completion of activities/games
 - Teacher/Classroom report on student progress on standards and completion of activities/games
 - School Administrators, District and Region level administrators and coordinators have access to the platform analytics through the LAUSD single sign-on

PROFESSIONAL DEVELOPMENT

Teachers and administrators shall be provided with initial in-person or on-line training which will provide an overview of the digital tool program and training on how to access, navigate, and utilize both print and digital materials. Training will also support teachers with best practices in terms of blended learning models and use of the digital tool to enhance their core curriculum and provide intervention/enrichment for students with the goal of differentiating and personalizing instruction. Teachers will receive training and support in utilizing assessment data to make instructional decisions.

Teachers and administrators shall be provided follow-up implementation support training and ongoing coaching support shall be made available in-person and/or virtually. This ongoing support will deepen teachers and administrators strategic use of the digital tool and support schools with bringing in parents/caregivers as equal partners in teaching and learning but with at-home connections.

Professional development for school site leadership and district leadership shall include quarterly data charts around completion of lessons/activities/games by grade level and students and whether recommended usage goals are being met in alignment with the research supporting the use of the digital tool.

Services must include on-going digital support for questions that arise regarding access, functionality and usage.

MATERIAL FOR FAMILIES

The supplemental digital tool shall include resources that parents may access from home, including asynchronous lessons/activities/games and videos. These will include modeling of activities and games, as well as additional resources that will increase family engagement, enhance classroom learning, and reduce learning loss. The videos and resources shall take advantage of digital and mobile technology and will be used to build instructional supports between families and their school. Families will also be provided with multiple opportunities to attend webinars which will provide tools and resources to support their child's numeracy development in the home.

3.0 SECURITY OF ALL MATERIALS AND DATA

The Contractor shall obtain a completed and completely approved LAUSD Unified Digital Instructional Procurement Plan (UDIPP) and adhere to the security requirements therein. **Contractor will not be authorized to work on any services unless contractor's LAUSD UDIPP application has been approved.**

4.0 DATA COLLECTION

The Contractor shall collect enrollment, student and other data transfers necessary through a mutually agreed upon data transfer process with L.A. Unified Office of Data Accountability.

5.0 DATA ANALYSES

The Contractor shall provide usage and achievement data as applicable to the platform in a format that is integrated with LAUSD data systems. An automated data feed at regular intervals using the SFTP transfer process will be required per LAUSD specifications.

6.0 TECHNICAL SUPPORT

- 6.1 The Contractor shall provide a help desk for customer support for L.A. Unified schools and staff. The Help Desk shall offer phone customer support, online chat boxes and chat rooms.
- 6.2 In addition to chat based support and online service tickets, the Contractor shall provide tiered support that includes a toll-free telephone number that will lead to a "live" person for technical support questions between 7:30 a.m. and 4:30 p.m. Pacific time Monday through Friday.
- 6.3 The Contractor shall provide resolution to the following within the time frames specified:
 - A. Resolution to all problems logged with technical support within the next business day
 - B. Resolution to all high priority calls logged with technical support within 4 hours
 - C. High priority treatment for any problems logged that cannot be resolved within the above time frame. These problems shall be resolved by providing resources for timely follow-up
- 6.4 The Contractor shall maintain a service log and provide to Los Angeles Unified upon request and during regular implementation meetings. The log shall include technical support requests with a description of how the matters have been resolved.
- 6.5 The Contractor's support processes shall be aligned with the District's IT helpdesk and other support providers to the District. The District's IT helpdesk currently uses Service Center from Remedy. Where applicable, this method of providing and maintaining support shall be used.
- 6.6 The Contractor's platform must work with comparable effectiveness with all common internet browsers and computer makes.

7.0 DATA MANAGEMENT

- A. Usage and/or achievement related to the digital tool is to be hosted on the Contractor's cloud-based server(s) as designated and approved by L.A. Unified, covers the data produced by the full range of activities. Data management must comply with Data Use Agreement provisions in the approved L.A. Unified UDIPP.
- B. These data shall be available via web pages, secure file transfer protocol (SFTP), and restricted and secure user logons. The secure user logons of any server housing any District information shall authenticate against an LDAP V3 compliant user Directory housed on the District's network. User account

authorization provisioning shall occur within the Contractor provided application(s). Availability shall be encrypted at the discretion of the L.A. Unified commensurate to the confidentiality of the information hosted on the system. Any student level data shall be maintained in a secure and confidential manner as outlined in the L.A. Unified UDIPP. Notwithstanding any of the above specifications, the security of all confidential data shall meet all District standards and policies outlined in the UDIPP.

C. Access to the data web pages and usage and/or achievement data must be provided for long-term substitutes on a temporary basis when requested by the school's principal or representative.

8.0 TRAINING

The Contractor shall provide training to LAUSD staff based on a professional development plan created with district staff. Professional development shall include initial training in-person and/or virtual, follow up training and support and office hours.

9.0 PROJECT MANAGEMENT

9.1 IMPLEMENTATION AND TRAINING PLAN

The contractor shall work collaboratively with the District to develop an implementation plan that includes data integration, professional development and regular review of usage and achievement data.

9.2 MINUTES AND RECORDS

The Contractor shall take minutes and record the list of participants from all meetings, including, but not limited to, management meetings and any technical advisory groups. If any work tasks are outlined in the minutes, the person(s) responsible for these tasks and the target completion dates must be identified in the minutes as well. Within two (2) weeks after each meeting (or such other time designated by the District), the Contractor shall maintain and submit to the District, all minutes and records in writing and/or electronically for review and final approval.

9.3 MONITORING ACTIVITIES

To be successful, this project requires an effective management team.

- 9.3.1 The Contractor must provide a designated Project Manager and technical support coordinator. If subcontractors are used, a Project Coordinator must be designated for each subcontractor. The professional qualifications of the team members shall be appropriate to ensure the overall success of implementation.
- 9.3.2 The Contractor's Project Manager shall communicate, either in person or by telephone, with designated District staff, on a weekly basis, as needed and scheduled by the District, to review progress and performance. The review criteria will include, but not be limited to, problems encountered under the contract, future

performance under the contract, and any other subject relating to completion of tasks under this contract.

9.3.3 The Contractor shall prepare monthly and annual impact reports with usage and achievement data by school, region and district. The reports shall be submitted to the District and reviewed during regular implementation meetings.

L.A. Unified reserves the right to use and reproduce all reports, summaries, and data reports developed pursuant to this agreement.

10.0 DATA EXPORT IMPORT REQUIREMENTS

Requirements for Data Export were derived from the following artifacts:

- Table A Data Export Requirements
- Table B Sample File of Data Items

Contractor agrees to meet all of the stated requirements in the aforementioned exhibits that explicitly pertain to the Data Export Requirements.

Acceptance Criteria

The acceptance criteria that will constitute conformity with LAUSD's stated business requirements are as follows:

1	Data is received nightly or streamed, if applicable. Time of day to be agreed upon at a later time
2	Data is delivered via SFTP/Control M or API and is encrypted in transmittal.
3	Data is produced with 1 file with users, courses, and "activities", and academic growth.
4	Data will contain a district unique identifier such as LAUSD Email, Employee ID or Student ID.
5	Data will contain a district unique identifier for each school location (School Code).
6	Activity data may include assessment results, messages sent, resources created, coursework including external/resource links utilized, assignments, files uploaded, submissions, and other activities of the instructional tool as applicable
7	Data must include all elements to allow LA Unified to create the following report for teachers and students: Unique logins/clicks per (timeframe)
8	Data must include all elements to allow LA Unified to create the following report for teachers and students: Overall logins/clicks per (timeframe)

Table A - Data Export Requirements

9	Data must include all elements to allow LA Unified to create the following report for teachers and students: Activities (as defined by vendor)
10	Data must include all elements to allow LA Unified to create the following report for teachers and students Time Spent on Platform
11	 Device Usage Type of Device Used (mobile Browser) IP Address (used by District to identify internal firewall versus "at home" logins)

11.0 APPROVED PRODUCTS

Category I - Instructional Delivery and Interaction

1. Rosetta Stone

Category III - World Languages

1. Rosetta Stone

12.0 PLATFORM FUNCTIONALITY

Rosetta Stone is applying for **Category I: Instructional Delivery and Interaction** to support English Language Development.

C.b.1 Includes interactive lessons, interactive videos and gamification as appropriate

Rosetta Stone's multimedia platform lessons are made up of activities that teach all language skills—listening, reading, writing, and speaking—with the key goal of building true conversational skills. Throughout the program, Rosetta Stone develops critical thinking and problem-solving skills essential for real-life communication. The meaning of new words and phrases is communicated through voice, text and pictures as well as previously learned material. Based on these visual and linguistic clues, learners understand new meaning in a systematic structure that builds from the very beginning of a new language through everyday proficiency. In this way, the user acquires new vocabulary and language structures the same way they learned their native language.

Rosetta Stone courses are divided into modules of incremental difficulty with entertaining learning materials to enable learners to progress their proficiency. The modules use a variety of activities to promote learning such as:

Vocabulary. Vocabulary and grammar acquisition are the core of the Rosetta Stone course. Both deriving meaning and expressing ideas serve to support further practice in varied and authentic extended, communicative contexts. Unit vocabulary that will appear in the course and the definitions are introduced either with images or explained in context, **Figure 1**.



Figure 1. Rosetta Stone uses structured immersion to introduce new vocabulary and concepts.

Rosetta Stone introduces each new vocabulary or grammar concept paired with an image to help convey the meaning, and it provides scaffolded content including sounds, images, and text which helps learners get lots of practice in the language and quickly develop language skills for successful use in everyday conversation. Rosetta Stone starts with a simple vocabulary word or grammatical term, moving gradually to using variations of that same vocabulary and grammar together in simple phrases, and then finally progressing to useful complete sentences.

Rosetta Stone's TruAccent Speech Recognition Technology. Learners gain confidence and perfect their pronunciation with Rosetta Stone's TruAccent speech recognition technology. Each learners' speech is compared to that of thousands of native speakers so that employees can correct and improve what they say and how they say it, Figure 2. Speaking practice reaches new levels - TruAccent increases the quantity and the quality of each student's speaking practice. Traditional instruction has time constraints that limit how long and how often a learner can speak their new language in class. Rosetta Stone's exclusive speech recognition technology starts learners speaking from their first lesson, provides instant pronunciation feedback, encourages practice and refinement, and becomes a natural part of the new language experience.



Figure 2. Rosetta Stone TruAccent Speech Recognition Engine compares pronunciation to that of native speakers

Videos. Short videos are available to show examples of how the student might use the skills presented.

Grammar. Learners complete writing activities where they can practice writing words, phrases, or answering questions. Unless changed in the settings, written answers must have the correct spelling, capitalization, punctuation, and diacritics/accents.

Practice writing and speaking activities that require learners to describe situations and concepts in a new language with minimal prompting.

Listening to stories. Rosetta Stone's Stories, Figure 3, help learners put their new language into context. Written and narrated by native speakers, stories cover a variety of fictional and real-life topics that align to each unit. Stories are a fun way to practice reading and listening comprehension as learners hear, read, and speak the texts. Stories are entertaining and educational. Learners can read short poems, fictional stories, and engaging descriptions of historical figures and famous places. Learners may also hover over key vocabulary words in stories to see the definition of the word as an image. Within Rosetta Stone's Stories, students may also choose to read, listen to, or speak the short stories presented. When reading stories aloud, the program analyzes their speech and provides instant feedback on pronunciation to help improve speaking skills.



Figure 3. Rosetta Stone Stories give students multiple opportunities to apply their new language skills

Student Achievement. As learners work in Foundations, they earn stamps as their achievements. Stamps are awarded for achieving certain benchmarks"

- Using Rosetta Stone for consecutive days
- Being a frequent user
- Mastering vocabulary topics and more.

Students will be notified during lesson practice when they earn a new stamp and may select "My Achievements" to view the stamps they have earned.



C.b.2 Features such as drag and drop, recording, inputting responses, etc. that are developmentally appropriate for age and grade of students.

In order to effectively address different learning modalities, Rosetta Stone presents multiple question types within units, including: drag-and-drop, fill-in-the-blank, practice speaking with speech recognition and instant feedback using Rosetta Stone's proprietary TruAccent technology, sorting and arranging, and multiple choice questions. Sample activities are shown in **Figure 4**.



Figure 4. Rosetta Stone provides learners with multiple learning modalities

C.b.3 Lessons are appropriate for the content areas being supported and alignment to CA content standards is clear

Rosetta Stone English is an adaptive blended learning speaking and listening program that supports students' English language development through academic conversations. The software is designed to help emergent bilingual students acquire higher language proficiency levels of English. It integrates speaking, listening, and grammar while emphasizing the language of content in Math, Science, Social Studies, General Knowledge, and Biographies so that students gain both language skills and subject knowledge.



Rosetta Stone has conducted alignments to map the content of its language learning programs in support of a wide range of standards-based outcomes. Rosetta Stone programs are aligned to domestic and international standards and learning outcomes relevant to language learning at all grades and levels of education. In accordance with best practices, ongoing efforts ensure that changes in standards and in the product are reflected in the alignments and identify areas of continued development for Rosetta Stone programs.

Rosetta Stone programs have been aligned to U.S. state standards in World Languages and English Language Development. Rosetta Stone programs are also aligned to ACTFL, TESOL Standards, CASAS Standards, and/or the Common European Framework of Reference (CEFR) proficiency descriptors.

Additionally, Rosetta Stone Foundations provides an engaging online language-learning experience and complementary classroom instructional materials designed for learners for all levels to gain proficiency in communicative language skills that align to the English Language Proficiency Assessments for California (ELPAC) Standards. Additionally, Rosetta Stone offers Placement Guides that can be used to

place students into an appropriate location in the Foundations curriculum based on the proficiency level indicated by proficiency tests, including ELPAC, ELPA21, and WIDA Screener and Access.

In addition, Rosetta Stone products have been aligned to WIDA Consortium Standards, satisfying all 14 WIDA Prime Criteria for English Language Proficiency Standards. Furthermore, a study conducted by the University of Oklahoma's College of Education demonstrated "adequate linking across all grade clusters between the WIDA English Language Proficiency (ELP) Standards Model Performance Indicators (MPIs) and the Common Core State Standards in English Language Arts (reading, writing, speaking and listening)." Taken together with Rosetta Stone's internal work aligning content to the Common Core State Standards (CCSS) for English Language Arts, this study's outcome indicates that Rosetta Stone products support the development of skills needed to achieve mastery of CCSS concepts.

If proficiency scores are not available for certain students, teachers and curriculum leads can easily see exactly what core concepts, grammar, and usage topics are taught in each unit and lesson by using the Rosetta Stone Scope and Sequence Guide. The Rosetta Stone Foundations Scope and Sequence provides teachers with detailed information about what is covered in each unit and lesson, so teachers can easily see what core concepts, grammar, and usage is taught in each lesson. The Scope and Sequence Guide can be found at: resources.rosettastone.com/support/SF/Resources/ScopeAndSequence.pdf.

C.b.4 Within the platform interactive, lessons can be teacher-led and educators should also be able to assign them for students to complete independently as needed.

Rosetta Stone's structured immersion environment allows students to experience language learning much the same way as they learn naturally: through constant exposure to the language, consistent correction in pronunciation and vocabulary definition, and manipulations (associating words and objects with meanings).

Learners' listening, speaking, reading, and writing skills are each developed interdependently and are then integrated in authentic communicative activities and situations. This approach is similar to the manner in which one learns their first language. As such, Rosetta Stone provides the learner with immediate feedback, multiple opportunities for success and succeeds in lowering the affective filter by providing a safe and secure learning environment. Each of the levels of instruction has four units for a maximum of 20 units in total. Each unit is divided into four lessons. These lessons are further broken down into paths:

Core Lessons: introduce the key vocabulary and grammar concepts for the lesson. It is recommended that learners complete Core Lessons first and then the additional activities in the order they appear within the lesson.

Focused Activities: The activities are scaffolded to build upon previous ideas and improve learners' proficiency.

Milestones: At the end of each Unit, learners will encounter a summative activity called a Milestone. This speaking activity will place the learner in a two-way conversation with a pre-recorded native speaker. Learners will follow the prompts and images to ask or answer questions based on a real-world situation. Within each Unit, teachers and students have the opportunity to break each lesson into multiple sessions so they can begin a lesson and return at a later time to complete the lesson. Students and teachers may also choose to complete lessons in any order that they choose, providing ultimate flexibility.

Rosetta Stone's default progression is developmentally and linguistically appropriate for the targeted proficiency level. As students move through the levels, they build upon previous vocabulary and language structures while adapting new material to more complex situations. Rosetta Stone includes one review per lesson that brings back material from the core lesson in a variety of interaction types (reading, listening, and speaking). The program tracks learners' progress and success on completed reviews, and determines when it would be best for them to repeat that activity.

C.b.5 Describe improvement/product modifications and how they enhance the interactive experience

With a Rosetta Stone license subscription, LAUSD will receive access to all new content and platform features as they become available at no additional charge and without interruption to service. Rosetta Stone continuously works on updating the platform and creating new features. For example, Rosetta Stone released new Rosetta Stone Foundations Placement Guides for English Language Learners in January of 2022 to provide course placement recommendations based on students' scores on the most common English assessments including ELPAC, WIDA Screener and ACCESS, ELPA21, ELPA, and AZELLA.

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Additionally, as a member of the IXL family, IXL and Rosetta Stone continue to provide updates designed to enhance the student and teacher experience across platforms, such as the new skill plan released in 2022 on IXL for K-12 ELL users of Rosetta Stone Foundations. This skill plan provides hand-picked IXL ELA skills that complement what students are learning in each unit of Foundations, further driving language comprehension skills.

C.2 Teacher Tools

C.2.a Describe any teacher tools that allow teachers to create assignments, modify pre-made lessons, and create new lessons as applicable.

In addition to the online platform, Rosetta Stone offers over 10,000 pages of offline supplemental material, see **Figure 5** for a sampling of available teacher materials. The materials enable teachers to fully integrate online language learning software into their everyday instruction, providing students with additional resources to enhance their language learning journey. These materials include:

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Figure 5. Rosetta Stone Supplemental Offline Materials Available for Teachers

- Teacher's Guide
- Visual Support Materials
- Worksheets & Test Booklets
- Story Series

- Audio Recordings
- Flashcards
- Memory Cards
- Answer Key

Both the student workbook activities and classroom exercises presented in the Teacher's Guide can be used to facilitate and supplement language learning in small groups.

Rosetta Stone provides teachers with a library of culturally relevant resources to support a higher degree of classroom integration, including lesson plans and activity guides to reinforce online content.

The Teacher's Guide provides complete lesson plans that are sequential to each lesson, and recommended materials and activities to enhance every language learning journey. Resources are designed to expand teachers' instructional reach and content.

Student Activities engage learners when they are away from their computers and mobile devices. A variety of activities include differentiated reading passages and comprehension questions aligned with Common Core, along with workbooks, memory games, and more.

Learners will also have access in Rosetta Stone Foundations to long story passages, **Figure 6**, that are leveled to the Units of content within the student's course. As the learners read the stories allowed, they are provided with feedback via Rosetta Stone's speech-recognition technology, highlighting incorrect pronunciation and where the learner may have paused in the inappropriate places in their speaking.



Figure 6. Learners have access to leveled, long story passages with integrated speech recognition

C.2.b Describe as applicable, how the platform allows teachers the ability to include formative assessment in lessons, such as quizzes, polls, etc. as well as provide the ability to monitor assessment completion and results in real time.

In response to every action the learner takes within the program, whether written, spoken or selected on-screen, he or she receives immediate formative, constructive, "actionable" feedback which confirms the choice or provides some contextual clue which enables the learner to respond correctly in one or more subsequent attempts. Success is rewarded with a chime of confirmation and the learner progresses to the next challenge. Each attempt is scored, but the true reward is the learner's feeling of language success achieved through his or her own action.

Learners will encounter a summative Milestone at the end of each unit. Each screen is scored with differing thresholds for the type of response required. Assessments are tabulated cumulatively throughout the lesson to provide summative assessments at the lesson level. Learners can easily access a tabulation of their cumulative score at any point in the lesson as well as identify by distinctive coloration, the screens in which their cumulative scores can and may be improved. All scores are reported up through the administration tools for review and remediation by teachers.

As described in <u>Section C.2.a</u>, above, teachers can choose to reorder the progression of lessons in Rosetta Stone and also have access to printable resources including worksheets and tests to check for understanding and supplement Milestones within the platform.

C.3 Reporting

C.3.a Describe your reporting features and how it provides usage, level/skills data and if applicable next steps for educators.

In addition to powerful language-learning content, Rosetta Stone includes a learner management application that offers powerful, easy-to-use administration tools and reporting functionality. These tools manage and measure learner progress, ensuring language-learning goals are met and providing quantifiable measurements of success. It features easy-to-use tools that allow administrators to add and manage learners and classes; modify individual activity settings; import and export data; and run reports on progress at the learner or group level. Reports can be easily generated for individual students, groups, or districts. The key reports used are:

- General usage reports: these popular reports allow monitoring and reporting on all students (group or district) based on criteria such as time used and/or progress made.
- Learner reports: allow detailed reporting on each individual student (or group), from a top level down to each individual lesson they have completed.
- Curriculum reports: allow monitoring and reporting on students based on the language or curriculum they are studying.

Rosetta Stone can also be integrated into Clever. Parents can access the system with the students' credentials to see the progress and/or the teachers could share the learner progress reports with the parents. Data can also be exported in Excel or csv formats for districts to use for additional analysis.





C.3.b Provide examples/evidence of usage and impact data in your work with other districts and, if applicable with LAUSD.

Rosetta Stone began partnering with LAUSD in 2020 to provide an equitable, supplemental language resource that English Learners were able to use independently. In 2021, Rosetta Stone's usage was expanded to support Dual Language Education and World Language programs. Over 14,500 LAUSD English Learners are using Rosetta Stone Foundations for English. By having access to the Rosetta Stone program and ELPAC placement guides, the probability of reclassification for these students and mastering English has increased greatly. As described in <u>Section C.a.2</u>, within LAUSD's population, Rosetta Stone is used across 160 schools including ELD implementation at <u>Blythe Street Elementary</u> School where students have spent more than 1,500 hours increasing their English language proficiency in the 2021-2022 school year, with 118 of those students advancing a full level.

In addition to the ongoing successful implementation with LAUSD, Rosetta Stone has achieved success with schools across the country including Palm Beach County District School in Florida, Prince George's County Public Schools in Maryland, and Fresno Unified School District in California. Highlights of these implementations are listed below.

Palm Beach County School District, FL - Palm Beach and Rosetta Stone began their partnership in 2011 to support English Language Learners. Rosetta Stone is used for all High School newcomers and any students who scored below a 2 on their WIDA. Palm Beach is also using Rosetta Stone for their summer and parent programs for parents who are learning English. Some of these parents attend tutoring sessions run by Rosetta Stone with a native speaker to help them develop their speaking and

pronunciation skills. Since the beginning of the partnership, the use of Rosetta Stone has grown with more students engaging with the program. Rosetta Stone is now supporting the wider community by helping support parents and guardians.

Prince George's County Public Schools, MD - Prince George's County Public Schools and Rosetta Stone began their partnership in 2012. Currently Rosetta Stone is used across the district to support grades 6-12 English to Speakers of Other Languages (ESOL) students. In the last two years, Prince George's County Public Schools was recognized as the 15th largest ESOL program in the nation. Prince George's County Public Schools have expanded their Rosetta Stone impact to support Adult Education programs in their Community Schools that target the language needs of families of ESOL students. To drive awareness and engagement, Rosetta Stone ran a customized training session for the Adult Education users in Spanish demonstrating how to use the program.

Fresno Unified School District, CA - Fresno USD and Rosetta Stone's partnership began in 2019. Fresno uses Rosetta Stone district wide for English Language Learners in 6th - 12th grades. Fresno initially started using Rosetta Stone with 300 licenses and have since continued to purchase additional licenses to support an influx of EL students. Rosetta Stone has seen the highest usage this school year (2022/2023) since they began using the platform in 2019.

C.3.c Describe how the platform can provide grade sync capabilities to automatically score and sync with the District's Learning Management System/Schoology.

Rosetta Stone has partnered with LAUSD to provide seamless system integration and reporting for the district. For English Language Learning, Rosetta Stone collaborated with Clever and Schoology on a custom integration solution through the implementation of Rosetta Stone's Clever API. This customized Clever connection is transparent to LAUSD students and teachers and all rostering occurs through the standard overnight Clever syncing process.

Students and teachers are rostered at the class (section) level and students are shared based on whether or not there is a non-native English speaker residing with them.

Students are assigned to the course click on a Rosetta Stone ELL link within Schoology to be signed into the Rosetta Stone portal for LAUSD students. Teachers are also able to access Rosetta Stone ELL through a link within Schoology to be signed into the Rosetta Stone portal to run reports on their students.

To further streamline implementation, district-wide reporting is consolidated and transmitted daily to LAUSD via the Rosetta Stone SFTP site.

C.4 Professional Development and Family Resources

C.4.a Describe the professional Development and support provided/available to ensure the success implementation of your digital tools in support of maximized usage and impact for LAUSD.

To meet the needs of LAUSD, Rosetta Stone will continue to provide LAUSD with a dedicated partnership team, including dedicated Professional Learning Specialists who provide direct support to the district and schools. The support provided includes customizing and delivering professional development (PD) for LAUSD schools and Regions. The team provides in person and virtual training that is tailored to the needs of the school or region.

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The PD delivered focuses on best practices for using the Rosetta Stone curriculum, teacher tools, recommendations for supporting daily instruction, progress monitoring, and using Rosetta Stone to differentiate learning. With a districtwide purchase, Rosetta Stone is happy to offer a PD plan that offers dedicated, personalized support that will maximize engagement, optimize instruction, and achieve the goals set for Rosetta Stone usage. Services included for districtwide implementation include:

- Custom implementation plans
- District hub for Rosetta Stone resources (www.rosettastone.com/lausd)
- Implementation calls and a dedicated implementation email (LAUSD@rosettastone.com)
- Unlimited PD sessions
- Weekly customized professional learning webinars for LAUSD teachers
- One-on-one coaching for teachers and administrators
- Usage competitions
- A dedicated customer support email address for LAUSD (supportLAUSD@rosettastone.com)
- Facilitated weekly MMED Office Hours
- Parent sessions and resources offered in English and Spanish
- Weekly custom data reports provided to the district team which show overall district usage; usage by number of students, teachers, and schools for each region within LAUSD; schools listed by total number of usage hours/students within the school; every class listed by total number of hours/students within the individual class; and daily language usage graphs.

C.4.b Describe the student and family resources described will enhance implementation/usage.

The Rosetta Stone language-teaching approach incorporates general learning principles, psychological and educational research, established language-teaching approaches, and research on Rosetta Stone products. Rosetta Stone's framework ensures:

- Students are constantly exposed to the language they are learning
- Students directly connect new language to real-world meaning
- Students rediscover language-learning skills they used to learn their first language
- · Students think entirely in the new language from the start
- Students have opportunities to speak the language from the beginning.

Rosetta Stone provides a personalized, carefully structured immersion environment that provides the right level of guidance to keep students learning and ensure their success. A precise sequence of vibrant, real-life images conveys the meaning of words, sentences, and dialogues in the new language. Students interact constantly and receive immediate feedback as they drive the program forward with their voice, mouse clicks, or keyboard entries. Within this carefully sequenced immersion environment, students learn efficiently and effectively, steadily developing the skills and the confidence to understand and use the language on the spot in everyday settings.

To support students at home, parents can access resources in English and Spanish from the dedicated LAUSD Hub (<u>www.rosettastone.com/lausd</u>). For parents who are not native English speakers, Rosetta Stone is also a useful tool for parents and guardians. Rosetta Stone can be used as part of an existing adult ESL program, or provided to parents to use independently. As family members build their English skills, they are more likely to engage and communicate with teachers and staff, strengthening their ties to the school community .

Rosetta Stone is applying for Category III: World Languages.

C.b.1 Platform supports the development of world languages and the goal of biliteracy for students

Rosetta Stone Foundations is a scalable online language-learning solution designed for beginner to intermediate learners to build fundamental language skills. Foundations includes access to 25 languages, see **Figure 1**. Rosetta Stone offers five levels of instruction to adapt to learner needs and accelerate language learning.

		Languages Offered		
Spanish	English	Chinese	Japanese	Portuguese
(Latin America)	(American)	(Mandarin)		(Brazil)

Languages Offered					
Spanish (Spain)	English (British)	Greek	Korean	Swedish	
French	Arabic	Hebrew	Latin	Tagalog (Filipino)	
Italian	Farsi (Persian)	Hindi	Polish	Turkish	
German	Dutch	Irish	Russian	Vietnamese	

Figure 1. Rosetta Stone Foundations Available Languages

Rosetta Stone transforms second language acquisition with online solutions that can both provide stand-alone instruction for language learners as well as blended classroom curricula for teachers and their students. Rosetta Stone leverages technology to offer each learner the critical mass of practice they need to acquire a new language. Student learning is personalized with actionable feedback and focused exercises across the four skills of language acquisition, as well as curricular material to facilitate easy classroom integration.

C.b.2 Provides real-world scenarios, interactive activities, and audio from native speakers

Rosetta Stone's multimedia platform lessons are made up of activities that teach all language skills—listening, reading, writing, and speaking—with the key goal of building true conversational skills. Those four basic skills are addressed in a comprehensive manner in core lessons and reviews and then further refined into the following more granular skills that are taught and assessed; Grammar, Vocabulary, Speaking, Pronunciation, Listening and Writing.

Throughout the program, Rosetta Stone develops critical thinking and problem-solving skills essential for real-life communication. The meaning of new words and phrases is communicated through voice, text and pictures as well as previously learned material. Based on these visual and linguistic clues, learners understand new meaning in a systematic structure that builds from the very beginning of a new language through everyday proficiency. In this way, the user acquires new vocabulary and language structures the same way they learned their native language.

Through Rosetta Stone's **TruAccent Speech Recognition Technology**, learners are speaking from the very first lesson in the program. Through the Speech Analysis tool, they can fine tune their pronunciation and increase their confidence to speak the language with others.

Writing activities are provided as well. The writing activity screens offer practice with the alphabet and spelling through various writing activities, including writing words and phrases as the student hears them.

Further, Rosetta Stone's Stories help learners put their new language into context. Written and narrated by native speakers, stories cover a variety of fictional and real-life topics that align to each unit. Stories are a fun way to practice reading and listening comprehension as learners hear, read, and speak the texts. Stories are entertaining and educational. Learners can read short poems, fictional stories, and

engaging descriptions of historical figures and famous places.

C.b.3 New skills are introduced at an appropriate developmental pace

Throughout the program, learners are given feedback on every screen on the program knowing whether they are right or wrong, waiting for the learner to move the program forward at their own pace. Rosetta Stone's progression is developmentally and linguistically appropriate for the targeted proficiency level. As students move through the levels, they build upon previous vocabulary and language structures while adapting new material to more complex situations.

Rosetta Stone's Foundations curriculum provides schools with the ability to customize the student experience to individual needs based on age or developmental level by offering:

- Flexible pathways that allow teachers to choose specific thematic Units for targeted instruction.
- Placement guides that are based on common language proficiency tests and grade level, to
 ensure appropriate starting points for students.
- Instruction in all four communication modes (Speaking, Listening, Reading, and Writing), with TruAccent speech recognition to provide feedback on fluency and pronunciation.
- Achievements to celebrate progress as well as motivate and engage learners.
- Rosetta Stone Foundations content is age-appropriate for students in grades K-12.
- Additional printable instructional and assessment materials for off-screen time offers options for off-screen time including study stations, homework, or buddy reading.

C.b.4 Includes opportunities to practice key words and phrases in multiple contexts

Vocabulary and grammar acquisition are the core of the Rosetta Stone course. Both deriving meaning and expressing ideas serve to support further practice in varied and authentic extended, communicative contexts. Unit vocabulary that will appear in the course and the definitions are introduced either with images or explained in context.

Rosetta Stone uses structured immersion to keep learners in an immersive environment for intense language development while using the platform, but structured in such a way that the learner is intentionally exposed to a limited amount of new information within each session, so as not to overwhelm the learner in a given session.

This experience introduces each new vocabulary or grammar concept paired with an image to help convey the meaning, and it provides scaffolded content including sounds, images, and text which helps learners get lots of practice in the language and quickly develop language skills for successful use in everyday conversation. Rosetta Stone starts with a simple vocabulary word or grammatical term, moving gradually to using variations of that same vocabulary and grammar together in simple phrases, and then finally progressing to useful complete sentences. The modules use a variety of activities to promote learning such as:

Listening to stories. Rosetta Stone's Stories, Figure 2, help learners put their new language into context. Written and narrated by native speakers, stories cover a variety of fictional and real-life topics that align to each unit. Stories are a fun way to practice reading and listening comprehension as learners hear, read, and speak the texts. Stories are entertaining and educational. Learners can read short poems, fictional stories, and engaging descriptions of historical figures and famous places. Learners may also
 Image:
hover over key vocabulary words in stories to see the definition of the word as an image.

Figure 2. Stories provide opportunities for students to practice reading comprehension, listening, and speaking

Reading Aloud. Students may also read stories out loud. As the learner reads, the program analyzes his/her speech to analyze pronunciation and help improve speaking skills.

Grammar. Learners complete writing activities where they can practice writing words, phrases, or answering questions. Unless changed in the settings, written answers must have the correct spelling, capitalization, punctuation, and diacritics/accents.

Practice writing and speaking activities that require learners to describe situations and concepts in a new language with minimal prompting.

Using different activities and multiple question types within units, including: drag-and-drop, fill-in-the-blank, practice speaking, sorting and arranging, and multiple choice questions, learners are engaged with the program and able to build vocabulary in multiple contexts. Sample activities are shown in **Figure 3**.



Figure 3. Rosetta Stone provides learners with multiple learning modalities

C.b.5 Platform provides immediate feedback on pronunciation and offer coaching with native speakers

Learners gain confidence and perfect their pronunciation with Rosetta Stone's **TruAccent speech** recognition technology. Each learner's speech is compared to that of thousands of native speakers so that employees can correct and improve what they say and how they say it; see **Figure 4**. Speaking practice reaches new levels - TruAccent increases the quantity and the quality of each language learner's speaking practice. Traditional instruction has time constraints that limit how long and how often a learner can speak their new language in class. Rosetta Stone's exclusive speech recognition technology:

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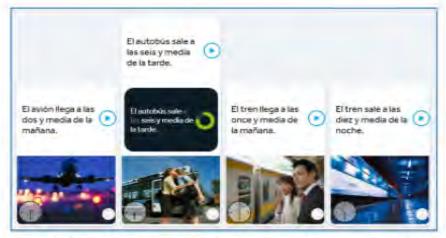


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 order they appear within the lesson.
- Focused Activities: The activities are scaffolded to build upon previous ideas and improve learners' proficiency.
- Milestones: At the end of each Unit, learners will encounter a summative activity called a Milestone. This speaking activity will place the learner in a two-way conversation with a pre-recorded native speaker. Learners will follow the prompts and images to ask or answer questions based on a real-world situation.

Within each Unit, teachers and students have the opportunity to break each lesson into multiple sessions so they can begin a lesson and return at a later time to complete the lesson. Students and teachers may also choose to complete lessons in any order that they choose, providing ultimate flexibility.

Rosetta Stone's default progression is developmentally and linguistically appropriate for the targeted proficiency level. As students move through the levels, they build upon previous vocabulary and language structures while adapting new material to more complex situations. Rosetta Stone includes one review per lesson that brings back material from the core lesson in a variety of interaction types (reading, listening, and speaking). The program tracks learners' progress and success on completed reviews, and determines when it would be best for them to repeat that activity.

Rosetta Stone's Placement Guides can be used to place students into an appropriate location in the Foundations curriculum based on the proficiency level indicated by common proficiency tests, including WIDA Screener and Access. Teacher Resources. In addition to the online platform, Rosetta Stone offers over 10,000 pages of offline supplemental material, see Figure 5. The material enables teachers to fully integrate online language learning software into their everyday instruction, providing students with additional resources to enhance their language learning journey. These materials include:



Figure 5. Rosetta Stone Supplemental Offline Materials Available for Teachers

- Teacher's Guide
- Visual Support Materials
- Worksheets & Test Booklets
- Story Series

- Audio Recordings
- Flashcards
- Memory Cards
- Answer Key

Both the student workbook activities and classroom exercises presented in the Teacher's Guide can be used to facilitate and supplement language learning in small groups. Teachers also have access to a library of culturally relevant resources to support a higher degree of classroom integration, including lesson plans and activity guides to reinforce online content.

The Teacher's Guide provides complete lesson plans that are sequential to each lesson, and recommended materials and activities to enhance every language learning journey. Resources are designed to expand teachers' instructional reach and content.

C.2.b Describe as applicable, how the platform allows teachers the ability to include formative assessment in lessons, such as quizzes, polls, etc. as well as provide the ability to monitor assessment completion and results in real time.

In response to every action the learner takes within the program, whether written, spoken or selected on-screen, he or she receives immediate formative, constructive, "actionable" feedback which confirms the choice or provides some contextual clue which enables the learner to respond correctly in one or more subsequent attempts. Success is rewarded with a chime of confirmation and the learner progresses to the next challenge. Each attempt is scored, but the true reward is the learner's feeling of language success achieved through his or her own action.

Learners will encounter a summative Milestone at the end of each unit. Each screen is scored with differing thresholds for the type of response required. Assessments are tabulated cumulatively throughout the lesson to provide summative assessments at the lesson level. Learners can easily access a tabulation of their cumulative score at any point in the lesson as well as identify by distinctive coloration, the screens in which their cumulative scores can and may be improved. All scores are reported up through the administration tools for review and remediation by teachers.

As described in Section C.2.a, above, teachers can choose to reorder the progression of lessons in Rosetta Stone and also have access to printable resources including worksheets and tests to check for understanding and supplement Milestones within the platform.

C.3 Reporting

C.3.a Describe your reporting features and how it provides usage, level/skills data and if applicable next steps for educators.

In addition to powerful language-learning content, Rosetta Stone includes a learner management application that offers powerful, easy-to-use administration tools and reporting functionality. These tool: manage and measure learner progress, ensuring language-learning goals are met and providing quantifiable measurements of success. It features easy-to-use tools that allow administrators to add and manage learners and classes; modify individual activity settings; import and export data; and run reports on progress at the learner or group level.

Reports can be easily generated for individual students, groups, or districts. The key reports used are:

- General usage reports: these popular reports allow monitoring and reporting on all students (group or district) based on criteria such as time used and/or progress made.
- Learner reports: allow detailed reporting on each individual student (or group), from a top level down to each individual lesson they have completed.
- Curriculum reports: allow monitoring and reporting on students based on the language or curriculum they are studying.

Rosetta Stone can also be integrated into Clever. Parents can access the system with the students' credentials to see the progress and/or the teachers could share the learner progress reports with the parents. Data can also be exported in Excel or csv formats for districts to use for additional analysis.



Figure 6. Rosetta Stone Offers Multiple Embedded Reports for Teachers and Administrators C.3.b Provide examples/evidence of usage and impact data in your work with other districts and, if applicable with LAUSD.

Rosetta Stone began partnering with LAUSD in 2020 to provide an equitable, supplemental language resource that English Learners were able to use independently. In 2021, Rosetta Stone's usage was

expanded to support Dual Language Education and World Language programs. Over 8,000 LAUSD students are using Rosetta Stone Foundations for World Language learning. As described in <u>Section</u> <u>C.a.2</u>, within LAUSD's population, Rosetta Stone is used across 160 schools including World Language learning at <u>Chatsworth High School</u> where 582 students are using Rosetta Stone and have spent more than 7,000 hours learning French, Korean, and Spanish.

In addition to the ongoing successful implementation with LAUSD, Rosetta Stone has achieved success with schools across the country including Palm Beach County District School in Florida, Prince George's County Public Schools in Maryland, and Fresno Unified School District in California. Highlights of these implementations are listed below.

Palm Beach County School District, FL - Palm Beach and Rosetta Stone began their partnership in 2011 to support English Language Learners. Rosetta Stone is used for all High School newcomers and any students who scored below a 2 on their WIDA. Palm Beach is also using Rosetta Stone for their summer and parent programs for parents who are learning English. Some of these parents attend tutoring sessions run by Rosetta Stone with a native speaker to help them develop their speaking and pronunciation skills. Since the beginning of the partnership, the use of Rosetta Stone has grown with more students engaging with the program. Rosetta Stone is now supporting the wider community by helping support parents and guardians.

Prince George's County Public Schools, MD - Prince George's County Public Schools and Rosetta Stone began their partnership in 2012. Currently Rosetta Stone is used across the district to support grades 6-12 English to Speakers of Other Languages (ESOL) students. In the last two years, Prince George's County Public Schools was recognized as the 15th largest ESOL program in the nation. Prince George's County Public Schools have expanded their Rosetta Stone impact to support Adult Education programs in their Community Schools that target the language needs of families of ESOL students. To drive awareness and engagement, Rosetta Stone ran a customized training session for the Adult Education users in Spanish demonstrating how to use the program.

Fresno Unified School District, CA - Fresno USD and Rosetta Stone's partnership began in 2019. Fresno uses Rosetta Stone district wide for English Language Learners in 6th - 12th grades. Fresno initially started using Rosetta Stone with 300 licenses and have since continued to purchase additional licenses to support an influx of EL students. Rosetta Stone has seen the highest usage this school year (2022/2023) since they began using the platform in 2019.

C.3.c Describe how the platform can provide grade sync capabilities to automatically score and sync with the District's Learning Management System/Schoology.

Rosetta Stone has partnered with LAUSD to provide seamless system integration and reporting for the district. For World Languages, Rosetta Stone provides LTI 1.1 integration from Schoology to Rosetta Stone. Daily student and teacher/staff roster files are uploaded to a Rosetta Stone SFTP and students are imported daily from a student roster provided by LAUSD. Students and teachers are rostered at the school level. Both the LAUSD roster file transfer and the Rosetta Stone import are automated and occur at the same time each day.

Students are assigned a language course of study through Rosetta Stone in Schoology and click on a Rosetta Stone World Languages link within Schoology to be signed into the Rosetta Stone portal for LAUSD students. Teachers are also able to access Rosetta Stone World Languages through a link within Schoology to be signed into the Rosetta Stone portal to run reports on their students.

To further streamline implementation, district-wide reporting is consolidated and transmitted daily to LAUSD via the Rosetta Stone SFTP site.

C.4 Professional Development and Family Resources

C.4.a Describe the professional Development and support provided/available to ensure the success implementation of your digital tools in support of maximized usage and impact for LAUSD.

To meet the needs of LAUSD, Rosetta Stone will continue to provide LAUSD with a dedicated partnership team, including dedicated Professional Learning Specialists who provide direct support to the district and schools. The support provided includes customizing and delivering professional development (PD) for LAUSD schools and Regions. The team provides in person and virtual training that is tailored to the needs of the school or region.

The PD delivered focuses on best practices for using the Rosetta Stone curriculum, teacher tools, recommendations for supporting daily instruction, progress monitoring, and using Rosetta Stone to differentiate learning. With a districtwide purchase, Rosetta Stone is happy to offer a PD plan that offers dedicated, personalized support that will maximize engagement, optimize instruction, and achieve the goals set for Rosetta Stone usage. Services included for districtwide implementation include:

- Custom implementation plans
- District hub for Rosetta Stone resources (<u>www.rosettastone.com/lausd</u>)
- Implementation calls and a dedicated implementation email (LAUSD@rosettastone.com)
- Unlimited PD sessions
- Weekly customized professional learning webinars for LAUSD teachers
- One-on-one coaching for teachers and administrators
- Usage competitions
- A dedicated customer support email address for LAUSD (supportLAUSD@rosettastone.com)
- Facilitated weekly MMED Office Hours
- Parent sessions and resources offered in English and Spanish
- Weekly custom data reports provided to the district team which show overall district usage; usage by number of students, teachers, and schools for each region within LAUSD; schools listed by total number of usage hours/students within the school; every class listed by total number of hours/students within the individual class; and daily language usage graphs.

C.4.b Describe the student and family resources described will enhance implementation/usage.

The Rosetta Stone language-teaching approach incorporates general learning principles, psychological and educational research, established language-teaching approaches, and research on Rosetta Stone products. Rosetta Stone's framework ensures:

- Students are constantly exposed to the language they are learning
- Students directly connect new language to real-world meaning

- Students rediscover language-learning skills they used to learn their first language
- Students think entirely in the new language from the start
- Students have opportunities to speak the language from the beginning.

Rosetta Stone provides a personalized, carefully structured immersion environment that provides the right level of guidance to keep students learning and ensure their success. A precise sequence of vibrant, real-life images conveys the meaning of words, sentences, and dialogues in the new language. Students interact constantly and receive immediate feedback as they drive the program forward with their voice, mouse clicks, or keyboard entries. Within this carefully sequenced immersion environment, students learn efficiently and effectively, steadily developing the skills and the confidence to understand and use the language on the spot in everyday settings.

To support students at home, parents can access resources in English and Spanish from the dedicated LAUSD Hub (<u>www.rosettastone.com/lausd</u>). For parents who are not native English speakers, Rosetta Stone is also a useful tool for parents and guardians. Rosetta Stone can be used as part of an existing adult ESL program, or provided to parents to use independently. As family members build their English skills, they are more likely to engage and communicate with teachers and staff, strengthening their ties to the school community.

Table B - Sample File of Data Items

Example of data items with corresponding descriptions.

The following usage data information is requested for all products. All marked with (*) are required. Please set up a meeting with the LAUSD team for a walkthrough of this template.

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		Should be lausd student ID, Teacher ID or Email	LAUSD Location	Identifier for the type of device that was used to	Iphone XR,		Browser	IP Address (used by District to identify internal firewall versus "at home"						Assignment Score	Standard
Tables	Tables	address		access platform	Samsung 1023	Browser Type	Version	logins)					Duration	Grade	addressed
Partner ID*	Product ID*	User ID (Lausd)*	User School Id (LAUSD)	Device Type*	Device Version	Browser Type*	Browser Version*	IP	Activity Type*	Activity Action type	Activity ID	Time STMP*			
		first.last@mymail.lausd.ne		Iphone		Safari	90.2	100.xxx.x.x	Assignment	Submit	Assignment ID	06/12/2020 12:12:34 PST			
	Your Product Name	first.last@mymail.lausd.ne	t	Laptop		Chrome	80		Course	Create	Course ID				
	Your Product Name	first.last@mymail.lausd.ne	t	Laptop		Chrome	80		Login		Section ID				
	Your Product Name	first.last@mymail.lausd.ne	t	Laptop		Chrome	80		Logout	View					
	Your Product Name	first.last@mymail.lausd.ne	t	Laptop		Chrome	80		Section	Complete					
	Your Product Name	first.last@mymail.lausd.ne	t	Laptop		Chrome	80		Lessons						
	Your Product Name	first.last@mymail.lausd.ne	t	Laptop		Chrome	80		General Activity						
	Your Product Name	first.last@mymail.lausd.ne	t	chromebook		Chrome	80		Assignment	Update					
	Your Product Name	first.last@mymail.lausd.ne	t	chromebook		Chrome	80		Assessment	Start					
									Assessment	End					
							l								
			-												

END OF STATEMENT OF WORK

SCHEDULE B

CONTRACTOR'S RATES

1. Pricing Sheet

PRICING SHEET

Category	Unit	Price
Subscription License Agreement	Annual by school or per student (include detail on discounts provided)	\$40.00 per student license.
Customization and Integration	Unit Cost (include detail on discounts provided)	No additional cost with district implementation.
Professional Learning (PL)	Number of participants Frequency/Duration Presentation Mode (In-person/Virtual/Hybrid) (include detail on discounts and/or rebates applied as applicable)	No additional cost with district implementation. Rosetta Stone's LA- based team will provide unlimited virtual and in-person professional learning. Sessions can be customized to LAUSD's needs.
Implementation and monitoring	One time and annual costs (include detail on discounts provided)	No additional cost with district implementation.
Other Costs	Itemize (include detail on discounts provided)	No additional costs are required with Rosetta Stone's all-inclusive pricing structure.
Total Annual Cost		Total price is based on the number of student subscriptions

For example, LAUSD's current implementation is: 24,000 licenses x \$40.00 = \$960,000.00

2. Pricing Details

2.a Rosetta Stone Licenses

Rosetta Stone's per student pricing provided below, is based on a 12-month fixed-term license. Each license provides one (1) assigned learner with access to any one of Rosetta Stone's 25 available languages. The total price is based on the number of licenses purchased.

With Rosetta Stone Foundations Per User licenses, LAUSD receives at no additional cost:

- Technical Support & Implementation Support from Rosetta Stone's Dedicated Account Team
- Customized Integration, Administrator Tools & Reports
- Unlimited Access to Online Language Training
- Product Updates and New Releases throughout the license term
- Access to Mobile Apps

2.b Professional Development

To meet the needs of LAUSD, Rosetta Stone will continue to provide LAUSD with a dedicated partnership team, including dedicated Professional Learning Specialists who provide direct support to the district and schools. The support provided includes customizing and delivering professional development (PD) for LAUSD schools and Regions. The team provides in person and virtual training that is tailored to the needs of the school or Region.

The PD delivered focuses on best practices for using the Rosetta Stone curriculum, teacher tools, recommendations for supporting daily instruction, progress monitoring, and using Rosetta Stone to differentiate learning. With a districtwide purchase, Rosetta Stone is happy to offer a PD plan that offers dedicated, personalized support that will maximize engagement, optimize instruction, and achieve the goals set for Rosetta Stone usage. Services included for districtwide implementation include:

- Custom implementation plans
- District hub for Rosetta Stone resources (<u>www.rosettastone.com/lausd</u>)
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- Unlimited PD sessions
- Weekly customized professional learning webinars for LAUSD teachers
- One-on-one coaching for teachers and administrators
- Usage competitions
- A dedicated customer support email address for LAUSD (supportLAUSD@rosettastone.com)
- Facilitated weekly MMED Office Hours
- Parent sessions and resources offered in English and Spanish
- Weekly custom data reports provided to the district team which show overall district usage; usage by number of students, teachers, and schools for each region within LAUSD; schools listed by total number of usage hours/students within the school; every class listed by total number of hours/students within the individual class; and daily language usage graphs.

SCHEDULE A

STATEMENT OF WORK

1.0 SCOPE

This Statement of Work (SOW) defines the effort required for the administration and reporting of the Los Angeles Unified School District (Los Angeles Unified) digital instructional tools/platform. Schools will be able to implement one of the following digital tools to support concept development, skills mastery and problem solving skills of students in grades K-12.

Digital tools/platforms as outlined below:

- Category I Instructional Delivery and Interaction
- Category II Personalized Learning and Assessment
- Category III World Languages
- Category IV Specialized Digital Learning Tool

2.0 STATEMENT OF WORK – The tasks required to successfully administer digital tools/platforms:

A. Properties of instructional tools should include:

- UNIVERSAL DESIGN: Platform must be designed so that materials function as intended for as many students as possible
- CONTENT: Platform design and materials should be developmentally appropriate and support standards-aligned learning
- ACCESSIBILITY: Items and tasks are presented with additional information or in alternative ways, in order to meet the specific needs of some students.
- SENSITIVITY: Content contained should not be distracting or upsetting for some students.
- CULTURAL AND LINGUISTIC RESPONSIVENESS: Digital tools must consider the cultural and linguistic diversity of the students in Los Angeles and should contain culturally and linguistically responsive materials that are appropriate for meeting the needs of all students (English Learner (EL), Standard English Learner (SEL), Student with Disabilities (SWD), etc.)
- International Society for Technology in Education (ISTE): Standards is a framework for learning in-depth, digital age skills and attributes with learning that is amplified through technology
 - o <u>ISTE Standards for Students</u> and/or
 - o <u>ISTE Standards for Educators</u>

B. The proposer's online platform must receive an approved LAUSD Unified Digital Instructional Procurement Plan (UDIPP) prior to contract execution. Proposer will not be authorized to provide any services unless proposer's LAUSD UDIPP application has been approved. The latest version of LAUSD UDIPP requirements must be met along with updated requirements released. The vendor shall monitor UDIPP approval expiration and complete renewal applications in a timely manner

Proposer must meet the LAUSD UDIPP requirements regarding SSO and SAML, Student Data Privacy, Data Security and LMS Compatibility. Determination as to whether a proposer meets those minimum qualifications will be based on their responses to the Unified Digital Instructional Procurement Plan Questionnaire, which can be found at <u>udipp.lausd.net</u>.

C. The effective, efficient, and timely completion of all tasks and requests is critical to the successful implementation of the digital tool.

CATEGORY I: INSTRUCTIONAL DELIVERY AND INTERACTION

Instructional delivery and interaction tools provide interactive lessons, interactive videos and gamification. Features such as drag and drop, recording, inputting responses, etc. should be developmentally appropriate for age and grade of students, as well as content areas being supported. Interactive teacher tools will allow teachers to create assignments, modify pre-made lessons, and create new lessons as applicable. The platform should provide teachers with the ability to include formative assessment in lessons, such as quizzes, polls, etc. as well as provide the ability to monitor assessment completion and results in real time. The platform should provide grade sync capabilities to automatically score and sync with the District's Learning Management System/Schoology. The platform should provide teachers with insights on using the formative assessment and dynamic media features to inform instructional next steps and student outcomes. Within the platform interactive, lessons can be teacher-led and educators should also be able to assign them for students to complete independently as needed.

They may address multiple content areas or a single content area such as:

- English Language Arts
- Mathematics
- Science
- History/Social Studies
- Social Emotional Learning
- Arts Education
- Physical Education
- English Language Development
- Multiple content areas
- Computer Science Education
- Coding
- Cybersecurity Education
- Digital Citizenship

FEATURES ACROSS ALL DIGITAL TOOL CATEGORIES

MATERIAL FOR EDUCATORS

Digital Tool materials shall include:

- The digital activities and games should be standards aligned, can be used flexibly for various blended learning models or as an extra enhancement for core instruction.
- Teachers should be able to place any student at any spot in the curriculum to enhance the work on specific content the class is learning via their core curriculum.
- Should include digital manipulatives, when applicable, to support students with problem solving and sense making.
- Embedded formative assessments which provide instant feedback for the students, including pre and post assessments, progress monitoring, and standardized test preparation.
- The platform shall support access through on-line connections via operating systems commonly found on MacBooks, iPads, Chromebooks, Personal Computers (desktops/laptops), Interactive Smart Boards and Interactive Projectors. The digital curriculum must be compatible with these devices. Digital tools must meet the minimum operating specifications as follows:
 - iOS 13 and higher for iPads
 - Windows 10 OS and higher for laptops and PCs
 - MacOS 11 and higher for Macbooks
- Platform should include data reporting to address the following:
 - Individual student progress and completion of activities/games
 - Teacher/Classroom report on student progress on standards and completion of activities/games
 - School Administrators, District and Region level administrators and coordinators have access to the platform analytics through the LAUSD single sign-on

PROFESSIONAL DEVELOPMENT

Teachers and administrators shall be provided with initial in-person or on-line training which will provide an overview of the digital tool program and training on how to access, navigate, and utilize both print and digital materials. Training will also support teachers with best practices in terms of blended learning models and use of the digital tool to enhance their core curriculum and provide intervention/enrichment for students with the goal of differentiating and personalizing instruction. Teachers will receive training and support in utilizing assessment data to make instructional decisions.

Teachers and administrators shall be provided follow-up implementation support training and ongoing coaching support shall be made available in-person and/or virtually. This ongoing support will deepen teachers and administrators strategic use of the digital tool and support schools with bringing in parents/caregivers as equal partners in teaching and learning but with at-home connections.

Professional development for school site leadership and district leadership shall include quarterly data charts around completion of lessons/activities/games by grade level and students and whether recommended usage goals are being met in alignment with the research supporting the use of the digital tool.

Services must include on-going digital support for questions that arise regarding access, functionality and usage.

MATERIAL FOR FAMILIES

The supplemental digital tool shall include resources that parents may access from home, including asynchronous lessons/activities/games and videos. These will include modeling of activities and games, as well as additional resources that will increase family engagement, enhance classroom learning, and reduce learning loss. The videos and resources shall take advantage of digital and mobile technology and will be used to build instructional supports between families and their school. Families will also be provided with multiple opportunities to attend webinars which will provide tools and resources to support their child's numeracy development in the home.

3.0 SECURITY OF ALL MATERIALS AND DATA

The Contractor shall obtain a completed and completely approved LAUSD Unified Digital Instructional Procurement Plan (UDIPP) and adhere to the security requirements therein. **Contractor will not be authorized to work on any services unless contractor's LAUSD UDIPP application has been approved.**

4.0 DATA COLLECTION

The Contractor shall collect enrollment, student and other data transfers necessary through a mutually agreed upon data transfer process with L.A. Unified Office of Data Accountability.

5.0 DATA ANALYSES

The Contractor shall provide usage and achievement data as applicable to the platform in a format that is integrated with LAUSD data systems. An automated data feed at regular intervals using the SFTP transfer process will be required per LAUSD specifications.

6.0 TECHNICAL SUPPORT

- 6.1 The Contractor shall provide a help desk for customer support for L.A. Unified schools and staff. The Help Desk shall offer phone customer support, online chat boxes and chat rooms.
- 6.2 In addition to chat based support and online service tickets, the Contractor shall provide tiered support that includes a toll-free telephone number that will lead to a "live" person for technical support questions between 7:30 a.m. and 4:30 p.m. Pacific time Monday through Friday.
- 6.3 The Contractor shall provide resolution to the following within the time frames specified:
 - A. Resolution to all problems logged with technical support within the next business day
 - B. Resolution to all high priority calls logged with technical support within 4 hours
 - C. High priority treatment for any problems logged that cannot be resolved within the above time frame. These problems shall be resolved by providing resources for timely follow-up

- 6.4 The Contractor shall maintain a service log and provide to Los Angeles Unified upon request and during regular implementation meetings. The log shall include technical support requests with a description of how the matters have been resolved.
- 6.5 The Contractor's support processes shall be aligned with the District's IT helpdesk and other support providers to the District. The District's IT helpdesk currently uses Service Center from Remedy. Where applicable, this method of providing and maintaining support shall be used.
- 6.6 The Contractor's platform must work with comparable effectiveness with all common internet browsers and computer makes.

7.0 DATA MANAGEMENT

- A. Usage and/or achievement related to the digital tool is to be hosted on the Contractor's cloud-based server(s) as designated and approved by L.A. Unified, covers the data produced by the full range of activities. Data management must comply with Data Use Agreement provisions in the approved L.A. Unified UDIPP.
- B. These data shall be available via web pages, secure file transfer protocol (SFTP), and restricted and secure user logons. The secure user logons of any server housing any District information shall authenticate against an LDAP V3 compliant user Directory housed on the District's network. User account authorization provisioning shall occur within the Contractor provided application(s). Availability shall be encrypted at the discretion of the L.A. Unified commensurate to the confidentiality of the information hosted on the system. Any student level data shall be maintained in a secure and confidential manner as outlined in the L.A. Unified UDIPP. Notwithstanding any of the above specifications, the security of all confidential data shall meet all District standards and policies outlined in the UDIPP.
- C. Access to the data web pages and usage and/or achievement data must be provided for long-term substitutes on a temporary basis when requested by the school's principal or representative.

8.0 TRAINING

The Contractor shall provide training to LAUSD staff based on a professional development plan created with district staff. Professional development shall include initial training in-person and/or virtual, follow up training and support and office hours.

9.0 PROJECT MANAGEMENT

9.1 IMPLEMENTATION AND TRAINING PLAN

The contractor shall work collaboratively with the District to develop an implementation plan that includes data integration, professional development and regular review of usage and achievement data.

9.2 MINUTES AND RECORDS

The Contractor shall take minutes and record the list of participants from all meetings, including, but not limited to, management meetings and any technical advisory groups. If any work tasks are outlined in the minutes, the person(s) responsible for these tasks and the target completion dates must be identified in the minutes as well. Within two (2) weeks after each meeting (or such other time designated by the District), the Contractor shall maintain and submit to the District, all minutes and records in writing and/or electronically for review and final approval.

9.3 MONITORING ACTIVITIES

To be successful, this project requires an effective management team.

- 9.3.1 The Contractor must provide a designated Project Manager and technical support coordinator. If subcontractors are used, a Project Coordinator must be designated for each subcontractor. The professional qualifications of the team members shall be appropriate to ensure the overall success of implementation.
- 9.3.2 The Contractor's Project Manager shall communicate, either in person or by telephone, with designated District staff, on a weekly basis, as needed and scheduled by the District, to review progress and performance. The review criteria will include, but not be limited to, problems encountered under the contract, future performance under the contract, and any other subject relating to completion of tasks under this contract.
- 9.3.3 The Contractor shall prepare monthly and annual impact reports with usage and achievement data by school, region and district. The reports shall be submitted to the District and reviewed during regular implementation meetings.

L.A. Unified reserves the right to use and reproduce all reports, summaries, and data reports developed pursuant to this agreement.

10.0 DATA EXPORT IMPORT REQUIREMENTS

Requirements for Data Export were derived from the following artifacts:

- Table A Data Export Requirements
- Table B Sample File of Data Items

Contractor agrees to meet all of the stated requirements in the aforementioned exhibits that explicitly pertain to the Data Export Requirements.

Acceptance Criteria

The acceptance criteria that will constitute conformity with LAUSD's stated business requirements are as follows:

1	Data is received nightly or streamed, if applicable. Time of day to be agreed upon at a later time
2	Data is delivered via SFTP/Control M or API and is encrypted in transmittal.
3	Data is produced with 1 file with users, courses, and "activities", and academic growth.
4	Data will contain a district unique identifier such as LAUSD Email, Employee ID or Student ID.
5	Data will contain a district unique identifier for each school location (School Code).
6	Activity data may include assessment results, messages sent, resources created, coursework including external/resource links utilized, assignments, files uploaded, submissions, and other activities of the instructional tool as applicable
7	Data must include all elements to allow LA Unified to create the following report for teachers and students: Unique logins/clicks per (timeframe)
8	Data must include all elements to allow LA Unified to create the following report for teachers and students: Overall logins/clicks per (timeframe)
9	Data must include all elements to allow LA Unified to create the following report for teachers and students: Activities (as defined by vendor)
10	Data must include all elements to allow LA Unified to create the following report for teachers and students Time Spent on Platform
11	 Device Usage Type of Device Used (mobile Browser) IP Address (used by District to identify internal firewall versus "at home" logins)

Table A - Data Export Requirements

Table B - Sample File of Data Items

Example of data items with corresponding descriptions.

The following usage data information is requested for all products. All marked with (*) are required. Please set up a meeting with the LAUSD team for a weikthrough of this template.

This Is a unique value to identify the vendor in LAUSD Tables	This is a unique value to identify the Product in LAUSD		Code, or cost center code	Identifier for the type of device that was used to access platform		Browser Type	Browser Version	IP Address (used by District to identify internal firewall versus "at home" logins)					Duration	Assignment Score Grade	Standard addressed
Partner ID*	Product ID*	User ID (Lausd)'	User School Id (LAUSD)	Device Type*	Device Version	Browser Type"	Browser Version*	IP	Activity Type"	Activity Action type	Activity ID	Time STMP*			
Pannorio	1	first.last@mymail.lausd.ne	, ,	Iphane	Device version	Safari		100.xxx.x.x	Assignment	Submit	Assignment (D	06/12/2020 12:12:34 PST			
		first.last@mymail.lausd.ne		Leptop	Í	Chrome	80	· · · · · · · · · · · · · · · · · · ·	Course		Course ID				
		lirst.last@mymail.lausd.ne		Laptop	1	Chrome	80	1	Login	Updale	Section ID				
	Your Product Name	lirst.last@mymail.lausd.ne	t	Laptop		Chrome	80		Logout	View					
	Your Product Name	first.last@mymail.lausd.ne	t	Laptop		Chrome	80		Section	Complete					
		lirst.last@mymail.lausd.ne		Laptop		Chrome	80		Lessons						
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11.0 APPROVED PRODUCTS

<u>Category I – Instructional Delivery and Interaction</u>

1. Seesaw

12.0 PLATFORM FUNCTIONALITY

Category I: Instructional Delivery and Interaction

a. Our learning platform comes with engaging instructional content for students and teachers. The Seesaw Library includes over 4,000 engaging activities that are designed by curriculum experts and are simple to integrate with your core curricula; these include interactive lessons, games, and videos. Additionally, Seesaw provides rich lesson-creation tools that enable educators to create their own lessons that are suitable for their classroom needs.

b. Our Multimodal Learning Tools empower student voice, ownership, and creation. Some of these tools include our voice and screen recording tool, which makes thinking visible, so teachers can pinpoint student needs and personalize instruction, our photo, video, and upload tool, which helps capture any assignment in Seesaw, where students can explain and reflect on their learning, and lastly, the creative canvas which puts the power of typing, collage, shapes, drawings, and more in students' hands to bring their ideas to life.

c. Our Lessons are appropriate for the content areas supported and we do also have lessons and activities that are in alignment with CA standards. For clear information on which lessons are in alignment with CA standards, you can use our Standards Alignment Tool found on our website.

d. Our lessons are teacher-led and a supplemental resource for educators. Teachers assign activities to students for completion as well as customize instructions for these activities in the Seesaw Library.

e. Product enhancements are primarily attributed to Seesaw's goal of making our learning platform as accessible as possible for all stakeholders involved in the use of our services. Recently, on our web version of Seesaw, we added a self-timer mode for photo cameras. For students that use Chromebooks and computers, it can be challenging to capture a clear photo of their offline work. Seesaw added a self-timer button onto the camera screen that gives students a 3-second countdown before taking a photo, therefore giving students more control over the outcome of this process. Additionally, we added a Top Teacher Feature Request: Copy & paste page between activities to our web platform. This new feature allows teachers to copy and paste pages from one activity to another for easier customization of assignments. As seen through these examples, we prioritize new features based on a variety of considerations including, but not limited to, legal compliance, user requests, and user impact.

Teacher Tools - ALL CATEGORIES

a. Seesaw provides a robust library of supplemental lessons and activities across a range of subjects including Math, ELA, Science, SEL, Social Studies, and more. We also have rich lesson-creation tools that enable educators to create their own lessons. Additionally, there is an extensive library of teacher-created lessons from our community of teachers and Seesaw ambassadors.

b. Teachers using Seesaw for formative assessments can now tag their students' posts with their own set of skills or standards. They can assign a simple star rating to student work to get a realtime understanding of how students are progressing toward key curriculum objectives. Skills also help teachers inform instructional practice and save time on reporting. Teachers also have the ability to assign activities to students. All student responses to these assigned activities will be stored with their name under the activity. With this, teachers can see who has responded to an activity by tapping the response banner.

Reporting - ALL CATEGORIES

a. Seesaw for Schools Admin have the ability to pull Student and Class activity reports for 7-day periods from both the School and District dashboard. These reports can be used to check how often classes and students are utilizing Seesaw, and the interaction users are having with the platform. With Seesaw Skills, you can keep track of what skills or 9 standards your students are working towards. Additionally, you can assign a star rating for each student post or Activity response tagged with a Skill to get a real-time understanding of how students are progressing.

b. Seesaw completed an Efficacy Study with the goal of assessing the efficacy of Seesaw for Schools, across several dimensions. For this study, we surveyed 400 administrators using Seesaw for Schools, as well as both public and private schools serving students ranging from grades PreK-12, including schools both within and outside of the United States. The results of this study showed that 93% of administrators reported that Seesaw for Schools effectively contributes to their overall school/district objectives, including demonstrating student growth and progress, developing students' 21st Century skills, using technology effectively and purposefully in instruction, and increasing community and family engagement. Additionally, 90% of administrators report that Seesaw for Schools helps them participate in classrooms and interact with student learning more regularly, while 88% of administrators report that Seesaw for Schools helps them create a sense of community at their school. Over 235,000 students across Early Childhood through grade five have the opportunity to engage in meaningful instructional experiences through the Seesaw Library and Seesaw's multimodal tools. Using text, photo, video, record screen + audio, and annotation tools, students explain their thinking and reflect on their creations, increasing accessibility for all learners. The Seesaw Library provides over 4,000 engaging activities designed by curriculum experts and aligned to L.A. Unified's core curricula and state standards (Eureka Math, Benchmark, Preschool Foundations, Amplify Science, Wonders, Illustrative Math, CKLA, CA Computer Science, California Common Core). Educators utilize the Seesaw Library for whole-class instruction, formative assessment, building in-person connections, and checks for understanding to meet students where they are. Seesaw has facilitated making students' thinking visible and provided actionable insights as a primary

English Language Arts and Math content provider for December (and upcoming April) Acceleration Days across PreK through grade 5. Additionally, Seesaw's Computer Science content (in partnership with L.A. Unified's Instructional Technology Initiative team) supported K-5 students during Digital Citizenship Week and Computer Science Education Week. During Computer Science Education Week alone, educators increased their use of Seesaw's Computer Science content by 600%. More than 274 L.A. Unified educators champion the use of Seesaw in their community by actively participating as Pioneers, Ambassadors, and Seesaw Certified Educators.

c. Grades or scores in Seesaw can be easily transferred to Schoology, or Seesaw lessons can be directly scored in Schoology. We are currently working on deeper automatic grading syncing capabilities and plan to expand this functionality in the 2023-24 school year.

Professional Development & Family Resources - ALL CATEGORIES

a. As a Seesaw customer, you will have a district support team to help with setup, implementation, tech questions, etc. Additionally, Seesaw has a support team available to provide assistance to users. The team is available to answer questions related to the usage of the app and troubleshoot any issues. Any sensitive and urgent issues are escalated to our Trust & Safety team. Users can get in contact with our support team via email or by filling out a support form on our website.

b. Users can contact our support team by email or through our online support form. Support issues are tracked and prioritized using support software. Our support team is trained and prepared to assist with questions or concerns and typically gets back to customers within 1-2 business days, if not sooner. We also have an online help center which can be accessed here. As a Seesaw customer, you'll get a dedicated Implementation Consultant who will be available throughout the lifetime of the contract.

SCHEDULE B

CONTRACTOR'S RATES

Los Angeles Unified School District Pricing Guide

	f Students Band	Price per Student	Volume Discount	Bundled Support*	
0	50,000	\$11.95	0.0%	Package 1	
50,000	75,000	\$10.50	12.1%	Package 1	
75,000	100,000	\$9.00	24.7%	Package 1	
100,000	125,000	\$8.00	33.1%	Package 1	
125,000	150,000	\$7.00	41.4%	Package 1	
150,000	175,000	\$6.10	49.0%	Package 1	
175,000	200,000	\$5.35	55.2%	Package 2	
200,000	210,000	\$4.70	60.7%	Package 2	
210,000	220,000	\$4.50	62.3%	Package 2	
220,000	230,000	\$4.40	63.2%	Package 2	
230,000	240,000	\$4.30	64.0%	Package 2	
240,000	250,000	\$4.20	64.9%	Package 3	
250,000	260,000	\$4.10	65.7%	Package 3	
260,000	270,000	\$4.00	66.5%	Package 3	
270,000	280,000	\$3.90	67.4%	Package 3	
280,000	290,000	\$3.80	68.2%	Package 3	
290,000	300,000	\$3.70	69.0%	Package 3	
300,000	350,000	\$3.60	69.9%	Package 3	
350,000	400,000	\$3.50	70.7%	Package 3	
400,000	450,000	\$3.25	72.8%	Package 3	
450,000	and up	\$3.00	74.9%	Package 3	

Pricing Note: Our pricing model has changed for the 2023-24 school year. For the 2022-23 year school, we priced our Seesaw for Schools licenses and our Seesaw Library (formerly known as Seesaw Lessons) licenses separately. This year, each student license includes access to both Seesaw for Schools and all Seesaw Library content.

Discounts:

- Early Education Center Licensing With a purchase of at least 175,000 students, all Early Education Center students are included at no additional cost.
- Multi-Year Discounts, Paid Annually Multi-year contract pricing is available: 5% total discount for two year agreement, 10% total discount for three year agreement. Pricing for additional year terms available upon request.

*Bundled Support:

- Package 1 No additional cost to L.A. Unified (\$183,000 Value)
 - Virtual PD Sessions: 22 with \$22,000 cost waived
 - In Person PD Sessions: 2 with \$10,000 cost waived
 - Dedicated Training Specialist: not included in this package
 - On-Demand Custom Alignments: 2 with \$10,000 cost waived
 - Premium Technical Support with Dedicated Implementation Consultant: Full access with \$141,000 cost waived
- Package 2 No additional cost to L.A. Unified (\$246,000 Value)
 - Virtual PD Sessions: 40 at no cost with \$40,000 cost waived
 - o In Person PD Sessions: 4 with \$20,000 cost waived
 - Dedicated Training Specialist: 1 specialist included with \$25,000 cost waived
 - On-Demand Custom Alignments: 4 with \$20,000 cost waived
 - Premium Technical Support with Dedicated Implementation Consultant: Full access with \$141,000 cost waived
- Package 3 No additional cost to L.A. Unified (\$351,000 Value)
 - virtual PD Sessions: 60 at no cost with \$60,000 cost waived
 - In Person PD Sessions: 10 with \$50,000 cost waived
 - 6 Dedicated Training Specialist: 2 specialists included with \$50,000 cost waived
 - On-Demand Custom Alignments: 10 with \$50,000 cost waived
 - Premium Technical Support with Dedicated Implementation Consultant: Full access with \$141,000 cost waived

SCHEDULE A

STATEMENT OF WORK

1.0 SCOPE

This Statement of Work (SOW) defines the effort required for the administration and reporting of the Los Angeles Unified School District (Los Angeles Unified) digital instructional tools/platform. Schools will be able to implement one of the following digital tools to support concept development, skills mastery and problem solving skills of students in grades K-12.

Digital tools/platforms as outlined below:

- Category I Instructional Delivery and Interaction
- Category II Personalized Learning and Assessment
- Category IV Specialized Digital Learning Tool

2.0 STATEMENT OF WORK – The tasks required to successfully administer digital tools/platforms:

A. Properties of instructional tools should include:

- UNIVERSAL DESIGN: Platform must be designed so that materials function as intended for as many students as possible
- CONTENT: Platform design and materials should be developmentally appropriate and support standards-aligned learning
- ACCESSIBILITY: Items and tasks are presented with additional information or in alternative ways, in order to meet the specific needs of some students.
- SENSITIVITY: Content contained should not be distracting or upsetting for some students.
- O CULTURAL AND LINGUISTIC RESPONSIVENESS: Digital tools must consider the cultural and linguistic diversity of the students in Los Angeles and should contain culturally and linguistically responsive materials that are appropriate for meeting the needs of all students (English Learner (EL), Standard English Learner (SEL), Student with Disabilities (SWD), etc.)
- International Society for Technology in Education (ISTE): Standards is a framework for learning in-depth, digital age skills and attributes with learning that is amplified through technology
 - O ISTE Standards for Students and/or
 - O ISTE Standards for Educators

B. The proposer's online platform must receive an approved LAUSD Unified Digital Instructional Procurement Plan (UDIPP) prior to contract execution. Proposer will not be authorized to provide any services unless proposer's LAUSD UDIPP application has been approved. The latest version of LAUSD UDIPP requirements must be met along with updated requirements released. The vendor shall monitor UDIPP approval expiration and complete renewal applications in a timely manner

Proposer must meet the LAUSD UDIPP requirements regarding SSO and SAML, Student Data Privacy, Data Security and LMS Compatibility. Determination as to whether a proposer meets those minimum qualifications will be based on their responses to the Unified Digital Instructional Procurement Plan Questionnaire, which can be found at <u>udipp.lausd.net</u>.

C. The effective, efficient, and timely completion of all tasks and requests is critical to the successful implementation of the digital tool.

CATEGORY I: INSTRUCTIONAL DELIVERY AND INTERACTION

Instructional delivery and interaction tools provide interactive lessons, interactive videos and gamification. Features such as drag and drop, recording, inputting responses, etc. should be developmentally appropriate for age and grade of students, as well as content areas being supported. Interactive teacher tools will allow teachers to create assignments, modify pre-made lessons, and create new lessons as applicable. The platform should provide teachers with the ability to include formative assessment in lessons, such as quizzes, polls, etc. as well as provide the ability to monitor assessment completion and results in real time. The platform should provide grade sync capabilities to automatically score and sync with the District's Learning Management System/Schoology. The platform should provide teachers with insights on using the formative assessment and dynamic media features to inform instructional next steps and student outcomes. Within the platform interactive, lessons can be teacher-led and educators should also be able to assign them for students to complete independently as needed.

They may address multiple content areas or a single content area such as:

- English Language Arts
- Mathematics
- Science
- History/Social Studies
- Social Emotional Learning
- Arts Education
- Physical Education
- English Language Development
- Multiple content areas
- Computer Science Education
- Coding
- Cybersecurity Education
- Digital Citizenship

CATEGORY II: PERSONALIZED LEARNING AND ASSESSMENT

Personalized learning and assessment supplementary digital tools will assess students' entry level skills and then provide a personalized course of CA Common Core aligned standards based learning activities to reinforce growth areas and deepen understanding in areas of strength. Features such as drag and drop, recording, inputting responses, etc. should be developmentally appropriate for age and grade of students, as well as content areas being supported. The platform should provide teachers with the ability to include formative assessment in lessons, such as quizzes, polls, etc. as well as provide the ability to monitor assessment completion and results in real time. The platform should provide grade sync capabilities to automatically score and sync with the District's Learning Management System/Schoology. The platform should provide teachers with insights on using the formative assessment and dynamic media features to inform instructional next steps and student outcomes. Within the platform interactive, lessons can be teacher-led and educators should also be able to assign them for students to complete independently as needed.

They may address multiple content areas or a single content area such as:

- English Language Arts
- Mathematics
- Science
- History/Social Studies
- Social Emotional Learning
- Arts Education
- Physical Education
- English Language Development
- Computer Science Education
- Coding
- Cybersecurity Education
- Digital Citizenship

CATEGORY IV: SPECIALIZED DIGITAL LEARNING TOOL

Specialized digital learning tools provide teachers and students with supplemental tools that will enhance the learning experience and are utilized for a specific purpose. The purpose of the tool should be connected to a specific usage and content area. Tools can fall into categories such as:

- Video conferencing
- Document annotation
- Digital recording and screencasting
- Electronic Reference materials
- Music Production
- Graphic Design
- Photography
- Digital Storytelling
- Film production/editing
- Research

- Science labs
- Presentation
- 3D Design and printing
- Augmented Reality
- Virtual Reality
- XR (Extended Reality: Augmented Reality and Virtual Reality, and Mixed Reality Combined)
- Artificial Intelligence & Machine Learning
- Generative Text
- Communication
- Survey Tools
- Homework Help
- Assessment Tools
- Simulations
- Game-Based Learning
- esports

FEATURES ACROSS ALL DIGITAL TOOL CATEGORIES

MATERIAL FOR EDUCATORS

Digital Tool materials shall include:

- The digital activities and games should be standards aligned, can be used flexibly for various blended learning models or as an extra enhancement for core instruction.
- Teachers should be able to place any student at any spot in the curriculum to enhance the work on specific content the class is learning via their core curriculum.
- Should include digital manipulatives, when applicable, to support students with problem solving and sense making.
- Embedded formative assessments which provide instant feedback for the students, including pre and post assessments, progress monitoring, and standardized test preparation.
- The platform shall support access through on-line connections via operating systems commonly found on MacBooks, iPads, Chromebooks, Personal Computers (desktops/laptops), Interactive Smart Boards and Interactive Projectors. The digital curriculum must be compatible with these devices. Digital tools must meet the minimum operating specifications as follows:
 - iOS 13 and higher for iPads
 - Windows 10 OS and higher for laptops and PCs
 - MacOS 11 and higher for Macbooks
- Platform should include data reporting to address the following:
 - Individual student progress and completion of activities/games
 - Teacher/Classroom report on student progress on standards and completion of activities/games
 - School Administrators, District and Region level administrators and coordinators have access to the platform analytics through the LAUSD single sign-on

PROFESSIONAL DEVELOPMENT

Teachers and administrators shall be provided with initial in-person or on-line training which will provide an overview of the digital tool program and training on how to access, navigate, and utilize both print and digital materials. Training will also support teachers with best practices in terms of blended learning models and use of the digital tool to enhance their core curriculum and provide intervention/enrichment for students with the goal of differentiating and personalizing instruction. Teachers will receive training and support in utilizing assessment data to make instructional decisions.

Teachers and administrators shall be provided follow-up implementation support training and ongoing coaching support shall be made available in-person and/or virtually. This ongoing support will deepen teachers and administrators strategic use of the digital tool and support schools with bringing in parents/caregivers as equal partners in teaching and learning but with at-home connections.

Professional development for school site leadership and district leadership shall include quarterly data charts around completion of lessons/activities/games by grade level and students and whether recommended usage goals are being met in alignment with the research supporting the use of the digital tool.

Services must include on-going digital support for questions that arise regarding access, functionality and usage.

MATERIAL FOR FAMILIES

The supplemental digital tool shall include resources that parents may access from home, including asynchronous lessons/activities/games and videos. These will include modeling of activities and games, as well as additional resources that will increase family engagement, enhance classroom learning, and reduce learning loss. The videos and resources shall take advantage of digital and mobile technology and will be used to build instructional supports between families and their school. Families will also be provided with multiple opportunities to attend webinars which will provide tools and resources to support their child's numeracy development in the home.

3.0 SECURITY OF ALL MATERIALS AND DATA

The Contractor shall obtain a completed and completely approved LAUSD Unified Digital Instructional Procurement Plan (UDIPP) and adhere to the security requirements therein. **Contractor will not be authorized to work on any services unless contractor's LAUSD UDIPP application has been approved.**

4.0 DATA COLLECTION

The Contractor shall collect enrollment, student and other data transfers necessary through a mutually agreed upon data transfer process with L.A. Unified Office of Data Accountability.

5.0 DATA ANALYSES

The Contractor shall provide usage and achievement data as applicable to the platform in a format that is integrated with LAUSD data systems. An automated data feed at regular intervals using the SFTP transfer process will be required per LAUSD specifications.

6.0 TECHNICAL SUPPORT

- 6.1 The Contractor shall provide a help desk for customer support for L.A. Unified schools and staff. The Help Desk shall offer phone customer support, online chat boxes and chat rooms.
- 6.2 In addition to chat based support and online service tickets, the Contractor shall provide tiered support that includes a toll-free telephone number that will lead to a "live" person for technical support questions between 7:30 a.m. and 4:30 p.m. Pacific time Monday through Friday.
- 6.3 The Contractor shall provide resolution to the following within the time frames specified:
 - A. Resolution to all problems logged with technical support within the next business day
 - B. Resolution to all high priority calls logged with technical support within 4 hours
 - C. High priority treatment for any problems logged that cannot be resolved within the above time frame. These problems shall be resolved by providing resources for timely follow-up
- 6.4 The Contractor shall maintain a service log and provide to Los Angeles Unified upon request and during regular implementation meetings. The log shall include technical support requests with a description of how the matters have been resolved.
- 6.5 The Contractor's support processes shall be aligned with the District's IT helpdesk and other support providers to the District. The District's IT helpdesk currently uses Service Center from Remedy. Where applicable, this method of providing and maintaining support shall be used.
- 6.6 The Contractor's platform must work with comparable effectiveness with all common internet browsers and computer makes.

7.0 DATA MANAGEMENT

- A. Usage and/or achievement related to the digital tool is to be hosted on the Contractor's cloud-based server(s) as designated and approved by L.A. Unified, covers the data produced by the full range of activities. Data management must comply with Data Use Agreement provisions in the approved L.A. Unified UDIPP.
- B. These data shall be available via web pages, secure file transfer protocol (SFTP), and restricted and secure user logons. The secure user logons of any server housing any District information shall authenticate against an LDAP V3 compliant user Directory housed on the District's network. User account

authorization provisioning shall occur within the Contractor provided application(s). Availability shall be encrypted at the discretion of the L.A. Unified commensurate to the confidentiality of the information hosted on the system. Any student level data shall be maintained in a secure and confidential manner as outlined in the L.A. Unified UDIPP. Notwithstanding any of the above specifications, the security of all confidential data shall meet all District standards and policies outlined in the UDIPP.

C. Access to the data web pages and usage and/or achievement data must be provided for long-term substitutes on a temporary basis when requested by the school's principal or representative.

8.0 TRAINING

The Contractor shall provide training to LAUSD staff based on a professional development plan created with district staff. Professional development shall include initial training in-person and/or virtual, follow up training and support and office hours.

9.0 PROJECT MANAGEMENT

9.1 IMPLEMENTATION AND TRAINING PLAN

The contractor shall work collaboratively with the District to develop an implementation plan that includes data integration, professional development and regular review of usage and achievement data.

9.2 MINUTES AND RECORDS

The Contractor shall take minutes and record the list of participants from all meetings, including, but not limited to, management meetings and any technical advisory groups. If any work tasks are outlined in the minutes, the person(s) responsible for these tasks and the target completion dates must be identified in the minutes as well. Within two (2) weeks after each meeting (or such other time designated by the District), the Contractor shall maintain and submit to the District, all minutes and records in writing and/or electronically for review and final approval.

9.3 MONITORING ACTIVITIES

To be successful, this project requires an effective management team.

- 9.3.1 The Contractor must provide a designated Project Manager and technical support coordinator. If subcontractors are used, a Project Coordinator must be designated for each subcontractor. The professional qualifications of the team members shall be appropriate to ensure the overall success of implementation.
- 9.3.2 The Contractor's Project Manager shall communicate, either in person or by telephone, with designated District staff, on a weekly basis, as needed and scheduled by the District, to review progress and performance. The review criteria will include, but not be limited to, problems encountered under the contract, future

performance under the contract, and any other subject relating to completion of tasks under this contract.

9.3.3 The Contractor shall prepare monthly and annual impact reports with usage and achievement data by school, region and district. The reports shall be submitted to the District and reviewed during regular implementation meetings.

L.A. Unified reserves the right to use and reproduce all reports, summaries, and data reports developed pursuant to this agreement.

10.0 DATA EXPORT IMPORT REQUIREMENTS

Requirements for Data Export were derived from the following artifacts:

- Table A Data Export Requirements
- Table B Sample File of Data Items

Contractor agrees to meet all of the stated requirements in the aforementioned exhibits that explicitly pertain to the Data Export Requirements.

Acceptance Criteria

The acceptance criteria that will constitute conformity with LAUSD's stated business requirements are as follows:

1	Data is received nightly or streamed, if applicable. Time of day to be agreed upon at a later time
2	Data is delivered via SFTP/Control M or API and is encrypted in transmittal.
3	Data is produced with 1 file with users, courses, and "activities", and academic growth.
4	Data will contain a district unique identifier such as LAUSD Email, Employee ID or Student ID.
5	Data will contain a district unique identifier for each school location (School Code).
6	Activity data may include assessment results, messages sent, resources created, coursework including external/resource links utilized, assignments, files uploaded, submissions, and other activities of the instructional tool as applicable
7	Data must include all elements to allow LA Unified to create the following report for teachers and students: Unique logins/clicks per (timeframe)
8	Data must include all elements to allow LA Unified to create the following report for teachers and students: Overall logins/clicks per (timeframe)

Table A - Data Export Requirements

9	Data must include all elements to allow LA Unified to create the following report for teachers and students: Activities (as defined by vendor)
10	Data must include all elements to allow LA Unified to create the following report for teachers and students Time Spent on Platform
11	 Device Usage Type of Device Used (mobile Browser) IP Address (used by District to identify internal firewall versus "at home" logins)

11.0 APPROVED PRODUCTS

Category I - Instructional Delivery and Interaction

1. Smoop

Category II - Personalized Learning & Assessment

1. Smoop

Category IV - Specialized Digital Tool

1. Smoop

12.0 PLATFORM FUNCTIONALITY

Category I - Instructional Delivery and Interaction

- 1. Describe in detail how the digital tool/platform meets the Platform Design, Features and Lessons requirements set forth in the Scope of Work the specific category or categories (I, II, III, and/or IV) for which you are applying.
- Describe how your platform addresses the specific requirements below:
 Includes interactive lessons, interactive videos and gamification as appropriate

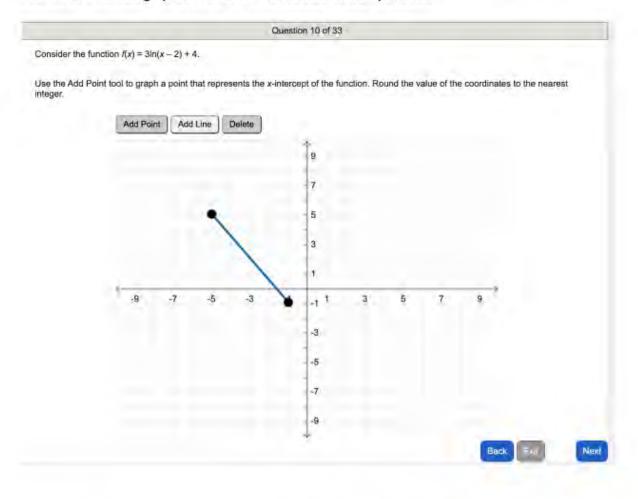
Shmoop's digital resources incorporate engaging content, written in the way a student speaks, to grab and maintain students' attention in the classroom. Throughout the content, we weave in videos, providing a moment for real-world application of standards and assessment practice. Our online courses and teaching guides prompt opportunities for projects, group work, submissions of voice recordings, and more. Each is built with learning modules, practice opportunity, formative, and summative assessments. Included are study tools, videos, labs, and appropriate online learning supplements. Shmoop's 10,000 video library is well-known for keeping students' attention and driving classroom discussions. Courses range from full length curriculum for 6-12th grade (ELA, Math, Social Studies, History, Science, World Language) nano courses (life skills, electives, financial literacy, digital literacy, PBIS, career prep, etc), and video-based independent-study courses.

Shmoop's test preparation is entirely personalized and interactive. Students begin with a diagnostic which allows the program to load appropriate learning modules, practice, assessments, and videos according to the students' needs. The program adapts as the students engage with questions to ensure students interact with developmentally appropriate and test-aligned questions. Test prep programs all include a Shmoints system which creates a gamified experience perfect to involve the teacher and peers in competitions, incentivization, and goal setting all aimed at increasing test scores and reducing anxiety.

Shmoop Heartbeat[™]'s design is intended to look and feel like a video game. Students are able to customize their background, color palette, shapes, and how it animates in order for it to be a personalized space designed for comfort. Student agency built into the design allowing them to select the responses they'd like to engage with as well as the opportunity to provide feedback on all content creates an interactive space that closes the feedback loop between the user and mentor or teacher.

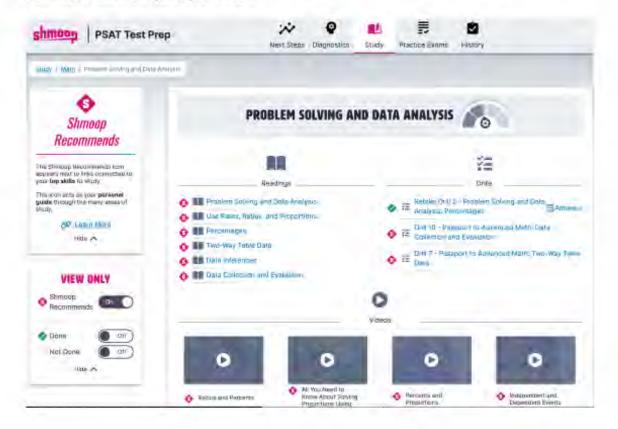
 Features such as drag and drop, recording, inputting responses, etc. that are developmentally appropriate for age and grade of students. Shmoop's Experience Team is dedicated to ensuring students are engaged throughout the programs and that students of all developmental stages and learning styles have the opportunity to learn. To do this, we provide multiple question types (recording, drag and drop, short answer), video and written content, grade 4- college range of content, and teacher modification abilities throughout.

Our test preparation programs model the exams they are designed for. Therefore, the Advanced Placement exams and Smarter Balanced programs haven special features to match the exam experience. For example, the Smarter Balanced test has hot text items and a timer (drag and drop, graphing, multiple select, calculator, plotting, written response and more) to simulate the live exam. These features not only prepare students, but are designed to reduce anxiety and encourage full preparedness. Immediate feedback is provided for students to self-check and teachers to encourage peer review and discussion of the questions.



 Lessons are appropriate for the content areas being supported and alignment to CA content standards is clear Shmoop's Learning Sciences team begins all of Shmoop's content creation by thoroughly examining all documentation released by the relevant state Departments of Education and course/test designers. This research process ensures that our content is always appropriate to the supported content areas. We display all relevant standards in the answer explanations on our Test Preps, the syllabi for all of our Courses, and each activity within the Courses. Every course is aligned to at least one set of educational standards, most frequently the Common Core State Standards and the Next Generation Science Standards, which provide the basis for California's content standards.

Each test preparation program has multiple practice exams and check-in assessments designed to model the exams and support teachers in providing both formative and summative assessments in classroom test preparation. These resources, as well as the learning content, are updated regularly to ensure alignment with the appropriate standards. Test Prep programs include, but are not limited to PSAT, SAT, Smarter Balanced (6th, 7th, 8th, 11th grades) Advanced Placement (all 31), and ACT.



Within the platform interactive, lessons can be teacher-led and educators can also assign them for students to complete independently as needed. Shmoop's first content released in 2007 was designed to provide homework help to students that needed independent support. All our content is available and searchable for students to independently navigate based on their unique needs. Thousands of students a day independently choose to navigate our study guides, courses, modules, and video content to help their learning. Due to the engaging nature, teachers also leverage this content to support differentiated instruction and can assign and allow students to leverage individual courses and lessons as needed.

The structure of the courses is unique to allow for a teacher-led, flipped, blended, or independent experience. The platform also allows for independent work for differentiated instructions where needed. Educators, if involved in determining instruction for an individual, can also assign quizzes, content, or drills based on the skills of need.

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Shmoop's development of its products is continuous and ongoing. We deliver updates to our web-based applications daily. We improve our products in various ways, including deliberate improvements, frequency improvements, user engagement, and feedback from end users (students, teachers, and faculty). Our true north star provides world-class tools and software to our customers that bring value. To keep up with technological change, we must move quickly, be nimble, and continually improve and enhance the experience.

2. Teacher Tools - ALL CATEGORIES

 Describe any teacher tools that allow teachers to create assignments, modify pre-made lessons, and create new lessons as applicable.

For all products (Heartbeat[™], Courses, and Test Prep) teachers can create classrooms where they have individual features to support customization. Shmoop programs are adaptive and

flexible to allow for teachers to cater to personalized learning and competency-based learning best practices.

For courses and test prep, teachers can create custom assignments, modify Shmoop's premade syllabi (remove units not needed for instruction/assessment) and assign custom homework or support based on the data provided in the gradebook features. These features allow teachers to use the course for a core curriculum, blended or flipped learning model.

Within Shmoop Heartbeat[™], teachers have the ability to leverage insights, actions, and pedagogical strategies to support students' unique emotional and cognitive needs alongside their learning. Teachers and leaders may customize these dashboards to support their student groups or unique implementations. Our "Collections" feature allows the creation of custom dashboards based on SEL data and insights that a specific classroom or school would like to monitor over time. Eg. CASEL core competencies.

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> Describe as applicable, how the platform allows teachers the ability to include formative assessment in lessons, such as quizzes, polls, etc. as well as provide the ability to monitor assessment completion and results in real time.

Shmoop's academic and SEL resources provide built-in opportunities for formative assessment via quizzes, diagnostics, and personalized learning experiences, all connected to a teacher grade book that updates immediately after student submission.

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 Describe your reporting features and how it provides usage, level/skills data and if applicable next steps for educators.

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- Time spent
- Completion of drills, practice exams, interactions, assignments, & activities
- Projected and Raw scores
- Skills and mastery reporting
- Superpowers and Challenges
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The next steps for students and educators include:

- c. Answer explanations and skill alignment to aid in intervention
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 Provide examples/evidence of usage and impact data in your work with other districts and, if applicable with LAUSD

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 Describe the professional Development and support provided/available to ensure the success implementation of your digital tools in support of maximized usage and impact for LAUSD

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- Principal Learning Advisor
- Customer Success Manager
- Support Team Representative

Shmoop's Customer Success Manager and Principal Learning Advisor provide:

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Describe the student and family resources described will enhance implementation/usage

LAUSD's designated Shmoop Customer Success Manager (CSM) will provide parent letters and announcements that can be sent via parent portals, applicable videos, as needed social media marketing that will assist in student buy-in, and seasonal incentives/competitions to ramp up usage if requested by the LAUSD team. LAUSD's CSM is also available for live parent-facing webinars, as needed. In-app, parent-facing resources are included that assist them with guiding their children through academic skills at home. This includes our study guides and video libraries.

Category II - Personalized Learning & Assessment

- 1. Describe in detail how the digital tool/platform meets the Platform Design, Features and Lessons requirements set forth in the Scope of Work the specific category or categories (I, II, III, and/or IV) for which you are applying.
- Describe how your platform addresses the specific requirements below:
 - Assesses students' entry level skills and then provides a personalized course of CA Common Core aligned standards

We are a personalized learning platform due to the several ways we provide students with guidance towards content and learning experiences that are catered to their unique needs. Shmoop provides Smarter Balanced Test Prep for grades 6th, 7th, 8th and 11th grade that directly map to Common Core standards. Our Math and ELA intervention tools also align to 3rd-8th grade Common Core standards. Other test preps map and align data with their appropriate standards (eg. Advanced Placement to College Board).

Test Prep: Offerings include: AP, SBAC, SAT, PSAT, ACT, PreACT, GED, and more.

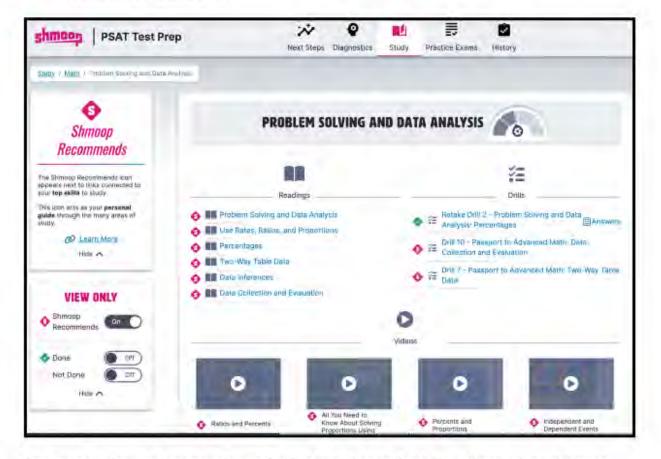
Diagnostics: Shmoop's test preparation is entirely personalized and interactive. Students begin with a diagnostic which allows the program to load appropriate learning modules, practice, assessments, and videos according to the students' needs. This diagnostic can be used to jump start the program, but also as a way for teachers to have an understanding of student gaps and class-wide trends via our classroom features.

Gamification & Personalization: Each test prep program adapts as the students engage with questions to ensure developmentally appropriate and test-aligned questions are being presented. Students are directed to the material that will most impact their score. Our built in algorithms have identified not only how to assess learning gaps, but what learning will have the greatest impact on their score based on each exam. Test prep programs all include a Shmoints system which creates a gamified experience perfect to involve the teacher and peers in competitions, incentivization, and goal setting all aimed at increasing test scores and reducing anxiety.

Assessments: The built in formative assessments ("drills") are designed to test their knowledge of skill sets or content, provide immediate feedback, and opportunities to practice the format and structure of the real exam. Students use the "Shmoop Recommends" tool to practice their appropriate drills, while teachers often use the data provided in the classroom to use these as homework assignments, classroom activities, or for differentiated instruction. These become an easy way to weave test preparation into classroom instruction.

Multiple practice exams with unique sets of questions give students and teachers multiple opportunities to practice for test day and evaluate learning gaps. Each question response has immediate feedback so students can understand the theory and logic behind not only their choice, but the correct one. Every question is tagged with content to practice the corresponding skills and often a video to break down the best way to answer the question. We have had many experts, students, and schools affirm the accuracy of our projected scores and schools will often use our practice exams and projected scores for large scale summative assessments and data collection.

<u>Use example:</u> Schools/districts will leverage our PSAT practice exams as a way to gauge school wide performance, Advanced Placement readiness, and support data-driven placement.



Courses: Offerings include: Grade 6-12 Math, Grade 6-12 ELA, Grade 9-12 Science, Grade 6-12 Social Studies, Electives, College and Career Readiness, Life Skills, PBIS

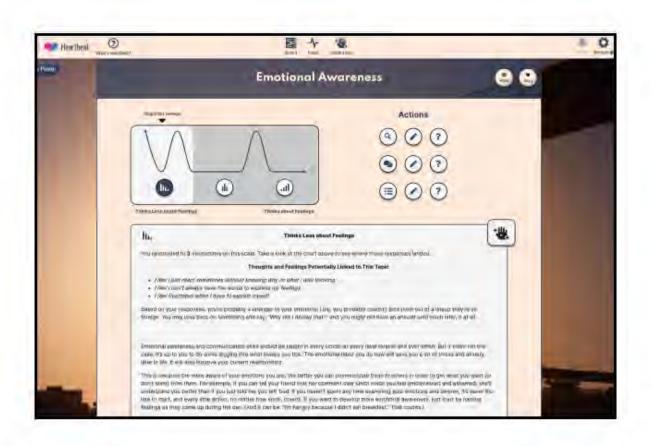
In our core content Courses, teachers can enable a custom setting to include a diagnostic prior to each unit, testing not only a student's content readiness but also their mastery of any upcoming standards in that lesson. Every course, unit, and lesson is

mapped to Common Core standards and have have them listed at the bottom of the page for easy teacher reference. Common Core Standards are also searchable across all courses to allow for quick and easy use of our courses for supplemental instruction to support content differentiation.

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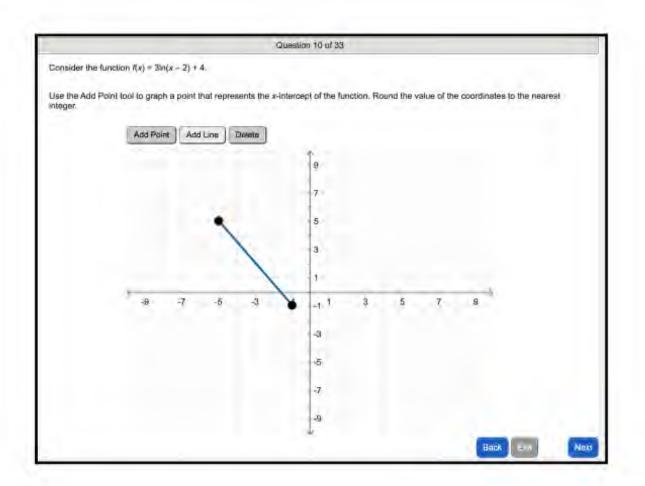
Heartbeat™:

Shmoop Heartbeat[™] is an SEL tool that supports students in understanding how the non academic factors in their life (emotions, cognition, background, preferences) impact their ability to learn. Heartbeat[™] is research based and in alignment with Digital Promises Learner Variability Project. In Heartbeat[™], each interaction a student completes, guides them to an appropriate insight and action for growth based on where they are at the current moment.



 Features such as drag and drop, recording, inputting responses, etc. that are developmentally appropriate for age and grade of students.

Our test preparation programs model the exams they are designed for. Therefore, the Advanced Placement exams and Smarter Balanced programs haven special features to match the exam experience. For example, the Smarter Balanced test has hot text items and a timer (drag and drop, graphing, multiple select, calculator, plotting, written response and more) to simulate the live exam. These features not only prepare students, but are designed to reduce anxiety and encourage full preparedness. Immediate feedback is provided for students to self-check and teachers to encourage peer review and discussion of the questions.



Shmoop Heartbeat's design is intended to look and feel like a video game. Students are able to customize their background, color palette, shapes, and how it animates in order for it to be a personalized space designed for comfort. Student agency built into the design allowing them to select the responses they'd like to engage with as well as the opportunity to provide feedback on all content creates an interactive space that closes the feedback loop between the user and mentor or teacher.

Lessons are appropriate for the content areas being supported and alignment to CA content standards is clear

Shmoop's Learning Sciences team begins all of our content creation by thoroughly examining all documentation released by the relevant state Departments of Education and course/test designers. This research process ensures that our content is always appropriate to the content areas being supported. We display all relevant standards in the answer explanations on our Test Preps, on the syllabi for all of our Courses, and on each activity within the Courses. Every

course is aligned to at least one set of educational standards, most frequently the Common Core State Standards and the Next Generation Science Standards, both of which provide the basis for California's content standards. We also offer Test Prep products aligned to the Smarter Balanced Assessment Consortium's (SBAC) requirements for grades 6, 7, 8, and 11, plus a specialized Test Prep for SBAC California, which orients Grade 11 students to the CSU requirements for the Early Assessment Program. All of our SBAC Test Preps provide students with opportunities to familiarize themselves with the types of questions that will appear on the test and practice answering tech-enhanced item types.

> Within the platform interactive, lessons can be teacher-led and educators can also assign them for students to complete independently as needed.

Shmoop's test prep is designed to be a personalized and independent experience, while allowing teachers to leverage the data and content to drive relevant classroom instruction. Within the classroom features, teachers can use the practice exams and drills to assign individual or whole classroom assignments.

The structure of Shmoop courses is unique to allow for a teacher-led, flipped, blended, or independent experience. The platform also allows for independent work for differentiated instructions where needed. Educators, if involved in determining instruction for an individual, can also assign guizzes, content, or drills based on the skills of need.

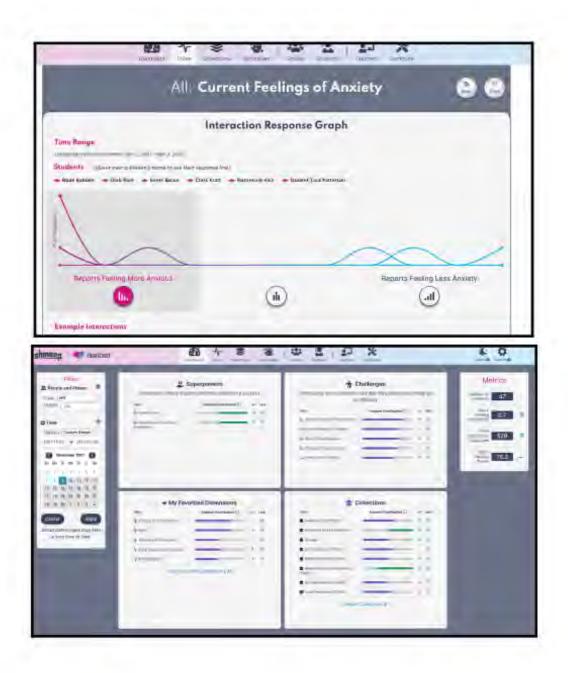
Shmoop Heartbeat[™] is also a live tool, that provides insights, data, actions, and tips to students based on their trending "pulse". Each time students engage with the questions in the tool, their personalized "pulse" gets updated so that they may review content and supports most relevant to how they are feeling and responding that day.

Teachers and leaders see a similar dashboard so that they may review insights, data, and strategies most applicable to the needs of their students in real-time. Importantly, the dashboard provides not only the students' or classroom trends for "Challenges" but for "Superpowers" as well. Teachers can leverage the suggested strategies and content to apply them to the class or to individual students as needed.

Student view:



Teacher view:



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Category IV - Specialized Digital Tool

- I. Describe in detail how the digital tool/platform meets the Platform Design, Features and Lessons requirements set forth in the Scope of Work the specific category or categories (I, II, III, and/or IV) for which you are applying.
- Describe how your platform addresses the specific requirements below:
 - Learning tool is easy to use and appropriate to address the student learning and/or educator needs within in one or more of the following categories:
 - Video conferencing
 - Document annotation
 - Digital recording and screencasting
 - Electronic Reference materials
 - Mucic Production
 - Graphic Design
 - Photography
 - Digital Storytelling
 - Film production/editing
 - Research
 - Science labs
 - Presentation
 - 3d Design and printing
 - Augmented reality
 - Communication
 - Survey Tools
 - Homework Help
 - Assessment Tools

Shmoop has been providing millions of students with Homework Help and Assessment Tools for years, 2007 to be exact. It is a cozy home for students and teachers in providing compelling lessons in class and as homework. We provide supplemental content in the form of study guides and videos across all subjects specifically within grades 6-12. We are one of the highest rated homework help providers and continue to receive various awards for the platform that can be reviewed and seen here: https://www.shmoop.com/about/awards.

Shmoop's test preparation and assessment tools are entirely personalized and interactive. Students begin with a diagnostic which allows the program to load appropriate learning modules, practice, assessments, and videos based on the student's needs. Each test preparation program has multiple practice exams and check-in assessments designed to model the exams and support teachers in providing both formative and summative assessments in classroom test preparation. These resources, as well as the learning content, are updated regularly to ensure alignment with the appropriate standards. Teachers have the ability to know exactly how to help their students, provide homework, and the resources available to provide the help they need through gradebooks, teacher materials, and curriculum.

2. Teacher Tools - ALL CATEGORIES

 Describe any teacher tools that allow teachers to create assignments, modify pre-made lessons, and create new lessons as applicable.

For all products (Heartbeat[™], Courses, and Test Prep) teachers can create classrooms where they have individual features to support customization. Shmoop programs are adaptive and flexible to allow for teachers to cater to personalized learning and competency-based learning best practices.

For courses and test prep, teachers can create custom assignments, modify Shmoop's premade syllabi (remove units not needed for instruction/assessment) and assign custom homework or support based on the data provided in the gradebook features. These features allow teachers to use the course for a core curriculum, blended or flipped learning model.

Within Shmoop Heartbeat[™], teachers have the ability to leverage insights, actions, and pedagogical strategies to support students' unique emotional and cognitive needs alongside their learning. Teachers and leaders may customize these dashboards to support their student groups or unique implementations. Our "Collections" feature allows the creation of custom dashboards based on SEL data and insights that a specific classroom or school would like to monitor over time. Eg. CASEL core competencies.

All teacher features are designed to allow a teacher to place students in Shmoop so they can easily get developmentally appropriate material catered to their learning goals.

> Describe as applicable, how the platform allows teachers the ability to include formative assessment in lessons, such as quizzes, polls, etc. as well as provide the ability to monitor assessment completion and results in real time.

Shmoop's academic and SEL resources provide built-in opportunities for formative assessment via quizzes, diagnostics, and personalized learning experiences, all connected to a teacher grade book that updates immediately after student submission.

3. Reporting - ALL CATEGORIES

 Describe your reporting features and how it provides usage, level/skills data and if applicable next steps for educators.

Student/Teacher Reporting:

For all products (Heartbeat[™], Courses, and Test Prep) teachers can create classrooms where they have individual features to support reporting and skill/level data. Students are provided gradebooks, classrooms, and dashboards in all programs to review their own unique progress. This supports personal monitoring and sharing of data with family members. All products and reporting features are available via any kind of device.

Courses provide grades, percent completion, time spent, and have the ability to drill down to scores across diagnostics, activities, formative assessments, exams, finals etc.

Test preparation products show additional data dependent on the exam. All products show student time spent, projected scores, Shmoints earned, and the activities they have completed in the prep. Data is also available to see how students are trending in all of the individualized skills or Common Core Standards that are being measured. Teachers and leaders may modify these reports to review classroom-wide trends and averages, or drill down to individuals for easy differentiated instruction or student grouping practices. Reports are available for practice exams and drill assessments to review student projected scores and overall trends. Features are available such as item analysis to review how groups of students collectively respond to different items. Additional reporting is available to custom assignments created for easy grading or time-constrained activities.

Shmoop Heartbeat[™] provides live data on how students are engaging across hundreds of dimensions that support student emotional and cognitive needs. Conveniently organized into a dashboard, teachers are able to gather quick insights with a glance at the data to leverage instantaneously in the classroom, or to drill down deep into individual student needs or ideas for pedagogical pivots or strategies to support student mental health in their classroom. Custom reporting based on student groups, time, and custom aggregations of Heartbeat[™] dimensions called "Collections", allows teachers and administrators to see the impact of Heartbeat[™] overtime, and hone in on the immediate needs of students daily, weekly, monthly.

School/District Reporting:

As a current district-level education technology provider for LAUSD, we have the infrastructure in place to report metrics and data at the district, local district, community, and school levels. Within each sub-structure of data (e.g., district, regional district, etc.), our reporting allows leadership to drill down into the sub-levels underneath each tier. E.g., A local district can review all of the school sites within their district and organize/disaggregate by community or school, etc. All data will provide usage, skill levels, and value metrics to ensure the Shmoop platform is performing and ultimately making an impact for all students.

School-wide and District-level reports include standard usage and engagement metrics as well as detailed reportings of the insights, skills, competencies, and preferences collected from student input to the Heartbeat[™] product. The formats of reporting are available below:

- Time spent
- Completion of drills, practice exams, interactions, assignments, & activities
- Projected and Raw scores
- Skills and mastery reporting

Superpowers and Challenges

Submittee Backbarret

Pass/Fail (when applicable)

The next steps for students and educators include:

- c. Answer explanations and skill alignment to aid in intervention
- d. SEL actions
- e. Teacher notes/guidance throughout all lessons
- f. Correcto-meters with Shmoop recommends guiding next steps in-app

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 Provide examples/evidence of usage and impact data in your work with other districts and, if applicable with LAUSD

LAUSD simultaneously implements all of Shmoop's test readiness and academic resources at 100+ campuses to increase test scores and fill learning gaps through personalized learning programs. Real time data through Shmoop helps guide teacher and leadership instruction.

The H.E.E.T. Community of schools and select other campuses have purchased Shmoop Heartbeat[™] to better understand and intervene on the non-academic factors that impact learning. Including social emotional skills, emotional health, student cognitive position, student background and student preferences.

Some recent results from inside LAUSD are listed below:

LAUSD Access Equity & Accelerations saw an 18.5% increase in A.P. enrollment, a 27% increase in African American student participation in A.P. exams, and a 27% increase in African American students passing exams after Shmoop's A.P. test prep adoption.

- Washington Preparatory High School saw a 130% increase in students meeting or exceeding S.B.A.C. Math criteria after 1 year of leveraging Shmoop's S.B.A.C. test preparation.
- Washington Preparatory High School saw a 40% increase in students scoring a 3 or higher on A.P. exams after 1 year of implementing Shmoop's A.P. test preparation programs.

Examples of usage and Impact with other districts

 Describe how the platform can provide grade sync capabilities to automatically score and sync with the District's Learning Management System/Schoology. If not currently available, describe plans for this functionality in the near future.

Shmoop has the capability to provide various forms of syncing between systems. Shmoop has built a custom sync tool specifically for LAUSD to provide reporting capabilities that are requested in our current partnership. Shmoop will collaborate with the LAUSD technical integration team to align with the overall goals and outcomes LAUSD is looking to complete.

4. Professional Development & Family Resources - ALL CATEGORIES

 Describe the professional Development and support provided/available to ensure the success implementation of your digital tools in support of maximized usage and impact for LAUSD

Shmoop has been recognized as having the best support, implementation, and ongoing partnership resources for over a decade. Included in LAUSD's current purchase of Shmoop, is the service of a designated:

- Principal Learning Advisor
- Customer Success Manager
- Support Team Representative

Shmoop's Customer Success Manager and Principal Learning Advisor provide:

- · Custom implementation plan, aligned to district/campus goals
- · Monthly cadence and check in with district leadership
- · Virtual and onsite professional development for teachers and leaders
- Custom webpage for user and parent "how tos" and "FAQs"
- Pre-recorded professional development sessions available on webpage
- Community/parent engagement assistance.
- LAUSD-specific webinars and workshops to showcase best practices
- · Weekly office hours for teachers to attend for support
- Attendance at Local District and District Professional Development days
- · Marketing materials and swag for student/teacher users
- Data reporting and monitoring of administrative access

The dedicated Shmoop team provides phone numbers to LAUSD customers and is available during business hours. Shmoop's Principal Learning Advisor, Kelsey Olson, serves as the Project Manager and is also local to Los Angeles and available for any in-person needs.

All support tickets or chats from LAUSD users are tracked and managed in Zendesk and properly communicated to LAUSD team to ensure timely responses and proper escalation. Shmoop's Principal Learning Advisor and Support Team Representative work directly with LAUSD's Personalized Learning Systems team to ensure access via Schoology is working properly and schools are getting the support they need from the programs.

Shmoop has no issues complying with the current and noted requests within the scope of work and are happy to discuss how we can accommodate further needs that arise in serving the district.

Describe the student and family resources described will enhance implementation/usage

LAUSD's designated Shmoop Customer Success Manager (CSM) will provide parent letters and announcements that can be sent via parent portals, applicable videos, as needed social media marketing that will assist in student buy-in, and seasonal incentives/competitions to ramp up usage if requested by the LAUSD team. LAUSD's CSM is also available for live parent-facing webinars, as needed. In-app, parent-facing resources are included that assist them with guiding their children through academic skills at home. This includes our study guides and video libraries.

Table B - Sample File of Data Items

Example of data items with corresponding descriptions.

The following usage data information is requested for all products. All marked with (*) are required. Please set up a meeting with the LAUSD team for a walkthrough of this template.

89

LAUSD	This is a unique value n to identify the Product in LAUSD	Should be lausd student ID, Teacher ID or Email	LAUSD Location Code, or cost	that was used to			Browser	IP Address (used by District to identify internal firewall versus "at home"						Assignment Score	
Tables	Tables	address	center code User School Id	access platform	Samsung 1023	Browser Type	Version Browser	logins)					Duration	Grade	addressed
Partner ID*	Product ID*	User ID (Lausd)*	(LAUSD)	Device Type*	Device Version	Browser Type*	Version*	IP	Activity Type*	Activity Action type	Activity ID	Time STMP*			
	Your Product Name	first.last@mymail.lausd.ne	t	Iphone		Safari	90.2	100.xxx.x.x	Assignment	Submit	Assignment ID	06/12/2020 12:12:34 PST			
	Your Product Name	first.last@mymail.lausd.ne	t	Laptop		Chrome	80		Course	Create	Course ID				
	Your Product Name	first.last@mymail.lausd.ne	t	Laptop		Chrome	80		Login	Update	Section ID				
	Your Product Name	first.last@mymail.lausd.ne	t	Laptop		Chrome	80		Logout	View					
	Your Product Name	first.last@mymail.lausd.ne	t	Laptop		Chrome	80		Section	Complete					
	Your Product Name	first.last@mymail.lausd.ne	t	Laptop		Chrome	80		Lessons						
		first.last@mymail.lausd.ne		Laptop		Chrome	80		General Activity						
	Your Product Name	first.last@mymail.lausd.ne	t	chromebook		Chrome	80		Assignment	Update					
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									Assessment	End					
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END OF STATEMENT OF WORK

Agreement No.: 4400011560

SCHEDULE B

CONTRACTOR'S RATES

CAMPUS PRICING - TEST PREP & COURSES PRICING			and the second se	
Subscription License Agreement	Campus Size	1 and the second	Unit Price (Campus)	LAUSD PRICE
Shmoop Test Prep & Courses	0-500 Students	- I	\$7,250	\$7,250
Shmoop Test Prep & Courses	501-1000 Students	6-125	\$11,500	\$11,500
Shmoop Test Prep & Courses	1001 and above Students	(and the second	\$18,750	\$18,750
VOLUME PRICING - TEST PREP				1
Collegated an Italian Association				and the second s
Subscription License Agreement	Campus Size		Unit Price (Must Buy in Volume)	LAUSD PRICE
	25 Schools	0.00	Unit Price (Must Buy in Volume) \$450,000	
Subscription License Agreement Shmoop Test Prep and Content Shmoop Test Prep and Content		0.00	and the second se	\$450,000
Shmoop Test Prep and Content	25 Schools	0 00- 50-00 61-0	\$450,000	\$450,000 \$550,000
Shmoop Test Prep and Content Shmoop Test Prep and Content	25 Schools 50 Schools		\$450,000 \$550,000	\$450,000 \$550,000 \$625,000

CAMPUS PRICING - HEARTBEAT (SEL / WHOLE-CHILD) PRICING				
Subscription License Agreement	Campus Size	1	Unit Price (Campus)	LAUSD PRICE
Shmoop Heartbeat	0-500 Students	1000	\$8,750	\$8,750
Shmoop Heartbeat	501-1000 Students	-	\$12,750	\$12,750
Shmoop Heartbeat	1001 and above Students	2000	\$19,750	\$19,750

VOLUME PRICING - HEARTBEAT (SEL / WHOLE-CHILD)		-		
Subscription License Agreement	Campus Size		Unit Price (Campus)	LAUSD PRICE
Shmoop Test Prep and Content	25 Schools	1	\$475,000	\$475,000
Shmoop Heartbeat	50 Schools	(100700)-	\$625,000	\$625,000
Shmoop Heartbeat	100 schools	\$12 MO	\$785,000	\$785,000
Shmoop Heartbeat	150 schools	- 1000	\$1,125,000	\$1,125,000
Shmoop Heartbeat	200 schools		\$1,400,000	\$1,400,000

Agreement No.: 4400011560

SCHEDULE A

STATEMENT OF WORK

1.0 SCOPE

This Statement of Work (SOW) defines the effort required for the administration and reporting of the Los Angeles Unified School District (Los Angeles Unified) digital instructional tools/platform. Schools will be able to implement one of the following digital tools to support concept development, skills mastery and problem solving skills of students in grades K-12.

Digital tools/platforms as outlined below:

• Category IV - Specialized Digital Learning Tool

2.0 STATEMENT OF WORK – The tasks required to successfully administer digital tools/platforms:

A. Properties of instructional tools should include:

- UNIVERSAL DESIGN: Platform must be designed so that materials function as intended for as many students as possible
- CONTENT: Platform design and materials should be developmentally appropriate and support standards-aligned learning
- ACCESSIBILITY: Items and tasks are presented with additional information or in alternative ways, in order to meet the specific needs of some students.
- SENSITIVITY: Content contained should not be distracting or upsetting for some students.
- CULTURAL AND LINGUISTIC RESPONSIVENESS: Digital tools must consider the cultural and linguistic diversity of the students in Los Angeles and should contain culturally and linguistically responsive materials that are appropriate for meeting the needs of all students (English Learner (EL), Standard English Learner (SEL), Student with Disabilities (SWD), etc.)
- International Society for Technology in Education (ISTE): Standards is a framework for learning in-depth, digital age skills and attributes with learning that is amplified through technology
 - o ISTE Standards for Students and/or
 - o ISTE Standards for Educators
- B. The proposer's online platform must receive an approved LAUSD Unified Digital Instructional Procurement Plan (UDIPP) prior to contract execution. Proposer will not be authorized to provide any services unless proposer's LAUSD UDIPP application has been approved. The latest version of LAUSD UDIPP requirements must be met along with updated requirements released. The vendor shall monitor UDIPP approval expiration and complete renewal applications in a timely manner

Proposer must meet the LAUSD UDIPP requirements regarding SSO and SAML, Student Data Privacy, Data Security and LMS Compatibility. Determination as to

whether a proposer meets those minimum qualifications will be based on their responses to the Unified Digital Instructional Procurement Plan Questionnaire, which can be found at <u>udipp.lausd.net</u>.

C. The effective, efficient, and timely completion of all tasks and requests is critical to the successful implementation of the digital tool.

CATEGORY IV: SPECIALIZED DIGITAL LEARNING TOOL

Specialized digital learning tools provide teachers and students with supplemental tools that will enhance the learning experience and are utilized for a specific purpose. The purpose of the tool should be connected to a specific usage and content area. Tools can fall into categories such as:

- Video conferencing
- Document annotation
- Digital recording and screencasting
- Electronic Reference materials
- Music Production
- Graphic Design
- Photography
- Digital Storytelling
- Film production/editing
- Research
- Science labs
- Presentation
- 3D Design and printing
- Augmented Reality
- Virtual Reality
- XR (Extended Reality: Augmented Reality and Virtual Reality, and Mixed Reality Combined)
- Artificial Intelligence & Machine Learning
- Generative Text
- Communication
- Survey Tools
- Homework Help
- Assessment Tools
- Simulations
- Game-Based Learning
- esports

FEATURES ACROSS ALL DIGITAL TOOL CATEGORIES

MATERIAL FOR EDUCATORS

Digital Tool materials shall include:

• The digital activities and games should be standards aligned, can be used flexibly for various blended learning models or as an extra enhancement for core instruction.

- Teachers should be able to place any student at any spot in the curriculum to enhance the work on specific content the class is learning via their core curriculum.
- Should include digital manipulatives, when applicable, to support students with problem solving and sense making.
- Embedded formative assessments which provide instant feedback for the students, including pre and post assessments, progress monitoring, and standardized test preparation.
- The platform shall support access through on-line connections via operating systems commonly found on MacBooks, iPads, Chromebooks, Personal Computers (desktops/laptops), Interactive Smart Boards and Interactive Projectors. The digital curriculum must be compatible with these devices. Digital tools must meet the minimum operating specifications as follows:
 - iOS 13 and higher for iPads
 - Windows 10 OS and higher for laptops and PCs
 - MacOS 11 and higher for Macbooks
- Platform should include data reporting to address the following:
 - Individual student progress and completion of activities/games
 - Teacher/Classroom report on student progress on standards and completion of activities/games
 - School Administrators, District and Region level administrators and coordinators have access to the platform analytics through the LAUSD single sign-on

PROFESSIONAL DEVELOPMENT

Teachers and administrators shall be provided with initial in-person or on-line training which will provide an overview of the digital tool program and training on how to access, navigate, and utilize both print and digital materials. Training will also support teachers with best practices in terms of blended learning models and use of the digital tool to enhance their core curriculum and provide intervention/enrichment for students with the goal of differentiating and personalizing instruction. Teachers will receive training and support in utilizing assessment data to make instructional decisions.

Teachers and administrators shall be provided follow-up implementation support training and ongoing coaching support shall be made available in-person and/or virtually. This ongoing support will deepen teachers and administrators strategic use of the digital tool and support schools with bringing in parents/caregivers as equal partners in teaching and learning but with at-home connections.

Professional development for school site leadership and district leadership shall include quarterly data charts around completion of lessons/activities/games by grade level and students and whether recommended usage goals are being met in alignment with the research supporting the use of the digital tool.

Services must include on-going digital support for questions that arise regarding access, functionality and usage.

MATERIAL FOR FAMILIES

Slooh LLC Category IV The supplemental digital tool shall include resources that parents may access from home, including asynchronous lessons/activities/games and videos. These will include modeling of activities and games, as well as additional resources that will increase family engagement, enhance classroom learning, and reduce learning loss. The videos and resources shall take advantage of digital and mobile technology and will be used to build instructional supports between families and their school. Families will also be provided with multiple opportunities to attend webinars which will provide tools and resources to support their child's numeracy development in the home.

3.0 SECURITY OF ALL MATERIALS AND DATA

The Contractor shall obtain a completed and completely approved LAUSD Unified Digital Instructional Procurement Plan (UDIPP) and adhere to the security requirements therein. **Contractor will not be authorized to work on any services unless contractor's LAUSD UDIPP application has been approved.**

4.0 DATA COLLECTION

The Contractor shall collect enrollment, student and other data transfers necessary through a mutually agreed upon data transfer process with L.A. Unified Office of Data Accountability.

5.0 DATA ANALYSES

The Contractor shall provide usage and achievement data as applicable to the platform in a format that is integrated with LAUSD data systems. An automated data feed at regular intervals using the SFTP transfer process will be required per LAUSD specifications.

6.0 TECHNICAL SUPPORT

- 6.1 The Contractor shall provide a help desk for customer support for L.A. Unified schools and staff. The Help Desk shall offer phone customer support, online chat boxes and chat rooms.
- 6.2 In addition to chat based support and online service tickets, the Contractor shall provide tiered support that includes a toll-free telephone number that will lead to a "live" person for technical support questions between 7:30 a.m. and 4:30 p.m. Pacific time Monday through Friday.
- 6.3 The Contractor shall provide resolution to the following within the time frames specified:
 - A. Resolution to all problems logged with technical support within the next business day
 - B. Resolution to all high priority calls logged with technical support within 4 hours
 - C. High priority treatment for any problems logged that cannot be resolved within the above time frame. These problems shall be resolved by providing resources for timely follow-up
- 6.4 The Contractor shall maintain a service log and provide to Los Angeles Unified upon request and during regular implementation meetings. The log shall include technical support requests with a description of how the matters have been resolved.

- 6.5 The Contractor's support processes shall be aligned with the District's IT helpdesk and other support providers to the District. The District's IT helpdesk currently uses Service Center from Remedy. Where applicable, this method of providing and maintaining support shall be used.
- 6.6 The Contractor's platform must work with comparable effectiveness with all common internet browsers and computer makes.

7.0 DATA MANAGEMENT

- A. Usage and/or achievement related to the digital tool is to be hosted on the Contractor's cloud-based server(s) as designated and approved by L.A. Unified, covers the data produced by the full range of activities. Data management must comply with Data Use Agreement provisions in the approved L.A. Unified UDIPP.
- B. These data shall be available via web pages, secure file transfer protocol (SFTP), and restricted and secure user logons. The secure user logons of any server housing any District information shall authenticate against an LDAP V3 compliant user Directory housed on the District's network. User account authorization provisioning shall occur within the Contractor provided application(s). Availability shall be encrypted at the discretion of the L.A. Unified commensurate to the confidentiality of the information hosted on the system. Any student level data shall be maintained in a secure and confidential manner as outlined in the L.A. Unified UDIPP. Notwithstanding any of the above specifications, the security of all confidential data shall meet all District standards and policies outlined in the UDIPP.
- C. Access to the data web pages and usage and/or achievement data must be provided for long-term substitutes on a temporary basis when requested by the school's principal or representative.

8.0 TRAINING

The Contractor shall provide training to LAUSD staff based on a professional development plan created with district staff. Professional development shall include initial training in-person and/or virtual, follow up training and support and office hours.

9.0 PROJECT MANAGEMENT

9.1 IMPLEMENTATION AND TRAINING PLAN

The contractor shall work collaboratively with the District to develop an implementation plan that includes data integration, professional development and regular review of usage and achievement data.

9.2 MINUTES AND RECORDS

The Contractor shall take minutes and record the list of participants from all meetings, including, but not limited to, management meetings and any technical advisory groups. If any work tasks are outlined in the minutes, the person(s) responsible for these tasks and

the target completion dates must be identified in the minutes as well. Within two (2) weeks after each meeting (or such other time designated by the District), the Contractor shall maintain and submit to the District, all minutes and records in writing and/or electronically for review and final approval.

9.3 MONITORING ACTIVITIES

To be successful, this project requires an effective management team.

- 9.3.1 The Contractor must provide a designated Project Manager and technical support coordinator. If subcontractors are used, a Project Coordinator must be designated for each subcontractor. The professional qualifications of the team members shall be appropriate to ensure the overall success of implementation.
- 9.3.2 The Contractor's Project Manager shall communicate, either in person or by telephone, with designated District staff, on a weekly basis, as needed and scheduled by the District, to review progress and performance. The review criteria will include, but not be limited to, problems encountered under the contract, future performance under the contract, and any other subject relating to completion of tasks under this contract.
- 9.3.3 The Contractor shall prepare monthly and annual impact reports with usage and achievement data by school, region and district. The reports shall be submitted to the District and reviewed during regular implementation meetings.

L.A. Unified reserves the right to use and reproduce all reports, summaries, and data reports developed pursuant to this agreement.

10.0 DATA EXPORT IMPORT REQUIREMENTS

Requirements for Data Export were derived from the following artifacts:

- Table A Data Export Requirements
- Table B Sample File of Data Items

Contractor agrees to meet all of the stated requirements in the aforementioned exhibits that explicitly pertain to the Data Export Requirements.

Acceptance Criteria

The acceptance criteria that will constitute conformity with LAUSD's stated business requirements are as follows:

Table A - Data Export Requirements

1	Data is received nightly or streamed, if applicable. Time of day to be agreed upon at a later time
2	Data is delivered via SFTP/Control M or API and is encrypted in transmittal.

3	Data is produced with 1 file with users, courses, and "activities", and academic growth.
4	Data will contain a district unique identifier such as LAUSD Email, Employee ID or Student ID.
5	Data will contain a district unique identifier for each school location (School Code).
6	Activity data may include assessment results, messages sent, resources created, coursework including external/resource links utilized, assignments, files uploaded, submissions, and other activities of the instructional tool as applicable
7	Data must include all elements to allow LA Unified to create the following report for teachers and students: Unique logins/clicks per (timeframe)
8	Data must include all elements to allow LA Unified to create the following report for teachers and students: Overall logins/clicks per (timeframe)
9	Data must include all elements to allow LA Unified to create the following report for teachers and students: Activities (as defined by vendor)
10	Data must include all elements to allow LA Unified to create the following report for teachers and students Time Spent on Platform
11	 Device Usage Type of Device Used (mobile Browser) IP Address (used by District to identify internal firewall versus "at home" logins)

11.0 APPROVED PRODUCTS Category IV - Specialized Digital Tool

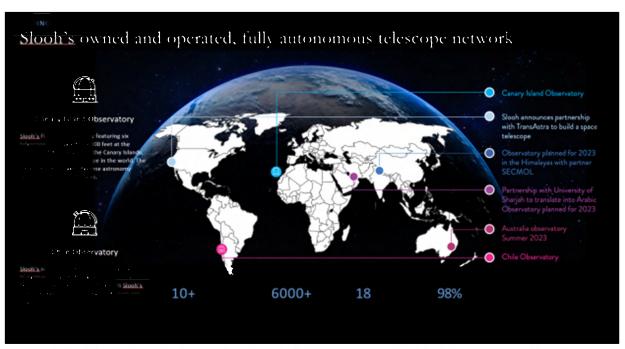
1. Slooh

12.0 PLATFORM FUNCTIONALITY

1. Platform Design, Features, and Lessons Requirements

Using laptops, tablets, or mobile devices, teachers and students control online telescopes to capture and analyze data about real celestial phenomena. Slooh's online telescopes and standards-aligned learning activities are designed for 4th and 5th grade STEM, middle school science, high school physics, earth science & astronomy, and college introductory astronomy. Slooh is patented technology delivering the cosmos live and in full color. It is a curation of the 1,000 most wondrous stars, planets, nebulae, galaxies, comets and asteroids with their stories passed down since antiquity. It is a telescope reservation system that makes shared control with a global community more fun, social and educational, with advanced control for deeper investigation.

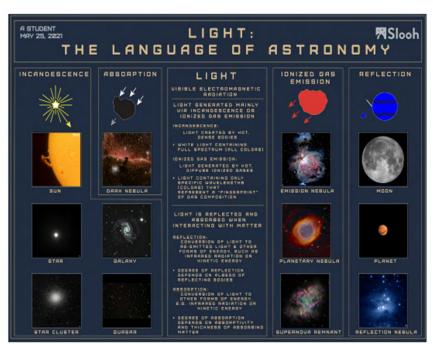
Agreement No.: 4400011561



Slooh's digital learning tool gives students access to a global telescope network.

With hands-on, age-appropriate experiential learning, Slooh takes students beyond simulation to collect and analyze their own data as they master a new, real-world environment. Slooh's project-based curriculum integrated Common Core and national NGSS-aligned learning activities include teacher guides, lesson plans, formative assessments, and student progress monitoring. They enable science educators with limited time and no background in astronomy to lead their students in space science investigations. The curriculum incorporates concepts that are directly related to astronomy and support the development of quantitative and abstract reasoning skills. The curriculum also helps students build the foundations of research and investigative methods, and students use ELA techniques to read critically, evaluate and draw conclusions from evidence, and communicate coherently.

Quests are experiential learning activities that use Slooh's telescopes to capture images of celestial wonders while learning about specific aspects of astronomy and other STEM topics. Slooh also emphasizes topics relevant to astronomy, including history, anthropology, literature, and the arts—keeping students engaged and excited to learn. As students progress through the Quest's self-guided activities, they build elements that they then use to create a personalized infographic poster as a culminating project. These posters include images they captured in the telescopes and their own analysis to describe the phenomenon they studied. This allows the student's artistic, literary, and graphic design abilities to come forth, which supports their learning of the science concepts. With this flexibility, no two posters are alike. This is an example infographic poster from "Light: The Language of Astronomy," which is only one of 70+ learning activities.



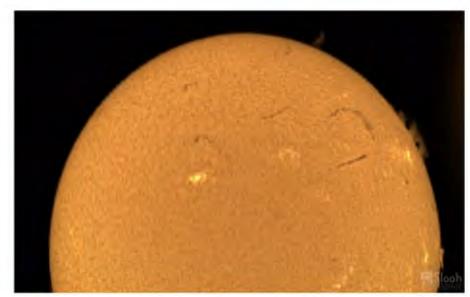
An example personalized infographic poster students create using the digital learning tool. Students take these images using Slooh's global telescope network and learn graphic design skills to construct infographic posters.

Some of the NGSS requirements related to space science and aligned Slooh curricula are given in parentheses below. Our curriculum also integrates Math and ELA Common Core standards into the curriculum to reinforce the learning material students receive in the classroom. For more details and for Slooh's complete curriculum alignment, including Common Core Standards, click here.

NGSS Performance Expectation Examples (with Related Quests):

- HS-ESS1-1 Space Systems/Earth's Place in the Universe (Our Radiant Star, Stars Like Ours, Out With a Bang, There Goes the Sun, and The Life and Death of Stars)
- HS-ESS1-2 Space Systems/Earth's Place in the Universe (How Far?, Milky Way's Doppelganger, and Mystery of the Island Universes)
- HS-PS1-8 Structure and Properties of Matter/Matter and Its Interactions (Light: the Language of Astronomy, Our Radiant Star, Stars Like Ours, and Out With a Bang)
- MS-ESS1-1 Space Systems/Earth's Place in the Universe (In the Footsteps of Apollo Astronauts, The Moon Lunar Phases, and Mystery of the Changing Moon)
- MS-ESS1-3 Space Systems/Earth's Place in the Universe (In the Footsteps of Apollo Astronauts, The Moon Lunar Phases, and Mystery of the Changing Moon)
- MS-PS4-2 Waves of Electromagnetic Radiation/Waves and their Applications in Technologies (How Big?, How Far?, and The Rulers of the Universe)
- 5-ESS1-1 Space Systems: Stars and the Solar System/Earth's Place in the Universe (Solar Triplets)

- 5-PS2-1 Space Systems: Stars and the Solar System/Motion and Stability: Forces and Interactions (Investigating Star Clusters)
- 4-ESS1-1 Earth's Systems: Processes that Shape the Earth/Earth's Place in the Universe (Moon Shadow)
- 4-PS3-2 Energy (Space Clouds)
- 3-5-ETS1-1 Engineering Design (Universe Explorer, In the Footsteps of Tombaugh Pluto Discovery)



Students track solar features across the face of the Sun in the NGSS-aligned "Our Radiant Star" learning activity. Image captured from Slooh's specialized solar telescope in the Canary Islands.

Checks for understanding and assessments are found throughout the Quests and include mechanisms such as multiple-choice, fill-in-the-blanks, drag-and-drop, free-response, and free-draw questions. Claim-Evidence-Reasoning questions are used to ensure the most important concepts are being learned. Questions involving mathematics contain walk-throughs to ensure students understand each operation. Building the infographic posters show students how to build models to communicate science concepts. This process provides scaffolding to ensure students are supported throughout their learning.

Slooh supports access through on-line connections via operating systems commonly found on MacBooks, iPads, Chromebooks, Personal Computers (desktops/laptops), Interactive Smart Boards and Interactive Projectors. The digital curriculum is compatible with these devices and meets the minimum operating specifications as follows:

- \circ iOS 13 and higher for iPads
- \circ Windows 10 OS and higher for laptops and PCs
- MacOS 11 and higher for Macbooks.

Our curriculum connects to LAUSD's goal to prepare students for the workforce and expose students to different careers in space. Through our curriculum, students follow in

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the footsteps of professional astronomers, from learning about their captured objects in Slooh's Online Telescopes to planning and executing authentic astronomical observations by considering factors that may affect their outcomes—such as the weather, object altitude, and the Moon's location. Ultimately, Slooh provides students the opportunity to make science come alive and deal with real-world problems, collect evidence as scientists do, and prepare them with the tools they need to be the next generation of scientists. Students progress through the nine levels of Slooh by earning Gravity Points—Slooh's equivalent of experience points. Students earn gravity points from doing most activities on the platform, e.g., completing Quests, learning and sharing with peers. The nine levels of Slooh honor the contributions of famous observational astronomers worldwide from the classical era to the modern day. The first level is Ptolemy (who believed the Sun orbited the Earth) and ends with Hubble (who proved the Universe is expanding).



The nine levels on Slooh that students progress through as they earn experience points (Gravity Points) by using the digital learning tool to explore space.

Students learn to think like scientific explorers. Developmental benefits include:

Authentic Experience

Access natural phenomena through real-time experimentation with support from astronomy professionals

Cognitive Development

Form a positive connection to a new domain through decision-making, problem-solving, teamwork and critical thinking

Communication Skills

Create personalized infographic posters from astronomical observations for presentation to peers

Individualized Paths

Guided and independent exploration to nurture personal interests and build confidence

Exposure to Career Options

Gain exposure to STEM fields within the aspirational context of space exploration

Pondering the Cosmos

Apply strength with technology to seek answers to questions students have about the universe

2. Teacher Tools

Teacher guides with lesson plans and answer keys make it easy for teachers to lead their students into space. Teachers can easily manage their classroom(s) by setting up one or more Slooh workspaces, from which they can roster the classroom, assign a variety of learning experiences to individuals or groups of students and monitor student progress. Students can proceed at their own pace through Slooh's learning progression, with more advanced students completing more quests and sharing their work with their peers.

Slooh can be used as a stand alone tool, and is also integrated with Google Classroom, and will be integrated with Schoology by summer of 2023.

The following supplemental and extracurricular learning activities help teachers personalize learning beyond the standards-aligned curriculum and help them engage families in student learning.

Live Star Parties and Webinars

- Slooh astronomers host live video events featuring major celestial events
- Easy for teachers to assign, as students can watch live or recorded feeds
- Students complete associated learning activities with their captured images

Independent Study

- Tracks include:
 - Space workforce development
 - Citizen science such as variable star research and asteroid tracking
 - Creation and management of after-school astronomy club 14
 - Mentorship from Slooh astronomers
 - Opportunity to collaborate and share best practices with peers from other schools

Slooh LLC Category IV 63

• Easy for teachers to assign students into independent study tracks

After School Astronomy Clubs

- Easily form and manage a district-wide or school astronomy club
- Student-led and teacher-supervised
- Includes parent participation with Slooh family licenses included in the partnership

3. Reporting

Slooh's data-driven, gamified learning system makes it easy for teachers and administrators to monitor student progress in administrative interfaces. These tools allow teachers to monitor student progress to see their interaction with the platform. In the Teacher's Assignments view, they can manage their class by learning activity (Quests) or by the student. Managing the class by Quest learning activities gives teachers a bird's eye view of how the class progresses through each activity. Managing the class by student allows teachers to see when students were last on the platform, the number of Quests they've completed and are working on, and the number of gravity points they have earned. Teachers can also assign Quests to their students from this view.

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(left) Teacher's Assignments view in their workspace. They can manage their class by learning activities (Quests) or by the student. They can also assign Quests to their students here. (right) Teacher's view of a single learning activity. They can see each student's progress and download their work for grading.

These workspace tools allow teachers and administrators to track student success metrics. Slooh success metrics are based on (1) the student's Slooh level—students gain levels by

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earning Gravity Points—and (2) the number of badges earned from completing Quest learning activities. Both of these metrics are tracked in the workspaces. Slooh's success metrics by grade level are given below. Students complete four Quests at each grade level. Each grade level has a target number of Gravity Points to earn, corresponding with a Slooh level. The expected duration for each grade level is provided.

ELEMENTARY I	MIDDLE	MIGH SCHOOL PHYSICS I	HIGH SCHOOL ASTRONOMT I
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ELEMENTARY II	MIDDLE II	NIGN SCHOOL PHYSICS I	NIGH SCHOOL ASTRONOMY
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Slooh's metrics for success by grade level. Metrics are based on earning badges for completing Quest learning activities in their grades.

4. Professional Development and Family Resources

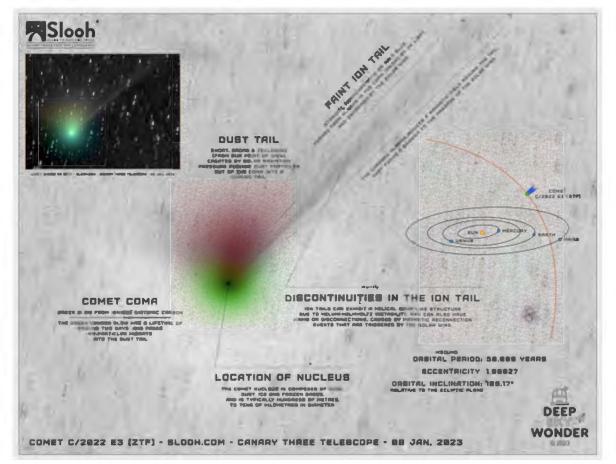
Just-in-time training videos and professional development are integrated seamlessly into the platform so teachers can stay one step ahead of student learning.

Slooh will provide training webinars to LAUSD staff based on a professional development plan created with district staff. Professional development will include initial training inperson and/or virtual, follow up training and support and office hours.

Beyond initial training and ongoing support, Slooh offers a professional development track of webinars for educators who want to achieve certification on the platform. Many of Slooh's PD leaders are existing teachers that support our mission to democratize access to space.

Slooh provides workspaces for teachers to ask questions and share best practices with other teachers and Slooh staff.

As mentioned above, Slooh's astronomy club is an ideal opportunity to engage parents from home, including asynchronous lessons/activities/games and videos. Families will also be provided with multiple opportunities to attend Star Parties from home.



This image of Comet C/2022 E3 (ZTF) was shared by a teacher to the entire community. It explains the anatomy of a comet and its orbital path around the Sun. The sharing of knowledge and skills is encouraged and gamified across the platform.

Table B - Sample File of Data Items

Example of data items with corresponding descriptions.

The following usage data information is requested for all products. All marked with (*) are required. Please set up a meeting with the LAUSD team for a walkthrough of this template.

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This is a unique value to identify the vendor in LAUSD Tables Partner ID ^a	Product in LAUSD	ID, Teacher ID or Email	LAUSO Location Code, ar cost center code User School Id (LAUSD)	Identifier for the type of device that was used to access platform Device Type*			Browser Version Browser Version*	IP Address (used by District to identify internal firewall versus "at home" logins)	Activity Type*	Activity Action type	Activity ID	Time STMP*	Duration	Assignment So Grade	core Standard addressed
2.1.11	Your Product Name	first.last@mymail.lausd.net	t	Iphone	The state of the state of the	Salari	90.2	100.xxx.x.x	Assignment	Submit	Assignment ID	06/12/2020 12:12:34 PST		-	
	Your Product Name	first.last@mymail.lausd.ne	t	Laptop		Chrome	80		Course	Create	Course ID		1		
	Your Product Name	first.last@mymail.lausd.ne	t	Laptop		Chrome	80	· · · · · · · · · · · · · · · · · · ·	Login	Update	Section ID		· · · · · · · · · · · · · · · · · · ·		
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	Your Product Name	first.last@mymail.lausd.ne	t	Laptop		Chrome	80		Section	Complete					
	Your Product Name	first.last@mymail.lausd.ne	t	Laptop		Chrome	80	1	Lessons						
	Your Product Name	first.last@mymail.lausd.net	t	Laptop		Chrome	80		General Activity	-			1		
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	1								Assessment	End	-	-	-		
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END OF STATEMENT OF WORK

SCHEDULE B

CONTRACTOR'S RATES

Category	Unit	Price
Subscription License Agreement	Up to 1,000 students: \$2.75 Up to 5,000 students: \$2.00 Up to 10,000 students: \$1.50 10,000+: \$15,000 + \$1 per	\$2,750 \$10,000 \$15,000 \$25,000 (20,000 students)
Customization and Integration	Unit Cost	
Professional Learning (PL)	Number of participants: 25 Frequency/Duration: weekly/45 min. Presentation Mode: virtual	\$300 per webinar
Implementation and monitoring	One time and annual costs	Classroom \$100 + \$50 per year School \$1,000 one-time + \$500 per year
Other Costs	Itemize	11
Total Annual Cost	(assumes 20,000 students)	\$35,000

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SCHEDULE A

STATEMENT OF WORK

1.0 SCOPE

This Statement of Work (SOW) defines the effort required for the administration and reporting of the Los Angeles Unified School District (Los Angeles Unified) digital instructional tools/platform. Schools will be able to implement one of the following digital tools to support concept development, skills mastery and problem solving skills of students in grades K-12.

Digital tools/platforms as outlined below:

- Category I Instructional Delivery and Interaction
- Category II Personalized Learning and Assessment

2.0 STATEMENT OF WORK – The tasks required to successfully administer digital tools/platforms:

A. Properties of instructional tools should include:

- UNIVERSAL DESIGN: Platform must be designed so that materials function as intended for as many students as possible
- CONTENT: Platform design and materials should be developmentally appropriate and support standards-aligned learning
- ACCESSIBILITY: Items and tasks are presented with additional information or in alternative ways, in order to meet the specific needs of some students.
- SENSITIVITY: Content contained should not be distracting or upsetting for some students.
- CULTURAL AND LINGUISTIC RESPONSIVENESS: Digital tools must consider the cultural and linguistic diversity of the students in Los Angeles and should contain culturally and linguistically responsive materials that are appropriate for meeting the needs of all students (English Learner (EL), Standard English Learner (SEL), Student with Disabilities (SWD), etc.)
- International Society for Technology in Education (ISTE): Standards is a framework for learning in-depth, digital age skills and attributes with learning that is amplified through technology
 - ISTE Standards for Students and/or
 - ISTE Standards for Educators

B. The proposer's online platform must receive an approved LAUSD Unified Digital Instructional Procurement Plan (UDIPP) prior to contract execution. Proposer will not be authorized to provide any services unless proposer's LAUSD UDIPP application has been approved. The latest version of LAUSD UDIPP requirements must be met along with updated requirements released. The vendor shall monitor UDIPP approval expiration and complete renewal applications in a timely manner

Proposer must meet the LAUSD UDIPP requirements regarding SSO and SAML, Student Data Privacy, Data Security and LMS Compatibility. Determination as to whether a proposer meets those minimum qualifications will be based on their responses to the Unified Digital Instructional Procurement Plan Questionnaire, which can be found at <u>udipp.lausd.net</u>.

C. The effective, efficient, and timely completion of all tasks and requests is critical to the successful implementation of the digital tool.

CATEGORY I: INSTRUCTIONAL DELIVERY AND INTERACTION

Instructional delivery and interaction tools provide interactive lessons, interactive videos and gamification. Features such as drag and drop, recording, inputting responses, etc. should be developmentally appropriate for age and grade of students, as well as content areas being supported. Interactive teacher tools will allow teachers to create assignments, modify pre-made lessons, and create new lessons as applicable. The platform should provide teachers with the ability to include formative assessment in lessons, such as quizzes, polls, etc. as well as provide the ability to monitor assessment completion and results in real time. The platform should provide grade sync capabilities to automatically score and sync with the District's Learning Management System/Schoology. The platform should provide teachers with insights on using the formative assessment and dynamic media features to inform instructional next steps and student outcomes. Within the platform interactive, lessons can be teacher-led and educators should also be able to assign them for students to complete independently as needed.

They may address multiple content areas or a single content area such as:

- English Language Arts
- Mathematics
- Science
- History/Social Studies
- Social Emotional Learning
- Arts Education
- Physical Education
- English Language Development
- Multiple content areas
- Computer Science Education
- Coding
- Cybersecurity Education
- Digital Citizenship

CATEGORY II: PERSONALIZED LEARNING AND ASSESSMENT

Personalized learning and assessment supplementary digital tools will assess students' entry level skills and then provide a personalized course of CA Common Core aligned standards based learning activities to reinforce growth areas and deepen understanding in areas of strength. Features such as drag and drop, recording, inputting responses, etc. should be developmentally appropriate for age and grade of students, as well as content areas being supported. The platform should provide teachers with the ability to include formative assessment in lessons, such as quizzes, polls, etc. as well as provide the ability to monitor assessment completion and results in real time. The platform should provide grade sync capabilities to automatically score and sync with the District's Learning Management System/Schoology. The platform should provide teachers with insights on using the formative assessment and dynamic media features to inform instructional next steps and student outcomes. Within the platform interactive, lessons can be teacher-led and educators should also be able to assign them for students to complete independently as needed.

They may address multiple content areas or a single content area such as:

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- Mathematics
- Science
- History/Social Studies
- Social Emotional Learning
- Arts Education
- Physical Education
- English Language Development
- Computer Science Education
- Coding
- Cybersecurity Education
- Digital Citizenship

FEATURES ACROSS ALL DIGITAL TOOL CATEGORIES

MATERIAL FOR EDUCATORS

Digital Tool materials shall include:

- The digital activities and games should be standards aligned, can be used flexibly for various blended learning models or as an extra enhancement for core instruction.
- Teachers should be able to place any student at any spot in the curriculum to enhance the work on specific content the class is learning via their core curriculum.
- Should include digital manipulatives, when applicable, to support students with problem solving and sense making.
- Embedded formative assessments which provide instant feedback for the students, including pre and post assessments, progress monitoring, and standardized test preparation.
- The platform shall support access through on-line connections via operating systems commonly found on MacBooks, iPads, Chromebooks, Personal Computers

Summit K12 Holdings, Inc.54Agreement No.: 4400011563Category I, II

(desktops/laptops), Interactive Smart Boards and Interactive Projectors. The digital curriculum must be compatible with these devices. Digital tools must meet the minimum operating specifications as follows:

- iOS 13 and higher for iPads
- Windows 10 OS and higher for laptops and PCs
- MacOS 11 and higher for Macbooks
- Platform should include data reporting to address the following:
 - o Individual student progress and completion of activities/games
 - Teacher/Classroom report on student progress on standards and completion of activities/games
 - School Administrators, District and Region level administrators and coordinators have access to the platform analytics through the LAUSD single sign-on

PROFESSIONAL DEVELOPMENT

Teachers and administrators shall be provided with initial in-person or on-line training which will provide an overview of the digital tool program and training on how to access, navigate, and utilize both print and digital materials. Training will also support teachers with best practices in terms of blended learning models and use of the digital tool to enhance their core curriculum and provide intervention/enrichment for students with the goal of differentiating and personalizing instruction. Teachers will receive training and support in utilizing assessment data to make instructional decisions.

Teachers and administrators shall be provided follow-up implementation support training and ongoing coaching support shall be made available in-person and/or virtually. This ongoing support will deepen teachers and administrators strategic use of the digital tool and support schools with bringing in parents/caregivers as equal partners in teaching and learning but with at-home connections.

Professional development for school site leadership and district leadership shall include quarterly data charts around completion of lessons/activities/games by grade level and students and whether recommended usage goals are being met in alignment with the research supporting the use of the digital tool.

Services must include on-going digital support for questions that arise regarding access, functionality and usage.

MATERIAL FOR FAMILIES

The supplemental digital tool shall include resources that parents may access from home, including asynchronous lessons/activities/games and videos. These will include modeling of activities and games, as well as additional resources that will increase family engagement, enhance classroom learning, and reduce learning loss. The videos and resources shall take advantage of digital and mobile technology and will be used to build instructional supports between families and their school. Families will also be provided with multiple opportunities to attend webinars which will provide tools and resources to support their child's numeracy development in the home.

3.0 SECURITY OF ALL MATERIALS AND DATA

The Contractor shall obtain a completed and completely approved LAUSD Unified Digital Instructional Procurement Plan (UDIPP) and adhere to the security requirements therein. **Contractor will not be authorized to work on any services unless contractor's LAUSD UDIPP application has been approved.**

4.0 DATA COLLECTION

The Contractor shall collect enrollment, student and other data transfers necessary through a mutually agreed upon data transfer process with L.A. Unified Office of Data Accountability.

5.0 DATA ANALYSES

The Contractor shall provide usage and achievement data as applicable to the platform in a format that is integrated with LAUSD data systems. An automated data feed at regular intervals using the SFTP transfer process will be required per LAUSD specifications.

6.0 TECHNICAL SUPPORT

- 6.1 The Contractor shall provide a help desk for customer support for L.A. Unified schools and staff. The Help Desk shall offer phone customer support, online chat boxes and chat rooms.
- 6.2 In addition to chat based support and online service tickets, the Contractor shall provide tiered support that includes a toll-free telephone number that will lead to a "live" person for technical support questions between 7:30 a.m. and 4:30 p.m. Pacific time Monday through Friday.
- 6.3 The Contractor shall provide resolution to the following within the time frames specified:
 - A. Resolution to all problems logged with technical support within the next business day
 - B. Resolution to all high priority calls logged with technical support within 4 hours
 - C. High priority treatment for any problems logged that cannot be resolved within the above time frame. These problems shall be resolved by providing resources for timely follow-up
- 6.4 The Contractor shall maintain a service log and provide to Los Angeles Unified upon request and during regular implementation meetings. The log shall include technical support requests with a description of how the matters have been resolved.
- 6.5 The Contractor's support processes shall be aligned with the District's IT helpdesk and other support providers to the District. The District's IT helpdesk currently uses Service Center from Remedy. Where applicable, this method of providing and maintaining support shall be used.
- 6.6 The Contractor's platform must work with comparable effectiveness with all common internet browsers and computer makes.

7.0 DATA MANAGEMENT

- A. Usage and/or achievement related to the digital tool is to be hosted on the Contractor's cloud-based server(s) as designated and approved by L.A. Unified, covers the data produced by the full range of activities. Data management must comply with Data Use Agreement provisions in the approved L.A. Unified UDIPP.
- B. These data shall be available via web pages, secure file transfer protocol (SFTP), and restricted and secure user logons. The secure user logons of any server housing any District information shall authenticate against an LDAP V3 compliant user Directory housed on the District's network. User account authorization provisioning shall occur within the Contractor provided application(s). Availability shall be encrypted at the discretion of the L.A. Unified commensurate to the confidentiality of the information hosted on the system. Any student level data shall be maintained in a secure and confidential manner as outlined in the L.A. Unified UDIPP. Notwithstanding any of the above specifications, the security of all confidential data shall meet all District standards and policies outlined in the UDIPP.
- C. Access to the data web pages and usage and/or achievement data must be provided for long-term substitutes on a temporary basis when requested by the school's principal or representative.

8.0 TRAINING

The Contractor shall provide training to LAUSD staff based on a professional development plan created with district staff. Professional development shall include initial training in-person and/or virtual, follow up training and support and office hours.

9.0 PROJECT MANAGEMENT

9.1 IMPLEMENTATION AND TRAINING PLAN

The contractor shall work collaboratively with the District to develop an implementation plan that includes data integration, professional development and regular review of usage and achievement data.

9.2 MINUTES AND RECORDS

The Contractor shall take minutes and record the list of participants from all meetings, including, but not limited to, management meetings and any technical advisory groups. If any work tasks are outlined in the minutes, the person(s) responsible for these tasks and the target completion dates must be identified in the minutes as well. Within two (2) weeks after each meeting (or such other time designated by the District), the Contractor shall maintain and submit to the District, all minutes and records in writing and/or electronically for review and final approval.

9.3 MONITORING ACTIVITIES

To be successful, this project requires an effective management team.

- 9.3.1 The Contractor must provide a designated Project Manager and technical support coordinator. If subcontractors are used, a Project Coordinator must be designated for each subcontractor. The professional qualifications of the team members shall be appropriate to ensure the overall success of implementation.
- 9.3.2 The Contractor's Project Manager shall communicate, either in person or by telephone, with designated District staff, on a weekly basis, as needed and scheduled by the District, to review progress and performance. The review criteria will include, but not be limited to, problems encountered under the contract, future performance under the contract, and any other subject relating to completion of tasks under this contract.
- 9.3.3 The Contractor shall prepare monthly and annual impact reports with usage and achievement data by school, region and district. The reports shall be submitted to the District and reviewed during regular implementation meetings.

L.A. Unified reserves the right to use and reproduce all reports, summaries, and data reports developed pursuant to this agreement.

10.0 DATA EXPORT IMPORT REQUIREMENTS

Requirements for Data Export were derived from the following artifacts:

- Table A Data Export Requirements
- Table B Sample File of Data Items

Contractor agrees to meet all of the stated requirements in the aforementioned exhibits that explicitly pertain to the Data Export Requirements.

Acceptance Criteria

The acceptance criteria that will constitute conformity with LAUSD's stated business requirements are as follows:

1	Data is received nightly or streamed, if applicable. Time of day to be agreed upon at a later time
2	Data is delivered via SFTP/Control M or API and is encrypted in transmittal.
3	Data is produced with 1 file with users, courses, and "activities", and academic growth.
4	Data will contain a district unique identifier such as LAUSD Email, Employee ID or Student ID.
5	Data will contain a district unique identifier for each school location (School Code).

Table A - Data Export Requirements

6	Activity data may include assessment results, messages sent, resources created, coursework including external/resource links utilized, assignments, files uploaded, submissions, and other activities of the instructional tool as applicable
7	Data must include all elements to allow LA Unified to create the following report for teachers and students: Unique logins/clicks per (timeframe)
8	Data must include all elements to allow LA Unified to create the following report for teachers and students: Overall logins/clicks per (timeframe)
9	Data must include all elements to allow LA Unified to create the following report for teachers and students: Activities (as defined by vendor)
10	Data must include all elements to allow LA Unified to create the following report for teachers and students Time Spent on Platform
11	 Device Usage Type of Device Used (mobile Browser) IP Address (used by District to identify internal firewall versus "at home" logins)

11.0 APPROVED PRODUCTS

<u>Category I – Instructional Delivery and Interaction</u>

1. Connect to Literacy

Category II - Personalized Learning & Assessment

1. Connect to Literacy

12.0 PLATFORM FUNCTIONALITY

CATEGORY I: INSTRUCTIONAL DELIVERY AND INTERACTION Describe how your platform addresses the specific requirements below: • Includes interactive lessons, interactive videos and gamification as appropriate

Summit K12's ELD Platform and ELPAC Readiness Program includes hundreds of interactive lessons, videos, and a gamification feature. Some sample screenshots from the course are included below:



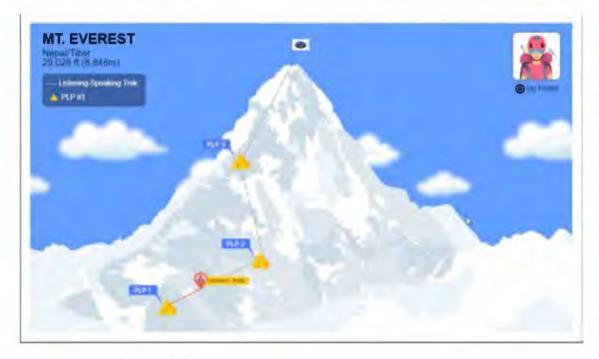


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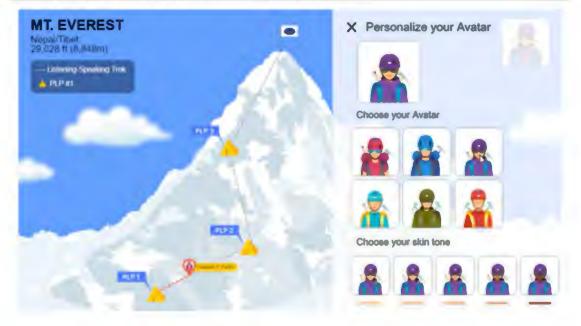
Video Lessons for all CA-CCSS Language Skills



Gamification option to include an Avatar tool that engages and motivates students to reach their "personal summit" – As student's progress through their Language Development Plans, the Avatar continues to move up the mountain peak. For the ELPAC English Language Development course, students have a Oral Language Trek and a Written Language Trek.

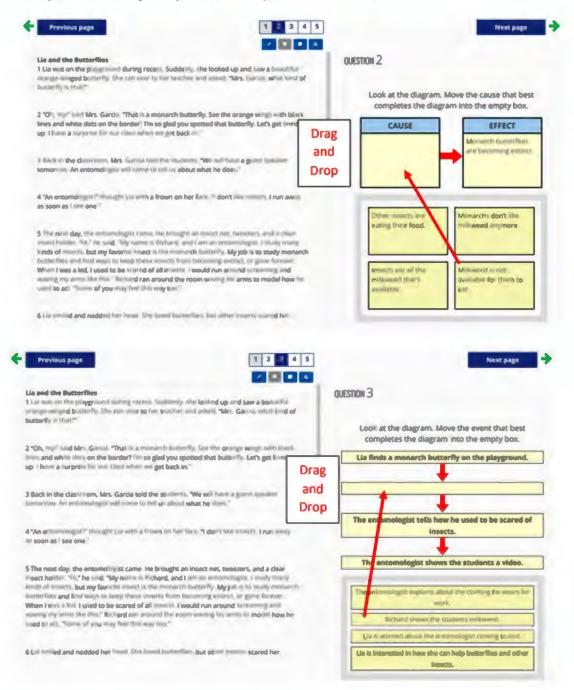


Students have the option to personalize their Avatars:



Features such as drag and drop, recording, inputting responses, etc. that are developmentally appropriate for age and grade of students.

Summit K12's ELD Platform and ELPAC Readiness Program includes hundreds of interactive questions including support for all 27 unique ELPAC Assessment items across all four language domains (L-S-R-W). This includes drag-n-drop items, recording items (noted earlier), and the ability to input written responses show below.

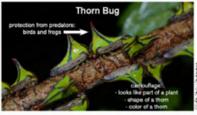


ELPAC Style Student Writing Questions where students input their answers.





Imagine that you are writing a description with a classmate. Your classmate filied in information in a graphic organizer about a thorn bug. Read the details in the graphic organizer. Then use the information to answer the two questions.



QUESTION 1



Your classmate has started writing a description of thorn bugs. Read your classmate's sentence to yourself now.

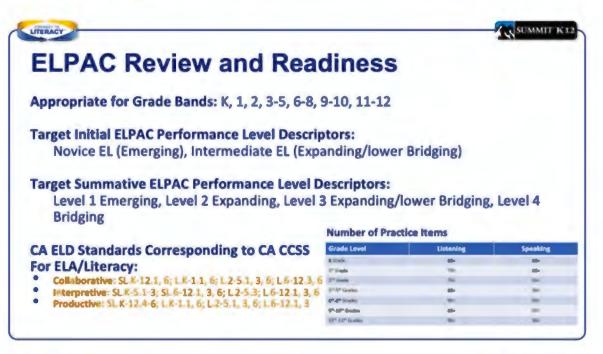
A thorn bug looks like a spike that grows on a rose bush. It has a tall back in the shape of a triangle. It is shaped like this for protection.

Now it is your turn to add to the description. In the following box, write one sentence explaining why a thorn bug needs protection. Use the details from your classmate's graphic organizer to help you.

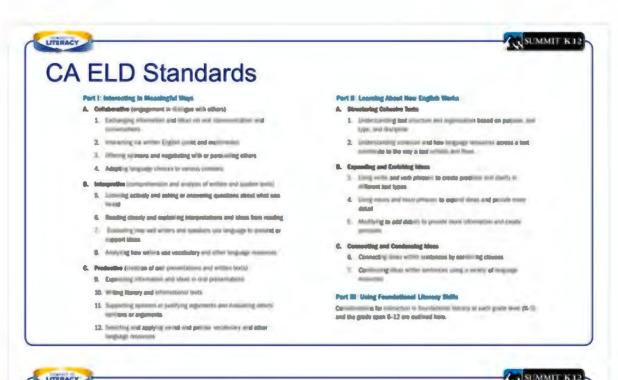
estion 2		Student Input
	0.	
	ribing a thorn bug. Write two or more tion about why it is shaped like a thor	

 Lessons are appropriate for the content areas being supported and alignment to CA content standards is clear.

Summit K12's ELD Platform and ELPAC Readiness program includes comprehensive coverage of the CA ELD standards, the CA CCSS ELA/Literacy Skills, and all 27 unique ELPAC item types in the Interpretive and Productive Domains K-12. Exposing English Learners to all of the unique ELPAC item types during the year naturally prepares them for the annual ELPAC Assessments.



CA CCSS for ELA/Literacy - Key RL: Reading Standards for Literature (K-12) RI: Reading Standards for Informational Text (K-12) RF: Reading Standards for Informational Literacy Skills (K-12) RF: Reading Standards for Literacy in History/Social Studies (6-12) RST: Reading Standards for Literacy in Science and Technology Subjects (6-12) SL: Speaking and Listening Standards (K-12) L: Language Standards (K-12) W: Writing Standards (K-12) WHST: Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects (6-12)



Listening - ELPAC Readiness	Aligned Primary ELD Standard(s)	Grade(s)
listen to a Short Exchange	Part (P)I.A.1, PI.B.5, PII.A.2	K, 1st, 2nd, 3rd_5th, 6th_8th, 9th_10th, 11th_12th
Listen to a Classroom Conversation	PI.A.1, PI.A.3, PI.B.5	1st, 2nd, 3rd_5th, 6th_8th, 9th_10th, 11th_12th
isten to a Story	PI.B.5, PII.A.1	1st, 2nd, 3rd-5th
Listen to an Oral Presentation	Grades K-12: Pl.B.5 Grades 6-12: Pl.B.7, Pl.B.8, Pll.A.1	K, 1st, 2nd, 3nd-5th, 6th-8th, 9th-10th, 11th-12th
isten to a Speaker Support n Opinion	PI.A.3, PI.B.5, PI.B.7, PI.B.8, PII.A.1	6 th -8 th , 9 th -10 th , 11 th -12 th

Speaking - ELPAC Readiness	Aligned Primary ELD Standard(s)	Aligned Secondary ELD Standard(s)	Grade(s)
Talk about a Scene	Part (P)I.A.1	PII.B.3, PII.B.4, PII.B.5	K, 1 st , 2 nd , 3 rd -5 th , 6 th -8 th , 9 th - 10 th , 11 th -12 th
Speech Functions	PI.A.4	PII.B.3, PII.B.4, PII.B.5	2nd, 3nd-5th, 6th-8th, 9th-10th, 11th 12th
Support an Opinion	Grades K-5: PI.C.11 Grades 6-12 PI.A.3	Pil.B.3, Pil.B.4, Pil.B.5, Pil.C.6	K, 1 st , 2 nd , 3 rd -5 th , 6 th -8 th , 9 th - 10 th , 11 th -12 th
Retell a Narrative	PI.C.9	PI.8.5, PI.C.12, PII.A.1, PII.A.2, PII.8.3, PII.8.4, PII.8.5, PII.C.6	K, 1 st , 2 nd , 3 rd -5 th , 6 th -8 th , 9 th - 10 th , 11 th -12 th

Speaking - ELPAC Readiness	Aligned Primary ELD Standard(s)	Aligned Secondary ELD Standard(s)	Grade(s)
Present and Discuss Information	PI.C.9, PI.A.3	PI.B.6, PII.A.2, PII.B.3, PII.B.4, PII.B.5, PII.C.6	6 th -8 th , 9 th -10 th , 11 th - 12 th
Summarize an Academic Presentation	PI.C.9	PI.B.5, PII.A.2, PII.B.3, PII.B.4, PII.B.5, PII.C.6, PII.C.7	K, 1st, 2nd, 3nd-5th, 6th-8th 9th-10th, 11th-12th

 Interactive teacher tools will allow teachers to create assignments, modify pre-made lessons, and create new lessons as applicable.

Teachers may use the prescriptive assignments generated by the Progress Monitoring Assessments - Pre-test, Interim, and Summative Assessments - enabling each student to follow their own unique personalized learning plan. Teachers may also create customized lesson plans and learning sequences for their students.



Back

Progress Monitoring Assessments	Assess		Testing Window
ELPAC Listening Pre-test - Creates PLP #1	@ Start	0	
ELPAC Speaking Pre-test - Creates PLP #1	Ø Start	•	
ELPAC Listening Interim - Creates PLP #2	() Start		
ELPAC Speaking Interim - Creates PLP #2	() Start		
ELPAC Listening Summative - Creates PLP #3	Start	U	
ELPAC Speaking Summative - Creates PLP #3	@ Start		



Back

Progress Monitoring Assessments	Assess		Testing Window
ELPAC Reading Pre-test - Creates PLP #1	@ Start		
ELPAC Writing Pre-test - Creates PLP #1	@ Start		
ELPAC Reading Interim - Creates PLP #2	@ Start	U	
ELPAC Writing Interim - Creates PLP #2	@ Start	U	
ELPAC Reading Summative - Creates PLP #3	@ Start		
ELPAC Writing Summative - Creates PLP #3	@ Start	U	

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Progress Monitoring Assessments	Assess	
ELPA, Lis er d P e test Creates PLP #1	2.72	
ILPAC Speaking Pro-test - Creates PLP 01	1.00	
ILPAC Lustening Interim Creates PLP #2	2.35	
LPAC Speaking Interim Creates PLP #2	2.2	
LPAC Listening Summative - Creates PLP #3		
LPAC Speaking Summative - Creates PLP #3		

PLP #2

101			PLP #2			
Theme		Listening-Speak	ing Basics Practice	D.	Listening	Pronunciation
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D. rokenny	~	✓	✓	✓	100%	1
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Theme	Listening	Pronunciation			Speaking	-
Ineme	Listening	Perfector ¹⁴	Level 1	Level 2	Level 3	Level 4
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and the second	100%	✓	-	\checkmark	✓	
LISTENING SKILLS PRACTICE	Lesson Model	Quia	1 Q	uiz Z	Quiz 3	Quiz 4
TYPE I LISTEN FO A SHORT				•	4	
TYPE 2 TEN TO A CLASSIC CONVERSATION	-			1.32	2 68	
TYPE 4 LI TH TO AN ORAL PRES LATION			Student Pe			
TYPE LISTEN A SPEAKER SUPPORT AN OPINION						
SPEAKING SKILLS PRACTICE	Lesson Model	Qui	1 Q	uiz 2	Quiz 3	Quiz 4
ABOUT A SCENE						

SPEAKING SKILLS PRACTICE	Lesson Model	Quiz 1	Quiz 2	Quiz 3	Quiz 4	Avg	Level	Require Lesson Maidel Video	Lo	ock/	Unlo	ock
TYPE 1 TALK ABOUT A SCENE		© Start	⊕ Start	© Start	© Start				•		0	c
TYPE 2 SPEECH FUNCTIONS		€ Start	€ Sta		ners can ctly assig ne the sc	n less	ons and		0	0	D	
TYPE 3 SUPPORT AN OPINION	⊚ \$tart	⊕ Start	• Start	@ Start	⊕ Start				u	0	o	c
TYPE S RESENT AND DISCUSS INFORMATION		⊚ Start	Start:	⊚ St∎rt	⊘ Start				0	0	D	c
TYPE 6 SUMMARIZE AN ACADEMIC PRESENTATION		⊚ Start	© Start	⊚ Start	⊙ Start				•	0	0	

CA ELPAC Readiness - Speaking

8 Unique CA-ELPAC K-	-	Up.	curt	ing i	(up)	100	
CA ELPAC Speaking Rubric Version	ĸ	14	Z ^{mk}	34.50	67.67	9 th -10 th	11*-12
Type 1: Talk About a Scene (Rubric Points 0-1)	x	х	x	x	x	x	x
Type 1: Talk About a Scene (Rubric Points: 0-2)	x	x	x	x	x	X	x
Type 2: Speech Functions (Rubric Points: 0-2)			x	x	x	x	x
Type 3: Support an Opinion (Rubric Points: 0-2)	x	х	x				
Type 3: Support an Opinion (Rubric Points: 0-3)				x	x	х	x
Type 4: Retell a Narrative (Rubric Points: 0-4)	x	x	x	x			
Type 5: Present and Discuss Information (Rubric Points: 0-3)					х	x	x
Type 6: Summerize and Academic Presentation (Rubric Points: 0-4)	x	x	x	x	x	x	x



Writing Proficiency Descriptor – 3-12 Write About an Experience [0-4 Rubric] Score Select The response provides a description of the experience named in the prompt using well-developed descriptions, details, and/or examples. The response is readily coherent, Grammar and word choice are varied and generally effective. Minor errors do not impede meaning. Minor errors in spelling and punctuation may be present, but they do not impede meaning. The response typically includes a paragraph of at least three sentences. 4 . The response provides a description of an experience relevant to the prompt using some descriptions, details, or examples. The response is generally coherent. Errors and limitations in grammer and word choice may impede meaning in some sentences. Errors in spelling and punctuation may impede meaning at times. The response typically includes at least two sentences. 3 0 The response provides a description of an experience relevant to the prompt using some descriptions, details, or examples, but is not complete. The response is somewhat coherent. Errors and limitations in grammar and word choice impede the overall meaning. Errors in spelling and punctuation may frequently impede meaning. The response includes at least one sentence. . 2 0 The response may provide a limited description of the experience named in the prompt and/or conveys little relevant information. The response lacks coherence. It may consist of laciated words or phrases. Frequent errors and/or severe limitations in grammar and word choice prevent expression of ideas. Errors in spelling and punctuation may severely impede meaning. 1 0 The response copies the prompt, contains no English, does not relate to the prompt, or includes only "I don't know." . . OR No response is provided. 0 0 SAVE

The ELPAC K-2 and 3-12 Writing Rubrics are embedded with all Writing Items.

 The platform should provide teachers with the ability to include formative assessment in lessons, such as quizzes, polls, etc. as well as the ability to monitor assessment completion and results in real-time.

Summit K12's Connect to Literacy ELD Platform includes hundreds of embedded formative assessment practice items in each language domain and at each language proficiency level. All assessments are scored in real-time and provide instant feedback. The ELPAC Speaking items are automatically scored using advanced Al. Here are examples of the formative assessments in Reading, Writing, and Language Skills, while the next page provides visuals of examples of some of the Listening and Speaking formative assessment practice quizzes.

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ELPAC WRITING SKILLS PRACTICE	Quiz 1	Quiz 2	Quiz 3	Quiz 4	Avg	Level	Lock/ Unlock
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Teachers have access to many reports including progress monitoring reports as highlighted below:



Teachers view Pretest and Summative Asses scores for their stude progress is also show	isment nts. PLI				Writter		57.									
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Student Name	Pri	test	PLP	el Pro	gress	Inte	rim	PU	P #2 P	rogri	155	Sumr	native	PLP	#3 Pro	gress
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The platform should provide grade sync capabilities to automatically score and sync with the District's Learning Management System/Schoology.

Summit K12 automatically scored all Listening, Speaking, and Reading Items. Some Writing items require teachers to score using the embedded ELPAC Writing rubrics. We have integrated to most major LMS and SIS platforms. We simply arrange a call with the LAUSD District IT integration team and define the data the district wants for us to export. We then perform some validation tests and acceptance testing with the district before setting the sync schedule.

Summit K12's platform is compatible with all major technology platforms and browsers including PCs, Chromebooks, Macbooks, iPads, Android tablets, Chrome, Edge, Safari, and Mozilla.

The platform should provide teachers with insights on using the formative assessment and dynamic media features to inform instructional next steps and student outcomes.

Summit K12 provide teachers with access to dozens of reports providing them with insights into all of the formative, summative, and progress monitoring assessments across all four language domains (Listening, Speaking, Reading, and Writing). The screenshots on the following pages show some examples of the reports available to teachers.



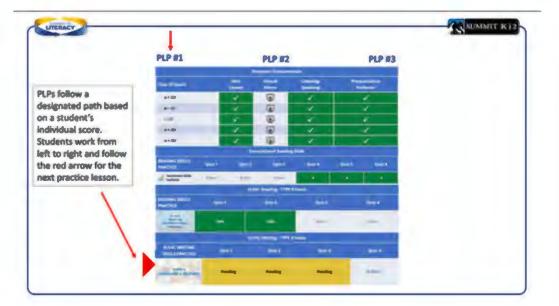
Language Skill reports examples:

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eachers view Pretest, in ummative Assessment tudents. PLP progress is 83-66 83	scores for their s also shown.	CONHIECT TO CUTERACY Written Language	B2 Progress Sur W LS WS R	nmative PLP 83 Pr	ogress

• Within the platform interactive, lessons can be teacher-led and educators can also assign them for students to complete independently as needed.

Summit K12's Connect to Literacy **English Language Development** (ELD) Courses are designed for <u>both</u> teacher-led <u>and</u> student independent work. Teachers can follow their own plans or our included pacing guides. They can also choose to administer the Listening-Speaking Progress Monitoring Benchmarks, which generate Personalized, Adaptive Learning Plans (PLPs) for each student. The PLPs automatically adapt to each English learner's second-language acquisition support needs.

_		ILANGUAGE	Assessments. C	k Progress Monitorin Ince assessments are 's will generate below
Progress Monitoring Assessments	Assess	-	Testing	Window
BLAC Reading Process - Crustee PLP #1	and 1	0 /	Press and	method
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Describe improvement/ product modifications and how they enhance the interactive experience

Summit K12's product development is continually improving the product features to support the needs of English Learners and their teachers. Some of the many innovations we have introduced include:

- Al autoscored ELPAC Speaking items
- Embedded, interactive ELPAC and Smarter Balanced Writing Rubrics
- Lesson Model Videos for all ELPAC Item types
- Model Exemplars for all Speaking and Writing Items
- · Virtual Mirror to help students master their phonemic sounds
- Pronunciation Perfector[™] which helps English Learners with their pronunciations

Language

P

- Academic Vocabulary Mastery
- · Personalized Learning Plans unique to each English Learner

Language Foundation Skills section of the course:



CATEGORY II: PERSONALIZED LEARNING AND ASSESSMENT Describe how your platform addresses the specific requirements below:

Assesses student's entry level skills and then provides a personalized course of CA Common Core aligned standards.

Summit K12's Connect to Literacy ELD Platform includes Pre-tests, Interim, and Summative Assessments for all ELD/ELPAC grade bands: K, 1, 2, 3-5, 6-8, 9-10, and 11-12. The Assessments cover all 27 ELPAC item types and include the CA CCSS ELD Language Foundation Skills.



Back

Progress Monitoring Assessments	Assess		Testing Window
ELPAC Listening Pre-test - Creates PLP #1	@ Start	0	
ELPAC Speaking Pre-test - Creates PLP #1	Østart		
ELPAC Listening Interim - Creates PLP #2	Start		
ELPAC Speaking Interim - Creates PLP #2	Start		
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Progress Monitoring Assessments	Assess		Testing Window
ELPAC Reading Pre-test - Creates PLP #1	@ Start		
ELPAC Writing Pre-test - Creates PLP #1	@ Start	0	
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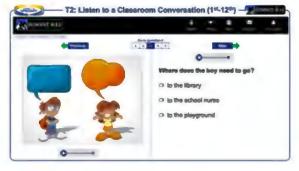
Each Benchmark (Pre-test, Interim, and Summative) generates a unique Personalized Learning Plan (PLP) for each English Learner. The PLP provides an optimized learning plan for each student based on their unique second language acquisition needs. The plan includes lesson model instructional videos, practice, and formative assessment items in both the Written and Oral Language Domains. An example of a PLP follows:

The PLP automatically unlocks lessons and items from Left to Right and Top to Bottom. Each PLP takes 6-8 weeks to complete. English Learners will follow two PLPs – an Oral Language PLP and a Written Language PLP. A Red arrow guides students to their next step in the PLP.



The Summit K12 ELD Platform Assessments include items that mimic the 27 items students will see on the ELPAC Assessments. A few examples of those items are shown below:









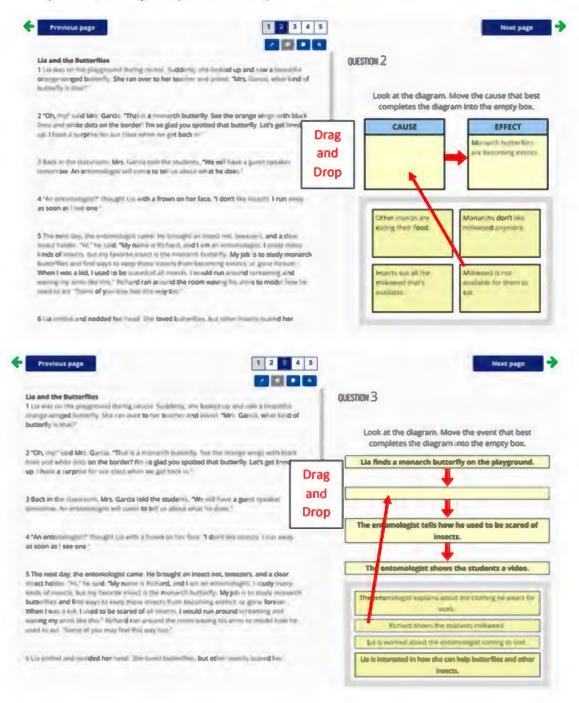






Features such as drag and drop, recording, inputting responses, etc. that are developmentally appropriate for age and grade of students.

Summit K12's ELD Platform and ELPAC Readiness Program includes hundreds of interactive questions including support for all 27 unique ELPAC Assessment items across all four language domains (L-S-R-W). This includes drag-n-drop items, recording items (noted earlier), and the ability to input written responses show below.



ELPAC Speaking items that allow students to record themselves. These speaking items are scored automatically.



ELPAC Style Student Writing Questions where students input their answers.





Imagine that you are writing a description with a classmate. Your classmate filied in information in a graphic organizer about a thorn bug. Read the details in the graphic organizer. Then use the information to answer the two questions.



QUESTION 1



Your classmate has started writing a description of thorn bugs. Read your classmate's sentence to yourself now.

A thorn bug looks like a spike that grows on a rose bush. It has a tall back in the shape of a triangle. It is shaped like this for protection.

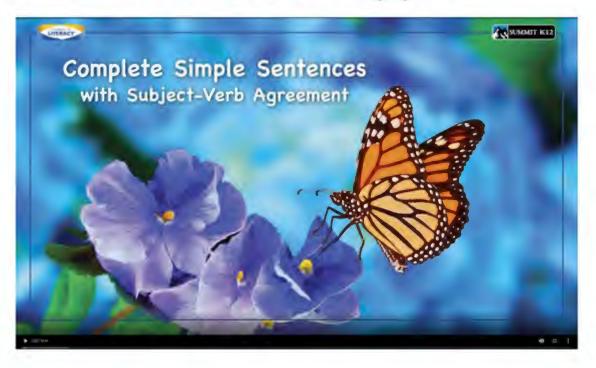
Now it is your turn to add to the description. In the following box, write one sentence explaining why a thorn bug needs protection. Use the details from your classmate's graphic organizer to help you.

STION 2		Student Input
	0.	
	ribing a thorn bug. Write two or mor tion about why it is shaped like a the	



Language Skills Lesson	Learn	Practice	Assess	Edit	Lock/ Unlock
Standard grammar and usage					
Complete Sentences with Subject Verb- Agreement	© Start	© Start	© Start	© Start	
Compound Sentences with Subject Verb Agreement	© Start	© Start	© Start	⊙ Start	U
Verbs					
Past tense of Irregular Verbs	© Start	O Start	© Start	O Start	u
Past, Present, and Future Verbs	© Start	© Start	© Start	© Start	U
Third-Person Singular Verb Endings -s and -es	© Start	© Start	⊙ Start	⊚ Start	U
Future Verbs	© Start	© Start	© Start	© Start	D

Video Lessons for all CA-CCSS Language Skills



 Lessons are appropriate for the content areas being supported and alignment to CA content standards is clear.

Summit K12's ELD Platform and ELPAC Readiness program includes comprehensive coverage of the CA ELD standards, the CA CCSS ELA/Literacy Skills, and all 27 unique ELPAC item types in the Interpretive and Productive Domains K-12. Exposing English Learners to all of the unique ELPAC item types during the year naturally prepares them for the annual ELPAC Assessments.

ELPAC Review and Rea	diness		
Appropriate for Grade Bands: K, 1, 2, 3-5, 6-8,	9-10, 11-12		
Target Initial ELPAC Performance Level Descrip Novice EL (Emerging), Intermediate EL (Exp		Bridging)	
Target Summative ELPAC Performance Level D Level 1 Emerging, Level 2 Expanding, Level 3 Bridging	3 Expanding/		Level 4
			Level 4
Level 1 Emerging, Level 2 Expanding, Level 3 Bridging	3 Expanding/		Level 4
Level 1 Emerging, Level 2 Expanding, Level 3 Bridging CA ELD Standards Corresponding to CA CCSS	3 Expanding/ Number of Prac	tice items	
Level 1 Emerging, Level 2 Expanding, Level 3 Bridging CA ELD Standards Corresponding to CA CCSS For ELA/Literacy:	3 Expanding/ Number of Prac	tice Items	
Level 1 Emerging, Level 2 Expanding, Level 3 Bridging CA ELD Standards Corresponding to CA CCSS For ELA/Literacy: Collaborative: SL X-12.1, 6; L X-1.1, 6; L 2-5.1, 3, 6; L 5-12.3, 6;	3 Expanding/ Number of Prac	tice Items	
Level 1 Emerging, Level 2 Expanding, Level 3 Bridging CA ELD Standards Corresponding to CA CCSS For ELA/Literacy:	3 Expanding/ Number of Prac Costs (cost Fisca Fisca Fisca Fisca Fisca	tice Items	
Level 1 Emerging, Level 2 Expanding, Level 3 Bridging CA ELD Standards Corresponding to CA CCSS For ELA/Literacy: Collaborative: SL X-12.1, 6; L X-1.1, 6; L 2-5.1, 3, 6; L 5-12.3, 6;	3 Expanding/ Number of Prac	tice Items	

CA CCS	S for ELA/Literacy - Key
RL: Reading St	andards for Literature (K-12)
RI: Reading Sta	ndards for Informational Text (K-12)
RF: Reading St	andards for Foundational Literacy Skills (K-12)
RH: Reading St	andards for Literacy in History/Social Studies (6-12)
RST: Reading S	tandards for Literacy in Science and Technology Subjects (6-12)
SL: Speaking a	nd Listening Standards (K-12)
L: Language St	andards (K-12)
W: Writing Stan	dards (K-12)
WHST: Writing Subjects (6-12)	Standards for Literacy in History/Social Studies, Science, and Technical



Listening - ELPAC Readiness	Aligned Primary ELD Standard(s)	Grade(s)
Listen to a Short Exchange	Part (P)I.A.1, PI.B.5, PII.A.2	K, 1st, 2nd, 3rd-5th, 6th-8th, 9th-10th, 11th-12th
Listen to a Classroom Conversation	PI.A.1, PI.A.3, PI.B.5	1st, 2nd, 3rd_5th, 6th_8th, 9th_10th, 11th_12th
Listen to a Story	PI.B.5, PII.A.1	1st, 2nd, 3rd-5th
Listen to an Oral Presentation	Grades K-12: Pl.B.5 Grades 6-12: Pl.B.7, Pl.B.8, Pll.A.1	K, 1st, 2nd, 3nd_5th, 6th_8th, 9th_10th, 11th_12th
Listen to a Speaker Support an Opinion	PI.A.3, PI.B.5, PI.B.7, PI.B.8, PII.A.1	6 th -8 th , 9 th -10 th , 11 th -12 th

Speaking - ELPAC Readiness	Aligned Primary ELD Standard(s)	Aligned Secondary ELD Standard(s)	Grade(s)		
Talk about a Scene	Part (P)I.A.1	Pil.B.3, Pil.B.4, Pil.B.5	K, 1 st , 2 nd , 3 rd -5 th , 6 th -8 th , 9 th - 10 th , 11 th -12 th		
Speech Functions	PI.A.4	PII.8.3, PII.8.4, PII.8.5	2nd, 3nd-5th, 6th-8th, 9th-10th, 11th 12th		
Support an Opinion	Grades K-5: PI.C.11 Grades 6-12 PI.A.3	Pil.B.3, Pil.B.4, Pil.B.5, Pil.C.6	K, 1 st , 2 nd , 3 rd -5 th , 6 th -8 th , 9 th - 10 th , 11 th -12 th		
Retell a Narrative	PI.C.9	PI.8.5, PI.C.12, PII.A.1, PII.A.2, PII.8.3, PII.8.4, PII.8.5, PII.C.6	K, 1 st , 2 nd , 3 rd -5 th , 6 th -8 th , 9 th - 10 th , 11 th -12 th		

Speaking - ELPAC Readiness	Aligned Primary ELD Standard(s)	Aligned Secondary ELD Standard(s)	Grade(s)
Present and Discuss Information	PI.C.9, PI.A.3	PI.B.6, PII.A.2, PII.B.3, PII.B.4, PII.B.5, PII.C.6	6 th -8 th , 9 th -10 th , 11 th - 12 th
Summarize an Academic Presentation	PI.C.9	PI.8.5, PII.A.2, PII.8.3, PII.8.4, PII.8.5, PII.C.6, PII.C.7	K, 1 st , 2 nd , 3 rd -5 th , 6 th -8 th , 9 th -10 th , 11 th -12 th

 Interactive teacher tools will allow teachers to create assignments, modify pre-made lessons, and create new lessons as applicable.

Teachers may use the prescriptive assignments generated by the Progress Monitoring Assessments - Pre-test, Interim, and Summative Assessments - enabling each student to follow their own unique personalized learning plan. Teachers may also create customized lesson plans and learning sequences for their students.



Back

Progress Monitoring Assessments	Assess		Testing Window
ELPAC Listening Pre-test - Creates PLP #1	@ Start		
ELPAC Speaking Pre-test - Creates PLP #1	@ Start		
ELPAC Listening Interim - Creates PLP #2	() Start		
ELPAC Speaking Interim - Creates PLP #2	Start.	0	
ELPAC Listening Summative - Creates PLP #3	© Start	U	
ELPAC Speaking Summative - Creates PLP #3	@ Start	0	



Progress Monitoring Assessments	Assess		Testing Window
ELPAC Reading Pre-test - Creates PLP #1	@ Start	0	
ELPAC Writing Pre-test - Creates PLP #1	@ Start	U.	
ELPAC Reading Interim - Creates PLP #2	© Start	0	
ELPAC Writing Interim - Creates PLP #2	© Start	U	
ELPAC Reading Summative - Creates PLP #3	() Start		
ELPAC Writing Summative - Creates PLP #3	@ Start	U	

regress Monitoring A	ssessments			Assess		
and the state of the	are FLP 41			272		
PAC Speaking Pro-bast Crea	HINS PLP #1			1.68		
PAC Listening Interim Cree	nim PLP #2			2.36		
PAC Speaking Interter Crea	Ann PLP #2			22		
PAC Linering Summative	Crosses PLP 49					
PAC Speaking Summative	Creates PLP #3					
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	Practice #1	Practice #2	Practice #3	Practice	Assessme	ent Perfector'
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A Charles	\checkmark	1	1	1	100%	1
	List	ten e Speaking	Basics Practice		Listanics	Pronunciation
Theme	Past Tense I		Future Tense Pra	ctice	Listening Assessment	Perfector ¹⁴
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Coore	✓			1	100%	1
Al Vision	1		✓		90%	1
10- 14	1		1		100%	1
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Theme	Listen ng	Perfector H			2 Level 3	Level 4
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SPEAKING	Lesson		-			
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SPEAKING SKILLS PRACTICE	Lesson Model	Quiz 1	Quiz 2	Quiz 3	Quiz 4	Avg	Level	Require Letson Model Video	Lo	ock/	Unio	ock
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TYPE 2 SPEECH FUNCTIONS		@ Start	© Sta		ners can ctly assig ne the sco	n less	ons and		0	0	0	ĸ
TYPE J SUPPORT AN OPINION	@ Start	⊛ Start	© Start	⊚ Start	© Start			Ø	U	o	•	•
TYPE 5 RESENT AND DISCUSS		@ Start	⊚ Start	⊙ Start	⊙ Start				0	0	0	
TYPE 6 SUMMARIZE AN ACADEMIC PRESENTATION		@Start	@ Stare	@ Start	ØSint				ū	U	U	

CA ELPAC Readiness - Speaking

3 Unique CA-ELPAC K-		op	can	ing i	lub	105	
A ELPAC Speeking Rubric Version	K	1.	2**	Jack.	5141	5~10*	11**-12**
ype 1 Talk About a Scene (Rubric Points 0-1)	x	x	x	x	x	x	x
ype 1 Talk About a Scene (Rubric Points: 0-2)	x	x	x	x	x	x	x
ype 2 Speech Functions (Rubric Points 0-2)			x	x	x	x	X
ype 3 Support an Opinion (Rubric Points: 0-2)	x	x	x				
ype 3: Support an Opinion (Rubric Points: 0-3)				x	x	X	x
ype 4 Retell a Harrative (Rubric Points: 0-4)	x	x	x	x			
ype 5 Present and Discuss Information (Rubric Points: 0-3)					x	X	x
ype 6: Summarize and Academic Presentation (Rubric Points: 0-4)	x	x	x	x	x	x	x

Choose the student that h Click on the student. It will the ELPAC Writing Assessn	take you to		RACY				
B Steel,	-			-	-	Atom.	
(mark)	+		+		- 4		
Excilent Name	Pre-test	PLP #1 Progress	interm	PLP #2 Progress	Summative	PLP #3 Progress	
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Income Incomp. Pray			4 3.58 3		1		
His. Billional	3.34 1.56		3.4 2.6 2	121 0.75	•		
All and a second							

The ELPAC K-2 and 3-12 Writing Rubrics are embedded with all Writing Items.

Writing Proficiency Descriptor - 3-12 Write About an Experience [0-4 Rubric]	Score	Select
The response provides a description of the experience named in the prompt using well-developed descriptions, details, and/or examples. The response is readily coherent. Grammar and word choice are varied and generally effective. Minor errors do not impede meaning. Minor errors in spelling and punctuation may be present, but they do not impede meaning. The response typically includes a paragraph of at least three sentences.	4	•
The response provides a description of an experience relevant to the prompt using some descriptions, details, or examples. The response is generally coherent. Errors and imitations in grammer and word choice may impede meaning in some sentences. Errors in spelling and punchation may impede meaning at times. The response typically includes at least two sentences.	3	0
The response provides a description of an experience relevant to the prompt using some descriptions, details, or examples, but is not complete. The response is somewhat coherent. Errors and limitations in grammar and word choice impade the overall meaning. Errors in spelling and punctuation may frequently impade meaning. The response includes at least one sentence.	2	0
The response may provide a limited description of the experience named in the prompt and/or conveys little relevant information. The response lacks otherence. It may consist of isolated words or phrases. Frequent errors and/or severe limitations in grammar and word choice prevent expression of ideas. Errors in spelling and punctuation may severely impedo meaning.	1	0
The response copies the prompt, contains no English, does not relate to the prompt, or includes only "I don't know." OR No response is provided.	0	0
	SA	VE

 The platform should provide teachers with the ability to include formative assessment in lessons, such as quizzes, polls, etc. as well as the ability to monitor assessment completion and results in real-time.

Summit K12's Connect to Literacy ELD Platform includes hundreds of embedded formative assessment practice items in each language domain and at each language proficiency level. All assessments are scored in real-time and provide instant feedback. The ELPAC Speaking items are automatically scored using advanced Al. Here are examples of the formative assessments in Reading, Writing, and Language Skills, while the next page provides visuals of examples of some of the Listening and Speaking formative assessment practice quizzes.

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ELPAC WRITING SKILLS PRACTICE	Quu 1	Quu 3	Quer 3	Quiz 4	Avg	Level	Leck/ Unleck
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Teachers have access to many reports including progress monitoring reports as highlighted below:





 The platform should provide grade sync capabilities to automatically score and sync with the District's Learning Management System/Schoology.

Summit K12 automatically scored all Listening, Speaking, and Reading Items. Some Writing items require teachers to score using the embedded ELPAC Writing rubrics. We have integrated to most major LMS and SIS platforms. We simply arrange a call with the LAUSD District IT integration team and define the data the district wants for us to export. We then perform some validation tests and acceptance testing with the district before setting the sync schedule.

Summit K12's platform is compatible with all major technology platforms and browsers including PCs, Chromebooks, Macbooks, iPads, Android tablets, Chrome, Edge, Safari, and Mozilla.

The platform should provide teachers with insights on using the formative assessment and dynamic media features to inform instructional next steps and student outcomes.

Summit K12 provide teachers with access to dozens of reports providing them with insights into all of the formative, summative, and progress monitoring assessments across all four language domains (Listening, Speaking, Reading, and Writing). The screenshots on the following pages show some examples of the reports available to teachers.

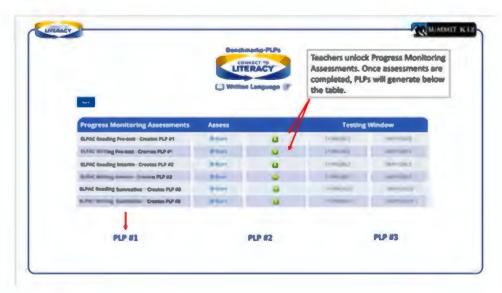


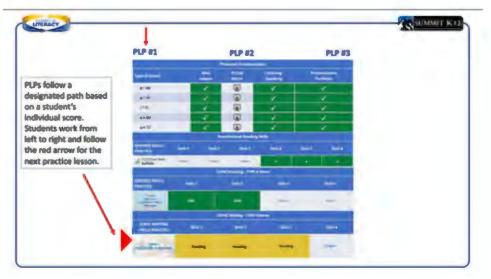
Language Skill reports examples:

INTERACY		CA-CCSS CONNECT TO LITERACY		SUMMIT
Davidances	a m. 100 m -	To Congrego Stills	P Grade	
Student Standard	d grammar and usage Ve	rbs Nouns Adjectives Ad	Iverbs Prepositions and	nd prepositional phrases
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and the second se				
Desertined				
UTERACY Teachers view Pretest, Summative Assessmen students. PLP progress	nt scores for their is also shown.	Benchmarks-PLPs CONNECT TO LITERACY		SUMMIT
Teachers view Pretest, Summative Assessmen	nt scores for their is also shown.	CONNECT TO		SUMME
Teachers view Pretest, Summative Assessmen students. PLP progress	at scores for their is also shown.		#2 Progress W LS W// R V	
Teachers view Pretest, Summative Assessmen students. PLP progress	at scores for their is also shown.	CONNECT TO LITERACY		

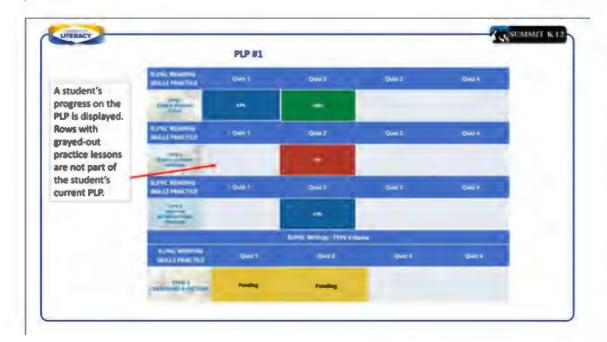
• Within the platform interactive, lessons can be teacher-led and educators can also assign them for students to complete independently as needed.

Summit K12's Connect to Literacy English Language Development (ELD) Courses are designed for <u>both</u> teacher-led <u>and</u> student independent work. Teachers can follow their own plans or our included pacing guides. They can also choose to administer the Listening-Speaking Progress Monitoring Benchmarks, which generate Personalized, Adaptive Learning Plans (PLPs) for each student. The PLPs automatically adapt to each English learner's second-language acquisition support needs.





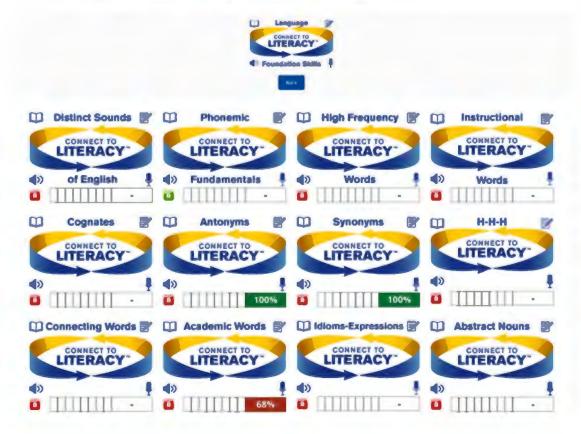
Teachers view P and Summative scores for their progress is also	Assessment students. PLP				
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Describe improvement/ product modifications and how they enhance the interactive experience

Summit K12's product development is continually improving the product features to support the needs of English Learners and their teachers. Some of the many innovations we have introduced include:

- Al autoscored ELPAC Speaking items
- Embedded, interactive ELPAC and Smarter Balanced Writing Rubrics
- Lesson Model Videos for all ELPAC Item types
- Model Exemplars for all Speaking and Writing Items
- Virtual Mirror to help students master their phonemic sounds
- Pronunciation Perfector[™] which helps English Learners with their pronunciations
- Academic Vocabulary Mastery
- Personalized Learning Plans unique to each English Learner
- Language Foundation Skills section of the course:



- 2. Teacher Tools
- Interactive teacher tools will allow teachers to create assignments, modify pre-made lessons, and create new lessons as applicable.

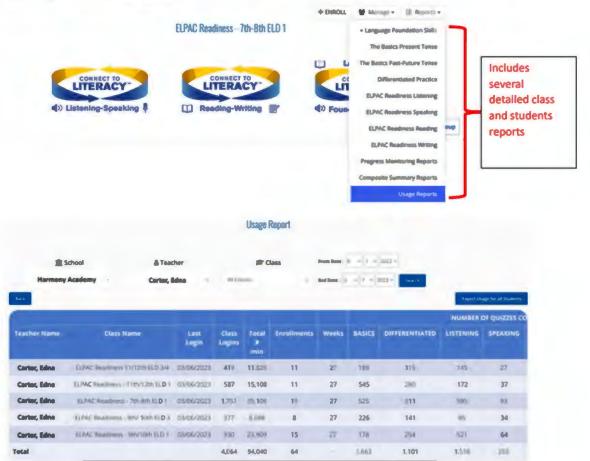
This was answered on page 23

- The platform should provide teachers with the ability to include formative assessment in lessons, such as quizzes, polls, etc. as well as the ability to monitor assessment completion and results in real-time.
 - o This was answered on page 27

3. Reporting

 Describe your reporting features and how it provides usage, level/skills data and if applicable next steps for educators.

The Summit K12 English Language Development platform includes comprehensive reports for teachers including class and student level reports, while also providing reporting dashboards for School and District Administrators. Some Screenshots of some of the more frequently used reports follow:



		Converto		
E School Harmony Academy	Class 1	Cred Language P	IIP Grade	B Report
Student Name	Pre-test	PLP #1 Progress	Interim PLP #2	Progress 50
Student Wante	L S B1	B2 DP-S DP-L L S	L S B1 B2 DP-S	DP-L L S
uarez, Angel	2 2.48 🗸	✓ ✓	2.72 2.88	11
Montes Sanchez, Aldan	1.44 0.68 🖌	1	1.64 0.84 🗸 🗸 🗸	1
Mintes Sanchez, Railan	1.64 1.2 🗸		1.28	
Pacheco, Mckeyla	2.72 1.68		236 22 🗸 🗸 🗸	V V
Paraz Estas	1.08 0 🗸	V V	1.44 0 🗸 🗸	1
Quintero, Andres	1.08 0.52 🗸	11	2 2.36 🗸 🖌	1 1
amires benia	3.28 1.88	√ √ √ 2.73 √		
Dam ret Guerrern Omar	2 92 9 92		144 100 /	1

Class Progress Monitoring for Oral and Written Language Development

	LISTE	NING	SPEA	KING	READ	HING	WRIT	TING	COMP	OSITE
Student Name	Average	LEVEL								
Hanbuntrong Redriguez, Christopher	2.24	Level 2	1.84	Level 2	2.55	Level 3	2.05	Level 2	2.17	Level 2
Juarez, Angel	3.33	Level 3	2.65	Level 3			3.05	Level 3	N/A	
Montes Sanchez, Aldan									1916	
Montes Sanchez, Aodan									N/A	
Pacheco, Mickeyla	3.65	Level 4	3.51	Level 4			3.76	Level 4	-	
Perez, Ester									N/A	
Quincero, Andres	2.45	Level 2	1.91	Level 2			2.25	Level 2	144	
Ramirez, Dania	2.28	Level 2	1.65	Level 2			2.40	Level 2	N/A	

04.	dent: Rodrig	uez Ximena	Student	E: 14719	54 Date:	03/07/23	
						03/0//23	
Summit K12 Usern	ame: x.rodri	g@district.org	School: L/		AR MIDDLE		
	English Lan	guage Develop	ment (ELD) Pro	ogress Moi	nitoring Ass	essments	
ELD Assessment	Test Date	Listening	Speaking	Reading	Writing	Composite	PLD
Pre Test	10/06/22	4	3.01	3.24	1.6	2.96	Level 3
Interim Test	interim Test 01/10/23 4		3.04	2.67	2	2.93	Level 3
Summative Test	02/07/23	3.26	2.19	2.67	0.44	2.14	Level 2
	English L	anguage Deve	opment (ELD)	Year to Da	ite (YTD) Su	mmary	
Course Section			-	Reading		Composite	PLD
Weekly Practice S	ets 02/16/2	3 2.48	3.38	2.94	0.25	2.26	Lovel 2
	English Langu	age Proficienc	y Standards M	astery - fro	m the latest	Benchmark	
C							100-001-0-00
v.	urse Section		Listening	Sp	eaking	Reading	Witting
All ELD A	tivities and Sect		86**		eaking	Roading 63%	20%
All ELD A summit K12 Conne # Login YTD # Minutes YTD	ot to Literacy U 106 2,356	Isage Summary	86**				-
All ELD A summit K12 Conne # Login YTD # Minutes YTD	et to Literacy U 106 2,356	Isage Summary	86**			63%	-
All ELD Ad summit K12 Conne # Login YTD # Minutes YTD summit K12 Comp	ctivities and Sect to Literacy U 106 2,356 leted Language tt	Isage Summary	86% . Y	onent	46%	63%	-
All ELD A Summit K12 Conne # Login YTD # Minutes YTD Summit K12 Comp Course Componer	et to Literacy U 106 2,356 eted Language at	Activities & Activities	86%	onent ng	46%	63%	-
All ELD Ad summit K12 Conne # Login YTD # Minutes YTD summit K12 Comp Course Componen BASICS Present-te	et to Literacy U 106 2,356 eted Language at re tense	Activities # Activities 24	86% Y Course Compo ELPAC Listeni	onent ng ng	46% Course & Ac 45	63%	-
All ELD Ad Summit K12 Conne # Login YTD # Minutes YTD Summit K12 Comp Course Componen BASICS Present-to BASICS Past-Futu	et to Literacy L 106 2,356 leted Language at inse re tense ttce Listening	Activities # Activities 24 18	86% Y Course Compo ELPAC Listeni EPLAC Speaki	onent ng ng	46%. Course # Ac 45 32	63%	-
All ELD Ad summit K12 Conne # Login YTD # Minutes YTD Summit K12 Comp Course Componer BASICS Present-to BASICS Past-Futu Differentiated Prace	ettivities and Sect of to Literacy U 106 2,356 leted Language it inse re tense stice Listening stice Speeking	Activities # Activities 24 18 13	86% Y Course Compo ELPAC Listeni EPLAC Speaki ELPAC Readin	onent ng ng yg	46%. Course # Ac 45 32 55	63%	-
All ELD Ad summit K12 Conne # Login YTD # Minutes YTD summit K12 Comp Course Componer BASICS Present-to BASICS Past-Futu Differentiated Prace Differentiated Prace	tivities and Sect of to Literacy U 106 2,356 eted Language at retense tice Listening tice Speaking Grammar Skills	Activities # Activities 24 18 13 31 3	86% Y Course Compo ELPAC Listeni EPLAC Speaki ELPAC Readin ELPAC Writing	onent ng ng g j ndations	46%. Course # Ac 45 32 55 19	63%	Writing 20%
All ELD Ad summit K12 Conner # Login YTD # Minutes YTD Summit K12 Comp Course Componer BASICS Present-to BASICS Present-to BASICS Past-Futu Differentiated Prace CA-CC88 Editing/	ettivities and Sect et to Literacy U 106 2,356 eted Language et tese re tense stice Listening stice Speaking arammar Skills	Activities # Activities # Activities 24 18 13 31 31 3 2 Parer	86% Y Course Compo ELPAC Listeni EPLAC Speaki ELPAC Readin ELPAC Writing Language Fou	onent ng ng g j ndations	46%. Course # Ac 45 32 55 19	63%	-

Individual Student ELD Progress Report

- Provide examples/evidence of usage and impact data in your work with other districts and, if applicable with LAUSD.
 - This was answered on pages 1-2, 9-11 above
- The platform should provide grade sync capabilities to automatically score and sync with the District's Learning Management System/Schoology.
 - This was answered on page 31 above
- Professional Development and Family Resources
 - Describe the professional Development and support provided/available to ensure the successful implementation of your digital tools in support of maximized usage and impact for LAUSD
 - Summit K12's Professional Development and Support includes the following:
 - District Leadership Strategic Project Planning Session and Goal Setting
 - Set ELPI Growth Goals for each school and the district
 Set Reclassification Goals for the district
 - District IT meeting to discuss rostering, SSO, and Schoology integration
 - Rostering of Teachers and Students and start of nightly sync
 - Training of District Lead ESL Coordinators and Specialists
 - · Teacher and instructional coach on-site initial in-service training
 - Virtual and on-site teacher coaching sessions during PLCs (year-round)
 - · Year-round support via email, phone, and web meetings
 - o support@summitk12.com
 - o 844-331-4737
 - District Admin Dashboard meetings 2x per year to review data, reports, and dashboard analytics to drive instruction
 - District Administrator year-end review of ELPAC scores, discuss lessons learned, and make adjustments for the next school year.
 - School Amin Dashboard meetings 2x per year to review data, reports, and dashboard analytics to help prioritize school level use of the program
 - Ongoing Usage monitoring to identify lower usage schools or teachers in order to provide additional support to ensure all teachers are using with fidelity

Describe the student and family resources described will enhance implementation/usage

Summit K12's student and family resources include:

Parent Letters and Parent Access

Querido Padre,

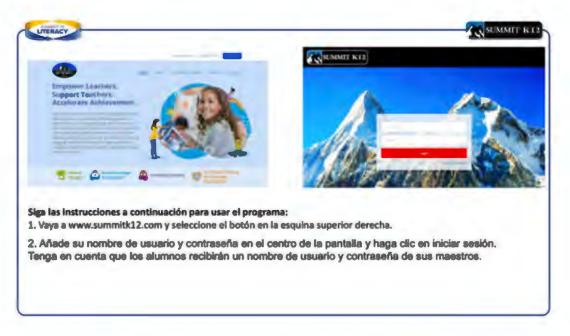
Nuestra escuela ahora tiene accesso a un gran recurso para ayudar a nuestros alumnos a mejorar sus habilidades de comprensión auditiva, oral, de vocabulario y de desarrollo del idioma inglés. El distrito escolar ha comprado licencias para un programa basado en la web que se llama Summit K12, que es accesible para los alumnos desde la escuela y también desde el hogar. Si tiene acceso al Internet, su hijo puede acceder a Summit K12 desde su hogar y la escuela para desarrollar las habilidades lingüísticas fundametales, ampliar su vocabulario y conocimientos del contenido, mejorar sus habilidades de comprensión auditiva y oral, al tiempo que se prepara para la evaluación anual de ELPAC.

La hoja adjunta proporciona una descripción general del programa. Estamos entusiasmados con los beneficios potenciales que este programa puede brindar a nuestros alumnos, y que aproveche esta oportunidad para que su hijo use Summit K12 desde su hogar. Su hijo recibió el login de sesión para el curso de Summit K12.

Por favor háganos saber si tiene o necesita ayuda para acceder al curso on-line.



El Director



- Student ELD Summary reports as highlighted on page 37
- Newcomer Lessons in their first language as highlighted on page 3.

Table B - Sample File of Data Items

Example of data items with corresponding descriptions.

The following usage data information is requested for all products. All marked with (*) are required. Please set up a meeting with the LAUSD team for a waikthrough of this template.

This is a unique value to identify the vendor in LAUSD Tables	Product in LAUSD	Should be lausd student ID, Teacher ID or Email	LAUSD Location Code, or cost center code	Identifier for the type of device that was used to access platform		Browser Type		IP Address (used by District to identify internal firewall versus "at home" logins)					Duration	Assignment Score Grade	Standard
Tables	100103	0001033	User School Id	access platform	Cansong Tozo	Dioliser type	Browser	loginaj					Doration	Cildoc	uouressee
Partner ID*	Product ID*	User ID (Lausd)*	(LAUSD)	Device Type*	Device Version	Browser Type*	Version*	IP	Activity Type*	Activity Action type	Activity ID	Time STMP*			
	Your Product Name	first.last@mymail.lausd.ne	t	Iphone		Safari	90.2	100.xxx.x.x	Assignment	Submit	Assignment ID	06/12/2020 12:12:34 PST			
	Your Product Name	first.last@mymail.lausd.ne	t	Laptop		Chrome	80		Course	Create	Course ID				
	Your Product Name	first.last@mymail.lausd.ne	t	Laptop		Chrome	80		Login	Update	Section ID				
	Your Product Name	first.last@mymail.lausd.ne	t	Laptop		Chrome	80		Logout	View					
	Your Product Name	first.last@mymail.lausd.ne	t	Laptop		Chrome	80		Section	Complete					
	Your Product Name	first.last@mymail.lausd.ne	t	Laptop		Chrome	80		Lessons						
	Your Product Name	first.last@mymail.lausd.ne	t	Laptop		Chrome	80		General Activity						
	Your Product Name	first.last@mymail.lausd.ne	t	chromebook		Chrome	80		Assignment	Update					
	Your Product Name	first.last@mymail.lausd.ne	t	chromebook		Chrome	80		Assessment	Start					
									Assessment	End					
			1	1											
			1												
	1			İ	İ				İ	1		1	İ		

END OF STATEMENT OF WORK

Summit K12 Holdings, Inc. Category I, II 107

Agreement No.: 4400011563

SCHEDULE B

CONTRACTOR'S RATES

Unit	Price	
Annual by school or per student (include detail on discounts provided)	\$29.85/student/yr	
ement (include detail on discounts provided) omization and Integration Unit Cost (include detail on discounts provided)		
Number of participants Frequency/Duration Presentation Mode (In-person/Virtual/Hybrid) (include detail on discounts and/or rebates applied as applicable)	25 teachers/PD session Initial Training \$2,995/day Coaching Sessions - Virtual \$350.00/1-Hour Session In-person,virtual and hybrid	
One time and annual costs (include detail on discounts provided)	\$250.00/school/yr	
Itemize (include detail on discounts provided)	\$50.00/teacher/yr	
nts, 10,000 ESL teachers, 1,000 schools, 100 PD	**\$6,694,000/yr	
	Annual by school or per student (include detail on discounts provided) Unit Cost (include detail on discounts provided) Number of participants Frequency/Duration Presentation Mode (In-person/Virtual/Hybrid) (include detail on discounts and/or rebates applied as applicable) One time and annual costs (include detail on discounts provided) Itemize (include detail on discounts provided)	

days/ 500 coaching sessions

Note:

Implementation and Monitoring are discounted 30% from the \$350/school rate. Other costs - teacher licenses are discounted 47% from the \$95/teacher rate.

Other discounts available:

- A 2-year upfront commitment = 5% off of the licenses
- A 3-year upfront commitment = 10% off of the licenses
- · A 5-year upfront commitment = 20% off of the licenses

Subscription License Agreement		Amount	
Annual per student (26-4,999)	\$	29.85	
Annual per student (5,000-24,999)	\$	29.35	
Annual per student (25,000-49,999)	\$	28.85	
Annual per student (50,000+)	\$	27.85	

SCHEDULE A

STATEMENT OF WORK

1.0 SCOPE

This Statement of Work (SOW) defines the effort required for the administration and reporting of the Los Angeles Unified School District (Los Angeles Unified) digital instructional tools/platform. Schools will be able to implement one of the following digital tools to support concept development, skills mastery and problem solving skills of students in grades K-12.

Digital tools/platforms as outlined below:

• Category IV - Specialized Digital Learning Tool

2.0 STATEMENT OF WORK – The tasks required to successfully administer digital tools/platforms:

A. Properties of instructional tools should include:

- UNIVERSAL DESIGN: Platform must be designed so that materials function as intended for as many students as possible
- CONTENT: Platform design and materials should be developmentally appropriate and support standards-aligned learning
- ACCESSIBILITY: Items and tasks are presented with additional information or in alternative ways, in order to meet the specific needs of some students.
- SENSITIVITY: Content contained should not be distracting or upsetting for some students.
- O CULTURAL AND LINGUISTIC RESPONSIVENESS: Digital tools must consider the cultural and linguistic diversity of the students in Los Angeles and should contain culturally and linguistically responsive materials that are appropriate for meeting the needs of all students (English Learner (EL), Standard English Learner (SEL), Student with Disabilities (SWD), etc.)
- International Society for Technology in Education (ISTE): Standards is a framework for learning in-depth, digital age skills and attributes with learning that is amplified through technology
 - O ISTE Standards for Students and/or
 - O ISTE Standards for Educators

B. The proposer's online platform must receive an approved LAUSD Unified Digital Instructional Procurement Plan (UDIPP) prior to contract execution. Proposer will not be authorized to provide any services unless proposer's LAUSD UDIPP application has been approved. The latest version of LAUSD UDIPP requirements must be met along with updated requirements released. The vendor shall monitor UDIPP approval expiration and complete renewal applications in a timely manner

Proposer must meet the LAUSD UDIPP requirements regarding SSO and SAML, Student Data Privacy, Data Security and LMS Compatibility. Determination as to whether a proposer meets those minimum qualifications will be based on their responses to the Unified Digital Instructional Procurement Plan Questionnaire, which can be found at <u>udipp.lausd.net</u>.

C. The effective, efficient, and timely completion of all tasks and requests is critical to the successful implementation of the digital tool.

CATEGORY IV: SPECIALIZED DIGITAL LEARNING TOOL

Specialized digital learning tools provide teachers and students with supplemental tools that will enhance the learning experience and are utilized for a specific purpose. The purpose of the tool should be connected to a specific usage and content area. Tools can fall into categories such as:

- Video conferencing
- Document annotation
- Digital recording and screencasting
- Electronic Reference materials
- Music Production
- Graphic Design
- Photography
- Digital Storytelling
- Film production/editing
- Research
- Science labs
- Presentation
- 3D Design and printing
- Augmented Reality
- Virtual Reality
- XR (Extended Reality: Augmented Reality and Virtual Reality, and Mixed Reality Combined)
- Artificial Intelligence & Machine Learning
- Generative Text
- Communication
- Survey Tools
- Homework Help
- Assessment Tools
- Simulations
- Game-Based Learning
- esports

FEATURES ACROSS ALL DIGITAL TOOL CATEGORIES

MATERIAL FOR EDUCATORS

Digital Tool materials shall include:

- The digital activities and games should be standards aligned, can be used flexibly for various blended learning models or as an extra enhancement for core instruction.
- Teachers should be able to place any student at any spot in the curriculum to enhance the work on specific content the class is learning via their core curriculum.
- Should include digital manipulatives, when applicable, to support students with problem solving and sense making.
- Embedded formative assessments which provide instant feedback for the students, including pre and post assessments, progress monitoring, and standardized test preparation.
- The platform shall support access through on-line connections via operating systems commonly found on MacBooks, iPads, Chromebooks, Personal Computers (desktops/laptops), Interactive Smart Boards and Interactive Projectors. The digital curriculum must be compatible with these devices. Digital tools must meet the minimum operating specifications as follows:
 - iOS 13 and higher for iPads
 - Windows 10 OS and higher for laptops and PCs
 - MacOS 11 and higher for Macbooks
- Platform should include data reporting to address the following:
 - Individual student progress and completion of activities/games
 - Teacher/Classroom report on student progress on standards and completion of activities/games
 - School Administrators, District and Region level administrators and coordinators have access to the platform analytics through the LAUSD single sign-on

PROFESSIONAL DEVELOPMENT

Teachers and administrators shall be provided with initial in-person or on-line training which will provide an overview of the digital tool program and training on how to access, navigate, and utilize both print and digital materials. Training will also support teachers with best practices in terms of blended learning models and use of the digital tool to enhance their core curriculum and provide intervention/enrichment for students with the goal of differentiating and personalizing instruction. Teachers will receive training and support in utilizing assessment data to make instructional decisions.

Teachers and administrators shall be provided follow-up implementation support training and ongoing coaching support shall be made available in-person and/or virtually. This ongoing support will deepen teachers and administrators strategic use of the digital tool and support schools with bringing in parents/caregivers as equal partners in teaching and learning but with at-home connections.

Professional development for school site leadership and district leadership shall include quarterly data charts around completion of lessons/activities/games by grade level and students and whether recommended usage goals are being met in alignment with the research supporting the use of the digital tool.

Services must include on-going digital support for questions that arise regarding access, functionality and usage.

MATERIAL FOR FAMILIES

The supplemental digital tool shall include resources that parents may access from home, including asynchronous lessons/activities/games and videos. These will include modeling of activities and games, as well as additional resources that will increase family engagement, enhance classroom learning, and reduce learning loss. The videos and resources shall take advantage of digital and mobile technology and will be used to build instructional supports between families and their school. Families will also be provided with multiple opportunities to attend webinars which will provide tools and resources to support their child's numeracy development in the home.

3.0 SECURITY OF ALL MATERIALS AND DATA

The Contractor shall obtain a completed and completely approved LAUSD Unified Digital Instructional Procurement Plan (UDIPP) and adhere to the security requirements therein. **Contractor will not be authorized to work on any services unless contractor's LAUSD UDIPP application has been approved.**

4.0 DATA COLLECTION

The Contractor shall collect enrollment, student and other data transfers necessary through a mutually agreed upon data transfer process with L.A. Unified Office of Data Accountability.

5.0 DATA ANALYSES

The Contractor shall provide usage and achievement data as applicable to the platform in a format that is integrated with LAUSD data systems. An automated data feed at regular intervals using the SFTP transfer process will be required per LAUSD specifications.

6.0 TECHNICAL SUPPORT

- 6.1 The Contractor shall provide a help desk for customer support for L.A. Unified schools and staff. The Help Desk shall offer phone customer support, online chat boxes and chat rooms.
- 6.2 In addition to chat based support and online service tickets, the Contractor shall provide tiered support that includes a toll-free telephone number that will lead to a "live" person for technical support questions between 7:30 a.m. and 4:30 p.m. Pacific time Monday through Friday.
- 6.3 The Contractor shall provide resolution to the following within the time frames specified:

- A. Resolution to all problems logged with technical support within the next business day
- B. Resolution to all high priority calls logged with technical support within 4 hours
- C. High priority treatment for any problems logged that cannot be resolved within the above time frame. These problems shall be resolved by providing resources for timely follow-up
- 6.4 The Contractor shall maintain a service log and provide to Los Angeles Unified upon request and during regular implementation meetings. The log shall include technical support requests with a description of how the matters have been resolved.
- 6.5 The Contractor's support processes shall be aligned with the District's IT helpdesk and other support providers to the District. The District's IT helpdesk currently uses Service Center from Remedy. Where applicable, this method of providing and maintaining support shall be used.
- 6.6 The Contractor's platform must work with comparable effectiveness with all common internet browsers and computer makes.

7.0 DATA MANAGEMENT

- A. Usage and/or achievement related to the digital tool is to be hosted on the Contractor's cloud-based server(s) as designated and approved by L.A. Unified, covers the data produced by the full range of activities. Data management must comply with Data Use Agreement provisions in the approved L.A. Unified UDIPP.
- B. These data shall be available via web pages, secure file transfer protocol (SFTP), and restricted and secure user logons. The secure user logons of any server housing any District information shall authenticate against an LDAP V3 compliant user Directory housed on the District's network. User account authorization provisioning shall occur within the Contractor provided application(s). Availability shall be encrypted at the discretion of the L.A. Unified commensurate to the confidentiality of the information hosted on the system. Any student level data shall be maintained in a secure and confidential manner as outlined in the L.A. Unified UDIPP. Notwithstanding any of the above specifications, the security of all confidential data shall meet all District standards and policies outlined in the UDIPP.
- C. Access to the data web pages and usage and/or achievement data must be provided for long-term substitutes on a temporary basis when requested by the school's principal or representative.

8.0 TRAINING

The Contractor shall provide training to LAUSD staff based on a professional development plan created with district staff. Professional development shall include initial training in-person and/or virtual, follow up training and support and office hours.

9.0 PROJECT MANAGEMENT

9.1 IMPLEMENTATION AND TRAINING PLAN

The contractor shall work collaboratively with the District to develop an implementation plan that includes data integration, professional development and regular review of usage and achievement data.

9.2 MINUTES AND RECORDS

The Contractor shall take minutes and record the list of participants from all meetings, including, but not limited to, management meetings and any technical advisory groups. If any work tasks are outlined in the minutes, the person(s) responsible for these tasks and the target completion dates must be identified in the minutes as well. Within two (2) weeks after each meeting (or such other time designated by the District), the Contractor shall maintain and submit to the District, all minutes and records in writing and/or electronically for review and final approval.

9.3 MONITORING ACTIVITIES

To be successful, this project requires an effective management team.

- 9.3.1 The Contractor must provide a designated Project Manager and technical support coordinator. If subcontractors are used, a Project Coordinator must be designated for each subcontractor. The professional qualifications of the team members shall be appropriate to ensure the overall success of implementation.
- 9.3.2 The Contractor's Project Manager shall communicate, either in person or by telephone, with designated District staff, on a weekly basis, as needed and scheduled by the District, to review progress and performance. The review criteria will include, but not be limited to, problems encountered under the contract, future performance under the contract, and any other subject relating to completion of tasks under this contract.
- 9.3.3 The Contractor shall prepare monthly and annual impact reports with usage and achievement data by school, region and district. The reports shall be submitted to the District and reviewed during regular implementation meetings.

L.A. Unified reserves the right to use and reproduce all reports, summaries, and data reports developed pursuant to this agreement.

10.0 DATA EXPORT IMPORT REQUIREMENTS

Requirements for Data Export were derived from the following artifacts:

- Table A Data Export Requirements
- Table B Sample File of Data Items

Contractor agrees to meet all of the stated requirements in the aforementioned exhibits that explicitly pertain to the Data Export Requirements.

The Creighton Group, Inc.57Agreement No.: 4400011568Category IV5757

Acceptance Criteria

The acceptance criteria that will constitute conformity with LAUSD's stated business requirements are as follows:

Table A - Data Export Requirements

1	Data is received nightly or streamed, if applicable. Time of day to be agreed upon at a later time			
2	Data is delivered via SFTP/Control M or API and is encrypted in transmittal.			
3	Data is produced with 1 file with users, courses, and "activities", and academic growth.			
4	Data will contain a district unique identifier such as LAUSD Email, Employee ID or Student ID.			
5	Data will contain a district unique identifier for each school location (School Code).			
6	Activity data may include assessment results, messages sent, resources created, coursework including external/resource links utilized, assignments, files uploaded, submissions, and other activities of the instructional tool as applicable			
7	Data must include all elements to allow LA Unified to create the following report for teachers and students: Unique logins/clicks per (timeframe)			
8	Data must include all elements to allow LA Unified to create the following report for teachers and students: Overall logins/clicks per (timeframe)			
9	Data must include all elements to allow LA Unified to create the following report for teachers and students: Activities (as defined by vendor)			
10	Data must include all elements to allow LA Unified to create the following report for teachers and students Time Spent on Platform			
11	 Device Usage Type of Device Used (mobile Browser) IP Address (used by District to identify internal firewall versus "at home" logins) 			

11.0 APPROVED PRODUCTS

Category IV - Specialized Digital Tool

1. Guided Compass

12.0 PLATFORM FUNCTIONALITY

Guided Compass-LAUSD Platform Functionality

Student Portal:

- Ability to take courses that use Generative Artificial Intelligence (G.A.I.) to engage students and guide student learning; ability to complete surveys, quizzes, and assignments as part of courses.
- Ability to take pre-packaged courses for career exploration, career & financial planning, career preparation, career training, and entrepreneurship that uses G.A.I. to personalize learning and deliverables; activities include development of "career documents", completing mock interviews/internships, and evaluating business ideas.
- Ability to add, edit, delete, and import profile information into "career documents": including resumes, cover letters, career plans, financial plans, business plans, mock interviews, and custom work assignments.
- If enabled by educator(s), the ability to use G.A.I. to automatically generate "career documents" based on profile information and other inputs.
- If enabled by educator(s), the ability to use G.A.I. to receive personalized recommendations / resources based on career assessment results, SMART goals, career paths of interest, employers of interest, and work opportunities of interest.
- Ability to add, edit, and delete educational credentials, certificates, projects, experience, extracurriculars, and other basic information.
- Ability to take and edit interest, skill, personality, value, and work preference career assessments; ability to see and learn about your results; ability to view your matches to classmates, career paths, employers, and work opportunities based on those results.
- Ability to receive competency endorsements from teachers, counselors, and parents.
- Ability to apply to a common app for internships and project-based learning opportunities, which educators/coordinators can use for evaluating who to refer.
- Ability to view, search, filter, match to, and apply to internally posted work-based learning events (e.g., project exhibitions, networking, workshops, job shadows, career fairs), project-based learning opportunities, and work opportunities.
- Ability to add SMART goals and collect feedback from educators and parents.
- Ability to log advising sessions with counselors (e.g., mock interviews, advising sessions, etc...).
- Ability to add, view, and remove all "favorited" career paths, employers, courses, events, projects, people, and work opportunities.
- Ability to switch to "Work Mode" during internships, apprenticeships, or employment programs to submit weekly timesheets to educators/coordinators; ability to provide feedback on how things are going each week as part of those timesheets; ability to view assignments created by educators and submit projects to those assignments.

- Ability to view, search, filter, match to, and favorite default and custom career pathways; Ability to view career pathway information such as videos; ability to adopt career pathway into a SMART goal.
- Ability to use the financial planner to compare and contrast different career paths in terms of their projected income, expenses, assets, and liabilities over different time periods and scenarios.
- Ability to view labor market trends, including highest paid occupations, fastest growing industries, and much more.
- Ability to view and favorite employer profiles, including watching videos.
- Ability to send and receive messages to fellow students and educators.
- Ability to receive in-app notifications and email notifications for key events like applying for work opportunities, receiving a message, receiving a suggestion for a goal, receiving feedback on their application, etc...
- Ability to view classmates' career assessment results, goals, and projects if the user allows that information to be viewable by classmates.
- Ability to create a "ticket" to ask a question, suggest a feature, or flag a bug.

Educator Portal:

- Ability to use Generative Artificial Intelligence (G.A.I.) to automatically generate drafts of lesson plans; ability to import lesson plans into courses.
- Ability to create, edit, and delete courses; courses may include sequential prompts that allow students to learn from G.A.I. in a personalized way; ability to add, edit, and delete lesson modules, surveys, quizzes, and/or assignments.
- Ability to import, edit, and assign pre-packaged courses for career exploration, career & financial planning, career preparation, career training, and entrepreneurship that uses G.A.I.
- Ability to use G.A.I. to automatically grade, edit, and provide feedback for student submissions and "career documents", including resumes, cover letters, career plans, financial plans, business plans, mock interviews, and custom work assignments.
- Ability to use G.A.I. to automatically generate drafts of letters of recommendation for students based on their profile.
- Ability to enable or disable students' ability to use G.A.I. when generating "career documents".
- Ability to enable or disable students' ability to use G.A.I. when seeking recommendations/resources based on their career assessment results, SMART goals, career paths of interest, employers of interest, and work opportunities of interest.
- Ability to add, edit, and delete events, projects, and work opportunities; including common apps for work opportunities.
- Ability to view project submissions for project postings, grade them, and comment on them.

- Ability to view RSVPs to events, convert RSVPs to attendees, and "pass" attendees if they are being graded.
- Ability to add, edit, and delete "placements" (into work opportunities).
- Ability to add, edit, and delete pathways.
- Ability to view full student profiles, including their activities, messages, career assessments, coursework, goals, projects, and more; ability to add case notes for each profile.
- Ability to log advising meetings with students (e.g., resume review, mock interview).
- Ability to create groups for students, educators, or both.
- Ability to create, edit, and delete timesheets from both a student and employer perspective.
- Ability to receive in-app and email notifications for key events (e.g., project submissions, quiz submissions, etc...).
- Ability to send and receive in-app messages.
- Ability to edit your basic profile information (e.g., name, title, etc...).
- Ability to export 25+ pre-formatted reports and custom reports into CSV files, including coursework, student submissions, and grades.
- Ability to submit tickets to Guided Compass, which includes questions, feature requests, or bugs; ability to manage assigned tickets.

Administrator Portal:

- Ability to view a customized dashboard of key metrics and outcomes related to college, career, and military readiness; ability to see each student's progress, accomplishments, and outcomes.
- Ability to use Generative Artificial Intelligence (G.A.I.) to automatically generate drafts of lesson plans.
- Ability to create, edit, and delete courses; courses may include sequential prompts that allow students to learn from G.A.I. in a personalized way; ability to add, edit, and delete lesson modules, surveys, quizzes, and/or assignments.
- Ability to import, edit, and assign pre-packaged courses for career exploration, career & financial planning, career preparation, career training, and entrepreneurship that uses G.A.I.
- Ability to use G.A.I. to automatically grade, edit, and provide feedback for student submissions and "career documents", including resumes, cover letters, career plans, financial plans, business plans, mock interviews, and custom work assignments.
- Ability to use G.A.I. to automatically generate drafts of letters of recommendation for students based on their profile.
- Ability to enable or disable students' ability to use G.A.I. when generating "career documents".

- Ability to enable or disable students' ability to use G.A.I. when seeking recommendations/resources based on their career assessment results, SMART goals, career paths of interest, employers of interest, and work opportunities of interest.
- Ability to add, edit, and delete events, projects, and work opportunities; including common apps for work opportunities.
- Ability to view project submissions for project postings, grade them, and comment on them.
- Ability to view RSVPs to events, convert RSVPs to attendees, and "pass" attendees if they are being graded.
- Ability to add, edit, and delete "placements" (into work opportunities).
- Ability to add, edit, and delete pathways.
- Ability to view full student profiles, including their activities, messages, career assessments, coursework, goals, projects, and more; ability to add case notes for on each profile.
- Ability to log advising meetings with students (e.g., resume review, mock interview).
- Ability to create groups for students, educators, or both.
- Ability to add, edit, and delete custom "benchmarks" that you may attach to postings or pathways that acts a grading rubric for the "target" or ideal candidate; benchmarks tie to a matching algorithm that automatically calculates students' match score to pathways and work postings.
- Ability to view applications, grade applications, and refer them to employers.
- Ability to view and manage all member profiles, including students, educators, mentors, and employers; ability to add case notes for internal reference on each profile.
- Ability to create, edit, and delete timesheets from both a student and employer perspective.
- Ability to receive in-app and email notifications for key events (e.g., project submissions, quiz submissions, etc...).
- Ability to send and receive in-app messages.
- Ability to edit your basic profile information (e.g., name, title, etc...).
- Ability to edit and delete all social posts/comments made by members.
- Ability to export 25+ pre-formatted reports and custom reports into CSV files, including coursework, student submissions, and grades.
- Ability to manage tickets, including changing the status of any individual ticket and viewing outstanding tickets; ability to create a ticket.

Guardian Portal:

- Ability to view their children's profile, including their activities, messages, career assessment results, coursework, goals, projects, "career documents", and more.
- Ability to take career assessments to compare with their children.
- Ability to endorse their children's competencies for a specific career pathway.
- Ability to post to the guardian community, and like/comment on other posts.
- Ability to edit basic profile information (e.g., name, status, etc...).
- Ability to create a "ticket" to ask a question, suggest a feature, or flag a bug.
- Ability to receive email notifications when their children achieve milestone(s).
- Ability to request that their children transfer their account to alumni accounts upon graduation in order to further assist their child's process and allow the program to track outcomes.

Table B - Sample File of Data Items

Example of data items with corresponding descriptions.

The following usage data information is requested for all products. All marked with (*) are required. Please set up a meeting with the LAUSD team for a walkthrough of this template.

LAUSD	This is a unique value to identify the Product in LAUSD	Should be lausd student ID, Teacher ID or Email	LAUSD Location Code, or cost	that was used to			Browser	IP Address (used by District to identify internal firewall versus "at home"						Assignment Score	
Tables	Tables	address	center code User School Id	access platform	Samsung 1023	Browser Type	Version Browser	logins)					Duration	Grade	addressed
Partner ID*	Product ID*	User ID (Lausd)*	(LAUSD)	Device Type*	Device Version	Browser Type*	Version*	IP	Activity Type*	Activity Action type	Activity ID	Time STMP*			
	Your Product Name	first.last@mymail.lausd.ne	t	Iphone		Safari	90.2	100.xxx.x.x	Assignment	Submit	Assignment ID	06/12/2020 12:12:34 PST			
	Your Product Name	first.last@mymail.lausd.ne	t	Laptop		Chrome	80		Course	Create	Course ID				
	Your Product Name	first.last@mymail.lausd.ne	t	Laptop		Chrome	80		Login	Update	Section ID				
	Your Product Name	first.last@mymail.lausd.ne	t	Laptop		Chrome	80		Logout	View					
		first.last@mymail.lausd.ne		Laptop		Chrome	80		Section	Complete					
	Your Product Name	first.last@mymail.lausd.ne	t	Laptop		Chrome	80		Lessons						
		first.last@mymail.lausd.ne		Laptop		Chrome	80		General Activity						
	Your Product Name	first.last@mymail.lausd.ne	t	chromebook		Chrome	08		Assignment	Update					
	Your Product Name	first.last@mymail.lausd.ne	t	chromebook		Chrome	80			Start					
									Assessment	End					
	-														
	+						ł								

END OF STATEMENT OF WORK

The Creighton Group, Inc. Category IV

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Agreement No.: 4400011568

SCHEDULE B

CONTRACTOR'S RATES

The below pricing sheet was adopted from Attachment E of the RFP. A 70% discount has been applied to each of the below rates as compared to low volume purchases.

Category	Unit	Price	Total
Subscription License Agreement*	30,000 students.	\$3 per student per year; 70% discount applied from \$10.	\$90,000
Customization and Integration	Up to 3 integrations free; an hourly rate thereafter. 200 hours of customization in the first year.	\$45 per Hour; 70% discount applied.	\$9,000
Professional Learning (PL)	Once a month, two- hour virtual workshops for up to 300 participants.	\$180 per workshop; 70% discount applied.	\$2,160
Implementation and Monitoring	Weekly availability for meetings and daily customer service.	\$0.3 per student; 70% discount applied.	\$9,000
Other Costs	N/A	N/A	N/A
Total Annual Costs			\$110,160

* Additional student licenses may be added for \$1.50 per student per year, an 85% discount from low volume purchases. This cost includes implementation and monitoring.

Best and Final Offer (BOFA)

In our BOFA, we increased the initial discount from 50% to 70%, we reduced the initial student licenses from 50,000 students to 30,000, and we increased the high-volume discount from 80% to 85%. If student licenses exceed 30,000 annually, additional students may be added for \$1.50 per student per year through additional purchase order(s).

In the case that 50,000 student licenses are still eventually purchased, LAUSD can now utilize the 85% discount at the 30,000-student break point; this reduces the price from \$293,600 to \$140,160 [\$110,160+ (\$1.50 x 20,000 students)], a total of \$153,440 (52%) in savings.

SCHEDULE A

STATEMENT OF WORK

1.0 SCOPE

This Statement of Work (SOW) defines the effort required for the administration and reporting of the Los Angeles Unified School District (Los Angeles Unified) digital instructional tools/platform. Schools will be able to implement one of the following digital tools to support concept development, skills mastery and problem solving skills of students in grades K-12.

Digital tools/platforms as outlined below:

• Category I - Instructional Delivery and Interaction

2.0 STATEMENT OF WORK – The tasks required to successfully administer digital tools/platforms:

A. Properties of instructional tools should include:

- UNIVERSAL DESIGN: Platform must be designed so that materials function as intended for as many students as possible
- CONTENT: Platform design and materials should be developmentally appropriate and support standards-aligned learning
- ACCESSIBILITY: Items and tasks are presented with additional information or in alternative ways, in order to meet the specific needs of some students.
- SENSITIVITY: Content contained should not be distracting or upsetting for some students.
- CULTURAL AND LINGUISTIC RESPONSIVENESS: Digital tools must consider the cultural and linguistic diversity of the students in Los Angeles and should contain culturally and linguistically responsive materials that are appropriate for meeting the needs of all students (English Learner (EL), Standard English Learner (SEL), Student with Disabilities (SWD), etc.)
- International Society for Technology in Education (ISTE): Standards is a framework for learning in-depth, digital age skills and attributes with learning that is amplified through technology
 - <u>ISTE Standards for Students</u> and/or
 - ISTE Standards for Educators

B. The proposer's online platform must receive an approved LAUSD Unified Digital Instructional Procurement Plan (UDIPP) prior to contract execution. Proposer will not be authorized to provide any services unless proposer's LAUSD UDIPP application has been approved. The latest version of LAUSD UDIPP requirements must be met along with updated requirements released. The vendor shall monitor UDIPP approval expiration and complete renewal applications in a timely manner

Proposer must meet the LAUSD UDIPP requirements regarding SSO and SAML, Student Data Privacy, Data Security and LMS Compatibility. Determination as to whether a proposer meets those minimum qualifications will be based on their responses to the Unified Digital Instructional Procurement Plan Questionnaire, which can be found at <u>udipp.lausd.net</u>.

C. The effective, efficient, and timely completion of all tasks and requests is critical to the successful implementation of the digital tool.

CATEGORY I: INSTRUCTIONAL DELIVERY AND INTERACTION

Instructional delivery and interaction tools provide interactive lessons, interactive videos and gamification. Features such as drag and drop, recording, inputting responses, etc. should be developmentally appropriate for age and grade of students, as well as content areas being supported. Interactive teacher tools will allow teachers to create assignments, modify pre-made lessons, and create new lessons as applicable. The platform should provide teachers with the ability to include formative assessment in lessons, such as quizzes, polls, etc. as well as provide the ability to monitor assessment completion and results in real time. The platform should provide grade sync capabilities to automatically score and sync with the District's Learning Management System/Schoology. The platform should provide teachers with insights on using the formative assessment and dynamic media features to inform instructional next steps and student outcomes. Within the platform interactive, lessons can be teacher-led and educators should also be able to assign them for students to complete independently as needed.

They may address multiple content areas or a single content area such as:

- English Language Arts
- Mathematics
- Science
- History/Social Studies
- Social Emotional Learning
- Arts Education
- Physical Education
- English Language Development
- Multiple content areas
- Computer Science Education
- Coding
- Cybersecurity Education
- Digital Citizenship

FEATURES ACROSS ALL DIGITAL TOOL CATEGORIES

MATERIAL FOR EDUCATORS

Digital Tool materials shall include:

- The digital activities and games should be standards aligned, can be used flexibly for various blended learning models or as an extra enhancement for core instruction.
- Teachers should be able to place any student at any spot in the curriculum to enhance the work on specific content the class is learning via their core curriculum.
- Should include digital manipulatives, when applicable, to support students with problem solving and sense making.
- Embedded formative assessments which provide instant feedback for the students, including pre and post assessments, progress monitoring, and standardized test preparation.
- The platform shall support access through on-line connections via operating systems commonly found on MacBooks, iPads, Chromebooks, Personal Computers (desktops/laptops), Interactive Smart Boards and Interactive Projectors. The digital curriculum must be compatible with these devices. Digital tools must meet the minimum operating specifications as follows:
 - iOS 13 and higher for iPads
 - Windows 10 OS and higher for laptops and PCs
 - MacOS 11 and higher for Macbooks
- Platform should include data reporting to address the following:
 - Individual student progress and completion of activities/games
 - Teacher/Classroom report on student progress on standards and completion of activities/games
 - School Administrators, District and Region level administrators and coordinators have access to the platform analytics through the LAUSD single sign-on

PROFESSIONAL DEVELOPMENT

Teachers and administrators shall be provided with initial in-person or on-line training which will provide an overview of the digital tool program and training on how to access, navigate, and utilize both print and digital materials. Training will also support teachers with best practices in terms of blended learning models and use of the digital tool to enhance their core curriculum and provide intervention/enrichment for students with the goal of differentiating and personalizing instruction. Teachers will receive training and support in utilizing assessment data to make instructional decisions.

Teachers and administrators shall be provided follow-up implementation support training and ongoing coaching support shall be made available in-person and/or virtually. This ongoing support will deepen teachers and administrators strategic use of the digital tool and support schools with bringing in parents/caregivers as equal partners in teaching and learning but with at-home connections.

Professional development for school site leadership and district leadership shall include quarterly data charts around completion of lessons/activities/games by grade level and students and whether recommended usage goals are being met in alignment with the research supporting the use of the digital tool.

Services must include on-going digital support for questions that arise regarding access, functionality and usage.

MATERIAL FOR FAMILIES

The supplemental digital tool shall include resources that parents may access from home, including asynchronous lessons/activities/games and videos. These will include modeling of activities and games, as well as additional resources that will increase family engagement, enhance classroom learning, and reduce learning loss. The videos and resources shall take advantage of digital and mobile technology and will be used to build instructional supports between families and their school. Families will also be provided with multiple opportunities to attend webinars which will provide tools and resources to support their child's numeracy development in the home.

3.0 SECURITY OF ALL MATERIALS AND DATA

The Contractor shall obtain a completed and completely approved LAUSD Unified Digital Instructional Procurement Plan (UDIPP) and adhere to the security requirements therein. **Contractor will not be authorized to work on any services unless contractor's LAUSD UDIPP application has been approved.**

4.0 DATA COLLECTION

The Contractor shall collect enrollment, student and other data transfers necessary through a mutually agreed upon data transfer process with L.A. Unified Office of Data Accountability.

5.0 DATA ANALYSES

The Contractor shall provide usage and achievement data as applicable to the platform in a format that is integrated with LAUSD data systems. An automated data feed at regular intervals using the SFTP transfer process will be required per LAUSD specifications.

6.0 TECHNICAL SUPPORT

- 6.1 The Contractor shall provide a help desk for customer support for L.A. Unified schools and staff. The Help Desk shall offer phone customer support, online chat boxes and chat rooms.
- 6.2 In addition to chat based support and online service tickets, the Contractor shall provide tiered support that includes a toll-free telephone number that will lead to a "live" person for technical support questions between 7:30 a.m. and 4:30 p.m. Pacific time Monday through Friday.

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- 6.3 The Contractor shall provide resolution to the following within the time frames specified:
 - A. Resolution to all problems logged with technical support within the next business day
 - B. Resolution to all high priority calls logged with technical support within 4 hours
 - C. High priority treatment for any problems logged that cannot be resolved within the above time frame. These problems shall be resolved by providing resources for timely follow-up
- 6.4 The Contractor shall maintain a service log and provide to Los Angeles Unified upon request and during regular implementation meetings. The log shall include technical support requests with a description of how the matters have been resolved.
- 6.5 The Contractor's support processes shall be aligned with the District's IT helpdesk and other support providers to the District. The District's IT helpdesk currently uses Service Center from Remedy. Where applicable, this method of providing and maintaining support shall be used.
- 6.6 The Contractor's platform must work with comparable effectiveness with all common internet browsers and computer makes.

7.0 DATA MANAGEMENT

- A. Usage and/or achievement related to the digital tool is to be hosted on the Contractor's cloud-based server(s) as designated and approved by L.A. Unified, covers the data produced by the full range of activities. Data management must comply with Data Use Agreement provisions in the approved L.A. Unified UDIPP.
- B. These data shall be available via web pages, secure file transfer protocol (SFTP), and restricted and secure user logons. The secure user logons of any server housing any District information shall authenticate against an LDAP V3 compliant user Directory housed on the District's network. User account authorization provisioning shall occur within the Contractor provided application(s). Availability shall be encrypted at the discretion of the L.A. Unified commensurate to the confidentiality of the information hosted on the system. Any student level data shall be maintained in a secure and confidential manner as outlined in the L.A. Unified UDIPP. Notwithstanding any of the above specifications, the security of all confidential data shall meet all District standards and policies outlined in the UDIPP.
- C. Access to the data web pages and usage and/or achievement data must be provided for long-term substitutes on a temporary basis when requested by the school's principal or representative.

8.0 TRAINING

The Contractor shall provide training to LAUSD staff based on a professional development plan created with district staff. Professional development shall include initial training in-person and/or virtual, follow up training and support and office hours.

9.0 PROJECT MANAGEMENT

9.1 IMPLEMENTATION AND TRAINING PLAN

The contractor shall work collaboratively with the District to develop an implementation plan that includes data integration, professional development and regular review of usage and achievement data.

9.2 MINUTES AND RECORDS

The Contractor shall take minutes and record the list of participants from all meetings, including, but not limited to, management meetings and any technical advisory groups. If any work tasks are outlined in the minutes, the person(s) responsible for these tasks and the target completion dates must be identified in the minutes as well. Within two (2) weeks after each meeting (or such other time designated by the District), the Contractor shall maintain and submit to the District, all minutes and records in writing and/or electronically for review and final approval.

9.3 MONITORING ACTIVITIES

To be successful, this project requires an effective management team.

- 9.3.1 The Contractor must provide a designated Project Manager and technical support coordinator. If subcontractors are used, a Project Coordinator must be designated for each subcontractor. The professional qualifications of the team members shall be appropriate to ensure the overall success of implementation.
- 9.3.2 The Contractor's Project Manager shall communicate, either in person or by telephone, with designated District staff, on a weekly basis, as needed and scheduled by the District, to review progress and performance. The review criteria will include, but not be limited to, problems encountered under the contract, future performance under the contract, and any other subject relating to completion of tasks under this contract.
- 9.3.3 The Contractor shall prepare monthly and annual impact reports with usage and achievement data by school, region and district. The reports shall be submitted to the District and reviewed during regular implementation meetings.

L.A. Unified reserves the right to use and reproduce all reports, summaries, and data reports developed pursuant to this agreement.

10.0 DATA EXPORT IMPORT REQUIREMENTS

Requirements for Data Export were derived from the following artifacts:

- Table A Data Export Requirements
- Table B Sample File of Data Items

Contractor agrees to meet all of the stated requirements in the aforementioned exhibits that explicitly pertain to the Data Export Requirements.

Acceptance Criteria

The acceptance criteria that will constitute conformity with LAUSD's stated business requirements are as follows:

1	Data is received nightly or streamed, if applicable. Time of day to be agreed upon at a later time
2	Data is delivered via SFTP/Control M or API and is encrypted in transmittal.
3	Data is produced with 1 file with users, courses, and "activities", and academic growth.
4	Data will contain a district unique identifier such as LAUSD Email, Employee ID or Student ID.
5	Data will contain a district unique identifier for each school location (School Code).
6	Activity data may include assessment results, messages sent, resources created, coursework including external/resource links utilized, assignments, files uploaded, submissions, and other activities of the instructional tool as applicable
7	Data must include all elements to allow LA Unified to create the following report for teachers and students: Unique logins/clicks per (timeframe)
8	Data must include all elements to allow LA Unified to create the following report for teachers and students: Overall logins/clicks per (timeframe)
9	Data must include all elements to allow LA Unified to create the following report for teachers and students: Activities (as defined by vendor)
10	Data must include all elements to allow LA Unified to create the following report for teachers and students Time Spent on Platform
11	 Device Usage Type of Device Used (mobile Browser) IP Address (used by District to identify internal firewall versus "at home" logins)

11.0 APPROVED PRODUCTS Category I - Instructional Delivery and Interaction

1. Thinking Nation

12.0 PLATFORM FUNCTIONALITY

- 1. Describe how your platform addresses the specific requirements below:
 - a. Includes interactive lessons, interactive videos and gamification as appropriate
 - Students can interact with teachers via the digital chat function. Teachers can
 respond to student questions in real time.
 - Lessons are interactive in the sense that discussion is key to learning and growing empathy for the diverse perspectives of different historical time periods. Students will engage with primary source documents to experience first hand accounts of what happened in a historical context.
 - Features such as drag and drop, recording, inputting responses, etc. that are developmentally appropriate for age and grade of students.
 - There are drag and drop features embedded in the platform. Specifically for vocabulary.
 - Students will type responses to guided questions and support their answers to the weighted multiple choice questions by typing in text boxes. Students will ultimately write a long form essay on the platform as a part of their summative assessment.
 - If students need to copy and paste text from a Google doc to the platform, this
 can be done without altering the essays formatting.
 - Lessons are appropriate for the content areas being supported and alignment to CA content standards is clear.
 - All lessons are CA Common Core aligned. These standards are outlined in the teachers edition of lessons.
 - All lessons are grade level appropriate and cover the necessary content outlined in grade level standards.
 - d. Within the platform interactive, lessons can be teacher-led and educators can also assign them for students to complete independently as needed.
 - Teachers are able to assign students lessons through the digital platform. The platform is well adjusted to synchronous and asynchronous learning environments.
 - Describe improvement/ product modifications and how they enhance the interactive experience.
 - Student portals have materials chunked into different slides so it is easier to digest different historical perspectives, one at a time. This is also similar to the structure of SBAC ELA testing formats.
 - Students can highlight parts of the DBQ and creates notes to later site in their summative essay.
 - Students are able to toggle between different screens when writing essays. This allows them to manipulate their digital notes, the sources of the DBQ, and their essay template in such a manner that everything is organized and visible when necessary.

2. Teacher Tools - ALL CATEGORIES

- Describe any teacher tools that allow teachers to create assignments, modify pre-made lessons, and create new lessons as applicable.
 - The teachers portal allows teachers to do the following:
 - 1. Access all teacher resources
 - 2. Assign students/classes lessons, resources and assessments.
 - 3. Track student progress of assignments.
 - 4. Interact with students via chat functions.
 - 5. Release student scores once graders have completed grading.
 - 6. View/download student/class scores.
- b. Describe as applicable, how the platform allows teachers the ability to include formative assessment in lessons, such as quizzes, polls, etc. as well as provide the ability to monitor assessment completion and results in real time.
 - Teachers are encouraged to implement Formative Assessments twice a month. These assessments can be done in one class period and are graded instantly. They are conducted as weighted multiple choice exams. Students choose the best answer and write a short paragraph to support their choice. This data is then aggregated and sent to the teacher as a data report.
 - Teachers can monitor student progress at all parts of the lesson. A teacher can click on a student's assignment and view their notes, answers to guided questions, and summative essay progress.
 - After students have submitted their essays and graders have completed their scores, teachers can view this data. Reports can be pulled showing trends for each class or a single student.
- 3. Reporting ALL CATEGORIES
 - Describe your reporting features and how it provides usage, level/skills data and if applicable next steps for educators.
 - Data reports outline classroom scores as a whole and student achievement as an individual. These reports are simplistic and easy to read. Applicable next steps by educators are covered during Thinking Nation lead data analysis PD.
 - Provide examples/evidence of usage and impact data in your work with other districts and, if applicable with LAUSD.
 - See next pages for data reports and impact data.
 - c. Describe how the platform can provide grade sync capabilities to automatically score and sync with the District's Learning Management System/Schoology. If not currently available, describe plans for this functionality in the near future.
 - Our dev team is currently working on grade sync implementation. A LTI Bridge will be integrated soon that will be compatible with the districts LMS. We plan to have this completed during summer.

Demonstrated below are 2 of Bright Star Schools middle school campuses. As you can see from the data, scores have steadily increased over the past four years. We believe this is due to continued coaching and professional development.

When we approach potential clients regarding a middle school implementation of DBQs, many times we are met with a surprised look. A general statement of DBQs being too difficult for middle school students has been a general consensus, but our curriculum disproves this belief. Standard aligned history curriculums need to analyze primary source documents and keep writing central to historical thinking. This is precisely what we do and this data proves students can rise to new levels of rigor if teachers are trained properly.



Demonstrated below are 3 of Bright Star Schools high school campuses. For Rise HS and Stella HS, we notices a minimal drop in scores during CoVid. Learning lose is slightly evident in these scores, but not nearly as drastic as was to be expected. This shows that our platform and curriculum operate well both in synchronous and asynchronous settings.

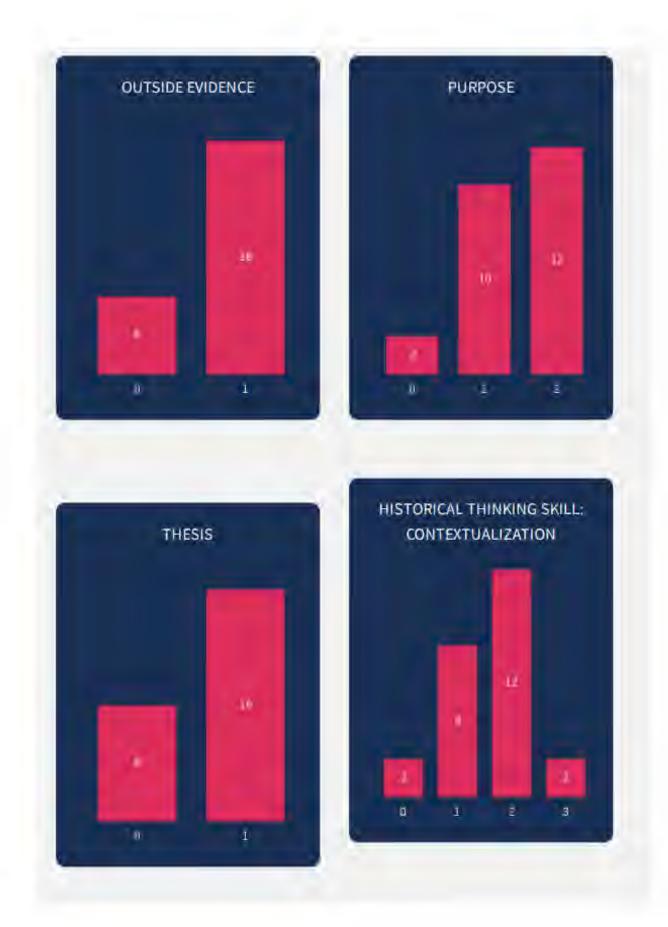
When looking at Valor HS, we notice a more common lowering of grades during CoVid. Despite learning loss, this campus is back to pre CoVid scores. This is largely due to PD and continued coaching.



Trend Line Bright Star Schools - Rise Kohyang High School



Class Average	7,13	
School Average	5.34	



Thinking Nation Corp. Category I



Firstname	Lastname	Total Score	Outside Evidence	Purpose	Thesis	Historical Thinking Skill: Contextualization	Writing Mechanics	Textual Evidence
	-	8.00	1	2	1	2	1	1
	10000	8.00	1	1	1	2	1	z
		7.00	1	1	0	2	1	ż
	10203 0020	9.00	1	2	1	2	1	2
2020	88	90,9	1	2	1	2	1	2
	1000	5.50	1	4	1	ō	0.5	2
		9.00	1	2	1	2	1	2
XXXX	NICOXXXX	4.00	1	0	ø	2	1	0
	-	7.00	1	2	ò	1	i	2
	10000	6.00	a	4	i	1	1	2
		9.00	1	2	1	2	1	2

Firstname	Lastname	Total Score	Outside Evidence	Purpose	Thesis	Historic al Thinking Skill: Contextualization	Writing Mechanics	Textual Evidence
		7.00	ä	2	- 1	1	1	2
	2222222	9.00	1	2	1	2	1	2
-		2.00	1	0	0	0	1	0
	-	7.00	1	1	1	1	1	2
	10000	10.00	1	2	1	3	1	2
	19526	5.50	0	1	1	1	0.5	2
		4.50	ø	1	0	1	0,5	2
		7.50	1	2	0	2	0.5	2
	10000	7.00	1	4	0	2	1	2
		9.00	1	2	1	2	1	2
		10.00	1	2	1	3	1	2
		5,00	۵	4	0	ĩ	1	2
		6.00	0	1	1	1	1	2

4. Professional Development & Family Resources - ALL CATEGORIES

- Describe the professional Development and support provided/available to ensure the success implementation of your digital tools in support of maximized usage and impact for LAUSD
 - Thinking Nation provides an extensive PD to meet the needs of teachers. The following page outlines a general overview of how PD can be implemented. Much of these topics revolve around preparation for lessons, data analysis, and strategizing pedagogical pivots based on data analysis.
 - As described previously, we also provide 1:1 coaching and guest lessons. Since we are based in Los Angeles, our staff can easily drive to campus to conduct PD. Online PD is also available.
- b. Describe the student and family resources described will enhance implementation/usage
 - Parents can access student portals to view resources, scores and student progress.



Sample Professional Development Topics

Year 1 PD Topic	Narrative
Training on platform functionalities and processes	This training outlines how teachers will assign resources, monitor student progress, access student data, and demonstrate all functionalities for the teacher/student portals.
Introduction to Thinking Nation Curriculum and Resources	Teachers will broadly discuss the curriculum and how it cultivates thinking citizens. This training will review THINKS resources. formative/summative assessments, and DBQs.
Overview of Historical Thinking	Teachers will learn how historical thinking skills are implemented within the curriculum and how to push students to new levels of attainable rigor.
In-depth training on specific Historical Thinking topics	Teachers will analyze primary sources and student work to further understand how specific historical thinking topics are taught in the classroom to students of all abilities.
Analysis of student data: THINKS Resources	Teachers will have students complete THINKS before PD. Teachers will analyze student responses and discover what skills need to be fine-tuned before DBQ implementation.
In-depth training on DBQ lessons prior to student implementation	Teachers will gain a full conceptualization of specific DBQs. Teachers will observe the alignment to standards and discover how to support students when implementing.
Analysis of student data: Graded DBQs	Teachers will analyze student data in order to pivot pedagogical strategies for the next DBQ implementation.
In-depth training on DBQ lessons prior to student implementation	Teachers will gain a full conceptualization of the next DBQ. Teachers will learn how to implement strategies previously developed and make the appropriate pivots.
Analysis of student data: Graded DBQs	Teachers will analyze if new strategies were successful and fine-tune new strategies to ensure student success for the next implementation.

Table B - Sample File of Data Items

Example of data items with corresponding descriptions.

The following usage data information is requested for all products. All marked with (*) are required. Please set up a meeting with the LAUSD team for a walkthrough of this template.

LAUSD	This is a unique value to identify the Product in LAUSD	Should be lausd student ID, Teacher ID or Email	LAUSD Location Code, or cost	that was used to			Browser	IP Address (used by District to identify internal firewall versus "at home"						Assignment Score	
Tables	Tables	address	center code User School Id	access platform	Samsung 1023	Browser Type	Version Browser	logins)					Duration	Grade	addressed
Partner ID*	Product ID*	User ID (Lausd)*	(LAUSD)	Device Type*	Device Version	Browser Type*	Version*	IP	Activity Type*	Activity Action type	Activity ID	Time STMP*			
	Your Product Name	first.last@mymail.lausd.ne	t	Iphone		Safari	90.2	100.xxx.x.x	Assignment	Submit	Assignment ID	06/12/2020 12:12:34 PST			
	Your Product Name	first.last@mymail.lausd.ne	t	Laptop		Chrome	80		Course	Create	Course ID				
	Your Product Name	first.last@mymail.lausd.ne	t	Laptop		Chrome	80		Login	Update	Section ID				
	Your Product Name	first.last@mymail.lausd.ne	t	Laptop		Chrome	80		Logout	View					
		first.last@mymail.lausd.ne		Laptop		Chrome	80		Section	Complete					
	Your Product Name	first.last@mymail.lausd.ne	t	Laptop		Chrome	80		Lessons						
		first.last@mymail.lausd.ne		Laptop		Chrome	80		General Activity						
	Your Product Name	first.last@mymail.lausd.ne	t	chromebook		Chrome	08		Assignment	Update					
	Your Product Name	first.last@mymail.lausd.ne	t	chromebook		Chrome	80			Start					
									Assessment	End					
	-														
	+						ł								

END OF STATEMENT OF WORK

SCHEDULE B

CONTRACTOR'S RATES

Tiers and Base Pricing





	Piloting	Thinking	Cultivating
Essay Submissions:	1 Essay	2-3 Essays	4+ Essays
Suggested hours of PD:	1- Hour (free)	6 Hours	10 Hours
Resources:	Unlimited	Unlimited	Unlimited
Prices:	\$9/Student	\$12/Student +PD	\$15/Student +PD

Equity Discount

Equity Discounts allows all students to have equitable access to Thinking Nation's robust history curriculum. This discount is equivalent to half of a district's economically disadvantaged student population. LAUSD economically disadvantaged student population is 88.6%. This translates to a 44.4% discount off of all Thinking Nation's curriculum, resources, assessments and professional development.

Piloting Tier		Thinking Tier		Cultivating Tier			
Base Price DBQ/Student:	\$9.00	Base Price DBQ/Student:	\$12.00	Base Price DBQ/Student:	\$15.00		
Base Price PD/Hour	\$500.00	Base Price PD/Hour	\$500.00	Base Price PD/Hour	\$500.00		
DBQ (44.3% Equity Disc.)	\$5.01	DBQ (44.3% Eguity Disc.)	\$6.68	DBQ (44.3% Equity Disc.)	\$8.36		
PD/Hr (44.3% Equity Disc.)	\$278.50	PD/Hr (44.3% Equity Disc.)	\$278.50	PD/Hr (44.3% Equity Disc.)	\$278.50		

Student Estimation

The purpose of this proposal is to start a conversation. We realize that student populations and suggested DBQ topics will become more accurate after further discussion. Our goal is create lasting change in the modern history classroom. Together we can cultivate thinking citizens capable of making positive change both locally and globally.

Grade Level	# of Students	Pilot Tier	Thinking Tier	Cultivating Tier
6th Grade	30,221	\$151,497.87	\$201,997.16	\$252,496.46
7th Grade	29,878	\$149,778.41	\$199,704.55	\$249,630.69
8th Grade	30,282	\$151,803.67	\$202,404.89	\$253,006.11
9th Grade	33,733	\$169,103,53	\$225,471.37	\$281,839.22
10th Grade	33,281	\$166,837.65	\$222,450.20	\$278,062.76
11th Grade	30,040	\$150,590.52	\$200,787.36	\$250,984.20
12th Grade	29,708	\$148,926.20	\$198,568.27	\$248,210.34
Total for 1	Year License	\$1,088,537.86	\$1,451,383.81	\$1,814,229.77

Mock AP Exam

Our Mock AP Exams give students the opportunity to get feedback on their performance on full-length AP Exams in order to best prepare them for the day of the test.

Teachers can assign students the whole exam or individual sections. Our AP Exams are guided by the latest AP Course and Exam Descriptions and mirror the format and language of the AP Exam for each section:

- Multiple Choice
- Short Answer Questions
- Document Based Question
- Long Essay Question

Students receive immediate feedback on the Multiple Choice section and expert feedback from Thinking Nation's graders who are also AP readers on the written portions. See pricing bellow:

Price of Mock AP Tests				
Base Price per Student:	\$20.00			
Discount: 30%	\$14.00			

Thinking Nation Corp. Category I

SCHEDULE A

STATEMENT OF WORK

1.0 SCOPE

This Statement of Work (SOW) defines the effort required for the administration and reporting of the Los Angeles Unified School District (Los Angeles Unified) digital instructional tools/platform. Schools will be able to implement one of the following digital tools to support concept development, skills mastery and problem solving skills of students in grades K-12.

Digital tools/platforms as outlined below:

• Category IV - Specialized Digital Learning Tool

2.0 STATEMENT OF WORK – The tasks required to successfully administer digital tools/platforms:

A. Properties of instructional tools should include:

- UNIVERSAL DESIGN: Platform must be designed so that materials function as intended for as many students as possible
- CONTENT: Platform design and materials should be developmentally appropriate and support standards-aligned learning
- ACCESSIBILITY: Items and tasks are presented with additional information or in alternative ways, in order to meet the specific needs of some students.
- SENSITIVITY: Content contained should not be distracting or upsetting for some students.
- O CULTURAL AND LINGUISTIC RESPONSIVENESS: Digital tools must consider the cultural and linguistic diversity of the students in Los Angeles and should contain culturally and linguistically responsive materials that are appropriate for meeting the needs of all students (English Learner (EL), Standard English Learner (SEL), Student with Disabilities (SWD), etc.)
- International Society for Technology in Education (ISTE): Standards is a framework for learning in-depth, digital age skills and attributes with learning that is amplified through technology
 - O ISTE Standards for Students and/or
 - O ISTE Standards for Educators

B. The proposer's online platform must receive an approved LAUSD Unified Digital Instructional Procurement Plan (UDIPP) prior to contract execution. Proposer will not be authorized to provide any services unless proposer's LAUSD UDIPP application has been approved. The latest version of LAUSD UDIPP requirements must be met along with updated requirements released. The vendor shall monitor UDIPP approval expiration and complete renewal applications in a timely manner

Proposer must meet the LAUSD UDIPP requirements regarding SSO and SAML, Student Data Privacy, Data Security and LMS Compatibility. Determination as to whether a proposer meets those minimum qualifications will be based on their responses to the Unified Digital Instructional Procurement Plan Questionnaire, which can be found at <u>udipp.lausd.net</u>.

C. The effective, efficient, and timely completion of all tasks and requests is critical to the successful implementation of the digital tool.

CATEGORY IV: SPECIALIZED DIGITAL LEARNING TOOL

Specialized digital learning tools provide teachers and students with supplemental tools that will enhance the learning experience and are utilized for a specific purpose. The purpose of the tool should be connected to a specific usage and content area. Tools can fall into categories such as:

- Video conferencing
- Document annotation
- Digital recording and screencasting
- Electronic Reference materials
- Music Production
- Graphic Design
- Photography
- Digital Storytelling
- Film production/editing
- Research
- Science labs
- Presentation
- 3D Design and printing
- Augmented Reality
- Virtual Reality
- XR (Extended Reality: Augmented Reality and Virtual Reality, and Mixed Reality Combined)
- Artificial Intelligence & Machine Learning
- Generative Text
- Communication
- Survey Tools
- Homework Help
- Assessment Tools
- Simulations
- Game-Based Learning
- esports

FEATURES ACROSS ALL DIGITAL TOOL CATEGORIES

MATERIAL FOR EDUCATORS

Digital Tool materials shall include:

- The digital activities and games should be standards aligned, can be used flexibly for various blended learning models or as an extra enhancement for core instruction.
- Teachers should be able to place any student at any spot in the curriculum to enhance the work on specific content the class is learning via their core curriculum.
- Should include digital manipulatives, when applicable, to support students with problem solving and sense making.
- Embedded formative assessments which provide instant feedback for the students, including pre and post assessments, progress monitoring, and standardized test preparation.
- The platform shall support access through on-line connections via operating systems commonly found on MacBooks, iPads, Chromebooks, Personal Computers (desktops/laptops), Interactive Smart Boards and Interactive Projectors. The digital curriculum must be compatible with these devices. Digital tools must meet the minimum operating specifications as follows:
 - iOS 13 and higher for iPads
 - Windows 10 OS and higher for laptops and PCs
 - MacOS 11 and higher for Macbooks
- Platform should include data reporting to address the following:
 - Individual student progress and completion of activities/games
 - Teacher/Classroom report on student progress on standards and completion of activities/games
 - School Administrators, District and Region level administrators and coordinators have access to the platform analytics through the LAUSD single sign-on

PROFESSIONAL DEVELOPMENT

Teachers and administrators shall be provided with initial in-person or on-line training which will provide an overview of the digital tool program and training on how to access, navigate, and utilize both print and digital materials. Training will also support teachers with best practices in terms of blended learning models and use of the digital tool to enhance their core curriculum and provide intervention/enrichment for students with the goal of differentiating and personalizing instruction. Teachers will receive training and support in utilizing assessment data to make instructional decisions.

Teachers and administrators shall be provided follow-up implementation support training and ongoing coaching support shall be made available in-person and/or virtually. This ongoing support will deepen teachers and administrators strategic use of the digital tool and support schools with bringing in parents/caregivers as equal partners in teaching and learning but with at-home connections.

Professional development for school site leadership and district leadership shall include quarterly data charts around completion of lessons/activities/games by grade level and students and whether recommended usage goals are being met in alignment with the research supporting the use of the digital tool.

Services must include on-going digital support for questions that arise regarding access, functionality and usage.

MATERIAL FOR FAMILIES

The supplemental digital tool shall include resources that parents may access from home, including asynchronous lessons/activities/games and videos. These will include modeling of activities and games, as well as additional resources that will increase family engagement, enhance classroom learning, and reduce learning loss. The videos and resources shall take advantage of digital and mobile technology and will be used to build instructional supports between families and their school. Families will also be provided with multiple opportunities to attend webinars which will provide tools and resources to support their child's numeracy development in the home.

3.0 SECURITY OF ALL MATERIALS AND DATA

The Contractor shall obtain a completed and completely approved LAUSD Unified Digital Instructional Procurement Plan (UDIPP) and adhere to the security requirements therein. **Contractor will not be authorized to work on any services unless contractor's LAUSD UDIPP application has been approved.**

4.0 DATA COLLECTION

The Contractor shall collect enrollment, student and other data transfers necessary through a mutually agreed upon data transfer process with L.A. Unified Office of Data Accountability.

5.0 DATA ANALYSES

The Contractor shall provide usage and achievement data as applicable to the platform in a format that is integrated with LAUSD data systems. An automated data feed at regular intervals using the SFTP transfer process will be required per LAUSD specifications.

6.0 TECHNICAL SUPPORT

- 6.1 The Contractor shall provide a help desk for customer support for L.A. Unified schools and staff. The Help Desk shall offer phone customer support, online chat boxes and chat rooms.
- 6.2 In addition to chat based support and online service tickets, the Contractor shall provide tiered support that includes a toll-free telephone number that will lead to a "live" person for technical support questions between 7:30 a.m. and 4:30 p.m. Pacific time Monday through Friday.
- 6.3 The Contractor shall provide resolution to the following within the time frames specified:

Whizzimo, LLC
Category IV

- A. Resolution to all problems logged with technical support within the next business day
- B. Resolution to all high priority calls logged with technical support within 4 hours
- C. High priority treatment for any problems logged that cannot be resolved within the above time frame. These problems shall be resolved by providing resources for timely follow-up
- 6.4 The Contractor shall maintain a service log and provide to Los Angeles Unified upon request and during regular implementation meetings. The log shall include technical support requests with a description of how the matters have been resolved.
- 6.5 The Contractor's support processes shall be aligned with the District's IT helpdesk and other support providers to the District. The District's IT helpdesk currently uses Service Center from Remedy. Where applicable, this method of providing and maintaining support shall be used.
- 6.6 The Contractor's platform must work with comparable effectiveness with all common internet browsers and computer makes.

7.0 DATA MANAGEMENT

- A. Usage and/or achievement related to the digital tool is to be hosted on the Contractor's cloud-based server(s) as designated and approved by L.A. Unified, covers the data produced by the full range of activities. Data management must comply with Data Use Agreement provisions in the approved L.A. Unified UDIPP.
- B. These data shall be available via web pages, secure file transfer protocol (SFTP), and restricted and secure user logons. The secure user logons of any server housing any District information shall authenticate against an LDAP V3 compliant user Directory housed on the District's network. User account authorization provisioning shall occur within the Contractor provided application(s). Availability shall be encrypted at the discretion of the L.A. Unified commensurate to the confidentiality of the information hosted on the system. Any student level data shall be maintained in a secure and confidential manner as outlined in the L.A. Unified UDIPP. Notwithstanding any of the above specifications, the security of all confidential data shall meet all District standards and policies outlined in the UDIPP.
- C. Access to the data web pages and usage and/or achievement data must be provided for long-term substitutes on a temporary basis when requested by the school's principal or representative.

8.0 TRAINING

The Contractor shall provide training to LAUSD staff based on a professional development plan created with district staff. Professional development shall include initial training in-person and/or virtual, follow up training and support and office hours.

9.0 PROJECT MANAGEMENT

9.1 IMPLEMENTATION AND TRAINING PLAN

The contractor shall work collaboratively with the District to develop an implementation plan that includes data integration, professional development and regular review of usage and achievement data.

9.2 MINUTES AND RECORDS

The Contractor shall take minutes and record the list of participants from all meetings, including, but not limited to, management meetings and any technical advisory groups. If any work tasks are outlined in the minutes, the person(s) responsible for these tasks and the target completion dates must be identified in the minutes as well. Within two (2) weeks after each meeting (or such other time designated by the District), the Contractor shall maintain and submit to the District, all minutes and records in writing and/or electronically for review and final approval.

9.3 MONITORING ACTIVITIES

To be successful, this project requires an effective management team.

- 9.3.1 The Contractor must provide a designated Project Manager and technical support coordinator. If subcontractors are used, a Project Coordinator must be designated for each subcontractor. The professional qualifications of the team members shall be appropriate to ensure the overall success of implementation.
- 9.3.2 The Contractor's Project Manager shall communicate, either in person or by telephone, with designated District staff, on a weekly basis, as needed and scheduled by the District, to review progress and performance. The review criteria will include, but not be limited to, problems encountered under the contract, future performance under the contract, and any other subject relating to completion of tasks under this contract.
- 9.3.3 The Contractor shall prepare monthly and annual impact reports with usage and achievement data by school, region and district. The reports shall be submitted to the District and reviewed during regular implementation meetings.

L.A. Unified reserves the right to use and reproduce all reports, summaries, and data reports developed pursuant to this agreement.

10.0 DATA EXPORT IMPORT REQUIREMENTS

Requirements for Data Export were derived from the following artifacts:

- Table A Data Export Requirements
- Table B Sample File of Data Items

Contractor agrees to meet all of the stated requirements in the aforementioned exhibits that explicitly pertain to the Data Export Requirements.

Whizzimo, LLC Category IV Agreement No.: 4400011570

Acceptance Criteria

The acceptance criteria that will constitute conformity with LAUSD's stated business requirements are as follows:

1	Data is received nightly or streamed, if applicable. Time of day to be agreed upon at a later time					
2	Data is delivered via SFTP/Control M or API and is encrypted in transmittal.					
3	Data is produced with 1 file with users, courses, and "activities", and academic growth.					
4	Data will contain a district unique identifier such as LAUSD Email, Employee ID or Student ID.					
5	Data will contain a district unique identifier for each school location (School Code).					
6	Activity data may include assessment results, messages sent, resources created, coursework including external/resource links utilized, assignments, files uploaded, submissions, and other activities of the instructional tool as applicable					
7	Data must include all elements to allow LA Unified to create the following report for teachers and students: Unique logins/clicks per (timeframe)					
8	Data must include all elements to allow LA Unified to create the following report for teachers and students: Overall logins/clicks per (timeframe)					
9	Data must include all elements to allow LA Unified to create the following report for teachers and students: Activities (as defined by vendor)					
10	Data must include all elements to allow LA Unified to create the following report for teachers and students Time Spent on Platform					
11	 Device Usage Type of Device Used (mobile Browser) IP Address (used by District to identify internal firewall versus "at home" logins) 					

11.0 APPROVED PRODUCTS

Category IV - Specialized Digital Tool

1. Orton-Gillingham Educators Course

12.0 PLATFORM FUNCTIONALITY

1. Category IV: Specialized Digital Learning Tool

The Orton-Gilligham Educators Course is a 30 hour course presented online and ondemand by David Katz, Fellow of the Academy of Orton-Gillingham Practitioners and Educators.

The Orton-Gillingham Approach is a direct, explicit, multisensory, structured, sequential, diagnostic, and prescriptive way to teach literacy when reading, writing, and spelling does not come easily to individuals, such as those with dyslexia. It is most properly understood and practiced as an approach, not a method, program, or system. In the hands of a well-trained and experienced instructor, it is a powerful tool of exceptional breadth, depth, and flexibility.

The essential curricular content and instructional practices that characterize the Orton-Gillingham Approach are derived from two sources: first from a body of timetested knowledge and practice that has been validated over the past 80 years, and second from scientific evidence about how individuals learn to read and write; why a significant number have difficulty in doing so; how having dyslexia makes achieving literacy skills more difficult; and which instructional practices are best suited for teaching such individuals to read and write.

The Approach is so named because of the foundational and seminal contributions of Samuel T. Orton and Anna Gillingham. Samuel Torrey Orton (1879-1948) was a neuropsychiatrist and pathologist. He was a pioneer in focusing attention on reading failure and related language processing difficulties. He brought together neuroscientific information and principles of remediation. As early as 1925 he had identified the syndrome of dyslexia as an educational problem. Anna Gillingham (1878-1963) was a gifted educator and psychologist with a superb mastery of the language. Encouraged by Dr. Orton, she compiled and published instructional materials as early as the 1930s which provided the foundation for student instruction and teacher training in what became known as the Orton-Gillingham Approach.

The Orton-Gillingham Approach always is focused upon the learning needs of the individual student. Orton-Gillingham (OG) practitioners design lessons and materials to work with students at the level they present by pacing instruction and the introduction of new materials to their individual strengths and weaknesses. Students with dyslexia need to master the same basic knowledge about language and its relationship to our writing system as any who seek to become competent readers and writers. However, because of their dyslexia, they need more help than most people in sorting, recognizing, and organizing the raw materials of language for

thinking and use. Language elements that non-dyslexic learners acquire easily must be taught directly and systematically.

2. Teacher Tools

Teachers who are enrolled in the course have access to sample lesson plans and lesson planning templates that they can modify and adapt for use in their classrooms. Teachers also have access to tools like word databases that can be used to create content for phonics-based lesson plans.

3. Reporting

For educators taking the course, they have access to data showing how they are performing on the assessments embedded throughout the course. For district administrators, they have access to data showing the progress of course participants in order to keep track of which participants have completed the course and the percent complete figures for those who are still completing the course. Because no students are enrolled in the course, Whizzimo does not provide grade sync capabilities. **To date, over 4,000 LAUSD educators have completed this course.**

4. Professional Development & Family Resources

The Orton-Gillingham Educators Course is a professional development course. With respect to educator support for educators taking the course, course participants have direct access to the course instructor through our course community and through open office hours. Course participants also have access to Whizzimo staff for any technical support via phone or email from Monday-Friday from 5:00 AM 5:00 PM PST. All requests for assistance are answered within 24 hours.

We do not have family resources because the course is not for students or their families.

Table B - Sample File of Data Items

Example of data items with corresponding descriptions.

The following usage data information is requested for all products. All marked with (*) are required. Please set up a meeting with the LAUSD team for a walkthrough of this template.

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		Should be lausd student ID, Teacher ID or Email	LAUSD Location	Identifier for the type of device that was used to	Iphone XR,		Browser	IP Address (used by District to identify internal firewall versus "at home"						Assignment Score	Standard
Tables	Tables	address		access platform	Samsung 1023	Browser Type	Version	logins)					Duration	Grade	addressed
Partner ID*	Product ID*	User ID (Lausd)*	User School Id (LAUSD)	Device Type*	Device Version	Browser Type*	Browser Version*	IP	Activity Type*	Activity Action type	Activity ID	Time STMP*			
		first.last@mymail.lausd.ne		Iphone		Safari	90.2	100.xxx.x.x	Assignment	Submit	Assignment ID	06/12/2020 12:12:34 PST			
	Your Product Name	first.last@mymail.lausd.ne	t	Laptop		Chrome	80		Course	Create	Course ID				
	Your Product Name	first.last@mymail.lausd.ne	t	Laptop		Chrome	80		Login		Section ID				
	Your Product Name	first.last@mymail.lausd.ne	t	Laptop		Chrome	80		Logout	View					
	Your Product Name	first.last@mymail.lausd.ne	t	Laptop		Chrome	80		Section	Complete					
	Your Product Name	first.last@mymail.lausd.ne	t	Laptop		Chrome	80		Lessons						
	Your Product Name	first.last@mymail.lausd.ne	t	Laptop		Chrome	80		General Activity						
	Your Product Name	first.last@mymail.lausd.ne	t	chromebook		Chrome	80		Assignment	Update					
	Your Product Name	first.last@mymail.lausd.ne	t	chromebook		Chrome	80		Assessment	Start					
									Assessment	End					

END OF STATEMENT OF WORK

SCHEDULE B

CONTRACTOR'S RATES

Category	Unit	Price		
Subscription License Agreement	Annual by school or per student (include detail on discounts provided)	\$200/teacher		
Customization and Integration	Unit Cost (include detail on discounts provided)	N/A		
Professional Learning (PL)	Number of participants Frequency/Duration Presentation Mode (In-person/Virtual/Hybrid) (include detail on discounts and/or rebates applied as applicable)	The product is a Professional Learning Product. The cost is listed above on a per teacher basis and there is no additional cost for Professional Learning.		
Implementation and monitoring	One time and annual costs (include detail on discounts provided)	N/A		
Other Costs	Itemize (include detail on discounts provided)	N/A		
Total Annual Cost		\$200/teacher		

Each participant who the district purchases a license for will receive the following:

- One year of access to the Orton-Gillingham Educators course
- One year of access to office hours and digital course resources
- A printed copy of the book "The Orton-Gillingham Educators Guide"
- A printed set of 88 phonics cards.

SCHEDULE A

STATEMENT OF WORK

1.0 SCOPE

This Statement of Work (SOW) defines the effort required for the administration and reporting of the Los Angeles Unified School District (Los Angeles Unified) digital instructional tools/platform. Schools will be able to implement one of the following digital tools to support concept development, skills mastery and problem solving skills of students in grades K-12.

Digital tools/platforms as outlined below:

- Category I Instructional Delivery and Interaction
- Category II Personalized Learning and Assessment

2.0 STATEMENT OF WORK – The tasks required to successfully administer digital tools/platforms:

A. Properties of instructional tools should include:

- UNIVERSAL DESIGN: Platform must be designed so that materials function as intended for as many students as possible
- CONTENT: Platform design and materials should be developmentally appropriate and support standards-aligned learning
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C. The effective, efficient, and timely completion of all tasks and requests is critical to the successful implementation of the digital tool.

CATEGORY I: INSTRUCTIONAL DELIVERY AND INTERACTION

Instructional delivery and interaction tools provide interactive lessons, interactive videos and gamification. Features such as drag and drop, recording, inputting responses, etc. should be developmentally appropriate for age and grade of students, as well as content areas being supported. Interactive teacher tools will allow teachers to create assignments, modify pre-made lessons, and create new lessons as applicable. The platform should provide teachers with the ability to include formative assessment in lessons, such as quizzes, polls, etc. as well as provide the ability to monitor assessment completion and results in real time. The platform should provide grade sync capabilities to automatically score and sync with the District's Learning Management System/Schoology. The platform should provide teachers with insights on using the formative assessment and dynamic media features to inform instructional next steps and student outcomes. Within the platform interactive, lessons can be teacher-led and educators should also be able to assign them for students to complete independently as needed.

They may address multiple content areas or a single content area such as:

- English Language Arts
- Mathematics
- Science
- History/Social Studies
- Social Emotional Learning
- Arts Education
- Physical Education
- English Language Development
- Multiple content areas
- Computer Science Education
- Coding
- Cybersecurity Education
- Digital Citizenship

CATEGORY II: PERSONALIZED LEARNING AND ASSESSMENT

Personalized learning and assessment supplementary digital tools will assess students' entry level skills and then provide a personalized course of CA Common Core aligned standards based learning activities to reinforce growth areas and deepen understanding in areas of strength. Features such as drag and drop, recording, inputting responses, etc. should be developmentally appropriate for age and grade of students, as well as content areas being supported. The platform should provide teachers with the ability to include formative assessment in lessons, such as quizzes, polls, etc. as well as provide the ability to monitor assessment completion and results in real time. The platform should provide grade sync capabilities to automatically score and sync with the District's Learning Management System/Schoology. The platform should provide teachers with insights on using the formative assessment and dynamic media features to inform instructional next steps and student outcomes. Within the platform interactive, lessons can be teacher-led and educators should also be able to assign them for students to complete independently as needed.

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- Digital Citizenship

FEATURES ACROSS ALL DIGITAL TOOL CATEGORIES

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(desktops/laptops), Interactive Smart Boards and Interactive Projectors. The digital curriculum must be compatible with these devices. Digital tools must meet the minimum operating specifications as follows:

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 - Teacher/Classroom report on student progress on standards and completion of activities/games
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PROFESSIONAL DEVELOPMENT

Teachers and administrators shall be provided with initial in-person or on-line training which will provide an overview of the digital tool program and training on how to access, navigate, and utilize both print and digital materials. Training will also support teachers with best practices in terms of blended learning models and use of the digital tool to enhance their core curriculum and provide intervention/enrichment for students with the goal of differentiating and personalizing instruction. Teachers will receive training and support in utilizing assessment data to make instructional decisions.

Teachers and administrators shall be provided follow-up implementation support training and ongoing coaching support shall be made available in-person and/or virtually. This ongoing support will deepen teachers and administrators strategic use of the digital tool and support schools with bringing in parents/caregivers as equal partners in teaching and learning but with at-home connections.

Professional development for school site leadership and district leadership shall include quarterly data charts around completion of lessons/activities/games by grade level and students and whether recommended usage goals are being met in alignment with the research supporting the use of the digital tool.

Services must include on-going digital support for questions that arise regarding access, functionality and usage.

MATERIAL FOR FAMILIES

The supplemental digital tool shall include resources that parents may access from home, including asynchronous lessons/activities/games and videos. These will include modeling of activities and games, as well as additional resources that will increase family engagement, enhance classroom learning, and reduce learning loss. The videos and resources shall take advantage of digital and mobile technology and will be used to build instructional supports between families and their school. Families will also be provided with multiple opportunities to attend webinars which will provide tools and resources to support their child's numeracy development in the home.

3.0 SECURITY OF ALL MATERIALS AND DATA

The Contractor shall obtain a completed and completely approved LAUSD Unified Digital Instructional Procurement Plan (UDIPP) and adhere to the security requirements therein. **Contractor will not be authorized to work on any services unless contractor's LAUSD UDIPP application has been approved.**

4.0 DATA COLLECTION

The Contractor shall collect enrollment, student and other data transfers necessary through a mutually agreed upon data transfer process with L.A. Unified Office of Data Accountability.

5.0 DATA ANALYSES

RESERVED.

6.0 TECHNICAL SUPPORT RESERVED.

7.0 DATA MANAGEMENT

- A. Usage and/or achievement related to the digital tool is to be hosted on the Contractor's cloud-based server(s) as designated and approved by L.A. Unified, covers the data produced by the full range of activities. Data management must comply with Data Use Agreement provisions in the approved L.A. Unified UDIPP.
- B. These data shall be available via web pages, secure file transfer protocol (SFTP), and restricted and secure user logons. The secure user logons of any server housing any District information shall authenticate against an LDAP V3 compliant user Directory housed on the District's network. User account authorization provisioning shall occur within the Contractor provided application(s). Availability shall be encrypted at the discretion of the L.A. Unified commensurate to the confidentiality of the information hosted on the system. Any student level data shall be maintained in a secure and confidential manner as outlined in the L.A. Unified UDIPP. Notwithstanding any of the above specifications, the security of all confidential data shall meet all District standards and policies outlined in the UDIPP.
- C. Access to the data web pages and usage and/or achievement data must be provided for long-term substitutes on a temporary basis when requested by the school's principal or representative.

8.0 TRAINING

9.0 RESERVED.PROJECT MANAGEMENT

9.1 IMPLEMENTATION AND TRAINING PLAN

9.2 RESERVED.MINUTES AND RECORDS

9.3 RESERVED.MONITORING ACTIVITIES

10.0 RESERVED.DATA EXPORT IMPORT REQUIREMENTS

RESERVED.

11.0 APPROVED PRODUCTS

<u>Category I - Instructional Delivery and Interaction</u>

1. Zearn Math

Category II - Personalized Learning & Assessment

1. Zearn Math

END OF STATEMENT OF WORK

SCHEDULE B - CONTRACTOR'S RATES

LOS ANGELES UNIFIED SCHOOL DISTRICT RFP NO.: 20000002904 DIGITAL INSTRUCTIONAL TOOLS

PRICING SHEET

Category	Unit	Price
Subscription License	School Account Subscription: Annual by school	School Account (Grades K-8): \$2,500 per school, per year
Agreement	Curriculum Study Professional Development Subscription: Annual by school	Curriculum Study PD (Grades K-5): \$2,500 per school, per year
Customization and Integration	Unit Cost	Data Export Import Requirements, including initial data consultation and customization, data set-up and ongoing monitoring. Only available if district purchases for 350+ schools: \$30,000 for full school year
Professional Learning (PL)	Number of participants Frequency/Duration Presentation Mode	On-site day rate per trainer including up to 4 90-minute teacher sessions with a max of 50 teachers per session: \$3,200 On-site day rate per trainer including up to 2 3- hour leader sessions with a max of 50 leaders per session: \$3,200
		Virtual 90-minute teacher session with a max of 100 teachers per session: \$500 Virtual 3-hour leader session with a max of 50 leaders per session: \$1,000

Implementation and monitoring	One time and annual costs	Project Management , including dedicated Zearn Director-level FTE to develop implementation plan (data integration, PD, and regular review of data), provide agenda and meeting summary, prepare and review monthly reports. Only available if district purchases for 350+ schools: \$100,000 for full school year
Other Costs	Itemize	Optional Student Notes Workbooks (Consumable) \$12 per student for a full year's worth of materials, plus 10% shipping fee. Optional Efficacy Research including year- end quasi-experimental design study isolating the impact of Zearn Math usage on student growth and proficiency in math. Only available if district purchases for 350+ schools: \$150,000 for analysis and advising on full study.
Total Annual Cos	t	TBD based on categories chosen.

END OF CONTRACTOR'S RATES