



LOS ANGELES UNIFIED SCHOOL DISTRICT  
MEMORANDUM

**TITLE:** Selection Procedures for English Language Arts/English Language Development Textbook Programs for Grades TK/K-5/6

**NUMBER:** MEM-6807.0

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**DATE:** March 1, 2017

**ROUTING**

- Local District Superintendents
- Administrators of Instruction Directors
- ELA/ELD Coordinators
- School site Elementary Principals Coordinators
- UTLA Chapter Chair Teachers
- School Administrative Assistants

**PURPOSE:** This memorandum is intended to provide schools and Local District (LD) staff with information and procedures regarding the selection of the elementary school English Language Arts/English Language Development (ELA/ELD) textbook programs for grades TK/K-5/6 for 2017-2018.

**MAJOR CHANGES:** This is a new memorandum.

**BACKGROUND:** The State Board of Education (SBE) adopted the grades K-8 English Language Arts (ELA) and English Language Development (ELD) Program 2 textbook programs on November 4, 2015. The District created a textbook selection committee to review and evaluate the SBE’s adopted TK-5/6 textbook programs in both print and electronic formats, and recommend which program(s) would best meet the diverse learning needs of LAUSD students. The textbook selection committee included classroom teachers, and representatives from the Local District offices, United Teacher of Los Angeles (UTLA), Associated Administrators of Los Angeles (AALA), Multilingual and Multicultural Education Department (MMED), and Division of Special Education. The committee made recommendations to the superintendent regarding the District selection of programs.

The committee reviewed the instructional materials through the lens of the District’s evaluation rubric which was adapted from the California County Superintendents Education Service Association (CCSESA) Curriculum & Instruction Steering Committee (CISC): *2015 Adoption Toolkit: A Data-Driven Review of Instructional Materials* and “Chapter 12” of the *ELA/ELD Framework* (California Department of Education). This tool served as the basis for a data-driven process for evaluating the textbook programs in terms of instructional design, lessons, instructional materials, and demonstration of the California content standards, including ELA/ELD Framework, ELD standards, and access and equity for English learners, Standard English learners, students with disabilities, and students in Spanish Dual Language/Bilingual programs.



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The instructional materials selection process included parent and community focus groups on November 4, 2016, facilitated by the Parent and Community Services.

After rigorous deliberations, the TK/K-5/6 ELA/ELD textbook selection committee members ranked the programs and recommended the following ELA/ELD program for Districtwide use:

**Publisher:** Benchmark Education Company

**Title of Programs:** *Benchmark Advance (English)/Benchmark Adelante (Spanish)*

**INSTRUCTIONS: I. ELEMENTARY SCHOOLS TK/K-5/6 ELA/ELD TEXTBOOK PROGRAM**

A. ELA/ELD Program 2 Recommendation

Based on the District textbook selection committee's deliberations, *Benchmark Advance* has been selected as the basic ELA/ELD textbook program for grades TK/K-5/6 for all schools. The *Benchmark Adelante* Spanish version program has been selected for schools with Spanish Dual Language/Bilingual programs.

B. Textbook Ordering Roadshow

Orders will be placed for each school per the projected student enrollment in each grade level determined at each school's textbook order roadshow meeting that will be scheduled during February-April of 2017. Integrated Library & Textbook Support Services (ILTSS) will coordinate with LD personnel and principals to finalize ordering quantities.

C. Purchase Orders/Online Good Receipts (Receivers)

The purchase orders will be generated on behalf of the school administrative assistants (SAA) for each location code. Online good receipts must be completed at the direction of the principal. If a school has multiple location codes (e.g. magnet, dual/bilingual programs), an online good receipt must be completed for each location code once materials have been accounted for, but no later than the timeline issued in the annual Procurement Year-End Closing Timeline/Schedule memorandum.

D. Timeline

The timeline outlined above is designed to have materials delivered to schools in time for teacher professional development, planning and effective implementation at the school site.



## II. CHOICE OPTION FOR AUTONOMOUS SCHOOLS

- A. Autonomous schools may include Affiliated Charters, Pilot Schools, Local Initiative Schools (LIS), Expanded School-Based Management Model (ESBMM) Schools, or Lead Partner Schools, such as Partnership for Los Angeles or L.A.'s Promise Schools. Autonomous schools, historically may have had flexibilities regarding the selection of curriculum and instructional materials. Specific autonomies are determined by each school's agreement with the District, including but not limited to an approved charter petition, memorandum of understanding (MOU), and/or educational plan.
- B. The District textbook selection committee recommended the following programs, in ranked order, for Districtwide use as they are the highest ranked elementary ELA/ELD textbook programs for meeting the curricular requirements for LAUSD students:
- 1<sup>st</sup> choice: Benchmark - *Benchmark Advance* and *Benchmark Adelante*  
2<sup>nd</sup> choice: McGraw-Hill - *Reading Wonders* and *Lectura Maravillas*
- C. Should an autonomous school decide to exercise flexibility as outlined in its plan to select a textbook program, the rigorous procedures to conduct the selection process are listed in Section IV. *Procedures for Exercising Choice Options*.
- D. Should an autonomous school opt to select either *Benchmark Advance/Adelante* or McGraw-Hill *Reading Wonders/Lectura Maravillas*, the District will provide the professional development in year one of the implementation equal to that provided to other District schools.
- E. Should an autonomous school opt to select a program other than *Benchmark Advance/Adelante* or McGraw-Hill *Reading Wonders/Lectura Maravillas*, applicable costs associated with professional development will be the responsibility of the school. The procurement process for materials outside the two District-selected programs would need to include negotiations regarding professional development. The District will not allocate resources to provide professional development associated with newly-adopted instructional materials beyond what is included with the original adoption.
- F. The District will only fund non-District selected textbooks and materials during the District's adoption cycle. The cost of instructional materials must be equal to or less than the costs of the materials selected/adopted by the District. The cost comparison will include the cost of all needed instructional materials (e.g., teacher editions, workbooks, manipulatives) and the professional development needed to support them. Should an autonomous school wish to change instructional materials (publishers) before the next District adoption, it shall be responsible for paying for



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any instructional materials after the initial purchase. After the initial adoption, only replacement materials for consumables, lost inventory, changes in enrollment or wear and tear will be provided. The District will not be obligated to allocate funds for additional curriculum and instructional materials purchases above the maximum amount the District would have otherwise spent on curriculum and instructional materials schools.

- G. If a school in this category is considering an option other than the two District recommended selections, the school should consult with the Local District Administrator of Instruction regarding information on District professional development costs, funding level, ordering and multi-year contracts. Local District Administrators of Instruction should consult with Esther Sinofsky, Administrative Coordinator, Integrated Textbook Library and Support Services for assistance.
- H. Autonomous schools must submit Attachment A-2 to the Local District Administrator of Instruction or designee **no later than April 7, 2017**, to assist with the purchase and delivery of the newly selected textbooks.

### III. CHOICE OPTION FOR ELEMENTARY SCHOOLS WITHOUT APPROVED AUTONOMIES

This section provides instructions for other schools that wish to exercise an optional selection process of their own.

- A. Choice options have been expanded to include other elementary schools. After conferring with faculty and parents, if there is mutual agreement to exercise the option to select a program from those listed below, follow the instructions in Section IV. *Procedures for Exercising Choice Options*. In order to proceed with the selection process, schools must first obtain approval from the Local District superintendent or designee, see Attachment A-1.

1<sup>st</sup> choice: Benchmark - *Benchmark Advance* and *Benchmark Adelante*  
2<sup>nd</sup> choice: McGraw Hill - *Reading Wonders* and *Lectura Maravillas*

- B. Approval to participate in the selection process, should not be sought by nor granted to schools in the following categories:
  - 1. Dual Language, Maintenance Bilingual, Transitional Bilingual, or Foreign Language Immersion programs (Spanish only).
  - 2. School communities that are interested in offering or intend to offer a Dual Language, Maintenance Bilingual, Transitional Bilingual, or Foreign Language Immersion programs (Spanish only) in the next six years, should select the Benchmark - *Benchmark Advance* and *Benchmark Adelante* program for the same reasons listed above.



3. School communities that currently offer bilingual programs (languages other than Spanish) or school communities that are considering offering a Dual

Language, Maintenance Bilingual, Transitional Bilingual, or Foreign Language Immersion programs (languages other than Spanish) in the next six years, are also encouraged to use Benchmark in order to have coherence with professional development support in both the Target language and English from the Multilingual and Multicultural Education Department.

#### **IV. PROCEDURES FOR EXERCISING CHOICE OPTIONS FOR ALL ELIGIBLE SCHOOLS**

##### **A. Eligibility to Exercise Choice**

*Section II. Choice Option for Autonomous Schools, such as Affiliated Charter Schools, Pilot Schools, Local Initiative Schools (LIS), Expanded School-Based Management Model (ESBMM) schools, or Lead Partner Schools, such as Partnership for Los Angeles Schools and L.A.'s Promise Schools, and Section III. Choice Option for Elementary Schools without Approved Autonomies describe the eligibility for schools to exercise choice.*

##### **B. Stakeholder Engagement**

In order to decide whether or not to exercise the option for choice, the principal should engage the faculty in a discussion about the options, the commitment, the selection process, and timeline. Parent and/or student groups that represent low income, foster youth, students with disabilities, and English learners should also be engaged by sharing information of the selection process, timeline, and outcome.

Please keep documentation on file representative of consultation with faculty and parents and/or students (e.g. agenda and sign-in).

##### **C. Formation of Textbook Selection Committee**

In order to exercise the option for selecting one of the two ELA/ELD textbook programs, each school must form a textbook selection committee. The committee should be a minimum of five members, including at least a school administrator, a primary elementary teacher, an upper elementary teacher, at least one teacher of English learner students, and a special education teacher. Each school textbook selection committee will work with its school instructional leadership team to come to consensus on the selection of a core ELA/ELD instructional program.

##### **D. Considerations**

Any school committee convened for this purpose must consider student work from interim assessments; coverage of the California content standards; California ELA/ELD Framework; academic rigor; access and equity for English language learners, bi-literate students, Standard English learners, students with disabilities, and students identified as gifted and talented; the faculty's years of experience and certification; and professional development.



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E. Avoiding Conflicts of Interest – Form 700

To proactively safeguard against potential conflicts of interest, each committee member must complete the Conflict Management form (Attachment B) and Form 700 (Attachment C). Individuals with a conflict may not serve on the committee. The original, signed Conflict Management form and Form 700 should be submitted to the LD designee. The LD designee will keep the Conflict Management form on file at the LD and submit Form 700 to the Ethics Office.

F. Instructional Materials Displays

Each LD should display instructional materials for review at its offices from now through the end of the spring semester. Each LD should communicate with parents about the opportunity to review the materials at Local District offices with the support of the Parent and Community Services Branch staff. A school administrator may contact the Local District ELA or ELD Coordinator for sample materials (primary and upper). Each school committee must select a core Integrated ELA/ELD textbook program for implementation at that school.

G. Publisher Presentations

The publisher sales representatives have been directed to work through the LD office staff. Each LD designee will arrange a textbook selection meeting at which publisher representatives provide a 30- to 60-minute presentation and answer questions. At least one representative from each school-site textbook selection committee must attend a publisher presentation. Publishers have been advised not to visit schools individually unless the LD approves such visits.

H. Selection Criteria

As part of the selection process, school textbook committees must consider student population, instructional program, subgroups, data, experience of the ELA/ELD instructors, the academic rigor of the textbooks, available computer devices for students and teachers, and coverage of the CA content standards, CA ELD standards and the CA ELA/ELD Framework. A protocol to assist with the selection process may be obtained from the Local District ELA or ELD coordinator.

I. Comprehensive ELD Considerations

Special consideration must be given to the fact that the selected instructional program will be used for both Designated ELD instruction and Integrated ELD instruction, in addition to ELA instruction. Therefore, schools with an English learner population must consider a Comprehensive ELD Program as outlined in the CA ELA/ELD Framework and ELD standards when reviewing instructional programs:

1. Comprehensive ELD Program: Integrated ELD and Designated ELD
2. Alignment to, and adequate in-depth instruction of, CA ELD standards; Part I *Interacting in Meaningful Ways* and Part II *How English Works*



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3. CA ELD standards used in tandem with CA content standards and effectively support ELs at all language proficiency levels to access grade level content
4. Differentiated instruction by EL proficiency levels
5. Content and language objectives are clearly marked

J. Timeline for Notification

1. The school principal must notify the LD Administrator of Instruction or designee of the selection using Attachment A-2 by **Friday, April 7, 2017**.
2. The Local District staff is responsible for ensuring that forms for all schools are submitted to ILTSS for all elementary schools with TK/K-5/6 by **Friday, April 14, 2017**.

**ASSISTANCE:** For assistance, please contact your Local District Administrator of Instruction designee or Integrated Library and Textbook Support Services at (213) 241-2733.

**ATTACHMENTS:** Attachment A-1: Request for Selection Process Grades TK/K-5/6 ELA/ELD Textbook  
Attachment A-2: Selection of Grades TK/K-5/6 ELA/ELD Textbook Program 2  
Attachment B: Conflict Management Form  
Attachment C: Form 700