

CAMBRIDGE PUBLIC SCHOOLS

26-121



135 Berkshire Street, Cambridge, Massachusetts 02141

June 2, 2026

TO THE HONORABLE MEMBERS OF THE SCHOOL COMMITTEE:

CONTRACT: Instructional Materials (FY27 Contract)

RECOMMENDATION:

That the School Committee approve a contract with the following vendor, funds to be provided in accordance with the budget reference listed below. Procurement procedures for this purchase have complied with Chapter 30B of the laws of the Commonwealth of Massachusetts.

<u>Contractor</u>	<u>Period of Contract</u>	<u>Amount</u>
Savvas Learning Company 15 E. Midland Ave, Suite 502 Paramus, NJ 07652	7/1/26 – 6/30/27	\$149,220.92

DESCRIPTION: This contract is for the purchase of science curriculum textbooks and educational software.

ADDITIONAL INFORMATION:


See the attached supplemental information for additional details.

SUPPORTING DATA, RULES OF THE SCHOOL COMMITTEE: Chapter II, Section 12..." motions calling for the appropriation or expenditure of money require the affirmative vote of four members."

BUDGET REFERENCE:

Account		Fund		Dept.	
55106	General Fund	15000	Textbooks	830255	CRLS/School Improvement

Respectfully Submitted,


 David Murphy
 Superintendent of Schools

SUPPLEMENTAL INFORMATION: SAVVAS

Purpose: To provide a comprehensive district-wide core science curriculum for grades 6-8 that meets the criteria for High Quality Instructional Materials and the local priorities that were established by the Upper School Science Curriculum Council.

Amount of Contract: \$149,220.92

Description/Scope of Services:

The goal of implementing this product is to improve student learning outcomes in middle grade science and best support educators to this end. After a comprehensive curriculum review by the Upper School Science Curriculum Council (educators, caregivers, administrators) and a pilot by select upper school science teachers with feedback from students, the key features of this product include:

Meets MA criteria for High Quality Instructional Materials:

- **Standards-Aligned:** Adheres to grade-appropriate Disciplinary Core Ideas and Science & Engineering Practices and provides a variety of formative and summative assessment options to help educators assess student learning expectations.
- **Real-world Context:** Anchors learning in authentic phenomena and design problems which allow science to feel relevant and therefore improve engagement.
- **Student-Driven Sensemaking:** Learning is driven by student questions and curiosity and the cognitive challenge builds over the course of any given unit.
- **Inclusive and Equitable:** Supports culturally sustaining practices and provides multiple access points to learning to meet the needs of all learners, including Special Education, Multilingual, and those above or below grade level.

Meets local priorities of the Upper School Science Curriculum Council:

- **Adaptable Scope & Sequence:** Provides modular units that will allow the science department to build a common scope & sequence that follows a logical learning progression within the allotted time on learning.
- **Supports interdisciplinary Integration:** Ability to support cross-curricular applications (e.g. move the science unit on energy so it aligns with math lessons on slope).
- **Differentiated Resources:** Provides varied resources for all learning levels (below and above grade level) and is supportive of co-teaching models and sub-separate spaces.
- **Active and Joyful Learning:** Potential for high student engagement through frequent hands-on experiences and an inquiry-based approach to exploration.

For students, an aligned science curriculum is a road map that helps reduce learning gaps and promotes readiness for future learning. For educators, it offers a structured framework that allows them to focus more of their energy on instruction, feedback to students, and effective collaboration with colleagues.